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Artwork by Rayyan Rizqin Bin Hafiz
ICCTAR 2019

INTERNATIONAL CONFERENCE ON CREATIVE TEACHING, ASSESSMENT AND RESEARCH IN THE ENGLISH LANGUAGE

Innovations for the Future, Wisdom of the Past

HOTEL EQUATORIAL, MELAKA

26 – 28 JUNE 2019
Organizers

Co-organizers

Sponsors
'Untitled'
Artwork by Harraz Rizqin Bin Hafiz
MESSAGE FROM THE VICE CHANCELLOR
UNIVERSITI PUTRA MALAYSIA

Last year I attended ASEANELT and discovered that 3-day conferences that charged cheap, like 80 USD per participant can still bring in world class speakers and offer so much. So inspired were a lot of people that there was competition to host it this year. Palembang, Indonesia won and this July the ASEANELT conference will be held in Indonesia.

This year, we have created another new brand, a conference that focuses on CREATIVITY. We believe that Innovation and Creativity are essentials in everything that we do – teaching, assessment, or research. Teachers need to exercise creativity in all three areas.

Universiti Putra Malaysia (UPM) believes that in establishing conferences like MICELT, ICELT, I-MELT, ASEAN-ELT and ICCTAR, teachers are always offered a range of themes that are introduced into all these conferences. When we first started MICELT in 1996, it was mainly attended by academics from tertiary institutions. We have, as an institution that also does teacher-training, addressed school teacher needs as well and that was the reason we started all the other conferences. Over the years, we have emphasized the inclusion of performing arts into learning-teaching. We have several performances over the three days. ICCTAR 2019 will also introduce Dato’ Professor Emeritus Mohamed Ghouse Nasaruddin, author of Traditional Anthropological Performance Healing in Malaysia, who will be performing here.

UPM would like to thank Universiti Pendidikan Sultan Idris (UPSI) for its role as co-organizer of the conference. We would also like to thank The British Council and Grolier for being Main Sponsors. We would also like to thank all the other sponsors for helping us keep participation costs low for teachers.

We thank you for your participation and hope you enjoy the three days here.

“With Knowledge We Serve”

PROF. DATIN PADUKA DATO’ DR. AINI IDERIS, FASc.
Vice Chancellor, Universiti Putra Malaysia
MESSAGE FROM THE CHAIR, NATIONAL EDUCATION ADVISORY COUNCIL
TAN SRI DATO’ SERI DR. WAN MOHD ZAHID MOHD NOORDIN

The initiative taken by Universiti Putra Malaysia (UPM) to support teacher professional development in the country is very encouraging. Teacher Professional Development is one area that will be adversely affected in times when the economy isn’t very healthy. We hope more tertiary institutions which offer teacher training will be involved in organizing conferences such as this.

I understand that this new conference from UPM is all about focus on Creativity – Creativity in Teaching, Creativity in Assessment and Creativity in Research. It is about time we looked at Creativity seriously – are our teachers being merely robotic in behavior and using just textbooks and revision books or are they lighting up their classrooms with brilliant teaching ideas? Are our learners merely memorizing from books or are they engaged and immersed in the learning process? We do hope that teachers, although pressed for time (as they have so many things to do at school) will not be short of energy when it comes to preparing lessons which maximize learning within classrooms.

I am also hopeful that the co-curricular program in schools supports the English language taught during regular school hours. While in the past, we merely depended on the English Club or the LDDS (Literary, Debating and Drama Society) or the various equivalents, we must now innovate and start new support systems within co-curricular programs – perhaps the Rapper’s Club, or something else which is current and which young learners would want to be involved in without coercion.

I believe UPM is right in organizing conferences that feature not only people within the profession of teaching-learning, but also people outside it. I’ve heard that hip-hop artists, story tellers, clowns, jazz musicians, poets, actors and so many from outside the field have been featured in UPM’s conferences. I totally support this. The performing arts has a huge part to play in education. It is about time teachers realize that positive engagement with learners which comes about from the use of a diverse range of strategies and techniques is the way forward. Our learners need aspects of entertainment within teaching, something which gets them off their feet and make them want to be involved in the learning process.

I hope teachers get what they want out of this conference. I also wish everyone an enjoyable and rewarding time over the three days we are here.

Tan Sri Dato’ Seri Dr. Wan Mohd Zahid Mohd Noordin
Chair, National Education Advisory Council
MESSAGE FROM THE VICE CHANCELLOR
UNIVERSITI PENDIDIKAN SULTAN IDRIS

Assalamualaikum Warahmatullahi Wabarakatuh;
Salam Sejahtera; Salam Cemerlang Bersama.

First and foremost, I would like to express my sincere gratitude to Universiti Putra Malaysia (UPM) and the Centre for Languages and General Studies (CEFLAGS), Universiti Pendidikan Sultan Idris for this fruitful collaboration.

The ICCTAR 2019 is a medium where many practitioners in the field come together and share ideas of the contemporary trends in teaching and learning the English language. Aligned with the Education 4.0, the learning process should not be constrained within the school compound and within the schooling hours but should reach the learners beyond all that.

English language teaching and learning in Malaysia has become vital ever since the emerging of a world without boundaries where information and knowledge are widely available and accessible by all. Learners get to learn the language at their own pace with the assistance from the teachers through the sharing of contents, which are made available on the Internet.

In view of this, we hope to confer many new ideas in this conference thus equipping the participants with the methodologies and hopefully to achieve and inculcate the pedagogy, paragogy, heutagogy and cybergogy in the learning of English language. With this regard, we wish to create a better learning environment in the future where the focus is given to the development of humanity on par with the needs of the industry.

Finally, I would like to express my special thanks to the working committee and hope this collaboration would make a significant impact in making the learning of the language a wonderful experience not only in Malaysia but also throughout the world.

The world today is the world for a better tomorrow. So, let us work hand in hand for the future and let it start today, here at the International Conference on Creative Teaching Assessment and Research in the English Language (ICCTAR 2019).

Thank you.

"NO. 1 EDUCATION UNIVERSITY"

Professor Dato’ Dr Mohammad Shatar Sabran
DPMP,DIMP
Vice Chancellor
MESSAGE FROM THE CHAIR

Yet another conference! I thought I was finally going to retire from this last year!
The decision to quit was difficult. It was like an unfinished mission. So here we are, another conference to the big list, this time it is ICCTAR, the International Conference on Creativity in Teaching, Assessment and Research. It has been a long journey from the days I established MICELT (the Malaysia International Conference on English Language Teaching). The year of establishment was 1995 and the first conference was held at the Shangri-La's Rasa Sayang Penang – people taught I was crazy doing it in one of Malaysia's most prestigious hotels, but we went ahead, to prove everybody wrong – we gathered around 600 participants. That year we had International Thomson Publishing (ITP) to support us. Together with John Lowe of ITP, (who incidentally is attending ICCTAR) we plotted on the sea shores of Penang to inject life into English Language Teaching (ELT) conferences in the country. We did. Instantly we had taken the No1 place among ELT conferences. A lot of the top names in ELT were introduced to Malaysian teachers for the first time.

This year’s conference is seriously about blood, sweat and tears. We have had a difficult time finding funds to fuel the conference. People keep telling us there is no money for teacher professional development activity. But we went on. And we never looked back. We still kept registration fees low and insisted in giving teachers the best speakers and in a 5-star hotel!

The major focus of this conference is on Creativity. Something I believe should be brought back into Teaching, Assessment and Research. We have always emphasized this in our previous conferences but this year we felt it was right to explicitly state it in our agenda.

I am extremely grateful to Tan Sri Wan Zahid Bin Mohd Noordin, (Chair, National Education Advisory Council, and former Director-General of the Ministry of Education) for agreeing to officiate this conference. He has been energetically pushing reforms in the Education system from the days he was with the Ministry. I am also grateful to Mr. P. Ramanathan, Secretary General, Malaysian Association for Education for also providing much support.
I am grateful to UPSI for playing the role of co-organizer, the British Council for partial funding, and to all the publishers for participating as exhibitors. My special thanks to P.S. Lau (former General Manager for Pearson Malaysia) for supporting us. I also want to thank Grolier Malaysia, especially Choe Foo Lung for helping us immensely, financially and otherwise.

I hope everyone has a good time here. Thank you for coming
Best wishes

Prof. Dr. Jayakaran Mukundan
Chair, ICCTAR 2019
## ICCTAR 2019 ORGANIZING COMMITTEE

**Patron**  
YBhg Tan Sri Dato' Seri Dr. Wan Mohd Zahid Mohd Noordin

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YBhg Prof. Datin Paduka Dato' Dr. Aini Ideris  
YBhg Prof. Dato' Dr. Mohammad Shatar Bin Sabran  
Mr. Sasigaran Moneyam  
Mr. Choe Foo Lung  
Mr. Lau Pak Sing  
Dr. Mohd Kamil Yusoff  
Ms. Hartima Binti Abu Talib  
Mr. Yong Kheng Kwang  
Mr. P. Ramanathan

**Chair**  
YBhg Prof. Dr. Jayakaran Mukundan

**Secretary**  
Dr. Vahid Nimehchisalem

**Head of Operations**  
Ms. Wan Hazrena Fakeeza Binti Wan Zakaria

**Deputy Head, Operations**  
Ms. Chai Shir Nee  
Ms. Nor Baizura Mohd Arshad  
Ms. Nurul Affah Binti Mohammed Ali

**Logistics**  
Mr. Muhammad Hanif Mohd Yusof

**Floor Manager, Opening Ceremony**  
Mr. Mohd Amin Din  
Ms. Yasin Bdaowi Jasim Al-shujairi  
Ms. Amirah Syahirah Binti Wahab

**Head, Conference Schedule**  
Ms. Isolde Hon Pei Sha

**Other Members**  
Mr. Ali Azizan bin Abdul Aziz  
Ms. Aumi Rabiah Bte Muslimin  
Ms. Hairul Hazlina Mohd Ali  
Mr. John Ayavu  
Ms. Julie Tan Sim Lian  
Ms. Kamariah Ismail  
Ms. Margeret a/p S.Soosaimaniam  
Ms. Noora Bte Abu Bakar  
Ms. Noorainun Bt Anuar  
Ms. Nursheerina Binti Basir Ahmad  
Mr. Razale Bin Abdul Rahman  
Ms. Senthamarai Selvi a/p Kuppusamy  
Ms. Suhaila Binti Ahmad  
Mr. Tan Chai What  
Ms. Tan Su-Ynn  
Mr. Zaili Bin Yaacob  
Ms. Taw Ly Wen
10.50 a.m. Participants gather in Room 1
11.00 a.m. Arrival of VIPs
11.05 a.m. Arrival of the Officiator
11.10 a.m. Procession of VIPs into Room 1

National Anthem
Doa Recitation
Welcome Speech 1
YBhg. Prof. Dr. Jayakaran Mukundan
Chair, ICCTAR 2019

Welcome speech 2
YBhg. Prof Datin Paduka Dato’ Dr. Aini Ideris
Vice Chancellor, Universiti Putra Malaysia (UPM)

Speech by Officiator
Tan Sri Dato’ Seri Dr. Wan Mohd Zahid Mohd Noordin
Chair, National Education Advisory Council

Performance

12:00 pm Lunch
## DAY 1 (Wednesday - 26th June 2019)

(Full schedule and abstracts on pages 1-24)

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P = Parallel
AA = 30 Minutes Presentation
A = 15 Minutes Presentation

COFFEE BREAK

PLENARY 1: WILLY RENANDYA
PLENARY 2: EDWIN THUMBOO
PLENARY 3: LOH CHIN EE
PLENARY 4: CAROLYN GRAHAM

OPENING CEREMONY
LUNCH

SRI NYONYA-RESTURANT- LEVEL 3
PERFORMANCE 1
# DAY 2 (Thursday - 27th June 2019)

(Full schedule and abstracts 25-77; Poster Abstracts on pages 80-90)

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B = 15 Minutes Presentation  
SP = Split Plenary  
WS = Workshop  
SP1 = Johanna Motteram  
SP2 = Tengku Sepora Tengku Mahadi  
SP3 = Mallika Vasugi Govindarajoo  
SP4 = Ikhsanudin  
SP5 = Alvin Pang  
SP6 = Radzuwan Ab Rashid
### DAY 3 (Friday - 28th June 2019)

(Full schedule and abstracts on pages 58-79; Poster Abstracts on pages 91-99)

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**Legend:**
P = Parallel  CC = 30 Minutes Presentation  C = 15 Minutes Presentation  SP = Split Plenary  WS = Workshop  SP7 = Mina Patel  SP8 = Siti Hamin Stapa  SP9 = Seyed Ali Rezvani Kalajahi  SP10 = Vahid Nimehchisalem  SP11 = Sasegar Moneyam
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<td>LEW JOE WAY</td>
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<td>NISHI SHANZIDA YESMIN</td>
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Artwork by Elissa Nimehchisalem
DAY 1
## Massive Open Online Courses (MOOCs)

MOOCs provide an alternative framework to using MOOCs aimed at fostering collaborative learning and engagement among participants. Utilizing a descriptive survey design, this study explored the affordances of integrating MOOC Camps into a flipped classroom. For five weeks during the first semester of the academic year 2018-2019, 1057 freshman students in a private university in Manila, the Philippines, participated in MOOC Camps integrated into flipped classes. The students took English for Career Development, a MOOC developed by the University of Pennsylvania, funded by the U.S. Department of State, and accessed through Coursera as a MOOC platform. Research data drawn from surveys and individual reflections from 711 respondents showed students’ high satisfaction rates on the MOOC’s aspects such as module topics, presentation of the course content, variety of activities, inter alia. The data also revealed students’ positive insights on the use of MOOCs in the flipped classroom citing benefits such as meaningful learning experience, and creation of personal learning environments, among others. Pedagogical implications are offered in the light of these findings.

## Determining the Effectiveness of Using Project-Based Learning in the Teaching and Learning of English Language in Year 5

The main aim of this research is to determine the effectiveness of using Project-Based Learning (PBL) in the teaching and learning of English Language in a Year Five classroom. This research is to find out if PBL will facilitate pupils to learn about critical thinking and problem solving skills, how it would affect change in their attitude to learning, how collaboration can enable them to carry out the project beyond the classroom successfully, to synthesize their learning and generate creative solutions to real world problems, and to create public evidence of what they learned and their contributions to the community. The outcomes showed that using PBL support the development of pupils’ beyond the classroom by collaboration and communication, and pupils are able to make effective decisions. Pupils are also able to work as a team, assume responsibilities, delegating and compromising to come out with solutions and ideas. The outcomes of this PBL showed that pupils are able to carry out the Family Day event, the Self-Protection Exhibition and managed to publish their book commendably beyond what the teacher expected of them.

## Using Flipped Classroom Approach to Teach Adjectives in a Malaysian Chinese Primary ESL Classroom

This quasi-experimental study was aimed to investigate the effect of using Flipped Classroom Approach to teach adjectives in a Malaysian Primary ESL classroom. It was also designed to examine the pupils’ perceptions towards Flipped Classroom Approach. An
experimental group and a control group were formed as the research participants in this study. This intervention focused on the experimental group using Edmodo to acquire input before the lesson, while the control group learned adjectives via traditional classroom approach. The differences of both the experimental and control groups’ performance after learning adjectives via Flipped Classroom Approach and traditional classroom approach were identified. This research used quantitative method with incorporation of the qualitative method to support the collected data by using several instruments, namely pre- and post-tests, questionnaire and semi-structured interviews. The findings showed that there were significant differences between the experimental and control groups in mastering adjectives via different approaches. The learners had positive perceptions towards Flipped Classroom Approach as they found it effective and motivating. This study will provide the findings and relevant information for the stakeholders on the implementation of Flipped Classroom Approach in a Malaysian primary ESL classroom.

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**VOCABULARY FLUENCY AND WRITING SKILL: A CASE STUDY ON KURDISH STUDENTS IN LEARNING ENGLISH VOCABULARY**

Currently, a wide range of papers have been conducted in the field of L2 learners’ vocabulary problems and difficulty in academic written texts; commonly, L1 processing routine over L2 learning brought problems in maintaining vocabulary fluency in academic writing for non-native speakers of English. The establishment of an initial form-meaning link should be regarded as early steps of vocabulary learning. The study investigates major problems of Kurdish learners of English Language in homogenous classes regarding their fluency in using vocabulary in their writings. Besides all those studies which have been carried out in the specified field; however, still, less progress can be seen, and still, students face obstacles when it comes to vocabulary fluency in English taught programs. As it will be discussed, personal desires and interest in English in these learners are not to the degree that they can autonomously improve their abilities. Sociology and psychology of students play have vital roles in their vocabulary use.

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**A BORN-TO-BE COUPLE: M-LEARNING AND GAMIFICATION**

M-learning is usually thought of as videos, digital materials and high technology. Nonetheless, it is not a complete perspective on this new educational trend as M-learning involves everything relating to mobile phones and mobile phones also offer millions of other functions. On top of all that attract most users is mobile games. Hence, if educators can integrate their lesson into students’ daily games, tremendous impact would occur on learners and learners’ autonomy. This paper initiates the idea of combining M-learning, gamification and competitiveness into learning to reinforce students’ autonomy. This case study takes a close inspection on the effectiveness of the application on students’ acquisition and detailed description of how to best use the application along with lessons at schools. Using experimental method with surveys and tests, this paper draws a bonding connection between students’ personal interest in the subject with their performance. The study sets foundation for an innovative approach to m-learning to meet students’ needs at all levels of second language learning.

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**TEACHER’S PERCEPTION OF AND DIFFICULTIES IN TEACHING CULTURE COMPONENTS IN AMERICAN ENGLISH FILE 1 FROM TWO CULTURAL PERSPECTIVES**

Currently, various cultural elements are included and presented in English coursebooks; thus, it raises the question of how teachers can deliver those cultural elements in their lessons. In Vietnam, perceiving the difficulties of teaching culture in ELT materials from the viewpoints of educators has not received adequate consideration. Hence, an investigation into teachers’ attitudes towards teaching culture in a coursebook from one specific angle is still considered necessary. In this study, the perception of teachers at the UEF is analyzed, aiming to identify their perception on the presentation of culture components in American English File 1, investigate the difficulties of teaching such elements and provide further suggestion for teaching culture components. The data were collected through interviews with four participants. From the interview, it can be concluded that a major proportion of reading texts, listening passages, pictures and tasks is characterised by the cultural perspective called an accomplished fact, whereas a future competence is one of the minor features. Besides, teachers also encountered some difficulties when teaching such elements: they found the lack of activities to analyzing cultural information, which consequently requires them to put in more effort when preparing for qualified lectures in which cultural factors were included.
This descriptive-qualitative research is anchored on Leech’s Politeness Maxims (1983). It sought to answer the following questions: (i) What are the politeness maxims used by the characters in the two top grossing movie entries in 2013 MMFF? (ii) How do the characters in these movies use the politeness maxims? and (iii) What are the pragmatic scales that operate in the maxims of politeness found in these movies? In this study, the politeness maxims used in the top two grossing films are tact, generosity, approbation, sympathy, agreement and modesty. The most commonly used maxim is approbation. The politeness maxims found in the movies are used in asking questions, expressing willingness, apology, trust, complaint, warning, condition, confusion, disgust and displeasure, giving advice and praise, showing kindness and concern and making command, request and suggestion. Using Leech’s Pragmatic Scale (1983), the scale that operates in the maxims of politeness delineated in the expressions and utterances in the movies are cost-benefit, optionality, indirectness, power/authority and social distance. The politeness of these utterances are mostly determined by cost-benefit and indirectness scales.
This study aimed to determine the politeness maxims and face threatening acts embedded in the interviews of President Duterte and to design an instructional material useful in a classroom setting. Ten videos of the press conferences downloaded from YouTube were the sources of data. Results revealed that the most evident maxim was agreement maxim, where the President had maximized agreement between self and hearer and minimized disagreement between self and hearer. The President had maintained concord by agreeing to some statements during the interviews. There was no generosity maxim found. However, the most dominant act infringing the hearer’s positive face was in the form of disagreement or contradiction. Though agreements were partly achieved, the hearer’s positive face was still threatened by the President’s disagreement to some conversations. Furthermore, the most dominant act infringing the hearer’s negative face was in the form of order. The President threatened the hearer’s negative face by wanting the hearer to do or not to do some future act, thereby taking away the hearer’s freedom of action.

PARALLEL 2 / 0830 – 0845 / ROOM 2

TEACHING VERBS TO LOW ACHIEVEMENT STUDENTS BY USING LEGO ROBOTICS

Robots are becoming an emerging teaching tool and have great potential in being utilized in delivering knowledge in school. As robot technologies becomes common, many educators have tried to use robots to support their teaching. This research proposes a pedagogy using LEGO Robotics to facilitate the teaching of English to non-proficient and low achievement students. The research is carried out during a national level robotics competition. The purposive sampling consist of 60 low achievement students in English language. Students observe, record and complete a check list during the robotics competition and then they compare the different robot’s designs and actions. Students use this information to make sentences and write a summary about the event. Data is then collected through group interview, surveys and posttest. The research findings discuss whether robots present an appropriate medium for English language instruction, and what challenges must be overcome for a more effective result. Furthermore, we report on the design and testing of this pedagogy for teaching second language. Based on our empirical experience, we provide suggestions for future research directions in the realm of robots for language education.

PARALLEL 2 / 0830 – 0845 / ROOM 3

EXPLORING ROLE NOMINATION AND IDENTIFICATION OF SECONDARY STUDENTS IN A TASK-BASED LEARNING CONTEXT: ITS INFLUENCE TO THEIR INTERACTION PATTERN AND TEACHING IMPLICATIONS

With the current trend of learner-centered instruction driven by collaborative group work, language teachers are challenged to maximize students’ interaction time ensuring both language use and steep quality of output. There are different strategies teachers use in creating groups mostly assigning students into roles; however, there have been multiple incidents of teachers discouraged from using group work thinking it would lessen quality of expected outputs. The study aimed at: 1) exploring what roles surface from a task-based learning context where roles were not explicitly given; 2) documenting the interaction pattern; and, 3) proposing a small group communication model showing said interaction. This qualitative study involved eight (8) Grade 10 students from a government secondary high school in the Philippines as its respondents who were tasked to spearhead a research colloquium. Group interactions during the planning phase were recorded, and individual and group interviews were conducted to analyze the data gathered. The result showed that students were more productive when given liberty to choose roles in a group resulting to higher quality of output. Furthermore, a small group communication model in the Filipino context was materialized creating a rich avenue for discussion of teaching implications.

PARALLEL 2 / 0830 – 0845 / ROOM 4

GRAMMAR AND WRITING - AN "OH SO BORING" COUPLE? A CASE STUDY OF STUDENTS WITH SPECIAL NEEDS AT TERTIARY LEVEL.

Though the necessity of grammar and good writing skills has been confirmed, opinions differ as to what innovative approaches can be applied to increase students' engagement. The use of visual aids in grammar and writing, though proven to be efficient in "recruiting the students' interests", may be hindered by the lack of resources seen in many developing countries including Vietnam, as well as in the case of teaching visually impaired students. The paper examines a new method of teaching grammar and writing, including the application and the practice of using Moodle during the course, on a group of special-need students. With practical observations, this paper is a good case practice for integrating grammar and writing effectively. The ultimate goal is to diversify teaching methods and foster learners' autonomy. The improvement in learners' performance in the group lends credence to the method, providing grounds for it to be adopted for other groups of visually impaired students or learners in developing regions as a whole. The article concludes that the innovative integration of grammar and writing offers easily accessible solutions teaching in the classroom, laying foundation for further study on the flexibility methodology.
WHERE HAS CREATIVITY GONE? A QUALITATIVE STUDY OF ENGLISH HIGH SCHOOL TEACHERS IN INDIA

Creativity is integral to the teaching-learning cycle. J. P. Guilford in his inaugural address to the American Psychological Association asked, “Why is there so little apparent correlation between education and creative productiveness?” (1950, p. 444). Sixty-nine years later, researchers and educationists are still struggling to find newer teaching techniques to enhance convergent and divergent thinking. The current paper reports, as part of on-going research, possible reasons why teachers are unable to nurture creativity in the English classroom. The study explored eight high school teachers’ beliefs and practices about creativity in the English language classroom in the city of Bangalore by using a questionnaire, semi-structured interviews, and observation notes. The findings revealed that teachers’ beliefs about creativity were varied and sometimes non-existent. While teachers firmly believed they were fostering creative capabilities, evidence showed very little proof of the same. Hence beliefs and practices were in opposition. The implications for teacher training programmes are several, but chief among them is to include modules that stimulate both convergent and divergent thinking through building on problem-solving and problem-finding teaching techniques.

EVOLVING HEGEMONIC FEMININITY IN LANGSTON HUGHES’S POETRY: ANGRY BLACK WOMAN (SAPPHIRE) AND MATRIARCH AS MODELS

Hegemony refers to authority given to certain individuals or groups based on the consensus of dominated groups. Hegemony has been associated with masculinity. In fact, the instability of agency distribution caused by certain social and racial reasons has generated hegemonic femininity in Langston Hughes’ poetry. Therefore, Hughes’s poetry develops images of women with agency. Thus, the linguistic features prominent in the discourse community, structural and linguistic features were identified and quantified. The analysis was also theoretically based on Gramsci’s hegemony.

AMERICAN AND FILIPINO TECHNOLOGY RELATED BLOGS: A GENRE ANALYSIS

Blogs have often adopted the informal writing style of diaries and texts in the social media. Thirty technology related blog entries written in English were collected, from which a corpus of 30 blog entries and 2,588 words for American and 3,825 for Filipinos was compiled. Genre analysis was conducted following the guidelines of Swales (1990) and Bhatia (1993). The discourse communities that use and produce the blogs were identified, the communicative purposes were analysed, structural and linguistic features were identified and quantified. The first goal of this study was to determine the generic features of technology related blogs. An analysis of the discourse community, structural and linguistic features was carried out. Results showed that technology related blog in the data sample was created and maintained by an individual male researcher in the U.S and the Philippines. The structural analysis of the blogs presented that technology related blogs had a considerably conventional blog structure. The linguistic features prominent in the data revealed that the language of technology related blogs was highly interactional and rather informal in the case of both Filipino and American bloggers.

WHAT DOES TEACHERS’ COMMUNICATION COMPETENCE IN INDONESIA LOOK LIKE?

Communication competence in the classroom includes the ability to give instruction, to give feedback, to ask questions, and to explain the lessons. This competence is important in order to help students in improving their English communication competence. Teachers who have good communication competence can become role models for their students. However, when teachers are not proficient, they will accordingly be unable to provide sufficient feedbacks for their students. High proportion of Indonesian teachers has been reported to lack some teaching competences, especially the ability to use target language in delivering the materials of teaching and this has become one major complaint ever reported. Based on aforementioned research findings, English teachers in Indonesia face many obstacles to meet the standard of communication competence level. The challenges of communication competences of English are not only faced by Indonesian teachers but also teachers in other Asian EFL and ESL contexts.
smooth-sailing as most teachers have not been integrating ICT in their lessons seamlessly. Goldberg’s (1981) Big Five Model of Personality can explain various usages of ICT based on their respective trait but TESL undergraduates in the Malaysian context have not been studied before. The researcher purposively selected 72 TESL undergraduates from the Faculty of Educational Studies, Universiti Putra Malaysia for the study. A questionnaire and semi-structured interview were used to collect the data. The findings reported high levels of ICT integration and motivation in intergrating it. The respondents scored the highest in Openness to experience towards ICT integration in L2 teaching while low in Neuroticism. There was also a statistically significant, moderate, and positive relationship between their level of Motivation, Agreeableness, Conscientiousness, Extraversion and Openness traits and their ICT integration in L2 teaching. These findings present vital implications for TESL program and course coordinators to facilitate their pre-service teachers to leverage ICT in their teaching practice.

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<td>(A9) JOE DAYAG VERZOSA (S011)</td>
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BLENDING LEARNING AND ITS IMPINGEMENT ON LANGUAGE PROFICIENCY OF FILIPINO-CHINESE LEARNERS

This study delved on the impact of utilizing the blended learning approach in enhancing the language proficiency of Filipino-Chinese students in Manila. The researcher wanted to find out the significant difference between the performances of the Blended Learning Class and Non-Blended Learning Class and the effectiveness of Blended Learning in terms of the learning gains. The quantitative method of research was used in this study where descriptive approach was applied in describing the language proficiency level of the grade six pupils. Two groups of respondents were created, the Blended Learning Class (BLC) and the Non-Blended Learning Class (NBLC). The validated pretest and posttest questionnaires were administered to the two groups to gather data to answer the specific problems. Based on the results, there is a significant difference between the pretest and posttest performances of the Blended Learning Class and Non-Blended Learning Class. The Blended Learning Class had a remarkable improvement in language proficiency in terms of grammar, vocabulary, listening and reading comprehension skills. In terms of learning gains, it was revealed that Blended Learning was an effective tool for enhancing the language proficiency level of the learners.

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THAI SCHOOL TEACHERS’ PREPAREDNESS AND PERCEPTIONS OF MORE-ENGLISH-IN-SCHOOLS POLICY

English language ability of Thai citizens, especially Thai students, has been regarded as a problem in Thailand. As far as the English language ability is concerned, Thailand has a lot of work to do and a lot of room for improvement. Efforts to boost Thailand’s language skills abound. In this study, Thai school teachers in two primary schools were asked to answer the questionnaires on their English language use in their schools, their preparedness, and their perceptions of the policy to add more English into the schools. Twenty-three school teachers from two schools participated in the study. The data collection was done in March 2018. It was found that the majority of the school teachers perceived themselves to be moderately prepared for the more-English policy.

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6 1 WRITING TRAITS IN A MATRICULATION ESL CLASSROOM

Writing instruction has attracted increasing interest at higher learning institutions in recent years. There have been numerous approaches to the teaching of writing in the history of language teaching and these have led to several paradigm shifts in the field. In recent years however, there has been emphasis and debate on the differences between three major approaches the product-based approach, the process-based approach and the genre-based approach. The process approaches focus on how a text is written instead of the final product. The process approach therefore emphasizes the importance of a recursive procedure of pre-writing, drafting, evaluating and revising. This study is to investigate the effectiveness of the 6 1 Writing Traits approach in improving Teaching and Learning of writing in a Matriculation ESL classroom. The 6 1 writing traits is an extension of the process approach. Key traits in writing such as Ideas, Organization, Convention, Sentence Fluency, Word Choice and Voice are essential in any writing attempted by learners. Therefore, it is vital that Matriculation learners be exposed to the process of writing in order to be able to produce a comprehensive essay that meets the requirements of the MUET examination.

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PATTERNS OF FEEDBACK AND ERROR CORRECTION TECHNIQUES IN EFL/ESL CONTEXTS

In the field of language teaching, error correction has a long and disputed history. Some schools of thought like nativism discourage error correction while others firmly promote error correction and consider errors as a bad habit that should be avoided. The present paper reviews the patterns of feedback and error correction techniques in English as a foreign language and English as a second language. Firstly, the paper elaborates on the history and the role of corrective feedback. Secondly, it discusses different types of corrective feedback. Many researchers have given considerable attention to this area, and identified seven types of corrective feedback which are as follows: recast, translation, clarification request, metalinguistic feedback, elicitation, explicit correction, and repetition. Thirdly, different types of uptake are explicated. Finally, the paper provides the prospective readers with effective teacher feedback techniques.
### COFFEE BREAK

### PLenary 1

**WILLY RENANDYA**

**PLENARY**

**THE MAGIC OF EXTENSIVE READING: WHAT EVERY TEACHER NEEDS TO KNOW**

Studies show that students who read a great deal develop more positive attitudes towards reading, have wider vocabulary and more sophisticated grammar, and become better readers and writers. Despite these remarkable language learning benefits, extensive reading continues to receive little attention in L2 learning. Many continue to believe that intensive reading alone is enough to facilitate L2 students' reading and language development. In my presentation, I will discuss some of the fundamental differences between intensive and extensive reading. While intensive reading can help students become skilled and strategic readers, extensive reading can help students become more fluent readers and also develop a higher level of language proficiency.

### PLenary 2

**EDWIN THUMBOO**

**PLENARY**

**BACKGROUND AS FOREGROUND: THE NEW E-LITERATURES**

In 1952 I wrote editorially in *Youth*, SG’s combined Secondary School magazine, that as a nation-in-formation we needed our own literature and should start creating one in English. That impulse still concerns me as poet, critic and teacher. It was challenging as our ethnic profile (Malay 15%, Chinese 76%, Indian 7.5%, Others – Including Eurasians - 1.5%, 2018) involved four distinct cultural traditions, in search of a shared identity. I looked into the literary spread of English, ultimately into Engishes, especially the seedbeds of the E-Literatures that developed, chiefly in the former colonies, from Antigua to Zambia. It soon became obvious that each nation’s E-Literature was distinct, unique, and required to be understood in detail. Moreover, some of the popular, critical terms such as ‘postcolonial literature’ came to dictate approaches that grossly generalised at the expense of essential details. The presentation will outline some of the issues, and attend, in particular, to what forms writers, whose works, when all is said and done, are the substance of literature.

### PLenary 3

**LOH CHIN EE**

**PLENARY**

**GOING PLACES: POETRY AND PLACE IN THE TEACHING OF LITERATURE**

What is the role of place in the teaching of literature? How can poetry help deepen our understanding of both national and global spaces and their intersections? This paper examines the role of place-based education in Literature teaching to explore how to engage students in experiences and discussions of poetry and place. The speaker will draw on her pre-service and inservice teachers’ literary learning journeys to illustrate and explain how bringing students out of the classroom and engaging them through creative assessments can bring literature to life and help real-world connections between texts, self and world.

### PLenary 4

**CAROLYN GRAHAM**

**PLENARY**

**THE CREATIVE CLASSROOM**

This presentation will offer suggestions on how to use Jazz Chants, Music and Movement in the English language classroom for students of all ages and all levels of language ability. Ms. Graham will offer step by step instructions on how to create and use a Jazz Chant in the classroom. You will learn how to create a simple three-word vocabulary chant, turn it into a grammar-chant and into a song. Ms. Graham will illustrate how rhythmic clapping and stamping patterns can help develop the correct sound system of spoken American English. She will also illustrate how you can write lyrics to familiar melodies, and how you can create chants and songs from your own students’ first names.

### Parallel 3

**NORIA ANAK BUNSUN**

**S167**

**SK SRI GAYA**

**READING FOR CHANGE: DEVELOPING A SIGNIFICANT APPROACH TO TEACHING READING SKILLS FOR YEAR ONE PUPILS**

This initiative is driven by the result obtained from the formative assessment carried out randomly and periodically. The result shows that a total of 97% of the pupils have low level reading skills even after various teaching attempts were conducted. A few weaknesses
were identified. The result shows four main factors that contribute to the weaknesses; namely pupils disinterest in learning to read, difficulty in word decoding, inferior understanding of phonics as well as incapability to comprehend texts. Fortunately, after three months of teaching of reading skills by use of the Candy Book, the result was distinctively amazing. From the assessment conducted using Running Record Codes, it finally shows a significant 25% increase in reading skills among low level students.

PARALLEL 3 / 1520 – 1545 / ROOM 3

(AA15) JAYAKARAN MUKUNDAN (S421)
(UNIVERSITI PUTRA MALAYSIA)

SOME TEACHERS STORY-TELL, SOME SING – THE WORLD OF TEACHING CAN DO WITH MORE OF BOTH!

I have observed teachers. And they love an outline, a lesson plan, yes, some plan. Plans are the easy part but have we considered the learning aspects of teaching? Do learners pick up everything we teach while we are teaching or after we have finished the lesson? Have we considered recall? In this presentation I am going to tell you some things I have written in an article (same title) for a British Council publication (Alan Maley is Editor of this book). I had a deep look into two things that I think should matter in a good teacher's repertoire of useful language development activity (notice, I haven't used the word Methodology!) – Stories and Song. I looked at it from the perspective of how some of my favourite teachers used both (so effectively) and how this influenced the way I teach and developed as a teacher.

PARALLEL 3 / 1520 – 1545 / ROOM 4

(AA13) AUSTIN PACK (S060)
(X'AN JIAOTONG-LIVERPOOL UNIVERSITY)

SAM NEWBOULD
(X'AN JIAOTONG-LIVERPOOL UNIVERSITY)

UTILIZING REDDIT FOR ENGLISH LANGUAGE LEARNERS: AUTONOMY, AGENCY, AND AUTHENTICITY

This presentation reports on an investigation into Chinese university students' attitudes and beliefs of utilizing Reddit, an information sharing website, for the purpose of learning English. Utilizing a mixed method research design that featured both questionnaires and journals, the study ran for 30 days during which the participants were asked to visit Reddit once per day and record how they used Reddit. Results suggest that students view English websites as an important but challenging resource to access. In addition, journal entries indicate that Reddit may serve as a channel for students to access authentic English language relating to their academic and personal interests that they might not normally be exposed to in the classroom. Additionally, data collected suggests that Reddit can serve as a gateway or springboard for students to discover new English websites. Generally, students feel Reddit is a valuable way to improve their English, with a majority planning to continue to use the website after the conclusion of the study. To conclude, recommendations are given regarding pedagogical and research applications of utilizing Reddit.

PARALLEL 3 / 1520 – 1545 / ROOM 6

(AA17) IMRAN TRISTA UDIN (S078)
(POLINAS MAKASSAR)

THE APPLICATION OF SIMULATION AND ROLE-PLAY AS THE COMMUNICATIVE ACTIVITIES IN IMPROVING THE STUDENTS' SPEAKING SKILL AT SMK NEGERI 4 MAKASSAR

The objectives of this research were to find out (1) whether or not simulation and role-play technique improves speaking skill of the eleventh grade students of Tourism Department at SMK Negeri 4 Makassar and (2) whether or not the students are interested in speaking English by using simulation and role-play technique. The results of this study indicated that: (1) the application of simulation and role-play technique significantly improved the students' speaking skill which covers accuracy, fluency, and comprehensibility and (2) the students were interested in speaking English through the application of simulation and role-play technique in their English speaking class. The researcher concluded that simulation and role-play technique can be the alternative choice for teaching English at SMK vocational school where the English language teaching process is demanded to teach communicatively and functionally, so the SMK's students possess English competencies which are relevant to the job opportunities both in Indonesia and global setting.

PARALLEL 3 / 1520 – 1545 / ROOM 7

(AA18) FAIZAH ABD MAJID (S080)
(UNIVERSITI TEKNOLOGI MARA)

RAFIDAH KAMARUDIN
(UNIVERSITI TEKNOLOGI MARA)

AINUL AZMIN M
(INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA)

THE CONDUCT OF MOOC COURSES AT POSTGRADUATE LEVEL FROM THE STUDENTS' VIEWPOINT

MOOC first became a phenomenon in the higher education landscape in 2008. Ever since then, various studies have been conducted to explore the potential of MOOCs as an alternative in the learning and teaching process, and the way forward in higher education delivery. Despite the growing interest in MOOCs in higher education, little if not none is known about how postgraduate students perceive the use of MOOCs in their program. Postgraduate students are adult learners. One of the characteristics of adult learners is their motivation, which is driven by intrinsic and instrumental factors. As past research has concentrated on the undergraduates, this paper uncovers the postgraduates' perceptions of MOOCs. A total of 51 respondents took part in a survey conducted in one of the Malaysian public universities. Quantitative data yielded findings similar to past research findings. However, what is new is the need for
The number of foreign international educators working in big Chinese cities such as Beijing, Shanghai and Shenzhen is now so high that they now make up their communities in such cities. Amazingly, there still appears to be a complete lack of a professional association or a professional body representing such professionals. As a young researcher and educator, I was really interested when a group of fellow young like-minded professionals and colleagues, both Chinese and foreign, came together in Shanghai to create an effort to establish the first professional association of international educators in China. Our aims as stated in our mission statement are primarily to (i) solve the problem of teacher isolation in private schools and international divisions of public schools, (ii) encourage professional growth among international educators in China and also, (iii) create an information hub for job opportunities and further career development. This paper will present what our goals are and why they are important for our educational community. It will also give an overview as how we have approached and organized our first round of professional development seminar which is one of the many ways in which we seek to serve our fellow teachers.

This research was originated from a recent public rebel against the Territory-wide Systematic Assessment (TSA) in Hong Kong. TSA was introduced by the Hong Kong government as an accountability measure of school effectiveness; it assesses student achievement in Chinese, English and Mathematics at the end of Key stages 1-3. TSA, however, has long been perceived negatively by teachers as bringing about extra workload and pressure and promoting teaching to the test. This tension reached a climax in late 2015 when anti-TSA campaigns organized by parents attracted massive media exposure. Within language assessment, there is little research conducted focusing on parents, a key stakeholder of school assessment. Parents' views towards school assessment were seldom heard or documented. This research investigated parents’ perceptions of school assessment and TSA. Prisoner’s dilemma was adopted as an analytical lens to understand how individuals’ rational choices made in self-interest may end up as a bad decision for the group and the conflicts between individual and group rationality.

Using children’s literature in the EFL/ESL classroom can be both a challenging and a rewarding experience. While choosing your own materials to teach a language can involve considerable planning and designing, the outcome can be gratifying. Instead of relying on the standard Reader or Course Book, materials appropriate to the age and the proficiency of the class – in this case short fiction written for children - were chosen. They not only create an engaging language experience but also encourage the students to imaginatively engage with the text and its characters. They also promote the learning of varied sentence structures and vocabulary, while at the same time exposing them to heightened cultural knowledge. Bearing in mind, Brian Tomlinson's (1999) assertion that the most meaningful learning takes place when students are “involved intellectually, aesthetically, and emotionally” in their own education, the students were encouraged to bring stories of their choice. They actively participated in selecting the stories as well. This paper explores the use of children’s literature in teaching a variety of writing skills from sequencing to writing a short script to writing a sequel.

Critical thinking and reading abilities pose certain pedagogical challenges to both the instructors and students, especially when the latter are still grappling with the issues of English proficiency. The challenge escalates when students’ literacy skill is narrowed to certain issues and genres of reading, a habit that leads to the ignorance of differing views and sides of an issue. This, in general impedes the development of critical thinking – the sought-after skills by the industry – which Malaysian graduates have been claimed to be lacking still. In relation to this, this paper looks at critical reading abilities of 26 degree students enrolling for ELCS01 English for Critical Reading course. An analysis of their performance in the critical reading test shows inferencing being the most lacking critical reading skills, followed by the knowledge on vocabulary definition. A semi-structured interview with students reveals low language proficiency being the most cited reason for their inability to comprehend the text, thus the low score for their test. The outcomes of this study challenge Critical Reading and Thinking instructors to find more effective ways to teach the skills to students, especially to those with lower level of proficiency.
### LEARNING COMMUNICATION THROUGH GAME BASED LEARNING IN ESL CLASSROOM IN MALAYSIA

The concept for **SPEAK UP!** is using Game Based Learning methodology in ESL classroom. The designs of the board game **SPEAK UP!** allows teachers in the classroom to teach communication skills in group work based on the 6 levels of learning designed in the game. With the big classroom size in Malaysia, it is always time-consuming and tedious to conduct a speaking activity with a teacher directed style in the classroom with 40 students. Therefore, a board game that allows for pairing of 4 to 8 students per board game allows for teachers in the classroom to conduct communication lessons in groups and make it more effective and fun for students in the classroom. **SPEAK UP!** allows for the incremental building of speaking accuracy and fluency in stages of the game. Therefore, the scaffolding of levelling up speaking fluency and accuracy can be tailored according the individual class learning progress in communication.

### THE PEEPS METHOD: IMPROVING STUDENTS' COMPETENCY IN WRITING WELL-STRUCTURED CONTENT PARAGRAPHS FOR EXPOSITORY AND ARGUMENTATIVE ESSAYS

Form 5 students were found incompetent in writing well-structured content paragraphs for expository and argumentative essays in Section B for SPM 1119/1. This study investigates the effectiveness of the PEEPS Method in helping intermediate students write well-structured content paragraphs. The technique is also designed to help students write compound or complex sentences in each paragraph to obtain higher bands. This study was conducted at Sabah Malaysian Sports School. Fifteen Form 5 students participated in this study that adapted Craig Mertler’s (2009) action research framework in which the steps of planning, acting, observing, and reflecting were executed in two cycles for eight weeks. The instruments used in this study were pre and post assessments on writing content paragraphs for expository and argumentative essays. Data was analysed by comparing students’ pre and post writings on content paragraphs. The findings indicated that there was improvement in students’ writing skills of content paragraphs after using the method. The findings of this study suggest that although students experience difficulty in writing content paragraphs, there are strategies like the PEEPS Method to aid students improve their writing skills. Further research could include larger sample to provide deeper insights.

### VIDEO GAMES AND FILIPINO LEARNERS' WORD COMPREHENSION

Video games and Internet are an important part of youth culture and play a vital role in language learning strategies. Researchers are seeking answers for questions like: Do computer games affect players’ vocabulary, grammar and communicative skills? Do they have an impact on their native language? The purpose of this study is to investigate the effect of videogames on vocabulary acquisition in learning a second language. The investigation was carried out with questionnaires and a word test to assess students’ video games habit of playing as well as their comprehension of the terms provided. The researcher concluded that there is a connection between students’ understanding of words and frequency of playing video games.

### GAME-BASED LEARNING APPROACH TO DEVELOP CREATIVITY AND GRAMMAR MASTERY

In recent years, game has been treated not only for entertainment but also as a learning process. Game-based learning (GBL) can create an active classroom and cooperative environment (Lai, Luo, Jong & Lee, 2014). Students learn through experience and fun, and it is more efficient than traditional way of learning (Pivec, Dziabenko, & Schinnerl, 2014). Grammar mastery may not be easy for students and it is mostly taught in the traditional way (Nahid & Mostafa, 2017). This has resulted in the lack of interest and students’ engagement in class. This paper provides insights into the students’ learning experiences as they created grammar game as a part of the GBL approach. The participants were enrolled in a grammar course. This paper will showcase some of the grammar games that the participants created.
The objective of this research is to find out the students' problem in writing a narrative text or they're mistaken in writing a narrative text. The sample of this research was five narrative texts written by students in the third semester in English and literature department in one of the state universities in Indonesia. The data were gathered through qualitative data. The qualitative was gained by analyzing the narrative text written by the student. The results of this research showed the weaknesses of students in mastering the grammar and the ability to use punctuation and to crosscheck the spelling and conventions among students in the third semester in writing narrative text. Based on the results mentioned before, the researcher suggests that students must study more to increase their knowledge in grammar, and also do exercises to improve in writing narrative texts.

Types and Functions of Interjections in Wole Soyinka’s Alápatà Àpáta and Yoruba Speech Community

Interjections are universal means of communication among human beings which pass across different emotions and information in different cultures and languages. However, while some are found in nearly all languages but with varied meanings and functions according to context, some are peculiar to specific languages and cultures. This work, therefore, investigates the functions and meanings of both universal interjections (specifically ‘Oh’ and ‘Ah’) and the Yoruba language specific interjections found in Wole Soyinka’s Alápatà Àpáta. Apart from the above, the work discusses two other significant Yoruba language specific interjections, although not found in the text for analysis. The authors chose the text because it is replete with interjections ‘Oh’ and ‘Ah’ which carry various meanings and perform various functions (a few of which have not been discussed in the literature) and also because it contains the Yoruba language specific interjections which probably have not been investigated in the literature, thereby contributing to knowledge.

The Language of Social Advertisements

Social advertisements refer to advertising about socially relevant issues or influencing social relationships to promote a product or a service or to simply promote community’s health and well-being such as educating people about drugs, diseases and other social issues. The study aimed to analyze the language of the social advertisements gathered from Facebook and online magazines. Specifically, it sought to determine the linguistic devices present in social advertisements, recognize the semantic strategies employed and identify the attitude of the students towards social advertisements. Thirty social advertisements were analyzed. A researcher-made checklist was administered to 50 students chosen by convenience sampling. Results revealed that the linguistic devices found are repetition, rhyme and assonance. Homonyms specifically homophones, figurative language specifically personification were also identified. The dominant sentence structure found is imperative and rhetorical question. The semantic strategies found are presupposition, personalization and personification. Moreover, the results in the checklist show that the awareness of the advertisements on the socio-cultural values affects the attitude of the students toward social advertisements. It implies that there is a common attitude elicited from the students for each social advertisement.

A Discourse Analysis of Persuasive Advertising in Print

Language in advertising is said to be very powerful. With an attempt to prove this claim, this qualitative study employs discourse analysis aimed to determine the morphosemantic and syntactic features in print advertising, identify the illocutionary speech acts, and determine the issues embedded in print advertising. A total of 51 advertisements from different magazines and newspapers were...
analyzed in this study. Results revealed that the morphosemantic features in advertising are descriptive words, neologisms, and adverbs. Descriptive words were found to be dominant in print advertisements. On the other hand, the syntactic features found were figurative language such as metaphor, simile, personification, and hyperbole. The latter was given higher consideration of advertisers especially in beauty product ads. In addition, imperatives, three-part structure, and personalization are seen as additional sentence structures of print advertising. The illocutionary speech acts found were representatives, directives, and commissives. The first two were found eminent in the data. Keeping oneself beautiful, misconceptions of perfection, health issue, and men as the stronger sex were the issues found in print advertisements.

PARALLEL 4 / 1550 – 1605 / ROOM 8

(A19) LILLIAN S. PAGULONGAN (S024)
(BAGUIO CENTRAL UNIVERSITY)

MARJORIE S. BANAAG
(BAGUIO CENTRAL UNIVERSITY)

CLASSROOM MANAGEMENT STRATEGIES AT JOSEFA CARIÑO ELEMENTARY SCHOOL, PHIL

This study focused on the classroom management strategies at Josefa Carino Elementary School. The respondents are 16 teachers who taught for 10 years and 34 teachers who taught for more than 10 years. The researchers made use of descriptive survey method with the questionnaire as the main data gathering instrument. The findings are: The respondents slightly complied with the classroom rules and procedures. They always practised the classroom management strategies. The teachers experienced moderately serious problems. Based on the findings of the study, the following are the conclusions made by the researchers. Classroom rules and procedures guide both the teacher and the learner in order to maintain a positive and effective classroom environment. Classroom management strategy is one of the most difficult skills to master by teachers whether new to the profession itself, new to the environment, returning from a momentary leave or old in the profession. Problems are part and parcel of classroom management and the way teachers deal with them becomes important and valuable experience for them both personally and professionally.

PARALLEL 4 / 1550 – 1605 / ROOM 9

(A20) RIKSA PERTIWI ROHIYANA (S025)
(UNIVERSITAS PAKUAN BOGOR)

THE EFFECTIVENESS OF PBL PROCESS ON STUDENTS’ ENGLISH SKILL IN 21ST CENTURY: THE CASE OF PRIVATE SENIOR HIGH SCHOOLS

The Framework for 21st Century Learning, informed by this far-reaching partnership, emphasizes the 4Cs – communication, collaboration, critical thinking and creativity – skills that all learners’ need for success in school, work and life. The present research focuses the process of learning and learner-peer-content interaction in Problem-Based Learning (PBL). PBL is student-centered which means that students do not simply choose between two highly academic projects to complete by a given date, but instead use the teacher’s experience to design and iterate products and project–products and projects that often address issues or challenges that are important to them. The results of this study show that the students were satisfied and became more critical to know the subject matter while the instruction was also more effective. The researcher found out that 70% of students enjoyed and were satisfied with the result. The results imply that teaching-learning process should be based on the condition and students’ needs.

PARALLEL 4 / 1550 – 1605 / ROOM 10

(A21) ROMMEL A. PARADILLO (S026)
(UNIVERSITY OF SOUTHERN MINDANAO)

RICELI C. MENDOZA
(UNIVERSITY OF SOUTHERN MINDANAO)

FILIPINO CONTEMPORARY FILMS: A STYLISTIC ANALYSIS

Philippine films, as a form of art, reflect the life, culture, beliefs, traditions, fantasies and aspirations of the people and most of the time, shape their consciousness. This study aimed to determine the illocutionary acts present in the films, identify the common expressions from the films, determine the values embedded in the films, point out how men and women are portrayed in the films, and generate learning outputs from the findings. Three Filipino contemporary films served as the sources of data. The films were considered contemporary since they were produced in the year 2001 to 2012 by Filipino film makers. Results revealed that all classifications of illocutionary acts present in the films. There were various common expressions and enduring Filipino values that were determined and analysed. Men and women’s portrayal yielded unique features of the 21st century roles of both sexes. The illocutionary acts present in the films revealed that Filipinos least commit themselves in endeavors and courses of action. Common expressions such as, taong lego, barubal, jubelita, etc. were identified as gay lingo-originated words. Enduring Filipino values also indicated unique moral qualities of Filipinos.

PARALLEL 4 / 1550 – 1605 / ROOM 11

(A22) ALFRED JAN G. NAPARAN (S027)
(UNIVERSITY OF SOUTHERN MINDANAO)

RICELI C. MENDOZA
(UNIVERSITY OF SOUTHERN MINDANAO)

INKED IDENTITY: THE UNFOLDING STORIES BEHIND TATTOOS

Employing semiotic analysis, this qualitative research sought to discover the types of meaning embedded in tattoos including their semiotic concepts. Findings revealed that every tattoo has three types of meanings: denotative, connotative and ideology. Signs can
have the same denotation and ideology but vary in their connotations. This is because denotative meanings of tattoos, purely based on dictionary definitions and ideological meanings, are anchored on the cultural context of the participant while connotations are created based on how participant accept and interact with the meanings to their experiences. This implies that tattoos in the lens of semiotics narrate personal tales and showcase the identity of individuals. In addition, symbols are the frequent semiotic concepts found in tattoos, yet most tattoos have iconic and only few have indexical attributes. This means that semiotic concepts are inherent in tattoos. The participants in the current study were motivated to get a tattoo for inspiration. Other reasons included personal tales, rebellion, fashion, idolization and marking memories as milestone for death and loss. This means that motivations for acquiring tattoos among the participants range from personal factors to external influences.

Communication becomes more operative when it conveys a concise and clear message. Through this, the exchanges of information develop a real flow of communication that is expected to be beneficial to both parties for a better purpose. This study sought to analyse and interpret the linguistic features in school memoranda and announcements and the language use that reflected the communication culture, the social power and power relations of the secondary school in Kidapawan City. This adopted primarily the Critical Linguistics Analysis providing extensive exploration and analysis of the different texts, and Critical Discourse Analysis showing up the hidden meanings, and value systems of the writers. Results generally revealed a mixed sentence construction of declaratives and interrogatives with the dominance of imperatives-agent less passives. Courteous expressions like God Bless, Please, and Kindly marked significant presence in the prototype opening and closing fragments; the choice of words and agent less passive constructions and pronounced the communication culture, social and power relations of the members of the secondary schools.

This study aimed to explore the language proficiency of Junior and Senior High School teachers. Specifically, it sought to determine the difficulties in macro skills communication among English teachers. Eminent findings revealed that reading skill has been found to be the dominant skill focused on by the language teachers in comparison with the other three macro skills. Majority of the teacher-respondents display a high level of proficiency in reading and are described as very good user of the language. They have a fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate usage. They may misunderstand some things in unfamiliar situations. They can handle complex detailed argumentation well. Teachers' proficiency in writing, listening and speaking classified them as good users. They have an operational command of the language, though with occasional inaccuracies, inappropriate usage and misunderstandings in some situations. Majority of the teacher-respondents are good users of the English language. In writing, listening and speaking skills, the majority of the respondents were good users with much difficulty in speaking due to lack of self-confidence, lack of practice and exposure to the use of language in different situations.

Human and nature can’t be separated. Human’s behavior give impact to the nature. Human’s behavior toward nature can be seen in literary works. Many writers try to increase the awareness of people about environment. Some of them criticize human’s behavior that brings destruction to the nature. This destruction will threaten human’s life in the future. Gary Snyder tries to deliver his perspective about nature in his poem, Mother Earth: Her Whales. By analyzing Snyder’s perspective, the reader will understand about the environmental issue of this era. The reader also can take action to solve the environmental problem. To understand the perspective of Gary Snyder, the researcher uses Ecocriticism theory. Textual analysis method is used to find out the relations between human and nature and the perspective of the writer in the poem. Based on the analysis, it can be concluded that Snyder tries to criticize humans in all countries about their behavior toward nature. Despite so many conferences about environment, there are still hidden agenda to exploit it. Ecocriticism helps the researcher to reveal the reaction to man’s attitude of dominating nature.

Creating digital stories refers to the practice of combining narrative with digital content - including images, sounds, animations and videos - to create a short movie. Although studies on digital storytelling abound in literature, only a few have focused on EFL students’
story developing process and have explored the skills they employ to complete their multimodal stories. Moreover, the understanding of the extent to which learners engage in multimodal story composing remains limited. Hence, the current study bridged the research gap by 1) exploring the cognitive and metacognitive skills EFL learners use when composing digital stories, and 2) comparing learners’ engagement and skill use. EFL learners (n = 88) participated in a multimodal project in which they generated linguistic, audio and animated contents for their digital stories. Instruments included three surveys, students’ work logs, semi-structured interviews and final reflections. The results revealed some frequently employed cognitive skills (e.g. analyzing, generating,) and metacognitive skills (e.g. planning, monitoring). Moreover, the results also showed that highly-engaged students used more cognitive and metacognitive skills than less-engaged students at a significant level. Based on the findings, pedagogical implications are proposed for both researchers and classroom practitioners.

**PARALLEL 5 / 1610 – 1635 / ROOM 4**

(AA28) HENG-TSUNG DANNY HUANG (S226)  
(NATIONAL TAIWAN UNIVERSITY)

SHAO-TING ALAN HUNG  
(NATIONAL TAIWAN UNIVERSITY)

**INVESTIGATING THE IMPACT OF A VIDEO-DUBBING TASK ON EFL LEARNING**

Video-dubbing denotes the process of substituting voices and sound effects for the existing soundtrack of a full-length video or a video segment. This study investigated the impact of a video-dubbing task on English public speaking anxiety (EPSA), willingness to communicate in English (WTCE), and self-efficacy in English speaking (SEES). Two intact classes of Taiwanese EFL learners were assigned to either the dubbing group or the comparison group. Prior to the study, both groups responded to the EPSA scale, the WTCE scale, and the SEES scale. Next, the dubbing group completed a video-dubbing task, for which they, in groups, created a self-dubbed version of a chosen video clip and performed the live dubbing in class. The comparison group simply watched an English-spoken movie when the dubbing group presented the live dubbing. Finally, both groups finished the three self-report scales again. Data analysis conducted via a series of ANCOVAs disclosed that the video-dubbing task reduced public speaking anxiety, increased willingness to communicate, and strengthened self-efficacious beliefs. In light of these findings, pedagogical implications are proposed.

**PARALLEL 5 / 1610 – 1635 / ROOM 6**

(AA29) AISIAH BINTI MOHAMED HAMDAN (S144)  
(SMK RAJA PERMAISURI BAINUN)

**SING TO THE DAWN THE MUSICAL , A PEDAGOGICAL INNOVATION THAT EXCITES**

Many students are bored when learning literature in school and when students are bored and unengaged, they are less likely to learn. Thus, this research is based on the first ever musical play staged in Ipoh, which is based on a Form 5 literature novel, Sing To The Down. This pedagogical innovation supports Project-based Learning as a comprehensive approach to classroom teaching and learning that is designed to engage pupils in investigating authentic problems. In this research, the first argument is how this project cultivates interest in learning the Form 5 novel through staging a musical play to the public. Second, this paper examines how staging a musical play enhances learners’ understanding, creativity and teamwork through theatrical experiences as it blends HIP, HOTS, PLC and 21st century learning all in one mega classroom- the stage! The highlights of this study can bring a fresh breather on how teaching and learning literature could be approached. Nevertheless, challenges are inevitable thus this paper also examines the problems both students and teacher encounter when preparing for the performance. Sing to The Dawn The Musical has impacted and inspired many learners and teachers across Malaysia and it is hoped to continue inspiring.

**PARALLEL 5 / 1610 – 1635 / ROOM 7**

(AA30) MIHEEL MALH ALSMAIHEEN (S148)  
(UNIVERSITI SULTAN ZAINAL ABIDIN)

**THE CONTRIBUTION OF TRANSLATION IN TEACHING PRAGMATICS VIA MODERN TEACHING METHODS**

Cultural differences are one of the main issues encountered by second language learner; these cultural differences cause several problems for L2 learners such as gaps between source language and the target language due to L2 may fail in conveying their message to the other part in communication. To overcome these problems, there are many strategies and techniques that help the learner to use certain idioms and expression in the right context in the source language. One of the techniques that could help the learner to overcome these problems is translation. Learners should know some pragmatic aspects such as, presupposition, implicature, speech act, and deixis in the target language before they translate from source language and the target language. This paper aims to light up the main techniques that facilitate teaching pragmatics using translation and the ways in which translation can take an important role in teaching pragmatics in varying learning levels.

**PARALLEL 5 / 1610 – 1635 / ROOM 8**

(AA31) VERNON DAIM (S151)  
(MAKTAB RENDAH SAINS MARA TUN GHAZAlI SHAFIE)

SITI NURQANITAH JA’AFAR  
(UNIVERSITI TEKNOLOGI MARA)

**DON’T BE TONE-DEAF IN YOUR WRITING!**

Getting the tone right is a tricky affair. This is especially true for students with a basic grasp of English. Getting the appropriate tone in writing, particularly writing that requires formality and decorum, is a complicated task. In the SPM 1119 English paper, the ability to demonstrate the use of appropriate style and tone is tested in the Directed Writing question. Why are certain words or structures acceptable for casual interaction but frowned upon when they appear in a formal piece of writing? How do we teach students to make
the right choice? With samples of actual writing and a list of suggested activities, this presentation aims to highlight the complex idea of tone, and to help students to get it right, not only for exams, but also for writing beyond the classroom and exam hall.

PARALLEL 5 / 1610 – 1635 / ROOM 9

(AA32) DAPHNE ROSALINE HENRY THOMAS (S161)
(MELAKA TENGAH DISTRICT EDUCATION OFFICE)

USE OF THE GROW MODEL AS A TEACHER REFLECTION TOOL

Reflective practice advocated by Dewey (1935) and Schon (1983) has gained recognition over the past decades around the world as a valuable aspect of teacher education (Clara, 2015; Jones & Jones, 2013). However, research by Spaulding and Wilson (2002, as cited in Jones & Jones, 2013) reported the inability of in-service teachers to transfer the reflective practices learnt in teacher education programs into the actual teaching context. This problem is not only limited to teachers in schools but also to lecturers in higher learning institutions in Malaysia (Choy & Oo, 2012). Consequently, the lack of teachers’ reflective practice has negative implications on the quality of instructional practices in the classroom. As an important aspect of classroom teaching, reflective practice helps teachers become effective decision makers and instructors in the classroom (Rieger, Radcliffe, & Doepker, 2013). Therefore, its continued practise is imperative throughout a teacher’s career. The aim of this paper is to examine the reflective practices of in-service teachers and explore the use of the GROW model of coaching as a tool to help teachers reflect effectively to enhance the teaching and learning process in the classroom.

PARALLEL 5 / 1610 – 1635 / ROOM 10

(AA33) SENAM KAUR (S163)
(PEJABAT PENDIDIKAN DAERAH CAMERON HIGHLANDS)

WRITING THROUGH READING

Writing a meaningful and coherent essay is an uphill task for most students. Students abhor essay writing as it is a struggle for them and teachers always lament about the inability of their students in writing essays. One of the contributing factors is the students’ poor reading habit. As they do not read enough, they do not have sufficient knowledge and vocabulary to write the required essay. Students can become competent writers if they gain the content knowledge and vocabulary they need during the reading lesson. Brown (1987, p. 331) stated that “by reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about subject matter that may become the topic of their writing.” Through the writing through reading approach, students are provided with the content knowledge, vocabulary as well as the knowledge of how to use the vocabulary aptly in sentences. With the input that they have gathered through the reading session, they have the content knowledge, the language and the confidence to write an essay that is meaningful and cohesive.

PARALLEL 5 / 1610 – 1635 / ROOM 11

(AA34) CONNIE BERNARD MASKILON (S164)
(SEKOLAH MENENGAH KEBANGSAAN TEBOBON)

VIDEO MAKING AND INSTAGRAM TO ENGAGE RELUCTANT READERS IN READING CAPTAIN NOBODY NOVEL

Based on the observations and brainstorming of ideas conducted in the classroom, Form 5 students of SMK Tebobon were found bored and reluctant to read the current requisite SPM novel entitled Captain Nobody written by Dean Pitchford. This research was conducted as an intervention to encourage the form 5 students of the aforementioned school to engage in reading with purpose in a fun and creative way. The respondents of this research consisted of 10 boys and 24 girls of SMK Tebobon. The research highlights the use of Instagram as well as video making as an intervention in helping the students to have the initiative to read the compulsory novel. The progress test in the form of one minute trailers uploaded on Instagram showed improvement from the students. The outcomes of this research also showed that the students were able to complete their scripts and videos within the time frame given. The findings of this research suggest that Instagram and video making are able to engage reluctant readers in reading activity.

PARALLEL 5 / 1610 – 1635 / ROOM 12

(AA35) KHALID IBN HASSAN (S174)
(CENTRAL CHINA NORMAL UNIVERSITY)

XIAOFANG GAO
(CENTRAL CHINA NORMAL UNIVERSITY)

CHINESE UNIVERSITY STUDENTS’ PERCEPTIONS OF FLIPPED CLASSROOM IN EFL CONTEXT: A FRESHMAN ORIENTATION COURSE

Despite many researchers’ affirmative discussion of flipped classroom over conventional approaches, little is known about Chinese university freshmen’s perceptions of this approach in English as foreign language context. This research was, thus, carried out in five sections of a freshman orientation course for English major conducted in flipped classroom integrated with SPOC at a university in central China. A total 148 students enrolled in the course participated in this study. Both qualitative and quantitative data were collected incorporating four questionnaires, in-class observations and semi-structured interviews with both students and teachers. Findings expose that flipped learning promoted chances of socialization and confidence among the Chinese freshmen as reflected in the self-evaluated report of fifteen skills where team-work, self-dependency, note-taking and presentation skill indicated higher average scores. However, though most students expressed their satisfaction with the learning opportunities and strategies in flipped environment, few preferred the flipped classroom to a lectured-based classroom. The authors propose recommendations for a flipped curriculum to facilitate freshmen’s adaptation mechanism and autonomous learning in university life.

CB / 1640 – 1650

COFFEE BREAK
The importance of critical thinking as one of the 21st century skills has made the Indonesian Ministry of Education and Culture integrate Higher Order Thinking Skill (HOTS) into the national curriculum. It requires teachers, as the curriculum implementers, to facilitate students to be critical thinkers through the teaching and learning process. Besides, the teachers also need to have competence in developing HOTS — based questions in order to assess the students’ critical thinking skills. However, teachers’ ability in this field is still disappointing. The aim of this study was to investigate the challenges faced by English teachers in developing HOTS — based questions. The study employed qualitative method and made use of a questionnaire to collect the data. The research participants were in-service English teachers at secondary school level from different regions in Central Java and East Java, Indonesia. The findings showed that, despite the importance of HOTS, some factors were claimed as challenges for the teachers in developing HOTS — based questions. It was because they had varied perceptions about HOTS. The results and implications of this study will be discussed.

High Order Thinking Skills (HOTS) is inevitably important to develop students’ critical thinking skills in the 21st century. In the current curriculum of Indonesia, called curriculum 2013, the government tries to promote the development of students’ critical and creative thinking by applying HOTS-based teaching in the classroom. In fact, when conducting the teaching learning process, teachers are directly or indirectly influenced by their perceptions about HOTS itself. This study aims to investigate English teachers’ perceptions on HOTS implementation within the Indonesian context. The subjects of this survey are 28 pre-service and 10 in-service English teachers at high school level in Madiun, Indonesia. There are four areas of HOTS perceptions which are investigated in this study namely teachers’ perceptions on planning, teachers’ perceptions on implementing, teachers’ perceptions on assessing and teachers’ perceptions on responsibility towards HOTS teaching learning activities. The result shows that in the areas of planning, implementing, and assessing, pre-service teachers show more positive results than in-service teachers. On the other hand, in the area of responsibility, in-service teachers show more positive result than pre-service teachers.

Higher Order Thinking Skill (HOTS) is crucial in the 21st century learning process since it requires learners to have the ability to think critically. It requires teachers to also have appropriate skills to teach it appropriately. The study aimed to investigate teachers’ perceptions about Higher Order Thinking Skill (HOTS) and to know how it is reflected in the teaching and learning process. This study used descriptive qualitative design. In obtaining the data about teachers’ perceptions towards Higher Order Thinking Skill (HOTS), the researcher used a questionnaire and in-depth interview. The questionnaire was distributed to 10 teachers from different schools and different background knowledge in Java. The results showed that the teachers who are aware of the importance of HOTS tend to foster their students development in mastering HOTS, while the teachers who reveal lack of awareness will focus on giving their students tasks relating to recalling ability only.

Zero 2 Hero: A.E.I.O.U Program in Helping Struggling Learners in ELC

Alpha English Intervention Operation Unit (A.E.I.O.U) is a program developed by the researcher based on his previous research observation on EQ and his conceptual framework of P.L.A.Y method. It was a three months program and it involved 3 teachers from different form 1 classes with a total of 129 students. The purpose of this program is to help students in grasping basic English in secondary school. A module was created where it encompassed the two major skills of reading and writing. The result showed, students learned better in groups and actively engaged in the process of learning where the application of P.L.A.Y had been used. Their writing performance too showed a sign of improvement by the exposure of S.V.I method. Reader’s Reader Snippet too had been used to encourage students to read more and build on their vocabulary level. The motivation of learners too increased with a sense of self-upgrading from K3-K2 (Pupil level) to K1 (Mentor level).
read? Why do some readers achieve comprehension and others do not? To some readers, reading is a laborious task. This study investigates the approaches to reading by male and female readers from a Chinese medium of instruction background, and how these readers read to successfully comprehend reading texts. This study also investigates whether gender differences in reading exist among the targeted population. Relevant data were gathered through a number of research methods and this will be discussed together with the principal findings. This presentation will also discuss the importance for readers to be self-equipped with a firm knowledge of reading strategies and for teachers to develop effective reading strategies in readers to improve their understanding of what they read.

PARALLEL 6 / 1655 – 1720 / ROOM 9

(AA44) MAZLINA BINTI KASSIM (S220)
(Pejab Pendidikan Daerah Melaka Tengah)

P.M. NAGARAJAN PILLAI A/L S.P
(Sekolah Kebangsaan Cheng)

THE EFFECTIVENESS OF TRAFFIC LIGHT SIGNS TO SHOW FEEDBACK AND UNDERSTANDING OF PRIMARY SCHOOL STUDENTS IN ENGLISH LESSON

According to Hattie (2009), feedback is among the most powerful influences on students’ achievement. While assessment gets all the press, it is feedback for learning that can transform a student’s learning as it is also essential to school improvement. An appropriate feedback response that will not discourage students instead help them to compete against their personal bests needs to be carried out. This study is to encourage students to show their understanding during lesson using the traffic light signs as a tool for effective feedback. This project has been carried out among intermediate pupils of year 1 and year 5 of a sub-urban school in 2018. Observation has been done to 60 pupils for this project as to see the differences in giving responses and feedbacks. The project helps students to feel comfortable, confident and engaged in learning. As a whole, the traffic light signs give room for students to show immediate feedback during the lesson and help them to progress towards their final goal. The traffic light signs provide the important detail of how much the students are learning to get immediate feedback on what works and does not.

PARALLEL 6 / 1655 – 1720 / ROOM 12

(AA47) WAN LEI (S254)
(Graduate School of Riped)

A STUDY OF THE MULTIVARIATE ELT EVALUATING SYSTEM

Under the guidance of Multiple Intelligences theory, Constructivism theory, Humanism theory, CIPP evaluation model and POA theory, the multivariate evaluating system has become increasingly popular, making ELT assessment more comprehensive, impartial, objective and effective. The purpose of this study is to explore the development of a multivariate ELT evaluating system in China. Based on ELT pedagogical theory and practice, this paper studies the features of multivariate evaluating system in TFL, its increasing application and impact on TEFL in China, and its predictable prospects as well. The features of multi-assessment in ELT are discussed from 5 aspects: 1. diversified assessment contents; 2. mixed assessment contexts; 3. integrated evaluation subjects; 4. pluralistic, dynamic evaluation approaches; 5. combined evaluating forms. The application of multifaceted ELT assessing system guides diversifies, monitors and facilitates ELT implementation in China. Finally, it is concluded that how to optimize multi-assessment system to inspire learners’ subjective initiative, enthusiasm and improve TEFL efficiency is still in urgent need of study and discussion in China.

PARALLEL 7

PARALLEL 7 / 1725 – 1740 / ROOM 2

(A25) SHARON I. WARAN (S530)
(University of Southern Mindanao)

EFFECTIVENESS OF REFLECTIVE READING MODULE TO THE READING PERFORMANCE OF GRADE 10 SCIENCE TECHNOLOGY AND ENGINEERING STUDENTS

Reading is the most useful and important language skill. The major goal of this study was to improve the reading proficiency of Grade 10 – Science, Technology and Engineering Students through Reflecting Reading Module. The researcher developed a Reflective Reading Module anchored to the result of the Multi-Intelligence Test given by the Guidance Office. This study employed quasi-experimental sampling research. Three (3) expert English teachers and 10 Grade 10 students approved the validity of the module right before the experimentation started. Since the respondents preferred Reflective Reading, the researcher anchored the module to students’ needs. The performance of the students’ pretest was compared with their post- test which permitted to conclusions that each reading category listed in the module resulted in a better reading performance than other reading strategies or typical reading teaching in the classroom. The result of the study revealed that there was a significant increase of 27.44% from 54.05% during the pre-test to 81.49% during the post-test. The mean scores of the two sections were very high and remarkably exceeded the 75% standard of the STE and the Department of Education.

PARALLEL 7 / 1725 – 1740 / ROOM 3

(A26) RUBIE ANN E. DUMUKMAT (S531)
(University of Southern Mindanao)

RICELI C. MENDOZA
(University of Southern Mindanao)

A TEXTUAL ANALYSIS OF SOCIAL BASHING

The use of social media is widespread. Bashing is verbal abuse and harsh public criticism. Bashing, when combined with the term social, refers to accusatory or abusive verbal attacks via social media activities. This study aimed to analyze the lexicosemantic and syntactic features in social bashing and the issues embedded in social bashing campaign materials to address social bashing served as the output. Employing textual analysis, this qualitative research gathered bashings from the Facebook account of selected personalities. Results revealed that bashers used negative adjectives to bash personalities. These descriptive words were noted to be
very harsh, barbarous and cruel. In bashing, the syntactic features included capitalization which means yelling at the victims. It expresses negative emotions. The issue on credibility was the top reason for bashing. Bashings showed that the statements of these personalities were questioned. Three campaign ads were derived from the study. It explained the experiences of the victims, the effect of positive and negative effect of comments to individuals and the ways in which a person can protect himself/herself from bashing. Campaign materials against bashing can be utilized to educate students and the community to stop social bashing.

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<th>REGISTER ANALYSIS OF POLICE BLOTTERS</th>
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<td>Police blotter is an important document. In this document, police officers use written language as a communicative tool to record all the crime incidents and other activities in a police station. Language often has different ways of expressing the same thing and language naturally adapts to the situation of use. This qualitative research entitled employing register analysis aimed to analyze the lexicosemantic and syntactic features of police blotters, the organization of police blotters and the issues embedded on the police blotters. Data sources were 51 police blotters from a police station. The study was able to identify words commonly used; such as, about, allegedly, accordingly, incident, resident, legal age and personally. Declarative sentences were commonly used to describe the facts or events. Prepositional phrases were used to show directions and location of an objects while adverbial phrases were used to state details of time, location and manner. The first part of the entries started with the names of reportees followed by the details about them, the reasons of the report and the incident. The ending includes the time, date and place of the incident. The common issues embedded in the police blotters were theft, robbery, physical injury and alarm, and scandal.</td>
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<th>SEMANTIC ANALYSIS OF TELENOVELAS: ENTAILMENT, TAUTOLOGY AND PRESUPPOSITION IN FOCUS</th>
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<td>One of the difficulties that an individual faces when dealing with the aspects of language is how to differentiate the entailment, tautology and presupposition. This qualitative research study was conducted to analyze the meaning of the utterances of the characters of a telenovela in terms of entailment, tautology and presupposition. The utterances that contain entailments, tautology and presupposition were labeled and classified. In-depth transcription and analysis were done with the experts validating the veracity of the transcription and analysis. The study revealed that in the context of entailment, paired sentences are congruent to one another which implies that the meaning of the first includes the meaning of the second. All types of presupposition were present and existential presupposition was the most dominant. Moreover, the use of tautology which transpired from the utterances of the characters is an intentional repetition of meaning that intends to amplify or emphasize a particular, usually significant fact about what is being discussed. The semantic analysis of telenovelas provides evidence that entailment, tautology and presupposition may help us understand the accurate meaning of the utterances and avoid ambiguity and obscurity.</td>
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<th>A DISCOURSE ANALYSIS OF PRESIDENT RODRIGO ROA DUTERTE’S POLITICAL SPEECHES</th>
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<td>Language is a system of words or signs that people use to express thoughts and feelings to each other. In politics, language plays an important role though people think it mainly as a struggle of power in order to secure specific ideas and interests and put them into practice. This qualitative study aimed to analyze the political speeches of President Duterte. Specifically, it sought to determine the lexicosemantic and syntactic features and identify the socio-political issues embedded in his political speeches. The data were gathered from online government publications, consisting of the transcriptions of the political speeches. Results revealed that President Duterte’s political speeches used five types of lexicosemantic features; namely, vernacular, vulgarity, legal jargon, name calling, and idioms. Further, vulgarity had the most number of words and it was evident in the PS3 because in only one response three vulgarity words were found. War on Drugs and Extrajudicial Killings were the two common socio-political issues.</td>
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<th>THE TRAVAILS OF TEACHERS IN LANGUAGE INSTRUCTION</th>
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<td>Learning is the act of acquiring new, or modifying and reinforcing existing knowledge, behaviors, skills, values, or preferences which may lead to a potential change in synthesizing information, depth of the knowledge, attitude or behavior relative to the type and range of experience. It produces changes in the organism and the changes produced are relatively permanent. The study aimed to unveil the experiences of teachers in handling learners with learning difficulties, the strategies employed by the teachers in teaching learners with learning difficulties in speaking, reading, writing and insights gained from the experiences.</td>
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PARALLEL 7 / 1725 – 1740 / ROOM 8

(A31) SITI AISHAH BINTI MEOR ZUL KEFU’AUINI (S039)
(UNIVERSITI SAINS MALAYSIA)

TENGKU SEPORA TENGKU MAHADI
(UNIVERSITI SAINS MALAYSIA)

“ZOOMING IN FOR THE NEEDS OF ESP LEARNERS: THE BLENDED AGE”

Of late, many online courses depend on text-based online asynchronous communication with students. It is undeniably true that such communication may help students with deep and critical thinking and deep learning anytime and anywhere with a reflection. In this paper, we describe how we integrated live synchronous web meetings into asynchronous online classes in English for Specific Purposes (ESP) language classes, collected student feedback, and made changes and refinements based on student feedback over time. We will conclude with implications for practice. This paper introduces the integration of live synchronous web meetings via Zoom application with Edmodo online learning platform which helps pave the way towards meeting up with the challenges especially in time limitation among educators and makes learning the English language for Specific Purpose a much more enjoyable experience for the students.

PARALLEL 7 / 1725 – 1740 / ROOM 9

(A32) ZAIN MOHAMMAD SULAIMAN (S040)
(ALIGARH MUSLIM UNIVERSITY)

SHABANA HAMEED
(ALIGARH MUSLIM UNIVERSITY)

PROGRESSION THROUGH CORRECTIVE FEEDBACK: ASSESSING PROJECTS AND ASSIGNMENTS IN BUSINESS COMMUNICATION CLASSROOMS

The presentation is based on business communication classroom research conducted through classroom observations, questionnaire survey among students and feedback forms from teachers of business-oriented courses taught at the tertiary level of education in Aligarh Muslim University, India. The students have an intermediate level of English language proficiencies; they are non-native speakers, belonging to the age group 20-24 years. The presentation aims to determine the progress of students through corrective feedbacks given by the teachers on projects and assignments in the business communication classrooms which use Business English, an offshoot of English for Specific Purposes. The items taken for the study are business verbs and the prepositions which are useful for business projects and assignments. The ultimate goal of assessment is providing students with corrective feedback. Feedback is the primary concern of alternative assessment based on the constructivist approach, is an informal assessment which offers quality and comprehensive evaluation not only for learners’ linguistic competence but also of their communicative competence. Corrective feedback provides weakness and strengths of the students and acts as a catalyst for future pedagogical implications which enhances students’ performance.

PARALLEL 7 / 1725 – 1740 / ROOM 10

(A33) LUOMAN ALHAKIM (S041)
(UNIVERSITAS SLAMET RIYADI)

ACTIVITIES FACILITATING EFL LEARNERS IN CONSTRUCTING INFORMATION FROM THE HISTORICAL VIDEO AND THE TEXTS: A RESPONSE BASED ON TEACHER’S STIMULI

The paper aims at describing the implementation of the videos in teaching reading at the 2nd semester students who took intensive reading subject of English Education program at Slamet Riyadi University, Indonesia in the academic year of 2017/2018. This research was an action research. It comprised four stages: planning, action, observing, and revising. The research was conducted from February up to July 2019. The subjects of the research were 39 students. The techniques in collecting the data were tests, observation, questionnaires, and documents. In analyzing the data, the researchers used data display, data reduction, and drawing conclusion. The research findings showed that (1) video assisted the EFL students to perceive the passages because it provided content and language input before they read the passages; motivated them to be active in the classroom, and additional information instead of the passages because it gave information to make they understood the passages more easily; (2) the students’ mean score became improved from pre-test was 62, became 70.6 in cycle one and it was 74.2 in cycle two; (3) and the classroom became more active because the students were engaged with the materials of learning and the activities as well.

PARALLEL 7 / 1725 – 1740 / ROOM 11

(A34) DOUBER BANLEY P. TAH (S043)
(UNIVERSITY OF SOUTHERN MINDANAO)

LAWRENCE ANTHONY U. DOL
(UNIVERSITY OF SOUTHERN MINDANAO)

HAPTICS ACROSS PROFESSIONS: A PARALINGUISTIC ANALYSIS

Language is an important aspect in non-verbal communication interactions in some areas of professions. The study aimed to seek the touches involved in each profession (Doctors, Nurses, Teachers, Police Officers, Guidance Counselors, Business Managers), and to determine and define these touches to elaborate a clear explanation. The study could help distinguish the difference between professional touch and personal touch in every workplace. The restrictions of the touches in several body parts of the human body were also determined. For example, a doctor touching a patient’s hand outside the context of physical examination is regarded as a
form of sexual harassment while a business manager’s handshake indicates closeness of the two parties in a deal. The pedagogical contribution of the study is an instructional material that could help in the field of paralinguistics.

**BOOK COVERS OF NEW YORK TIMES BESTSELLING YOUNG ADULT FICTION: A SEMIOTIC ANALYSIS**

Book cover is designed to attract the potential reader’s interest. It signals the potential readers of what to expect inside the book. This qualitative study aimed to obtain the signs, their meaning and social implications. It analyzed the meanings of book covers of New York Times Bestselling Young Adult Fiction through Chandler’s (2011) semiotic concepts: signs, symbol/index/icon triad. The book covers were downloaded from the official website of The New York Times. Results revealed the meaning of the words, images and colors present in the book covers through the different devices such as signifier and signified and triadic model where the use of body images, color and sentences and reviews were drawn, and the different social implications. The use of body image on young adult book covers was perceived to be one of the most commonly used images on young adult book covers. The use of color could also signify if it is about death or life, depending on the color used, and the sentences and reviews from popular authors and the plot of the story.

**TEACHER’S EXPERIENCE ON LANGUAGE TESTING GAINS AND DRAWBACKS**

Language tests provide methods to supply systematic feedback for both teachers and learners. The objectives of the paper were to identify, enumerate and define the strategies, construction and the effects of washback among teachers. The strategies employed by the respondents were designed to develop the affective, cognitive and psychomotor domain of the students wherein the most dominant strategy applied is the 4A’s which pertains to activity, analysis, abstraction and application. The teachers also encountered challenges in attaining beneficial washback. The most common problem that is experienced by teachers is the students’ less participation or lack of interest. The problems encountered by the teachers to attain beneficial washback, most of them used the following strategies: groupings, motivation to learn, hesitations or lack of interest. The problems of the teachers in delivering strategies can be condensed into three categories: lack of data evidenced by this study, color and sentences.

**A SEMIOTIC ANALYSIS OF FILIPINO FILM POSTERS**

Sexy Independent films are said to be one of the most intriguing and most intimate genres in the film industry. The purpose of this qualitative research is to analyze the semiotic concepts of Filipino film posters and to learn how ideologies are evident in the said Filipino film posters. The Filipino film posters are distributed to give the people some hints about the films to be shown. The results of this study revealed the meanings of the words, images, gestures and objects present in the film posters through the different devices such as signifier and signified, codes, rhetorical functions and triadic model. The results revealed the different ideologies regarding prostitution, poverty, adultery and gay concerns. In the findings, prostitution among minors is perceived to be the number one solution to survive hunger. Poverty is fought through engaging in different sexual activities in an exchange for some amount. Correspondingly, adultery has the same issue, several things are affected in an exchange for desire; gay concerns on the other hand, are the most highlighted in Filipino Independent films to give value on LGBT (Lesbian, Gay, Bisexual, Transgender).
consisted of five court proceedings taken from the Third Municipal Circuit Trial Court of Kabacan-Carmen, Kabacan, North Cotabato. The research findings show that the types of illocutionary acts found in court proceedings consist of behabatives, commissives, exercitives, expositives and verdictives. Furthermore, the types of behabatives include apologizing, thanking, congratulating, welcoming, greeting and saluting. The kinds of exercitives include appointing, dismissing, ordering, sentencing and etc. Verdictives include acquainting, holding and reading something. The kinds of commissives include contracting, giving one’s word and declaring one’s intention. The types of expositives include denying, informing, conceding and referring.

PARALLEL 8 / 1745-1800 / ROOM 5

(A39) JERRY S. VERDADERO JR. (S052)
(DALAPITAN HIGH SCHOOL)

DONNIE M. TULUD
(DALAPITAN HIGH SCHOOL)

A CORPUS- BASED GENRE ANALYSIS OF RESEARCH RESULTS AND DISCUSSION SECTIONS

This study investigated the rhetorical move structure of the results and discussion sections of AB English and Political Science RAs. The researchers used genre analysis to discover the difference of the two sections of both corpora. Two corpora comprising 30 RAs were analyzed using Yang and Allison (2003) model. M1-M2-M3 move pattern was identified from the results sections and M1-M2-M4 move pattern from the discussion sections of the two corpora. It was noted that AB Political Science results sections had a different presentation of preparatory information. AB English RAs preferred to put deductions while AB Political Science RAs did not focus on the deductions but had a distinct move which is Creating New Insights. The findings obtained in the current study could be useful particularly for research writers to better understand the rhetorical structures of results and discussion sections and may yield contributions in forming a more unified model for the two sections.

PARALLEL 8 / 1745-1800 / ROOM 6

(A40) CONSUELO A. TAGARO (S053)
(UNIVERSITY OF SOUTHERN MINDANAO)

RESEARCH CULTURE OF THE FACULTY IN STATE UNIVERSITIES AND COLLEGES

The main objective of this study is to find out the research culture of the State Universities and Colleges in the region. The descriptive – correlational method of research was applied with a survey questionnaire as a main gathering instrument. These results show that the respondents recognized that conducting research is one of their primary duties in their institution and in their chosen field. By welcoming or accommodating teacher researcher in their classroom or giving time to answer the questionnaire encourage others who are interested in doing research and these gestures motivate others to finish their graduate studies. Respondents also feel fulfilled when something of value comes out from their scientific investigation and they take pride when their research is in line with the achievement of the national socio-economic goals. Their enthusiasm in gathering data and reading research output plus their enjoyment in surfing internet motivate them to do research to help them in their promotion. The faculty attested that there is always an in-house review and evaluation of all the researches. Time- constraint and being overloaded with academic subjects were problems that had a great effect on the ability of the faculty to pursue or do research.

PARALLEL 8 / 1745-1800 / ROOM 7

(A41) RICELI C. MENDOZA (S054)
(UNIVERSITY OF SOUTHERN MINDANAO)

RESEARCH PRODUCTIVITY OF FACULTY IN THE COLLEGES AND UNIVERSITIES

The main objective of this study is to find out the research productivity of the faculty in colleges and universities. Results of the study show that faculty are productive in research as manifested by their being a research proponents, however, they were not able to publish their research output in refereed journals. Most of the faculty were into descriptive and experimental types of research that focused on major issues on social sciences and agriculture. Their researches were utilized on community extension and improvement in instruction. The regression analyses revealed that educational attainment, number of years in teaching, number of research trainings, research attitudes, and knowledge and skills of the faculty are most significant predictors of research productivity. These results further imply that the higher is the faculty members’ level of education, the higher is their level of productivity in research. In addition, longer service, more research training, better attitude in research, and higher level of knowledge and skills denote more productivity in research.

PARALLEL 8 / 1745-1800 / ROOM 8

(A42) ALI HUSSEIN ABDULAMEER (S055)
(UNIVERSITI TUN HUSSEIN ONN MALAYSIA)

SYSTEMIC FUNCTIONAL LINGUISTICS OF POLITICAL ARTICLES IN EASTERN AND WESTERN ONLINE NEWS

Political discourse causes a large attendance, due to its influence on economic, cultural and societal. The current study applies transitivity analysis within systemic functional linguistics by Halliday and Matthiessen (2014) to analyze 80 political articles in Eastern and Western online news. The study employs a qualitative analysis method to find out the answers for the next two questions: First, How the experiential meaning recognizes via the transitivity process in social actors discourse in the Western and Eastern online news? Second, what are the differences or similarities in the discourse of social actors in Western and Eastern online news? The documentation method is used to collect data from four online newspapers, from Eastern (Al JAZEERA, and THE STAR) and from Western news (THE GUARDIAN and New York Post) from 6th December 2017 to 13th May 2018. The main findings show that verbal processes, material processes are most predominant in social actors discourse in Eastern and Western online news and followed by relational, mental and existential processes and the behavioral processes rarely the social actors use.
This study examined the denotative and connotative meanings and the social issues found in the political internet memes. Findings revealed that the meme's captions not only are humorous with witty catch phrases but they also contain textual signs with diverse connotations which the meme creators intended to deliver. Some memes reveal and mock a politician's lack of understanding about public problems or failure to fulfill promises, and work incompetence. Moreover, most meme samples focus on the criticism of the political realities and expose political scandals like corruption. Indeed, these memes are basically internet jokes that satirize or mock a country's social or political reality. The creators of these political memes usually refer to current public news and try to mock either the situation or the politician responsible for it. Finally, out of the political memes gathered and analyzed, ten (10) instructional materials were designed to improve pedagogy and classroom management. These memes were designed for: a) presenting class rules, b) introducing new vocabulary, c) recalling the past lesson in literature, d) emphasizing a historical event, and e) facilitating ice breakers.

Motivation is identified as one of the fundamental factors that determine L2 achievement. Conversely, most of the research on learning strategies is related to the impression of successful learners. Thus, this study investigated which specific intrinsic motivation factors influence the less successful learners as they learn L2. It also discussed the language learning strategies they utilized and their function in upgrading the process of language learning. The participants were 100 Grade 11 Senior High School students who were enrolled in a public and private secondary institution for the school year 2017-2018. To provide a stronger understanding of the problem the study employed mixed methods data collection techniques. The results indicated that the respondents preferred Value/Usefulness as their intrinsic motivation and Social Strategy as their preferred language learning strategy. The respondents also mentioned several challenges, which they experienced as they learn L2. Likewise, they habitually utilized identified regulation because they only carry out an L2 task for instrumental gains (i.e., grades and academic rewards). The results demonstrated that integrating language learning strategies and intrinsic motivation into ESL classrooms can provide a more enhanced way to focus the teaching efforts in facilitating the acquisition of a second language.

Rubrics, standardized evaluators, guide scoring the quality of various educational products in EFL such as presentation, essays, language skills, portfolios, etc. Being used as a tool for assessments, rubrics show a special potential in formative assessment where they help learners foresee the learning target they should reach and show them the route to success when teachers attain learners' cooperation and provide them with learning activities and approaches. Thus, learners can improve their own learning quality and enhance their learning autonomy and competency through self-assessment and peer-assessment. Particularly, in the era of Technology 4.0 and learning in the 21st century, in which EFL learners need to develop critical thinking, collaborating and reflecting, it is possible to consider rubrics as powerful devices for pushing up the EFL learning and teaching process towards a high quality education. This paper contributes an introduction to key features of rubrics, presents some practical examples, and instructs the basic steps to design effective rubrics in formative assessment.

Language is undoubtedly the most influential tool used for persuasion across contexts including the political environment. In line with this, politicians use persuasive techniques in their speeches to enable them to win the heart of their audience. This study examined how persuasive techniques are used in the political arena by evaluating the speeches of the five most recent Presidents of the Philippines. Moreover, it analyzed how the techniques were used to address specific political issues. Utilizing van Dijk's Theory of Ideology and Paltridge's Discourse Analysis, the study found that consistently, parallelism, rule of three and the pronoun 'we' - both exclusive and inclusive senses - were the most utilized persuasive techniques in the speeches, relegating euphemism, dysphemism and contrastive pairs in the backseat. However, all eight persuasive techniques were effectively utilized on issues including graft and corruption, poverty, terrorism and criminality, which have consistently been presented across all speeches. Analyzing persuasive techniques in political speeches makes us realize how language is used to influence decisions of audiences. The result has implications to, in a specific sense, the linguistic context and in a broad sense, the educational and political contexts in the Philippines.
**PARALLEL 9 / 1805-1830 / ROOM 3**

(AAS0) HESTI WAHYUNI ANGGRAINI (S268)
(UNIVERSITAS SRIWIJAYA)

**AN EXPLORATION TOWARDS STUDENTS’ ENGLISH ACHIEVEMENT ON THE BASIS OF FOREIGN LANGUAGE ANXIETY AND CROSS-CULTURAL UNDERSTANDING**

Anxiety has been recognized as one of the fundamental affective variables influencing success or failure in foreign language learning. Then, understanding of the target language culture cannot be ignored during classroom activities. The data were collected from observation, interview, questionnaires, and tests at university level. The results indicated that learners may need to understand different aspects of the target culture better in order not only to listen, speak, read, and write accurately, but also to interpret appropriately and to interact effectively with members of the target culture. Errors in English speaking and writing might be made by the students due to the lack of knowledge in style toward the target language. Good listening and reading skills in cross-cultural communication are essential. Closer analysis resulted that unfamiliar topics, inability to read symbols and funny things, students’ reading preferences, and low reading motivation gave impacts to students’ reading anxiety level. Analysis also showed that wrong pronunciation, limited time constraints during the test, feedback from others, difficulties to recognize the word forms, and noise from others distracted students’ listening ability. Students’ low confidence toward others’ feedback distracted students’ ability in speaking and writing.

**PARALLEL 9 / 1805-1830 / ROOM 4**

(AAS1) NORMAZIDAH CHE MUSA (S269)
(UNIVERSITI KEBANGSAAN MALAYSIA)

HAZITA AZMAN
(UNIVERSITI KEBANGSAAN MALAYSIA)

KOO YEW LIE
(UNIVERSITI KEBANGSAAN MALAYSIA)

**UNDERSTANDING LITERACY AND CONTENT LEARNING IN ENGLISH: THE EXPERIENCE OF EFL STUDENTS IN HIGHER EDUCATION**

This paper presents a study that seeks to investigate the patterns of academic literacy practices of a group of multilingual EFL undergraduate students learning to acquire dominant academic literacies in English. The study uses social learning theory which recognises literacy as social practice and sees learning primarily in terms of collaboration in Communities of Practice (CoP). Data collection methods involved classroom observation, semi-structured focus group interview and document analysis. The findings of the study centre on the socialisation and enculturation of students’ academic literacies through two key literacy events namely the lecture and project work. The study established the significant contribution of the interactive lecture as the main contact zone in the students’ socialisation process into dominant academic literacies. It was found that teacher talk and dialogues around the pedagogic texts, typified by translating, paraphrasing, and multilingual language use, were crucial in the learning of target academic literacies in English. This study calls for a more grounded policy and pedagogic interventions that focus on applied and critical aspects of academic literacies which will bring students closer to target academic literacies in higher education.

**PARALLEL 9 / 1805-1830 / ROOM 5**

(AAS2) TEMMY THAMRIN (S270)
(BUNG HATTA UNIVERSITY)

**THE IMPLEMENTATION OF BLENDED LEARNING IN ENGLISH SPEAKING CLASS: A CASE STUDY**

Blended learning has become an important approach to learning in higher education. Lecturers commonly use a mix of digital technologies and face-to-face methods to improve the learning outcomes of their students. This paper is a preliminary study which explores the integration of blended learning and traditional face-to-face in teaching speaking English as a second language at the English Department, Faculty of Humanities, Bung Hatta University. As it is a small-scale qualitative study, open-ended interviews were carried out with 30 students who learned English in speaking classes. The interviews were content analyzed. The results indicated that students had positive attitudes toward the implementation of blended learning in speaking classes, where they could elaborate and express their ideas, though there were some challenges to overcome.

**PARALLEL 9 / 1805-1830 / ROOM 6**

(AAS3) MOHAMMAD NOR AFANDI BIN IBRAHIM (S272)
(UNIVERSITI TEKNOLOGI MARA)

GERALDINE DE MELL
(UNIVERSITI TEKNOLOGI MARA)

**PREPARATION FOR WORKPLACE ORAL PRESENTATION: A SYSTEMIC FUNCTIONAL APPROACH**

The UiTM’s English Exit Test is introduced to gauge graduates’ readiness for workplace English. One of the components is speaking, which has five tasks. The first task is on informal setting of dialogue response, followed by the next three on answering job interview questions, while the last one is on a short business oral presentation. The focus of this paper is on the use of linguistic resources in the short business oral presentation, particularly taxis and logico-semantic resources based on the Systemic Functional Linguistics approach. The preliminary results of the study indicate that weak presentation contains multiple tactic nexus, while the good one has fewer clause nexuses. In terms of logico-semantic resources, the good ones contain more resources in the clause-complex, while the weak ones tend to use inappropriate resources in expressing relationships between clauses. Thus, it can be argued that explicit instructions on clause-complex use and logico-semantic resource deployment should be incorporated in speaking lessons to help students identify appropriate linguistic resources in business presentation.
NEGATIVE EMOTIONS IN THE SPEECH ACTS STRATEGY OF THE 2016 US PRESIDENTIAL DEBATES

The way in which the Presidential candidates – Donald Trump and Hillary Clinton communicated their visions and missions during the 2016 US Election has been widely studied by people who focused on the word-usage and types of speech acts. But, the results did not show the use of word construction of the basic emotions that refer to negative emotions. Negative emotions mean ‘an attempt or intention to exclude’. In the presidential debates, each candidate tried to strengthen his own position and to attack and destroy the opponent’s ideas. This study explores the negative emotions expressed in the speech acts, like anger and scorn revealed through the word use. Data were taken from the three transcripts posted on the website of Washington Post. A qualitative method was used in analyzing the data in a framework of basic emotion-cognition and pragmatics-discourse approaches. The results show some ways to express the dominantly negative emotions through the words use, and a number of functions as transmission of evaluations and values. This study will provide ideas on how to improve communicative competence, especially in speaking English.

THE FEMALE CHARACTERS’ POSITION IN ‘A SPECTRUM OF RED ROSES’ TWO SELECTED FLASH FICTIONS: A FEMINIST STYLISTIC PERSPECTIVE

Language is a medium of representation through which thoughts are represented. It is also a social practice where it is often questioned, particularly related to the position of women in society. The being questioned social practice is related to how text or language presents women. Some texts or languages are considered sexist. The research aims at finding out the position of female characters in two selected flash fictions. It is a qualitative research with the feminist stylistic approach. The flash fictions reveal the position of the female characters as weak, hopeless, fearful, fragmented, and clueless on how to survive through their gendered discourses. There is unequal power relation. The two female characters live in a patriarchal setting where the male characters are described as more aggressive, determined, firm, and fearless. The gendered discourses also show that the female character in the first flash fiction has been a sexual object for many years.

BEGINNER EFL STUDENTS LEARNING ACADEMIC ENGLISH: EXPERIENCES, CHALLENGES AND SUCCESS

This paper examines the challenges and difficulties that preparatory year (beginner) students experienced in learning academic English at the first year program in a Saudi university. Using a mixed-method methodology, the paper reports the results of a survey questionnaire administered on 257 and closely examines the cases of 30 of those students through semi-structured interviews, focusing on their English language learning experience and their challenges in the new academic environment. The findings indicate that students experience three major challenges during the crucial preparatory year at university: learning and understanding vocabulary, speaking and time management. The evidence suggests that students are able to overcome these challenges despite that the fact that they are busy with other academic commitments in a short period of time. The paper concludes by presenting the implications of the study.

PERSPECTIVES OF HOME AND INTERNATIONAL MASTER STUDENTS AND THEIR ACADEMIC STAFF ON PROFESSIONAL AND NONPROFESSIONAL PROOFREADING IN UK UNIVERSITIES

Recent studies on proofreading of postgraduate students’ (PgrS) written works suggest that students often resort to proofreading before submitting their written works. However, these studies focused on proofreaders’ practices. Obviously, questions such as: why students tend to seek third-party assistance and to what extent students proceed with the process of ‘purchasing professional or nonprofessional help’, and why and when academic staff (AcadS) asks their students to have their work proofread are still unscrutinized areas of study. Drawing on interviews with 20 PgrS and 13 AcadS and 102 surveys PgrS respondents and 60 AcadS respondents, this study attempts to provide some answers for these questions. Qualitative and quantitative analysis of the data indicates that the majority of AcadS (82%) do not ask their PgrS to get a professional proofreader before they submit their works because it is unnecessary and costly. Nearly two-thirds of students (67%) agree with staff that it is expensive to get a professional proofreader, and therefore, some resort to their friends or family members to proofread their work. The study concludes by providing some implications for reconsidering when and how professional proofreading should be encouraged.

THE EFFECT OF PAL ON THE FOUNDATION STUDENTS’ LEARNING SKILLS DEVELOPMENT.

Peer assisted learning (PAL) is a model which aims to facilitate complementary learning rather than replace proper teaching. It fosters cross year assistance, cultivates support between students and provides an informal, yet a planned opportunity for the students who
require more support (Capstick, 2004). The PAL approach drives at the convergence of collaborative learning and learning communities. Furthermore, research shows a divergence in academic and personal benefits for participating students as well as those who lead the sessions as PAL facilitators. It enhances students’ interpersonal skills, academic performance and encourages independence. It is also a powerful source of evidence for PAL leaders to impress the future graduate employers who seek skillful employees. This paper explores a detailed impression of the PAL model and how the implementation of PAL enables students to develop their personal skills in the Foundation Programme. Finally, the researcher will share some feedback of the students’ experience with PAL for the past six semesters in the Foundation programme and will offer some recommendations on how to apply this model of learning to support Foundation students.

PARALLEL 7, 8 & 9 / 1725 – 1830 / ROOM 14

MOHAMED GHOUSE NASURUDDIN

(PERFORMANCE 1)

PERFORMANCE HEALING

The performance combines traditional and contemporary healing practices, which involves kinetic energy and sonic orders to activate the internal healing energy (vibrations) to address psychosomatic maladies as well as enhancing the body mechanism. The first part of the performance is the opening sequence of the Makyong and Main Puteri traditional healing ritual that incorporates the elements of music, movements (dance), singing and chanting in the healing process. It involves the Tok Puteri (Shaman) and the Tok Minduk (rebab musician) as they navigate the spirit world through a trance state to identify the malevolent spirit that caused the illness. In the second part is a dance (Bharatanatyam, a contemporary mode of physiotherapy that enhances the corporeal aspects using movements kinetic energy). Dance and music are non-invasive healing therapies that could be administered in a traditional or modern manner. The music entrains with the brain waves effecting physiological and psychological responses by easing tensions and evoking a variety of emotional feelings. It also activates the pharmacy of the brain to control release chemicals such as endorphin, opioid and dopamine. Movements apply kinetic energy to articulate the joints, extend its range and tone the muscles as well as increasing circulation and sharpen co-ordination resulting in an overall vibrant body mechanism.
DAY 2
Flipped classroom, known as inverted classroom or flipped learning, has been extensively adopted by teachers worldwide. It can free up class time, engage students in interactive learning, and increase students’ learning outcomes, and even their high-order thinking capabilities. Since few flipped classroom studies were conducted in language teaching and learning contexts, this study aimed to explore how the flipped classroom approach affects non-English majors’ English self-efficacy, study process, and learning performances. An experimental group of 50 and a control group of 52 were recruited. The experimental group attained higher self-efficacy toward English learning and outperformed the control group on exams. However, no significant differences were found on the two groups’ study process. The study provides implications for learners, teachers, researchers, and curriculum developers.

This study was to investigate the effects of Augmented Reality on EFL students’ speaking proficiency, learning motivation and Willingness to Communicate. 53 EFL students were divided into a control group and an experimental group. 29 students in the experimental group were provided with learning materials in AR format. Meanwhile, 24 students in the control group studied the same materials in the paper-based format. The quantitative data was collected by following instruments: (1) a speaking test on GEPT elementary level as a pre-test, (2) a teacher-developed speaking achievement test as a post-test, (3) an adapted motivation questionnaire and an adapted WTC questionnaire were administered before and after the experiment. Then, the author conducted semi-structured interviews with the participants to obtain the qualitative data. The results suggested that although participants in the experimental group did not show a better performance compared to their counterparts in speaking proficiency, their learning motivation and WTC were significantly higher than the students in the control group. Moreover, the interview data indicated students’ perception of using AR in the classrooms was enjoyable and helpful. Pedagogical implications will be proposed for EFL teachers.

This research aims to describe how short films can improve the 9th grade SMP Negeri 1 Ledo students’ speaking skills. This is a classroom action research, conducted through the plan, implementation, observation, and reflection stage. The researcher used pre and post tests and interview as instruments to collect data of the research. After that, the researcher analysed the data collected from the tests and the interview. By watching the films, students would get the stimulus about the topics. This would help them construct and generate ideas of what they would speak. Besides that, the students would also improve their pronunciation of the words. Using short films to improve students’ speaking skill could also increase their motivation to join the class. This was due to the selection of interesting films to be used in the class. It was also found that students felt more confident when the teacher asked them to speak individually in the class.

Since English is a foreign language in Indonesia and not utilized in daily activities, students believe it is not important for them to interact in the language. In the rural area especially, where students come to the class with fatigue and poor attitude due to helping their parents at work, most of them have no exposure in learning English. Therefore, this study aims to increase students’ engagement in learning English specifically in the learning of the simple past tense. The present study uses storytelling videos to draw students’ interest. This study uses Classroom Action Research. Data of the study were collected during the research practical intervention in schools via field notes, observation charts, video recordings, and students’ written opinion. There were three cycles in conducting the research, each of the cycles consisted of four phases; planning, acting, observing, and reflecting. A total of 20 8th grade students participated in this study. The result of the study showed the improvement in students’ participation in which they were more active, enthusiastic, and confident during the process of learning simple past tense using storytelling videos.
DEVELOPING GRAMMAR TEACHING MATERIALS FOR THE COMMUNICATIVE CLASSROOM

Since the adoption of the Communicative Approach to Language Teaching in Indonesia, English textbooks are expected to reflect CLT principles. However, where English grammar is concerned most published textbooks in Pontianak still retain the structural method of teaching grammar. The activities do not incorporate communicative activities. Thus, this present study aims at developing teaching materials that contain authentic and personalized contexts for the tenth grade of senior high school students in Pontianak. The ADDIE model is used in this developmental research. A needs analysis was conducted in order to develop the teaching materials. Questionnaires were distributed to three different schools, addressed to both the teachers and students. Interviews were conducted in order to gain a deeper understanding of what teachers’ and students’ need. The results were used as a foundation to design the teaching materials. The expected findings from this study can first be of benefit to the teachers, as it will assist the teaching of English grammar with practical and authentic materials. Second, it can help students study grammar in context which focuses on meaning rather than on form.

IMPROVING STUDENTS’ SPEAKING ABILITY BY USING SHORT DIALOGUE MEMORIZATION

This study aims at developing a technique to improve the speaking skills of eighth-grade students by using short dialogue memorization technique. The research was conducted in a cyclic process starting from planning the action, implementation of the action, observation, and reflecting. The technique was implemented in two cycles of classroom action research (CAR). The finding of this study indicated that the implementation of a short dialogue memorization technique had improved the students’ speaking skill and motivation. The questionnaire also proved that the students were interested in learning English after the implementation of short dialogue memorization technique. The students' active involvement had also improved, where in the first cycle only some students were found very active in their participation, but in the second cycle most of students were very active. Due to these results, it is suggested that teachers improve students’ speaking skills by using a short dialogue memorization technique as an alternative. It is also hoped that students can be more motivated to increase their speaking ability when engaged with short dialogue memorization technique.

UNGRAMMATICAL CONSTRUCTION

The difference in language systems leads to the occurrence of ungrammatical constructions. This occurrence is noticeable among the English second language learners in Indonesia. The purposes of this study is to find out the frequency of ungrammatical construction in the students’ speech, the most numerous types and the source of ungrammatical constructions. The samples of this research were taken from the record of the 4th semester Tanjungpura University students’ speech in the English for the Academic Purpose class. The researcher used a picture elicitation technique to elicit the students’ speech and apply error analysis undergoing the process of collection, identification, description and classification. The later stage mentioned will, furthermore, be made based on the linguistic category taxonomy introduced by Politzer and Ramirez to reveal the morpho-syntactic level errors and surface strategy taxonomy introduced by Dulay, Burt and Krashen consisting of several categorization of the errors’ source namely addition, omission, misformation, and misordering to provide the explanations of each error. The findings are expected to help the teachers to treat the most common types of ungrammatical construction and apply appropriate techniques in improving grammar.

PROBLEMS IN TEACHING ENGLISH: THE USE OF UNQUALIFIED ENGLISH TEACHERS FOR PRIMARY SCHOOL

Teaching English in primary school is not a surprise anymore. Not all teachers can teach English. Many schools which are located in the city have teachers from all kinds of educational backgrounds who teach English. The researcher wants to investigate whether it will be efficient if non-English teachers teach the English subject in primary school. This research was carried out in primary schools in Kalimantan. The researcher will discuss the findings and suggest recommendations.

OPTIMIZING YOUTUBE VIDEOS TO IMPROVE EFL LEARNERS’ SPEAKING COMPETENCE

Technological development, including the adoption of YouTube videos and applications, has translated into huge opportunities for English as a foreign language (EFL). YouTube can be applied as a pedagogical instrument to help foreign language learners in improving their speaking competence. Consequently, this present study aims to improve EFL learners’ speaking competence through optimizing YouTube videos. The population is students in 8th graders (13-15 years old) at junior secondary school 04 Pontianak. To conduct the study, the researcher formed two classes, namely a YouTube class (experimental group) and a no-YouTube class (control group). Data were collected through class observation, questionnaires, interviews, and test – to assess the learners’ speaking competence in both experimental and control groups. Mixed methods were applied in order to display qualitative and quantitative
This research focuses on teaching reading comprehension on recount texts by using crossword puzzles. The purpose of the research is to answer the research problem “How the use of crossword puzzles affects the 8th graders of SMP Mujahidin students’ reading comprehension of recount texts?” The researcher conducted an action research by administering a written test to 25 students. The writer used four steps: planning, acting, observing and reflecting. The result showed that there was a significant difference between first cycle and second cycle. The average achievement in the first cycle was 78.80 while the average achievement in the second cycle was 97.80. The percentage of the students who could meet the minimum criteria in the first cycle was 76%, while in the second cycle was 100%. It was found that the use of crossword puzzles to improve reading comprehension of recount text was very beneficial for the students. The researcher suggests that crossword puzzles be used by English teachers as an alternative medium to improve students’ reading comprehension.

The main task of teaching reading is to develop the students’ reading skill. They are not just required to read the sentences correctly but also to understand what the reading text is about. By doing so, the students can achieve some important goals and answering the questions. The teacher must prepare their students in order to achieve the full benefits of reading. The teacher must prepare an interesting reading teaching strategy to make them enjoy their reading and do not feel that reading is a boring activity. The aim of this research is to know the effectiveness of reciprocal teaching strategy for students in reading comprehension. This study is classified into an experimental research that uses a factorial design to understand the effect of two or more independent variables upon a single dependent variable. The independent variable is the use of reciprocal teaching strategy in teaching reading comprehension while the dependent variable is the reading comprehension skill of students in the eleventh grade of senior high school.

Learning to master English as a foreign language is important for rural isolated learners. Helping them onto the path to success should be a teacher’s priority. A localized-technique of learning for the learners living in rural-isolated areas is strongly needed so as to minimize problems related to limited access to technology and teaching materials, limited number of professional teachers, and poor environmental conditions. Therefore, KUNTIL (Knowledgeable, Updated, Necessary, Technological, Innovative Learning) as a learning technique is a potential solution for this. KUNTIL will be illustrated in this presentation and the presenter will provide the advantages of using this.

This paper aims to analyze the language of instruction in the use of a particular syntax for an online learning environment to engage EFL students. The data collection used lesson plans in an online English Academy of Spain. The research method used is a combination of thinking processes using 3 Thinking Maps and 6 Thinking Hats. ‘2B’ denotes ‘Bloom’ as in Bloom’s Taxonomy and ‘Bono’ as in Edward De Bono. ‘IDEAL’ assists pupils on how to fully develop each paragraph to produce compelling essays. ‘I’ stands for idea, ‘D’ for define, ‘E’ for examples / evidences, ‘A’ for analyse and ‘L’ for link paragraph content to the main idea.
Hemphill’s engagement criteria to find the syntax characteristic in the instruction of lesson plans. Furthermore, the study also examines the types of (a) students’ levels, (b) language skills offered, and (c) following activities. The result identified various criteria for using instruction in an online learning environment. The data result shows how the engagement model can be used for EFL students and will contribute to expanding the method of English language learning and setting widely.

The mastery of English language skills, specifically reading, has been emphasised since preschool. This paper discusses the implementation of activities to enhance reading skills among preschoolers. The teaching aids suggested for the reading activities included big book and flannel board. The researchers obtained data by carrying out the big book activity in stages. At the end of the activity, the researchers listed down the words on the flannel board to be read by the children. A checklist on reading skills mastery was used to assist the researchers in recording data. The results obtained shows that big book and flannel board activities could help preschoolers to master reading skills in English.

In order to survive the competition, deregulation and devolution in the sector of higher education and as a response to a number of contemporary challenges caused by globalization, internationalization and governance, higher educational institutions went through a lot of changes. One of those major changes was implementing structural quality management and assurance processes to regulate higher educational standards. This presentation focuses on the role of organisational cultural aspects and contextual factors that can affect the implementation of quality management and assurance processes in the higher education sector. By the use of a qualitative case study, some understanding of what quality in HE is from the perspectives of different stakeholders was developed through an exploration of the policies and practices in use in an institution of higher education in the Sultanate of Oman. All was done for the purpose of exploring how a culture for quality can developed in this type of organisations, which allowed the researcher to identify possible patterns, process and approaches to share as best practices that can be useful and relatable to similar contexts and situations elsewhere.

Algeria is characterized by a fragmented language education policy. While pre-university education is entirely Arabized, higher education remains linguistically divided with some fields offered in Arabic and others (scientific and technical) still exclusively based on French. Within this linguistic policy, English remains far behind French although decision-makers keep (explicitly) acknowledging the importance of English. This parallels social wants especially among the educated youth and professionals whose calls are voiced for promoting English in the educational sphere. As such, this paper tackled the feasibility of replacing French with English as a medium of instruction in scientific institutions. It was undertaken in Tlemcen University. It covered a sample of 150 permanent teachers. The informants work in different departments, including biology, geology, chemistry, medical sciences, etc. The study built on a mixed method approach to data collection. It revealed positive attitudes towards English. However, the findings also indicated that English is still unable to replace French at least in the coming twenty years as most teachers do not have good command of English. The paper recognized the major challenges facing English in parallel with the advantages of French over other foreign languages.

Indonesian students have been taught English since elementary school. However, they still have weaknesses in using English for their communication. Due to English being an additional language, they are not used to communicate using English. As a result they have communication problems when they use English especially with tourists who only speak English when they visit tourism places in Indonesia. Driven by this condition, the aims of this research are (1) describe strategies employed by students for communication with tourists, (2) describe strategies employed by tourists to understand Indonesian’s EFL students speaking, and (3) describe negotiation-meaning process conducted to achieve communication goals. Furthermore, the result of these results are theoretically and practically beneficial for EFL students, English teachers, and other researchers who are interested in applied linguistics.
This study looks at the students' perception towards the PRL assessment and their interest towards literature in general. UiTM students need to take the English subjects known as ELC starting from their first semester. The second ELC subject that they need to take is ELC 151 or in full, Integrated Language Skills II which caters for reading component or skill. In this subject, there is one literature component consisting of several short stories given to the students in the form of written texts for them to read, understand and analyse. For this study, a set of questionnaires was distributed to 25 ELC 151 students of various faculties to gather their perceptions towards literature in general and specifically towards its integration in the ELC 151 PRL assessment. The results show that the students are particularly interested in the implementation of the PRL assessment especially in the choice of short stories. They also show high interest towards the reading of the written versions of the short stories as well as towards literature in general. It is hoped that more texts will be integrated into English Language subjects as part of the literature component in future due to their benefit.

This paper will focus on how students especially those taking the SPM 1119 paper can excel in writing skills regardless of their level of competency. This action research aims to exert the need for realigning our focus to incorporate an approach of teaching and learning at upper secondary level. The research was carried out from January to October in a secondary school in Kota Kinabalu, Sabah. Two classes of 39 Low English Proficiency students and 24 High English Proficiency Students who were sitting for SPM 1119 in 2018 were the subjects. The students were exposed to creative expressions under various topics which were then emphasized to be utilized in continuous writing. As a result, students were able to perform well in their continuous writing and eventually scored 100 percent passes in SPM English 2018. All 24 students from Highly Competent Students were able to score in a range from "A+" to "A". On the other hand, all 21 students from the Low Proficient students passed with grades ranging from "A+" to "E" (minimum passing grade) with grade "B" as the mean.

Speaking is one of the skills tested in Malaysian University English Test (MUET), a proficiency test conducted in Malaysia to qualify a student to enroll in all public universities in Malaysia. A prevalent problem that always arises among our students is the ability to produce salient ideas to respond to the tasks. We use META-RINGS as a tool to assist students in generating ideas for speaking task. This paper intends to identify students’ ability to generate ideas using META-RINGS and to investigate the effectiveness in expanding ideas. This is to equip students with the skills of expanding ideas in classroom speaking practices. This study focuses on two sample groups of students at pre-tertiary level. As cited in Richard and Rogers (1986) Krashen stated that students’ ability to speak fluently is the combination of language competency and acquired knowledge. Therefore, we believe that, the language competency and the acquired knowledge can be expanded efficiently with the use of META-RINGS.

This study focuses on UniSZA students' perceptions and attitudes towards the usage of English language in daily conversations and on social media. This study also aims to discover the reasons behind the uses of English in these two platforms. Employing a qualitative case study as the research design, the data will be generated by conducting semi-structured interviews with five (5) randomly chosen UniSZA students of different faculties. The data will be analysed by using thematic analysis whereby the interviews will be transcribed, coded and categorised into appropriate themes to answer three (3) research questions;
demographic background, their perceptions and perceived attitudes on English language, and their inclination towards using English language in face-to-face and online settings. The researcher hypothesises that if the students are fairly exposed to the usage of English language, they will show a more favourable response towards the language users, though they may still feel unconfident to use the language. Those who are less exposed to English language however, will feel more inferior towards those who are proficient in that language and consequently have a less favourable attitude towards them.

| PARALLEL 12 / 0900 – 0915 / ROOM 3 | (B14) DWI NURFIANTO (S203) |
|                                  | (TANJUNGPUARA UNIVERSITY) |

NORMATIVE CRIME OF POLITENESS: PHUBBING IN CLASSROOM

The Industrial Revolution 4.0 application in Southeast Asia has an impact on the increasing number of gadget users especially in Indonesia. The use of gadget recently does not look promising at current place and time, including the classroom. However, as the number of gadget users increases, the tendency for social interaction seems to decrease. "Phubbing" is the term to represent the practice of ignoring one’s companion or companions in order to pay attention to one’s gadget. This research is designed to identify the factor that contributes to the student phubbing behavior and activities, such as Internet addiction, fear of missing out and low self-control in classroom activity based on the student’s gender, study major, and the level of education. The data will be collected through questionnaires and interviews. Descriptive analysis is chosen to analyse the data. The result will be utilized to describe and reveal the factors of students’ phubbing behavior. It is hoped that the findings of the research will assist teachers when they encounter students’ phubbing behavior, and assist them to determine the appropriate time to use gadgets during teaching and learning activities.

| PARALLEL 12 / 0900 – 0915 / ROOM 5 | (B15) SYARIFAH MAWADDAH (S204) |
|                                  | (TANJUNGPUARA UNIVERSITY) |

THE USE OF CELLPHONE IN K13 IMPLEMENTATION

The world of work in 21st century has changed rapidly, with globalization, hence a person’s choice of work and career is more diverse and specific. This change is mainly influenced by the rapid changes in technology. This paper provides an overview of how the technology especially cellphone will be applied and how is the effectiveness of using cell phone in English Learning process. In conducting the research, the researcher consider that quasi-experimental research as the method of the research. At the end of the research, the researcher hopes this research will give some advantages. They are: Practically that the English teachers in the school will use the findings of the research and can apply teaching and learning process in the classroom by using cellphone, theoretically, the research can be useful for the researcher and for the readers and will provide additional information to the existing research about the use of cellphone in K13 implementation, and motivating students in learning English and give them attractive and meaningful learning experience.

| PARALLEL 12 / 0900 – 0915 / ROOM 6 | (B16) HALIMAH TUSA DIAH (S232) |
|                                  | (TANJUNGPUARA UNIVERSITY) |

AN ANALYSIS OF ERRORS OF LINGUISTIC FEATURES OF RECOUNT TEXTS

In this paper the researcher presents a study about an error analysis of linguistic features of recount texts. The focus of this research is on the errors made by students in recount texts. These errors are classified into four types of errors: addition, omission, misinformation and misordering. The method used in this study was a descriptive method with indirect observation technique. Sample of this research was junior high or senior high students. The students were asked to write a recount text about their unforgettable memory. A corpus was created based on the texts and was analyzed using Gass and Selinker’s procedure of data analysis. The output of this research showed the types of errors made by students dominantly. This finding would help teachers/instructors to fix their students’ errors.

| PARALLEL 12 / 0900 – 0915 / ROOM 7 | (B17) HANITA OKTAVIANI (S207) |
|                                  | (TANJUNGPUARA UNIVERSITY) |

THE EFFECT OF PRE-QUESTIONING TECHNIQUE ON STUDENTS’ READING COMPREHENSION ACHIEVEMENT

This research is aimed at finding out the effects of pre-questioning on students’ reading comprehension achievement. The pre-questioning technique requires some questions to be provided to the students before they read the whole text. This can increase students’ interest and motivation to read the text and develop their prior knowledge to comprehend the text well. This research tried to find out the empirical evidence whether reading with Pre-Questioning Technique is effective or not in building student’s reading comprehension of a narrative text. In order to conduct this study the participants were divided into two classes, each class consisting of 25 students from 10th graders of Senior High School Darussalam Sengkubang, West Kalimantan, Indonesia. The research had an experimental design with a pretest, the treatment and a post-test. The results of t-test proved that pre-questioning technique had positive effect on students’ reading comprehension achievement.

| PARALLEL 12 / 0900 – 0915 / ROOM 8 | (B18) HERIKURNIAWAN (S183) |
|                                  | (TANJUNGPUARA UNIVERSITY) |

DEVELOPING STUDENT’S RECOUNT TEXTWRITING LEARNING MATERIALS USING FIELD TRIP ANIMATION MODEL FOR COMPUTER ASSISTED LANGUAGE LEARNING (CALL) CONTEXT

This research aims at developing VIII grade student’s recount text writing learning materials using field trip model-based animation for CALL. The research procedure will be applied using Tomlinson’s model. It comprises six research procedures.
such as identification of the needs for material, exploration of the needs, a contextual realization of the materials, a pedagogical realization of the materials, productions of the materials, expert judgment, and revision. A needs analysis from interview and expert judgment questionnaire will be carried out. The data will be calculated and analyzed through frequencies and percentages. The results will be used to develop a course grid. The quantitative data from the expert judgment will be converted into descriptive analysis while comments and suggestions from the expert judgment will be applied to revise the first draft to become the final product. It is expected that this research will help develop the learning materials using the field trip model-based animation for CALL.

### DEVELOPING ILLUSTRATED DICTIONARY APPLICATION FOR JUNIOR HIGH SCHOOL STUDENTS

One of the effects of a rapid growing technology, nowadays, is the rise of smartphones. Smartphones are considered as a potentially valuable source for learning. For example, dictionaries on smartphones have more practical usage than traditional dictionaries, with more available functions that allow students to access it anywhere and anytime they want. Related to this, this ongoing research aimed to develop an android-based illustrated dictionary application for the 7th grade Junior High School students. This application was built as a supplementary material for students. The application includes English-Indonesian words translation with illustrations, sentence examples, and exercises. This is a developmental research with Analysis, Design, Development, Implementation and Evaluation (ADDIE) model. The data were collected by using a questionnaire for the need analysis and another questionnaire for expert judgement to validate the product. The analysis of these questionnaires was classified into qualitative and quantitative data. The result, which is in a form of an illustrated dictionary application, is expected to be applied to the 7th grade students’ mobile devices for both formal and independent learning.

### THE EFFECTIVENESS OF MIDDLE SCHOOL STUDENTS’ COLLABORATIVE GROUPING ON THEIR ENGLISH LEARNING ENGAGEMENT

Students’ learning engagement is an essential element in the learning cycle, and is central to an understanding of how learning outcomes are achieved. It is potential for addressing problems of students’ lack of attention, boredom and low achievement. Based on the problem above, the purpose of this study is to examine the effect of collaborative grouping on English learning engagement in class. The study reflected on the practices of addressing students’ English learning engagement and made an action plan for improving the middle school learning. Four data collection tools were used in this study including: student questionnaire, teacher observations, student interviews, and teacher field note. The data were categorized into three domains of student engagement: emotional, cognitive, and behavioural. Qualitative approach was utilized to analyse the data. From the result, the researcher believes that collaborative grouping is able to share a positive impact on student learning engagement and foster social-emotional skills beneficial for overall functioning in today’s environment. The findings from this study have the potential to enrich the teaching approaches not only in the middle school, but also in both the primary and secondary schools.

### IMPROVING STUDENTS’ WRITING SKILL OF NARRATIVE TEXTS BY USING SHORT VIDEOS

This presentation reports the results of a classroom action research at the Eighth Grade Students of SMP Negeri 11 Ngabang in the Academic Year of 2018/2019. This research aims to find out whether short videos can improve students’ writing skill and how far the short videos can improve students’ writing skill at the eighth grade students. The study uses two cycles each of which consists of four steps; planning, implementing, evaluation, and reflection. The researcher uses pre-test before the action and use post-test after the action. By watching the videos, the researcher expected that the students get the stimulus about certain topics that the students can easily construct and generate the ideas into a narrative story based on the video given and they can also arrange better paragraphs based on the generic structure of narrative text. The students were highly motivated to join the writing class because the video, which was an attractive movie engaged them; they were highly attentive when the videos were played and they were also more confident when asked to write individually.

### INVESTIGATING METACOGNITIVE AWARENESS OF NEW EFL UNIVERSITY STUDENTS IN PONTIANAK

The use of metacognition in a learning process is perceived as one way to support the success of students at school or college. For college students, they need to use their metacognitive ability during their study because it eases them to adapt in the learning process. This ongoing research is aimed at investigating new EFL college students’ metacognitive awareness in the state and private colleges in Pontianak, particularly to what extent the students are aware of using their metacognitive ability, and the difference between State and Private college new EFL students’ in term of metacognitive awareness. This is an exploratory survey research in which the questionnaires are used as the instruments to collect the data. Metacognitive Awareness Inventory (MAI) questionnaire, developed by Schraw and Dennison (1994), is applied in this research. Descriptive statistic measurement will be applied to calculate the mean and Standard deviation and independent sample t-test is used to examine the significance of the differences. The result is expected to provide insights about college metacognitive awareness that will be useful for both students and college lecturers, as well as other researchers who are interested in this field.
PROMOTING WORKPLACE SKILLS THROUGH 21ST CENTURY PROJECT-BASED TASK

The 21st century employers have high expectations on the knowledge and skills of university graduates. Graduates are expected to be equipped with skills that match the needs of the industries. Hence, higher learning institutions need to design the courses by implementing approaches that promote the utilization of workplace skills and increase the graduates' marketability. This preliminary study was conducted to explore the extent to which project-based learning promotes the transference and application of workplace skills among eighty Diploma in English students taking Writing for the Media course. A set of questionnaires was administered to the students to identify the skills applied throughout completing the project assigned. Among the skills identified were language skills, interpersonal skills, critical thinking, collaborative skills and leadership skills.

SPEECH ACTS IN POLITICAL SPEECHES OF WOMEN LEADERS

Political Speeches deal with matters of public concerns and include discussion of countless issues. The study aimed to analyze the selected political speeches of two powerful women leaders. Specifically, it sought to determine the locutionary, illocutionary and perlocutionary acts in their speeches and determine how the issues are expressed in the speeches. Using the framework of Austin (1962) and Searle (1976), selected lines from the four speeches were analyzed. Results reveal that the three speeches highlighted the accomplishments, challenges, and plans of the two women leaders while the other speech focused on the condition and state of the society. Since the speeches provided facts, articulated remarkable achievements, guaranteed promises and implemented reforms and plans, illocutionary acts of assertive, expressive, commissive and directive were dominant in the speeches of the two women leaders. The perlocutionary effect of these speeches entailed happiness, gratefulness, hope, sadness, annoyance, sentimentality, apathy or indifference. The effect of the locution depends on how the listener interprets, perceives and understands a certain utterance or statement. The women leaders expressed in their speeches certain issues through positive statement, suggestion, commitment and directives.

MOVES IN ESL CLASSROOM

Among different types of discourse, classroom discourse is a special type that occurs between teacher and students and among students in classrooms. Classroom discourse largely consists of explanations, instructions, descriptions and arguments. Due to its importance in education, the study aimed to give classroom discourse a deeper understanding in an ESL classroom. In order to achieve this goal, the study analyzed the moves used in classroom discourse and examined the linguistic cues used. Data gathering was done by actual observation and recording of the classroom discourse of Grades 4, 5 and 6 in Kabacan Pilot Central School. Thereafter, transcription was done and moves in ESL classroom were analyzed based on Sinclair and Coulthard's (1975) Exchange Structure Theory while linguistic cues were identified using Edward Finegan's (2004) Semantics Theory. It was found that the teacher talk exceeded students talk; IRF (initiation, response, and feedback) discourse structure was frequently used though more complex structures such as IRIRF and IR are sometimes used, too. In these structures, linguistic cues such as politeness markers, question words, pragmatic particle, affirmation and negation, and feedback were identified.

SEVEN SECRETS OF PHONICS

With the popularity of Phonics-Based Instruction as the dominant approach in teaching initial reading and writing to Young Learners, teachers confront challenges that dispute the efficacy of phonics. One reason could be insufficient pedagogical and linguistic knowledge of teachers. Another reason could be the lack of a comprehensive and result-oriented phonics program. This presentation will show teachers how Young Learners crack the code of reading, revealing seven secrets of phonics, what the best practices are to adopt, and what the most common mistakes are to avoid. The presenter will share with participants pedagogical and linguistic principles that can contribute to the success of a phonics program. Interactively, participants will be able to broaden their understanding of phonics. Besides, they will enhance their phonics teaching skills and will have an opportunity to compare different phonics materials. They will also discuss the assumptions behind some of the activities in Magic Phonics (the facilitator's best-seller publication for Young Learners). They will be given time for reflection as well as engage in question and answer. This session is intended for pre-primary and primary English teachers and researchers in literacy programs for Young Learners.
PARALLEL 13 / 0920 – 0935 / ROOM 5
(B26) CRISTOBAL MILLENES AMBAYON (S070)
(SULTAN KUDARAT STATE UNIVERSITY)

MODULAR-BASED APPROACH IN TEACHING MYTHOLOGY AND FOLKLORE: REVIVING MORAL INTEGRITY AMONG FILIPINO STUDENTS

Education students take English as their field of specialization about western mythologies and folklore through which the moral integrity among the Filipino students can be revitalized. The modular-based teaching is an effective approach to teach university students. It is also affirmed that modular approach is a unique way of teaching. The teachers, therefore, should be provided enough training about how to design and implement a module in classroom setting.

PARALLEL 13 / 0920 – 0935 / ROOM 6
(B27) WALTER C. LATORZA (S071)
(KAURAN NATIONAL HIGH SCHOOL)

EXPLICIT PHONETIC INSTRUCTION AND PRONUNCIATION SKILLS OF GRADE 10 STUDENTS

The EPIC-Module is a compilation of topics in English Pronunciation made and modified by the researcher where the explicit phonetic instruction is highlighted as the main strategy to enhance the pronunciation skills of high school students. The study aimed at evaluating, validating, and determining the effectiveness of the EPIC-Module on the Grade 10 students of KNHS. Experts from different schools served as evaluators of the module to validate its content, relevance, acceptability and instructional quality. There were experimental group and control group which were carefully selected through randomization process. The data gathered were analyzed using both descriptive and inferential tools such as mean, standard deviation and t-test. The findings revealed that students in experimental group improved their pronunciation skills significantly in contrast to the students in control group who used the conventional method of learning pronunciation. It was statistically verified that the use of the EPIC-Module in teaching pronunciation apparently caused better learning among Grade 10 students. This result disclosed a clear manifestation that the introduction, implementation, and application of the EPIC-Module served a good quality and effectiveness on the English pronunciation skills of high school students.

PARALLEL 13 / 0920 – 0935 / ROOM 7
(B28) JAIME BOY U. NGAG (S072)
(SALUMPING NATIONAL HIGH SCHOOL)

REGENERATING TEDURAY FOLKTALES AND ITS INTEGRATION IN TEACHING REGIONAL LITERATURE

Regenerating Tǝduray Folktales and integrating them in teaching Regional Literature for Grade 7 students are indeed effective strategies to teach English especially to the Tǝduray learners to captivate their interest, to value their own folklore and to preserve them in their own pace. They were conducted among the Grade 7 students of Salumping National High School during the School Year 2017-2018 by using experimental type of research. This study was conducted to determine the effectiveness of the Story Book where all Tǝduray original folktales, folksons, poems, riddles and proverbs are regenerated through the help of knowledgeable elders and translated from Tǝduray dialect into English Language. Also, a module that contained different activities to develop the grammar skills, vocabulary, writing and reading comprehension was evaluated in terms of its content, relevance, acceptability and instructional aspect. The level of the students’ academic performance was evaluated through the results of pretest and posttest.

PARALLEL 13 / 0920 – 0935 / ROOM 8
(B29) ROSIE VILLANUEVA PUYLONG (S073)
(SULTAN KUDARAT STATE UNIVERSITY)

LAMBANGIAN-BALEG FOLKTALES IN TEACHING PHILIPPINE LITERATURE AND STUDENTS' ACHIEVEMENT

The study aimed at collecting the Lambangian-Balég folktales as basis for developing a module whose content, relevance, acceptability, and mechanics were validated by experts. The study's sample consisted of 60 randomly selected Grade 7 students from Lebak National High School, Lebak, SultanKudarat. The groups were taught Lambangian-Balég folktales for three months. Pretest and posttest were conducted to determine the level of students’ achievement. The module was rated “Excellent”. In pretest, both groups’ level of achievement was “Did not meet expectations” and showed no significant difference. In posttest, the experimental group performed better than the control group. This indicates that the use of the developed module has significant positive effect on students’ achievement. Folktales must be authentic to enrich students’ cultural understanding and to make such lessons more lively, interesting and meaningful. Students must be taught of stories which are deeply rooted in core values of the society and teach moral lessons.

PARALLEL 13 / 0920 – 0935 / ROOM 9
(B30) ZYRA S. MIDAY (S074)
(UNIVERSITY OF SOUTHERN MINDANO)

CONTENT ANALYSIS OF PUBLISHED RESEARCH ARTICLES

Citation is an important rhetorical feature of academic writing which allows writers to interact with readers and to exhibit the breadth of their knowledge in a specific area. This paper presents the study of in-text citations in 25 research articles’ introduction and discussion chapters. The data included 25 research articles that were collected from 5 linguistic journals in Academia.org. Based on Swales (1990) framework, the results of analysis proved the clear distinction between the citation types which are integral and non-integral citations. Thereafter, linguistic features that are associated with the types of citation were observed and identified. The study results revealed that in the gathered data, all the 25 articles adopted the author/date
Many studies have investigated the role of vocabulary knowledge in L2 reading comprehension (e.g., Li & Kirby, 2015; Qian, 2008). However, most of these studies considered only vocabulary breadth, and vocabulary depth was either ignored or the construct was not comprehensively defined and measured. The present study examined the role of vocabulary breadth and depth in the IELTS academic reading test. Sixty-two Chinese EFL learners completed the Vocabulary Size Test by Nation and Beglar (2007), the Vocabulary Knowledge Scale (Paribakht & Wesche, 1997), a revised version of the Word Associate Format (Read, 1983), and an authentic IELTS reading test. Correlation analysis showed that (1) vocabulary breadth and depth both correlated significantly with IELTS reading test scores; (2) at a lower proficiency level, vocabulary breadth and depth correlated with the IELTS reading test scores, while at a higher proficiency level, no correlation was found. Furthermore, a multiple regression analysis indicated the vocabulary size needed to improve certain IELTS band scores, and a vocabulary threshold level of 6000-word families was found. This study has pedagogical implications for educators who are advised to target different dimensions of vocabulary knowledge at different stages of learning to develop students’ L2 reading comprehension.

In an attempt to provide interesting and effective learning, the researcher integrated gamification approach using Quizizz in her lessons. Quizizz could be played by using laptop, ipad, and mobile phone in face-to-face lessons or as homework. The participants of this study were 50 postgraduate students who registered in distance learning program. This research aimed to identify the benefits as well as challenges faced by these adult learners in using Quizizz. The research instrument employed was the participants’ responses in the class Facebook page. The findings indicated that the majority of the participants agreed that the application of Quizizz enables them to access the lectures and lecture notes, to recall and revise important points, and to discover other useful information and knowledge pertaining to the course. They had enjoyable experience. The lecturer could also use the results after each topic to identify the participants’ difficulties and provide further explanation for them. Among the challenges faced were difficulties in internet accessibility, and disturbing background music. In addition, a few participants’ marks did not appear in the result page. It is hoped that the findings could enlighten the educators on how to integrate Quizizz effectively in their lessons.

The call to preserve and promote cultural heritage motivates this study. It is geared towards the documentation of different traditional music, arts and games of Lambangan-Baleg in the areas of Sultan Kudarat and Maguindanao provinces. Ethnographic research design and ethno linguistic approaches were employed. The tribal leaders and elders, owners of artifacts, ritual performers and players were the key informants. Documentary analysis, scheduled interview, and live performances were used to elicit authentic evidence to support the theory that this tribe had a distinct culture from their mother cultural minority. Their music has no lyrics but communicates to warn, call, wait, and worship. “Segagong” ensemble with the accompaniment of syagig, kubing, fugrong or fuglong and d’wageg ruled their music. Their arts depict their secondary burial jars, houses’ designs, body accessories, tattoos, and the “monom” or weaving. Their most popular games are the ongkyang, seabintel, sayug, butong raya, and Sebuténg két kuda (horsefight). The unique tradition and culture of these people run as their self-identity and lives.

Phrasal verbs (PVs) are very common in English, indicating their usefulness in everyday settings. However, it was reported that language learners generally have great difficulties in understanding and using this linguistic form. This study investigates Malaysian learners’ receptive and productive knowledge of PVs, and some possible factors which may contribute to their difficulties in understanding and using this language feature. A set of PVs test was developed and distributed to 480 secondary school learners in Malaysia to identify their receptive and productive knowledge with respect to PVs. Real data from the English of Malaysian School Students (EMAS) Corpus was used to examine the actual use of PVs by Malaysian learners. Results of the
PVs test indicate that in general, Malaysian learners have an average level of knowledge of PVs. Analysis of the EMAS corpus reveals that they face a lot of problems in the production of PVs. Some possible factors are highlighted which may contribute to such difficulties.

Development of tests and other assessments is a challenging task for teachers. This talk introduces the British Council’s circular-flow model of test development (Fairbairn and Dunlea, 2018), a template of the processes followed by the British Council Assessment Development Team when localising our computer-based English Language Proficiency test, Apts. The model is illustrated with descriptions of an adaptation of Apts for Teens, for a particular group of test takers and for a clearly defined test use. The new test, Apts for Teens Advanced, is a test of English for teenagers (13-17 year olds) who are proficient users of English, and is used for entry screening into an English as a Medium of Instruction High School. Particular attention is paid to elements of the model of test development which are transferable to small scale assessment development. These include test and item design and specification, and item writing and quality assurance. Furthermore, there will be discussion of the challenges and opportunities of localisation (O’Sullivan and Dunlea, 2015), wherein tests which were originally designed to be globally neutral are adapted for a specific candidate population and use.

When we think about music, we think of entertainment, relaxation, enjoyment and the more serious concept of an art form. When we (especially those of us who are interpreters or translators) think about interpreting, our mind might be clouded with the idea of serious work, heavy-duty listening, tension, and difficult communication. In comparison, music and interpreting can be seen to be on opposite sides of a continuum or range. Hence, the question arises if music, namely English songs, is an appropriate and relevant source of material for teaching an English for Interpreting class which often comprises advanced learners of English. Nevertheless, music and interpreting have similarities. Both involve listening, some amount of memory work, linguistic creativity and oral output. The present paper explicates how songs can benefit the teaching of English for Interpreting by bringing together an analysis of the features of songs and interpreting, the application of this analysis to the language exercises, and a brief descriptive evaluation of the expected outcomes and the effectiveness of these exercises. Also put forth here is the selection process to enhance appropriacy and potential of music in an advanced English language classroom.

Each day, millions of stories unfold in the lives of people all around us- the very air is full of stories, you cannot avoid them even if you wanted to. While we wait for stories from somewhere else with gripping plots and unpredictable story lines, we tend to forget that sometimes the best stories come from the most unexpected places, places with regular humdrum, routines like our national school staffrooms. The face of staffrooms and teachers’ roles have themselves evolved over the years. This presentation will take you back through the decades along the journey towards the staffrooms in schools today. The stories that are shared may be familiar, funny, scandalous or even sad but with something that all teachers can relate to in some way. They may also be eye-openers for those who are new to the teaching scene. It will include the story of the author’s personal journey as a writer and newspaper columnist over more than 20 years and the constant balance between awareness of readership sensitivities, maintaining readers’ interest and the need to tell the truth. We’re all made of stories and to teachers or anyone else aspiring to write stories themselves, you may just find one on the chair next to you in the office.

Students’ engagement is a crucial topic in the discussion of teaching and learning process quality, including in a tertiary level. The goal of this classroom action research is improving the engagement of the students in the English education department in a listening class through magic tricks problem-based activities. This research was conducted at the College of Teacher-Training and Education of Universitas Tanjungpura (FKIP UNTAN), Pontianak – Indonesia, in October-November 2018. The research was conducted in two cycles and the data were collected through participant observation. In three stages of analysis (initial coding, focused coding, and explanation), this research successfully improved the students’ engagement. The students’ engagement were improved substantially in the second cycle after the magic trick activities were combined with pair discussion, group discussion, and cross-group discussion. The magic trick problem-based activities was an important factor that could invite the students’ intellectual engagement. Whereas, the discussion activities improved the students’ engagement considerably.
Creative use of language awareness (LA) activities is a pedagogy which aims to engender LA by engaging learners with the language. It involves learners in talking analytically about language and through the use of languaging (i.e. use of language to mediate cognitive activity as defined by Swain, 2006). Swain points that one way of learning a second language is languaging about language. The process of talking about language and making explicit the workings of language requires learner interaction and engagement with language (Svalberg, 2007 & 2009). This paper will present some creative use of language awareness activities in the classroom to motivate and engage learners with the target language. It will provide examples of the different types of LA activities, including phonetic awareness, grammar awareness, lexical awareness, and discourse awareness. It will end with a discussion on the implications of LA and its relevance to ELT.

The aim of this research is to elucidate how a topic introduced in the Facebook Status updates are negotiated with/by Friends through the Comment function. Adopting discourse topic management as its theoretical framework, the article presents the findings related to topical action of continuing topic observed in the Comments on Timelines, which reflects the strong presence of support on the site in the sense that Friends show their interest in taking up the topic. The analysis shows that strategies for continuing topics in face-to-face conversations are creatively employed by teachers on Timelines and this leads to the emergence of unique characteristics of this new mode of online interaction. In this respect, this research contributes to the expansion of discourse topic theory by highlighting the characteristics of Timeline conversations that emerged from the analysis of topic continuation.

Dr. Charles Browne and his colleagues have now co-published 5 different open-source, corpus-derived word lists as part of a component-based approach to help meet the needs of general and special-purpose second language learners of English. The first half of this presentation will introduce and explain the effectiveness of combining our New General Service List (NGSL, Browne, Culligan and Phillips, 2013) with one of our English for Specific Purposes (ESP) word lists known as the Business Service List (BSL, Browne & Culligan, 2016), which are designed to help teachers better meet the needs of EFL students who need to be able to cope with unsimplified written and spoken business English materials in their daily lives. With more than 600,000 words in the English language, learning just the combined 4500 words of the NGSL and BSL gives students an almost unbelievable 97% coverage of most general business English texts. I will also introduce our ESP word lists for TOEIC (the TSL) and for Academic English (the NAWL). The second half of the session will introduce and demonstrate a large and growing number of free online tools and resources for helping to utilize these lists for teaching, learning, materials creation as well as research and analysis. The tools include interactive flashcards, diagnostic tests, games, vocabulary profiling apps, text creation tools, and more.

Many language educators have pointed to or called for teacher-learner partnerships, where teachers and students work together, sharing responsibility for helping students master the language that they are studying. In keeping with the theme of our conference, I consider building such partnerships to reflect the wisdom of the past. However, when one considers the roles that learners have been cast from the perspective of our former and current theories and practices, it seems to me that we have failed to harness the contributions that language learners could make. I say this because we have assigned learners relatively passive roles as parrots, recipients of comprehensible input, and/or as individuals socialized into communities of practice. Even when we acknowledge their individual differences, we have treated learners categorically, overlooking intra-category variation and assuming that group averages tells us something significant about them as individuals. In this presentation, I will discuss some innovative practices that help to distinguish individuals and to confer agency on learners. Such practices include teaching in porous classrooms, providing learner-driven feedback, and setting up reciprocal teaching. By enacting these practices and some others that I will propose, I believe that we can forge real and productive teaching-learning partnerships with our language students.
## Plenary 7

**Alan Maley**  
*(Plenary)*

**Two Cheers for Training: Three Cheers for Experience.**

We rightly emphasise the importance of training teachers. There is an essential core of knowledge and skills to be acquired. However, continuing professional development depends much more on the accumulated personal experience of teachers. It is this they can call on when faced with the classroom’s unpredictable demands. Drawing on Prabhu’s notion of ‘the teacher's sense of plausibility’, I set up a book project in which 20 seasoned professionals were invited to reflect on their own experiential pathways and the ways in which experience had contributed to their professional and personal growth. I will discuss some of the common threads binding these narratives together. Finally, I will suggest some practical ways in which we might use these findings in training and development of language teachers.

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## Parallel 15

**Parallels 15 / 1510 – 1525 / Room 2**  
*(B35)* Fauzul Efita (S084)  
*(Universitas Islam Riau)*

**Developing English Learning Materials for Mechanical Engineering Students**

Due to the emergence of English for Specific Purposes where nowadays English is not only a learning material for students but also a need for people. Most of Mechanical Engineering graduates should be skilled in English language and communication in order to be employable. For that reason, it is important to develop English learning material based on needs analysis of Mechanical Engineering student. The aim of this study was to develop appropriate English learning materials for the students of Mechanical Engineering Students at Universitas Islam Riau, Indonesia. This study was conducted by using research and development method.

**Parallels 15 / 1510 – 1525 / Room 3**  
*(B36)* Anupa Gnanakan (S085)  
*(Acts Group of Institutions)*

**Mother-Tongue Based Bilingual Education**

With the demand for English continuing to grow in India, the lower income groups see English as a language of opportunity. However, children find English language acquisition difficult, and often end up learning by rote with little or no comprehension. As the Karnataka government begins its foray into English medium instruction from grade one onwards, teacher scarcity and under-qualified teachers will remain a challenge. An experimental study in Nirmala Niketan, a primary school in rural West Bengal, points in the direction of an answer. Ten teachers using the bilingual approach to teach English among 286 learners in the school have found this to be an effective approach. Feedback from teachers, focus group discussions and students' assessment data provide substantial evidence that a mother-tongue based bilingual program provides for an effective and active learning environment. There has been a significant improvement in reading accuracy, speed, retention, better grasp of vocabulary and an overall improvement in communication. The findings of this study have implications for researchers, policy makers and teachers based on the outcomes at this particular school in West Bengal.

**Parallels 15 / 1510 – 1525 / Room 4**  
*(B37)* Al Jame' B. Macalaba (S088)  
*(University of Southern Mindanao)*

**Anamaria B. Uyangurin**  
*(University of Southern Mindanao)*

**Spells and Ideology in Harry Potter Series**

The story of Harry Potter by J.K. Rowling has shaped a generation and captured the hearts of the readers all over the world. This study aimed to analyse the selected spells and ideology across the seven original books. Specifically, it sought to determine the signifier and signified of the spells and to determine the ideologies expressed in the series. The study was seen through the Theory of Signs by Saussure (1983) and Theory of Myths by Barthes (1967). This qualitative study used semiotic approach in analyzing the spells, while ideologies were gleaned across the books. Data were taken from the original series. Results showed that the spells used letter-symbols as signifier while the different uses and effects of the spells were the signified. The issues identified across all the seven books include discrimination on the grounds of race, age, and gender, bullying, prejudices and abuse of power. In addition, the findings also showed that some of the spells symbolize optimism.

**Parallels 15 / 1510 – 1525 / Room 5**  
*(B38)* Geff Heathman (S089)  
*(Hong Kong Polytechnic University)*

**“All for One, One for All”: Empowering Individuals and Groups Through Online Group Process Writing**

Supporting students through a process writing approach has clear benefits in teaching and learning. Students, as individuals, should be better able to start writing, develop ideas, revise text, and proofread writing through a process writing approach. Yet, when individuals need to write as a collaborative group, the process writing approach becomes complicated by the various
roles, responsibilities, and perspectives within the group. Some groups are able to manage and excel within this thorny terrain while others are less successful. However, both individuals and groups can be empowered through an online collaborative process writing approach if they are provided with needed support and guidance. Teaching approaches and methodologies can also incorporate online collaborative writing which may best reflect the ‘real-world’ experience. This study investigated both pedagogical approaches for collaborative online writing and student perspectives regarding the process. Qualitative analysis of the collaborative writing process and written reflections were used in the study. Findings reveal a need to carefully plan and implement collaborative writing in order to empower students in the writing process. Pedagogical practices and the ensuing benefits for both individuals and groups will be presented based upon the research findings of online collaborative writing.

PARALLEL 15 / 1510 – 1525 / ROOM 6

(B39) EDILYN A. MAHADDI (S091)
(SULTAN KUDARAT STATE UNIVERSITY)

REMEDIAL TEACHING PROGRAM AND ACADEMIC ACHIEVEMENT OF MANOBO STUDENTS

Remedial Teaching is indeed the best way to uplift the academic performances of the Manobo students in Baluan National High School English and for them to value education and know how this changes their lives. This study was conducted among the Grade 7 students of Baluan National High School during the School Year 2018-2019. It sought to determine the effectiveness of the Remedial Teaching Module which was evaluated in terms of its content, relevance, acceptability and instructional aspect. The level of the students’ academic performance was evaluated through the results of pretest and posttest. The significant difference between the scores of the control and experimental group in the pretest and in the posttest was also tested. Based on the results, the Remedial Teaching Module was found to be an excellent material which passed the qualities expected by the target users. It was composed of the strategies and activities which addressed the needs and interests of these students. The experimental group who utilized the module achieved a higher mean in comparison to the control group.

PARALLEL 15 / 1510 – 1525 / ROOM 7

(B40) MISS ORASA ROYKHAEW (S092)
(KING MONGKUT’S INSTITUTE OF TECHNOLOGY)

KMITL STUDENTS AND LEARNING AIR TRAVEL VOCABULARY

The purpose of this research was to study students’ learning air travel vocabulary and doing activities. The samples were the students of faculty of engineering and faculty of agricultural technology who had taken English as a Tourism and Travelling course at King Mongkut’s Institute of Technology Ladkrabang Bangkok Thailand. Statistics used in this study were percentages, means, standard deviation and t-test. The results and their implications will be discussed.

PARALLEL 15 / 1510 – 1525 / ROOM 8

(B41) LETECIA GARCENILA DADING (S093)
(LETECIA GARCENILA DADING)

READING COMPREHENSION PROGRAM AND ACHIEVEMENT OF MANOBO STUDENTS OF DATU AMPAK KAWAN NATIONAL HIGH SCHOOL

Teachers in Datu Ampak Kawan National High School have been in search of what to do with regard to students who can barely read and comprehend. These students have undergone their elementary grade level but are still diagnosed as frustrated readers. They are particularly composed of the Manobo or the Indigenous group of students. The language teachers have a hard time dealing with them because they can hardly cope with their lessons. When it comes to lessons, these students are left behind because they find it difficult to read. This study aimed to assess the effectiveness of the developed module on the level of achievement of the students by comparing their pretest and posttest scores. The respondents of the study were 60 Grade 7 and Grade 8 Manobo students. The data were gathered through a random sampling procedure. The results showed that the developed learning material is useful and effective. It has the excellent quality in terms of its content, relevance, acceptability and mechanics. In addition, the developed module would be an additional reference material for teachers in teaching reading to struggling readers. Thus, the utilization of the learning material was successfully implemented.

PARALLEL 15 / 1510 – 1525 / ROOM 9

(B42) RUTH TIAGAN VILLARTA (S094)
(SULTAN KUDARAT STATE UNIVERSITY)

MANOBO-DULANGAN LEXICOGRAPHY: A REFERENCE TO A MOTHER TONGUED-BASED SYSTEM

Mother Tongue- Based Multilingual Education teachers have been searching answers to address problems related to the textbooks used by pupils that belong to the Indigenous People. These pupils are assessed as low performing particularly in subjects using English as a medium of instruction. This study assessed the effect of the learning-teaching materials on a group of Manobo Village Elementary School pupils. The participants were 60 Manobo Grade 3 pupils. The data were gathered through random sampling procedure. The level of achievement of the control and experimental groups during pre-test was low. The level of achievement of both groups improved in the posttest. The overall mean gain scores of the control and experimental groups showed an improvement between the two groups.

PARALLEL 15 / 1510 – 1525 / ROOM 10

(B43) LORNA ESCUETA CEREZO (S095)
(SULTAN KUDARAT STATE UNIVERSITY)

READING REMEDIATION SCHEME FOR Frustration READERS IN ZENEBEN INTEGRATED SCHOOL

Reading Remediation Scheme for Frustration Readers in Zeneben Integrated School is certainly an effective strategy in reading particularly for the pupils in the frustration level. The study aimed to evaluate and determine the effectiveness of the developed Reading Remediation Scheme module. It was validated by English experts and administered to the Experimental Group. In
This study examined the level of achievement of Grade 11-TVL students in Esperanza National High School and the acceptability of the Rule-based Spelling Work text Module in helping the students improve their spelling competencies. The study was experimental in design and utilized 50 students for control and 50 for the experimental group. Statistical methods including percentage, mean, and z-test were used. The results showed the acceptability level of the Rule-based Spelling Worktext. The results related to Content, Relevance and Instructional Aspect were all described as “Excellent.” The results of z-test showed that the spelling performance of the students from the control and experimental groups was the same in pre-test but significantly different in post-test. The experimental group achieved higher scores than the control group in the post test. This improvement in the experimental group’s performance in spelling was credited to the Rule-based Spelling Worktext.

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This paper aims to illuminate how the successful IELTS takers perform in their IELTS reading test and provide a useful guideline for anyone concerning about IELTS reading test. The study addresses three research questions: (1) What test-taking strategies are frequently used by Vietnam test takers in performing IELTS reading tasks? (2) How are those English test-taking strategies related to test takers’ performance? (3) To what extent do the uses of English test-taking strategy of successful candidates vary significantly in reference to their gender and learning experience, and if so, what are the main patterns of variation? The research employed multiple methods including a broad survey questionnaire of 100 participants and a thorough interview of 6 English language learners who had taken the IELTS test and gained at least 7.0 for reading skill to point out the common reading strategies used by high score test takers and indicate the influence of them on the test takers’ performance. Moreover, further suggestions on how the strategy use differs among successful candidates are also presented in the study.

The main aim of this study is to help EFL students to improve their out-of-class oral communication proficiency. To achieve that, movies were chosen as a medium for improving the subjects’ oral communication proficiency. Based on that, this study’s aim has been transformed into this research question ‘what effect does self-directed learning using movies has on the students’ perceived oral communication proficiency?’. To answer that, six students were selected from Ajobun University and divided equally into two groups, treatment and control. The subjects were asked to take the self-assessment language test twice, to be interviewed twice, and to fill in the study notes during the case study scheme. The treatment group was given eight movies with their guides and asked to self-study them over a period of eight weeks. The results from the case study indicated that movies could help improve the students’ oral communication proficiency with higher post-test scores than pre-test scores. Methodological triangulation from both the interviews and study notes also supports the assertion that movies improved the subjects’ oral communication proficiency.

This study is designed to investigate the correlation between EFL students’ language aptitude and their English proficiency. The data were collected from 65 first-year students at the English Department in the Faculty of Teacher

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<th>PARALLEL 15 / 1510 - 1525 / ROOM 11</th>
<th>(B44) IMIE MIRAFLOR SOQUITA (S09%) (SULTAN KUDARAT STATE UNIVERSITY)</th>
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<tr>
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<td>(B45) MUI (S098) (THAI NGUYEN UNIVERSITY)</td>
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<td>IELTS READING TEST-TAKING STRATEGIES EMPLOYED BY HIGH SCORE CANDIDATES IN ACADEMIC TRAINING MODULE</td>
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<td>PARALLEL 15 &amp; 16 / 1510-1545 / ROOM 1</td>
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<td>PARALLEL 16 / 1530 – 1545 / ROOM 2</td>
<td>(B46) DEBBITA TAN AI LIN (S100) (UNIVERSITI SAINS MALAYSIA)</td>
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<td>KAHOOT!: STUDENT RESPONSES TO GAMIFICATION IN THE ESL CLASSROOM</td>
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<td>The study involved two groups of Malaysian ESL students (57 in total) enrolled in an English language proficiency course in a local university. All the participants were exposed to weekly Kahoot! sessions over a period of one semester. The sessions covered a variety of components including vocabulary and reading comprehension, but focused mainly on grammar. At the end of the semester, the participants completed a 35-item questionnaire comprising closed- and open-ended items. The questionnaire was adapted based on Tan, Ganapathy and Kaur’s (2018) gamification-learning survey questionnaire.</td>
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<td>PARALLEL 16 / 1530 – 1545 / ROOM 3</td>
<td>(B47) AMRO MOHAMMAD SULEIMAN (S101) (UNIVERSITI PENDIDIKAN SULTAN IDRIS)</td>
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<td>PARALLEL 16 / 1530 – 1545 / ROOM 4</td>
<td>(B48) KARTINI TOBRONI (S103) (UNIVERSITI PENDIDIKAN SULTAN IDRIS)</td>
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This study explores teachers’ language instruction used in teaching English as a foreign language in Indonesia. There have been debates over the use of mother tongue (L1) and target language (L2) or translingual practice in English classroom. A number of teachers believe translingual practice should be avoided because it could decrease students’ motivation and limit vocabulary learning. On the other hand, the use of translingual practice helps them to enlarge students’ linguistic repertoire, help students to develop their bilingualism, and guide them to learn languages in suitable ways for their academic level. This is in line with the theory of Second Language Acquisition (SLA), the use of L1 and L2 cannot be separated and it is as a normal and natural part of language learning. Therefore, although translingual practice can be applied in EFL teaching and learning processes, the target language should be still as much as possible the main goal of language learning. The L2 learning should always focus on the development of communication competence by applying which language is allowed to be spoken at any certain time or any particular condition.

**ON LEARNING THE CHINESE LANGUAGE: FROM THE LENS OF FILIPINO HOUSEHELP IN MACAU**

This phenomenological study on Chinese language acquisition, as an intricate and multidimensional phenomenon, explored the lived experiences, coping mechanisms and insights gained by the Filipino Househelp who are working in Macau. Aside from the struggles in dealing with their employers and wards and doing household chores, the challenge of learning the Chinese language has greater severity since their livelihood, social identity, and sense of community are threatened by frequent subtle and incomprehensible language learning disadvantages. Data collated from the two groups of participants subjected for in-depth interview and focus group discussion reveal that their first-hand accounts of the Chinese language learning phenomenon as entrenched in their experiences yielded major themes which highlight the several difficulties they needed to contend in learning, their survival strategies and essences of their experiences. Core ideas from their utterances were also generated to substantiate the major themes.

**THE MAGINDA’NWS IN LITERARY DISCOURSE**

This qualitative study focused on the characteristics of the early generations of Magindanawns, an Islam-practicing tribal group in the Southern Philippines, as seen in their folk narratives. The data was generated from unrecorded Magindanawn oral folk narratives gathered using the indigenous method of Santiago and Enriquez. Ten folk narratives were collected, transcribed and translated into the Filipino language using Larson’s Theory of Meaning-based Translation and were analyzed through descriptive-analytic method. Results show two general classifications of traits of early Magindanawns. On the positive side they were peace-loving, prayerful, industrious, brave, understanding, righteous and kind. However, they were also unjust, selfish and cunning. The results may have significant implications to diverse cultural communities and to the present generation of Magindanawns.

**“WHO DOES IT BETTER?” A STUDY OF SCIENCE AND NON-SCIENCE STUDENTS’ PERCEPTIONS OF THEIR MOTIVATION, ATTITUDES, AND SELF-CONFIDENCE FOR ESL LEARNING ON FACEBOOK**

This study examines Science and Non-Science students’ perceptions of their motivations, attitudes, and self-confidence for ESL Learning on Facebook. It gathers data from 631 university students in Malaysia from various disciplines of study including Biology, Chemistry, Pharmacy, Social Science, Humanities, and Education. The findings demonstrate the Science students’ slightly higher levels of motivation, attitudes, and self-confidence than the Non-Science students in using Facebook for ESL. The Science students also indicate a higher level of English language proficiency compared with the Non-Science students, who may explain their better perceived attitudes, motivation, and self-confidence to use Facebook in ESL environment. Despite these differences, the students from both Science and Non-Science clusters indicated positive perceptions in using Facebook for ESL. Therefore, the incorporation of Facebook in ESL should be seen as facilitating, and learning strategies improved in boosting students’ learning interest, developing their language acquisitions, and enhancing Non-Science students’ perceptions to become as positive as their Science cohorts.
Several studies have been conducted about the effect of music on the academic learning of students particularly on reading comprehension. Extending these previous researches into the Philippine setting, this study investigated the effect of instrumental music (Original Pilipino Music) on the reading comprehension performance of two groups of Filipino students in Grade 8. The study identified forty (40) students as participants. They were divided into two (2) composed of twenty (20) students each in the experimental and control groups. Five different reading texts and reading comprehension tests were administered for both groups for five (5) days without background music. On the following week the same reading texts and reading comprehension tests were administered again for another five (5) days in the experimental group with background music and in the control group without music. The study employed True Experimental Design, and in particular, the Pre-test Post-test Control Group Design. Results show that students who read and answered the comprehension test with the use of instrumental music as background scored higher compared with the students who answered the comprehension test without music.

The present paper seeks to determine and analyse the meaning and the way in which the interviewee and the interviewer show positive and negative face threatening acts in a face-to-face interview and to determine the positive and negative politeness strategies used in the conversation based on Brown and Levinson (1987) politeness framework. This includes four different videos containing the interviews of Boy Abunda in his talk show entitled The Bottomline with Boy Abunda. The interview of Boy Abunda is a casual conversation that centered the different issues of the different guests in the talk show. The result shows that people used different speaking styles in order to make the communication process between them and their interactants go smoothly and all the utterances affect both speakers and hearers’ face. The FTA’s employed can be positive and negative depending on how the participants executed the certain acts. Thus, the findings of this study may be useful to help social and educational practice to give further information to improve the quality of conversations, as an important aspect of communication.

Speaking is one of the macro-skills that can be developed among students through practice and exposure inside the classroom. This research was conducted to find out to what extent the opportunities given by teachers to students in classroom discussions influence their speaking ability. In this study the teachers handling the students used different oral communication activities. Among the oral communication activities employed by teachers, oral recitation was the most frequently used. The participants of this study were the junior high school students (Grade 9) from the three curricula: Special Science Curriculum, Special Program in the Arts Curriculum and Revised Basic Education Curriculum of Pigcawayan National High School North Cotabato Division, Philippines. Descriptive-Correlational design was utilized in this study. Results revealed that opportunities given by the teacher to the students to speak varied based on time. Data also revealed that most of the students involved in the study were rated fluent during their actual speaking activity. Further, it was found that the time spent by the students to talk and the number of opportunities given by the teacher to students to participate in classroom discussions positively affected the speaking skills of students.

The current quantitative cross-sectional study aims to analyze suggestions made by Iraqi EFL learners regarding their gender. It followed a descriptive approach where suggestions were dealt with from a structural perspective based on a model by Martinez-Flor (2005) of the speech act of suggestions. The study encompassed equally 15 males and 15 females who completed an open-ended DCT consisting of 6 suggestion-requiring situations with different degrees of urgency. The data were quantified and then analyzed using SPSS (version 22) and MS Excel 2016. Results revealed that there was a gender discrepancy at two types of suggestions in which males tended to produce more performative types whereas females tended towards more interrogative ones.
The B’laans, an indigenous group in the Southern Philippines that possesses a distinct literary identity, is one of the least studied cultural groups in the country; thus, this study aimed to gather B’laan folktales and analyze them to identify what cultural materials are present and how they are depicted in their folk narratives. The indigenous technique was utilized to record and translate B’laan narratives including fables, myths and legends. Content analysis was then employed to extract the data needed to answer the research questions. Results confirmed that cultural materials are embedded in B’laan folktales portraying their distinct cultural identity. Some of these cultural materials include: ulaw (turban), bracelet made of wood and beads, bloyot (a basket), owing el (boat), kalon (cogon), sibat (spear), pillow and mat, gene laho (a kind of basket), espada (sword), kolang tanok (clay pot), kelo (ladle) and yahong (bowl). It is recommended that additional studies be conducted on various ethnic groups to deepen the appreciation and understanding of the group’s culture.

Generally, the study was conducted to determine the functions of language in the Khutba Jum’ah (Friday congregational prayer of all Islam believers). Khutba Jum’ah is a sermon delivered by the imam during a congregational prayer. Specifically, it aimed to record, transcribe and translate and analyze the functions of language used in the Khutbas. Qualitative design was used. Four khutbas were gathered through actual recording, transcription and translation. The recorded khutbas which were transcribed and translated in Filipino served as the raw data. Using descriptive content analysis, the functions of language were then analyzed and interpreted through Halliday’s (1973) Exploration in the Functions of Language. Results revealed that the most used functions of language in Khutba Jum’ah were the informative, personal, regulatory, heuristics and instrumental functions, while the least used language functions were interactional and imaginative.

This article focuses on children’s second language acquisition. The researcher observed the way in which a child (aged 3.7) acquires her second language through YouTube. It described the child’s habit to watch videos through YouTube. The daily notes were taken to see the child’s words, sentences, and also reaction after watching the video intensively for two months. The analysis of observation data shows that the child started her acquisition by perceiving the language through silent period. She needed to watch a video 3-5 times, and then she was able to imitate words and sentences in the video, even though she was not fluent yet. Moreover, she did not really understand about the meaning of the words or sentences. The results also showed that at this age, the child still has difficulties to understand the implicit meaning of the words or sentences. The results show the stages that the child followed in acquiring her second language the pattern of which was similar to her first language acquisition. Therefore, teaching and learning second language should not be different from teaching and learning first language.

The present study aims to explore the politeness through empirical orientations either in polite or impolite inclination. Politeology explains why in some friendly-based occasions polite behaviour is not common in the way that impolite behaviour is. The study defines face-issues (i.e. save or damage) in terms of inter and intrapersonal levels help incarnate the vulnerability of receiving or producing face-issues. Hence, Politeology represents face-issues pertinent to individuals’ representation in a particular society. A survey was distributed to 60 participants who voluntarily take part to show their effective contribution in social Politeology. The study confirms that reversal Politeology is a real-world social norm that people practice every day. That is to say, impolite behaviour occasionally may represent polite tendency. On the other side; polite behaviour may sometimes represent negative tendency and attitude. The study also shows that face-issue is due to inter and intrapersonal considerations which depict people’s general interaction.

The word creative sounds amazing, weird yet beautiful. The characteristics of a creative teacher are described in four studies done in the period between 1996 and 2018. Based on the findings, three major themes emerge which have something to do with the mind, self, and skill. By combining the findings from the four different studies regarding the qualities of creative teachers, it came out that the real deal to become a creative teacher is within ourselves with numerous qualities needed to be fulfilled while skills and methods of teaching are the essences of teaching. This paper will discuss how teachers in rural areas can apply and

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**B'LAAN FOLKTALES: NOTIFIER OF THEIR RICH CULTURAL MATERIALS**

The B'laans, an indigenous group in the Southern Philippines that possesses a distinct literary identity, is one of the least studied cultural groups in the country; thus, this study aimed to gather B'laan folktales and analyze them to identify what cultural materials are present and how they are depicted in their folk narratives. The indigenous technique was utilized to record and translate B'laan narratives including fables, myths and legends. Content analysis was then employed to extract the data needed to answer the research questions. Results confirmed that cultural materials are embedded in B'laan folktales portraying their distinct cultural identity. Some of these cultural materials include: ulaw (turban), bracelet made of wood and beads, bloyot (a basket), owing el (boat), kalon (cogon), sibat (spear), pillow and mat, gene laho (a kind of basket), espada (sword), kolang tanok (clay pot), kelo (ladle) and yahong (bowl). It is recommended that additional studies be conducted on various ethnic groups to deepen the appreciation and understanding of the group's culture.

**FUNCTIONS OF LANGUAGE IN THE KHUTBA JUM'AH**

Generally, the study was conducted to determine the functions of language in the Khutba Jum'ah (Friday congregational prayer of all Islam believers). Khutba Jum'ah is a sermon delivered by the imam during a congregational prayer. Specifically, it aimed to record, transcribe and translate and analyze the functions of language used in the Khutbas. Qualitative design was used. Four khutbas were gathered through actual recording, transcription and translation. The recorded khutbas which were transcribed and translated in Filipino served as the raw data. Using descriptive content analysis, the functions of language were then analyzed and interpreted through Halliday's (1973) Exploration in the Functions of Language. Results revealed that the most used functions of language in Khutba Jum'ah were the informative, personal, regulatory, heuristics and instrumental functions, while the least used language functions were interactional and imaginative.

**RESEARCH ON SECOND LANGUAGE: OFFERING NEW ALTERNATIVE TO INTRODUCE SECOND LANGUAGE TO CHILDREN IN EARLY AGE THROUGH YOUTUBE CHANNEL**

This article focuses on children's second language acquisition. The researcher observed the way in which a child (aged 3.7) acquires her second language through YouTube. It described the child's habit to watch videos through YouTube. The daily notes were taken to see the child's words, sentences, and also reaction after watching the video intensively for two months. The analysis of observation data shows that the child started her acquisition by perceiving the language through silent period. She needed to watch a video 3-5 times, and then she was able to imitate words and sentences in the video, even though she was not fluent yet. Moreover, she did not really understand about the meaning of the words or sentences. The results also showed that at this age, the child still has difficulties to understand the implicit meaning of the words or sentences. The results show the stages that the child followed in acquiring her second language the pattern of which was similar to her first language acquisition. Therefore, teaching and learning second language should not be different from teaching and learning first language.

**REVERSAL POLITEOLOGY: THE INTERCHANGEABLE USE OF (IM) POLITENESS**

The present study aims to explore the politeness through empirical orientations either in polite or impolite inclination. Politeology explains why in some friendly-based occasions polite behaviour is not common in the way that impolite behaviour is. The study defines face-issues (i.e. save or damage) in terms of inter and intrapersonal levels help incarnate the vulnerability of receiving or producing face-issues. Hence, Politeology represents face-issues pertinent to individuals’ representation in a particular society. A survey was distributed to 60 participants who voluntarily take part to show their effective contribution in social Politeology. The study confirms that reversal Politeology is a real-world social norm that people practice every day. That is to say, impolite behaviour occasionally may represent polite tendency. On the other side; polite behaviour may sometimes represent negative tendency and attitude. The study also shows that face-issue is due to inter and intrapersonal considerations which depict people's general interaction.

**CAN TEACHERS IN RURAL AREAS BECOME CREATIVE? SEEKING A KEY TO BECOME ONE**

The word creative sounds amazing, weird yet beautiful. The characteristics of a creative teacher are described in four studies done in the period between 1996 and 2018. Based on the findings, three major themes emerge which have something to do with the mind, self, and skill. By combining the findings from the four different studies regarding the qualities of creative teachers, it came out that the real deal to become a creative teacher is within ourselves with numerous qualities needed to be fulfilled while skills and methods of teaching are the essences of teaching. This paper will discuss how teachers in rural areas can apply and
relate certain qualities in order to become creative teachers. Teachers who enjoy the comfort and facilities of city life are not the only teacher who can be creative teachers; rather those teachers who work in rural areas also can be creative.

PARALLEL 17 / 1550 – 1605 / ROOM 7

(B62) DIANI NURHAJATI (S135)

(UNIVERSITY OF NUSANTARA PGRI KEDIRI)

THE INTERACTION STRATEGIES EMPLOYED BY AN ELEMENTARY SCHOOL EFL TEACHER OF IN INDONESIA

In Indonesia, English is the first foreign language taught in schools, including the elementary school. English teachers have central roles in the learning process of students. They are expected to give meaningful input to make the interaction run well. They should employ many interaction strategies to facilitate students' understanding. This research aims at answering the question: 'What and how are the interaction strategies employed by an Elementary School English language teacher in Indonesia?' This research is descriptive qualitative with conversational analysis approach. The subject of the research is a non-native English speaker; he is a qualified and experienced English teacher who teaches the fourth-grade students of an elementary school in Indonesia. The data of the research were collected from classroom observations. The results of the research show that the teacher employs many interaction strategies which can be classified as speech modification and communication strategies. He helps the students not only by reducing the rate of speech, using clear and loud voice, using body movement, using media, paraphrasing, repetition, confirmation and comprehension checks.

PARALLEL 17 / 1550 – 1605 / ROOM 8

(B63) BASIM SAADOON MUTTAIR (S136)

(UNIVERSITI TUN HUSSEIN ONN MALAYSIA)

CULTURAL IDENTITY AMONG IRAQI IMMIGRANTS: FOUR VOICES AND DIFFERENT OPINIONS

The current study portrays the cultural identity within developing culture of the Iraqi immigrants in the United States and the United Kingdom aside from their native culture and how they develop their life with the foreign societies. It is an endeavour to individually convey voices and opinions to four Iraqi immigrants who immigrated to the Unites States and the United Kingdom when they were at the ages of 5, 31, 26, and 27 in order to explain the problems of their cultural identity and belonging. The question that were addressed in this study were, (i) For them, what does it mean to be Iraqi in the UK/USA and to live between two opposite pull cultures? (ii) How is their identity constructed and where do they belong? and (iii) Are they Iraqis, Americans/ British or in-between? The current study aims to address such issues utilizing Homi K. Bhabha, Hall, and others. The study employed a semi-structured interview which yielded that the immigrants underwent the consequences of the two-culture impact which is clearly reflected on their mixed identity.

PARALLEL 17 / 1550 – 1605 / ROOM 9

(B64) PHAM THANH THUY (S155)

(VIETNAM NATIONAL UNIVERSITY)

EXPLOITING RAZKIDS PROJECTS TO ENCOURAGE AUTONOMOUS LEARNING AMONG YOUNGER LEARNERS

Razkids is an online guided reading program with interactive ebooks, downloadable books, and reading quizzes for readers at different levels. It is supposed to promote extensive reading and autonomous learning among language learners. This paper reflects on the integration of Razkids projects into an English curriculum for primary school students as well as its effectiveness, from which valuable lessons regarding the project implementation could be drawn. Some strategies relating to student support and assessment throughout the project are reviewed.

PARALLEL 17 / 1550 – 1605 / ROOM 10

(B65) ZHAO MEJJIAN (S139)

(UNIVERSITI PUTRA MALAYSIA)

DOMESTICATION IN TRANSLATING CHINESE CHILDREN'S LITERATURE INTO ENGLISH: A CORPUS-BASED APPROACH

When translating children's literature, translators often encounter great challenges and difficulties in the process of translation and easily fall into the dilemma of foreignization or domestication. A small parallel corpus of Bronze and Sunflower, the first Chinese work winning "Nobel Prize" of children's literature translation. The paper aims to focus on the domestication strategies translators use in children's literature translation and try to reveal the effects this strategy produces on the level of the onomatopoeia. The findings indicate the distinct linguistic features between source language and target language by applying domestication strategy. The result highlights translation process in keeping onomatopoeia dynamic equivalent.

PARALLEL 17 / 1550 – 1605 / ROOM 12

(B67) LYDIA SANSAN O BAWA (S142)

(MINDANAO STATE UNIVERSITY-MAGUINDANAO)

JOB ENABLING ENGLISH PROFICIENCY ADMINISTRATION: ITS EFFECT ON STUDENTS' ENGLISH LANGUAGE SKILLS PROFICIENCY IN REGION XII

This study aimed to find out the administration of JEEP and the students' English language skills proficiency in the selected colleges and universities in Region XII. The study sought to find out the relationship between the instruction operation requisites, the teachers' commitment and administration actions for sustainable operation. This study utilized the descriptive-correlation design. The respondents were 286 JEEP Accelerate students from two schools offering the JEEP Program in Region XII. Total/complete enumeration sampling was utilized. The results revealed on the JEEP instruction operation requisites on the students' sustained interest, teachers' commitment, and administration actions for sustainable operation were rated "Highly Evident". The correlations between instruction operation requisites on students' sustained interest and the English language skills proficiency based on their grades; teachers' commitment; and the English language skills proficiency based on their grades; and between administration actions for sustainable operation of JEEP and students' English language skills proficiency based on their grades were all found significant.
Kebaya Tales: The awardwinners were engaged with different types of research. The second phase of study involved two schools being randomly selected as control group and two other schools as the experimental group. After six months, a post-test was conducted in all the four schools. The findings suggested some alternate teaching-learning strategies that could aid towards improving the English language skill levels of the students.

Paradigm Shifts in the Southern Philippines: Historical Narratives and Cultural Identities

This study collected data from secondary school students in Turkey (N=187). It includes the investigation of primarily separation anxiety, religious coping, fear of happiness and life satisfaction. Separation anxiety extended analysis as psychological adjustment with other psychological variables. Religious coping correlated positively and predicted life satisfaction. It also mediated the association of separation anxiety with life satisfaction. Separation anxiety essentially assesses possible challenges of school students and displays association with fear of happiness. Surprisingly, the investigation produced no association between separation anxiety and life satisfaction. Such findings need to be considered carefully in the cultural context. These results indicate that educators and counselors who wish to evaluate and improve the happiness of school students consider religious values and beliefs in which they live.
BASIC EMOTIONS IN THE SPEECH ACT OF THE EXPRESSIVE AND THE IMPLICATION FOR ENGLISH STUDIES

Any word is a speech act and can be used as emotional expression. The present study investigates the basic emotions or strong feelings revealed through words used in each type of the speech act of expressive. The speech act of expressive refers to the speaker’s psychological or emotional state, for example apologizing, criticizing, and thanking. In the presidential debates the candidates express ideas, information, and planning. Those can be delivered directly and indirectly in different word choice and strategy. Data of this study were taken from the transcripts posted in the website of the Washington Post. The method used in this study was qualitative method with focus on pragmatic-discourse, especially speech act theory, language and emotions. The results show (1) types of expressive speech act; (2) various basic emotions conveyed through words used, both literal and non-literal; (3) direct and indirect strategies used in each type of speech act of expressive. The findings have implications for English studies in terms of vocabulary enrichment and development of communicative competence.

INVESTIGATING THE PERCEPTION OF DEGREE STUDENTS OF KPTM BANGI TOWARDS ACADEMIC WRITING

This study investigated the importance of academic writing among BAAF students of KPTM Bangi. 186 respondents contributed data for the research. The survey was conducted through Google Forms and the findings have revealed the perceived importance of academic writing among the students. However, it was acknowledged that a small group of students were still unaware of the benefits of academic writing. Therefore several recommendations have been made.

MANDARIN STUDENTS’ PERCEPTIONS OF SMARTPHONE APPLICATIONS IN MANDARIN LEARNING

The brilliant advancement of mobile technologies provides a vivid instructional approach which suits the millennial students where learning happens ubiquitously. Therefore, awareness that mobile-assisted language learning (MALL) encourages personalized learning is the focus. Thus, this preliminary study aims to examine Mandarin students’ perceptions of smartphone applications (SA) along with its usability, effectiveness, and satisfaction, against the correlations of gender, course, and activities via SA. Seventy nine undergraduates from an east coast university were chosen as the respondents to answer a survey. The data was then analysed using SPSS for the descriptive statistics, t-test and one-way ANOVA. Two types of smartphone applications identified included dictionary based and teaching and learning. The statistics show that all the respondents agreed that learning Mandarin via SA has influenced their language performance; task accomplishment and personal study positively. There were no significant differences between gender, courses attended, and language activities via smartphone and language performance, task accomplishment, and learning process. All in all, SA is a potential tool for MALL. However, students need guidance in ensuring the productiveness of SA in MALL.

MEANING AND STRATEGIES IN THE EYL GRAMMAR CLASSROOM: AN EAGLE’S EYE VIEW?

Recent developments in pedagogical content knowledge research highlight the need to explore subject matter knowledge in relation to classroom practice. However, little attention has been given to Teaching of English to Young Learners (TEYL) teachers’ grammar teaching framework. This study explores the conception of grammar teaching framework constructed by three experienced primary school teachers to describe what it means to teach grammar to young learners. Data were gathered from semi-structured interviews, observations, and stimulated recall interviews. The findings revealed that teachers exemplified controlled and meaningful grammar practices to establish the root of grammar before the learners can understand the meaning and practise the grammar concepts. The results also show an array of instructional strategies used to activate learners’ existing knowledge about grammar, explain and reiterate the use of grammar concepts, and raise awareness of the form. The findings provide insights into the importance of meaning in guiding young learners to understand a new structure in context. One
recommendation of this study is that teacher educators need to promote reflective practice in TESL teacher training to understand one’s pedagogical decisions and critically explore the concept of grammatical pedagogical knowledge.

PARALLEL 18 / 1625 – 1640 / ROOM 10

(B76) HESTY AMBAR NINGRUM (S189)
(BUNG HATTA UNIVERSITY)

THE PORTRAYAL OF DEPRESSION IN THE WAY I USED TO BE BY AMBER SMITH

The study examines depression in the novel The Way I Used To Be. The purpose of the study is to discuss the symptoms and causing factors of the depression. The study applies the psychological approach. The character has depression indicated by symptoms of helplessness and hopelessness, loss of interest in daily activities, anger or irritability, self-loathing, reckless behavior, and unexplained aches and pains. The depression is caused by sexual abuse and bullying. The abuse and bullying makes her experience trauma which leads her to have depression. The main character’s psychological condition is worsened because she is an introvert. The novel tells its readers that women should be strong and tough in any condition. The presenter will conclude by suggesting how learners benefit from reading such a novel.

PARALLEL 18 / 1625 – 1640 / ROOM 11

(B77) PAYUPOL SUTHATHOTHON (S190)
(CHIANG MAI UNIVERSITY)

THE DEVELOPMENT OF ANALYTIC ASSESSMENT CRITERIA FOR UNIVERSITY STUDENTS’ ORAL PRESENTATIONS IN THE FOUNDATION ENGLISH COURSES

The research objective is to develop analytic assessment criteria for more effective assessment of students’ oral presentations for the Foundation English IV courses, which includes 001204 (English for Health Sciences), 001205 (English for Science and Technology) and 001206 (English for Humanities and Social Sciences) courses at Chiang Mai University, Thailand. The sample was drawn from 22 groups of three students each who took one of the three courses. The instrument employed was the newly established analytic assessment criteria. The data was analyzed using the FACETS program. Based on the analysis of differences in each rater’s score of each group’s oral presentation, it was found that all raters’ scores using analytic assessment criteria to grade each presentation were slightly different compared with the raters’ scores using the previously established holistic assessment criteria. In terms of analysis of each minor category in both analytic and holistic assessment criteria, it was evident that the raters’ scores of each category were not significantly different when following the analytic assessment criteria. It is therefore recommended that the experimental analytic assessment criteria should be partially adjusted and utilized extensively in evaluating students’ oral presentations.

PARALLEL 18 / 1625 – 1640 / ROOM 12

(B78) JOSEPH EDMUNDUS BUDIYANA (S192)
(SOEGIJAPRANATA CATHOLIC UNIVERSITY)

MURSID SALEH
(SOEGIJAPRANATA CATHOLIC UNIVERSITY)

JANUARIUS
(SOEGIJAPRANATA CATHOLIC UNIVERSITY)

NURSING STUDENTS’ PERCEPTIONS ON THE BENEFITS AND CHALLENGES OF RECORDED ROLEPLAY TO ENHANCE LEARNING

Video recording is considered one of the most valuable tools used to teach and assess nursing students’ communication skills and contribute to their reflective collaborative practice as they can observe various aspects of classroom practice, engage in critical reflection, and map their progression. In addition, it can also be used for classroom discussion and teachers’ assessment conducted at home in preparation for feedback and discussion in class the next day. The objective of this study is to explore the nursing students’ perceptions on the benefits and challenges of recorded role play as a tool for supporting and enhancing reflective and collaborative activities to improve learning. A total number of 127 nursing students participated in this research. Closed questionnaires were employed mainly to collect data. This paper presents the results of a quantitative study investigating the nursing students’ perceptions on the benefits and challenges of recorded role play to enhance learning.

PARALLEL 19

PARALLEL 19 / 1645 – 1700 / ROOM 2

(B79) CHOO GUI CHAN (S193)
(UNIVERSITI KEBANGSAAN MALAYSIA)

PRIMARY SCHOOL TEACHERS’ READINESS TOWARDS HEUTAGOGY AND PEERAGOGY

Over the decades, education is seen as a pedagogical relationship between the teacher and the learner. Traditionally, what a learner needed to learn was always decided by a teacher. However, education has transformed and moved from pedagogy to different approaches namely andragogy, heutagogy and peeragogy, the newest approach to education to suit the needs of the society. Therefore, the aim of this paper is to identify primary school teachers’ acceptance of technology and to investigate their readiness towards Heutagogy and Peeragogy. This study also sought to identify possible demographic factors which may influence respondents’ readiness towards Heutagogy and Peeragogy. Data were collected from 48 primary teachers in a primary school in Malaysia using a survey and were analysed using descriptive statistics. The results showed that the in-service teachers have a very positive readiness towards technology in Education as well as using heutagogy approach and peeragogy approach in their teaching. The study about the teachers’ acceptance of technology, readiness towards Heutagogy and Peeragogy and the challenges faced are expected to provide useful information for the educators to provide support for future study.
ACOUSTIC SIMILARITY BETWEEN LIBYAN ARABIC VOWELS AND ENGLISH VOWELS

Previous studies have shown that the acoustic similarity between L1 and L2 vowels may predict the difficulties EFL learners faced in perception and production of L2 vowels. However, there is a lack of studies investigating the acoustic similarity between Arabic vowels and English vowels. This study examined the acoustic similarity between Libyan Arabic vowels and standard British English vowels. The study sample consisted of 10 native speakers of Libyan Arabic (5 males, 5 females) aged between 20-35 years old. They produced 450 stimuli that represent 8 Libyan vowels /ɪ, ɪ, ɛ, æ, a, ɔ, u, ʊ/. These vowels were analysed based on the first two formants (F1, F2) and then compared to English vowels reported in Deterding (1995). F1 and F2 values of the vowels of these two languages were converted into a Bark scale. Euclidean Distance was calculated to determine the acoustic similarity between vowels. The results indicated that high front Libyan vowels are acoustically similar to English front vowels. Mid-front vowels were different across languages when produced by female speakers compared to male speakers. The same results were obtained for back vowels. These results can be used in the interpretation of results of speech perception studies.

STUDENTS’ PERCEPTIONS TOWARD GAMIFICATION IN ESL CLASSROOM: KAHOOT!

The introduction of Information Communication and Technologies to the educational field has been supporting the fact that it could not only just a tool for learning but also new pedagogy of teaching and learning process. Gamification, a non-gaming software incorporated with game elements, has been utilized as a way to engage and involve users actively. Previous researches focused more on the outcome of gamification in education rather than students’ perspectives, especially secondary students in Malaysian context. The aim of the study is to identify the general perceptions of students in using gamification in the ESL classroom and effectiveness as well as perception towards the use of Kahoot in learning the English language. Moreover, this study is to investigate whether there were differences in opinions of 70 male and female students toward gamification in an ESL classroom. This study involved students from three classes in a secondary school of Batu Pahat who were required to attend 10 weeks of 3 hours weekly English lessons and answer questionnaires. The findings revealed that majority of the respondents perceived the implementation of gamification in learning English positively and also the use of Kahoot in ESL classroom. Besides, both genders perceived highly similarly toward gamification in an ESL classroom.

AN INVESTIGATION OF STUDENTS’ ANXIETY DURING EFL CLASSROOM INTERACTIONS

This study investigated the issue of anxiety during EFL classroom interactions in third-semester students studying in the English Department of Makassar Muhammadiyah University in Indonesia. Specifically, it sought to identify the factors that cause anxiety during the learning of English in the classroom. The method used was the descriptive quantitative approach. A total of 60 students took part in the study and were given a questionnaire with 25 questions, which were rated on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The results of the study showed there were nine factors that caused anxiety in students during classroom interactions, namely limited vocabulary, lack of self-confidence, shyness, lack of motivation, fear of making mistakes, lack of preparation, grammatical errors, reactions from friends/classmates, and embarrassment. The factors associated with limited vocabulary and shyness had the highest scores (100 per cent and 98 per cent respectively).

TEACHING PASSIVE VOICE THROUGH SONGS IN THE ESL CLASSROOM

Maintaining learners’ interest in the ESL classroom is one of the big challenges faced by almost every ESL teacher. Using audio-visual aids is one of the ways to keep ESL students interested in learning English, especially if the audio-visual experiences involve songs that appeal to the age group to which the students belong. Therefore, researchers across the globe have been conducting numerous studies of how songs can be used in the ESL classroom to help students effectively learn grammar, vocabulary, pronunciation, idiomatic expressions, phrasal verbs, or any English-based topics. Since English grammar is very
## PARALLEL 19 / 1645 – 1700 / ROOM 7

**GRATITUDE EXPRESSIONS OF EFL LEARNERS IN MOBILE LEARNING PROCESS: A CASE OF INDONESIAN HIGHER EDUCATION CONTEXT**

This research aims to examine the expression of gratitude expressed by EFL students in a mobile learning process in the higher education context. Twenty-four Indonesian postgraduate students and one lecturer participated in this research. The study was carried out based on the mobile class meeting using WhatsApp; one of the popular internet messaging applications nowadays. Specifically, the focuses of this research study are to identify: (1) the strategy of gratitude expression used among the students, (2) the students’ strategy of gratitude towards their lecturer, (3) the reasons why the students expressed their gratitude, and (4) how their performance was responded by their interlocutors, in this case, their friends and their lecturer. The data were the chats in the WhatsApp group which was divided into two contexts: informal context and formal context and were analyzed through content analysis. The former refers to the situation where the topic discussed has nothing to do with learning materials, more about reconstructing the class and its regulations. Conversely, the latter applies to the case where the learning materials were discussed in group chat-rooms. As the result, the EFL students to convey their gratitude by thanking in different strategies based on their interlocutors.

## PARALLEL 19 / 1645 – 1700 / ROOM 8

**APPROPRIATING DOSPERT (DOMAIN SPECIFIC RISK-TAKING) 2003 VERSION FOR THE MUSLIM COMMUNITY**

This paper proposes for the modification of sixteen statements in DOSPERT to achieve a realistic measurement for Muslims participants. While keeping the five domains (financial decisions, health/safety, recreational, ethical, and social decisions) from the DOSPERT 2003 version, a modified version includes Islamic values, culture and rites besides demographic information. In order to ensure validity and reliability, the improved version is tested through the use of Face Validity, Cronbach Alpha and Principal Component Analysis (PCA) for item reliability. A total of 94 students was selected to determine their level of risk-taking at ensuring creativity as part of their language learning assessment. Results suggested that the improved DOSPERT has an acceptable reliability value, showing the thirty-seven items measured one general concept, which is the level of risk-taking. The improved DOSPERT is more relevant and relative to measuring levels of risk-taking among the Muslims, as compared to other versions of DOSPERT. Since risk-taking tendency is related with creativity, the improved DOSPERT will be a useful tool to determine creativity among younger generations in Malaysia, particularly at assessing their level of language proficiency and language learning.

## PARALLEL 19 / 1645 – 1700 / ROOM 9

**VOCABULARY @ 500 TO ENABLE, ENGAGE AND EMPOWER FIRST GENERATION LEARNERS**

First generation rural tribal learners from deprived backgrounds, receiving English medium education in urban schools under a unique government sponsored scheme have been the beneficiaries of a pilot study at Indo English School, Rourkela, Odisha, in India where 500 English words were introduced through creative vocabulary building activities. Realizing the importance of vocabulary as an essential component of any language teaching programme that links the four basic language skills, this study was conducted to build English vocabulary of first time tribal learners. The experiment aimed at motivating first-generation learners from deprived backgrounds who were learning a foreign language. A total of 500 carefully selected words were introduced through creative vocabulary building activities. The words were selected from a familiar context so as to reduce the 'foreign' element in learning a foreign language. Out of these 500 words, the first 200 words were introduced exclusively through visual clues. Print and digital tools were used to generate interest among the learners. Stress was put on understanding the meaning of the word and its use. This experiment was successful in building the vocabulary of the learners by providing enriching learning experiences.

## PARALLEL 19 / 1645 – 1700 / ROOM 10

**EVALUATING THE TEACHING OF LISTENING IN A MALAYSIAN ESL CLASSROOM**

Listening is a language skill much neglected in the Malaysian ESL classrooms as the washback effect of test often gives rise to an exclusive focus on reading and writing. As there is a continual silent struggle with listening among learners, this small-scale evaluation study investigates the listening opportunities present in an ESL classroom in a Malaysian secondary school. Evaluation of existing practice found that although listening opportunities are present, not much time is devoted to them. Many meanings-focused listening activities resemble a disguised form of testing. Moreover, listening is often not the focal skill of lessons with no actual teaching of listening targeting bottom-up processes, skills training and strategy development. Hence, the study suggests ways to enhance the teaching of and opportunities for listening through Newton’s (2009) five opportunity standards, namely extensive meaning-focused listening, guided diagnosis of miscomprehension problems, listening skills training and practice, listening strategy training and links to listening beyond the classroom. Among the proposed ways include the integration of graded comprehensible input for listening, top-down and bottom-up processes for listening through inferencing, dictation and dictogloss as well as listening logs.
THE SYMBOLS EMPLOYED IN AIDA RIVERA FORD’S THE CHIEFTEST MOURNER

This paper takes a closer look at the significance of the symbols used in the story, The Chiefest Mourner, by Aida Rivera Ford. An in-depth appreciation of what this symbol stands for is given emphasis in the concept of THE OTHER WOMAN in a society that views her as always the villain. Six symbols are enumerated. The first, stands for Esa’s submission to the dead poet and her recognition of his headship over her. The second is the pure love Esa has for him, a new beginning. She, too has afforded him, and the loyalty she extended unto death. Third stands for the poet’s acknowledgment that despite Esa’s goodness of heart, she would always be condemned by society. The fourth represents talent misunderstood. Sophia the fifth symbol stands for a partner in life who chose the path of least resistance by not going the extra mile in understanding her husband. Esa represents an individual who sees the beauty in the poet, falls genuinely in love with that beauty, and mourns that loss. Also, the truths that are contained in each symbol are drawn. From the discussions, four major points are concluded.

DECONSTRUCTION OF ANIMAL CHARACTERS USED IN ILONGGO PROVERBS

This study was a descriptive literary analysis that applied the principles of deconstructing. It endeavoured to determine the meanings of animal characters used in Ilonggo proverbs based on Derrida’s Theory of Deconstruction by identifying the symbolisms, binary opposites and ideologies; determine the common themes expressed in the Ilonggo proverbs; and determine the values found in the Ilonggo proverbs. Data were gathered from a compilation of Hiligaynon Folk Utterances and the magazines, newspaper and other related books were utilized as a source of proverbs. The animals have different symbolisms such as industry, wealth, nourishment, fertility, etc. The binary opposites are found such as purity-unchastity, success-failure, evilness-goodness and the like. There are common themes found such as self-worth, beauty, humility and etc. The values found are the following discernment, contentment, optimism and the like. The researcher recommended that the academe should consider the deconstruction of proverbs as one of the resources of lesson in literature subjects and for further studies on deconstruction of fables, riddles of different tribal groups like Manobo, B’laan, T’boli may be conducted.

A LOOK INTO INDONESIAN ELT COURSEBOOK DIALOGUES

Driven by the national education curriculum goals to foster local content and character education, there has been a growing number of local and national publishers of English Language Teaching (ELT) coursebooks in Indonesia. The locally produced school coursebooks aim to showcase a more relevant content to the local wisdom and culture compared with those written by international authors. While this phenomenon of emerging locally written coursebooks by motivated material writers deserves appreciation, there might be the need to evaluate the use of language in these coursebooks. This paper attempts to discuss especially the spoken language in the dialogues presented in these coursebooks by looking at its degree of authenticity, and linguistics plausibility (Gilmire, 2004; Timmis, 2016). Drawing on samples of dialogues taken from ELT coursebooks produced by local writers, the extracts were evaluated through the corpus and comments made by native speakers. Finally, some suggestions on possible areas for improvement in presenting the will be offered.

AN INVESTIGATION OF THE STUDENTS’ NEEDS AND THEIR PROFICIENCY OF THE ENGLISH PHRASES

The article was based on a research paper concerning the needs and proficiency of the English phrases recognized by the students majoring in English. The aim to investigate these phrases is very crucial in learning English. The questionnaire was used to gather the comparative data about the levels of their needs and those of their proficiency in the context of the five phrases and the objective test was used for getting the information about the students’ problems. The data were collected from two well-known universities. The total samples consisted of 145 students. The research used a mean percentage to analyze the data. The research findings revealed that the mean percentage of the students’ needs and that of their proficiency were significantly different. The students’ needs to know the English phrases were greater than their proficiency (90.66% >58.47%). It is recommended that the five phrases be discussed in syntax class by using instructional materials which contain the applications of syntactic analyses.
A ‘Let’s TwiST’ CD was produced to help learners write short, interesting texts with the incorporation of tongue twisters. To further enhance creativity, puppets were used to present these scripts (puppetry twists). This study focuses on the use of puppetry twists by five semester V TESL major undergraduates from an institute of teacher education in Negeri Sembilan in their respective schools during Teaching Practice 1 in Semester II/2018. Videos of lessons carried out were uploaded onto the education platform, Schoology. Data was collected through document analyses and observations. The findings of the study showed that pupils ranging from Years 2-5 from different proficiency levels enjoyed lessons using puppetry twists. The five undergraduates said they liked the idea of sharing their videos using puppetry twists via Schoology as Schoology is a platform for them to share their ideas and have discussions to further improve themselves. It is hoped that other new techniques can be developed through puppetry twists so that learners will always have fun-filled and memorable language classes.

The study intends to describe parenting styles of the respondents’ parents, pupils’ academic achievement and conduct, and relationships between academic achievements and conduct grades and the parenting styles. The objective of this study was to identify the parenting styles of Grade 6 pupils’ parents, according to academic achievement and Conduct and their relationships. An additional objective was to investigate what Management Supervisory Program (MSP) can be evolved based on the findings. A descriptive-correlation survey method was used to get the results to form the basis for MSP and to improve the academic achievement and conduct grades. Pupils (n = 129) from 8 sections of grade six, and the corresponding parents were selected using a purposive sampling method. A survey questionnaire, Parental Authority Questionnaire (Buri), with certain modifications by experts’ validations was used to collect data of the study. Besides that, the school records of the academic achievement and conduct were also used in the study. Interviews were randomly conducted. As for the analysis and interpretation of data, frequency count, percentage, mean and chi-square of independence were used. The findings showed that (i) parents were generally authoritative; (ii) the highest percentage of pupils’ academic achievement was moderately satisfactory, and satisfactory in Conduct. The lowest was outstanding in academic, and fair in Conduct; and (iii) there were no significant relationships, both to academic achievement and conduct. It was recommended that parenting styles should be considered in school programs and to develop a one-year MSP.

Increasing attention has been paid to creating videos as an educational approach and analyzing the effects of multimodal resources on language learners in recent years. However, few studies investigate EFL learners’ perceptions of the processes of making video projects. Drawing upon the theory of multi-literate and multimodal learning, the current study aims to unravel the composing processes and the affordances and constraints of making video projects. Data included student video projects, reflections of the processes, perceptions of affordance and challenges of creating content for the video projects, and interview data from participants and language teachers. The results showed that language learners felt motivated to make video projects in its entirety as they were more critical and reflective about the content. They also had the ownership of making meaning. Affordances and constraints of making video projects are presented and suggestions are provided for future pedagogical purposes.
Differentiated instruction (DI) is an important teaching skill which should be mastered by teachers to enhance students’ ability and supporting students with disabilities. On the other hand, conducting DI is not an easy job and many teachers are not confident and unprepared for DI in the classroom. The purpose of this study is to find out teachers’ perspective, problems and the role of curriculum in DI implementation. DI believes that students need to learn in different ways and they require a fit learning strategy to improve their ability and knowledge in the best way.

Autism spectrum disorder (ASD) is known as a developmental disorder characterized by impairments in verbal and nonverbal social communication as well as restricted and repetitive patterns of behavior and interests (American Psychiatric Association, 2013). This condition does not become an obstacle for students with ASD to master English. Communication among parents, teachers, and psychologists is needed to make a good strategic planning for students with ASD in learning English. The planning is different for each student because it is related to the teaching methods and materials which depend on the severity of the disorder. The study aims to identify the strengths and weaknesses of a student with a certain autism spectrum in learning English, and to capture a picture of teaching method and material needed to strengthen the weaknesses of a student with autism spectrum in learning English. Students’ clinical diagnosis, students’ sentence, and an observation of teaching and learning process in classroom have been analyzed. As a result, a design of teaching method and materials has been created for a student with a certain spectrum of autism disorder.

Teaching is a passion in this modern era. A teacher is a guide, facilitator, role model, information provider, resource developer, planner and assessor. This study investigates an important area of English language teaching and learning. It examines the present situation of teaching reading skills of English, the problems students encounter during reading an English text and the learners’ proficiency level of reading skills when they are at the H.S.C level in Bangladesh. It also examines the reading syllabus and reading materials used in the intermediate level. The study discusses the recent developments in reading pedagogy. It also presents an evaluation of teaching the different sub-skills of reading and then through an empirical study examines whether both higher and lower order sub-skills are covered in the reading syllabus, and taught properly in the country. The empirical investigation examines whether the modern methods of reading pedagogy are used in teaching reading in Bangladesh. The methods for empirical investigation in the study include students and teachers’ questionnaire survey, students and teachers’ interview, classroom observation and administering reading tests. Reading components of the syllabus and the reading materials are also evaluated.
The primary aim of this research is to determine if ESL learners can acquire incidental vocabulary by using subtitles in English movies. While many studies have proven the effectiveness of using subtitles in learning English, there is still a lack of research that focuses on modality of subtitling which results in optimum vocabulary acquisition. A quantitative design using both pre-test and post-test was utilized where students viewed the Harry Potter series with bimodal subtitle. The Vocabulary Knowledge Scale was used in order to identify the participants’ capability of knowing the selected English vocabulary. A total of 30 vocabulary items was chosen to be tested on the students. The difference in the scores between both tests indicates that there is a significant increase in the participants' vocabulary level. Findings from this study can be used to enhance theoretical knowledge in the area of English language acquisition and learning. Both learners and educators can benefit from this research in terms of implementing the use of movies and subtitles in the teaching of English Language.
Profanity is defined as a linguistic activity involving the usage of vulgar words to result in a more expressive form derived from bodily functions, body parts, sex, and religion. In current religious landscape, it is observed that some religious preachers incorporate profanity widely into their speeches. Despite that, individuals may hold conservative notions on the inappropriateness of profanity for religious purposes. The study will employ a qualitative, case study approach to identify the Malaysian’s perspective on profanity that is utilised in religious speeches. The data will be primarily generated through semi-structured interviews. 10 participants who are amongst the audience of religious speeches particularly from Terengganu will be involved. The findings highlight the students’ conceptions of assessment for and of learning based on what activities they did, what roles they played, and how an individual interacts with peers and teacher in the classroom. Finally, this study will provide some implications for English teachers, stakeholders, and policy-makers.
The study concentrates on how women are portrayed and the dominance exerted towards them in the crime fiction published in 2017, ‘Perfect Remains’ by Hellen Fields. Taking a Critical Discourse Analysis (CDA) approach, the data seeks to expose connections between language, power and inequality where the portrayal of women, and ways in which domination is exerted towards them will be studied. This study is expected to reveal how women are viewed by men through the eyes of literature in the 21st century. Currently, movements to empower women are rampant, they are portrayed as strong and independent individuals. However, despite the equality women have achieved in society and its wide acceptance amongst men, there are certain men who still find different methods of power exertion to maintain their status quo. Ironically, this novel which was written in 2017 presents the situations where women are accepted as strong and independent individuals but are dominated by the antagonist who is keen in reinforcing his status quo. Thus, this too will be revealed through this study. It is hoped that the findings will shed some light on the expectations and notions that the society holds on women in Perfect Remains.

The study will explore the strategies utilised by teachers related to the practice of code mixing and code switching in ESL classrooms in Terengganu. The study also attempts to highlight the comparison of the practice of code mixing and code switching by teachers in national primary schools and a Chinese vernacular school in Terengganu. Qualitative approach will be applied for this study and the focus will be on two national primary schools, one from rural area and one from urban area. A Chinese vernacular school will also be chosen. The data for this study will be generated from semi-structured interviews with three English teachers and audio recordings of their classroom teachings. The researcher hypothesizes that there are many strategies utilised by these teachers to code mix and code switch in ESL classrooms. One of the ways is through storytelling.

This study is conducted to find out whether there is an influence of teachers’ professional learning activities on their professional development in South Sulawesi. The data was collected through questionnaire distributed to 50 English teachers. The questionnaire was adapted from TALIS (2010) which covers items requiring the participants’ professional activities both formal and informal. The result shows that there is a large impact of six professional learning activities (courses, conferences, network participation, research, mentoring, reading journal), a moderate impact of one professional learning activity, and a small impact of one professional activity. It also depicts the high level of need of four learning activities, namely content and performance improvement, professional development, research, and code switching. One of the ways is through storytelling.

My study will analyse the act of spinning and its implications on major events. Utilising a secondary data analysis, this study will analyse different crises faced by big organisations. Five organisations that will be selected for this study are Tesla, Air Asia, McDonalds, Starbucks and Cadbury. The crises and the actions undertaken by these organisations in handling crises before they escalate will be analysed using the Framing theory. This theory suggests that how we want to see the world is actually being shaped by a set of concepts and theoretical perspectives. It is predicted that the elements that will be found in the act of spinning are selected based on the information that is going to be provided, showing only what the sender intends for the receiver to see, and creating positive images. The study will also highlight the implications of the act of spinning and its implications on major events.
CONSUMERS’ PERCEPTION ON THE USAGE OF CELEBRITY ENDORSERS IN MALAYSIAN PRINTED ADVERTISEMENT

This study focuses on consumers’ perceptions on the usage of celebrity endorsers in Malaysian printed advertisements. Utilising a case study research design, the data for the research will be collected through semi-structured interviews with five university students. The data will be analysed deductively using the theoretical frameworks of TEARS and AIDA model. In addition, any themes that emerge during the analysis will also be noted. The study expects to receive various views on the usage of celebrity endorsers and their influence when promoting products or carrying brands in printed advertisements. Factors that contribute to the effectiveness of using celebrity endorsers in printed advertisements will also be scrutinised. This study hypothesises that the endorsers’ expertise, trustworthiness, honesty and ethics are amongst the influential marketing strategies that help convince the target consumers. Other factors which are similarity, familiarity and likeability will also influence the consumers’ perception towards a product or brand.

ANALYSIS OF LINGUISTIC FEATURES IN MALES AND FEMALES IN SOCIAL MEDIA POSTS

The present study aims to investigate the differences of linguistic features between women and men’s language on Twitter. The focus of the study will be the linguistic features utilised by women and men when posting and responding to tweets on Twitter. 10 participants, 5 men and 5 women respectively from University Sultan Zainal Abidin (UniSZA), will be recruited through convenience sampling. The tweets will be collected and analysed deductively and inductively. Deductively, the findings will be categorised according to the linguistic features of the participants using Lakoff’s (1975) perspectives on linguistic features of man and woman. The findings will also identify emergent features from the data. With the aim to contribute towards gender studies on differences between linguistic features of women and men across cultures and contexts, it is hoped that this study will provide valuable insights on these differences online setting in the Malaysian context.

MALAYSIAN ELTS’ VOICES ON PROFESSIONAL DEVELOPMENT: QUO VADIS?

To ensure that children have the best qualified individuals in front of their classrooms, continuing professional development programmes are constructed to equip the teachers on the professional quality needed. This paper aims to investigate In-Service Training and Education (INSET) School Based Continuing Professional Development programmes as part of CPD among English Language teachers in Peninsular Malaysia. A qualitative study was developed to offer insights into the formation of professional identity within the context of school-based professional development among English as a Second Language (ESL) teachers in Malaysia. A case study was employed to explore the voices of ESL teachers towards continuing professional development programmes in schools. Participants were selected using purposeful sampling technique from ESL teachers who had attended INSET school-based PD programme from four integrated Tahfiz secondary schools of science in the state of Selangor, Malaysia. Data were collected through in-depth one-on-one semi-structured interviews and were coded using thematic analysis. Findings of the study indicated that continuing professional development programmes significantly contributed to the construction of ESL teachers’ professional identity.
PARALLEL 22 / 1745 – 1800 / ROOM 6
(B117) SYAHRATUL SYAZWIN BIN TI SHARIF (S396)
(UNIVERSITI SULTAN ZAINAL ABDIN)

MEMES AS A MEANS OF COMMUNICATION ON TWITTER AMONG MALAYSIAN UNIVERSITY STUDENTS

Internet memes are a part of online culture that internet generations have used or at least come across when communicating on digital mediated environment. With varying forms of memes such as macro images, videos, and texts, memes have become an exciting way in our society to communicate, share thoughts, express solidarity and create humour on social media. This research will investigate the use of memes on Twitter among Malaysian university students. The data will be generated through online observation and collection of tweets. The participants, who are amongst Malaysian university students and frequent memes tweeters, will be recruited through purposive sampling and will be observed for one month. Their tweets during the data collection will be collected and analysed. Using Halliday’s Systemic Functional Linguistics (SFL) theory, these tweets containing memes will be categorised according to themes and their communicative functions, and will be analysed at discourse and semantic levels. This study hypothesizes that the use of memes on Twitter serve various communicative functions of communication, essentially as speech acts by their users.

PARALLEL 22 / 1745 – 1800 / ROOM 7
(B118) KU AIMI ARISYA BINTI KU RUSLIN (S398)
(UNIVERSITI SULTAN ZAINAL ABDIN)

A COMPARATIVE STUDY ON EUHEMISTIC STRATEGIES USED IN THE SPEECHES OF TUN DR. MAHATHIR MOHAMMAD AND DATO’ SRI NAJIB ABDUL RAZAK

The study will focus on analysing and comparing euphemism strategies employed in political speech texts of two notable political leaders in Malaysia, Tun Dr Mahathir Mohammad and Dato’ Sri Najib Abdul Razak. The speeches selected for this study are the speeches that were delivered at UN General Assembly; the chosen speech delivered by Tun Dr Mahathir is the speech that was delivered at the 73rd UN General Assembly while for Dato’ Sri Najib, I have selected the speech that was delivered at the 69th UN General Assembly. This study will analyse these speeches at discourse level and utilise Leech’s Maxims of Politeness Principle (1983) in identifying euphemism strategies employed. Notable emergent strategies will be observed during the process of analysing the data. It is hoped that the research will provide valuable insights on the use of euphemisms by influential political leaders and highlight the importance of these strategies in influencing and persuading the target audience.

PARALLEL 22 / 1745 – 1800 / ROOM 8
(B119) MARK CARLO D. BUYAO (S399)
(SULTAN KUDARAT STATE UNIVERSITY)

INSTRUCTIONAL MULTIMEDIA AND READING COMPREHENSION SKILLS OF GRADE 11 MAGUINDANAON STUDENTS IN KALAMANSIG NATIONAL HIGH SCHOOL

This study dealt with the development of an instructional multimedia enhancement reading comprehension skill module. This study was conducted to determine the effectiveness of the instructional multimedia enhancement module in English on the Grade 11 Maguindanaon Students in English from Kalamansig National High School. The subjects of the study were the 50 Grade 11 Maguindanaon students from the 2 sections who were under control group and experimental group. Experimental design was utilized in the study. After developing the instructional multimedia enhancement reading comprehension skill module, the evaluators (reading/language teachers) validated its content, acceptability, relevance and usability. Pre-test and Post-test were employed in this study. The questionnaire was adopted and modified taken from Philippine Informal Reading Inventory (Phil-IRI). The statistical tools used were the mean, standard deviation and t-test. The result of reading comprehension skill from the control group and experimental group has a higher mean, the intervention has a significant effect.

PARALLEL 22 / 1745 – 1800 / ROOM 9
(B120) AAN KOMARIAH (S401)
(UNIVERSITAS PENDIDIKAN INDONESIA)

WOMEN’S LEADERSHIP IN EDUCATION MANAGEMENT; AN ANALYSIS OF OPPORTUNITIES AND CHALLENGES

This study, in general, aimed to analyze women’s leadership in education management by analyzing opportunities and challenges at senior high schools/college in Nagan Raya regency, Indonesia. This study employed descriptive writing with a qualitative approach. The types of data used were primary and secondary data from various sorts of accurate and scientific sources, such as documentation reports both published and unpublished. The data analysis was carried out with a series of data reduction, data presentation and conclusion drawing. The results of the study found that success in education management essentially lies in the efficiency and effectiveness of the performance of a principal. The leadership of women principals is able to realize effective leadership to achieve achievement, because women also have advantages and good roles in leadership. As for what is often a challenge is the perception of people who perceive women as weak creatures who have no competence and are unable to be competitive.

PARALLEL 22 / 1745 – 1800 / ROOM 10
(B121) DEDY ACHMAD K (S402)
(UNIVERSITAS PENDIDIKAN INDONESIA)

HOW INDONESIAN ELEMENTARY TEACHERS REFLECT ON THEIR INDEPENDENT SELF-ORIENTED LEARNING?

In the 21st century era of learning requires initiative and self-direction which could direct students to plan and manage their activities to develop solutions and solve problems. The importance of independent learning for students requires the teachers to
create and do the same thing to increase their professionalism too. This study used a case study method at public elementary school in Bandung, Indonesia. And it hope could provide more detail explanation about teacher independent self-oriented learning to improve their professionalism. This study found teacher reflect their independent self-oriented learning by self-reflection and facilitate by others. And they believed independent self-oriented learning is a learning process that could improve their professional development.

MULTILINGUALISM IN AN ONLINE LEARNING CLASS

This study was aimed to find out what languages were used among the online learning students in an EFL classroom during team interaction and classroom communication, and to figure out the students' attitude towards multilingualism in ESL classroom communication. A questionnaire was distributed to 24 students of the English class at BINUS Online Learning who were the participants. The data from the questionnaire was analyzed qualitatively by using Likert scale in the form of percentage. The result shows that the students apply multilingualism in the online learning class interaction and communication. They show both positive and negative attitudes toward the use of many languages in their classroom especially in their team although it is a requirement for them to use English in all classroom communication.

AN ANALYSIS OF TRANSLATION EQUIVALENCE OF INDONESIA SUBTITLING THE MOVIE ‘THE HELP’

Culture and language cannot be separated. Both of them reflect society. This article aims to investigate translation equivalence of verbal cultural signs in the movie subtitle ‘The Help’. The researcher has used Newmark (1988) and Hatim and Basil (1990) theory in analyzing technique translation of cultural sign. In the main analysis of translation equivalence, the researcher used Nilda & Taber equivalency, formal and dynamic equivalence (1969). The result showed that technique translation was used in adaptation, literal, free, communicative, etc. However, inaccuracy was found in the equivalence that was achieved through different techniques of translation because of many factors like different backgrounds of culture and history of the country and society.

TEACHERS’ PEDAGOGICAL BELIEFS IN IMPLEMENTING THE COMMUNICATIVE LANGUAGE TEACHING (CLT) AT THE SULTAN SYARIF KASIM STATE ISLAMIC UNIVERSITY OF RIAU (UIN SUSKA RIAU), INDONESIA

This study investigates teachers' pedagogical beliefs in implementing the communicative language teaching (CLT) at the UIN Suska Riau. Hence, this research aims to investigate to what extent the teachers understand about their pedagogical beliefs in CLT, how they put their beliefs into actual classroom teaching, and to find out the kinds of constraints and challenges that hinder the implementation of CLT by teachers. This phenomenology study generated data from multiple sources; semi-structured interviews, classroom observations and documents. Then, data obtained were analyzed qualitatively to find out the predetermined research purposes. Research findings showed that the teachers, in general, have sufficient understanding about their pedagogical beliefs in CLT. However, theirs were not fully implemented in their actual classroom teaching. It meant that their implementations contradicted with what they believed. Moreover, some kinds of pedagogical beliefs that assist and inhibit the implementation of CLT at this university were revealed. The findings provide the insights and recommendations for further research.
DAY 3
THE EFFECTS OF A PROFESSIONAL DEVELOPMENT PROGRAM ON VIETNAMESE TEACHERS’ BELIEF ABOUT ELT AND CLASSROOM PRACTICES

This research proposal is aimed at investigating the impact of a professional development program on Vietnamese teachers’ beliefs about ELT and their classroom practices. Fifty secondary school teachers of English participated in this study. Questionnaire, observation, interview and document analysis are employed for data collection before and after the program. It was expected that there would be positive changes in the teachers’ beliefs and their classroom teaching practices, which would foster their ongoing learning in the future, and more importantly, retain a high-quality teacher workforce so that they could satisfy the highest demands for English skills in a globalized world.

KRASHEN AND THE PHILIPPINE VARIETY OF ENGLISH: AN ASSESSMENT OF THE ACQUISITION LEARNING AND MONITOR HYPOTHESES THROUGH STUDENTS’ WRITTEN AND ORAL OUTPUTS

Baguio City is known around the Philippines as the summer capital of the country, and having a premier education center in northern Luzon. Many students across the country choose to study in the city, but the majority of enrollees are from the surrounding areas of the Cordilleras and Central and Southern Luzon. All of them are speakers of English with varying degrees of proficiency and competencies in regional languages. This paper investigates the issues in Krashen’s Acquisition-Learning Hypothesis and the Monitor Hypothesis from the viewpoint of teachers who are faced with problems in the written and oral outputs of students in the University of the Philippines Baguio (UPB). This paper shows that some students do not speak up in class to avoid mistakes. Some students are confident and are willing to make mistakes. There are those who minimally speak up to minimize their mistakes.

ASSESSMENT OF LEARNING? OR ASSESSMENT FOR LEARNING? REVITALIZING THE CLASSROOM LEARNING WITH ALTERNATIVE ASSESSMENT PARADIGM

The present era has witnessed shifts in trends and approaches in language pedagogical theory and practice. Assessment has inevitably become the engine that drives teaching and learning process. The heightened emphasis on assessment comes at a time of growing dissatisfaction with traditional, multiple-choice forms of standardized testing. The “paradigm shift” in assessment showcases an overall changing tendency from behaviourist to constructivist, from quantitative to qualitative, from knowledge to skills and understandings, from products to processes and from measurement to improvement, eventually from “Assessment of Learning” to “Assessment for Learning”. Alternative assessment, as a generic term in assessment literature, shelter a multitude of potential alternatives to traditional tests. Alternative assessment is considered as a pedagogic and diagnostic tool to improve both students’ learning and teachers’ instruction in a classroom. In a mixed method approach this paper investigates the possibilities of implementing alternative assessments, especially to improve the speaking skills in a classroom of English Language Teaching in higher education. Eventually the study concludes that alternative assessment improves the language proficiency and ensures that alternative assessment serves as Assessment for Learning.

VOCABULARY IMPROVEMENT: SAME STRATEGIES BUT DIFFERENT RESULTS

This study investigated the factors that caused one thousand first year undergraduate students to perform differently in their vocabulary test results between the academic terms 1 and 2, although they were required to perform on the same vocabulary assignments. In the assignments, these students were assigned fifty words a week. They had to study these words and were tested weekly for their understanding of these words. The pre- and posttests were also administered to examine students’ vocabulary improvement. While the results from the academic term 1 showed the significant improvement in students’ vocabulary test results, these students did not perform better in the post-test for the academic term 2. After the investigation, it was found that (1) the difficulty level of vocabulary and (2) the integration of vocabulary in the lessons were the two main factors that caused the students to perform differently in their vocabulary improvement between the two terms.

LANGUAGE LEARNING STRATEGIES USED BY THE UNDERGRADUATES OF THE SCIENCE FACULTY AT QUEST PAKISTAN

This paper is an empirical study based on the use of language learning strategies of the undergrad students from Science Faculty of Quaid-e-Awam University of Engineering, Science and Technology (QUEST), Nawabshah, Pakistan. The reason why this study...
was undertaken was the realization of a serious dearth of learning strategy research in the Pakistani context. This study was carried out by collecting the data from the respondents at Science Faculty in QUEST. The data were collected through an adopted questionnaire namely Strategy Inventory for Language Learning (SILL), the ESL version, devised by Rebecca Oxford. The findings reveal a high use of strategies among the students with higher and lesser preference to certain strategies. It is thus recommended that students need to be motivated towards their less preferred strategies to bring a balance in and improve their L2 learning.

**PARALLEL 23 / 0800 – 0815 / ROOM 7**

(C6) SITI NUR ALIAA ROSAN (S278)
(INFRASTRUCTURE UNIVERSITY KUALA LUMPUR)

**INFORMAL INTERACTION AMONG STUDENTS AT SURVEY CAMP**

This study investigates on the informal interaction among students at Survey Camp. This study involves students from Infrastructure University Kuala Lumpur (IUKL) studying Bachelor in Civil Engineering (honours) (BCE) and Diploma in Geomatics Engineering (DGE), who undertake the Survey Camp subject. The students are required to go for Survey Camp between eight to ten days. During the Survey Camp, students are given fieldwork tasks related to their field of study and are required to converse and interact among themselves in order to complete the tasks. It was found that the conversation style varies from formal face to face, to the online platform, which enabled them to complete the tasks within then time given.

**PARALLEL 23 / 0800 – 0815 / ROOM 8**

(C7) NORMALIZA ABD RAHIM (S279)
(UNIVERSITI PUTRA MALAYSIA)

**TEXTUAL DISCOURSE OF THE ‘SOCIAL VALUES STORY MODEL’**

The study focuses on the textual discourse of the ‘Social Values Story Model’ written and created by Normaliza Abd Rahim (2018). The model is copyrighted by Universiti Putra Malaysia. The model consists of two social songs to enhance students learning in the classroom. The objectives of the study are to identify and discuss the textual discourse of the two social songs. The song lyrics are analysed by using the discourse analysis theory by Normaliza Abd Rahim (2019). The theory consists of three elements; content, context and assumption. The results of the study revealed that the song lyrics consist of values to enhance students’ learning. It is hoped that further studies will focus on students writing by using the values from the model.

**PARALLEL 23 / 0800 – 0815 / ROOM 9**

(C8) NUR MAISARAH ROSLAN (S281)
(AL-MADINAH INTERNATIONAL UNIVERSITY KUALA LUMPUR)

**ASSUMPTIONS ON WIZIQ SOFTWARE ONLINE LEARNING AT AL MADINAH INTERNATIONAL UNIVERSITY MALAYSIA**

The study focuses on English online learning at Al Madinah International University Malaysia. The objectives of the study are to identify and discuss the students’ perceptions on Wiziq software online learning. The samples of the study consist of ten subjects who live abroad. They learn English via online learning for three hours per week. The subjects are to give their perceptions on Wiziq software online learning. The data are analysed using the discourse analysis theory by Normaliza Abd Rahim (2019). According to Normaliza Abd Rahim (2019), there are three elements in the discourse analysis theory. The elements are content, context and assumption. This study only focuses on the third element that is the assumption. The results of the study showed that the students are comfortable in using the software, and they are able to communicate with the lecturer at all times. It is hoped that further studies will focus on the other software for online learning.

**PARALLEL 23 / 0800 – 0815 / ROOM 10**

(C9) NUR WIDAD ROSLAN (S283)
(UNIVERSITI PUTRA MALAYSIA)

Hazlin ABDUL HAJIM
(UNIVERSITI PUTRA MALAYSIA)

MOHD AZIDAN ABDUL JABAR
(UNIVERSITI PUTRA MALAYSIA)

HAMSIAH HASSAN
(UNIVERSITI PUTRA MALAYSIA)

**THE INFLUENCE OF MALAYSIA TELEVISION ADVERTISEMENTS DISCOURSE AMONG CONSUMERS**

The study focuses on the influence of Malaysian television advertisement among consumers. The objectives of the study are to identify and discuss the influence of Malaysian television advertisement among consumers. The samples of the study consist of ten male and female subjects. The subjects viewed a video of television advertisements. They were to give their perceptions about the copy writing from the advertisement. The data are analysed by using the discourse analysis theory by Normaliza Abd Rahim (2019). The results of the study revealed that the subjects gave their perceptions based on their opinion, reference and questions. It is hoped that further studies will focus on Malaysian television advertisement.

**PARALLEL 23 / 0800 – 0815 / ROOM 11**

(C10) NORARIFAHI BINTI MAZLAN (S284)
(UNIVERSITI KEBANGSAAN MALAYSIA)

**IMPROVING READING COMPREHENSION THROUGH EXPLICIT TEACHING OF SKIMMING AND SCANNING STRATEGIES**

The study aims to find out if there is improvement of students reading comprehension through the explicit teaching of skimming and scanning strategies. The reading-comprehension problem is common in the classroom due to how information is processed and what type of text structure the students are reading. Students are unable to comprehend passages and articles because they
encountered many unfamiliar words. One aspect was identified; which was the use of explicit skimming and scanning strategies among students in reading comprehension activities. This study employs an action research method using the pre-test and post-test to find out if there is a difference in reading comprehension performance before and after the training. The results were from 35 Form 4 students of a government school. The results revealed that there was an overall increase in test scores after training (after a comparison of the individual pretest and post-test results was made). It was found that there was also an increase in the average scores of the test before and after training. This study would help educators to know how much students know and use the skimming and scanning strategies in improving reading comprehension activities.

**VIDEO DICTIONARY PROJECT: ENHANCING VOCABULARY FOR READING COMPREHENSION THROUGH A PROJECT-BASED LEARNING**

Vocabulary is the very foundation of language learning. It is essential that pupils acquire a wide repertoire of vocabulary so they can use the target language effectively. However, many English as a Second Language (ESL) pupils have limited vocabulary for reading comprehension especially the rural pupils. Thus, this study aims to explore the effect of a video dictionary project to enhance the vocabulary of Form Four pupils and improve their comprehension. Eighteen pupils of a school in a rural area of Hulu Terengganu in Malaysia were selected as the participants of this study through a purposive sampling technique. The pupils were required to produce a video dictionary using their own creativity by providing the definitions of the chosen words, and write stories to describe the meaning of the vocabulary. Then they film their stories which were then shared with other students in the school. The findings indicated the project helped pupils to gain new vocabulary and improve their comprehension. This study hopes to provide ESL teachers with insights into integrating project-based learning in the English language classrooms such as video dictionary project which promotes the use of English among students as aspired by the current Malaysia Education Blueprint.

**LEARNING ENGLISH THROUGH ACTIVE PARTICIPATION (LEAP)**

LEAP aims to create fun through gamification and using nostalgic childhood leisure activities in order to motivate learners in the Workplace Literacy Program in learning English. The program would benefit the teaching and learning processes as it rekindles even the passive learners to get involved in a fun way to learn and practice language skills even more through the now much unused, and often neglected use of childhood and age-old traditional games and socio-cultural shared experiences which would also be a game-changer in getting the learners to learn in a more collaborative mode with any learner rather than gravitating to their own racial and cultural groups in the classroom. Language skills like vocabulary, word formations, reading, speaking, listening and writing could be further enhanced over a shorter time rather than relying on the IT-infused blended way of learning presently done. There is much scope in the use of traditional games and socio-cultural shared experiences in learning a language for adults in the workplace literacy program and it adds to the blended learning that is often associated with the internet and the infusion of IT in the classroom.

**UNDERSTANDING THE SECOND LANGUAGE TEACHERS’ PRINCIPLES IN LANGUAGE ASSESSMENT IN TERTIARY EDUCATION**

Language Assessment Literacy (LAL) provided the framework for the teachers to work on in the practice of language assessment. However, the roles of the teacher in building and deciding their own principle as unique individual in the language assessment paradigm is still are overlooked. Teachers were made aware of the crucial roles they played in the language assessment classroom, but discussion on their self-awareness of these critical roles need more understanding. Hence, this study aimed at understanding the second language teachers’ assessment principle in the context of tertiary education. It also seeks to...
see how these language teachers adapted their assessment principle in the existing assessment practices. The teachers reportedly favour the principle of assessment for learning instead of the assessment of learning for their language classes. The teachers also believed in exercising their personal judgment when it comes to interpreting the process and outcome of the assessment. The study concluded with the realisation that the language teachers are required to make informed decisions that needed them to balance the theoretical elements of language assessment and making informed judgement and interpretations of the assessment to satisfy various stakeholders in the education system.

PARALLEL 24 / 0820 – 0845 / ROOM 7

(CC3) CHARANJIT KAUR SWARAN SINGH (S352)
(UNIVERSITI PENDIDIKAN SULTAN IDRIS)

EXPLORING COOPERATIVE INTERACTIVE LEARNING APPROACH TO ENHANCE SPEAKING SKILLS AMONG TERTIARY STUDENTS

Students in higher learning institutes in Malaysia face some difficulties in expressing themselves in English language and show lack of competency in speech. Based on the problems encountered by the weak students, it was deemed necessary to provide some form of guidance to enable the students to speak confidently. The guidance comes in the form of a cooperative interactive learning approach for teaching speaking to weak ESL students. The purpose of the study is to improve tertiary students’ speaking skills through cooperative interactive learning approach. This study also investigates the attitudes of the students before and after using the cooperative interactive learning approach concerning speaking. A quasi-experimental design was carried out to look at the effectiveness of the Cooperative Interactive Learning approach in order to assist educators in using some of the fundamental concepts of Cooperative Interactive Learning Approach in their everyday teaching. The findings revealed that the Cooperative Interactive Learning Approach was effective for tertiary students because it enhanced their communication skills, enabled them to understand written and spoken instruction, and express ideas in a variety of situations.

PARALLEL 24 / 0820 – 0845 / ROOM 9

(CC4) EKAWATI MARHAEN Ny DUKUT (S353)
(SOEGIJAPRANATA CATHOLIC UNIVERSITY)

CULTURAL HYBRID POLITENESS E-BOOK: A SOLUTION FOR CREATIVE EFL WRITING

EFL teachers are often challenged with creative ways of making their writing class interesting. This is especially challenging nowadays with the various forms of popular culture that are bombarding the Generation-Z students daily, and which influence some students to study online writing courses rather than come to a traditional writing class. Indonesian students of English who are active smartphone users have become more knowledgeable about Western culture rather than their own. Because of this, it is assumed that the Eastern culture of politeness is quickly deteriorating. As a solution for making the writing class more interesting, therefore, the topic of cultural hybrid politeness of the West and East is used for the whole semester. The end product of writing a research-based e-book on politeness is reported to have given satisfaction to the students. This becomes the reason why the innovative e-book project on politeness becomes a valuable project to share with other EFL writing teachers.

PARALLEL 24 / 0820 – 0845 / ROOM 11

(CC5) HARIHARAN N KRISHNASAMY (S358)
(UNIVERSITI UTARA MALAYSIA)

SUBAANTHI A/P K. KANAGARATNAM
(UNIVERSITI UTARA MALAYSIA)

SC. SANGARAN A/L CHINNIAN
(UNIVERSITI UTARA MALAYSIA)

READING STRATEGIES USED BY SECONDARY SCHOOL STUDENTS WHEN READING EXPOSITORY TEXTS

Reading a comprehension passage and comprehending the meaning of it is to acquire the information from the text and to construct the meaning in the mind. This paper aims to find out the reading strategies used by good readers and poor readers. The participants of this study were 80 formers of a secondary school in Kedah, Malaysia. Participants were chosen based on their results in the comprehension section of a trial examination paper. 40 good readers and 40 poor readers were chosen for this study. Qualitative analysis of the students’ answers and responses to the interviews revealed that good readers used a wider range of reading strategies compared to poor readers. The good readers’ responses to the interviews demonstrated that the readers have a greater understanding of the text and text structure. The poor readers who used a number of reading strategies scored better in the comprehension tests compared to the remaining poor readers who did not employ any reading strategies while reading. The findings of this study will be able to guide students to use good reading strategies when answering comprehension questions and be useful for pedagogical purposes.

PARALLEL 24 / 0820 – 0845 / ROOM 12

(CC6) FAHAD SAAD ALSALHI (S360)
(PRINCE SATTAM BIN ABDULAZIZ UNIVERSITY)

STUDENTS’ PERCEPTION OF CLASSROOM ASSESSMENT ENVIRONMENT IN TRANSLATION COURSES

The aim of this study was to explore the students’ perceptions on classroom assessment environment in translation courses. The sample of this study was made up of 341 participants studying at an English language department in a Saudi university. Data were collected using self-reported questionnaire which was designed based on Alkharusi’s (2011) scale. Factor analysis was computed and the results revealed the presence of Alkharusi’s two original factors: perceived learning-oriented, and perceived performance-oriented classroom assessment environments. T-test was employed to explore the differences in perceptions between male and female students, but no significances were found between them. Implications and recommendations for classroom assessment as well as for future research were discussed.
A common problem in teaching translation is assessing students' translation result. This is caused by the standard of translation competence and instruments for assessing translation result. This study is aimed at presenting a method for assessing students' translation result by reconstructing the translation competence criteria then relating it with two assessment methods; rubric and assessment grid. These methods have been applied to university students of the English education department when they enroll for Translation subject. In doing so, the peer assessment is devised to help the students see the results of other students' translation result and find out the feedback.

Educators often warn that children need improved 21st century skills and that if not developed properly, students will not be adequately prepared for college and work. But, what exactly are 21st century skills and who decides which skills make the list? This session begins by discussing the key skills seen as pertinent in the EFL classroom as defined by the Partnership for 21st Century Skills and their respective aims in the learning process. Next, we will see a short video which presents some stunning facts about the world we currently live in and the unpredictable and ever-changing future that awaits our students. Next, we will look at the framework and support systems that exist in order to promote the learning of 21st century skills. We will then analyze all the skills sets and see some examples of how they can be promoted in our classrooms and then discuss which skills should be given priority in the classroom. We then finally move on to defining and discussing the importance of including CLIL and cross-cultural elements in our lessons and see real examples of exercises and activities that promote 21st century skills, CLIL and cultural awareness.

Affect – the emotional and attitudinal aspects of our being – plays a prominent role in language learning and communication. From the choice of materials and activities that are more motivating for students to ways of dealing with errors that do not create anxiety. Stanislavski, an outstanding Russian stage director, worked out the methods best suited for actors to mirror the modern world. Teaching and acting have much in common. First comes action. Imagination creates things that can be or can happen, whereas fantasy invents things that are not in existence, which never have been or will be. An actor should be observant not only in the stage but also in real life as well as a teacher in the classroom. He should concentrate with all his being on whatever attracts his attention. An actor (teacher) must learn to become absorbed in some interesting, creative problems on the stage (in the classroom). The first and the most important master is the feeling. Then comes imagination. Mind initiates and directs creativeness. Attention facilitates the work of the feelings, mind, imagination and will. It is also important to arouse something livelier, more enthusiastic in students.

Most teachers avoid writing activities in class, perhaps it is seen as an activity that should be done individually and silently.
Hence, most writing activities are assigned as homework. However, writing can be done as a collaborative activity and it can reap the same benefits of a group speaking activity. As learners attempt to clarify, rephrase and convey their intended meaning through the collaborative process, they develop communicative competence through the negotiation for meaning. This collaboration also provides more opportunities to interact in English and promotes the development of creative writing ideas. This workshop will expose teachers to different types of jigsaw writing and help teachers to explore and engage themselves in the jigsaw writing process.

**PARALLEL 25 / 0850 - 0915 / ROOM 5**

(C08) THIAN PIK HANG (S369)
(UNIVERSITI TUNKU ABDUL RAHMAN)

**USING CONCERNS BASED ADOPTION MODEL FOR STUDYING CEFR-INFORMED PEDAGOGY IN MALAYSIAN PRIVATE EDUCATIONAL INSTITUTIONS**

The Malaysian government aspires to produce graduates as independent, proficient users of English for social, academic and professional purposes, hence CEFR-aligned English language teaching and learning has begun to be implemented in Malaysia since 2015. The coverage of such implementation includes education of all levels, from pre-school to tertiary education, as well as English Language Teacher Education. In tertiary education and English language teacher education in Malaysia, CEFR-aligned English language teaching and learning is not necessarily applied to private institutes of higher learning. However, there are some private universities in Malaysia that offer English language teacher education programmes. Whether the students and academic staff from private institutes of higher learning are equipped with CEFR-informed pedagogy is however uncertain. This proposal aims to investigate the stages of concern among English teacher trainers and trainees from a Malaysian private university on CEFR-aligned English language teaching and learning. It discusses the previous research on CEFR in ELT and teacher education. It also discusses the rationale of using the Concerns-Based Adoption Model (CBAM) as the theoretical framework for the proposed research, as well as the significance of this proposed research.

**PARALLEL 25 / 0850 - 0915 / ROOM 6**

(C09) NOR SHAHZILINA BINTI ZAM (S370)
(KOLEJ MATRICULASI MELAKA)

**ICYDIOM; AN INNOVATIVE BOARD GAME TO ELEVATE ENTHUSIASM AND ACQUISITION IN LEARNING IDIOMS AND ENRICHMENT OF LINGUISTIC REPERTOIRE AMONG PST MATRICULATION STUDENTS**

This study aims to elevate students’ enthusiasm and acquisition in learning idioms in a fun and effective way using an innovative board game; ICYDIOM. Idioms as part of the English vocabulary system is an essential element for becoming proficient speakers or writers but have been problematic for most PST Matriculation students because idioms cannot be interpreted literally within context and memorizing them is wearisome. Hence, ICYDIOM is the solution, a board game that innovated to enrich learners’ linguistic repertoire. This game creates interactive communication and also helps learners to grasp the meaning and the use of idioms in contexts via varied levels of difficulty of idioms tasks while playing. ICYDIOM creates full interaction between the players of three to five or in groups and boosts motivating sense which leaves a tremendous effect on idioms learning within real life context. The learners experience a new scope of learning to acquire idioms through healthy competition and teamwork. ICYDIOM initiates learners to acquire a vast number of idioms within one play or more without having them memorize the figurative phrases the conventional way. Most importantly, ICYDIOM involves 21st century learning; student-centred, collaborative learning and contextual learning.

**PARALLEL 25 / 0850 - 0915 / ROOM 7**

(C10) JURIDAH MD RASHID (S371)
(UNIVERSITI PUTRA MALAYSIA)

**TODOROV’S NARRATIVE THEORY AND THE ANALYSIS OF PLOT IN JANE SHAHNON AHMAD’S ROPE OF ASH**

The narrative theory proposed by Tzvetan Todorov divides a story into a three parts structure. In his theory of Equilibrium, Todorov proposes that a story begins with an equilibrium in which everything is in harmony. As the story progresses something happens to disrupt this harmony. In the end a resolution is achieved when equilibrium is restored. This paper discusses the use of theory of Equilibrium as an alternative analytical tool in tracing the plot structure of a story. The use of this tool will provide a less complicated process in identifying the structure of a narrative especially for students learning literature in English classroom. In this paper, Tzvetan Todorov’s narrative theory of Equilibrium is used to analyze Shahnon Ahmad’s Rope of Ash. The use of this theory helps to dispel the myth that analyzing the structure of a story is complex and highly technical.

**PARALLEL 24 & 25 / 0820 - 0915 / ROOM 8**

(WS6) NG GUAN LE (S420)
(Featured Presentation)

CHEAH SU MING
(Featured Presentation)

**AUTOMATED SCORING OF ENGLISH LANGUAGE SKILLS**

The use of automated scoring in language testing is increasingly prevalent. Although millions of learners take automatically scored tests every year, not everyone is convinced they are as accurate as human examiners. Learn how automated scoring is disrupting traditional forms of language testing and how computers can accurately and reliably assess speaking and writing performance. Pearson offers a variety of English language tests which utilize automated scoring and are used by Malaysian institutions including PTE Academic and the Versant English Placement Test. Learn more about the technology behind these tests and how they can assist you.
This study explored how teacher trainees used activities as a platform to incorporate higher order thinking skills (HOTS) among their pupils in the ESL classroom during their practicum. The trainees used both group activities and individual activities to encourage HOTS with varying results. The participants of this qualitative case study consisted of four teacher trainees who were in their final phase of their practicum. Data were collected through three main instruments; classroom observations, semi-structured interviews and document analysis. Results of this study revealed that (a) group activities made pupils active and able to respond at a higher thinking level, (b) well-planned individual activities encouraged pupils to think at a higher level, and, (c) thinking level was found to be closely related to lesson planning. HOTS in this study was identified based on action verbs and the upper levels of Bloom’s taxonomy.

Online communication is widespread and extremely convenient in the present society. Despite being one of the most productive mediums for communication, it lacks audio and visual cues where potentially conflictual issues are likely to occur. Hence, users apply certain strategies in communication to avoid misunderstanding on written messages with the interlocutors. One of these strategies is the production of textual-deformed utterances (e.g. letter repetitions and emoticons). This study will focus on the use of letter repetitions on WhatsApp messages among undergraduate students in Malaysia. Taking a qualitative, computer-mediated communication (CMC) design, the data will be generated by observing an undergraduates’ WhatsApp group on their practice of the said communication strategy. Additionally, five members of the group will be selected for a semi-structured interview to reveal their intended meaning when utilising the strategy. These data will be categorised into codes and relevant themes. The researcher hopes that the findings of the study will provide insights on several social and contextual factors that contribute to the prevalent use of letter repetitions on WhatsApp messages.

Malaysian students usually experience burning bridges while learning the English language especially vocabulary. It doesn’t excite them. Why is this so? Mostly because of the passive nature of vocabulary lessons based on teachers’ explanations,
students fail to learn by heart and. To help students exit from that dark learning tunnel and find language class more interesting and helpful, I have conducted a qualitative research using a single out word game to Year 3 pupils from SK Kahayau, Telipok Sabah. Does a single out word game help students learn vocabulary effectively? Various academic reviews start from assumptions that games, bundled up with other aspects of learning like ‘Battlehips’, ‘Checkers’ and so on are beneficial. However I used single out word game to study that in isolation. I began the qualitative research including interviewing pupils, eliciting reactions, feelings, enthusiasm and effectiveness of such a game in vocabulary learning. The research shows a single out word game is effectively able to improve pupils’ vocabulary.

CHALLENGING THE STANDARDS AND ARGUMENT APPROACHES AND OFFERING AN ETHICAL BASIS FOR ASSESSMENT EVALUATION

Despite the publication and influence of the Standards for Psychological and Educational Studies (US-based APA, AERA, and NCME, 1954 to 2014), the impact on language assessment has been minimal. The main reasons could be numerous: (1) the Standards are seen as an idealized set of practices with no connection to the practical world of assessment agencies; (2) the Standards are seen as best practices developed by theoreticians and directed by researchers; (3) the Standards do not have principled reasoning behind them; they are lists of things to do; (4) the Standards did not trickle down to training and education programs in assessment. An alternative approach, the Argument-based approach (Kane, 2012; Bachman and Palmer, 2014) to evaluation of assessments has challenged the Standards approach in the last decade. But its appeal mainly rests on using the Toulmin approach (with claims, warrants, backing, rebuttal etc.) that is used to map the argument. This approach has not received wide acceptance in terms of publications or acceptance among assessment agencies for the following reasons: (1) the approach provides a framework and graphical model with plenty of new and somewhat unclear terminology; (2) the acceptance or rejection of arguments are not clearly articulated; and (3) the approach does not relate to the assessment professionals and practitioners as it works as a top-down approach and involves only researchers. In Kunnan (2017), I proposed a new approach that uses an ethical basis with practical assessment-related scenarios. This approach requires the use of ethical thinking by professionals and practitioners in evaluating dilemma-type scenarios with the support of ethical principles. Such an approach can be seen as a ground-up approach that can involve all practitioners not just researchers. In addition, this approach can be used in education and training programs as the scenario-based approach uses dilemmas that commonly occur in everyday assessment settings. In my talk, I will discuss this approach with examples and dilemmas from assessment settings.

GAMIFYING TEACHER PROFESSIONAL DEVELOPMENT THROUGH MINECRAFT MOOC

Minecraft is a game that has sustained the attention of teachers wanting to introduce elements of gamification into their classrooms despite their encountering two steep hurdles: (1) the complexity and depth of the game itself, and (2) understanding how students will experience self-directed critical and collaborative learning by engaging each other in appropriate video games. I started EVO Minecraft MOOC (EVOMCM) in 2015 to learn with teaching colleagues how to experientially address both these issues. EVO (Electronic Village Online) consists of over a dozen sessions on topics proposed by language teachers who develop their proposals into professional development courses of interest to other teachers. The Minecraft EVO session has become an ongoing community of practice of language practitioners learning about gamification by interacting with each other in Minecraft for over 5 years now. This talk is about the nature of learning in sustainable distributed communities of practice as embodied in EVO, and in particular understanding how video games can be leveraged into opportunities for language learning once teachers grasp the ineffable nature of their participatory cultures through engagement with peers, and in learning hands on through meaningful play how games such as Minecrafter might be used in their own teaching contexts.

IMPACT OF TEACHERS’ BELIEFS ON THEIR FORMATIVE ASSESSMENT PRACTICES

The impact of teachers’ beliefs on their educational practices has been widely acknowledged especially in ESL field. Reviewing the literature on teachers’ belief and formative assessment revealed that much of the research conducted in formative assessment FA has focused on how it should be understood and used, with very little emphasis on how teachers actually understand it and what types of beliefs they hold about it. Therefore, the current study used a mixed methods approach to investigate the impact of the beliefs of 127 EFL teachers on their FA practices. The study attempted to identify the factors responsible for the formation and change of teachers’ beliefs and determine whether teachers shared the same understanding and perceptions of FA as those of their students. The findings showed that teachers’ assessment practices were mostly consistent with their beliefs and their students’ understanding of specific classroom assessment episodes. Reasons for inconsistencies were identified and discussed in light of current theory on teachers’ beliefs and FA. By initiating a deep investigation based on a methodologically sound mixed methods approach, this study constitutes a solid baseline for prospective research investigating teachers’ beliefs about assessment in EFL contexts.
A STUDY ON STUDENTS' PERSPECTIVE TOWARDS COOPERATIVE LEARNING IN THE ESL CLASSROOM

In this era, there are a variety of approaches to teach English as a Second Language (ESL) and there has been a lot of research done in the past to test the effectiveness of these approaches. This research aimed to examine students’ perspectives towards cooperative learning in the ESL classroom. Cooperative learning refers to a variety of instructional practices that encourage students to work together as they apply course material to answer questions, solve problems, or create a project. Therefore, cooperative learning is different as compared to the traditional learning approach. This study employed the quantitative approach where 107 Diploma students from Universiti Pendidikan Sultan Idris who were undergoing a compulsory English course were requested to participate in a survey after completing the activities which incorporated cooperative learning. The questionnaire was adapted from a previous research to ensure the reliability in collecting the data. Then, the data was tabulated using SPSS software. It focused on the students’ perspectives in learning experience, comprehension and interaction. The findings revealed that most of the students had a positive perspective towards cooperative learning in the ESL classroom.

A SYSTEMATIC REVIEW OF PEER INSTRUCTION IN ENGLISH LANGUAGE EDUCATION

This study aims to analyse the existing literature on trends and main findings of the studies concerning peer instruction as an evidenced-based instructional strategy in English language education. Guided by the PRISMA Statement (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) review method, a systematic review of the Web of Science, Scopus, Taylor & Francis, and Science Direct databases identified 48 related studies. The articles were analysed utilising a content analysis method. The findings of the study revealed that the term peer instruction gained popularity among researchers after 2017 in English language education as compared to peer mentoring, peer coaching, peer tutoring, peer teaching and peer learning. In addition, the most commonly used research methods in peer instruction in English language education were found to be qualitative methods. In the analysed studies, many studies have given focus on courses related to teacher training and teacher professional development. Further analysis has revealed the benefits and challenges related to the use of peer instruction in both English as a Foreign Language (EFL) and English as a Second Language (ESL) classrooms. Based on the review, various recommendations are made for practitioners and future research.

ALIGNING VOCABULARY IN THE NEW GENERAL SERVICE LIST TO CEFR ENGLISH VOCABULARY PROFILE

The New General Service List (NGSL) consists of high frequency words that second language learners need to know in order to understand approximately 92% of most general English language texts. These are the basic words, but where these words stand in the English Vocabulary Profile (EVP) of the Common European Framework of Reference (CEFR) have yet to be confirmed. The study intended to align the NGSL to the EVP. This alignment would help determine how much learners would understand passages set at different CEFR levels. A corpus-based content analysis approach was adopted, focusing on the vocabulary used in passages at different CEFR levels. WordSmith Tools 7.0, a lexical analysis software, was used to analyze the passages for the tokens, types, density ratio and the coverage of the CEFR-aligned NGSL of the passages. The findings of the study show some consistent patterns in the coverage of the NGSL and the CEFR levels of the passages. However, the density level of the passages was insufficient to draw a firm conclusion on its relationship to the CEFR level of the passages.

COLLABORATIVE WRITING: BRAINSTORMING FOR IDEAS AND DETAILS

Collaborative writing has evolved over the past decades and has enriched both the teaching and learning experiences in various aspects. This paper reports part of an action research project conducted with English as a Second Language (ESL) students in writing collaboratively. The pedagogical practice in this study focused on brainstorming collaboratively to generate ideas to produce writing argumentative essays. Before the collaborative writing activity, the students’ essays would include many points in a paragraph, lack examples and elaboration, and contain redundant, unrelated points. Even though...
students were taught to organise the ideas of their writing using outlines, most students were not able to provide the supporting details and elaboration in the actual writing test conducted. Therefore, the students were grouped into small groups of not more than 5 and guided to generate ideas with supporting details for writing argumentative essays. The outcome of the collaborative writing is evidenced by more organised ideas in the essay, and most importantly good supporting details, elaboration and examples.

**DISTRACTOR EFFICIENCY OF AN INTERMEDIATE ENGLISH PROFICIENCY COURSE FINAL EXAMINATION PAPER**

Language proficiency tests have adopted various types of items which include multiple-choice items. Designing multiple-choice items needs a longer time for completion despite being perceived as easy to administer and mark. After the administration and marking process are completed, the test needs to be analysed to determine the index of facility, discrimination power and distractor efficiency. This study aimed to scrutinise those indices and determine if there is an association between the indices with the functionality of the distractors in an intermediate English Proficiency course final examination paper. The findings showed that there is no clear association between facility and discrimination indices with the distractor efficiency. This study found that certain items had acceptable indices despite having poor or non-functional distractor and certain items had poor indices even though the distractors were functioning as they were intended to. This study concluded that distractor efficiency may have a trivial association to the item facility and discrimination power. Therefore, it is suggested for a deeper investigation to be conducted in terms of the language used to construct the stem and the options.

**THE IMPACT OF MOTIVATION AND SELF-EFFICACY IN ENHANCING INTERNATIONAL STUDENTS' ENGLISH LANGUAGE PROFICIENCY: AN EMPIRICAL STUDY**

Motivation is an important aspect of language learning. This study aimed to investigate the impact of intrinsic and extrinsic motivation, as well as self-efficacy on the English language proficiency of international students who attended the English Language Proficiency Course (ELPC) in Universiti Pendidikan Sultan Idris. A total of 38 ELPC students were selected through purposive sampling method. This study employed quantitative method data collection. Findings showed that most of the students were highly motivated; both intrinsically and extrinsically. However, there is no correlation between the level of motivation and their level of proficiency. This may be due to a number of reasons such as poor command of English language since young and the lack of conducive environment to allow the students to practice their English language. Besides that, findings also disclosed that there is no major effect of the students’ self-efficacy towards their level of proficiency. This study showed that high level of motivation and self-efficacy do not have a significant impact towards the ELPC students’ level of proficiency and there might be other factors besides motivation that could affect the international students’ overall level of proficiency.
TESL STUDENTS’ READINESS TO TEACH LITERATURE IN SECONDARY SCHOOLS

This study aimed to examine the readiness of Semester Eight Teaching of English as a Second Language (TESL) students in teaching literature in secondary schools. The study investigated the TESL students’ understanding of the English Language syllabus and curriculum specifications, the problems that they faced in teaching literature during teaching practice, and their belief as well as pedagogical preparation in teaching literature. The mixed-method design was employed in this study. A total of 50 Semester Eight TESL students participated in the survey of this study and five students were chosen to be the respondents for the interviews conducted. The findings of the survey and interviews revealed that the students were positive that they were able to teach literature effectively after undergoing the literature courses designed in their programme of study. However, one major challenge faced was the school students’ level of proficiency that hindered understanding and appreciation of literary works. Suggestions were obtained to overcome the problems faced when teaching literature so that future TESL students would be well-prepared to teach literature in secondary schools.

THE EFFECTIVENESS OF EXTENSIVE READING MODULES ON THE THINKING SKILLS OF UNIVERSITY STUDENTS

This paper discusses the effectiveness of extensive reading module on the thinking skills of university students. Extensive reading is defined as broad reading, where one intends to comprehend the main ideas from various reading materials in a short period of time. The fundamental component in developing the extensive reading module is the application of Ausubel Learning Model. It is established as the theoretical framework and has been adapted and modified to complement this research by integrating the module in teaching and learning processes. This module utilises the Bloom Taxonomy Levels and provides practices on critical and creative thinking skills. It applies four thinking tools; mind map, graphic organiser, question and answer, and CoRT1, that helps to establish more systematic and organised approaches towards effective reading. A quasi-experimental design was implemented to measure students’ achievement via pre-test and post-test on the experimental and control groups. A total of 67 students from various bachelor’s degree programmes were taken as respondents. The findings showed that the extensive reading module did enhance students’ academic achievement. Conclusively, this module is able to engender critical and creative thinking in generating ideas via the usage of thinking tools.

USING YOUTUBE VIDEOS IN ESL CLASSROOM: EXAMINING ITS EFFECTIVENESS IN TEACHING WRITING AMONG UNDERGRADUATES

Many believe that teaching writing has always been more challenging than teaching other language skills namely listening, speaking and reading. ESL teachers have to work on different approaches in order to ensure students are able to write accurately and independently. Moreover, students nowadays are more interested in gadgets and anything that is related to videos as compared to printed materials. Previous studies have claimed that YouTube can enhance students’ communication skills and promote independent learning too. Hence, this study intended to investigate the effectiveness of using YouTube videos to write English essays accurately and independently. The teacher used several YouTube videos in the classroom for four lessons. A total of 20 undergraduates who were taking an English proficiency course at Universiti Pendidikan Sultan Idris had their pretest in the beginning of the semester and posttest in Week 7. An interview was conducted to investigate the students’ perceptions as well as their experience in using YouTube in improving their writing skills. It was found that learners perceived YouTube as a very useful tool in their studies which helped them in improving their languages skills. Lastly, learning via YouTube also motivated the students to learn and improve their language skills independently.
The purpose of this research was 1) to develop learning management behavior of teachers in content and language integrated learning 2) to investigate teacher’s English language skills 3) to study students achievement. The target groups included teachers in science, mathematics, computer with 8 teachers and 222 students from The Secondary Educational Service Area office 22, Mukdahan and Nakhon Phanom Province as participants. The research data is both quantitative and qualitative, based on actual and historical data. The research found that 1) The learning behavior of teachers, the integration of content and language through the communication system showed an overall performance of 90%. The average was 72.5%. 2) The average score for the ability to integrate learning management was 60.50%. 3) The learning achievement of the students who received integrated learning content and language was found to be 80.21%.

This research was conducted to identify the effects of students’ beliefs of their competency regarding their performance in writing. Three research questions were formulated: what do students feel about writing compositions in English, what are the main problems faced by them when writing compositions in English, and how can they improve their writing competence in English. The participants were fifteen (15) Form Three students of a selected private religious school in the state of Perak. Participant observation, field notes, focus group interviews, questionnaires and content analysis were conducted for the purpose of data collection. Data and information collected were analysed using both qualitative and quantitative methods. Findings related to students’ beliefs suggest that students’ beliefs of their competency regarding their performance in writing posits both positive and negative effects on the students’ ability to write compositions in English.
Motivation is an important aspect of language learning. This study aimed to investigate the impact of intrinsic and extrinsic motivation, as well as self-efficacy on the English language proficiency of international students who attended the English Language Proficiency Course (ELPC) in Universiti Pendidikan Sultan Idris. A total of 38 ELPC students were selected through purposive sampling method. This study employed quantitative method data collection. Findings showed that most of the students were highly motivated; both intrinsically and extrinsically. However, there is no correlation between the level of motivation and their level of proficiency. This may due to a number of reasons such as poor command of English language since young and the lack of conducive environment to allow the students to practice their English language. Besides that, findings also disclosed that there is no major effect of the students’ self-efficacy towards their level of proficiency. This study showed that despite having high level of motivation and self-efficacy, they do not have a significant impact towards the ELPC students’ level of proficiency and there might be other factors besides motivation that could affect the international students’ overall level of proficiency.
The advancement of technology gives positive effects to us, including the teaching and learning process at schools. It makes learning enjoyable. It motivates and facilitates the students’ learning of the English language. This qualitative research aimed at analyzing the English teachers’ views on the use of the digital tools in the classroom and the challenges they faced in digital teaching. The results showed that the English teachers were provided with digital teaching tools including a laptop, speaker, mobile phone, websites and downloaded materials and videos from YouTube as the digital media. Lack of training, time and facilities were the challenges these English teachers faced in enabling them to use the digital teaching tools efficiently and to create their own digital media for teaching purposes. The findings suggest that the English teachers should participate actively in the teacher professional development, such as in group discussions, workshops, trainings, and seminars in order to be familiar with the evolution of the new technology.

The purpose of this research is to investigate the effectiveness of the "ICD" technique in improving students' speaking ability. This research was conducted at SMP Negeri 7 Teluk Keramat. This research used the approach of Classroom Action Research. The data of the study were collected through test and non-test instruments. The data from the test was collected twice, after the first cycle and the second cycle. The non-test data was collected through direct interview with the students. According to the calculation, 81% students agreed that the speaking class using the "ICD technique was interesting. Furthermore, based on the result of students’ score, it could be concluded that the "ICD" technique could make the speaking class interesting and even managed to make students participate actively during the speaking class. The implementation of the "ICD" technique improved students’ achievement in the speaking test as shown in the increase of the mean score from 60 in the first cycle to 75 in the second cycle of the research.
Instructional materials are needed to give students a better understanding of a certain subject. Instructional material is defined as anything which is deliberately used to increase the learner’s knowledge and/or experience of the language (Tomlinson, 2011). Textbooks, videos, newspapers can be used as materials in the English language learning. This paper aims (1) to describe the Structure material needed by the students; (2) to develop instructional materials for Structure class; (3) to explain the usefulness of the instructional materials for Structure class. Data of the study were collected from the first semester students of the English Education Department at Ahmad Dahlan University. Through the questionnaire, interview, observation, library research and also experts’ review of the materials, it was found that (1) the exercises in the instructional materials should cover both speaking and writing skills; (2) the development of the instructional materials could be divided into two stages: identification of the students’ needs for Structure and development of materials based on the students’ needs and the syllabus; and (3) the review of the experts confirmed that the instructional materials for Structure class was highly useful.

Humor is regarded as an important aspect in English language teaching (ELT). Therefore, English teachers are expected to create humor in their teaching. Humor is related to natural personal capability. Many English language teachers found it difficult to create humor in ELT. There have been many studies that explore humor from the teachers’ aspect. There is, however, very little research that investigates humor from the input aspect. Therefore, this study was conducted to investigate humor that generated from the local cultural input. This is a qualitative study carried out at the Pharmacology Institute of Makassar. The subjects of this study were the first semester students who had different local culture. The data were collected through observation and in-depth interview. This study reveals that the local cultural input has significant potential to create humor in ELT. Humor created from the local cultural input has an emotional impact on making class environments more cheerful. The local cultural input could trigger emotional engagement and enthusiasm in learning English. In addition, it functions to reduce the complexity of English as a foreign language while it is being learnt.

Taking the University of Tlemcen as a case study, the present research was designed to investigate the adequacy of the current practices in the field of TEFL in comparison to Quality Assurance standards. This study is an endeavour to define the SWOT’s of the Department of English in the light of international accredited standards such as NCATE, TESOL and TEKS. The data collection process was realised via a triangular approach including a students’ questionnaire and a group interview of specialist university professors and teacher-trainers. This study implements a statistical approach to data analysis, taking into account the mean, the standard deviation, frequencies and Chi-square tests, to deal with the questionnaire, alongside a qualitative method to analyse the EFL specialists’ forum results. The study revealed a significant number of facets that represent weaknesses and/or threats in the current beliefs and practices. For instance, it unveiled many shortcomings in the EFL institution goals determinations, curriculum design, policies of change and reform. Finally, limiting these lacks and needs enabled the researcher to propose a set of recommendations that are meant to bridge the gap leading to the horizon of Quality Assurance.
PARALLEL 29 / 1405 – 1420 / ROOM 12

(C23) BRYAN ELIB. SADORRA (S311)
(FEU CAVITE)

ARWIN DON M. NEPUMUCENO
(FEU CAVITE)

JHOANNA PAULA V. DEL ROSARIO
(FEU CAVITE)

CORRELATION OF READING COMPREHENSION AND WRITING ABILITY OF GRADE 7 STUDENTS OF EMILIA AMBALADA POBLETE NATIONAL HIGH SCHOOL: A BASIS FOR INTERVENTION.

Reading and writing are two skills that are often inseparable from each other. In fact, these two skills are part of our everyday lives. This led the researchers to conduct the study “Correlation of Reading Comprehension and Writing Ability of Grade 7 Students of Emilia Ambalada Poblete National High School: A Basis for Intervention”. The researchers aimed to know the correlation between reading and writing through assessing the students’ reading and writing proficiency using a Multiple Choice Test for their reading proficiency and an Essay Type Test for their writing ability. In this study, the researchers adopted and modified the reading text from www.ereadingworksheets.com. Through this standardized test that the researchers adopted and modified, they were able to determine the reading and writing proficiency of the students which became the basis of an appropriate intervention. The data gathered revealed that there is a significant relationship between students’ reading comprehension and writing skills. Furthermore, the result shows that majority of the respondents’ reading and writing proficiency are below standards and not appropriate for their grade level; thus, the need for an intervention.

PARALLEL 29 / 1405 – 1420 / ROOM 13

(C24) IKMI NUR OKTAVIANTI (S313)
(UNIVERSITAS AHMAD DAHLAN)

QUASI-MODALS IN HISTORICAL AND PRESENT-DAY ENGLISH: A CORPUS-BASED ANALYSIS

This paper examines English quasi-modals (e.g., be going to, have to, be obliged to, etc.) to depict the emergence and the dynamics of use. As the manifestation of modality in English, quasi-modals are salient along with core modals. Thus, this study aims at identifying (1) when and how quasi-modals began to be used by English language speakers and (2) the dynamic of use of the quasi-modals. In order to collect the data, two diachronic corpora Helsinki and A Representative Corpus of Historical English Registers were used. As the comparison to Present-day English, this study collected the data from a synchronic corpus, Corpus of Contemporary American English. Based on the investigation, it is obvious that many quasi-modals have emerged since the Early Modern English period, although some quasi-modals emerged in Old and Middle English period. As for its uses, quasi-modals express modality periphrastically but their ability to substitute core modals are semantically and sociopragmatically restricted. Furthermore, there is a gradual increase of the use of some quasi-modals in the last decades, especially those in reduced forms.

PARALLEL 29

PARALLEL 28 & 29 / 1405-1440 / ROOM 1
POSTER B (Abstracts on pages 91-99)

PARALLEL 29 / 1425 – 1440 / ROOM 3

(C26) HAIYANG SUN (S320)
(UNIVERSITY OF CHINESE ACADEMY OF SCIENCES)

ARE TEACHERS CAPABLE OF EVALUATING STUDENTS’ PERFORMANCE? ASSESSMENT LITERACY OF COLLEGE EFL TEACHERS IN CHINA

Teachers devote much of their time to evaluating students’ performances and assessing students’ learning skills and ability, which means that they need the necessary expertise in testing and assessment. To find out how much Chinese EFL teachers at college know about language testing and assessment (LTA) and to identify what LTA knowledge they expect to be trained in the teacher training program, the current study surveyed 272 EFL teachers from 146 universities in China with a self-designed questionnaire. The results from the questionnaire show that the teachers in general had less experiences in assessment-related activities and they had enough knowledge about classroom assessment but their literacy about test design and item writing, item analysis and interpretation of scores, language testing theories and principles was very limited.

PARALLEL 29 / 1425 – 1440 / ROOM 4

(C27) TAN CHWEE PENG (S322)
(S.M.K. KLEBANG BESAR)

FEMINISM IN SHORT STORIES TANJONG RHU BY MIN FONG HO AND LEAVING BY M.G. VASSANJI

This presentation which deals with the study of Farida Karadia’s short story, Cardboard Mansions and M.G. Vassanji’s short story, Leaving, focuses on elements of feminism in African Literature in English. Both the short stories centre upon single mothers who struggle and sacrifice a lot in their lives to raise the little ones. The patriarchal society that they live in force them to work hard to bring up the little ones single-handedly. The objectives of this presentation are to explore the elements of feminism in these two short stories, Cardboard Mansions by Farida Karadia and Leaving by M.G. Vassanji. I will examine the subservient role of women in a patriarchal society. I will also identify the problems they face in their search for identity and the reasons why they see themselves as victims of masculine power. By studying the role of women in these two short stories, it deepens my understanding of feminism in African Literature in English.
MATERIALS DEVELOPMENT FOR SISTER SCHOOL PREPARATION CLASS

Sister School is not a new issue in Education and English language instruction. However, it has become familiar in Indonesia, especially in big cities, recently. In this reputable program, a preparation class plays the key role for the success of the program. Thus, all parts of the preparation class should be the consideration for the school and program management. One of the most influencing factors is the instructional materials. The teacher, as the facilitator as well as the researcher in the classroom, should formulate appropriate and comprehensible materials for the students. Since it is a preparation class for Sister School Program, there will be specific needs to consider during the material development. In detail, the materials should also accommodate both the learner and learning needs. The materials should also be assessed for feasibility and effectiveness. All this is necessary to measure whether the material can be used in the classroom or not. In the end, the appropriate materials will be helpful for the instructional process so that the instructional aims can be achieved as well.

A COMPARATIVE STUDY ON THE READING SKILLS OF CONVENTIONALLY-SCHOoled AND HOMESchooled CHILDREN

Reading is part of our everyday life. Children can enhance their reading skills through the help of different teaching-reading strategies. There are different reading skills that are vital to children's development because reading skills are essential to function in our society. This led the researchers to conduct the study, “A Comparative Study on the Reading Skills of Conventionally-schooled and Homeschooled Children.” The researchers aimed to know the differences in the reading skills between conventionally-schooled and homeschooled children. In the study, the researchers administered adopted and modified questionnaire for teachers and homeschooling parents as well as different reading worksheets for the Kindergarten, Grades 1, 2, and 3. These worksheets came from various resources. Applying statistical treatment, the study revealed that homeschooled children were significantly more skilled in reading than those from conventionally-schooled children. Furthermore, the data gathered revealed that there are different teaching -reading strategies used to improve the reading skills of children, conventionally schooled and homeschooled alike. These strategies include phonics instruction and read aloud, which belong to the top-down process in reading and the use of schema which belongs to the bottom-up process in reading.

SABAH -AUSSIE (AUSTRALIA) CONNECTIONS: A SNAIL MAIL PEN-PAL PROJECT

The research is designed to inspire students in improving their writing skills. I have observed over the years that primary students often get bored with examination oriented writing tasks. I therefore took the initiative to create a friendly environment and interaction with students from other countries (in this case in New South Wales, Australia), to enhance their writing and social skills. The participants are grade 5 and 6 students and they exchange letters 3-4 times a year. The style of writing and words used in the letters is tracked to assess their improvement. This initiative has also inspired Year 4 students to participate in the project. The research was conducted in a Malaysian primary school and an Australian primary school in a small village. The subjects were 67 pupils from both schools. Efforts were made to pair the students of similar ages who were prompted to begin writing to each other. The findings suggest that pupils are able to improve their hand writing and also their sentence structure. They always look forward to receiving letters from their pen pals.

MENTORING PRACTICES ON PERSONAL ATTRIBUTES FOR NOVICE TESL TEACHERS IN SCHOOLS: A MALAYSIAN PERSPECTIVE

The study aims to examine the mentoring practices related to personal attributes applied to support novice TESL teachers in secondary schools in the Malaysian context as well as the perception of novice TESL teachers on their work. The mentoring practices consist of five elements, Personal Attributes, System Requirements, Pedagogical Knowledge, Feedback and Modelling. However, in this study, only the personal attributes such as being knowledgeable, non-judgmental, a good listener, ability to value diversity of perspectives flexible, eager to learn and other attributes will be analysed. This study employed both quantitative and qualitative method in data collection, which involved 60 novice TESL teachers. The data collection instruments implemented are semi-structured interviews and survey questionnaires. Based on the findings gathered, 70% of the novice TESL teachers opined that they liked their job due to the mentoring practices applied on them as the mentoring practices on personal attributes helped them to develop into professional teachers. The implication derived from this study is mentoring programme for novice TESL teachers is really helpful and vital to support these novice TESL teacher to embark on their journey in schools. Thus, mentoring programme should be strengthened and updated all the time.
PARALLEL 29 / 1425 – 1440 / ROOM 9

(C32) NURUL AIN BINTI JOHAR (S336)
(UNIVERSITI KEBANGSAAN MALAYSIA)

PULSE 2 TEXTBOOK EVALUATION

The study focused on metaphorical expressions, one of the figurative expressions to convey Sadness in English and Japanese. Every culture has different conceptualization of metaphorical expression of emotions. So, this paper describes how English and Japanese culture has different conceptualization of metaphorical expression of emotions.
Japanese express their Sadness through metaphor, and how they think Sadness is an analogy or a comparison to something else. Data were taken from sadness metaphor listed by Kovecses (2000), Esenova (2011), English and Japanese song lyrics. A qualitative method was used in analyzing the data in a framework of cognitive appraisal and semantics theories. The results show that English and Japanese have similarities and differences. The similarities can be contributed to the universality of conceptual metaphors and the difference can be related to particular culture modes in English and Japanese.

PARALLEL 29 / 1425 – 1440 / ROOM 13
(C36) ALI BADEEN AL-RIKABY (S345)
(UNIVERSITI SAINS MALAYSIA)

REPETITION, PARALLELISM AND PARATAXIS AS MICRO-LEGITIMATORY DEVICES IN STATE AND NON-STATE POLITICAL DEBATES

In every political interview, election campaign speech, or new war project, political leaders keep repeating their phrases or clauses using parallel structures and mimicking parataxis as normative modes of their political discourse. As a result, they task themselves with inserting certain keywords, topics and values in the minds of their audiences repeatedly. Two questions are to be addressed in this study: 1) Why do state and non-state leaders (such as Donald Trump and Abu Bakr al-Baghdadi) use repetitions, parallelisms and parataxis forms extensively in their speeches, and 2) What is the frequency range of these rhetorical strategies in their speeches. To address these, Johnstone’s (1991) model on social discourse will be adapted to investigate Trump’s State of the Union Address (2018) and al-Baghdadi’s This Is What God and His Messenger Promised Us (2016) speech. The rhetoric patterning of their speeches reveals that synonymous, synthetic and antithetic parallelisms are more frequent in the first text, while anaphora, epiphora and symploce forms are the key legitimatory devices in the second text.

PARALLEL 30

PARALLEL 30 / 1445-1500 / ROOM 2
(C37) HABSAH BINTI JALANI (S346)
(SMK PERNI)

AN ACTION RESEARCH: EVIDENCE BASED INTERVENTION TEACHING PLAN ON WRITING SKILLS AND THE IMPACTS

Among the 4 skills taught in language studies, writing is the most challenging one to acquire and master especially for pupils to whom English is a second or foreign language. The objective of this action research is to improve pupils’ writing skills based on the gaps detected in the pre-test. Based on the pre-test 6 major gaps were identified and interventions were planned for 3 of those gaps namely grammar, vocabulary and expansion of ideas. The intervention plan was carried out in 3 cycles. Each cycle took 2 weeks. The activities which were carried during the English lesson included paragraph writing, notes expansion and outlining. The results in the post test showed an improvement in number of accurate sentences, number of words and lesser errors on tenses and subject-verb-agreement.

PARALLEL 30 / 1445-1500 / ROOM 3
(C38) ANTONIUS SURATNO (S349)
(SOEGIJARPNATA CATHOLIC UNIVERSITY)

AUGMENTED REALITY-BASED LANGUAGE LEARNING MEDIA AS A PART OF THE EFFORT TO PROMOTE LEARNING

This project is a part of a larger effort to capitalize the emerging mobile technology of augmented reality for English language learning. There is widespread claim that this technology has a great potential for improving language learning and mobile AR applications can provide learners with context-sensitive content for learning. This research has various purposes and the earliest one reported now is to analyse the users’ needs and the experts’ judgement over the AR game design. This is a type of development research where the stages of AR media design are carried out. Assessment of the media design consists of aspects of appearance, user-friendliness, design aspects, functionality, and learning contents. The preliminary results suggest that the designed AR mobile game model meets the needs of students to learn language and that in this sample stage, the model facilitates cognitive, and affective aspects of learning and helps students to understand the learning objects as a result of the layering of virtual objects into the real objects of learning. In order to eventually produce a sound decent learning media, the aspect of graphic, animation, audio, video, speed and practicality of access have to be considered.

PARALLEL 30 / 1445-1500 / ROOM 4
(C39) NUR SYAFIQAH BINTI YACCOB (S354)
(UNIVERSITI KEBANGSAAN MALAYSIA)

A REVIEW ON PROJECT-BASED LEARNING FOR LANGUAGE LEARNERS’ COLLABORATION AND CRITICAL THINKING IN VUCA ENVIRONMENT

The world is vastly evolving with new technology and the digital development has advanced from home to the global stance. At present, the Malaysia education system is very much geared towards the application of 21st century learning and enhancing learners’ Higher Order Thinking Skills (HOTS) in language lessons. VUCA which consists of four elements namely Volatility, Uncertainty, Complexity and Ambiguity (VUCA) is used in education to expose learners to higher level and authentic critical thinking and problem-solving skills in learning as one of the elements in 21st century learning. The application of various project-based learning (PBL) and language games in language lessons particularly in language learning is closely related to the VUCA elements which help language learners to grasp and use the language skills more effectively. This paper reviews past literature on the application of project-based learning (PBL) in language lessons on language learners’ collaborative and critical thinking skills in VUCA environment. The review indicates that PBL enhances language learners’ collaborative and critical thinking skills.

PARALLEL 30 / 1445-1500 / ROOM 5
(C40) RIFKY DORA WIJAYATI (S356)
(SOUTHWEST UNIVERSITY CHONGQING CHINA)

ENGLISH LANGUAGE TEACHERS’ PERCEPTION ON SIX TYPES OF ACTION RESEARCH: A SURVEY STUDY

The policy implementation of teacher research engagement has been running for more than half a decade and has been incorporated into the carrying out of action research for teacher certification program in Indonesia. Numerous workshops and university-school...
partnerships have been organized to support the policy implementation. However, internationally, action research development is continually growing from the forms and models. Thus, there are few studies that focus on the evaluation of the policy implementation, especially regarding the perception of English language teachers towards action research development. This paper sketches the teachers’ perception towards internationally noticeable six types of action research namely, participatory action research, critical participatory action research, emancipatory action research, informal action research, collaborative action research, and action learning.

The recognition of these six types of action research is important for English language teachers’ professional development. Using small scale survey to study the English language teachers’ perception of six types of action research, this study reveals their personal prior knowledge of action research and future plans to pick up different types of action research for developing professionalism.

PARALLEL 30 / 1445-1500 / ROOM 6

(C41) MARIBEL ALAO (S557)
(UNIVERSITY OF TECHNOLOGY, JAMAICA)

QUIZZIZ: A STUDY GUIDE TOOL FOR STUDENT SUCCESS IN SHORT-ANSWER ASSESSMENTS

Quizziz is a free on-line learning tool which can be utilised on various devices to facilitate learning in an interactive atmosphere. This engaging e-tool helps students to revise and learn material through timed multiple choice activities done either in class or as homework. The study was carried out with students sitting a first year writing course for a communications degree at a Jamaican university. Action research was applied while using the Quizziz platform to prepare students for an assessment which did not require extended writing. The study was aimed at determining their perception of and satisfaction with this e-tool in their assessment preparation. A questionnaire consisting mainly of a 5-point Likert scale was administered to a sample of around 50 students. Additionally, data from the focus groups, user logs and assessment results were examined. The results demonstrated that students found Quizziz to be helpful in their assessment preparations and should continue to be used. Furthermore, data analysed reflected some of the benefits and drawbacks associated with using this platform which may be helpful to facilitators considering this e-learning tool for a similar teaching context.

PARALLEL 30 / 1445-1500 / ROOM 7

(C42) SITI MUNIRAH BINTI SALEHUDDIN (S559)
(UNIVERSITI KEBANGSAAN MALAYSIA)

ATTITUDES AND MOTIVATION OF SECONDARY STUDENTS TOWARDS THE LEARNING OF ENGLISH

Twenty-first century learning is a collaboration between teachers and students that nurtures the idea of progressing and achieving the goals of Malaysian Education Blueprint (2013-2025) through curriculum design and pedagogical practices. Studies has shown that in order to promote twenty-first century learning, problems that occur during the learning need to be overcome. This paper presents the attitudes and motivational level of form four students in the learning of English. The aim of this study is to investigate the attitudes and motivational level of form four students towards the learning of English as a second language. The participants of the study comprise of 150 form four students. The study was accomplished using quantitative method through questionnaires. The participants were selected according to their previous diagnostic test. For this study, the data was collected using a questionnaire which was adapted from Gardner’s Attitude/Motivation Test Battery (AMTB), designed specifically for students studying English as a foreign language. The students came from different academic and socio-economic backgrounds with different levels of proficiency in English. Thus, the questionnaire was administered in both languages, English and Bahasa Malaysia. The data was analysed using SPSS. The result showed that interference of mother tongue, motivation, and competency of the teachers lead to the problems in acquiring the language. The recommendation of this study is that multiple intelligences, remedial measures, training and professional development are promoted for ESL students. Thus, the students are motivated to overcome the challenges in the learning of English.

PARALLEL 30 / 1445-1500 / ROOM 8

(C43) MOHD HELMI SYAZWAN BIN MOHD ZAKI (S361)
(UNIVERSITI KEBANGSAAN MALAYSIA)

THE USE OF YOUTUBE IN DEVELOPING SPEAKING SKILL AMONG ESL LEARNERS IN MALAYSIA

Speaking skill is one of the four skills that are equally important especially for ESL learners. There are various methods and strategies to teach the four skills especially speaking skills and one of them is by using social media. Previous researches have proven that the use of social media in language learning will develop students’ speaking skill and other skills as well. YouTube is a go-to resource for viewing videos and one of those platforms that assimilate language learning in it. This study is meant to explore teacher’s perceptions on the use of YouTube in developing speaking skill among ESL learners. The study involved 14 Form 3 students and 4 English teachers in Jerantut District, Pahang, Malaysia. The Likert scale and interview were used as instruments in the study. The study revealed that students had developed their speaking after uploading the videos on YouTube. In addition, majority of the students showed fluency in their speaking and all teachers agreed that students’ speaking skills were developed after assimilating YouTube in teaching and learning process. To conclude, more actions should be taken to encourage wider usage of YouTube in the teaching and learning of speaking skills.

PARALLEL 30 / 1445-1500 / ROOM 9

(C44) MOHD HANIFF BIN MOHD TAHIR (S363)
(UNIVERSITI TEKNOLOGI MARA)

INTAN SAFINAS BINTI MOHD ARIFF ALBARRI
(UNIVERSITI PENDIDIKAN SULTAN IDRIS)

AINON BINTI OMAR
(UNIVERSITI PENDIDIKAN SULTAN IDRIS)

THE EFFECT OF EXPLICIT VOCABULARY TEACHING ON STUDENTS’ VOCABULARY LEARNING

This study aimed to investigate the effect of explicit vocabulary teaching towards two groups of Form Two students (60 students) from sub-urban schools in Perak. The quasi-experimental research design was implemented. The scores of the pre and
post-tests were analyzed by using the independent sample t-test, paired sample t-test, and descriptive statistics. The score comparison and total improvement score in percentage were also presented. The questionnaires in the student’s feedback form were analyzed descriptively in terms of mean scores and standard deviation. The qualitative data from the semi-structured students’ interview was transcribed, categorized and coded by using content analysis. The paired sample t-test results are \( t=17.85, df=29, p<0.05 \) for the experimental group and \( t=-4.85, df=29, p<0.05 \) for the control group. Based on the results, both experimental and control groups improved significantly \( (p=0.000^*) \) in the post-test with a mean difference of 15.62. The implication of this study suggested that the use of the explicit method which includes different techniques is effective in learning the target words.

PARALLEL 30 / 1445-1500 / ROOM 10

(C45) MD. SADEQUE ISLAM (S423)
(UNIVERSITIYOF CHITTAGON)

BANGLADESHI UNIVERSITY STUDENTS’ ENGLISH LEARNING AND GOOGLE CLASSROOM

Google Classroom is an online learning platform developed by Google which enables both the teachers and learners to engage in ‘beyond the classroom’ learning in an innovative way. This paper focuses on the prospects of using Google classroom for learning English at the university level in Bangladesh. The prospect includes how the Bangladeshi university students think that this online tool may help them to communicate, as well as develop and organize their work to learn English effectively. Besides, this research tries to find out the challenges the learners face in terms of using Google classroom to learn English. Through this research some technical issues have been traced out which can be eradicated by Google to make Google classroom more user-friendly. Apart from that this paper also shows some challenging issues faced by the Bangladeshi learners while using Google classroom for learning English.

PARALLEL 30 / 1445-1500 / ROOM 11

(C46) MOHAMMED H. AL AQAD (S365)
(UNIVERSITY OF MALAYA)

LOSS OF TRANSLATION IN TRANSLATING PUNS IN THE HOLY QURAN FROM ARABIC INTO ENGLISH

The pun is a tricky use of a word or phrase which has very different meanings that are closely interrelated, or of words with the same sound but with different meanings. Pun in English is a linguistic device for humor or amusement, while in Arabic; Pun or (tawryah) has many names such as Illusion, guidance, imagination, and fallacy. In Arabic, pun is a word which has two meanings: Adjacent with clear reference, and far with hidden reference. The latter is often intended. Translating the Quran text always raises several serious challenges in translation; these problems are due to the different translations of puns and the misinterpretations between the intended meanings of pun with their inherent notions, which could result in a certain amount of ambiguity. The study examines the Quranic text and its three English translations by Pickthall, Yusuf Ali, and Arberry. The study employs Delabastita’s (1996) typology of horizontal puns and Nida’s translation techniques (1964). This research attempts to investigate the semantic meaning of puns in the Quran translation and determine the techniques of translation used in translating the Quranic pun sentences from Arabic into English.

PARALLEL 30 / 1445-1500 / ROOM 12

(C47) SITI NUR DINAH MOHD ALI (S366)
(UNIVERSITI TEKNOLOGI MARA)

NORFARHANA FADILLA MOHD ZAKI
(UNIVERSITI TEKNOLOGI MARA)

MOHD HAFIZUL ISMAIL
(UNIVERSITI TEKNOLOGI MARA)

INVESTIGATING THE IMPACTS OF CORRECTIVE FEEDBACK ON STUDENTS’ PERFORMANCE IN WRITING

Writing is an important skill for university students as most assignments involve written reports in English such as final year projects, term papers, laboratory reports and essays. Thus, it is important for the students to produce well-written reports that meet the requirements of respective tasks as instructed by their lecturers. Past research indicated that using corrective feedback in evaluating the students’ writing is one of the most important strategies to improve students’ writing in English as a second language. Thus, this paper seeks to investigate the impacts of peer feedback on the students’ performance in writing. A total of 53 students in Universiti Teknologi MARA, Cawangan Negeri Sembilan will be taking part in this study. Data collection will utilize the Corrective Feedback Belief Scale (CFBS) from Fukuda (2004) and open-ended questions. The instrument will be administered within 7 weeks. Data analysis will be conducted descriptively by using SPSS. The results of the study will elaborate further the impacts of using peer feedback on the students’ performance in writing classes. Hence, the implications of the finding with the current teaching and learning practices and syllabi will also be discussed in the paper.

PARALLEL 30 / 1445-1500 / ROOM 13

(C48) MINDER KUR A/P PARTHAMAN SINGH (S368)
(UCSI UNIVERSITY)

A TEXTUAL ANALYSIS OF WOMEN’S WORDPLAY IN THE AMERICAN MOVIE ‘GROWN UPS’

Wordplay is a textual phenomenon where language is exploited to create communicative differences in how meanings of words are perceived by the speaker and receiver (Delabastita, 1996). This paper aims to identify the types of wordplay used by the characters in the movie ‘Grown Ups’ using Delabastita’s (1996) Wordplay Typology and Giorgadze’s (2014) classification of wordplay. Alongside this, the paper also investigates linguistic features of women’s language used in the female characters’ wordplay, based on Lakoff’s (1975) linguistic features of women’s language. Textual analysis was conducted to analyze the data. The findings included 13 wordplay. The most frequent was structural -syntactic wordplay occurring 6 times, homonyms 5 times,
homophones and idioms occurring only once and no homographs. Two linguistic features of women’s language were found to be used: intensifiers and avoidance of strong swear words once each. While, no lexical hedges and fillers, tag questions ‘empty’ adjectives and precise colour terms were seen in the movie corpus.

PLENARY 10

PLENARY 10 / 1505 - 1555
KEN MIZUSAWA
(PLENARY)

THE TEACHER AS A DRAMATIC PERSONA: DEVELOPING TEACHER IDENTITIES FOR 21ST CENTURY CLASSROOMS

In this plenary, I contend that the teacher is a dramatic persona who is invested with a larger-than-life presence, personality and purpose in the classroom to further the knowledge and development of their students. After all, a teacher is a special kind of social actor with a public role to play upon a public stage. His or her identity needs to be seen, heard, observed and understood in order to be effective. To characterise teacher identity as classroom performance is not to diminish the profession in any way or dismiss our work as mere pretence. Instead, it is to acknowledge certain essential truths. A teacher identity compels us to be unnaturally attentive to our student communities. It is a site of tension and action. It has both a scripted and unscripted dimension. The comparisons I make between drama and teaching are more than metaphorical. We must not forget that the original and most vital purpose of drama was public education. In the 21st century, a teacher identity must help our students navigate uncertain and unpredictable social worlds, multimodal realities and performative and participatory cultures. This requires acknowledgement of the teacher as a dramatic persona as I will argue in this talk.

CC / 1555 – 1605
CLOSING CEREMONY

CB / 1605
COFFEE BREAK
ABSTRACTS (POSTER)

DAY 2 (27th JUNE 2019)

POSTER A / 1510 – 1545

(PA1) HOANG THI HUYEN TRANG (S064)
(THAI NGUYEN UNIVERSITY)

NGUYEN THI NGOC ANH (S064)
(THAI NGUYEN UNIVERSITY)

NGUYEN THI THU BINH (S064)
(THAI NGUYEN UNIVERSITY)

THE USE OF CULTURALLY RELEVANT TEXTS FOR THE 2ND YEAR STUDENTS’ READING MOTIVATION – AN ACTION RESEARCH PROJECT AT SCHOOL OF FOREIGN LANGUAGES, THAI NGUYEN UNIVERSITY

Much research has been conducted to develop learners’ second language acquisition. However, few studies have addressed the important aspect of reading motivation among university students in Vietnam. Aiming to help the 2nd year students at School of Foreign Languages, Thai Nguyen University (SFL-TNU) has made attempts to improve it’s the students’ English reading motivation. This study investigated the uses of culturally relevant texts (CRTs) on students’ reading motivation and suggests using CRTs as materials for motivating learners in intensive and extensive reading courses. An action research was conducted in a class including 40 second-year students at SFL-TNU. The cultural relevance rubrics, class observations and student interviews were three key research instruments to collect empirical data on the use of CRTs in improving learners’ intrinsic reading motivation which involves their persistence with the learning task, attention, enthusiasm and enjoyment, reading involvement, curiosity and preferences for reading challenging texts. The results revealed that CRTs intrinsically motivated the students to read English. Based on the findings, this study provided answers to the two research questions formulated at the beginning of the study and had practical implications for further practice and research on English language reading.

POSTER A / 1510 – 1545

(PA2) TRAN THI PHUONG (S066)
(THAI NGUYEN UNIVERSITY)

KAHOOT AND QUIZLET: AN EASY E-SETTING TO ENGAGE AND MOTIVATE ESL LEARNERS

Many teachers of English have found technology a paradise of innovative and fancy tools to enhance students’ engagement and motivation; however, others have come to realize it can be daunting to rely on such tools considering the amount of time spent in frustration. Kahoot and Quizlet can make an easy classroom setting by using technology. Kahoot is a platform in which you can design different activities and games using pictures and videos and get reports of students’ performances immediately. Quizlet can facilitate content revision and enhance vocabulary acquisition. These tools are powerful and effective to facilitate feedback giving and the recycling the knowledge learnt, and more importantly...

POSTER A / 1510 – 1545

(PA3) HAIRIL FAIZ BIN NOOR FUAD (S086)
(PPD TENOM)

SYLVESTER PHILLIP (S086)
(PPD TENOM)

PROJECT BASED-LEARNING (PBL) IN RURAL PRIMARY SCHOOLS: THE EFFECTS ON PUPILS’ LEARNING AND EFFICACY

This study focuses upon the effectiveness of project-based learning on rural primary school pupils regarding their content knowledge. This case study also explores the attitudes of the pupils on conducting the project-based learning given. A project-based learning was conducted within the curriculum area of “World of Self, Family and Friends”. This study which was conducted in two rural schools in Tenom involved a total of 45 pupils of Level Two selected using purposive sampling method. The study employed three data collection methods which were interview, observation and field notes. The instruments employed were semi-structured interview questions, a dichotomous observation checklist and structured field notes. The findings of the study indicated that pupils could gain knowledge through project-based learning. Pupils had also improved in their group work skills. Furthermore, pupils developed positive attitudes towards project-based learning. Hence, project-based learning is useful in rural primary schools as a part of teaching and learning sessions.

POSTER A / 1510 – 1545

(PA4) KAMISAH ARIFFIN (S090)
(UNIVERSITI TEKNOLOGI MARA)

MISYANA SUSANTI HUSIN (S090)
(UNIVERSITI TEKNOLOGI MARA)

NORZIE DIANA BAHARUM (S090)
(UNIVERSITI TEKNOLOGI MARA)

NORHIDAYAH MD YUSOF (S090)
(UNIVERSITI TEKNOLOGI MARA)

COMMUNICATION ANXIETY IN ENGLISH AMONG ESL LEARNERS: CONTRIBUTING FACTORS AND EFFECTS ON COMMUNICATION STYLES AND PATTERNS
Communication anxiety can affect learners' communication styles and patterns in the classroom. The development of anxiety scales to measure language anxiety, such as Foreign Language Classroom Anxiety Scale and the French Class Anxiety Scale, has helped to identify the sources of anxiety among foreign language learners and offered suggestions to lower the learners' level of anxiety. However, such scales often have issues of reliability and validity as respondents may not be truthful in their answers and scales may be unable to fully describe emotional responses or the feelings of the respondents. This paper offers more detailed factors contributing to communication anxiety by using interviews as a means of data collection. Interview data of 32 reticent learners highlight perceived low level of English Language competence, low vocabulary level, little background knowledge of the topics discussed, shyness and confidence level and fear of instructors as the major contributing factors to communication anxiety. In addition, the anxiety has also affected their language use and styles in communication. The findings call for instructors' attention not only in improving the students' linguistic skills but also boosting their affective domains, especially their self-confidence to encourage them to communicate more in English.

The relationship between English Language writing anxiety and language learning motivation: A description from a language classroom

Learning to write in any language particularly in English is crucial. Students avoid writing because for them this is the most difficult skill in learning English. Some students admit that they feel nervous when they need to write in English. They are demotivated and suffer from mental block. Writing anxiety can create tension, worry and nervousness in writing especially in academic writing. There could be a connection between writing anxiety and motivation in language learning. This study aimed to investigate if there were any changes after the students experienced a writing course and whether their learning motivation was influenced by their writing anxiety. In this descriptive study, 12 students were selected as the respondents. A special writing class was set up to investigate their progress in overcoming writing anxiety for the duration of 10 weeks. The insights generated by the description and analysis of the data collected for this study can be used for a variety of purposes and to better understand writers of second language learners.

Teachers' thoughts on Education 4.0: Their readiness, challenges and recommendations

This study analyzes the language teachers' point of views regarding the concept of Education 4.0. The advancement of technology in education has brought a paradigm shift among teachers and there is a need to look at this matter in depth in order to address any shortcomings which might occur in the future. The objectives of this study are (1) to delve into the teachers' readiness on the Education 4.0, (2) to probe the challenges faced by the teachers in regard to Education 4.0, and (3) to look into the recommendations concerning Education 4.0. This study employed qualitative method namely semi-structured interviews involving 10 language teachers. Based on the results, it can be concluded that (1) the teachers are half-ready on the practice of Education 4.0; (2) problems such as insufficient knowledge to use the technology in teaching and learning might hinder the teachers to achieve the objective of Education 4.0; and (3) the teachers are recommended to attend training programs in regards to Education 4.0. Further research could be carried out in order to look at the students' points of view in regard to Education 4.0 practice at their learning institution.

Have a blast with Gramster

The idea of playing games to learn a language in the classroom is not new and stereotypical but many educators do not favor games as a teaching and learning pedagogy. Board games, if aligned with the national curriculum and relevant learning objectives can be effective and meaningful. This study examines the use of Gramster, consisting of phrases, parts of speech, idiomatic expressions and sentence structure designed in a form of a board game, as an alternative teaching and learning aid for the language classroom.
Using stratified sampling and semi structured interview, data was collected from respondents, who were required to sit for a pre-test and post-test to monitor their achievements. The students’ post-test results showed improvement in their performance which shows that Gramster is an effective teaching aid that also encourages an interactive environment. Additionally, a survey questionnaire was also used to find out their attitudes and beliefs related to using board games for language learning. The results showed students’ positive attitudes towards the use of Gramster. The game also improved their self-confidence and enabled them to use the words and idioms in the sentences that they construct while playing Gramster.

Poster A / 1510 – 1545

(PA8) NUR FARYSA AMILIA BINTI MOHD SALLEH (S137)
(UNIVERSITI PUTRA MALAYSIA)

THE WASHBACK EFFECT OF MALAYSIA SCHOOL-BASED ASSESSMENTS (SBA) ON UPPER SECONDARY SCHOOL STUDENTS’ ENGLISH LANGUAGE LEARNING

School-Based Assessment is seen as a holistic assessment system to assess students’ level of cognitive, affective and psychomotor aspects on a specific field of knowledge. The washback effect of School-Based Assessment has been studied among lower secondary students in Malaysia using an ethnographic approach. However, previous studies have not examined upper secondary school students in Malaysia. This project aims to study the washback effect of Malaysian Upper Secondary School-Based Assessment on a school in Malaysia, specifically in Selangor. This study will focus primarily on the aspect of participants (students’ motivation to learn) and products (the knowledge that had been learned that could contribute to the quality of learning). Generally, this paper will be conducted via mixed mode as focus group interviews (students’ motivation and knowledge about the assessment), in-class observation, and questionnaires will be used. In addition, the interviews and in-class observation conducted will then be transcribed and analysed using thematic analysis. The findings will be triangulated using the Basic Model of Washback by Hughes (1993). The findings will have implications for ESL learning.

Poster A / 1510 – 1545

(PA9) LEW JOE WAEY (S145)
(UNIVERSITI PUTRA MALAYSIA)

INTERACTIVE LITERACY LEARNING FOR REMEDIAL STUDENTS VIA SOUND ENCODING AND SYLLABLE BLENDING GAME

Teaching remedial literacy courses continues to challenge teachers due to students’ short attention span and memory deficits. The second author found two of her remedial course students having difficulty reading words with simple syllable sounds even after 2 years in schools. Thus, an action research was conducted with these students as the research participants. The second author used Malay sound awareness followed by teaching letters which represent the sounds using animated association approach. The participants were first taught the 6 vowel sounds in Malay using 6 interesting animated songs devised by the first author based on the Malay Early Literacy Instructional Model. Next, the students were introduced to five consonant sounds (sonorants). Subsequently, sound blending was taught using an animation game. Significant improvement was seen in both participants in their phonemic awareness, phoneme-grapheme correspondence, syllable reading and word reading tests conducted right before and immediately after only three weeks’ intervention. Most importantly, these students regained confidence and interest in literacy learning. The findings suggest that reading and spelling can be taught through fun and easy sound coding to facilitate the cognitive processing load of students taking remedial courses.

Poster A / 1510 – 1545

(PA10) BHARATHI A/P PUSHPANATHAN (S156)
(UNIVERSITI PENDIDIKAN SULTAN IDRIS)

VIDHIYA VAANI A/P KANNAPRAN (S156)
(UNIVERSITI PENDIDIKAN SULTAN IDRIS)

VISALACHI MANOHARAN (S156)
(UNIVERSITI PENDIDIKAN SULTAN IDRIS)

USING THINKING MAPS IN ANSWERING HIGHER ORDER THINKING SKILLS QUESTIONS FOR READING COMPREHENSION TEXT

Reading is vital in a language learning process. Teachers are encouraged to use graphic organisers to aid pupils in answering comprehension questions of a reading text. This research project aims to study the effectiveness of using thinking maps to assist students in answering higher order thinking skill questions that eventually examines their ability to comprehend a reading text. The research participants for this study consisted of 60 Year 4 students from national and vernacular schools. This paper draws on a mixed-method technique. Pre-test, post-test and interview were used to collect data. The pre-test revealed that the research participants were not able to answer questions that required them to compare and contrast (analyzing skills) in factual reading of a comprehension text. The results obtained from the post-test and interviews showed that double-bubble map was effective in improving the participants’ achievement in answering compare and contrast questions. Thus, this study indicated that the use of double bubble map enhances participants’ ability to answer higher order thinking skills questions in comprehending reading texts.

Poster A / 1510 – 1545

(PA11) MUHAMMAD AZMAN (S158)
(UNIVERSITAS BUNG HATTA)

YUSRITA YANTI (S158)
(UNIVERSITAS BUNG HATTA)

TEMMY TAMRIN (S158)
(UNIVERSITAS BUNG HATTA)

SPEECH ACTS OF DIRECTIVE AND EMOTIONAL EXPRESSIONS IN THE 2016 US PRESIDENTIAL DEBATES

A strong feeling of people can be conveyed through words in speech acts. In the presidential debates, the candidates tried
to convince and persuade people with great ideas followed by strong feelings in their speech acts. This study focuses on the speech act of directive, one of the five speech acts stated by Searle (1976), the acts in which the words are used to make the bearers do something. The study aims at explaining the types of directive speech act, basic emotions, and the social factors that influence the words used. Data of this study were taken from the three transcripts of the 2016 US presidential debates posted in the website of the Washington Post. A qualitative method was used to gather in depth analysis of the phenomena and explanations done using the socio-pragmatic-discourse approach. The results show various types of directives used in the speech act, such as commanding and suggesting; the reflection of emotions in each type of speech act of directive, such as Anger and Sadness; and direct and indirect strategies used by the speakers that reflect social values.

POSTERA / 1510 – 1545

(PA12) AMIRAH SYAHIRAH BINTI WAHAB (S160)
(UNIVERSITI PUTRA MALAYSIA)

RELATIONS BETWEEN DISAGREEMENT STRATEGIES AND GENDER: MALAY ESL LEARNERS CASE

Disagreement strategies are deemed as one of the Face-Threatening Acts (FTAs) due to the uncooperativeness of the interlocutors during the interactions. The previous researchers have paid a little attention onto it as opposed to the other speech acts- requests and compliments. Furthermore, disagreement speech act among Malay ESL may also be considered as less ventured context. Therefore, this study aims to determine the disagreement strategies employed by the Malay ESL speakers by applying Muntigl and Turnbull’s (1998) taxonomy and to illustrate the effects of gender on the choice of strategies used. For this particular study, the participants are Malay ESL learners who are students from one of the public universities in Malaysia. They were required to fill out a written (Discourse Completion Test) DCT which comprised of 6 situations; 2 situations for each of higher, equal and lower social status respectively. These are to simulate real situations as much as possible, as well as to evoke natural responses and answers from the participants. The data were analysed in terms of frequency and strategies that were used and described with its association to gender.

POSTERA / 1510 – 1545

(PA13) NURUL ADILLAH BT RAMLAN (S180)
(UNIVERSITI SAINS MALAYSIA)

NOR SYAIDATUL AKMA MOHD (S180)
(UNIVERSITI SAINS MALAYSIA)

INCORPORATE INTERCULTURAL COMMUNICATIVE COMPETENCE WITHIN THE CONTEXT OF ESL CLASSROOM

In language teaching, the concept of communicative competence should be emphasized because language learners need to have knowledge of using appropriate language. Moreover, in ESL classroom, the intercultural dimension is also crucial to be highlighted in order to cultivate learners as intercultural speakers who can engage with complexity and multiple identities. This study discusses how teachers can incorporate cultural knowledge into ESL classroom, exploring elements of culture, intercultural phenomena and politeness in language. In the first lesson, the video showed to the students is analytical for the students in which they have to bring together their opinions and visual materials to present contrasting views. In addition, in this lesson, the students are expected to examine and suggest viewpoints on the issues from the video showed during the set induction. This will generate their ideas and give them opportunity for making a personal response to the lesson activities. In conclusion, the activities planned for this lesson are based on the idea of developing students’ communicative competence and intercultural competence as it contains a variety of tasks that demand students to explore, analyse and distinguish ways to communicate politely and the variety in the aspect of politeness across different cultures.

POSTERA / 1510 – 1545

(PA14) DHANA LAKSHMI (S191)
(UNIVERSITI PENDIDIKAN SULTAN IDRIS)

PUVANESUARY (S191)
(UNIVERSITI PENDIDIKAN SULTAN IDRIS)

CHITRA (S191)
(UNIVERSITI PENDIDIKAN SULTAN IDRIS)

ANXIETY IN SPEAKING ENGLISH AS A SECOND LANGUAGE AMONG YEAR 6 PUPILS

The aim of the English language syllabus in primary schools is to enrich students with basic understanding of English. Studies show that Malaysian undergraduates limited competence in speaking English as one of main reasons for their unemployment. Anxiety in speaking English among ESL learners has been found to be one of the reasons for such poor performance in speaking by past researchers. This research aims to investigate the extent of English speaking anxiety among Year 6 Tamil pupils and identify the differences between male and female pupils’ English speaking anxiety. The study employed cross-sectional survey method using English Language Classroom Anxiety Scale (adapted from Foreign Language Classroom Anxiety Scale, FLCAS) as an instrument. The research participants were 32 Year 6 pupils from a vernacular school in Hutan Melintang, Malaysia. 15 girls and 17 boys aged 12 participated in this research. Research findings revealed that the majority of the sample are with moderate level of English speaking anxiety. There is no significant gender difference in terms of their speaking anxiety.
PREPOSITIONS ACROSS CEFR LEVELS: CORPUS-INFORMED PREPOSITIONS ON WHAT TO LEARN AND WHAT IS SUITABLE FOR LEARNING AT EACH LEVEL

Prepositions have been highlighted in the English Grammar Profile of the Common European Framework of Reference (CEFR). They have been presented across CEFR levels to describe what aspects of English are typically learned at each CEFR level and to further inform teachers, curriculum developers, coursebook authors and test writers on what is suitable for learning at each level. Hence, it is the concern of this study to focus on prepositions in support of what to learn and what is suitable to be learnt at each level based on the corpus investigations. The corpora used in this study include the British National Corpus, Malaysian Textbook Corpus and EMAS Learner Corpus. LGSWE (Longman Grammar of Spoken and Written English) has also been referred to as an enhancement for corpus-informed materials. It is hoped that this small contribution could provide a basis in the teaching and learning of prepositions with regards CEFR levels.

SPEECH ACT OF REPRESENTATIVE AND BASIC EMOTIONS IN THE 2016 US PRESIDENTIAL DEBATES

In the presidential debates, each candidate conveys ideas, claims, and criticism. The words used can be a speech act that refers to the basic units of communication in which utterances are viewed as social acts that fulfill social functions. This study investigates the types and function of the speech act of representatives and the strong feelings expressed in the speech act. Speech act of representative refers to acts in which the words state what the speakers believes to be the case; and these can be found in the presidential debates. Data were taken from three transcripts of the 2016 US presidential debates posted on the web of Washington Post. The focus of this study was on the words or statements that express speech act representative and basic emotions. A qualitative method was used in analysing data with pragmatic-discourse and a cognitive approach. The results showed (1) various types and strategies used in the representatives’ speech acts, such as claiming and fact stating by using direct and indirect strategies; (2) basic emotions such as disappointment, pride; and (3) functions. This study is useful for English learners to improve speaking skills.

SNAPSHOTS OF LEARNING BEYOND BORDERS

With the advent of technology in the 21st century, the idea of a borderless classroom has now become a reality. In preparing students for a future global society, teachers need to know how to integrate technology efficiently and effectively in the classroom. For this purpose, the SAMR Model, a framework created by Dr Ruben Puentedura serves as a practical guide for teachers to gauge their own level of technology integration for their lessons in the classroom. The letters “SAMR” stand for Substitution, Augmentation, Modification, and Redefinition. ‘Snapshots of Learning Beyond Borders’ aims to tell the success story of how effective and efficient use of technology in the classroom has helped to redefine education in the classroom. And along with it, the idea of ‘The World Is Your Classroom, The Classroom Is Your World’ was mooted. Subsequently, this has taken the practicing teacher, Veronica Woo Eu Cheng and her students to classrooms around the world whereby the concept of 4Cs in education, i.e. critical thinking, communication, collaboration and creativity, has taken language learning to a whole new level of learning, one that is authentic, fun, interesting and meaningful in the real world.

METHODS USED FOR IMPROVING ENGLISH ABILITY OF HIGH SCHOOL STUDENTS IN BUKITTINGGI AND PADANG

It is no doubt that technology has become more important in everyday lives. It helps human beings in all aspects of lives, including social communication. The benefit of technology is also one way that helps students learn a new language. This research is a preliminary study about the methods used by High School Students in Bukittinggi and Padang to improve their
English ability. It is based on the real condition that many high school students find difficulties in learning and mastering English. Considering such problems, an appropriate method of learning English is needed to help students to improve and master their English ability. 49 high school students in Bukittingi and Padang were randomly selected as the sample of this research. The instrument used was the questionnaire [close-ended & open-ended statements]. The results showed that majority of the respondents described that watching English movies and listening to English songs helped them to improve speaking ability since they were able to listen to how the actors and singers pronounced different words and phrases. In short, most of the students utilize recent media and technologies as a tool to improve their English ability.

**POSTER A / 1510 – 1545**

**(PA19) NORASHIKIN BINTI ZAINULL ABDIN (S238)**

**(SEKOLAH KEBANGSAAN MINDEN HEIGHT)**

**ASH THE TEACHER: LEVEL 1 ENGLISH LANGUAGE LEARNING HUB FORE CREATIVE AND INTERACTIVE LEARNING**

*Ash The Teacher Blog* is an English Language learning hub that provides all the resources that teachers need to conduct creative, fun and interactive English Language lessons in schools and camps such as lesson plans, worksheets, books, anchor slides and step-by-step instructions. Lesson plans, books and materials have been designed to function as curricular and instructional modules based on language skills for students. *Ash The Teacher Blog* also provides materials for parents to guide their children at home and cultivate lifelong learning to practice the language regardless of socioeconomic background. A blog that education officers from different departments trust in providing up-to-date resources. Most importantly, *Ash The Teacher Blog* aspires to provide the best experience of learning English Language to all the kids nationwide and worldwide in unleashing students' creativity and potential.

**POSTER A / 1510 – 1545**

**(PA20) ANISSA ANIS AFIQAH BINTI ABDULLAH (S243)**

**(UNIVERSITI PUTRA MALAYSIA)**

**SPEAKING ANXIETY AMONG SECONDARY SCHOOL STUDENTS IN MALAYSIA**

Speaking anxiety is a clear complex of self-perception, feelings, and behaviors associated to language learning in the classroom that emerges from the distinctiveness of the language learning process. Many studies were done on speaking anxiety among university students. To the researcher’s knowledge, only one study regarding speaking anxiety has been done on secondary school students in Malaysia. Therefore, this study was conducted to investigate the level and the dominant factor of the speaking anxiety among the Malaysian secondary school students. A total of 85 students from a secondary school in Malaysia were taken as the participants. This study used the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire as an instrument. The data was collected and it was then analyzed using SPSS. From the results, it was found that majority of the students were experiencing moderate level of speaking anxiety and the dominant factor of speaking anxiety was the 'General Feeling of Anxiety'. It can be concluded that this issue is still a concern in Malaysia. This study is significant in creating the awareness regarding the issue of speaking anxiety. Future researchers could help by exploring about this issue among participants from different ages.

**POSTER A / 1510 – 1545**

**(PA21) MOHAMAD FAHRUL AIMAN BIN ZULKIFLEE (S246)**

**(UNIVERSITI PUTRA MALAYSIA)**

**APOLOGY STRATEGIES UTILIZED AMONG INTERNATIONAL UNIVERSITY STUDENTS IN MALAYSIA**

Apology is a speech act intended to comfort or support the listener who is offended by a violation. Most gender and language theories show that, gender inequality exists between both genders in communication. This inequality is because of the restriction of the cultural context and social standards which lead to the assumption that women are inclined to be more polite than men. This study aims to find out whether gender plays a role in the apology strategies utilized by international university students in Malaysia. The sample of this study consists of 60 international students (30 male and 30 female). The data for this study were collected by a Discourse Completion Test (DCT). The data collected were analyzed based on the model of apology strategies proposed by Fitriani and Lestari (2011). The findings of this study revealed that there are similarities and differences of the apology strategies used by both male and female respondents. This study is significant for the lecturers and students to distinguish the types of apology strategies employed. Future researchers could help by exploring other determinants that can influence apology strategies such as social power and social distance.

**POSTER A / 1510 – 1545**

**(PA22) NISHI SHANZIDA YESMIN (S247)**

**(UNIVERSITI PUTRA MALAYSIA)**

**RELATIONSHIP BETWEEN LANGUAGE TEACHERS’ NONVERBAL IMMEDIACY AND STUDENTS’ MOTIVATION IN LEARNING ENGLISH AS A SECOND LANGUAGE IN MALAYSIAN UNIVERSITIES**

Is it possible that a teachers' nonverbal immediacy will motivate students to learn English while s/he takes a class? It is a critical yet significant question because previous studies have concluded that extrinsic motivation like nonverbal communication can play a positive role in motivating learners, but no relevant study is found in the context of Malaysian universities that either asserts a positive or negative relationship between nonverbal communication and students' motivation during English language learning in a classroom setting. The present study is an attempt to understand the correlation between teachers' nonverbal immediacy and students' motivation in learning English. In doing so, this study uses two questionnaire instruments, namely Nonverbal Immediacy Measurement Scale developed by Richmond, Gorham, and McCrosky (1987) and Motivation Measurement Scale developed by Christophel (1990) to measure nonverbal immediacy (as an independent variable) and motivation (as a dependent variable). The quantified responses from students are analyzed using Pearson's correlation with the
### Improving the Ability of English Reading Comprehension by Using Lexical Chunks in Junior High School

Lexical chunk is a fixed or semi-fixed language structure, with a specific expressive function. So the lexical chunk has the characteristics of vocabulary and grammar, and combines with the advantages of grammar, semantics and context, it can be stored as a whole. It is a problem that students do not like doing the reading comprehension among junior high school because of the insufficient vocabulary. The aim of this research is to identify the techniques students need to use when reading certain materials. The instrument used in this research is based on a quantitative technique which is a questionnaire. The participants involved are from one class that consists of 50 students. The result is that most teachers adopt the way of doing lots of reading comprehension by using analysis ability to improve their reading. This article mainly studies the influence of reading comprehension by teaching of lexical chunks, blending the teaching of lexical chunks into three models of reading comprehension which are reading speed, reading efficiency and analysis ability. It is important for teachers to know the effective ways to teach lexical chunks in English reading class to improve the reading ability among students in junior high school.

### Iraqi EFL High School Students' Spelling Errors

The most common difficulty that Iraqi learners may face during their English writing is correct spelling. Writing forms an intrinsic part in any foreign language. Students nowadays have very little interest in writing which is so important to fulfill the education requirements. This study is an attempt to investigate the spelling errors made by EFL Iraqi high school students. In achieving this objective, the study employed quantitative design in data collection and data analysis. The data were collected using both questionnaire and tests. The participants were selected randomly. The collected data were analyzed with the help of descriptive statistics. The findings revealed that errors originate from two sources: interlingual and intralingual. Furthermore, the results of the test and the difficulties which caused these spelling errors also are discussed in this study. The impact of the interference of the first language on the written forms of the second language is explained.

### Correlation Between English Grammar Knowledge and Actual Demonstrable Level of Accuracy

In the process of learning English Language, grammar is identified as one of the most important sectors in language acquisition. It is defined as a study or analysis of rules in the language. English Language, as the second language learnt by different ethnic groups in Malaysia, has contributed difficulties for learners from the mother tongue system of each group. This research paper aims at recognising the correlation between English grammar knowledge and actual demonstration level of accuracy among a small group of participants. 40 participants (staff and students) from a university in Malaysia are involved in this research paper. An error-recognition test and writing composition research design is adopted to identify participants’ knowledge in English grammar and the accurate application of English grammar in real-time situation. The finding of this research paper may be beneficial to the syllabus and course material designers and highlight the necessary improvement in similar areas.

### Implicatures in President Goodluck Jonathan's Election Campaign Speech

Politicians are generally known to make utterances embedded with underlying meanings. Considering the fact that politicians often mean more than they say, this paper looks at implicatures in the 2015 presidential election campaign speech by Goodluck Jonathan in order to determine its pragmatic significance. Previous studies on political discourse identified in this research have not sufficiently accounted for the implicatures embedded in the speeches of Nigerian politicians. Using Grice’s (1975) Theory of Conversational Implicature, the paper analyzes various utterances made in the speech to reveal the maxims flouted by examining the role of context in deriving the implicatures and their pragmatic import. The analysis and its elucidation reveal that there are more implicatures relating to corruption, security, development and electioneering, and the maxim of manner was more frequently flouted to derive these implicatures. Consequently, the linguistic strategies that Goodluck Jonathan manipulates in order to secure the votes of the masses are unveiled. It is, thus, concluded that Goodluck Jonathan employs “linguistic manoeuvring” of indirectness in order not to be perceived as incompetent in tackling issues of concern in the country.

### Students' Motivation in Learning English: A Study of a Private University in Bangladesh

Motivation being an influential factor in the success of any activity plays an important role in the process of learning a second language (L2) or foreign language (FL). This paper presents the findings of a study that investigated a small group of undergraduate students’ motivation towards learning English. The respondents were 40 undergraduate students from the
departments of BBA, CSE, EEE, LAW and Pharmacy in a private university in Bangladesh. This quantitative study administered a questionnaire containing 10 items adapted from Attitude Motivation Test Battery (AMTB) designed by Gardner (2004) on a 5-point Likert scale to obtain data about the level and degree of motivation in learning English language. The data were analyzed through descriptive statistics (Mean, SD) using SPSS (Version 25). The findings of the study will be shared and discussed.

POSTER A / 1510 – 1545

PA28 OMAR ABDULJABBAR ALI (S199)

UNIVERSITI PUTRA MALAYSIA

CODE SWITCHING AMONG POSTGRADUATE ARAB STUDENTS AT MALAYSIAN UNIVERSITIES

An intensive English language program is offered to international students in some Malaysian universities to improve their academic English skills. The objective of this study is to explore the learners’ perceptions towards the program. The participants in this study are a group of international postgraduate students at University Putra Malaysia. A quantitative-method design was utilized to analyze the data. A set of questionnaires was distributed to those students who enrolled in the academic writing courses. The data from the questionnaire were analyzed descriptively by using SPSS. The findings show that many students who completed the course complain about it as they feel their English skills have not improved. They also indicated that the program failed to engage or motivate them. One recommendation is that a placement test be conducted to indicate the participant’s language ability level at the beginning.

POSTER A / 1510 – 1545

PA29 LOH CHUN HAN (S128)

UNIVERSITI PUTRA MALAYSIA

AIRLINE COMPANIES’ IDENTITY AND CLIENTS’ FEEDBACK ON THE BRANDING STRATEGIES

In this globalisation era, the competition in the market is getting stronger. It is crucial that a company has a clear branding image to differentiate itself from other competitors. Many researches focus on branding strategies through company background, but studies on clients’ feedback to the branding strategies are limited. The purpose of this study is to understand how the airline companies in Malaysia use branding strategies to market themselves and how the clients perceive those strategies. This study proposed a consumer’s perspective brand equity model with three dimensions: brand awareness, brand loyalty and perceived quality. Air Asia and Malaysia Airlines were chosen for this study. The data collected was the company background from their official website and clients’ feedback from their Facebook page. The data was analysed by using discourse analysis and semiotic approach. This study will give insights of how airline companies construct their corporate identity through company official website and how clients perceive the branding strategies to match their demand. The results of this study will give a clearer picture on the clients’ perspectives of branding strategies and this will help the airline companies to review their branding strategies.

POSTER A / 1510 – 1545

PA30 ALI ABDURIDHA RAHEEMA ALATTWANI (S327)

UNIVERSITI PUTRA MALAYSIA

VARIATION IN ACCENT AMONG ENGLISH LANGUAGE LEARNERS

A fundamental challenge for existing research on speech science is comprehension and modelling individual variation in spoken language. Individuals have their own speaking styles, including the accent of the speaker and the scientific background. This study analyses some commonly occurring problems concerning the pronunciation of English learners. More specifically the study focuses on pronunciation of phonemes /θ/ or /ð/ by students who study the English language at a public university in Malaysia. The respondents were 30 postgraduate students from University Putra Malaysia. Data were elicited through a set of written and verbal tasks conducted with some university students. Although most of the learners stated that their objective was to sound like native English speakers, it was found that they cannot correctly pronounce these phonemes like native speakers. These results highlight the necessity of more and better practice of proper pronunciation to enhance students’ comprehension and ability to speak properly.

POSTER A / 1510 – 1545

PA31 MONA IBRAHIM ALABDLI (S218)

UNIVERSITI PUTRA MALAYSIA

THE POTENTIAL FACTORS OF THE CONVERSATIONAL SEQUENCES MISCONCEPTIONS AMONG THE ESL STUDENTS IN MALAYSIA

Among native speakers the tendency to use conversational sequences in speaking is found to be quite common. However, a problem which occurs for EFL students is that they are unable to identify key points within a context which often leads to misinterpretation. Previous research papers have attributed the reason for this problem to the native speakers themselves. Whereas, in this paper I intend to identify other factors which are said to be the influencer of these misconceptions which have been called “slips of the ears” (Bond, 2006). Previous researchers have also identified that a potential cause of this may be attributed to the phonetic extent of a subject language (Sutrisno, 2018). The aim of this research is to identify whether or not these factors are indeed affected among EFL students in Malaysia and will attempt to identify if there are any other salient features which could be factors of interest for future researches. The findings of this study will provide in depth knowledge for the potential ways to tackle the issue of lack understanding in the Arab communities and is useful in the sense that a large proportion of the world’s EFL students are from the Middle East.
**DEVELOPING ENTREPRENEURIAL SKILLS IN ARABIC SCHOOLS AS MEANS OF ECONOMIC DEVELOPMENT IN NIGERIA**

Entrepreneurship is vital for social and economic development. The global demand for economic development and integration, made it compulsory to create sustainable ways for surviving as an entrepreneurial entity. The challenge was to create employment opportunities, social and rural economic development strategies and encourage creativity. Efforts had been intensified by the Nigerian government and other stakeholders to introduce the Entrepreneurship course in colleges and other institutions of learning in Nigeria, but Arabic schools are exempt. In this poster I will illustrate how these Arabic Schools have managed despite not getting governmental assistance.

**INTERNATIONAL STUDENTS’ ATTITUDES TOWARDS USE OF MALAY LANGUAGE IN COMMUNICATIVE DISCOURSE**

The population of international students in Malaysia is undeniably soaring upwards and the Universiti Putra Malaysia is no exception. Statistically, as in December, 2017, more than 170,000 international students from 163 countries were studying in Malaysian institutions of learning. According to the education policy of Malaysia, international students are obliged to study ‘Basic Malay Skills’ as part of the requirements for graduation in the programme offered. In essence, Bahasa Melayu is introduced, perhaps, to enable international students communicate with Malay speakers effectively. However, there are widespread beliefs about the attitudes of international students towards learning and use of Malay, but these beliefs are not proven by scientific research. This study aims to examine international students’ attitudes towards use of Malay in the international students’ communicative discourses. It also seeks to find out whether gender and race influence their attitudes. In achieving these, the study employs quantitative approach in data collection and data analysis. The study sampled 100 international students, who were enrolled into postgraduate programs, for the study. A survey questionnaire was used to collect data from the respondents who took part in the study. Descriptive statistics was used to analyse data. The findings and the implications will be discussed.

**AN EXPLORATION OF COGNITIVE DIFFERENCES BETWEEN MONOLINGUALS AND BILINGUALS VIA A NOVEL MOUSE-TRACKING TECHNIQUE**

A plethora of research supports the claim for a “bilingual advantage” in cognitive domains such as attentional and inhibitory control, conflict monitoring and mental flexibility. Neural representations of the bilingual’s two languages are simultaneously available and competing for attention. Hence, in switching between languages to suit various contexts, the bilingual speaker is consistently practising attentional control and mental flexibility. Consequently, through this consistent practice, bilinguals are argued to be generally better than monolinguals in inhibiting responses and suppressing irrelevant interference. To assess attention and cognitive flexibility, the current study compared the performance of 16 English monolinguals with 31 English-Chinese bilinguals (L2 learners in English) on a modified version of the classic Stroop task via a novel Mouse-Tracking technique. Mouse-trajectories data (error rate, initiation times, reaction times, area under curve) were analysed by employing a mixed ANOVA. This technique captured the well-documented Stroop effect, but no form of bilingual advantage manifested itself in the mouse-trajectories.

**THE EFFECTIVENESS OF ABSTRACT WRITING CHECKLIST ON WRITING A HIGHLY SUCCESSFUL ABSTRACT BY POSTGRADUATE STUDENTS**

It is clear that an abstract plays a key role in explaining a study concisely to journal editors and researchers and prompting them to read the paper. This study aimed at exploring the effect of using an abstract writing checklist on a group of MA students’ abstracts at a public university in Malaysia. In this single group quasi-experimental study, a number of MA students majoring in English were prompted to write an abstract. After two weeks they were given an abstract writing checklist developed by the researchers based on Hyland’s (2000) rhetorical move framework. Then, they were asked to rewrite their abstracts and return their final draft. The findings will be presented and the implications will be discussed.

**HOMONYMY RELATED ENGLISH VOCABULARY LEARNING: INVESTIGATING THE DIFFICULTIES OF THE THIRD YEAR UNIVERSITY STUDENTS**

Homonymy as a type of lexical relations between words is a significant linguistic phenomenon, which has received a lot of attention in recent years. English contains numerous homonymous forms with different meanings, which often cause confusion to the EFL/ESL learners. This study was designed to investigate the difficulties in learning and using homonymous English words. A total sample of 80 third-year English university students and 20 of their teachers were selected randomly as the
Making requests is the language function which is frequently used in various daily contexts of language use. Making requests can be a challenging endeavour for language learners of different cultural backgrounds, for they need to assess the context and select the appropriate linguistic forms to express their request. Using inappropriate linguistic forms in requests may make them appear to be brusque in oral or written interactions. The analytical framework for speech act analysis – Cross-Cultural Study of Speech Act Realisation Patterns (CCSARP) by Blum-Kulka, House and Kasper (1989) can be effectively applied in teaching requests in English. The framework defines request utterance as having three components, namely alerting, head act and supportive moves. The request head acts are categorised into three levels of directness, and they can be internally modified by adding linguistic elements to mitigate or aggravate the force of the request. The language function of requesting is associated with certain grammatical forms that involve the linguistic elements such as the use of past tense and modal verbs to soften request imposition. Therefore, by using the framework, language teachers can draw learners’ attention to the linguistic elements when making polite requests.

This research investigated the use of mobile phone applications among second language students of the Intensive English Programme (IEP) in Sunway University to develop their pronunciation performance. Since its invention, the mobile phone has improved its range of functions which can be used for numerous purposes. In this research, some of the installed audio functions of the mobile phone were used in learning and practising pronunciation. This research was conducted to find out how the audio functions of the mobile phone can be utilised to develop and improve students’ pronunciation and how did the students perceive this practice. This research employed a quantitative research design using assessments from IEP as well as a survey questionnaire. Data was collected over a four-week period and the findings from IEP assessments showed a significant improvement in students’ pronunciation. Also, the survey questionnaire showed that the students find that using the mobile phone was very useful in helping them to improve their pronunciation.

Mobile assisted language learning (MALL) extending learning opportunities, needs, goals, and have positive effect on many learning activities and learning styles. However, there are limited mobile applications for academic writing. The current study aimed at integrating mobile application for improving college students’ persuasive writing at Erican college, Malaysia. The researcher introduced IELTS Writing app to international students who were going to prepare for an IELTS. A number of 30 students were asked to write a persuasive essay on a given topic and they were randomly assigned into experimental and control groups. Students in experimental group were trained how to write persuasive essays and how to use this mobile app for essay writing. However, students in control group were taught conventionally and also they were provided with persuasive model essays. Both groups took post-test after two-month of intervention. The results of t-test revealed that both groups of students improved in terms of task achievement, lexical resource, cohesion, coherence, and grammatical accuracy; however, students in experimental group relatively outperformed students in control group.

Traditionally, language learners practise a target language in a face-to-face (F2F) setting. With the advent of technology, computer-mediated communication (CMC) provides an alternative which is increasingly popular. Is CMC the same as F2F
communication? Are they both suitable for all types of learners? To gain a better understanding, eight sessions of face-to-face and online discussions were carried out with two matched-samples groups alternating weekly from online to face-to-face settings. The findings showed that the synchronous online setting can balance learners' participation and elicit more contribution of words; especially among the introverts and the less proficient ESL learners. The less proficient learners have also shown better interactive competence in online discussions. All in all, the empirical evidence from this experimental study showed that the online environment can be a good alternative platform for discussions to be held since the learners' affective filter became lower and they felt more confident and motivated to engage themselves with the interactive language practice.
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**Reported Reading Strategies of Iraqi Graduate Students Studying in Malaysian Universities**

Reading is one of the important academic skills that college students should possess if they want to succeed in their scholarly programs. The aim of this research is to investigate Iraqi postgraduate students' self-perceived reading strategies when reading English academic texts. The researcher used the Survey of Reading Strategies (SORS) to collect the data. The research results uncovered the Iraqi participants' reading strategies. Furthermore, t-test results showed no statistically significant difference between male and female participants' reading strategies. The implications of these results will be discussed.

*Ayah Ali Salim (S258) - Universiti Putra Malaysia*

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**Once Upon a Time..: The Use of Audio Stories in Producing Correct Pronunciation**

Studies on pronunciation have shown that the integration of technology in learning can promote correct production by learners. Instructors should use this favourable learning to their learners’ advantage. This study investigated the impact of audio stories on students' pronunciation skill. It was conducted with the participation of 30 students within the period of 14 weeks (one semester). Data collection was done through pre and post-test designs. It was revealed that listening to audio stories is effective in producing correct pronunciation. Over time, learners were more aware of their pronunciation and real language and eventually improved in their pronunciation.

*Norhajawati Abdul Halim (S260) - Universiti Teknologi Mara Cawangan Perlis*  
*Norizul Azida Darus (S260) - Universiti Teknologi Mara Cawangan Perlis*

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**The Usage of Mind Maps as an ESL Writing Strategy for Malaysian Chinese Students**

Writing skills in ESL among Malaysian Chinese students can be improved by adopting the ‘mind map’ in teaching, where the mode of instruction is almost always not in English. The aim of this paper was to investigate the extent to which ‘mind map’ technique aids in the generation of ideas, and to understand the attitudes of the L2 Malaysian Chinese secondary school students who were utilizing mind mapping aids as a means to generate better content. A pre-test was carried out to determine the preliminary scores, the division between a controlled group and experimental group receiving an interceptive treatment, while a post-test was to measure the outcome of the treatment. The findings indicated that the experimental group significantly improved their writing skills. The qualitative results revealed that the students regarded ‘mind map’ as an effective skills to be taught by the teachers. The result emphasizes that implementing ‘mind map’ in writing strategies is not an option, but a necessity to improve English language proficiency and writing especially among the Malaysian Chinese students.

*Nur Adilah Binti Tajudin (S277) - University of Putra Malaysia*

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**The Challenges in Learning English Among Students in Religious School**

The English language is considered as the world’s language as it is widely spoken around the world. Learning a second language requires conscious efforts to learn it, and the exposure to the second language in most cases is limited. The aim of this study is to discover the challenges in learning English among students in a religious school. This study used a quantitative research technique and a set of questionnaires was distributed among 136 students from a religious school. The data were analysed using the Statistical Package for the Social Science (SPSS) version 2015. The results revealed that the challenges occur due to the complexity of the English language and the confusion of the meanings and pronunciation of certain words. These students need to overcome the challenges in learning English and acquire the language fluency in order to be able to communicate with the people that they are going to guide in the future. The researcher suggested some recommendations and the most important one is to establish an environment that supports and encourages the students to speak English frequently.

*Bashar Basheer Abdullah (S289) - Universiti Putra Malaysia*

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**Learning Style Preferences on Foreign Language Achievement Among Iraqi Postgraduate EFL Students**

Individuals process information in different ways. This includes the varied learning style preference of the individuals in any study program, including English as a Second Language (ESL). In this study, reports on learning style preferences of...
EFL learners, and aims to explore whether these styles of learning—as measured by the Kolb’s learning style inventory (version 3.1) can have an impact on students’ foreign language achievement. While there are many studies conducted on learning style preferences and academic achievement at university and/or college level, there are limited recent studies made on Iraqi postgraduate students at University Putra Malaysia. The sample of the study comprised Iraqi Male and female EFL learners at UPM’s Modern Languages and Communications Faculty who were selected by means of the cluster random sampling method. The expected result is that the learners’ dominant learning style preference is converging, followed by assimilating.

**POSTER B / 1405 – 1440**

(PB6) NUR FARAHIN BINTI BAHARI (S296)
(UNIVERSITI PUTRA MALAYSIA)

**THE USE OF VOCABULARY LEARNING STRATEGIES IN LEARNING ENGLISH BY ENGINEERING AND SCIENCE UNDERGRADUATES**

Language learning is a lifelong process for both first and second languages. Thus, adult language learners need to equip themselves with appropriate vocabulary learning strategies to learn the language effectively. This paper presents the findings of a study that investigated the vocabulary learning strategies practiced by Malaysian engineering and science undergraduates to learn English vocabulary in class and to identify the most and the least frequently used categories of vocabulary learning strategies. The respondents were 32 engineering and science undergraduates of a private university in Malaysia who learnt their subjects in English and had taken their English compulsory subject. The data were collected through Schmitt’s vocabulary learning strategies questionnaire (VLSQ) and analysed through Statistical Package for Social Sciences (SPSS). The quantitative findings showed that the students preferred Determination strategies the most, while Social strategies the least. The results indicate that English language teachers can propose various determination strategies-oriented activities in the classroom to enhance students’ English language vocabulary learning process.

**POSTER B / 1405 – 1440**

(PB7) NABILAH SYAHMIE BINTI FADZLE (S297)
(UNIVERSITI PUTRA MALAYSIA)

**ENGLISH LANGUAGE NEEDS OF MILITARY STUDENTS**

The language skill is highly beneficial for military students as it assists them to be military leaders in the future. However, lack of language skills among them especially in English would be the cause of major problems after commissioning as military officers. Past studies have presented the needs of four basic skills in English language for cadet officers in the perspective of instructors and superiors. This study attempts to investigate English language needs among military students and their abilities in using the language in the aspects of writing, speaking, reading and listening. The sample includes the military students from various faculties of a public university in Malaysia. A survey based on questionnaire will be conducted to look at the awareness among the students towards the needs of English for military purposes and the level of their skills in English language. The findings will be discussed further in this study. The recommendations for the relevant materials and teaching methods to enhance English language performances among the students will be provided at the end of this paper.

**POSTER B / 1405 – 1440**

(PB8) DHARSHINI A/P KRISHNAN MORTHY (S302)
(SEKOLAH KEBANGSAAN TAMAN UNIVERSITI 1)

**THE USE OF NURSERY RHYMES IN IMPROVING PRONUNCIATION OF VOWEL DIPHTHONGS /Iɘ/ AND /aƱ/ AMONG YEAR 2 PUPILS**

This study was designed to improve the pupils’ ability in pronouncing vowel diphthongs /Iɘ/ and /aƱ/ using nursery rhymes as aiding the learning strategy. Nursery rhymes were used as ‘a valuable motivational tool for phonological and phonemic awareness instruction’ (Shin & Crandall, 2014). 15 Year 2 pupils from one of the primary schools in the state of Penang, who had mispronunciation and reading fluency have been selected for the pilot study. This study was conducted in one cycle of action research consisting of three implementations. The data were obtained through pre-test and post-test, reflective journal and semi-structured interview. The data obtained indicate that the pupils had achieved significant improvement in pronouncing the vowel diphthongs /Iɘ/ and /aƱ/.

**POSTER B / 1405 – 1440**

(PB9) NUR SYAIRAH BINTI SULAIMAN (S305)
(UNIVERSITI PUTRA MALAYSIA)

**THE IMPACT OF WATCHING ENGLISH MOVIES IN LEARNING ENGLISH LANGUAGE**

The study focused on the impact of watching English movies in English language learning. The findings of this study are useful for students, teachers, policy makers, curriculum specialists and ELT researchers. The aim of the study is to explore the potential effects and impact of watching English movies with English subtitles on the speaking and listening skills. A survey method was used to collect data of the study. A questionnaire addressing the issues related to the effects, impacts and the students’ feedback about the English movies was distributed to students at a local university in Malaysia. The findings indicated that watching English movies could have a positive impact in improving the listening skills as well as the speaking skills. Students’ pronunciation was also enhanced by watching the movies, besides increasing the vocabulary size of the students. It also showed that movies could provide relevant schema background which made language relevant and comprehensible. The presentation focuses on the achievements of the technique as an encouragement for students to learn English language naturally and to develop their skills.
Twitter is a social media platform that can be used to talk about news, messages and things we care about. CNN International Twitter is a platform to inform on breaking news from around the world, business, style, travel, sport, and entertainment. Every news posted on it will receive comments and re-tweets from the readers. This study aims at explaining re-tweets delivered by people from multi-class in terms of types of speech acts commonly used by them as well as direct and indirect strategies used in re-tweets. Data were collected from the top trending topics and top re-tweets on the stories. A qualitative method was used in analyzing the data in a frame of socio-pragmatic-discourse. The results show (1) not all of the types of speech acts stated by Searle (1969) applied in re-tweets, (2) direct and indirect strategies were used in different forms.

ORAL COMMUNICATION STRATEGIES USE IN QUESTION AND ANSWER SESSIONS BETWEEN STUDENTS AND A LECTURER IN ESL CLASSROOM

ESL students often face difficulties to maintain an interaction due to linguistic deficiencies; thus, they employ different types of oral communication strategies (OCSs): gestures, fillers and paraphrasing to name a few, to achieve the intended meaning. This study aims to meet the following objectives: to analyse the types and the frequency of OCSs used by ESL students, to examine problems that have made students choose specific OCSs and to investigate the usefulness of the OCSs during question and answer sessions. This mixed-method research design study with 17 ESL students employs the Interactionist Theory and Psycholinguistics Theory. The quantitative data were gathered from OCSs questionnaires, and were analysed via descriptive statistics whereas qualitative data which were collected via audio-video recordings, observations and semi-interviews were analysed via text analysis. One of the findings revealed that lower proficiency students should be exposed to more OCSs via task-based teaching approach.

REFLECTIVE PRACTICE IN PRE-SERVICE TEACHER EDUCATION: EXPLORING THE USE OF REFLECTIVE JOURNAL WRITING DURING PRACTICUM BY STUDENT TEACHERS OF INSTITUTE OF TEACHER EDUCATION (ITE) IN MALAYSIA

The focus of this study is to explore the nature of reflection by student teachers and the written feedback given to the student teachers by the supervisors (lecturers). The researcher will draw out the aspects focused on by the trainees in their reflection, how the supervisors respond to the trainees' reflection and participants' view's about the reflective practice. This study will adopt a multi-perspective qualitative research method. Two lecturers who are the practicum supervisors, and eight final year ITE student teachers who are completing their Bachelor of Education with honours in Teaching English as a Second Language (TESL) will be invited as participants. The data collection will involve document (discourse) analysis of 64 reflective journals by trainees and 64 feedback forms by the supervisors. Semi-structured interviews with all the participants will also be conducted to collect in-depth data from the participants. Thus, this study hopes to be able to recommend relevant reflective approach derived from the findings which will be able to help teachers to maximise reflective practice for their teaching. For the researcher, the study will help to uncover some areas in the reflective practice by the ITE in Malaysia that have not yet been extensively explored.

PRAGMATIC ASPECTS OF ENGLISH AND ARABIC JOKES

The current study deals with the pragmatic aspects of English and Arabic jokes. The pragmatic aspects according to which, jokes in both languages are analysed are: Grice's maxims, speech acts theory and kinds of implicature. Since jokes are universal, the study seeks to investigate the universal similarities and differences between jokes in English language and Arabic. The technique adopted in this study is a pragmatic technique. The findings show the jokes in both languages employ the same pragmatic structure and the jokes in both languages are mostly constructed by the non-observance of Grice’s maxims, while a few of the jokes are constructed by the observance of Grice’s maxims. The paper shows that jokes can bridge societal gaps, and laughter is a language understood by all. It also shows that the same analyses can be applied to non-Standard English and Arabic jokes to see how the pragmatic structures are utilized in both languages.
THE EFFECTIVENESS OF USING AUDIO-VISUAL AIDS IN LANGUAGE CLASSROOM

The importance of technology assisted language learning can never be over-estimated. However our knowledge about specific ways to make the language class better is very limited. Although we use it in our language classes we are still unsure about how effective it is. But one thing is now clear to us: technology assisted learning does increase the motivation and interest of the learners. The aim of this presentation is to identify the benefits that the language learners are getting by using the specific tool; the audio-visual aids in language classroom, which may hold learners interest and motivation. This paper will first look at the types of audio visual aids used by teacher in the language class at one of the local universities in Malaysia and then to identify which type of visual aids is of most benefit to the students. To this end several sets of questionnaires are given to the focus group in two different study areas. In doing so, the paper shows which technology based tool can be the valuable learning method in language classroom.

THE PHONOLOGICAL FEATURES OF MALAYSIAN ENGLISH

Malaysian English (ME) has been established as the World Englishes. It owns the lexical, syntactical, and phonological features that are quite distinctive, yet still intangible. This study was aimed to focus on the phonological features of ME that has been described by previous researchers. By using library research, all the phonological features will be synthesised and described. Based on the findings, the phonological features of ME involve three parts which are the vowel, consonant, and suprasegmental. All in all, further research needs to take into account the involvement of various ethnicities in Malaysia in order to standardise Malaysian English as a distinctive World Englishes.

ACCENT ACQUISITION OF CHILDREN FROM DIFFERENT CULTURAL AND LINGUISTIC BACKGROUNDS

The demand for native speaking teachers for the acquisition of certain languages has become a major trend in society today. However, this trend is not without reason. Previous research has found that children build preferences towards languages and accents to which they are familiar with by the age of 5 years. A child may watch TV shows and grow a preference for that type of accent which they are observing and consequently show a tendency to imitate it. In this study it is hypothesized that the adoption of the English accent may be more salient among children who are exposed to the accent on a daily basis from native speaking teachers at international schools and kindergartens. Participants in this study were 20 children who have studied in international schools and kindergartens. Their age was 5 to 7 years. The study also seeks to determine the factors which affect children’s ability to adopt an English accent. The study analyses the ability to master the phonetic systems of second language and influence of native speaking teachers. The findings of this research could prove useful to areas of early education and child development.

THE TRANSLATION OF METAPHORES AS FOUND IN THE MOVIE HOW TO TRAIN YOUR DRAGON

Translation is the process of rendering the meaning from source language to target language. In the process of rendering the meaning, especially figurative language, literal translation cannot always be employed. One example of figurative languages commonly used in movies is metaphor. In the process of translation, the image used in metaphorical expression, especially those with cultural content, cannot be translated literally. To render the meaning, sometimes the image should be replaced by a different image in the target language. In addition, the image could be retained, if the point of similarity is mentioned. Another translation possibility found in the data is translating metaphorical expressions into nonfigurative language.

WHEEL OF LEARNING

'Wheel of Learning' is a teaching aid that stresses a number of innovative uses of a multi-layered and multi-coloured wheel-shaped graphic organiser in the teaching and learning of English Creative Writing. When doing creative writing, students are required to brainstorm and include creative use of dictions and figurative or idiomatic expressions. One of the conventional
methods used in the creative writing lesson is to provide students all the possible dictions and expressions that may be used in the form of table. Presenting the dictions and expressions in the table form has its own limitations. Firstly, the expansion of ideas for creative writing, from word level to sentence level cannot be clearly shown. Secondly, the conventional table is also unattractive. Hence, the 'Wheel of Learning' is introduced as an appealing graphic organiser to guide students through the process of learning or brainstorming the related dictions and expressions for creative writing. The colour-coding for each section of the wheel helps the process of identifying and remembering the related dictions and expressions for each type of feeling that can be used in journal writing and expository writing.

POSTER B / 1405 – 1440

(PB19) NORHIDAYU BINTI ROSMAN (S347)
(SK BUGAYA)

BLENDING PHONEMES USING ‘PMC’ FOR YEAR ONE PUPILS IN A RURAL SCHOOL.

This project is a part of a larger effort to capitalize the emerging mobile technology of augmented reality for English language learning. There is widespread claim that this technology has a great potential for improving language learning and mobile AR applications can provide learners with context-sensitive content for learning. This research has various purposes and the earliest one reported now is to analyse the users’ needs and the experts’ judgement over the AR game design. This is a type of development research where the stages of AR media design are carried out. Assessment of the media design consists of aspects of appearance, user-friendliness, design aspects, functionality, and learning contents. The preliminary results suggest that the designed AR mobile game model meets the needs of students to learn language and that in this sampled stage, the model facilitates cognitive, and affective aspects of learning and helps students to understand the learning objects as a result of the layering of virtual objects into the real objects of learning. In order to eventually produce a sound decent learning media, the aspect of graphic, animation, audio, video, speed and practicality of access have to be considered.

POSTER B / 1405 – 1440

(PB20) AZALEA AHMAD KUSHAIRI (S348)
(UNIVERSITI PUTRA MALAYSIA)

ZAINOR IZAT ZAINAL (S348)
(UNIVERSITI PUTRA MALAYSIA)

ADVANCING SENSE OF NATIONHOOD THROUGH SENSE OF PLACE: SHIH-LI KOW’S THE SUM OF OUR FOLLIES

The Sum of Our Follies (2014) is Shih-Li Kow’s debut novel that narrates the vast structures of Malaysia. The interplay of geographical, societal, and cultural elements in the novel advances some sense of attachment towards the nation. This sense of nationhood in Malaysia is typically promoted by the government through policies such as Bangsa Malaysia and 1Malaysia. These policies were created with the aim to instill a sense of community in multicultural Malaysia and consequently strengthen our sense of nationalism. However, due to lack of implementation and persistence, scholars are calling for an internal crusade within our society in establishing an enduring sense of nationhood. Since a country is a societal space between the nation and its people, it is therefore vital to study how a sense of belonging to a place could contribute to the cultivation of national consciousness. This crusade is delineated by Kow in her novel through cultural and identity constructs of sense of place. This paper argues that Kow promotes sense of nationhood through deep sense of belonging to a place.

POSTER B / 1405 – 1440

(PB21) MOHAMMED SADAA MOHAMMED (S171)
(UNIVERSITI PUTRA MALAYSIA)

TESTING UNDERGRADUATE STUDENTS’ LISTENING SKILL IN A UNIVERSITY IN TURKEY

There is a shortage in the use of modern educational techniques which influence the level of comprehension of learners, especially in developing the listening skill. American pronunciation has proved to be difficult for learners because they observe that American speakers swallow and drop some sounds when speaking. As such, undergraduates are incapable of comprehending what is pronounced. This paper examines the difficulties and the constraints students face in listening tests while studying English as a foreign language at the University in Isparta, Turkey. The data was collected through questionnaires using twelve (12) students to evaluate learners listening abilities. The data was analyzed using percentage values. The finding shows that the speakers’ accent, colloquial expressions, pronunciation, limited time allocation, speech fluency, lack of knowledge about vocabulary and structure, variation in the target language and dialect, are among the problems that contributed in the listening process. Thus, this problem needs to be addressed from the students first Grade as it was noticeable in their first year of college.

POSTER B / 1405 – 1440

(PB22) LAILA AIYAD ALI ABOZAID (S351)
(UNIVERSITI PUTRA MALAYSIA)

THE RELATIONSHIP BETWEEN LIBYAN STUDENTS’ VOCABULARY LEARNING STRATEGIES USE AND THEIR RECEPTIVE VOCABULARY SIZE

This poster aims to investigate the relationship between Libyan students’ vocabulary learning strategies (VLSs) use and vocabulary size (VS). A total number of 200 Libyan English as a foreign Language undergraduate students participated in the study. They were selected randomly from faculty of Education-Janzour. The data was collected through two sets of instruments: (1) Vocabulary learning strategies questionnaire designed by Schmitt (1997) to determine the frequency of VLS use. (2) Vocabulary Size Test that was adopted from Beglar and Nation (2007) to measure the level of participants’ receptive vocabulary size. The results demonstrated that respondents of this study were found to be medium strategy users with a mean score of 3.4 and standard deviation of 0.5 for overall strategy use. Furthermore, the highest VLS category used was determination.
All the five categories of shifts in translation introduced by J. P. Vinay and J. Darbelin require more than linguistic devices to evoke humor. Therefore, this study aimed to try and identify types of existing shifts in Persian translation of English political text established in this study, as well as to investigate the patterns of refusal strategies among Malaysian undergraduate students, as well as to investigate the patterns of refusal strategies relating to their cultural background and socio-pragmatic ability to communicate in various social situations.

Parent's perceptions of discussing topics related to menstruation: a quantitative study

The stigma associated with menstruation continues across the globe with many finding it embarrassing or difficult to talk about periods even to their family members or friends. The main objective of the study was to assess parents' perceptions regarding menstruation topics discussed openly at home, and examines the percentage of those who are blunt enough to speak in front of their family members, ignoring the various taboos associated with menstruation. For this integrated qualitative and quantitative research, the study employed qualitative (in-depth interviews) and quantitative (structured questionnaire) in generating relevant data. Samples from various areas such as urban and sub-urban communities from Selangor and Negeri Sembilan were chosen from different age groups and culture. There were social conversations with the participants based on prepared questionnaires, interviews were tape-recorded and transcribed for analysis. Research questions were designed to learn about: (1) the perceptions of people from different age group on menstruation, (2) how many people from different cultural backgrounds accept open discussions on menstruation at home, and (3) how many feel comfortable being interviewed about menstruation.

Malaysian undergraduates' refusal statements in formal and informal situations in an academic context

In the field of socio-pragmatics, researchers have found several classifications of strategies for conversationalists to make refusals effectively in a range of daily interactions. However, how Malaysian students employ refusal strategies according to a different range of formality, as in formal and informal conversational situations have not been discovered. Therefore, this paper aims to identify the type of refusal strategies among Malaysian undergraduate students, as well as to investigate the patterns that form their refusal statements in both formal and informal situations in an academic context. In order to obtain specific information about the participants' perceptions on their rejection expression, a survey was conducted based on a DCT questionnaire to 30 Malaysian undergraduate students from different public universities. A qualitative approach was made to analyze the responses based on the taxonomies established in this study, Beebe et al. (1990) and represented in tables and figures. Overall, this paper makes a vital connection to the existing literature through a different view of university students' refusal strategies relating to their cultural background and socio-pragmatic ability to communicate in various social situations.

Meaning shifts in political discourse

Political discourse is influenced by and involves issues like, shifts in translation (meanings, concepts), politics, ideology, sociocultural trends and power. Preference of word selection over existing choices in a certain discourse is very crucial to unveil the real meaning of originally uttered interlocution and the consequent twistedness in target text as translation. The present study aims to specify types of existing shifts in Persian translation of English political text – including the whole textual material of the international agreements i.e. Joint Comprehensive Plan of Action (JCPOA) in English and its Persian translation - and explain the outcomes of the manipulation affecting both national and international levels of interaction between involved countries. The present study is conducted on the basis of Qualitative Interpretive method with Critical Discourse Analysis approach. The researcher made use of the categories of shifts in translation introduced by J. P. Vinay.

Types and mechanisms of humor in Jason Leong's stand-up comedies

Written jokes and verbal jokes although similar in nature, are different from one another. While written jokes often toy with the linguistic devices, verbal jokes require more than linguistic devices to evoke humor. Therefore, this study aimed to try and understand the mechanism of humor that was used by English-speaking Malaysian comedians, and focused on a Malaysian-
Chinese comedian, Jason Leong. In order to analyze the mechanism of humorous elements applied by the comic, the study investigated four different sketches by the comic as the sample for this study. The analysis was conducted qualitatively and was aided by the Taxonomy of Jokes and General Theory of Verbal Humor to help the researcher determine and explain the different types and the mechanism of humor used by the comic in his skits. The study managed to discover the relation between the demographic of the audience and the different mechanism utilized in humor formation by the Malaysian comic. A possible extension of the current research can be extended to look into the identity formation and ideology behind the comic’s skits.

POSTER B / 1405 – 1440

(PB28) YASIR BDAWI JASIM AL-SHUJAIRI (S384)
(UNIVERSITI PUTRA MALAYSIA)

MOVING IN THE RIGHT DIRECTION IN THE DISCUSSION SECTION OF RESEARCH ARTICLES

The discussion section forms an integral part in the writing process of a research article (RA). It is a pivotal section where proposition of findings and rebuttal of claims conflate. For such writing to be credible and be accepted by the discourse community, it is important for writers to structure their arguments along the accepted communicative moves. To date, a plethora of studies on rhetorical moves in research articles abounds but most research focuses on only moves which are at the macro level. Therefore, this paper seeks to examine not only the rhetorical moves but also the relevant steps within a move. The study also examined the linguistic realizations that identify each move and step. To realize the objectives, a qualitative analysis of 16 discussion sections of RAs in medical sciences and applied linguistics disciplines was conducted. A model of 8 moves was used as an initial framework for move analysis. The findings demonstrate the manifestation of three steps in move 1 and another three in Move 5. In addition, two moves namely Implications and Summary of Results were also found in the analysis. Regarding the disciplinary differences, move 2 (Finding) and move 5 (Explanation) were found to be obligatory in AL discipline while Move 7 (Concluding information) was the only obligatory move in MS discipline. Based on the findings, a more holistic model on moves and steps was drawn along with a list of linguistics cues pertinent in each move and step.

POSTER B / 1405 – 1440

(PB29) KARRAR KAREEM SHARHAN (S294)
(UNIVERSITI PUTRA MALAYSIA)

A STUDY OF GRAMMATICAL ERRORS OF ENGLISH MADE BY ADULT ARABIC SPEAKERS

It is apparent that English as a second language learners find it difficult to learn the grammar of the second language. This is especially possible when the learner’s first language is disparate from the second language. The difficulties are perhaps ranging from syntax, semantics, and morphology to phonology. This study hopes to investigate morphological and syntactic errors in the writings of Arab ESL learners of English. In achieving this objective, the study employed quantitative design in both data collection and data analysis. To this end, the participants were sampled randomly. They were given sentences in Arabic to be translated to English. Secondly, pictures were also given to the participants and they were to describe what they saw in English. Descriptive statistics was used in the data analysis. The findings of the study revealed that the most frequent types of errors the students made were incorrect order of English words, incorrect use of tenses, and incorrect use of prepositions, which were classified into the category of grammatical errors.

POSTER B / 1405 – 1440

(PB30) ZHONG KAI (S157)
(UNIVERSITI PUTRA MALAYSIA)

AN INVESTIGATION OF STRATEGY INVENTORY FOR LANGUAGE LEARNING AMONG CHINESE POSTGRADUATE STUDENTS IN MALAYSIA

Language learning strategy (LLS) plays a significant role in second language acquisition. Plenty of research has been done on English learning strategy among different levels of students in China. However, there are not enough studies conducted among postgraduate students and in the overseas background. This paper aims to investigate overall, the most commonly used and the least commonly used strategy in learning English among Chinese postgraduate students in Malaysia. Besides, it aims to explore the relationship of participants’ language learning strategy with their characteristics such as gender, experience of studying abroad, and programs enrolled. The Strategy Inventory for Language Learning (SILL version 7.0 for ESL/EFL learners, 50 items), a self-report questionnaire, is mainly used to assess the frequency use of language learning strategies (Oxford, 1990). The findings will indicate how overseas China postgraduate students apply LLS. Related suggestions will be offered to participants.

POSTER B / 1405 – 1440

(PB31) HADIZA LAWAN ISMAIL (S170)
(UNIVERSITI PUTRA MALAYSIA)

AN INVESTIGATION INTO THE USE OF ENGLISH QUANTIFIER “ALL” IN THE WRITINGS OF NCE1 STUDENTS OF THE FEDERAL COLLEGE OF EDUCATION, KANO

English quantifiers are words or phrases which are used before a noun to indicate quantity. Studies have indicated that Nigerian tertiary students have difficulty using quantifiers. For instance, Nigerian students often use ‘all’ as a pronoun (instead of everybody, everyone or everything). Therefore, this study seeks to identify the causes of difficulties in the use of English quantifiers by first year Nigerian Certificate of Education (NCE1) Students of the Federal College of Education, Kano. To achieve this objective, the data was collected from eighty (80) NCE1 students; through sentence writing test, and by testing the students’ use of the quantifier All. In analyzing the data, the scores were converted into percentage values. The findings revealed that the students confuse the quantifier all for another quantifier; also mother tongue interference affects the use of quantifiers by NCE1 students to the extent that they use one word to represent about three English quantifiers. Therefore, teachers should try to differentiate the quantifier all from other quantifiers and inform the students about the grammatical restrictions that control the use of English quantifiers, specifically, ‘all’.
**THE INFLUENCE OF L1 ORTHOGRAPHY AND WORD STUDY APPROACH ON THE L2 ORTHOGRAPHY AMONG ARAB LEARNERS**

The spelling system poses difficulties to the second language (L2) learners, particularly those that come from shallow orthographic backgrounds, like Arab learners. Orthographic problems among Arab school students received little attention in English spelling research. The study aims to examine the relationship between L1 (Arabic) and L2 (English) spelling performances and the effect of Word Study Approach. A quasi-experimental design was employed using a pre-test to measure L1 and L2 students’ performance in writing spelling, and post-test to test L2 English spelling performances. The sample of 60 4th-grade female and male students were from a Saudi School in Kuala Lumpur. The data was analyzed and interpreted using descriptive and inferential statistics. The results revealed that there is a relationship between the interference of L1 Arabic orthography performance and the English word spelling performance. The findings of the post-test showed a significant difference in mean scores after the implementation of the treatment in the writing class. The study recommends that the learners of English as the second language focus on the orthographic constituent of alphabetic knowledge in order to understand the rules of the language.

**THE IMPACT OF CULTURAL FACTORS ON TRANSLATING CHINESE-ENGLISH HISTORICAL TEXTS**

Cultural context forms an important part of contexts. In the process of translation, the cultural connotation of the source language should be transformed and decoded. Therefore, by comparing cultural differences between east and west countries, this study aims to figure out how cultural implications are manifested in the translation of Chinese Zodiac, traditional diets and social customs. After collecting questionnaires from respondents and analyzing relevant data, the cognitive ability of target readers are tested and the impact of cultural factors on translating Chinese-English historical texts is evaluated.

**PAKISTANI ESL STUDENTS’ PERCEPTION ABOUT SELF-ESTEEM**

In past, focus of research in language teaching and learning was restricted to teacher and teaching. It witnessed a significant shift to learner and learning with the rise of humanistic approach which emphasized learners’ feelings and emotions as an inevitable factor in language learning. Humanistic approach emphasized the way students feel about themselves has significant influence on the process of foreign language learning. Perhaps no other field of study poses risk to learners’ self-concept as language study does. In language learning context, higher self-esteem makes learner productive whereas some may argue that lower self-esteem brings anxiety to learners which impedes language use in class. This mixed method study will share perception of Pakistani ESL learners about their self-esteem in general. To better understand their views regarding their self-esteem attributed to the fact that they assess their self-esteem in quite broader perspective which is not specifically limited to ESL context. The findings suggest that learners’ social roles, such as familial responsibilities at very earlier age, financial support they provide to their families and parental/familial encouragement, affect their self-esteem and inclusively foster their self-esteem.

**THE EFFECT OF USING CONSONANT VOWEL CONSONANT (CVC) WORD GAME STRATEGY ON STUDENTS’ VOCABULARY AT THE SECOND GRADE AT SMP UJUNG PANDANG MAKASSAR**

The objective of the research is to find out whether the use of consonant vowel consonant (CVC) word game strategy can improve students’ vocabulary at the second grade of SMP Ujung Pandang. The research applied pre-experimental method. The population of this research was the second grade students (n = 46) of SMP Ujung Pandang Malassar in 2018/2019 academic year, it consisted of two classes VII 1 and VII 2, each class consisting of 23 students. The researcher used purposive sampling technique. The result of the data analysis showed that the students’ vocabulary achievement mean score, in the pre-test was M=55.5 and in the post-test was M=82.06. The result of the t-test value was (t = 14.69) greater than the t-table value was (t = 2.074). It was concluded that the students’ pretest mean score was significantly smaller than their post-test mean score. It means that the use of CVC word can increase the students’ vocabulary mastery in English.

**DEVELOPMENT OF INNOVATION PRODUCTIVITY-BASED LEARNING, PARTICIPATORY GRADUATE LEVEL WITH THE COMMUNITY BY USING HISTORICAL LEARNING RESOURCES**

This is a research and development study which addresses the following objectives; (i) to analyze and synthesize the innovation of production-oriented learning in graduate level with participatory community. By using local learning resources, (ii) to develop learning innovation, (iii) to study the effect of learning innovation, and (iv) to synthesize and propose a model for learning innovation development. The sample group consisted of 4 local researchers, 4 school administrators, 20 teachers, 50 graduate students. Research
tools are included. Survey of basic information of the condition of learning local history, interview form of group discussion issues, evaluation form for using participatory learning innovation with the community, qualitative data analysis with content analysis method.

**EXPLORATION OF CREATIVE THINKING USING 'THE BLACK AND BLUE SARI' BIOGRAPHY**

The ability to think out of the box and to perceive things beyond what is presented is a skill learnt through experiences and reading. This paper aims to encourage students at the degree level to understand what triggers certain responses and reaction in people as well as how they are impacted by certain situations. The Black and Blue Sari authored by Kamal K Dillon was read by students and the discussion on the book was conducted in class. Interrogations on situations and reasoning of characters’ actions were explored. The output of the discussion was further linked to students’ existing socio-cultural backgrounds. This exploration benefitted both male and female students to understand cultural setting, social background and the oppressive setting the main character was in. It also enabled students to identify certain factors with some of their own cultural settings and practices which oppress women. It was an eye opener to students to see how oppressors oppress others. Hence, it brought some level of awareness to both male and female students on the oppression faced by women in modern times.

**THE EFFECTIVENESS AND PERCEPTION OF STUDENTS ON COMBINING SELF-ASSESSMENT AND CORRECTIVE FEEDBACK IN ESL WRITING CLASSROOM**

Corrective feedback is a common practice in any ESL classrooms and most of the times, students appreciate receiving them. Corrective feedback triggers learners to notice the gaps, therefore, students engage actively in the learning process to improvise the work. This active engagement in learning is directly related to self-regulated learning and improvement in the writing performance. On the other hand, guided self-assessment is viewed as another popular method that provides more control to students with minimal interference from the teacher. It also encourages students to actively and critically engage in the writing and editing process in order to improve the performance of their writing. This study explores students and teachers’ perception on combining corrective teacher feedback and self-assessment and its effectiveness in improving writing performance. Response obtained through semi-structured interview and writing tests. Overall, the finding of the study indicates that both teachers and students found the combination of the two instructional practices as useful and effective. In addition, the combined instructional practice improved writing score.

**RHETORICAL STRUCTURE IN THE PROBLEM STATEMENT SECTION OF IRANIAN POSTGRADUATE STUDENTS’ RESEARCH PROJECTS**

This study draws its data from an investigation and focus on the structure of problem statement (PS), since it has been rarely considered as an independent section in the previous research. Swales' (1990) model was used to analyze the PS sections written by Iranian postgraduate students besides exploring their perceptions about the content and organization of the PS. Based on this aim, 30 MA theses were purposively collected from Iranian postgraduate students. The participants were also interviewed on the perceptions that they held on the rhetorical structure of PS. The results showed that most of the samples lacked most of the obligatory Moves and Steps for a PS. Likewise, the results showed that the students have misconceptions toward the content and organization of the PS section. Increasing the academics’ awareness about the rhetorical structure of the PS would facilitate writing PSSs for postgraduate students. The study has theoretical contributions the most significant one of which is that Swales’ model is applicable to define and analyze the rhetorical structure of PSSs even though originally it was developed for the whole introduction chapter.
ABSTRACTS (E-PRESENTATIONS)

| **(E1)** MARIA OLGA JELIMUN (S147) (GANESHA UNIVERSITY) |
| LUH GEDE ARIK WIDIASTUTI (GANESHA UNIVERSITY) |
| NI WAYAN EKA MARYANTI (GANESHA UNIVERSITY) |

**THE ANALYSIS OF THE TEACHERS' PERSPECTIVE ON MULTIMEDIA USED IN TEACHING AND LEARNING ACTIVITY**

The use of multimedia helps the teachers in increasing the efficiency of teaching and learning process. In supporting the good quality of learning activity, the teachers are needed to be more updated in using not only traditional media but also multimedia. Thus, it is necessary to answer the question how multimedia affect classroom activities and what kind of media teachers use to support learning. In this respect, the present qualitative study aimed to investigate the teachers' views about the use of multimedia in learning. The research sample was 15 senior high school teachers in Manggarai, East Nusa Tenggara, Indonesia. The data were collected in this study through open-ended questions related to the merits and challenges of using multimedia in the classroom. Thematic analysis was used to analyze the data.

| **(E2)** NORRA DILLA, S.PD (S173) (TANJUNG PURA UNIVERSITY) |

**VOKI AS E-LEARNING MEDIA TO IMPROVE STUDENTS’ READING SKILL IN IDENTIFYING MORAL VALUES IN NARRATIVE TEXT**

Today, reading habits among students are changing due to technological development. The students prefer to read through their gadgets more than the printed books. However, reading narrative texts require deep comprehension involving the higher order thinking skills, especially when identifying the moral value of the text. From the previous tests held by the teacher regarding that skill, many students have failed to comprehend messages from the texts. Therefore, the teacher chose Voki as a learning media because of its ease to be accessed by students, its attractive content, and its practicality (can be used on their gadgets). With Voki, it is expected that students will be more engaged when reading the text, and show more interest to the learning process, and improve the level of their reading pace. Finally, it is expected that the students' skill of reading narrative text will be improved and they will have a better understanding of moral values within the text. The presenter will discuss the findings of this study.

| **(E3)** LUXIKA RAGURAM (S215) (UNIVERSITY OF JAFFNA) |

**APPLICATION OF TECHNOLOGY IN TERTIARY LEVEL ESL CLASSROOMS- AN INVESTIGATION AT THE UNIVERSITY OF JAFFNA**

Technology has become a significant tool in facilitating the learning process, as the use of technology is found popular among students. Technology provides language practitioners with innovative teaching ideas and methods. Considering this, this paper attempts to investigate the effectiveness of using technology in the tertiary level ESL classrooms, at the University of Jaffna. This qualitative study was carried out in one semester, involving forty six (46) first year students from the Faculty of Management. Classroom observation, questionnaires and informal interviews were used for data collection. At the end of the study, improvement was observed in the English language skills of the participants after the utilization of technology. Although considerable constraints were identified, the method found to be effective to our context. Thus, learners can be motivated and the learning outcome can be maximized through the appropriate use of technology in ESL classrooms.

| **(E4)** ANITHRA SIVALINGAM (S216) (UNIVERSITY OF JAFFNA) |

**EFFECT OF ECLECTIC APPROACH IN TEACHING GRAMMAR AT TERTIARY EDUCATION, SPECIAL REFERENCE WITH ALLIED HEALTH SCIENCES UNIT, UNIVERSITY OF JAFFNA, SRI LANKA**

The eclectic approach to language teaching has become common and fashionable in modern language teaching. It is a method of language education that combines various approaches and methodologies to teach language depending on the aims of the lessons and abilities of the learners. At tertiary level education, students have deficiency in learning grammar. Analyzing the issue, this paper tries to explore the effect of the eclectic teaching approach, especially teaching grammar at tertiary level. Students (n = 37) from allied health sciences were randomly selected. Questionnaire, informal interview, free group discussion, observation was used as research tools. After analyzing the data, it came to light that eclectic learning approach had a positive effect on students' academic achievement in English grammar. The eclectic learning approach was found more productive, effective and successful in teaching grammar as compared with traditional learning approach at tertiary level. So eclectic learning approach can be adopted by the teachers for improving students' performance in English at tertiary level.
### EFFECTIVENESS OF L1 IN COMMUNICATIVE LANGUAGE CLASSROOM AT TERTIARY LEVEL

Communicative Language Teaching has been advocated to improve the communicative competence of students to improve their oral skills in a second language context. According to some studies, some learners are proactive and communicative speakers in the CLT classroom, while others are reticent and shy learners. This study is to investigate the effects of practicing CLT in a mixed English conversation class to examine whether L1 should be used in the CLT classroom timely to improve their learning outcome. Action research is conducted. This research is based on the data collected from 37 tertiary level students from the University of Jaffna. Methodological triangulation is used to collect data through observation, oral tests, questionnaires and interviews to ensure the validity. The findings indicate that L1 plays a vital role in obtaining knowledge needed to reach a higher level of L2 performance and thereby reduce stress. In particular, the L1 is used by learners to clear their doubts, give responses when they lacked the necessary skills in the target language and to offer peer help. This study will help the bilingual language support and learning material designs for beginner adult learners.

### IMPACT OF MOTIVATION IN ENGLISH AS A SECOND LANGUAGE WRITING SKILL VIA COLLABORATIVE LEARNING

Motivation is an important factor that can influence the second language learners’ achievement. It is usually associated with commitment, enthusiasm and persistence to achieve the goal in the target language. It is more essential in the second language writing skill as it is widely concerned about grammar. To fulfill this task, Collaborative learning approach provides own pace freedom to the facilitators and the learners. This study mainly focused on the writing skills in English as a second language at a government school, Chavakachcheri Drieberg College in Jaffna, Sri Lanka. In Jaffna, the students have limited resources to develop English as a second language since their native language is Tamil. The main purpose of this study was to analyze how motivation impacts the students’ writing skills via collaborative learning approach. The community selected for the study was forty students in grade nine. The mixed methodology was used in this research. Term examination marks, informal interviews and classroom observation were used as the collecting tools. This study proves the use of collaborative learning approach in English as a second language in the classroom that creates a positive and productive impact on the students’ writing skills.

### APPLICATION OF THE TEACHING STYLES AND CLASSROOM INTERACTION IN A SRI LANKAN ESL CLASSROOM

A teacher of English as a second language must possess content knowledge, pedagogic knowledge and context knowledge along with the skills of the application of teaching styles and strategies. Classroom interaction and different teaching styles make a teacher have a successful teaching career. This research was carried out to identify the application of content, pedagogy and context knowledge of a Sri Lankan English language teacher in an English language classroom in order to scaffold the learners along with different teaching styles and interaction strategies. Thirty-eight grade nine students of a Sri Lankan government school were the subjects of this research. The teacher, observed for this research is a Bachelor of Arts degree holder with five years of teaching experience in ESL teaching. In this research the teaching and learning process was observed for one hour by the researcher and the application of interaction strategies and different teaching styles were recorded. Mixed methodology was applied to do this research. Classroom observation and informal interview were used to collect the data of this research. Finally, it was able to give suggestions regarding teaching styles and interaction in a Sri Lankan ESL classroom.
Sea
Artwork by Elissa Nimehchisalem
## BIODATA OF FEATURED SPEAKERS

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<th>SPEAKERS</th>
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| **ALAN MALEY**    | Alan Maley’s career in English Language Teaching began with The British Council in 1962. He worked for the British Council in Yugoslavia, Ghana, Italy, France, PR China and India over a period of 26 years. After resigning from the Council in 1988, he became Director-General of the Bell Educational Trust in Cambridge (1988-93). He then took up the post of Senior Fellow in the Department of English, National University of Singapore, where he stayed for 5 years His last full-time post was as Dean and Professor of the Institute for English Language Education, Assumption University, Bangkok, where he set up new MA programmes. Since retiring from Assumption in 2004, he has occupied a number of visiting professorial posts at Leeds Metropolitan, Nottingham, Durham, Malaysia (UKM), Vietnam (OU-HCMC) and Germany (Universitat Augsburg). He has published extensively and was series editor for the Oxford Resource Books for Teachers for over 20 years. He continues to write for publication. His most recent ELT publications include:  
  - Creativity in the English Language Classroom. (co-editor with Nik Peachey) 2015 British Council.  
  - Global Issues in the Creative English Classroom. (co-editor with Nik Peachey) 2017 British Council.  
  Alan Maley’s 50 Creative Activities. 2018, Cambridge: Cambridge University Press. He has recently published collections of his haiku: What the Eye Sees. 1018. Fordwich: PWP. How the Heart Responds. 2018. Fordwich: PWP. He remains active as a speaker at national and international conferences. He was a co-founder of The Extensive Reading Foundation, and of The C group: Creativity for Change in Language Education. He is a past-President of IATEFL, and was given the ELTons Lifetime Achievement Award in 2012. |
| **ANTONY JOHN KUNNAN** | Antony John Kunnan is a language assessment specialist. His research interests are fairness of tests and testing practice, assessment literacy, research methods and statistics, ethics and standards, and language assessment policy. After completing his Ph.D. from UCLA in 1991, he has held academic positions at the University of Michigan, Ann Arbor; California State University, Los Angeles; Tunghai University, Taiwan; University of Hong Kong and Nanyang Technological University, Singapore. He is now a professor of English and Associate Dean, Faculty of Arts and Humanities, University of Macau. He has conducted 100 seminars, workshops, plenary and invited talks in 35 countries. His most recent conference and invited talks were at: Language assessment for immigration and citizenship conference, Seoul, 2017; ASEAN ELT Conference, Melakka, 2017; ALTE Conference, Cluj, 2018; Murray Edwards College, Cambridge University, 2018; University of Hong Kong, Chinese University of Hong Kong, and Hong Kong Polytechnic University Conferences, 2018; KATE Conference, Seoul, 2018; and Asian TEFL Conference, Macau, 2018. He has held editorial positions as well: founding editor of Issues in Applied Linguistics (1989-1991; published by UCLA), founding editor of Language Assessment Quarterly (2003-13; Routledge) and Asian TEFL Journal (2017-). He was past president of the International Language Testing Association and founding president of the Asian Association for Language Assessment. More details about him are available at: www.antonykunnan.com |
| **CARMENCITA PALERMO** | Carmencita Palermo is a researcher with a PhD on Balinese mask dance-drama Topeng from the University of Tasmania (Australia), an intercultural mask performer, a choreographer of community dance-theatre and an event organiser. Her performance and teaching practices explore the dynamics of interaction between body, masks, music, audience and environment in different cultural and performative contexts. Her work is driven by a strong interest for true dialogue between cultures, abilities and ages through the arts. By performing, teaching and organising events I have been facilitating encounters between artists, communities, teachers and students from different cultural backgrounds in Indonesia, Europe, Brazil and Australia. Her articles are published in several international academic journals such as Asian Theatre Journal, Intersections: Gender and Sexuality in Asia and the Pacific, Indonesia and the Malay World, Journal of Theatre, Dance and Performance Training(RTDP). Dr. Palermo is currently a post-doctoral fellow at the University of Naples “L’Orientale”, where she is teaching and researching about Balinese women in contemporary arts, literature and performance. |
| **CAROLYN GRAHAM** | Carolyn Graham is the creator of Jazz Chants. She will be 88 years old next year at the conference and still works, especially in using music to teach special children in places like Japan. She has taught at Harvard University and New York Teachers College. She has created a delightful collection of chants, songs and poems that employ the natural language that children use. She is the author of numerous English language teaching books, mostly Jazz Chants and Let’s Chant, published by Oxford University Press. |
| **CHARLES BROWNE** | Dr. Browne was born in Boston in the United States, but has lived and worked in Japan since he graduated college in 1985. He is Professor of Applied Linguistics & TESOL and a specialist in vocabulary and reading research, especially as they apply to online learning. He also has more than 25 years’ experience working as a teacher trainer, starting with his role as the first National Chairman of the Japan Exchange and Teaching (JET) Program in 1987, serving on many different national |
government committees such as the teacher educational advisory committee and the English textbook committee, and has done hundreds of teacher training workshops for Japanese teachers of English through his active help of local Board’s of Education throughout the country. He has written dozens of research articles, books, and textbooks about these topics. In addition to his recent work in creating four important new corpus-based word lists for second language learners known as the New General Service List (NGSL), New Academic Word List (NAWL), TOEIC Service List (TSL) and Business Service List (BSL), he has also created a wide variety of free research-based language learning apps, tools, analysis software and websites, and works hard to share this knowledge with teachers and researchers through countless presentations, seminars and hand-on workshops around the world. He is married and with 3 wonderful children, and enjoys spending his free time participating in long distance running races and traveling to new countries.

Diane Larsen-Freeman is Professor Emerita of Education, Professor Emerita of Linguistics, and Research Scientist Emerita at the English Language Institute, University of Michigan, Ann Arbor. She also served as the Director of the English Language Institute from 2002-2008. In addition, she is a Professor Emerita at the Graduate SIT Institute in Brattleboro, Vermont and a Visiting Senior Fellow at the University of Pennsylvania. For the past 40 years, she has conducted research in second language acquisition and reviewed and synthesized research literature, leading to the publication of a leading introduction to the field, An Introduction to Second Language Acquisition Research (Longman Publishing, 1991, with Michael Long). She has edited a book on discourse analysis and most recently, co-authored (With Marianne Celce-Murcia) the third edition of The Grammar Book: Form, Meaning, and Use for English Language Teachers (Heinle/Cengage/National Geographic Publishing, 2015). She has directed the popular grammar series Grammar Dimensions: Form, Meaning, and Use. Her language teaching methodology book, Techniques and Principles in Language Teaching (Oxford University Press, 2011), is now in its third edition, with this edition co-authored with Marti Anderson. In 2003, she published Teaching Language: From Grammar to Grammaring. Another book, entitled Complex Systems and Applied Linguistics (Oxford University Press, 2008), which she co-authored with Lynne Cameron, was a winner of the Kenneth Mildenberger Book Prize, awarded by the Modern Language Association. Dr. Larsen-Freeman edited the journal Language Learning for five years, and until recently, served as Chair of its Board of Directors. In 2009, she received an Honorary Doctoral Degree in Humanities from the Hellenic American University, and in 2011 the American Association for Applied Linguistics bestowed upon her its highest honor: The Distinguished Scholarship and Service Award.

DUANPENPORN CHAIPUGDEE

Duanpenporn Chaipugdee is lecturer at the Faculty of Education, Chaiyaphum Rajabhat University, Chaiyaphum, Thailand.

EDWIN THUMBOO


IKHSANUDIN

Ikhsanudin is the founding president of the English Language Teaching Materials (ELTeaM) association and a teacher-trainer at Universitas Tanjungpura, Pontianak – Indonesia. He has presented in international conferences in USA, UK, Germany, Philippines, Malaysia, and Indonesia. Now he serves as the secretary of Universitas Tanjungpura MA in ELT Program and as the chief editor of JELTIM.

JOHANNA MOTTERAM

Dr Johanna Motteram is an experienced English language teacher and language assessment specialist based in Singapore. She works with the British Council Global Assessments team to develop English Language proficiency tests which meet the needs of users, and to support the delivery of evidence-based programs to support English language learning. She also provides advice on assessment related problems to governments, schools and other stakeholders. When she is not thinking and talking about language assessment, she tries to improve her Tennis game, particularly her footwork.

KADEK SONIA PISCAYANTI

Kadek Sonia Piscayanti was born in Singaraja, Bali, on March 4, 1984. She is now teaching in English Education Department, Ganesha University of Education. She has published some books such as stories anthology Perempuan Tanpa Nama (A Woman Without A Name, 2015), poems anthology Burning Hair (2017) and academic books on literature such as Literature is Fun (2014), The Art of Drama (2015) and The Art of Literature (2016). She was invited for Creative Writing Program at Griffith University, Gold Coast, Australia (2011 and 2012). She spoke about women and identity in OzAsia Festival, Adelaide Australia (2013). She directed her own script “Layonsari” in Netherlands and France for Culture Grant from Directorate of Higher Education Indonesia (2014). She became the curator of Ubud Writers and Readers Festival 2016 and invited speaker in 2017 and 2018 for her role in literature and theater. She spoke in Asia Pacific Writers and Translators Conference 2016 in Sun Yat Sen University Guangzhou, China. She managed an art community, Mahima and established an independent publisher, Mahima Institute Indonesia, based in Singaraja, Bali. In 2018, she received a grant from Ford Foundation for her documentary theater 11 Mothers, 11 Stages, 11 Stories. She continues working on women empowerment through arts and culture from which she grows.
<table>
<thead>
<tr>
<th>Name</th>
<th>Biography</th>
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<tbody>
<tr>
<td>Ken Mizusawa</td>
<td>Ken Mizusawa is a Lecturer in the English Language and Literature (ELL) Academic Group at the National Institute of Education (NIE), Singapore, and a playwright represented by Playmarket, New Zealand. At NIE, he teaches on a range of undergraduate and postgraduate courses in English Language and Literature education. An experienced and innovative teacher, he was a recipient of the Ministry of Education’s (MOE’s) Most Outstanding Contribution (Individual) Award in 2005, during his time as the Subject Head of English at Dunman High School, Singapore, and NIE’s Excellence in Teaching Commendation in 2017. A New Zealand playwright, two of his plays were highly commended in the competition Plays for the Young in 2009. A recent play, Why Do We Do What We Do?, was one of 20 shortlisted plays for the prestigious Adam NZ Play Award 2015. A collection of his works, The Boy Who Caused 9/11 and Other Plays, was published in Singapore in late 2013. Given his expertise in Literature education, Ken was also invited to serve as an external consultant on the upcoming Literature in English Teaching Syllabus 2019 soon to be published and implemented by MOE’s Curriculum Planning and Development Division (CPDD). Ken is the co-author of the two-volume textbook series, Integrating Language and Literature (2016) and sole author of the recently released Mastering Visual Literacy: Interpreting and Understanding Visual Media (2018). He is also the editor of Something Old, Something New, Something Borrowed ...: An Anthology of Singapore Plays (2018), which has been developed as an official lower secondary textbook in partnership with CPDD. The above titles have been published alongside comprehensive teaching guides.</td>
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<tr>
<td>Lee Su Kim</td>
<td>Lee Su Kim’s bestseller, ‘Manglish: Malaysian English at its Wackiest’ co-authored with Stephen Hall is back with brand new words and expressions presented in an entertaining way. Su Kim will share readings and skits from her latest book and from her Peranakan trilogy. Lee Su Kim is a Malaysian author, educator and cultural activist. A sixth generation nyonya, she has written a trilogy of short stories on the Peranakan babas and nyonyas: ‘Manek Mischiefs: Of Patriarchs Playboys and Paramours’, Sarong Secrets: Of Love, Loss and Longing and Kebaya Tales: Of Matriarchs, Maidens, Mistresses and Matchmakers. Her debut collection, Kebaya Tales won First prize (Fiction) in the Popular-Star Readers’ Choice Awards 2011. Her books, Malaysian Flavours: Insights into Things Malaysian and Manglish: Malaysian English at its Wackiest are enduring classics. A Nyonya In Texas: Insights of a Straits Chinese Woman in the Lone Star State highlights hilarious cross-cultural encounters between east and west. Su Kim was Associate Professor at Universiti Kebangsaan Malaysia where she lectured, researched and published widely on language, culture and identity. She has given talks and readings at the Ubud Writers’ Festival, Singapore Writers’ Festival and Georgetown Writers festivals and many literary and culture and heritage events. Dr. Lee is the Founding President of the Peranakan Baba Nyonya Association of Kuala Lumpur &amp; Selangor. She was a TEDx speaker in 2017 in her talk, ‘A Nyonya Journey’ at: <a href="http://www.youtube.com/watch?v=zyS5AZVj4-8">http://www.youtube.com/watch?v=zyS5AZVj4-8</a> Email: <a href="mailto:sukim25@yahoo.com">sukim25@yahoo.com</a> Website: <a href="http://www.leesukim.com">www.leesukim.com</a></td>
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<td>Loh Chin Ee</td>
<td>Loh Chin Ee is an Assistant Professor in the English Language and Literature Academic Group at the National Institute of Education, Nanyang Technological University where she teaches preservice, inservice and masters courses on literature education, reading and school libraries. She has published widely on literature and literacy education in various journals, including Anthropology and Education Quarterly, Changing English, Teaching and Teacher Education and Literacy. Her most recent books are The Space and Practice of Reading: A Case Study of Reading and Social Class in Singapore (Routledge, 2017) and Literature Education in the Asia: Policies, Practices and Perspectives in a Global Age (Routledge, 2018). She is the co-editor of various resources for learning, including Teaching Literature in Singapore Secondary Schools (Pearson, 2013), Little Things: an Anthology of Poetry (Ethos, 2013) and Teaching Poetry to Adolescents: a Teachers’ Guide to Little Things. Chin Ee is Book Review editor of Pedagogies and founder of enl*ght, a NIE-based student-run publication for Literature teachers. Her research interests are in Literature education and literacy practices at the nexus of social class and globalisation. Her most current research project focuses on reading and school libraries (<a href="https://www.readingcultures.org">https://www.readingcultures.org</a>)</td>
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<td>Mallaika Vasugi Govindarajoo</td>
<td>Dr. Mallaika Vasugi Govindarajoo was a secondary school teacher for 31 years and continues to enjoy working with students from all levels on creative language projects like drama, poetry and debates. She is also a columnist with The Star, a leading Malaysian daily and writes for the column, Teacher Talk. As a consultant and trainer for their Newspaper in Education (NIE) programme Mallaika facilitates workshops and courses for both students and teachers throughout the country. Her field of interest is creative writing and she has participated and presented at creative writing conferences in different parts of Asia. She was involved with the national school transformation project for Trust schools for three years and is now attached to UNITAR International University.</td>
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<tr>
<td>Mina Patel</td>
<td>Mina Patel has been working in the field of education for over 25 years as a teacher, trainer, materials writer, author, project manager consultant. She has worked in the UK, Greece, Thailand and Sri Lanka before settling in Malaysia. In Malaysia, Mina has worked with British Council as a Project Manager for English language teaching. This involved working closely with the Ministry of Education on developing materials and training to support English language teachers nationwide. As part of this work she has authored a series of Literature Resource Kits for Malaysian schools. Now Mina works as Assessment Research Manager for the British Council. This involves working with institutions and academics on assessment-related projects globally. She has also presented at numerous conferences globally. Mina has a Masters in Applied Linguistics from the University of Hertfordshire. She loves working in the field of education and continues to learn.</td>
</tr>
</tbody>
</table>
SITI HAMIN STAPA
Siti Hamin Stapa is a Professor of Applied at the School of Language Studies and Linguistics, Faculty of Social Sciences and Humanities, Universiti Kebangsaan Malaysia. Her main research interest is written literacy which includes genre analysis and contrastive rhetoric. She has conducted research in the area of eye-tracking, genre writing, environmental literacy among school children, multicultural and multilingual awareness among the rural school children, language and culture among the Japanese retirees in Malaysia, the needs of at risk youth towards 4th IR among others. She has published in ISI and Scopus indexed journals as well as chapters in books. Her latest publication is a chapter entitled “Issues in Language Choice, Ethics and Equity: Japanese retirees living in Malaysia as their second home” in Discourse of Ethics and Equity in Intercultural Communication published by Routledge. She has been invited to speak at Nagoya Gakuin University in Nagoya, Japan, Al-Zaytoonah University in Amman, Jordan, State University of Padang, Indonesia and UIN, Jakarta, Indonesia, Universiti Malaysia Sabah, and Universitas Muhammadiyah, Purwokerto, Indonesia.

MOHAMED GHOUSE NASURUDDIN
Mohamed Ghouse Nasuruddin is an Emeritus Professor of Performing Arts. He completed his Masters and PhD degrees at Indiana University, USA under Fulbright and Ford Foundation Scholarships, respectively on dance, music and theatre. He was also appointed Fulbright Scholar in Residence at West Virginia University at Parkersburg in 2003, where he taught dance and theatre courses. In 2006 he was awarded the Fulbright Professional Scholar Grant to teach at several universities in the US. He has conducted extensive research on traditional Malay dance, music and theatre from the perspective of performance and healing efficacy. His current research is on traditional healing performance and arts therapy for children with cerebral palsy, autism and dyslexia. Mohamed Ghouse has authored 5 books and over 190 articles and chapters in books on these topics.

MOHD AMIN DIN
Mohd Amin Din is the creator of GRABBLE. This retired English teacher currently gives Spanish lessons at a school in Penang and moonlights as an English tutor to a dedicated bunch of small children at his home. When he was with MARA, he started many new innovative English programmes which included UNGA, National English Camps and SCope among others. He also introduced creative writing courses for teachers which culminated in the publication of Becoming Creative: Poems and Stories by MRSM Teachers, Books I & II.

NI MADE RATMININGSIH
Ni Made Ratminingsih is born to be the second child of a Balinese family and is always proud of her Balinese culture in which she grew up. Being so motivated to study English since young age, when she was in the primary school, it leads her to have the opportunity to study in other countries. She yielded her Masters’ degree in EFL teaching in Deakin University Australia. She also granted a scholarship on Sandwich Program to Bloomington, Indiana, U.S. while doing her doctoral degree program in Jakarta. She is a senior lecturer in English Language Education Department in Ganesha University of Education since 1991 and has taught under graduate and post graduate program mainly in ELT Method and TELY courses. Her research interests are primarily associated with the improvement of EFL in Indonesia. Her articles have been published in SCOPUS index journals, JIJ Turkey, DUJAL Netherlands, and IET Germany. She has presented in several international conferences, ASEAN-ELT and ICEL T Malaysia, Asia TEFL Philippines, CamTESOL, Cambodia, TBLT in Asia in Japan, TEFLIN Indonesia, and ICEAC, GC-TALE, ICIRAD Undiksha. She also regularly writes for National Newspaper Bali Post focusing on the issues of education. She can be reached at made.ratminingsih@undiksha.ac.id

RADZUWAN AB RASHID
Dr Radzuwan Ab Rashid is the Deputy Dean of Research and Development in the Faculty of Languages and Communication, Universiti Sultan Zainal Abidin, Malaysia. Radzuwan joined the faculty in 2015. Before this he conducted his doctoral research at the University of Nottingham, United Kingdom where he investigated teacher interaction on social media using fine-grained analysis. His book titled Supportive Conversations on Facebook Timelines: Discourse Topic Management was published by Routledge in 2018. Radzuwan is the editor-in-chief of Journal of Nusantara Studies (Jonus), a social science journal which is currently indexed in Web of Science under ESCI category. Radzuwanconducts contemporary discourse on new media, the discourse of teacher education and other learning contexts, and teacher professionalism in various settings. He is a member of Malaysian Association of Applied Linguistics (MAAL) and Mixed Methods International Research Association (MMIRA).

SASIGARAN MONEYAM
Sasigaran Moneyam is the Director of Centre for Languages and General Studies (CEFLAGS), Universiti Pendidikan Sultan Idris (UPSRI). He has obtained both bachelor and master degrees in the field of TESL from UPSI. He has many years of experience in teaching English at the tertiary level. He is the Project Leader for developing the online platform and the contents for Malaysia English Assessment (MEA). MEA is an initiative by the Ministry of Education in bringing together assessment resources from all public universities in Malaysia.

SEYED ALI REZVANI KALAJAHI
Seyed Ali Rezvani Kalajahi is a full time faculty member at the School of Foreign Languages in Turkish-German University, Istanbul, Turkey and he teaches EAP and ESP course. He obtained his PhD in Applied Linguistics from University Putra Malaysia and his Master’s degree is in English Language Teaching from Eastern Mediterranean University, Cyprus. He has BA in English Translation Studies from Tehran Islamic Azad University, Iran. He has taught Applied Linguistics courses in different universities around the world and published extensively in the field. By the same token, he has joined several conferences as a presenter, workshop conductor, and keynote speaker. Separately, he has engaged in academic and scholarly publication for the past eight years. Not only does he provide consultancy and help to regional and international journals, but also he works as an associate editor of Directory of Open Access Journals, UK and evaluates journals from middle eastern countries. Currently he is a managing editor of two journals in the area of language, literature and linguistics established in Australia.

TENGGU SEPORA TENGGU MAHADI
Tengku Sepora Tengku Mahadi is a full professor at the School of Languages, Literacies and Translation, Universiti Sains Malaysia. She holds a PhD (Translation) degree from University of Surrey, United Kingdom. Her research areas of interest include translation, interpreting, discourse analysis, sociolinguistics and language acquisition. Currently, she lectures on translation programme and supervises doctoral research in various language-related fields.
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<th>NAME</th>
<th>Description</th>
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<tr>
<td>VAHID NIMEHCHISALEM</td>
<td>Vahid Nimehchisalem holds a PhD in Teaching English as a Second Language. He is a staff member in the Faculty of Communication and Modern Languages, Universiti Putra Malaysia. His main research areas are assessment and ELT material evaluation. He has won a number of international, national, and local research awards. He is chief editor of International Journal of Education and Literacy Studies (<a href="http://www.journals.aiac.org.au/index.php/IJELS">www.journals.aiac.org.au/index.php/IJELS</a>), based in Australia, and editorial team member of several other journals in Malaysia, Iran, and Thailand.</td>
</tr>
<tr>
<td>VANCE STEVENS</td>
<td>Vance Stevens has worked in CALL (computer-assisted language learning) for 40 years. He recently moved to Malaysia to practice eLearning via Learning2gether.net, a project which he founded in 2009 and which has hosted almost 400 podcasts. Vance worked previously in UAE for 20 years as university level teacher of EFL and academic computing, CALL coordinator and materials developer, consultant in developing a Military Language Institute, and EFL teacher coordinator. He has served as TESOL-sponsored Electronic Village Online coordinator since 2003, after starting Webheads in Action in 2002, and has more recently conceived and co-moderated several EVO sessions, including &quot;Multiliteracies,&quot; which started in 2004 as a course in the TESOL Principles and Practices of Online Teaching Certificate Program, became an EVO session in 2009, and morphed into an EVO session that ran through 2013 as MultiMOOC. In 2015 Vance conceived and has since co-moderated EVO Minecraft MOOC, an EVO session that introduces teachers experientially to gamification. Vance is on the editorial board of CALL Journal and also serves on the executive board of APACALL. He has been editor of the On the Internet column for TESL-EJ since 2003. He archives his numerous publications and presentations at <a href="http://vancestevens.com/papers/">http://vancestevens.com/papers/</a>.</td>
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<tr>
<td>WILLY RENANDYA</td>
<td>Dr Willy A Renandya is a language teacher educator with extensive teaching experience in Asia. He currently teaches applied linguistics courses at the National Institute of Education, Nanyang Technological University, Singapore. He has given numerous plenary presentations at regional and international conferences, and published extensively in the area of second language education. His latest publications include Motivation in the language classroom (2014, TESOL International), Simple, powerful strategies for Student Centered Learning with George Jacobs and Michael Power (2016, Springer International), and Cooperative Learning in Language Education (2018) with George Jacobs. He maintains an active language teacher professional development forum called Teacher Voices: Google Scholar citations: <a href="https://scholar.google.com.sg/citations?user=gHW1fVIAAAAJ&amp;hl=en">https://scholar.google.com.sg/citations?user=gHW1fVIAAAAJ&amp;hl=en</a> Academia.edu: <a href="https://nanyang.academia.edu/WillyARenandya">https://nanyang.academia.edu/WillyARenandya</a> E-mail address: <a href="mailto:willy.renandya@nie.edu.sg">willy.renandya@nie.edu.sg</a></td>
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### BIODATA OF SPEAKERS

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<th>TRACKING NO.</th>
<th>SPEAKERS</th>
<th>BIODATA</th>
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<tbody>
<tr>
<td>S401</td>
<td>AAN KOMARIAH</td>
<td>Aan Komariah has a Ph.D in Educational Administration. Her research focuses on educational management and leadership education.</td>
</tr>
<tr>
<td>S126</td>
<td>ABDUL AZIZ BIN ARSYAD</td>
<td>Abdul Aziz Bin Arsyad is an English teacher currently attached to Sabah Malaysian Sports School in Kota Kinabalu, Sabah. He has been the Head of English Panel at the school since 2013. Abdul Aziz holds a degree in B.Ed (Hons) TESL from Universiti Teknologi MARA (UiTM) Shah Alam, Selangor. He is also an active speaker for English 1119/1 and Form 3 Assessment (PT3), constantly being invited by secondary schools around Kota Kinabalu to give talks and conduct workshops. He was a Master Trainer for Common European Framework of Reference (CEFR) for Learning Materials Adaptation in 2017 and Curriculum Induction Form 3 in 2018. He has actively presented action research papers at national and international conferences since 2017. His areas of interest are second language acquisition, ESL assessments, technology-based language teaching and literature.</td>
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<tr>
<td>S287</td>
<td>ABDULAZIZ ALFEHAID</td>
<td>Abdulaziz Alfehaid is an associate professor in the English language department at Imam Abdulrahman Bin Faisal University (Saudi Arabia). He obtained his MA and Ph.D. in Applied Linguistics and TESOL from the School of Education at the University of Leicester, UK. He has taught applied linguistics and EFL, and consulted on assessment, program evaluation projects and pedagogy in ESL and adult education settings. His research focuses mainly on preparatory (first) year student retention, English language education, English for academic purposes, developing and evaluating preparatory year curriculum and programs and student transition. He can be reached at <a href="mailto:aalfehaid@iau.edu.sa">aalfehaid@iau.edu.sa</a></td>
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<tr>
<td>S249</td>
<td>ABDULLAH MAJEEB BURAA</td>
<td>Abdullah Majeeb is doing MA in Applied Linguistics at University Putra Malaysia.</td>
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<tr>
<td>S046</td>
<td>ABDULLAH MOHD NAWI</td>
<td>Abdullah Mohd Nawi is a senior lecturer and teacher trainer at Universiti Teknologi Malaysia. His various interests are developing initial teacher education, reflective practice, second language acquisition, English language teaching, and drama in education.</td>
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<tr>
<td>S263</td>
<td>ABHIRAME MURUGAIHAH</td>
<td>Abhirame Murugaiah has been working as an English teacher at a government school, Drieberg College, Jaffna, Sri Lanka. She is presently following MA in Linguistics at University of Kelaniya, Sri Lanka.</td>
</tr>
<tr>
<td>S121</td>
<td>ABU RASHED MD. MAHUBER RAHMAN</td>
<td>Abu Rashed Md. Mahuber Rahman, is currently a PhD student at English Department, Faculty of Modern Languages and Communication, University Putra Malaysia.</td>
</tr>
<tr>
<td>S257</td>
<td>ADAMMA MARYANN AMADI</td>
<td>I hold a Bachelor in English and Literary Studies from Federal University Lokoja, Nigeria. I am currently a Master Student (Applied Linguistics) at Universiti Putra Malaysia. I am passionate about language studies.</td>
</tr>
<tr>
<td>S261</td>
<td>ADILA FAZLEEN BINTI CHE MANAN</td>
<td>A Master Students in TESL that currently working as a teacher at SK Jalan Datuk Palembang. On 2015, graduated from IPG Kampus Perempuan Melayu Melaka with first class degree. A teacher that still seeks for knowledge and upgrade herself in her professionalism. A teacher that is keen to share her thought in education challenges globally.</td>
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<tr>
<td>S020</td>
<td>AGBELEOBA, SAMUEL OYEYEMI</td>
<td>Samuel is a lecturer at the Ekiti State University, Ado-Ekiti, Ekiti State, Nigeria. His interests is in Text Linguistics.</td>
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<tr>
<td>S343</td>
<td>AHMAD FADHIL</td>
<td>Ahmad Fadhil is a student at English Department Bung Hatta University, Indonesia. His research interest is the translation from English into Indonesian and Minang language.</td>
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<tr>
<td>S165</td>
<td>AHMAD FAIZUL SHAH BIN MOHD</td>
<td>Ahmad has 15 years of experience in teaching English Language in various institutions and levels. Currently, he is working as English Lecturer in KPTM Bangi. A master degree holder in TESL graduated from UiTM in 2017 and bachelor degree in English Studies and Arts. Area of research focusing on students’ attitude in Learning English as Second Language.</td>
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<td>S330</td>
<td>AHMAD FIRDAOS SYAUQI BIN AHMAD SIDIKI</td>
<td>Ahmad Firdaos Syauqi Ahmad Sidiki from UiTM Raub, Pahang. I have been teaching as a full-time English lecturer since June 2015 starting in UiTM Jengka, Pahang. After 3 years, I transferred to UiTM Raub in September 2018. After having been applying various methods and approaches in teaching, I still find that there are so much more to learn in line with my belief that ‘to teach is to learn’. Hence, the more experiences I acquire, the more eager I actually am in learning new things. My research interests include literature, linguistics and education particularly in the area of the relation between humans’ perceptions, attitudes and acceptance towards the integration of literature in English language learning. I am also interested in the studies of English language development and diversity in relation to innovations towards language teaching methods and approaches in this millennium and modern world.</td>
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<tr>
<td>S099</td>
<td>AINI AKMAR MOHD KASIM</td>
<td>Is a senior lecturer from the Academy of Language Studies, UiTM. She has vast experience in teaching English having had the experience of more than 20 years serving for UiTM. Her field of interest include lifelong learning, language learning, TESL and education.</td>
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<tr>
<td>AINUL AZMIN MD ZAMIN</td>
<td>Ainul Azmin Md Zamin is an Assistant Professor at the Department of English Language and Literature, International Islamic University Malaysia. In her 25-year teaching experience as an instructor, she has delivered talks and training for both the public and private sectors. Her research interest lies in the area of English for Specific Purposes as well as teacher development. As the Coordinator for Language for Occupational Purposes, Ainul is developing new strategies to prepare graduates for the industry. She was honoured as the Best Teacher Award in IIUM Quality Day 2009 and represented IIUM for the prestigious Anugerah Akademik Negara for Best Teaching Practice.</td>
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<td>AISHAH AMIRAH ZAINAL ABIDIN</td>
<td>Aishah Amira Zainal Abidin is an English Lecturer in Kolej Universiti Islam Antarabangsa Selangor (KUIS). She had her degree in B.Sc Edu (TESL) from Universiti Teknologi Malaysia. She then pursued her master in Applied Linguistics from University Putra Malaysia. She is now a PhD in TESL candidate in Faculty of Educational Studies, UPM. Her research interests include the area of Applied Linguistics and Language Testing and Assessment.</td>
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<tr>
<td>AISHAH BINTI MOHAMED HAMDAN</td>
<td>Aishah binti Mohamed Hamdan is an experienced Master Teacher (Guru Cemerlang) with full commitment towards improving students’ mastery of the English Language thus promoting a lifelong love for learning. Currently teaching at a Cluster School in Ipoh, Perak Malaysia, she is able to apply her oratory skills and classroom experience in order to create a dynamic and interesting learning environment. As CEFR Master Trainer and Observer, she sees herself as a very creative teacher with a devotion to the arts and creative practices of language teaching. Her passion of getting students to be involved in PBL and Differentiated strategies is admirable.</td>
<td></td>
</tr>
<tr>
<td>AMREET KAUR JAGEER SINGH</td>
<td>Amreet Kaur Jageer Singh is an English language teacher at the Centre for Languages and General Studies, UPSI. Her research interests include CALL, educational technology and flipped classroom. In 2017, she was a recipient of the Pearson ELT Teacher Award (Asia and Oceania region) and EduTECH Asia Award.</td>
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<tr>
<td>S088</td>
<td>ANAMARIE B. UYANGURIN</td>
<td>Anamarie B. Uyangurin, MAEd teaches at the University of Southern Mindanao. She is currently pursuing her PhD in Education major in Applied Linguistics from the University of the Immaculate Conception in Davao City.</td>
</tr>
<tr>
<td>S212</td>
<td>ANDI TENRI AMPA</td>
<td>Andi Tenri Ampa has been a lecturer of Muhammadiyah University of Makassar since 1987. She has conducted some researches and published in some national and international journals.</td>
</tr>
<tr>
<td>S185</td>
<td>ANEALKA AZIZ</td>
<td>Anealka Aziz (PhD) is an Associate Professor at the Akademi Pengajian Bahasa, Universiti Teknologi MARA (UiTM). She obtained her B.Economics from the International Islamic University Malaysia, MSc. Educational Technology and MSc. TESL from Universiti Putra Malaysia and Doctor of Philosophy (Education) from Universiti Teknologi MARA. She has been teaching since 1997. She has a great interest in e-learning, instructional design, readability studies and corpus-based research. She has published in journals, chapters in books and served on several journal and conference committees. She has presented papers at conferences and seminars in some countries. She also has conducted training and workshops in e-learning and application of Education 4.0 in Malaysia. She has won several research and innovation awards for her work in these areas.</td>
</tr>
<tr>
<td>S243</td>
<td>ANISSA ANIS AFIQAH BINTI ABDULLAH</td>
<td>Graduated from UPM in Bachelor of Arts (English), Currently doing Master in Applied Linguistics.</td>
</tr>
<tr>
<td>S216</td>
<td>ANITHRA SIVALINGAM</td>
<td>Miss. Anithra Sivalingam is lecturing English as a second language at the department of English Language Teaching, University of Jaffna, Sri Lanka. She attempts to promote ESL teaching and learning through her researches. She has recently presented papers in the 5th ICRTEL Conference in Singapore.</td>
</tr>
<tr>
<td>S019</td>
<td>ANNA RIANA SURYANTI TAMBUAN</td>
<td>Anna Riana Suryanti Tambunan is an English lecturer at Universitas Negeri Medan, Sumatera Utara, Indonesia. Her current research interest is the EFL teachers’ motivation, especially in Indonesian context, Teaching English as a Foreign Language (TEFL).</td>
</tr>
<tr>
<td>S234</td>
<td>ANTONIA Densi MARDIA SARI</td>
<td>Antonia Densi Mardia Sari From University of Tanjung Pura Pontianak, Kalimantan Barat, Indonesia</td>
</tr>
<tr>
<td>S349</td>
<td>ANTONIUS SURATNO</td>
<td>Antonius Suratno is an Associate Professor at English Letters, Faculty of Language and Arts, Soegijapranata Catholic University, Semarang-Indonesia He is committed to ongoing research of Media technology for TEFL, Discourse, Translation issues Senior member of the Faculty of Language and Arts Continuing interest in the pedagogy of English Learning.</td>
</tr>
<tr>
<td>S085</td>
<td>ANUPA GNANAKAN</td>
<td>A teacher by profession, Anupa Gnanakan has a passion for quality, meaningful, relevant and student centred education to children from underprivileged backgrounds. She has a passion to turn schools into places where children feel safe, happy and excited, by inculcating a curiosity to learn and discover. With a BA in Psychology, Anupa Gnanakan is a trained Montessori teacher who later pursued a Post Graduate Diploma in The Comprehensive Management of Teaching Children with Learning Difficulties, and an MA in Special and Inclusive Education from the University of Northampton. After 15 years of teaching in various schools across Bangalore, she is now the Director – Education at the ACTS Group of Institutions, a NGO that is dedicated to providing quality and accessible education to children from underprivileged backgrounds. She currently resides in Bangalore, India, with her husband Daniel Sundaram, their three children and four dogs.</td>
</tr>
<tr>
<td>S014</td>
<td>AREEN AHMED MUHAMMED</td>
<td>I am currently pursuing PhD degree in Foreign Linguistics and Applied Linguistics in China after majoring in Applied Linguistics with TESOL in England and Civic Rights in the USA. Currently, I have published 13 papers in global journals with high IF, published one book, and attended 6 conferences in different countries. Moreover, I am peer-reviewer in one Canadian and one American journal. I have been working in the field of teaching and curriculum design for more than 10 years, also have been teaching in different institutes and faculties as an English university instructor. Last year, I participated in “The 1st ASEAN-ELT 2018” in Malaysia by the same university. During my carrier and educational life, I have been travelling to many countries to grab the best knowledge and apply the best pedagogy and bring fresh ideas to the learners of English as a second language.</td>
</tr>
<tr>
<td>S325</td>
<td>ARIANE JULIANNE S. AMON</td>
<td>Ariane Julianne S. Amon is a student of Far Eastern University taking up Bachelor of Secondary Education.</td>
</tr>
<tr>
<td>S306</td>
<td>ARLIA TRIYOGA</td>
<td>Arilia Triyoga is a junior lecturer in English Education Department of Ahmad Dahlan University Yogyakarta Indonesia. Her research interest are on ELT, Literature in ELT and Literature.</td>
</tr>
<tr>
<td>S229</td>
<td>ARIVARASY MUTHULINGAM</td>
<td>Arivarasy Muthulingam is attached to the Department of English Language Teaching, University of Jaffna. I did a special degree in English Literature from University of Jaffna. Now I am following Masters in Teaching English as a Second Language, in Postgraduate Institute of English Open University of Sri Lanka. I am interested in Teaching reading skills. I have been teaching tertiary level students for four years. I have recently published research papers in the conferences which were held in Singapore and India.</td>
</tr>
<tr>
<td>S311</td>
<td>ARWINE DON M. NEPUMUCENO</td>
<td>Arwine Don M. Nepumuceno is Education student of Mr. Sadorra who are expected to graduate this June 2019.</td>
</tr>
</tbody>
</table>
Education Background: The presenter has an interest in learning various aspects of knowledge, including art, natural science, language, and technology; and began to develop her interest since her elementary years. She developed her talent in visual art from traditional to digital art and began her carrier as a freelance illustrator both in Pontianak (2013-now) and Jakarta (2017). While her knowledge in natural science and English language were applied as a teacher both in private and institution in Pontianak (2016-now) and Jakarta (2017), varying from Elementary School until Senior High School.

ATRIANUS TONI


AUSTIN PACK

Austin Pack, a Ph.D. student of the University of Liverpool, has taught English, Greek, and linguistics courses in China and America. Austin currently manages the Virtual Reality Language Learning Lab at Xi’an Jiaotong-Liverpool University. His research interests include psycholinguistics, complex dynamic systems, computer-assisted language learning, and language pedagogy

AWALUDDIN SYAMSU

Awaluddin Syamsu is a lecturer in English Education Department of Universitas Muslim Indonesia. He received his bachelor’s degree in English Education from Universitas Islam Negeri Alauddin Makassar and a master’s degree in TESOL from Flinders University, Australia. His research interest is in teacher’s motivation and teaching phrases.

AYAH ALI SALIM

My name is Ayah I was working in the human field works in different agencies like UNHCR, IRD. Currently, I’m studying the master degree of Applied Linguistics at UPM.

AZALEA AHMAD KUSHAIRI

Azalea Ahmad Kushairi graduated with a Master of World Literature from Universiti Putra Malaysia in 2018. Her areas of interests are ecocriticism, and myth and folklore studies.

BACHTIAR H. SIMAMORA

Bachtiar H. Simamora is an Associate Professor, and Leader of Performance Excellence Research Group at Bina Nusantara University, Jakarta, Indonesia. He earned B.S. in Mathematics from North Sumatera University, Medan, Indonesia, Master’s in General Operations Research from School of Engineering and Applied Science the George Washington University, Washington DC, USA and PhD in Industrial Engineering and Management from Oklahoma State University Stillwater Oklahoma, USA. He has published journal and conference papers. He has started new journal named International Journal of Organizational Business Excellence (IJOBEX) where he is the Editor-in-Chief. Dr Simamora has just completed research projects with Asian Productivity Organization (APO) about Public Sector Productivity. His research interests include Business Process Modelling and Mapping, Business Process Improvement, Organizational Performance Excellence, simulation, optimization, reliability, scheduling, and lean. He is member of ORSA and ICSB.

BASHAR BASHEER ABDULLAH

Bashar Basheer is a postgraduate student at UPM, faculty of modern languages and communication.

BASIM SAADON MUTTAIR

PhD student of English literature

BEAH MARIE M. DELA Serna

Beah Marie M. Dela Serna took her first and second year high school at the Notre Dame of Kabacan Inc. and then transferred at Kabacan Wesleyan Academy Inc. during her third year until she graduated in the year 2013 with honors. She continued her college education at the University of Southern Mindanao, Kabacan, North Cotabato and took up Bachelor of Arts in English.

BHALRATHI A/P PUSHPPANATHAN

Bharathir pushppanathan. I am a teacher in sjk(t) kampung kayan, sitiawan, perak. I have been teaching english language for the past four years. Currently, I am pursuing my studies in masters of education (m.ed) test in universiti pendidikan sultan idris.

BRIGITTA DWIVANIA ADNYANA

Brigitta Dwivania Adnyana is a postgraduate student AT Universitas Pendidikan Ganesha, Bali. At the moment, she is teaching at the International School in Denpasar English teacher in an international primary school in Denpasar. Her research interest is mainly about special needs education, differentiated learning instruction, teaching English for young learner, and literature.

BRYAN ELI B. SADORRA

Bryan Eli B. Sadorra is a professorial lecturer in FEU Cavite teaching General Education and Professional Education subjects. He is a Juris Doctor, Master of Arts in Teaching English Language Arts graduate and Bachelor of Secondary Education degree holder.

CARYN LIM JIA YING

Caryn Lim Jia Ying is a teacher at SMK Banang Jaya, Batu Pahat. She attended Institut Pendidikan Guru Kampus Bahasa Antarabangsa for five and a half years of twinning program between IPGKBA and UPM. She received a Bachelor Degree in Education (Teaching of English as Second Language) with the Faculty of Education from Universiti Putra Malaysia. She has been teaching English language since 2015 when she received her first posting to her current school in Batu Pahat, Johor. In 2015, she involved in the marking of SPM English Paper One (1119/1). She was also appointed as one of the judges for Public Speaking competition in Batu Pahat district level in 2017. She is currently pursuing Master of Education in TESL at Universiti Kebangsaan Malaysia.

CHANDRA MOHAN VASUDEVA PANICKER

Chandra Mohan Vasudeva Panicker is a senior lecturer with ITE, Batu Lintang Campus, Sarawak. He has an M.Ed (TESL) and over thirty years teaching experience. Currently, he is pursuing his doctorate degree with UKM as a part-time student.

CHARANJIT KAUR SWARAN SINGH

Dr. Charanjit Kaur Swaran Singh is a Senior Lecturer and concurrently the Deputy Director III of Teaching and Learning at the UPSI Education Research
Dr. Chew Shin Yi is a senior lecturer at the Faculty of Languages and Linguistics, University of Malaya, Malaysia. She graduated with a B.Ed TESOL (Teaching English to Speakers of Other Languages) degree from the University of Auckland, New Zealand and obtained her Ph.D. from the University of Malaya, Malaysia under a fast-track programme. She is an experienced English teacher who has taught students from pre-school up to university level. Her interests include language acquisition, 21st century learning, computer-mediated communication and assisted language learning.

Dr. Consuelo A. Tagaro is a Doctor of Education graduate from the University of Southern Mindanao. Currently, she is the Dean of the Graduate School of the same University. Formerly, she was the President of the Alumni Association and Faculty Association of the said University.

Dr. Chew Shin Yi is a senior lecturer at the Faculty of Languages and Linguistics, University of Malaya, Malaysia. She graduated with a B.Ed TESOL (Teaching English to Speakers of Other Languages) degree from the University of Auckland, New Zealand and obtained her Ph.D. from the University of Malaya, Malaysia under a fast-track programme. She is an experienced English teacher who has taught students from pre-school up to university level. Her interests include language acquisition, 21st century learning, computer-mediated communication and assisted language learning.

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<tr>
<th>ID</th>
<th>Name</th>
<th>Role and Contributions</th>
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<tr>
<td>S100</td>
<td>Debbita Tan Ai Lin</td>
<td>Debbita Tan Ai Lin (Dr.) serves as Senior Lecturer at the School of Languages, Literacies and Translation, Universiti Sains Malaysia. She is keen on interdisciplinary research and her areas of interest include English language studies, applied linguistics and more recently, the relationship between psychological conditions and language acquisition. Her full profile and publications can be accessed at.</td>
</tr>
<tr>
<td>S402</td>
<td>Dedy Achmad K</td>
<td>Dr. Dedy Achmad Kurniadi, M.Pd a Ph.D holder in educational administration</td>
</tr>
<tr>
<td>S235</td>
<td>Desfianur Ardhi</td>
<td>Desfianur Ardhi is currently an English postgraduate student at Tanjungpura University and an English teacher at town for kids pre-school.</td>
</tr>
<tr>
<td>S195</td>
<td>Desmond Ak Sandum</td>
<td>An educator of SMK Tebobon from the land below the wind, Sabah who believes in humanism approach in teaching the English language. Who also a firm believer in P.L.A.Y method which syncs with his humanist approach in his English language classroom. His research interests are in the field of EQ, SLA, Language Arts, methodology and approaches in teaching English as a foreign language.</td>
</tr>
<tr>
<td>S191</td>
<td>Dhana Laksimi</td>
<td>Dhana Laksimi d/o Marimuthu 7 years of Teaching Experience 33 years Chung Hua Middle School, Port Dickson, Negeri Sembilan</td>
</tr>
<tr>
<td>S302</td>
<td>Dharshini A/P Krishnan Morthy</td>
<td>Dharshini Krishnan Morthy is a TESL graduate from IPG Kampus Tuanku Bainun. She is currently teaching in Sekolah Kebangsaan Taman Universiti 1, Skudai. She is also pursuing her Master of Education in TESL at Universiti Kebangsaan Malaysia. Her areas of interest include professional development and second language learning strategies.</td>
</tr>
<tr>
<td>S217</td>
<td>Dian Rianita</td>
<td>Dian Rianita took her master degree in Applied Linguistics from the University of New South Wales Australia. Now, She is taking her doctoral degree in Universitas Katholik Atmajaya Jakarta majoring in Applied English Linguistics. Her research interests are language teaching methodology, SLA and discourse analysis.</td>
</tr>
<tr>
<td>S343</td>
<td>Diana Chitra Hasan</td>
<td>Diana Chitra Hasan is a lecturer at English Department, Bung Hatta University. Her research interest is Applied Linguistics, Teaching English and Translation.</td>
</tr>
<tr>
<td>S135</td>
<td>Dr. Diani Nurhajati</td>
<td>Dr. Diani Nurhajati, M.Pd. is a senior lecturer at English Education Department, Faculty of Teacher Training, Nusantara PGRI Kediri University, Indonesia. She is interested in researching English Language Teaching for young learners, Applied Linguistics, and Instructional Material Design. She writes some articles about Teaching English in Indonesia and Lesson Study.</td>
</tr>
<tr>
<td>S310</td>
<td>Dinda Sundari Sutrisno</td>
<td>Dinda Sundari is a student at English Department, Faculty of Humanities, Bung Hatta University. She is on sixth semester and her interest in Discourse Analysis.</td>
</tr>
<tr>
<td>S068</td>
<td>Donna Mae C. Mangaoang</td>
<td>Donna Mae C. Mangaoang is a fourth year student of the University of Southern Mindanao, taking up Bachelor of Arts in English. Inspired by her English teacher, her interest in English began while she was in grade school. She loves exploring new things.</td>
</tr>
<tr>
<td>S043</td>
<td>Douber Banley P. Taha</td>
<td>Douber Banley P. Taha is a graduate of Bachelor of Arts in English from the University of Southern Mindanao, Kabacan, Cotabato.</td>
</tr>
<tr>
<td>S035</td>
<td>Durix L. Arcayena</td>
<td>Durix Arcayena Master of English in Applied Linguistics (on going) Current Work: Recruitment Specialist at Concentrix Previous Work: College Instructor at Southern Christian College, Midaysia.</td>
</tr>
<tr>
<td>S203</td>
<td>Dwi Nurfianto</td>
<td>A public servant in Board of Investment and One-stop Integrated Service of Kubu Raya Regency. Participating in some of Non-Government Organization such as The Indonesia Planned Parenthood of West Kalimantan Province, Board member of Nahdlatul Ulama Teacher Association of West Kalimantan Province and West Kalimantan Representative Officer at the Indonesian Cat Council (ICC) affiliated with the World Cat Federation (WCF) in German.</td>
</tr>
<tr>
<td>S009</td>
<td>Dwi Poedjiastutie</td>
<td>Dwi Poedjiastutie is a senior lecturer at English Department, University Muhammadiyah Malang. She wrote several ESP books (English for Law, English for Forestry, and English for Biology) for students at University Muhammadiyah Malang. Those books are also used as text-books at other universities in Indonesia. She is an active researcher and her work has appeared in number of international journals. Her research focuses on second language acquisition including large scale studies on International on the needs analysis for national curriculum development.</td>
</tr>
<tr>
<td>S353</td>
<td>Ekawati Marhaenny Dukut</td>
<td>Ekawati Marhaenny Dukut is a full-time English Department lecturer at the Soegijapranata Catholic University, Semarang, Indonesia who makes research on making her courses continually interesting for her students. The Graphic Novels has been her writing course for the past ten years, which allows her to make innovations in teaching writing creatively. In addition to teaching writing, she also teaches popular culture, where media technology has been her favorite topic to address to her students. She is also chief editor of Celt journal and head of The Java Institute at her campus. The topic of politeness for an e-book came forth with the concern of revitalizing an Eastern culture that is slowly phasing out.</td>
</tr>
<tr>
<td>S112</td>
<td>Elena Kashina</td>
<td>Elena Kashina is Professor of English Methodology Samara University English Department. She also served as an Associate Professor from 1990 to 2004. For the past 15 years, she has conducted research in using drama in ELT and attended conferences all over the world sharing ideas and experimental data in using drama (C. Stanislavski’s techniques in teaching English and preparing teachers for future activities - teaching English to schoolchildren with the help of Russian theatre techniques). She shared her ideas and results of research work at the conferences in Australia, New Zealand, Italy, Wales (Cardiff, 2009), etc. And in order to improve the effectiveness of language learning, she is currently working on the development of a new practical coursebook for teaching English as a foreign language.</td>
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<tr>
<td>ID</td>
<td>Name</td>
<td>Background and Research Interests</td>
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<tr>
<td>S383</td>
<td>EMILIA NINIK AYDAWATI</td>
<td>Emilia Nik Aydawati is a lecturer in Soegijapranata Catholic University. She took her master degree in Atmajaya Catholic university in Jakarta on Applied Linguistics. Her interest in teaching writing has made her conduct some researches on that topic.</td>
</tr>
<tr>
<td>S380</td>
<td>ENDANG MASTUTI RAHAYU</td>
<td>Endang Mastuti Rahayu is a lecturer in the English Language Education Department, Faculty of Teacher Training and Education Universitas PGRI Adi Buana Surabaya, Indonesia. Her interests are in the field of ELT.</td>
</tr>
<tr>
<td>S127</td>
<td>ENNI AKHMD</td>
<td>Enni Akhmad is a PhD student at the University Of Makassar School Of Language Teaching. She received a bachelor's degree in English Literature from Diponegoro University and a master's degree in Language Teaching from the University of Makassar. She is a lecturer at IAIN Sultan Amali Gorontalo English Language Teaching Program. She is interested in Teaching English as foreign and second language, translation, and curriculum and materials development.</td>
</tr>
<tr>
<td>S228</td>
<td>ENTUSIASTIK</td>
<td>Entusiastik graduated from the MA TESOL programme of the Institute of Education, University College London, UK. She currently teaches at the English Education department of Kadir Islamic University, East Java, Indonesia. Her research interests are academic literacies, teaching the four skills, material evaluation and language assessment.</td>
</tr>
<tr>
<td>S130</td>
<td>EPATA PUJI ASTUTI</td>
<td>I was born in Madiun, December 5th 1988. My study interest is literature especially feminism and American studies. I got my bachelor degree from Sebelas Maret University, Indonesia and I finished my Master degree in Gadjah Mada University, Indonesia. Now, I teach in Sanata Dharma University, Indonesia.</td>
</tr>
<tr>
<td>S360</td>
<td>FAHAD SAAD ALSAHI</td>
<td>Alsaahi has an MSc in Translation Studies and a PhD from the University of Edinburgh, UK. He is currently working at the English language department at Prince Sattam Bin Abdulaziz University (PSAU) as an assistant professor. He is teaching at both undergraduate and postgraduate level. His research interest includes: students' learning in Translation Studies, assessment and evaluation, and research methods. Alsaahi is currently the dean of development and quality deanship at PSAU.</td>
</tr>
<tr>
<td>S080</td>
<td>FAIZAH ABD MAJID</td>
<td>Dr Faizah is a Professor in Adult Education of Kadiri Islamic University, East Java, Indonesia. Her research interests are academic literacies, teaching the four skills, material evaluation and language assessment.</td>
</tr>
<tr>
<td>S188</td>
<td>FAJAR DWI UTAMI</td>
<td>Attending Universitas Sebelas Maret in Surakarta, Indonesia, Fajar is pursuing her master’s degree on English education. She is interested on the studies related to Higher-Order Thinking Skills implementation, teaching strategies and other studies in correlation with English teaching. She is an awardee of Indonesia Endowment Fund for Education (LPDP) scholarship which is from the ministry of finance of Indonesia and has been also involved in some social activities related to teaching. She got her bachelor’s degree in English education in 2012 from IKIP PGRI Madiun, Indonesia, and was awarded the best graduate in her department. She loves public speaking and was a presenter of a poster presentation on a workshop held by her department.</td>
</tr>
<tr>
<td>S343</td>
<td>FARHAN KURNIAWAN</td>
<td>Farhan Kurniawan is student at English Department Bung Hatta University, Indonesia. His research interest is the translation from English into Indonesian and Minang language.</td>
</tr>
<tr>
<td>S317</td>
<td>FATEMA AL-MAMARI</td>
<td>I am a Language Instructor in the Center For Preparatory Studies, Sultan Qaboos University, Oman. I have a Masters of Education in TESOL International from Monash University, Australia and a Doctorate of Philosophy in Quality Management in Higher Educational Institutions from Monash University, Australia. I have a long experience of 14 years in the field of teaching English as a foreign in higher education. I have worked in curriculum development and test writing. I was also a certified marker in the IELTS Center at Sultan Qaboos University.</td>
</tr>
<tr>
<td>S416</td>
<td>FATINA BAKAR</td>
<td>Fatina Bakar is a Spanish Language Teacher at the Centre For Languages and General Studies, Universiti Pendidikan Sultan Idris. She obtained a Degree of Languages and Linguistics, and Master of Modern Languages from Universiti Malaya. She has participated in innovation competitions at UPSI and the national level.</td>
</tr>
<tr>
<td>S084</td>
<td>FAUZUL ETFITA</td>
<td>Fauzul Eftita is an English Lecturer in Universitas Islam Riau, Indonesia. She got her undergraduate in Universitas Riau then continued her postgraduate in Universitas Negeri Padang. Now, she is interested in language learning research especially in integrating technology to Education and Trends in teaching English for Specific Purposes.</td>
</tr>
<tr>
<td>S033</td>
<td>FRENCH YUPALAN OSORIO</td>
<td>He enrolled at University of Southern Mindanao and took up Bachelor of Arts in English. During his college years, he was elected as class Auditor and Adonis, AB English Society Adonis and USM English Club Society Adonis. In spite of being shy type person he joined the Ginoong Pasiklaba and fortunately won the crown and reigned supreme. He believes that no one will hand him success, he must go out and get it by himself. Hence, education is the prime armor in order to achieve his dreams and the desire of his heart.</td>
</tr>
<tr>
<td>S089</td>
<td>GEFF HEATHMAN</td>
<td>Geff Heathman is a Language Instructor at the Hong Kong Polytechnic University. His current interests include professional development, technology and language learning, assessment, and process writing. His past research has focused on fostering learner autonomy, multimedia design and communication, and collaborative learning environments.</td>
</tr>
<tr>
<td>S149</td>
<td>GENG HUI</td>
<td>Geng Hui, an international PhD student from UPM, studies in the field of English Language. Publication: Publication (Chinese- English Translation Work): Buddhist Flower of Myanmar (A Photography Collection of Burmese Landscape by Chinese Artists), Guilin: Lijiang Publishing Limited, 2017</td>
</tr>
<tr>
<td>S298</td>
<td>GENI JUWINDA</td>
<td>Is a student and lecturer at English Department of Faculty of Humanities, Bung Hatta University. Her research interest are translation studies and linguistics.</td>
</tr>
<tr>
<td>S119</td>
<td>GERALDINE DE MELLO</td>
<td>Geraldine De Mello is an Associate Professor at the Academy of Language Studies, Universiti Teknologi MARA Melaka. She has taught a number of English courses at the diploma and degree levels. She is actively involved in writing and has written several books including Effective Speaking: Practice for MUET, Fundamentals of Parliamentary Debates and Effective Speaking and Writing for MUET. Some of her research articles have also been published in local and international indexed journals. She is also keen in innovating and producing educational tools to help educators teach in a fun way and creating a positive atmosphere among the students in the classrooms.</td>
</tr>
<tr>
<td>S196</td>
<td>GERARD SAGAYA RAJ</td>
<td>Dr Gerard Sagaya Raj is an Assistant Professor and Head of Programme for PhD in Social Science in Universiti Tunku Abdul Rahman. His area of research interest is in Second Language Acquisition and has published papers in this area. He has vast experience in teaching and has supervised master and PhD students.</td>
</tr>
<tr>
<td>S230</td>
<td>GIMIN YULIANTO</td>
<td>Gimin Yulianto is one of the English education Master degree students in University of Tanjungpura, Pontianak, Indonesia. He finished his bachelor degree at the same university in 2013. He was an English teacher at a private Junior high school in 2013-2015. Then, he worked in an aviation company as a coordinator in handling the VIP passengers. Recently, he and his colleagues established an institution named Budiman Institut. It focuses on Research and Journal publication, especially in the education field. Taking a Master degree is one of the reasons in order to support his career in research and education field.</td>
</tr>
<tr>
<td>S067</td>
<td>GLYN B. GABANO-MAGBANUA</td>
<td>Glyn B. Gabano-Magbanua has a PhD specializing in Applied Linguistics. She currently serves as the Research Coordinator for the English Department of USM. She also sits as a reviewer for the Philippine ESL Journal and the APACALL Book Series. She has presented papers in the Philippines, Sri Lanka and across the Middle East and Southeast Asia. Her research interests include CALL, TELL, Psycholinguistics, Language Assessment and Sociolinguistics. Her current research is focused on Computer-Mediated Instruction.</td>
</tr>
<tr>
<td>S378</td>
<td>GRACE GAYATHRI A/P RAMAKARSIIN</td>
<td>Ms. Grace Gayathri A/P Ramakarsinin is an English Language teacher in Sekolah Kebangsaan Temiang, Seremban, Negeri Sembilan. She has been teaching for 7 years. She has a degree in Education majoring in Design and Technology. She has earned a Master Degree also in Education majoring in Education Management and Policies. She is currently working on her doctorate degree in Instructional Technology of Education. Her interest are in English Language teaching and practices, instructional technology and education policies. She is currently working on developing teachers’ training module for refugee teachers through Massive Open Online Courses (MOOC).</td>
</tr>
<tr>
<td>S170</td>
<td>HADIZA LAWAN ISMAIL</td>
<td>Hadiza Lawan Ismail. A PhD student in Applied Comparative Linguistics, Faculty of Modern Languages and Communication, Universiti Putra Malaysia. She has been Teaching Use of English course in Federal university Dutse for five years in Nigeria.</td>
</tr>
<tr>
<td>S086</td>
<td>HAIRIL FAIZ BIN NOOR FUAD</td>
<td>Hairil Faiz bin Noor Fuad is an educator from the land below the wind, Sabah. He is the English Head Panel and currently attached to a rural school in Tenom. He obtained his Bachelor of Teaching (TESL) from IPG Kampus Keningau in 2015. Subsequently, he furthered his study and obtained his Master of Education in TESL from University of Malaysia Sabah in 2018. His research interest includes English language teaching methodologies and teaching and learning for rural schools</td>
</tr>
<tr>
<td>S320</td>
<td>HAIYANG SUN</td>
<td>Haiyang SUN is currently an associate professor teaching EFL courses such as academic English, advanced reading and writing, research methods in applied linguistics, etc. at the University of Chinese Academy of Sciences. She received her PhD degree in applied linguistics from Beijing Foreign Studies University in 2010 and her research interests are in EFL writing, second language acquisition, language testing, etc.</td>
</tr>
<tr>
<td>S232</td>
<td>HALIMAH TUSA DIAH</td>
<td>Halimah, I'm thirty years old. I'm an English teacher. Now, i still study in Tanjungpura University at second semester.</td>
</tr>
<tr>
<td>S219</td>
<td>HANITA HANIM BT ISMAIL</td>
<td>Hanita lectures at the Faculty of Languages and Communication as a senior lecturer. She specializes in English literature, particularly those of English Renaissance and Eighteenth-century. Her research interest ranges from gender studies to creative thinking and values.</td>
</tr>
<tr>
<td>S358</td>
<td>HARIHARAN N KRISHNASAMY</td>
<td>Associate Professor Dr. Hariharan N Krishnasamy has been serving in UUM since 1994. Currently he is UUM’s coordinator for the BRECL grant which is part of the EU's efforts to improve research capacity. His current research interests include rural education, TESL, indigenous education and multiliteracies.</td>
</tr>
<tr>
<td>S269</td>
<td>HAZITA AZMAN</td>
<td>Hazita Azman is a Professor of Linguistics at the Faculty of Social Sciences and Humanities, Universiti Kebangsaan Malaysia. She has researched and published in the areas of language education policy, information and digital literacy, ESL language methodology and literacy development.</td>
</tr>
</tbody>
</table>
HENG-TSUNG DANNY HUANG

Dr. Heng-Tsung Danny Huang currently works as an Associate Professor at National Taiwan University. His research interests include language testing, CALL, and individual differences in SLA. His publications appear in TESOL Quarterly, Language Testing, Language Assessment Quarterly, System, Learning and Individual Differences, and so on.

HERI KURNIAWAN

I am Heri Kurniawan. I am 30 years old. I live in the capital city of West Borneo, well-known Pontianak City Indonesia. As a student of Tanjungpura University in Pontianak Indonesia, I am officially studying for the postgraduate program of the English Education Department Faculty of Teacher Training and Education Universitas Tanjungpura. Besides, I am working as an English foreign language teacher at a private junior high school especially teaching for eighth and ninth grade students in Pontianak City. I have been teaching there for three years. Teaching students to have English acquisition is my goal to have such a job. Therefore, I always do several efforts for improving my English foreign language teaching skill, especially my pedagogic such as conducting a teaching experiment based on published EFL journals I read and doing a research.

HERJIT KAUR

Herjit Kaur was an English teacher at SK Bantayan, Inanam, Kota Kinabalu, Sabah, Malaysia. I hold a master in Teaching English as a Second Language from University Malaysia Sabah. I have been teaching English in primary schools for 25 years. I enjoy working with young children and is very keen in helping them to improve their English.

HESTI WAHYUNI ANGGRAINi

Hesti Wahyuni Angraini is a lecturer of English of English Education Study Program, Faculty of Teacher Training and Education, Universitas Sriwijaya, Indonesia. Her interests are Educational Psychology, ELT, EFL, and Technology in ELT.

HESTY AMBAR NINGRUM

Hesty Ambar Ningrum is an English Student at English Department, Faculty of Humanities, Bung Hatta University in Padang, West Sumatera, Indonesia. She is writing her thesis and completing her studies in literature fields. Her research interests are in Psychoanalysis, Marxism, and Feminism.

HOANG KIM MAI KHOI

Khoi was formerly a visiting lecturer at the University of Economics and Finance, University of Social Sciences and Humanities, VNU and currently a lecturer at the Faculty of English, HUTECH university in Vietnam. Her professional career has centred around English Language education. Her teaching and research interests include ELT methodology, material development, and computer-assisted language learning.

HOANG THI HUYEN TRANG

Trang is a lecturer at English Department, School of Foreign Languages, Thai Nguyen University. She received her master degree in English Linguistics from Ha Noi University. Her major research interests include EFL teaching and learning, English written proficiency, extensive reading, and learning motivation.

HUSNA BINTI BAHARUDDIN

Husna Binti Baharuddin has been teaching English in both secondary and tertiary levels for almost 15 years. Graduated from the International Islamic University Malaysia in 2000, she pursued her Master of Linguistics in the University of Malaya, and is currently a post-graduate student at the Education Faculty, University Teknologi MARA. Her research interests include sociolinguistics, intercultural communication, discourse analysis, teachers' continuing professional development and adult education.

I-CHUN VERA HSIAO

I-Chun Vera Hsiao is currently a graduate student in the Department of Applied Foreign Languages at National Taiwan University of Science and Technology. Her research interests include language testing and assessment, foreign language teaching and learning, and technology-enhanced language learning.

IKMI NUR OKTAVIANTI

I am a lecturer of Linguistics in English Education Department, Universitas Ahmad Dahlan, Yogyakarta. My research interests are syntax, linguistic typology, diachronic linguistics, and corpus linguistics.

IMIE MIRAFLOR SOQUITA

Ms. Imie Miraflor Soquita is a Senior High School Teacher and a Teacher II in Esperanza National High School, Esperanza, Sultan Kudarat. She has been teaching for almost 14 years and teaching English subjects in both Junior and Senior High Schools. She is designated as Reading Coordinator and Guidance Counselor of the same institution.

IMRAN TRISTA UDIN

Imran Trista Udin from Jin, Danau Metro Tanjung Bunga Makassar, South Sulawesi Nationality: Indonesia

INTAN SAFINAS BINTI MOHD ARIFF ALBAKKI

Associate Professor Dr. Intan Safinas Mohd Ariff Albakri is a senior lecturer at Sultan Idris Education University (UPSI), Malaysia. She is attached to the English Language and Literature Department as a teacher educator and she trains pre-service teachers under Teaching English as a Second Language (TESL) program. She has more than 20 years of experience in teaching and has been actively involved in research related to English Language teaching and teacher education. Her areas of expertise are materials and methods in teaching English Language. She is currently leading a research on mentoring pre-service and beginning teacher. She is also a member of a research on Developing a Quality Teacher Education Framework under the Ministry of Education Malaysia.

INTAN ZAHRAH BINTI MAT HUSSIN

The presenter is a third-year student in Unisza. Studying in English with Communication, the presenter is enthusiastic in doing a study on advertising and marketing field. The presenter put a high hope in gaining a new knowledge as much as she can during the conference.

IRENEO S. PELAYO

Ireneo S. Pelayo is a faculty of the English Department, College of Social Sciences and Humanities In Mindanao State Universities-General Santos City. He teaches basic and major literature courses to all levels. He is also the Language Editor of the MSU-GSC Research Journal. He also earned his Master in
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<th>ID</th>
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<tr>
<td>S340</td>
<td>IRMA</td>
<td>Irma is in Japan Program Study.</td>
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<tr>
<td>S374</td>
<td>IRMA WINDY ASTUTI</td>
<td>Irma Windy Astuti is a lecturer at English Language Education Department of Universitas Islam Indonesia. Her academic and research interest is in the area of novice teaching, teacher education, classroom interaction and technology-enhanced language learning. She has disseminated her work in journal and various international conferences.</td>
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<tr>
<td>S376</td>
<td>ISOLDE HON PEI SHA</td>
<td>Peisha is a UPM Bachelor and Master's in TESL graduate. Since 2012, she has been actively involved in more than 20 English Language Enhancement Programmes for students of MARA Junior Science Colleges (MRSM), Malaysia and Nakhon Ratchasima Rajabhat University (NRRU), Thailand. She is currently teaching in a secondary school in Malaysia. Her interests are in Creative Writing, Experiential Learning and Service Learning.</td>
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<tr>
<td>S061</td>
<td>IVY N. MACAGBA</td>
<td>Ivy N. Macagba received her master's degree in Language Teaching from University of Southern Mindanao, Kabacan, Cotabato in 2018. She rose through the ranks to become a senior high school teacher teaching Creative Writing, English for Academic Purposes and Practical Research. She is currently serving as the Program Head of the College of Education-Notre Dame of Midsayap College, Midsayap, Cotabato. Concurrently, she is a College Instructor teaching Professional Education subjects to freshmen and senior students of the same institution. She is also an active facilitator of socio-civic initiatives which particularly benefited schoolchildren in her municipality. Her constant exchange with Filipino ESL learners expands her research interests which include classroom assessment and second language acquisition. Apart from conducting regular book donation drives, she is also working out to develop a program to help less successful Filipino ESL learners learn L2 in an engaging and pleasant manner.</td>
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<tr>
<td>S072</td>
<td>JAIME BOY U. NGAG</td>
<td>Mr. Jaime Boy Untal Ngag, Jr. is currently teaching at the Department of Education as Teacher III at Salumping National High School. He just finished defending his master thesis and about to graduate this April 2019 at Sultan Kudarat State University, ACCESS, EJC Montilla, Tacurong City, Philippines. He is a proud pure blooded Teduray tribe. He serves as an inspiration to his fellow Teduray that despite of the distance he is able to achieve his goal in life and plan to enrol also his doctorate degree soon.</td>
</tr>
<tr>
<td>S012</td>
<td>JANPHA THADPHOOTHON</td>
<td>Janpha Thadphoothon is a lecturer of English at English Department, Dhurakij Pundit University, Bangkok, Thailand. He is also an invited lecturer at the college of Educational Sciences. He majored in English and graduated with a BA in Education (First-class honors) from Chulalongkorn University, Bangkok. In 1999, he obtained his MA in Industrial and Organizational Psychology from Thammasat University, Bangkok, Thailand. In 2006, he graduated with an Ed.D. Teaching English to Speakers of Other Languages from University of Canberra, Australia. His research interests include writing, discourse studies, language policy, cooperative learning, computer-mediated instruction, and creative writing.</td>
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<tr>
<td>S192</td>
<td>JANUARIUS MUIJYANTO</td>
<td>Dr. Januarius Mujiyanto, M.Hum, a professor in English Language Education in the doctorate program of Graduate School of Semarang State University, Semarang, Indonesia. Email: <a href="mailto:yanmujiyanto@gmail.com">yanmujiyanto@gmail.com</a> Dr. Dwi Anggani Unggar Bharati, M.Pd is a lecturer in in the doctorate program of English Language Education, Graduate School of Semarang State University, Semarang, Indonesia.</td>
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<tr>
<td>S335</td>
<td>JASMEET KAUR A/P UTUMBER SINGH</td>
<td>Jasmeet Kaur A/P Utumber Singh is currently attached to Saint Anthony Secondary School in Teluk Intan. She is specialized in English language. Prior to joining the school, she has had 2 years of experience teaching English language in two international schools in Klang and Kampar. She obtained her degree from Sultan Idris Education University majoring in Teaching English as Second Language. Her main interests are mentoring programme, language acquisition and issues related to English language.</td>
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<tr>
<td>S266</td>
<td>JASMIN BAYQUEN</td>
<td>Jasmin Bayquen is instructor from the University of the Philippines Baguio. He is English writing teacher.</td>
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<td>S421</td>
<td>JAYAKARAN MUKUNDAN</td>
<td>Jayakaran Mukundan is Professor at UPM. He loves teaching and is recipient of the National Academic Award (2013). Apart from teaching he is involved in Materials Research. He has studied textbooks quite a bit and has developed corpora of the language of Malaysian English language textbooks – a project that lasted more than two decades. He has won several awards for textbook evaluation software, at the British Invention Show, London (2009) and IENA, Nuremberg, 2010. He has been Chair of several international conferences since 1996.</td>
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<tr>
<td>S091</td>
<td>JEDILYN A. MAHADDI</td>
<td>Jedilynn Abubu Mahaddi is a Teacher II of Baluan National High School assigned as Grade 12 Adviser. She has been teaching for three years already in the far-flung area in the Province of Sultan Kudarat. She is the Assistant School Paper Adviser and the School Coordinator for the Care for Non-Readers program of the Department of Education.</td>
</tr>
<tr>
<td>S052</td>
<td>JERRY S. VERDADERO JR.</td>
<td>Jerry S. Verdadero Jr., LPT., MALT is a Secondary School Public teacher at Dalapitan High School, Dalapitan, Matalam, Cotabato. He finished Bachelor of Secondary Education major in English - Cum Laude and Master of Arts in Language (MALT) major in English from the University of Southern Mindanao, Kabacan, Cotabato.</td>
</tr>
</tbody>
</table>
| S227 | JESSIE L. ESTRELLA II         | Mr. Jessie L. Estrella II is a graduate of Bachelor of Secondary Education Major in English at the University of Southern Mindanao Kabacan, Cotabato 2016. He is currently working as Senior High School Faculty of the Notre Dame of Tacurong College. Teaching Oral Communication and An Immersion Teacher for
Graduating students. He is designated as Senior High School Academic Coordinator from October 2016 up to present. He is currently taking up his Master of Arts in Teaching major in English at the Sultan Kudarat State University on his Certificate of Academic Requirements.

<p>| S311 | JHOANNA PAULA V. DEL ROSARIO | Jhoanna Paula V. Del Rosario is an Education student of Mr. Sadorra who is expected to graduate this June 2019. |
| S414 | JIRAPORN CHANO | Asst.Prof. Dr. Jiraporn Chano received a degree in curriculum and instruction form KhonKaen University. She was an assistant professor of education at Mahasarakham University. |
| S011 | JOE DAYAG VERZOSA | Joe D. Verzosa Manila is a member of TESOL International Association, National Association of Professional Teachers, and Teachers of English as Second Language Association of the Philippines (TESLA). A detail-oriented teacher with exceptional grammar, editing, proofreading, and research skills • Supervised the grade school Language. |
| S290 | JOGINDER KAUR A/P BHAN SINGH | Joginder Kaur graduated with a Bac.Ed Home Economics/TESL., UPM, and M.Ed degree in TESL from UM. She also holds an Art Specialist and Teaching Certificate. She has vast teaching experience in secondary schools, teacher training colleges, the Open University. Currently she is a lecturer in UTAR. Her research areas are reading and educational issues. She has also been actively guiding and disseminating knowledge and best practices relating to special needs education to assist teachers from special schools run by NGO. Currently she provides consultancy service to language teachers and primary school children to assist enhance English language teaching and learning. |
| S048 | JONHMAR B. FRANCISCO | Jonhmar Francisco is a graduate of Bachelor of Arts in English from the University of Southern Mindanao, Kabacan, Cotabato. Currently, he works in a call center in Davao City. |
| S334 | JOSEPH ALAGIARAJ THAMBU RAJ | Joseph Alagiaraj Thambu Raj is a Senior Lecturer from UiTM Sabah. He believes that teachers or instructors play a crucial role in effective learning to take place. His research interests are effective classroom instructions, e-learning and communication skills. |
| S069 | JOSHUA E. TORRES | Joshua E. Torres is a fourth year student of University of Southern Mindanao taking up Bachelor of Arts in English. He was born in the twelfth day of April in year 1998 in the town of Kabacan and currently residing in Katidtuan, Kabacan, North, Cotabato. His favorite subject is English because there is no doubt that English is used in every field of life and sector. |
| S037 | JUNABE C. BITCHAYDA | Junabe C. Bitchayda is Teacher I at Saniel-Cruz National High School, Kidapawan City. She earned her Master of Arts in Language Teaching (MALT) major in English from the University of Southern Mindanao, Kabacan, Cotabato. |
| S371 | JURIDAH MD RASHID | Juridah Md Rashid is a lecturer at the Department of Language and Humanities Education, Faculty of Educational Studies, Universiti Putra Malaysia, Malaysia. She teaches the subjects of literature and literature pedagogy at both the undergraduate and graduate levels. At undergraduate level, she also trains TESL teacher trainees in theatre performances. She has more than 30 years of experience in training TESL teachers. Her previous teaching experience includes an English Language teacher at the secondary school level, a language instructor in a TESL Foundation Program and English Language Proficiency at university level. |
| S049 | JUSTEE S. ALIUDIN | Justeen S. Aliudin is a graduate of Bachelor of Arts in English from the University of Southern Mindanao, Kabacan, Cotabato. Currently, she works in a call center in Davao City. |
| S221 | K VISWANATH | K Viswanath is a school teacher with over 20 years of teaching experience. He is currently enrolled as a research scholar at the Department of Humanities and Social Sciences, National Institute of Technology, Rourkela. His broad area of research is ELT for first-generation learners from deprived sections of the society receiving education under English Medium Instruction. |
| S209 | KALTHOUM RAMADAN | Kalthoum Ramadan is currently a PhD candidate in the Department of English, Faculty of Modern Languages and Communication, UPM. Her research interests include speech perception and speech production, second language acquisition and teaching English as a foreign language. |
| S406 | KAMARUL ARIFFIN AHMAD | Kamarul Ariffin Ahmad is a language teacher in Universiti Pendidikan Sultan Idris (UPSRI) and has been teaching for 10 years. He obtained his first degree in TESL from UPSI and master's degree in Measurement. |
| S090 | KAMISAH ARIFFIN | Kamisah Ariffin is an Associate Professor at the Academy of Language Studies, Universiti Teknologi MARA Pahang. She has more than twenty-three years’ experience in teaching English courses at the tertiary level. Her research interests include cross-cultural communication and language use and preferences in the real world. Her research articles on these areas have also been published in both local and international indexed journals. |
| S294 | KARRAR KAREEM SHARHAN | PhD students at UPM, modern language and communication, I worked as a teacher at teacher training institute for three years, I am no longer a teacher because I joined my PhD. |</p>
<table>
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<tr>
<th>ID</th>
<th>Name</th>
<th>Institution</th>
<th>Academic Background</th>
<th>Research Interests</th>
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<tbody>
<tr>
<td>S419</td>
<td>KAYATRI VASU</td>
<td>Kayatri Vasu is a PhD student in English Language Studies at Universiti Putra Malaysia. She has 11 years of teaching experience at private universities. She is now teaching at Universiti Tunku Abdul Rahman, Bandar Sungai Long. Her area of specialization are assessment in language teaching, learning strategies and teaching ESL writing.</td>
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<tr>
<td>S021</td>
<td>KEITH YOLA C. MENDOZA</td>
<td>Keith Yola C. Mendoza is a Bachelor of Arts in English graduate from the University of Southern Mindanao, Kabacan, Cotabato, Philippines. She graduated CUM LAUDE.</td>
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<tr>
<td>S426</td>
<td>KENNY ONG KIAN MENG</td>
<td>Kenny Ong teaches and supervises students in the Intensive English Programme (IEP) at the Centre for English Language Studies (CELS) at Sunway University. Over the years, he has taught in a range of proficiency levels and components, more prominently in the reading and writing areas. He has been working with local and international students, teachers and lecturers from schools and universities for more than 15 years. He has just recently completed his Master of English Language Studies (MELS) in the Faculty of Languages and Linguistics at University of Malaya (UM) with a research interest in the field of Mobile-Assisted Language Learning (MALL).</td>
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<tr>
<td>S056</td>
<td>KERENSA JOHNSTON DEWANTORO</td>
<td></td>
<td></td>
<td>Is a Writer, director, traditional dancer</td>
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<tr>
<td>S251</td>
<td>KETUT ARY SRI PRAWRETHY</td>
<td>Ketut Ary Sri Prawrethy, is a postgraduate students Universitas Pendidikan Ganesha, Bali. At the moment, she is teaching at the International School in Denpasar English teacher in an international primary school in Denpasar. Her research interest is mainly about special needs education, differentiated learning instruction, teaching English for young learner, and literature</td>
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<td>S324</td>
<td>KAFAIDHOO</td>
<td>Khafidhoh, M. Pd. is one of the lecturers in English Education Department of Ahmad Dahlan University. She got her bachelor degree from English Education Department of Yogyakarta State University and her master degree from Applied Linguistics Department, which the specification was English Education, of the Graduate School in the same university. Thus, she is challenged to conduct researches or academic projects on both linguistics and English teaching.</td>
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<tr>
<td>S174</td>
<td>KHALID IBN HASSAN</td>
<td>Khalid Ibn Hassan is a Senior Lecturer of English at International University of Business Agriculture and Technology, Dhaka, Bangladesh. He is also a PhD candidate with Chinese Govt. Scholarship at Central China Normal University, Wuhan, China. His research interests include Instructional Technology, Flipped Classroom, Teachers’ Professional Development, and Teachers’ Beliefs. He believes in learner-centered approaches and utilizes active learning methodologies in his undergraduate courses. His motto of life is to live purposefully with peace, patience, and perseverance.</td>
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<tr>
<td>S153</td>
<td>NEGAR KIavar</td>
<td>Is Ph.D. student at UPM</td>
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<tr>
<td>S018</td>
<td>KIEU VAN LE THI</td>
<td>Le Thi Kieu Van is the Dean of Faculty of Foreign Languages, Nguyen Tat Thanh University. Her research interests focus on issues in the areas of developing language skills, syllabus design, applied linguistics. She has already published textbooks and articles in applied linguistics and also presented at various international conferences</td>
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<tr>
<td>S241</td>
<td>KOH BEE HOON</td>
<td>Koh Bee Hoon was an excellent lecturer (penysarah cemerlang) in the English Studies Unit, Language Department, ITE Raja Melewars Campus, Seremban, NS and had been an educator for the past 30 years. She holds a B.Ed (Hons.) in TESOL from Moray House Institute of Education, Edinburgh and read her Master (Science) in TESL from University Putra Malaysia. Her research passions include ELT methodologies, innovations and material</td>
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<tr>
<td>S386</td>
<td>KOKILAVANI SAMALANATHAN</td>
<td>I am a 22 year old Bachelor's of English Language with Communication student from UniSZA with passion in literature and the English language.</td>
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<tr>
<td>S269</td>
<td>KOO YEW LIE</td>
<td>Koo Yew Lie is Adjunct Professor at the Graduate International Centre of Education at the School of Education at Charles Darwin University, Australia. She is also an Honorary Professorial Associate at the Faculty of Languages and Cultures of the University of London, UK. She co-authored a book entitled “Challenges in Global Learning: Dealing with Education Issues from an International Perspective” (2017) published by Cambridge Scholars Publishing. Hazita Azman is a Professor of Linguistics at the Faculty of Social Sciences and Humanities, Universiti Kebangsaan Malaysia. She has researched and published in the areas of language education policy, information and digital literacy, ESL language methodology and literacy development.</td>
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<tr>
<td>S398</td>
<td>KU AIMI ARISSYA BINTI KU RUSLIN</td>
<td>A third year UniSZA student who is currently taking a Bachelor's Degree in English with Communication. Has just recently learnt Research Methodology and is very keen to know and study more on it at the conference for Master's degree preparation</td>
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<td>S059</td>
<td>LADY LOU C. PIDO</td>
<td>Lady Lou C. Pido is a faculty of the University of Mindanao, Tagum, Davao. She earned her Master of Arts in Language Teaching (MAL) major in English from the University of Southern Mindanao, Kabacan, Cotabato</td>
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<tr>
<td>S351</td>
<td>LAILA AIYAD ALI ABOZAID</td>
<td>Laila Abozaid was born in Tripoli, Capital of Libya. After her primary and secondary school, Laila obtained her BA from the English Department of Tripoli University in 2007. She taught English Language at the intermediate level for two years. She then proceeded to accomplish her master's degree in applied linguistics at the University of Tripoli in 2012. She is currently pursuing PhD student in English Language at Universiti Putra Malaysia. Malaysia.</td>
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<tr>
<td>S129</td>
<td>LAYTH HAMED MOHAMMAD AL SOUDDI</td>
<td>Layth Al Soudi is a PhD student at the Department of Language and Communication, Universiti Sultan Zainal Abidin, Kuala Terengganu, Malaysia. His current readings and research interests include Semantics, Cultural Pragmatics and Linguistic Politeness.</td>
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<td>S265</td>
<td>LE THI HANG</td>
<td>Hang Le has been working as a lecturer of English at School of Foreign Languages, Thai Nguyen University, Vietnam for twenty-three years. She teaches Oral and Written skills, Country Studies, English Phonetics and Phonology, and Teaching Methods to first-, second and third-year students. Apart from these, She has designed oral and written proficiency syllabuses for students in their first and second years.</td>
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<tr>
<td>S004</td>
<td>LE THI KIEU VAN</td>
<td>Le Thi Kieu Van, PhD is currently a Dean of Faculty of Foreign Languages at Nguyen Tat Thanh University, Vietnam. Her research interests focus on issues in the areas of developing language skills, syllabus design especially ESP courses, and cultural cognitive linguistics. She has already published book, textbooks and articles in applied linguistics and also presented at various international conferences.</td>
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<tr>
<td>S266</td>
<td>LEARANE AMPAGUEY</td>
<td>Learane Ampaguey is instructor from the University of the Philippines Baguio. She is English and writing teacher.</td>
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<tr>
<td>S143</td>
<td>LEONEL P. UNTONG</td>
<td>Leonel D. Penaredondo-Untong is an English instructor and a Program Coordinator of Bachelor in Secondary Education major in English at Mindanao State University-Maguindanao. She is currently an Associate Professor V of the said university.</td>
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<tr>
<td>S903</td>
<td>LETECIA GARCENILA DADING</td>
<td>Ms. Letecia G. Dading is an English Teacher of DAKNHS and designated as Grade 7 and School Paper Adviser of the said institution. She has finished her Master of Arts in Teaching English at Sultan Kudarat State University, Tacurong City, Philippines.</td>
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<tr>
<td>S145</td>
<td>LEW JOE WAELY</td>
<td>Lew worked with the Ministry of Education in Malaysia as an elementary school remedial education teacher. As part of her role, she focused mainly on guiding remedial students in Malay language. She holds a First Class Degree in Bachelor of Teaching (Hons) Remedial Education awarded by Institut Perguruan Malaysia (IPM). In 2014, she received a silver award from Konvensyen Antarabangsa Jiwa Pendidikan organized by University Technology Malaysia (UTM). Subsequently, she did her presentation at 1st International Conference on Special Education by Southeast Asian Ministers of Education Organization for Special Education (SEAMEO SEN) in 2015. Lew was also the chief editor that led an editing team for the book titled Buku Koleksi Inovasi Pendidikan IPG. The book was published in 2015 by Sasbadi Sdn Bhd. Currently, she is a postgraduate student at UPM, where she pursues her master's degree in Applied Linguistics.</td>
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<tr>
<td>S024</td>
<td>LILIAN S. PAGULONGAN</td>
<td>Has been teaching English as a second language for almost 25 years and as a part time professor in the Graduate school for almost 15 years. Has been attending seminars, conferences related to my field of specialization. Involved in several professional developments as learning resource speaker and also as a textbook evaluator. Participated in research presentation at South Korea. Initiated meaningful student development activities. Coordinated other job-embedded responsibilities. Committed, dedicated and mission-driven in the teaching, administrative and instructional services. Has a teachable spirit in opportunities for personal and professional growth. At present, she is the officer in charge of Rizal National High School, Baguio City, Philippines.</td>
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<tr>
<td>S166</td>
<td>LIM LAI POH</td>
<td>Lim Lai Poh has been engaged in the secondary school ELT for 7 years before turning to primary schools for the past 25 years. She obtained her B. Ed (Hon) TESL from OUM in 2006. She was appointed JU (Jurulatih Utama) for promoting Multiple Intelligences from 2001 -2005. She firmly believed that learning English should be fun for the pupils.</td>
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<tr>
<td>S128</td>
<td>LOH CHUN HAN</td>
<td>Loh Chun Han is currently a Master student in Applied Linguistic of Faculty Modern Languages and Communication at Universiti Putra Malaysia. She previously graduated in Bachelor’s Degree of Entrepreneurship (Tourism) at Universiti Malaysia Kelantan.</td>
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<tr>
<td>S010</td>
<td>LOO KIEN MEN</td>
<td>Hailing from Klang, Jayden is a passionate and dedicated educator who strives to engineer his students’ learning experiences so that meaningful learning can occur. He graduated from UPM with Bachelor of Arts in English Linguistics and Master of Education in TESL. He has been teaching in various educational settings for 7 years and is making a comeback for his PhD in education.</td>
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<tr>
<td>S095</td>
<td>LORNA ESCUETA CEREZO</td>
<td>Ms. Lorna E. Cerezo is a Teacher III of Zeneben Integrated School. Teaching English subjects in Grade 6 pupils of ZIS. She is currently designated as an English, Reading and School Paper Coordinator of the said school. She has been teaching for 8 years already in the public school. She finished her Master of Arts in Teaching English at Sultan Kudarat State University, tacurong City, Sultan Kudarat, Philippines.</td>
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<tr>
<td>S147</td>
<td>LUH GEDE ARIK WIDIASTUTI</td>
<td>Luh Gede Arik Widiastuti is third semester students of Univesitas Pendidikan Ganesha on Magister Program. As a student, he is really interesting in doing educational research.</td>
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<tr>
<td>S041</td>
<td>LUQMAN ALHAKIM</td>
<td>Name: Luqman Alhakim from Slamet Riyadi University, Indonesia. Professional Preparation (List undergraduate and graduate education and postdoctoral training in the following format): S1/ English Education Program at Muhamadiyah University of Surakarta, Indonesia S.Pd, 2009 S2/ English Education Program at Sebels Maret University, Indonesia M.Pd, 2012 Appointments 2015 – Now as a Secretary of English Education Program of Teacher Training and Education Faculty, University of Slamet Riyadi, Indonesia. Publication 1.English Teaching Speaking Main Activities toward Puppet Artisans and Their Response: English for Tourism in Kepuhsari Village. Researchers World – Journal of Arts Science</td>
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<tr>
<td>S215</td>
<td>LUXIKA RAGURAM</td>
<td>Ms. Luxika Ragarum is attached to the Department of English Language Teaching, University of Jaffna, Sri Lanka. Her research interests focus on the enhancement of ESL teaching, learning process. She has recently presented papers in the 5th ICRTEL Conference in Singapore</td>
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<tr>
<td>S142</td>
<td>LYDIA Sansano BAWA</td>
<td>Lydia S. Bawa is an Associate Professor V and an English Instructor in Mindanao State University-Maguindanao. She is currently designated as Chairperson of the Languages Department in the College of Arts and Sciences at Mindanao State University.</td>
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<tr>
<td>S058</td>
<td>LYN MAE O. ELICAN</td>
<td>I am Lyn Mae O. Elican, 26 years old from the Philippines, presently connected with the Bureau of Fire Protection as Fire Officer 1. I finished my graduate studies with Master of Arts in Language Teaching major in English at the University of Southern Mindanao in June 2018. I was a College Instructor for almost 5 years before joining the Bureau.</td>
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<tr>
<td>S340</td>
<td>M. AZIZ</td>
<td>M. Aziz is Japan Program Study Student</td>
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<tr>
<td>S057</td>
<td>MAHENDRAN MANIAM</td>
<td>Mahendran Maniam, obtained his Diploma in teaching (TESL) from Penang Teachers’ Training College Malaysia in 1989, B. Ed. (TESL) Hons. from Putra University Malaysia in 2001, M.Ed. (TESL) Malaya University, Malaysia in 2004 and Ph. D. (TESL) from the International Islamic University of Malaysia in 2009. Formerly English Language teacher, he taught in government and independent schools in many parts of Malaysia. He is currently attached to Sultan Idris Education University, Malaysia in the faculty of Languages and Communication as an Associate Professor. His research areas are mainly in Applied Linguistics. He has done extensive research in the field of second language acquisition and learning strategies. He has also received many awards for teaching excellence.</td>
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<tr>
<td>S007</td>
<td>MAIDY J. DIOYO</td>
<td>Maidy J. Dioyo is a Master Teacher in a senior high school in DepEd Laguna. She is a graduate of Master of Arts major in Science.</td>
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<tr>
<td>S293</td>
<td>MAJID SHATERI</td>
<td>Majid Shateri has been a senior lecturer at Majan University College for the past 17 years. Currently, he has been serving as a director of studies on the Foundation Programme.</td>
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<tr>
<td>S275</td>
<td>MANSOOR ALI</td>
<td>A PhD student at UTHM Johor and a lecturer at QUEST, Pakistan</td>
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<tr>
<td>S113</td>
<td>MARIA LUZ D. CALIBAYAN</td>
<td>Dr. Maria Luz Calibayan is the current Research Coordinator for the Arts of the College of Arts and Sciences, USM. Her research focuses on classroom strategies and preservation of indigenous culture.</td>
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<tr>
<td>S147</td>
<td>MARIA OLGA JELIMUN</td>
<td>Maria Olga Jelimun is a the third semester student of Univesitas Pendidikan Ganesha on Magister Program. As a student, she is really interesting in doing educational research.</td>
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<tr>
<td>S357</td>
<td>MARIBEL ADAO</td>
<td>Maribel Alao currently works as a Lecturer at the University of Technology, Jamaica where she has lectured in mainly entry level writing courses for a Communication Arts and Technology Degree Programme as well as Spanish. Previously, she co-ordinated the ESL Programme and taught Spanish at the Northern Caribbean University in Jamaica. Additionally, she has taught EFL in Spain, France and Japan. She holds a B.Sc. in Management Studies and a Post Graduate Diploma in Education (Modern Languages) from the University of the West Indies, Mona as well as an M.A. in the teaching of English and Spanish as second languages from the University of Alicante, Spain. Her interests lie in EFL, foreign languages and student motivation.</td>
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<td>S224</td>
<td>MARIE TAN CHING JOO</td>
<td>Marie is a TESOL practitioner currently teaching in a secondary school in Johor. She completed her Bachelor degree and Master’s studies in TESOL in Victoria University of Wellington, New Zealand. She has great interest in ELT, especially pertaining to the teaching of the four skills, vocabulary and grammar studies, assessment, task-based language teaching, learner autonomy and learning strategies.</td>
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<td>S114</td>
<td>MARJORIE MALIAO</td>
<td>Marjorie is a graduating AB English student at the University of Southern Mindanao.</td>
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<tr>
<td>S399</td>
<td>MARK CARLO D. BUYAO</td>
<td>The presenter is a secondary school teacher II, Division reading coordinator and passionately works on researches to preserve language, culture, and traditions. The presenter is a research enthusiast that enable learning of language be a vital skill for students to improve the ability of students of Kalamansig NHS. He is willing to explore a greater possibility of working with people in the said event and will be working well with the learning he will be having as he goes back to his station at Kalamansig and Lambayong, Sultan Kudarat.</td>
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<td>S076</td>
<td>MASLAWATI MOHAMAD</td>
<td>The presenter is a senior lecturer of the Faculty of Education, The National University of Malaysia. Her research works have been published in more than 50 journals and book chapters. Her research interests include innovations in the teaching of English as a second language.</td>
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<tr>
<td>S220</td>
<td>MAZLINA BINTI KASSIM</td>
<td>Mazlina binti Kassim Tengah Education: Bachelor of Education (Teaching of English As A Second Language) 2009 Open University Malaysia Teaching Experience: 24 years</td>
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<tr>
<td>S408</td>
<td>MAZYANI MAT</td>
<td>Mazyani Mat is a language teacher at the Centre for Languages and General Studies, UPSI. She has taught English proficiency courses for more than 10 years in UPSI. She graduated from Universiti Teknologi MARA (UiTM) with a B.Ed. degree, majoring in TESL and obtained her Master’s degree in Curriculum Studies from Universiti Pendidikan Sultan Idris.</td>
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<td>S256</td>
<td>MD. NADIMUL HAQUE NOMAN</td>
<td>Md. Nadimul Haque Noman Lecturer and Head, Department of English Armed Police Battalion College, Uttara, Dhaka Ex-Lecturer, Cambrian College, Dhaka B A (Hon’s) in English, MA in ELT Jahangirnagar University</td>
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</table>
MEHRAD MOLOUDI

Mehrdad Moloudi, a Ph.D. graduate of Universiti Putra Malaysia (UPM) is now lecturing TESL at KIA University, Iran. Moreover, he has taught in UPM, Cambridge for Life, and ELS Language Center in Kuala Lumpur, and South Korean School in Tehran. In nearly 20 years of ELT experience, he has presented in several conferences in America, Europe, the Middle East, and Asia. His textbooks, Magic Phonics, and Magic Fairy Tales series, are the best seller in Iran and were awarded by the Ministry of Education. He holds a Delta M1 and TKT Core Modules Certificates from the University of Cambridge. As a certified British Council Teacher Trainer, he has been invited to conduct teacher training sessions across Iran. In 2017, he won awards from British Council, IDP Australia, and Innovative ELT Award from University of Cambridge. He is currently developing his online TTCs.

MEI ARDANING TYAS

The presenter is a postgraduate student of English Education Department in Sebelas Maret University (UNS), Indonesia. Previously, she got her bachelor’s degree in the same major from State University of Surabaya, Indonesia. She is an awardee of Indonesia Endowment Fund of Education (LPDP) scholarship. Having teaching experiences in a private senior high school in East Java Province, makes her interested in English teaching, as well as researches about English teaching. Her research interests include English Language Teaching (ELT), English as Second Language (ESL), English as Foreign Language (EFL), Teacher Training and Education, Assessment, and Applied Linguistics. Right now, she is doing a research for pursuing her Master of Education degree about English Language Teaching, especially Higher Order Thinking Skill (HOTS) in ELT.

MEIROSA CAHYANI PRIYATNA

Meirosa Cahyani Priyatna usually called Ocha is a student in Bung Hatta University. Her major is English Department, Faculty of Humanities. Her love for literature made her focus on this field. She still writing her thesis and interested to use feminism theory. Grow up in a city that have a thick culture and strong religion made her so familiar with feminism.

MELIYANTI SIHOTANG

Meliyanti Sihotang Major: Applied Linguistics (Student of Master Degree Program)

MEHDI MALH ALSMAIHEEN


MI XIAO

Current master student study at Faculty of modern languages and communication UPM

MILDAYANTI


MINDER KAUR A/P PARTHAMAN SINGH

She was attached to the Education Ministry of Malaysia for 34 years and has also served as a SISC officer at Shah Alam District Education Office before embarking on a career in a private university. She has a Master’s degree in Modern Languages and a PhD in English. Her main interests of research include Phonology, Sociolinguistics and Discourse Analysis.

MIRASOL O. VERONA

Dr. Mirasol O. Verona is currently the Chairperson and an Assistant Professor IV at the Department of English Language and Literature, College of Arts and Sciences, University of Southern Mindanao (USM), Philippines. She has been a thesis adviser and a panelist in both undergraduate and graduate programs of the university.

MOHAMAD ALI AHSAN BIN MOHD ALI ATMA

A Third Year student majoring in Bachelor in English and Communications at the University Sultan Zainal Abidin. Currently studying Research Methodology as a subject in the degree course and had a firsthand experience with International Conference at LangLit on 23rd March 2017 in Terengganu. Has a very deep interest in learning the fields of language and psychology.

MOHAMAD FAKHRUL Aiman bin ZULKIFLEE

I graduated from Universiti Putra Malaysia in Bachelor of Arts (English Language). I am currently doing my Master in Applied Linguistics in Universiti Putra Malaysia.

MOHAMED AMIN EMBI

Dr. Mohamed Amin Embi is a professor of technology-enhanced learning at the Faculty of Education, UKM. He is a leading a consultant, expert and master trainer on e-Learning in Malaysia and in the Asia-Pacific region.

MOHAMMAD ALI KOWSARY

Mohammad Ali Kowsary is a PhD Candidate in English Language Teaching at Islamic Azad University of Torbat-e Heydarieh. He is also a certified teacher trainer, TESOL holder, and curriculum developer. He has authored many books in the field of ELT. Also, he has published and presented papers in international and national journals and conferences on issues in ELT. He is currently a part-time university lecturer at Hakim Sabzevari and Payam-e Noor Universities.

MOHAMMAD NOR AFANDI BIN IbraHIM

Mohammad Nor Afandi bin Ibrahim is a senior lecturer in UiTM Melaka Kampus Alor Gajah. His interests include Systemic Functional Linguistics, Genre Studies, ESP/EOP, and Academic Writing
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<tr>
<th>ID</th>
<th>Name</th>
<th>Details</th>
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<tr>
<td>S365</td>
<td>MOHAMMED H. AL AQAD</td>
<td>Mohammed H. Al Aqad holds a Ph.D. in Linguistics - major (translation studies) at the Faculty of Languages and Linguistics, University of Malaya, Kuala Lumpur, Malaysia. His research interests include; Translation studies, Linguistics, language Learning, Language and the Law.</td>
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<tr>
<td>S171</td>
<td>MOHAMMED SADAA MOHAMMED</td>
<td>A Ph.D. student, at faculty of modern languages and communication, University Putra Malaysia. He has been involved in teaching English (University requirements) for more than nine years in Iraqi, and Turkish universities.</td>
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<tr>
<td>S165</td>
<td>MOHD HAFEEZ BIN ZAINOL</td>
<td>Mohd Hafeez bin Zainol is currently serving as English lecturer at KPTM Bangi and has a Master's Degree in English Language Studies from UKM in 2016, and English Language and Literature from IUMM in 2008. His area of research mainly focuses on usage and application of technology in language learning.</td>
</tr>
<tr>
<td>S366</td>
<td>MOHD HAFIZUL ISMAIL</td>
<td>Mohd Hafizul Ismail is currently a lecturer at Universiti Kuala Lumpur, Malaysian Institute of Information Technology (UniKL MIIT) in Kuala Lumpur, Malaysia. He received MBA in Engineering Management from Universiti Malaysia Perlis, Malaysia and Korean Language Certificate from Seoul National University, Korea in 2007. His research interests include engineering management, engineering education and Korean language.</td>
</tr>
<tr>
<td>S363</td>
<td>MOHD HANIFF BIN MOHD TAHIR</td>
<td>Dr Mohd Haniff is a member of Academy of Language Studies (APB), Universiti Teknologi MARA Perak Branch. He is interested in materials design and development, interactive language teaching curriculum design, and language assessment related to ESL classroom. His research interest is focused on the effects of using the explicit method of vocabulary instructions on ESL students' vocabulary learning. He believes that exploring new emerging ideas and concepts for vocabulary learning will benefit ESL students in 21st-century education. This is aligned with the industry 4.0 initiative in the education system of Malaysia.</td>
</tr>
<tr>
<td>S361</td>
<td>MOHD HELMI SYAZWAN BIN MOHD ZAKI</td>
<td>Mohd Helmi Syazwan Bin Mohd Zaki is a secondary teacher at SMK Pusat Penyelidikan Pertanian Tun Razak, Jerantut Pahang, Malaysia. He graduated from the National University of Malaysia, with bachelor’s degree in TESL in 2015. After graduation, he focused on teaching the suburban students. Now he is pursuing his master's degree in TESL at the National University of Malaysia.</td>
</tr>
<tr>
<td>S218</td>
<td>MONA IBRAHIM ALABDLI</td>
<td>Mona Ibrahim 24 years old i am from Libya and i am married since 2016. I am studding my master degree at UPM.</td>
</tr>
<tr>
<td>S303</td>
<td>MUHAMMAD ABSOR</td>
<td>Muhammad Absor is currently pursuing his Ph.D study at the Sultan Azlan Shah University in Perak, Malaysia, and before focusing in her PhD, he has been actively working at the Sultan Syarif Kasim State Islamic University of Riau (UiS Suska Riau, Indonesia) both as lecturer and professional assistant to the university management particularly for the international academic partnership with abroad universities. Besides, he was active in some academic forum to develop his professional and academic performances such Summer Intensive English Course (SIEC) (UiS Suska Riau and USINTEC,USA, Academic writing and research methodology workshop (UiS Suska Riau and University of Western Australia), The 3rd ELITE International Conference on Developing Curriculum, Teacher and Instruction for Instruction for Quality English Linguistics, Literature and Education, etc.</td>
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<tr>
<td>S158</td>
<td>MUHAMMAD AZMAN</td>
<td>Muhammad Azman is an English Student at English Department, Faculty of Humanities, Universitas Bung Hatta, in Padang, West Sumatera, Indonesia. He is writing her thesis and completing his studies in linguistics field. His research interests are in Discourse-Socio-pragmatics, Language and Emotions.</td>
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<tr>
<td>S212</td>
<td>MUHAMMAD BASRI D</td>
<td>The first author, Prof. Dr. Muhammad Basri D., M. Hum., is a lecturer of Indonesia Moslem University, Indonesia. He is a professor of linguistics. He teaches English phonology, morphology, syntax, semantics, psycholinguistics, research methodology, and language skills. He has presented the papers in the national and international events. He has written a number of books and articles.</td>
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<tr>
<td>S319</td>
<td>MUHAMMAD FITRI BIN AHMAD</td>
<td>Muhammad Fitri bin Ahmad is currently pursuing his MA in TESOL at The University of Warwick, United Kingdom under the sponsorship of Hornby Trust. He had previously taught at SK Denai, Rompin Pahang for four years from 2014 until 2018. His research interest includes teacher education and development, and teaching in low resource context.</td>
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<tr>
<td>S411</td>
<td>MUHAMMAD HILMI CHE AHAMAD</td>
<td>Muhammad Hilmi Che Ahamad obtained a Bachelor of English with Communication with Honours from Universiti Sultan Zainal Abidin. He is an English language teacher at the Centre for Languages and General Studies, UPSI. He has participated in various English language programmes as a facilitator, motivator, or speaker. His research interests include communication, language teaching, and speaking. Rohaizah Ab. Karim is a language teacher at the Centre for Languages and General Studies, UPSI. She obtained her first degree and master in Malay Studies from Universiti Malaya. Currently she is teaching Malay language for diploma students. Her research interests include discourse analysis, grammar and corpus linguistics.</td>
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<tr>
<td>S133</td>
<td>MUHAMMAD SAFREEN BIN SHAFIE</td>
<td>Muhammad Safreen Bin Shafie has a Bachelor Degree in Arabic Studies and holding a Master Degree in TESL (Teaching English As Second Language). He also currently pursuing his Doctorate Degree in Education for Arabic Language. The ability to know both foreign languages give him a wider view on how to teach</td>
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the foreign language especially English in Malaysia as he is an English teacher at one of the Chinese Primary School in Sarawak State for eight years now. His interest include the fun way, creative and enjoyable activities to promote speaking skill while teaching English as the majority of Chinese pupils are not be able to do so. He is a member of PROFES (Sarawak Professional Education Development), MELTA (Malaysian English Language Teacher Association) and also active in attending the courses and conferences.

S338  MUHAMMAD YUNUS
Dr. Muhammad Yunus is an English lecturer at the Study Program of English Education Faculty of Letters Universitas Muslim Indonesia Makassar, Indonesia. His research interest is in the area of English education and language teaching methodology.

S192  MURSID SALEH
Mursid Saleh, M.A, Ph.D is a professor in English Language Education in the dotorate program of English Language Education, Semarang State University, Semarang, Indonesia.

S122  MUSHTAQ A. SHARQAWI
PhD student of Linguistics at the Center for Language Studies at UTHM.

S154  MUSTAFA TEKKE
Mustafa Tekke is a Ph.D. holder and an academic staff at Duzce University in Turkey, essentially doing research in the field of personality, spirituality, well-being and career maturity. Extending his horizon to especially religious values is a new interest to him. He is also doing a collaboration with a wide range of researchers to contribute to the related fields. He has more than 30 published papers respectively.

S067  MYKA ELLA M. AFUNDAR
Myka Ella Afundar is a college student at the University of Southern Mindanao, finishing her Bachelor of Arts in English degree. Her previous academic papers show her inclination to topics related to Journalism and Socio-Linguistics. An academic scholar, she has won medals in various English-related contests.

S297  NABILAH SYAHMIE BINTI FADZLE
Nabilah Syahmie binti Fadzle, 23 years old. I am from Perak, Malaysia and am currently doing master programme in Applied Linguistics (English) by coursework at the University Putra Malaysia in Serdang, Selangor. I am still in my first semester from four semesters for the whole two years programme. For my Bachelor’s degree, I have graduated from the National Defence University of Malaysia (UPNM) and was on the Dean’s list in Social Sciences (Languages and Cross Cultural Communication). I have also joined the Reserve Training Unit Officer (ROTU) and have commissioned as a second lieutenant after three years of training while studying for my degree programme at the same university. Best Regards, Nabilah Fadzle.

S288  NADA IBRAHIM ALKHATIB
Dr. Nada AlKhatab Assistant professor in Applied Linguistics at Imam Abdulrahman bin Faisal University. BA English Language and Literature (King Faisal University, SA), MA Applied Linguistics (University of Essex, UK), PhD Applied Linguistics (University of Essex, UK) My main research interests are in the areas of L2 writing and academic discourse.

S405  NADIAH YAN ABDULLAH
Nadiah Yan Abdullah is a Language Teacher at the Centre for Languages and General Studies, UPSI. She has taught English language for more than thirty years in the primary, secondary and tertiary levels. Currently, she is teaching proficiency courses to local and international students.

S405  NAPISAH KEPOL
Napisah Kepol is a senior lecturer in the Faculty of Languages and Communication, Universiti Pendidikan Sultan Idris. Her main research interests centre on language teacher knowledge, teacher education and professional development, grammar, and assessment. She can be contacted at napisah.kepol@fbs.upsi.edu.my. Mazyani Mat is a language teacher at the Centre for Languages and General Studies, UPSI. She has taught English proficiency courses for more than 10 years in UPSI. She graduated from Universiti Teknologi MARA (UiTM) with a B.Ed. degree, majoring in TESL and obtained her Master’s degree in Curriculum Studies from Universiti Pendidikan Sultan Idris.

S105  NASREEN BHATTI
Nasreen Bhatti is a PhD student at University of Putra Malaysia in an area of English Language. Professionally, She is a lecturer English, serving at Public college of Hyderabad, Sindh, Pakistan.

S379  NEGIN YAZDANI
Negin Yazdani is an English Language Teacher from Kurdistan, Iran. At present, She is student of Translation (Doctoral program) at University Putra Malaysia.

S124  NELIA T. ORPIANO-DU
Dr. Nelia Orpiano-Du holds a PhD in Filipino from Mindanao State University-Iligan Institute of Technology in the Philippines. She was awarded as Ulirang Guro sa Filipino (Outstanding Teacher in Filipino) in 2016. She currently serves as the Department Head of the Department of Filipino Language and Literature at the University of Southern Mindanao.

S007  NELSON C. DEL MUNDO
Nelson C. Del Mundo is a teacher and college professor in Alaminos, Laguna, the Philippines. He has taught English for several years and teaches college and senior high school students and other subjects related to the field of English. He is a candidate for Ph.D. in Applied Linguistics at De La Salle University, Manila and currently writing his dissertation on Lexical Creativity.

S029  NERISSA ANGELA M. DOBLE
Nerissa Angela M. Doble is a high school teacher at the Kidapawan National High School, Kidapawan City. During weekends and after office hours, she serves as a Disc Jockey (DJ) in one of the radio stations in the city.

S420  NG GUAN LEE
Ng Guan Lee is the Pearson Qualifications and ELT Assessments Manager for South East Asia and his product portfolio covers both Pearson professional and vocational qualifications under the branding of London Chamber of Commerce and Industry (LCCI) and English Language Testing services. Ng has been working in training and UK-based qualifications and assessment industry for more than 20 years and in collaboration with the UK product and regional business
| S064 | NGUYEN THI NGOC ANH | Ngoc Anh is a lecturer at English Department, School of Foreign Languages, Thai Nguyen University. She received her master degree in Vietnamese Literature from Thai Nguyen University of Education. Her major research interests include Vietnamese language teaching and learning, Vietnamese literature, and language learning motivation. Binh is the principal of Dac Son secondary school in Thai Nguyen province with over 20 years of teaching English for secondary students. She is interested in teaching Grammar, Reading, and Writing and always finds ways to make her lessons easy and fun. |
| S064 | NGUYEN THI THU BINH | Binh is the principal of Dac Son secondary school in Thai Nguyen province with over 20 years of teaching English for secondary students. She is interested in teaching Grammar, Reading, and Writing and always finds ways to make her lessons easy and fun. |
| S018 | NHAT LINH PHAM LE | PHAM Le Nhat Linh is a lecturer at Nguyen Tat Thanh University. She has been immersing herself into innovative teaching English to seek an evolutionary approach. She is the project manager of “Application Technology into ESL”, which sets foundation to a maiden approach to M-learning in teaching ESL. |
| S147 | NI WAYAN EKA MARYANTI | Ni Wayan Eka Maryanti is the third semester student of Universitas Pendidikan Ganesha on Magister Program. As a student, she is really interesting in doing educational research. |
| S247 | NISHI SHANZIDA YESMIN | I am Nishi Shanzida Yesmin and came from Bangladesh. I am currently doing my masters in University Putra Malaysia (UPM). I am student of department of modern languages and Communications and doing my masters in Applied Linguistics by coursework. I had completed my degree in Southeast University in Bangladesh and completed my degree in English Language and Literature. |
| S339 | NOORSYAZURA ABDUL RAHMAN | Noorsyazura Abdul Rahman is an English lecturer with 11 years of teaching experiences, secondary and pre-university combined. She holds a degree in TESOL from Macquarie University Australia and Masters in TESL from University Malaysia Sabah. Currently teaching pre-university students in Melaka Matriculation College, Malaysia. She is actively involved in some of school based projects in Melaka and one of the committee members of Malaysian English Language Teaching Association (MELTA) Melaka Chapter |
| S370 | NOR SHAHZILINA BINTI ZAM | Nor Shahzilina Zam is a lecturer at Malacca Matriculation College, holding a Master of Arts degree in Postcolonial Literature in English and a Degree in Teaching English as a Second Language. She is keen of her students’ language acquisition and development and always seeks for effective and innovative ways to overcome any problems encountered in teaching and learning. |
| S284 | NORARIFAH BINTI MAZLAN | Norarifah binti Mazlan is an in-service teacher in a secondary school in Malaysia and she is currently doing her Master’s Degree in Teaching English as a Second Language (TESL) in Universiti Kebangsaan Malaysia. She completed her Bachelor Degree in TESL in Canterbury Christ Church University, United Kingdom; a twinning program with the International Teacher Trainees Institute. She is an active teacher who acts as a Master trainer for teachers in various programs such as HEBAT Bacaan for PISA, a facilitator for MEPS (Mathematics and English Pedagogical Sharing) for English teachers and a speaker for an enrichment program for teachers in 2018. |
| S238 | NORASHIKIN BINTI ZAINULL ABDIN | I am a Level 1 English Language teacher at SK Minden Height, Penang. I am the National Master Trainers for CEFR. I have been awarded as ‘Guru Inovatif 2018’ by the North East District Education Department. I have also conducted workshops and seminars nationwide for 21st century teaching, learning and assessment. |
| S099 | NORHAJAWATI ABDUL HALIM | Norhashirah Binti Halim is a senior lecturer from the Academy of Language Studies, UiTM. She has vast experience in teaching English having had the experience of more than 20 years serving for UiTM. Her field of interest include lifelong learning, language learning, TESL and education |
| S176 | NORHAKIMAH KHAESSA AHMAD | Norhakimah Khaessa Ahmad currently works as a teacher educator at Institut Pendidikan Guru, Kampus Bahasa Antarabangsa, Kuala Lumpur, Malaysia. She is a postgraduate student at the Faculty of Educational Studies, Universiti Putra Malaysia. Her research interests include teacher identity, English as a Second Language (ESL), and teaching grammar. |
| S418 | NORHANIZA BT MD ISMAIL | Norhaniza Md Ismail holds MA in Linguistics and English Language Studies from USM and BA in English Language and Linguistics from UPM. Currently, she is teaching and pursuing her PhD in Universiti Tunku Abdul Rahman. Her areas of research interest are Communicative English and Feminist Studies. |
| S090 | NORHIDAYAH MD YUSOF | Norhidayah Md Yusof is a lecturer at the Academy of Language Studies, Universiti Teknologi MARA Pahang. Her research interests include applied linguistics, politeness, teaching and learning mainly on teacher talk in English as Second Language classroom. |
| S347 | NORHIDAYU BINTI ROSMAN | A novice level one English teacher who has been teaching in Semporna, Sabah for 3 years. Passionate in improving and changing the way of teaching by instilling fun and joy in all language skills. Author of a teaching blog named DIY Teaching Aids. |
| S167 | NORIA ANAK BUNSUN | Noria Anak Bunsun has been submitting herself to education industry for 27 years teaching primary school soon after training. She obtained her B. Ed (hon) TESL and MeD from Open University Malaysia (OUM) in 2011 and 2014 respectively. She was appointed JU (Jurulatih Utama) for promoting teaching English |
language to almost every school in Kota Kinabalu district based on Common European Framework of Reference (CEFR) since 2017. She believed that the main factor in learning English language is not merely through the mechanism itself but how smart a teacher inculcate high self-interest and enthusiasm among learners.

NORIN NORAIN ZULKIFLI ANTHONY
Norin Norain Zulkifli Anthony is an English lecturer currently attached with Melaka Matriculation College. She holds a degree and Masters in TESL from University Putra Malaysia. She started teaching in 2002 in boarding schools (Selangor and Negeri Sembilan) before settling down in Melaka. She was involved in coaching teachers in few states and national levels. Her interests is in material development and innovation projects.

NORIZUL AZIDA DARUS
Is a senior lecturer from the Academy of Language Studies, UiTM. She has vast experience in teaching English having had the experience of more than 20 years serving for UiTM. Her field of interest include lifelong learning, language learning, TESL and education.

NORMALIZA ABD RAHIM
Dr Normaliza Abd Rahim is a professor at the Faculty of Modern Languages and Communication, Universiti Putra Malaysia. Her expertise is on discourse studies and media and communication.

NORMAZIDAH CHE MUSA
Normaziah Che Musa is a language instructor at Pusat Citra Universiti, Universiti Kebangsaan Malaysia. Her research interests include language and literacy learning, teaching and learning of English in ESL/ESL context and language education.

NUR FARISYA AMYLIA BINTI MOHD SALLEH
Ms. Nur Farisya holds a B.A in English Language and Linguistics from UPM. She has four (4) years of teaching experience in teaching English as First Language in an International School. She is passionate in the area of educational linguistics, particularly in the area of students’ motivation towards English Language assessments. She has attended in several Cambridge courses pertaining to the Cambridge assessment, namely for the purpose of Secondary 1 Checkpoint Examination and International General Certificate of Secondary School (IGCSE) examination.

NUR MAISARAH ROSLAN
Nur Maisarah Roslan is a lecturer at Al-Madinah International University Kuala Lumpur. She specializes in discourse studies and human communication.
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<tr>
<th>ID</th>
<th>Name</th>
<th>Involvement</th>
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</thead>
<tbody>
<tr>
<td>S354</td>
<td>NUR SYAFIQAH BINTI YACCOB</td>
<td>A teacher in Malaysia and is currently pursuing her Master in TESL in Universiti Kebangsaan Malaysia. She previously completed her Degree in TESL in Canterbury Christ Church University (CCCU), United Kingdom (a twinning program with the International Teacher Trainees Institute). Her previous work was on Language Games in Teaching and Learning English Grammar (DOI: <a href="https://dx.doi.org/10.24093/awei/vol10no1.18">https://dx.doi.org/10.24093/awei/vol10no1.18</a>). Being an active alumni of CCCU, I have organised workshops for CCCU in SMK DARY and participated in various programmes organised by MOE and JPN as teacher trainer and facilitator.</td>
</tr>
<tr>
<td>S305</td>
<td>NUR SYAHIRAH BINTI SULAIMAN</td>
<td>Currently a Master student of Applied Linguistics in Universiti Putra Malaysia (UPM). Received Bachelor Degree of Interior Architecture (2015) in Mara University of Technology (UiTM) and my Diploma in Printing Technology (2011) also in Mara University of Technology (UiTM).</td>
</tr>
<tr>
<td>S283</td>
<td>NUR WIDAD ROSLAN</td>
<td>Nur Widad Roslan is a senior associate (integration) at Entropia Rouge, Kuala Lumpur. She specializes in discourse studies and advertising.</td>
</tr>
<tr>
<td>S194</td>
<td>NURIKA MUSTIKA</td>
<td>Nuri Mustika is the students of Graduate Program of English Education Department, Faculty of Teacher Training and Education, Sebelas Maret University. My research interest are in English and Language Teaching (ELT), English for Young Learners (EYL) and Second Language Acquisitions (SLA).</td>
</tr>
<tr>
<td>S180</td>
<td>NURUL ADILLAH BT RAMLAN</td>
<td>Nurul Adillah bt Ramlan is an English language teacher at the School of Languages, Literatures and Translation, Universiti Sains Malaysia, Health Campus. She has experience in teaching at tertiary level for 8 years.</td>
</tr>
<tr>
<td>S336</td>
<td>NURUL AIN BINTI JOHAR</td>
<td>I’m a teacher, teaching in SMK Seberang Marang a rural school in a small district in Terengganu. I’m pursuing Master’s degree in TESL in UKM and hope to finish my study soon. I have been involved in a few conferences and research-based presentations aiming to share the input I have gained in classroom with students and to learn especially when it comes to teaching, and perhaps education as a whole. I would consider myself active in school as teaching is my passion and involving in activities to improve students’ English proficiency would be exciting. I’m involved in district, state, national and also international-level school-related programmes and the involvement leaves me motivation to let my students be a part of the team.</td>
</tr>
<tr>
<td>S168</td>
<td>NURUL AIN CHUA BINTI ABDULLAH</td>
<td>Nurul Ain Chua Binti Abdullah Department : Pusat Pendidikan Asas Dan Liberal Post: Master of Education, Open University, Malaysia</td>
</tr>
<tr>
<td>S393</td>
<td>NURUL NADIA BT MOHD ROSDI</td>
<td>I am a third year student from Universiti Sultan Zainal Abidin. Previously, I studied in Teaching English as Second Language (TESL) programme during my diploma years and currently pursuing my degree in Bachelor of English Communication (Hons). Now, I am doing my research and I feel bless to join this conference because I am looking for better understanding pertaining to my study by having feedback from those who attend and listen to my presentation.</td>
</tr>
<tr>
<td>S337</td>
<td>NURUL NAKIAH BINTI ABDULLAH</td>
<td>Nurul Nakiah binti Abdullah is a post-graduate student of UKM majoring in TESL and is currently teaching as an English teacher in SMK Tengku Bariah, Kuala Terengganu. Her current interests include researches in ESL writing, teaching language arts and literature and classroom based-deep learning pedagogy. Acknowledging the lack of in-depth, qualitative studies examining teachers’ cognition and reflected beliefs and perspectives of corrective feedback practice, she hopes that the paper would contribute to the current Malaysian written feedback literature and help teachers to shed more light on how to go about integrating effective written feedback strategies in classroom instruction.</td>
</tr>
<tr>
<td>S231</td>
<td>NURULZADA AINI PUTRI</td>
<td>Nurulzada Aini Putri is an English student at English Department, Faculty of HUmanities, Universitas Bung Hatta, in Padang, West Sumatera, Indonesia. She is in 6th semester and her research interest is linguistics.</td>
</tr>
<tr>
<td>S015</td>
<td>OLIVIA GERALDINE LAZAROO</td>
<td>My name is Olivia Geraldine Lazaroo. I serve as an English English Language Excellent teacher in La Salle Secondary School. I am a very active research paper presenter as well as active in participating in innovations and Project Based Learning competitions in the district, state, national and international level. Some of my latest achievements are Gold medal in the Program Maitah Berinovasi National Level, Judge's Award and Hyginovasi Special Mention Award in CAIELTS, 2nd place winner in i-CET and champion in Project Based Learning in MELTAKK.</td>
</tr>
<tr>
<td>S199</td>
<td>OMAR ABDULJABBAR ALI</td>
<td>Omar Abduljabbar Ali is a 29 year old from Iraq, His B.A English Literature 2014 from Cihan university in Iraq. He is studying M.A Applied Linguistics in University Putra Malaysia.</td>
</tr>
<tr>
<td>S020</td>
<td>OMOTUNDE, SAMUEL ADEBAYO</td>
<td>Omotunde, Samuel Adebayo is lecturer at the Ekiti State University, Ado-Ekiti, Ekiti State, Nigeria. Dr. Omotunde specialises in pragmatics while.</td>
</tr>
<tr>
<td>S092</td>
<td>ORASA ROYKHAEW</td>
<td>Assistant Professor Orasa Roykhaew is a lecturer in English at King Mongkut’s Institute of Technology Ladkrabang Bangkok Thailand. Her research interests are Tourism and Travelling, Writing in English, English for Specific Purposes and English for Careers. She has widely experience in teaching English to Thai students and foreigners in Thailand.</td>
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<tr>
<td>S220</td>
<td>P.M. NAGARAJAN PILLAI A/L S.P</td>
<td>P.M. Nagarajan Pillai A/L S.P Murugapan. Teacher Current Placement: SK CHENG Education: Master of Education Teaching Experience: 13 years</td>
</tr>
<tr>
<td>S314</td>
<td>PANG YEE JIEA</td>
<td>A secondary school physics teacher who are passionate in educational robotics. Currently a part time PhD student to research the application of educational robotics in STEM education.</td>
</tr>
<tr>
<td>S378</td>
<td>PARAVATHY A/P R.RAMADU</td>
<td>Paravathy A/P R.Ramadu is senior Mathematics teacher in SJK(T) Lorong Java. She has been teaching for 15 years. She is currently teaching Mathematics and English. She has a degree in Education majoring in Tamil Education and minorin in Mathematics. She has earned a Master Degree also in Education majoring in...</td>
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<tr>
<td>S298</td>
<td>PARDIAN ARIF NURHADI</td>
<td>Pardian, is a student and lecturer at English Department of Faculty of Humanities, Bung Hatta University. Her research interest are translation studies and linguistics.</td>
</tr>
<tr>
<td>S274</td>
<td>PATCHAREE IMSRI</td>
<td>Patcharee Imsri is currently teaching at Walailak University. She received her B.A. in English from Khon Kaen University, M.A. in English from University of Wisconsin-Madison and Ph.D. in Linguistics from University of Delaware. Her research interests include phonetics and phonology, psycholinguistics, language acquisition, foreign language teaching and learning, teacher training and community service education.</td>
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<tr>
<td>S190</td>
<td>PAYUPOL SUTHATHOTHON</td>
<td>Assistant Professor Payupol Suthathotton received his Master of Arts in TEFL. He is currently teaching English in Business Communication and Foundation English courses at Faculty of Humanities, Chiang Mai University. His research interests include English for specific purposes, task-based language teaching and e-learning.</td>
</tr>
<tr>
<td>S028</td>
<td>PERLAS I. VALLEZ</td>
<td>Perlas I. Vallez is the school principal of Saniel-Cruz National High School, Kidapawan City. She has earned her Master of Arts in Language Teaching (MALT) major in English from the University of Southern Mindanao, Kabacan, Cotabato.</td>
</tr>
<tr>
<td>S004</td>
<td>PHAM LE NHAT LINH</td>
<td>Pham Le Nhat Linh is a lecturer at Nguyen Tat Thanh University. She has been immersing herself into innovative teaching English to seek an evolutionary approach. She is the project manager of “Application Technology into ESL”, which sets foundation to a maiden approach to M-learning in teaching ESL.</td>
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<tr>
<td>S155</td>
<td>PHAM THANH THUY</td>
<td>Thuy Pham is a lecturer of Faculty of English Language Teacher Education, University of Languages and International Studies, Vietnam National University (Hanoi). She is majored in TESOL with a Master degree of TESOL International awarded by Monash University (Australia). Her research interests include language teacher education, professional development, teaching pedagogy and assessment.</td>
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<tr>
<td>S098</td>
<td>PHI MUI</td>
<td>Phi Mui has been an English lecturer at School of Foreign Languages, Thai Nguyen University for 4 years. She achieved both her B.A and M.A degrees at University of Languages and International Studies, Vietnam National University. Her research interests include English teaching and Cross Cultural Communication.</td>
</tr>
<tr>
<td>S016</td>
<td>PREMARAJ GURUSAMY</td>
<td>I am a part-time Phd student focusing on second language writing. My other interests of study includes vocabulary acquisition and formative assessment as both are intertwined with second language writing.</td>
</tr>
<tr>
<td>S191</td>
<td>PUVANESUARY A/P LOGANATHAN</td>
<td>Puvanesuary A/P Loganathan 4 years of Teaching Experience 28 years SJKT Barathi,Bagan Datoh,Perak</td>
</tr>
<tr>
<td>S248</td>
<td>QI YAPING</td>
<td>I am a master student major in Applied Linguistics of the Faculty of Modern Languages and Communication in UPM currently. Previously, I graduated from English education at my degree.</td>
</tr>
<tr>
<td>S083</td>
<td>QIN XIE</td>
<td>Dr Xie is currently Assistant Professor at the Education University of Hong Kong. Her research interest lies in language assessment and evaluation. She has published on international journals such as Language Testing, Language Assessment Quarterly, Assessing Writing, Educational Psychology, Systems, International Journal of Testing, Higher Education Research</td>
</tr>
<tr>
<td>S152</td>
<td>RADHARANI NAYAK</td>
<td>Dr. Radharani Nayak is currently working as a lecturer in English at Government College Autonomous, Bhawanipatna, under the Dept. of Higher Education, Government of Odisha, India. She has completed her Ph.D. in English from National Institute of Technology, Rourkela, Odisha, India. Her areas of interest include English Language Teaching, Tribal Studies and Research Methodology. She is the recipient of ICSSR Doctoral Fellowship. She has worked as a Research Associate in an ICSSR funded Project titled “Impact of Popular Culture on Language Use among Indian Youth: A Case Study of Orissa”. She has more than 5 years of teaching experience. She has presented a number of papers in different National and International Conferences and has also published papers journals like ELT@I and ASIA TEFL (Scopus indexed). Besides these, she has participated in many workshops, training programs, capacity Building programmes meant for teacher education.</td>
</tr>
<tr>
<td>S080</td>
<td>RAFIDAH KAMARUDIN</td>
<td>Dr Rafidah Kamarudin holds a PhD degree in English Language and Applied Linguistics from the University of Birmingham, UK. She is currently a senior lecturer at the Academy of Language Studies, UITM Negeri Sembilan. She has been teaching English Language for more than 20 years and has vast experience in the teaching of various English language courses at tertiary level. Her research interest is in the field of English Language and Applied Linguistics particularly areas related to Corpus Linguistics and language teaching</td>
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<tr>
<td>S201</td>
<td>RAIN LESMIATI</td>
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<tr>
<td></td>
<td>I'm a student at Tanjungpura University, master degree level. Now, I'm an English teacher in one of Junior high school in my village. Besides teaching English, I also teach traditional dance. My hobbies are baking and traveling. My interests are makeup, fashion design, and writing poems.</td>
<td></td>
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<tr>
<th>S404</th>
<th>RAJA NOR SAFINAS RAJA HARUN</th>
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<tr>
<td></td>
<td>Raja Nor Safinas Raja Harun is an associate professor at the English Language and Literature Department, UPSI. Her research areas include ESL teacher education, innovative pedagogy and ESP. She was the recipient for the National Academic Award in 2015 and the Eminent Educator Award in the year 2017.</td>
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<tr>
<th>S013</th>
<th>RAMESH SATHPAN</th>
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<tr>
<td></td>
<td>Ramesh Sathappan is a lecturer at the Institute of Teacher Education Temenggong Ibrahim Campus, Malaysia. His research interest is in the field of ELT Methodology and Educational Research. His recent publications are in the field of education.</td>
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<tr>
<th>S389</th>
<th>RANI</th>
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<tbody>
<tr>
<td></td>
<td>Rani is a student of post graduate in Universitas Negeri Semarang who is writing her dissertation on Teachers' Professional Development.</td>
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<tr>
<th>S315</th>
<th>RASHID ALMAAMARI</th>
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<tbody>
<tr>
<td></td>
<td>I am an Assistant Language Lecturer in the Centre for Preparatory Studies (CPS) at Sultan Qaboos University (SQU) Oman. I hold a Masters in ESP from the University of Warwick (UK, 2002) and a PhD in Applied Linguistics from the University of Melbourne (Australia, 2016). I particularly specialize in test writing and analysis, curriculum design and evaluation. I have been teaching EAP and ESP courses to both credit and foundation students in the CPS for about 20 years now. I have been involved in high stakes assessment projects national wide and I have delivered many training workshops in the field of assessment. I have more than 18 years of experience in English language assessment as I served as a member of the Assessment Unit, the Director of SQU IELTS Centre, and the Officer of the Curriculum Unit for the Department of Humanities at the CPS.</td>
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<tr>
<th>S205</th>
<th>RAZIDA</th>
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<tbody>
<tr>
<td></td>
<td>Razida studies at Tanjungpura University and take English Master Education. I am from Indonesia and part of Pontianak. I am working at a senior high school as a teacher.</td>
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<tr>
<th>S304</th>
<th>RIBUD RINARDI</th>
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<tr>
<td></td>
<td>Ribud Rinardi is an English Teacher at SMP Negeri 7 Teluk Keramat, Sambas, Indonesia. He holds a master degree in Teaching English as a Foreign Language from Tanjungpura University, Pontianak, Indonesia. He has been teaching in remote areas in Sambas regency for 11 years. He had presented his research reports in some international conferences, such as Etteam Conference and IcoTE 1 in Pontianak, ASEAN-ELT in Melaka, and ICLALIS in Kota Kinabalu, Sabah. He prefers doing research especially on action research and material development.</td>
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<tr>
<th>S021</th>
<th>RICELI C. MENDOZA</th>
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<tr>
<td></td>
<td>Dr. Riceli C. Mendoza is a faculty and researcher of the Department of English Language Literature, College of Arts and Sciences, University of Southern Mindanao, Kabacan, Cotabato, Philippines</td>
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<tr>
<th>S356</th>
<th>RIFKY DORA WIJAYATI</th>
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<td></td>
<td>Rifky Dora Wijayati is an Indonesian citizen currently pursuing her Ph.D majoring Curriculum and Instruction in Southwest University Chongqing, China funded by China Scholarship Council. She is inspired to take that field of study because Curriculum is known as the basis foundation in Education, while Instruction is the extended hand of teaching and learning. She holds bachelor degree of English Education and master degree of English Language Studies. For her, becomes a passionate teacher and developing professionalism alike two sides in one coin, inseparable and complement each other. Hence, her interest leaning on Action Research and Teacher Professional Development.</td>
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<tr>
<th>S205</th>
<th>RIKSA PERTIW ROHIYANA</th>
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<tr>
<td></td>
<td>I am a teacher also a lecturer in Bogor, Indonesia. I have been teaching for almost 7 years. I love education especially how we can teach English to the Students and that subject as a foreign language. As well as being a researcher to make sure that the condition now of study not only modern but also still there are some school which is not too ready in 21st century.</td>
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<tr>
<th>S267</th>
<th>RIOPHILLA ALFRED</th>
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<tbody>
<tr>
<td></td>
<td>Riophilla Alfred is working as a lecturer (Probationary) at Department of English Language Teaching at the University of Jaffna, Sri Lanka. She is reading her Masters in TESL (Teaching English as a Second Language) on Assessment Paradigm at the Post Graduate Institute of English in Open University of Sri Lanka. She has been teaching English as a Second Language for the undergraduates of faculties of Medicine, Arts, and Management Studies and Commerce for more than five years. Her areas of interests in ELT are Assessment, Material Development and Teaching the Four Skills. She also teaches French at Alliance Francaise de Jaffna for the emigrants to foreign countries such as France, and Canada.</td>
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<tr>
<th>S217</th>
<th>RIZDIKA MARDIANA</th>
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<tbody>
<tr>
<td></td>
<td>Rizkadiana is taking her doctorate degree in Universitas Katholik Atmajaya Jakarta majoring in Applied English Linguistics. Her research interests are language teaching methodology, SLA and discourse analysis.</td>
</tr>
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<th>S338</th>
<th>RIZKARIANI SULAIMAN</th>
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<tr>
<td></td>
<td>Rizkariani Sulaiman is a lecturer at the Study Program of English Education Faculty of Letters Universitas Muslim Indonesia Makassar, Indonesia. She received her bachelor’s and master’s degree in English Education at Universitas Negeri Makassar. She is interested in academic writing and TEFL.</td>
</tr>
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<tr>
<th>S416</th>
<th>ROBE’AH YUSUF</th>
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<td></td>
<td>Roba’ah Yusuf is a lecturer at UPSI since 2003. Currently she is teaching German language and also teaching courses for Early Childhood Education. Her major is the aspect of language acquisition and communication. She is also experienced in teaching moral studies, literature and storytelling techniques. Fatina Bakar is a Spanish Language Teacher at the Centre For Languages and General Studies, Universiti Pendidikan Sultan Idris. She obtained a Degree of Languages and Linguistics, and Master of Modern Languages from Universiti Malaya. She has participated in innovation competitions at UPSI and the national level.</td>
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<tr>
<th>S077</th>
<th>ROBERT CELARTA ALCARDE</th>
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</table>
|       | Dr. Robert C. Alcarde garduated Master of Arts in Teaching Filipino focusing Teduray Folktales as his Master's thesis. He was awarded as Most Cultural Sensitive Research and one of the BIMP-EAGA proponents (Research presenter 2013). He achieved the award Best in Information Dissemination Research in his doctoral
<p>| S375 | ROGHIBATUL LUTHFIYYAH | Roghibatul Luthfiyyah is a faculty member of the English Education Department, Swadaya Gunung Djati University Cirebon, West Java-Indonesia. Her research topic interests are in the area of technology-enhanced language learning, assessment in language teaching, and teachers' professional development. She actively participated in national and international conferences in English Language Teaching. And she is currently pursuing her doctorate degree in State Malang University Indonesia. |
| S211 | ROIHANA TUQOLBI | Roihana Tuqolbi is an English Student at English Department, Faculty of Humanities, Universitas Bung Hatta, in Padang, West Sumatera, Indonesia. She is writing her thesis and completing her studies in linguistics field. Her research interests are in Discourse-Pragmatics, Language and Emotions. |
| S026 | ROMMEL A. PARADILLO | Rommel A. Paradillo is a language instructor at Notre Dame of Midaysia Integrated Basic Education for five years. He earned his master's degree in language teaching at the University of Southern Mindanao. Presently, he is a school paper adviser. |
| S003 | ROMUALDO A. MABUAN | Romualdo Mabuan is a Professor of English at the Lyceum of the Philippines University in Manila. He is currently a candidate for Doctor of Philosophy in Applied Linguistics at De La Salle University, Manila. He holds a TESOL Certificate from Arizona State University, and is an Alumnus of the U.S. Department of State’s E-Teacher Program. He is also a MOOC Camp Facilitator, and in that role he supports the work of the Regional English Language Office of the U.S. Embassy in the Philippines. Mr. Mabuan has also participated in other Professional Development courses sponsored by the U.S. Department of State including an exchange program with institutions in Portland and Eugene, Oregon, USA in July, 2018. |
| S334 | ROSELINE DAVID | Roseline David is an Excellent Teacher from SM LokYuk Likes(CF) . Her passion on ensuring the success of her students has earned her an affectionate name given by her students; “Mama Rose” |
| S073 | ROSIE VILLANUEVA PUYLONG | Rosie Villanueva Puylong is a Teacher III and an English teacher at Lebak National High School. She is currently the Vice President of the Faculty and Staff Association of the said school. She is also an English Coordinator and school paper adviser. She has finished her Master in Management major in Educational Management and Master of Arts in Teaching English at the Sultan Kudarat State University, ACCESS, EJC Montilla, Tacurong City. |
| S339 | ROSNIZAT HUSAIN | Rosnizat Husain is an English lecturer of at Melaka Matriculation College. She holds a degree in TESL from Universiti Putra Malaysia and has been teaching English for more than 10 years and involved in the assessment of proficiency test at national levels. She actively contributes in the Professional Learning Community (PLC) at her institution. She is currently Head of English Language Unit at Melaka Matriculation College. |
| S339 | ROZALINA MUHARAM | Rozalina Muharam is currently teaching English as a Second Language at Melaka Matriculation College since 2007. Graduated in Bac. Ed. (Hons) TESL from University Putra Malaysia in 2005. She is actively involved in the assessment of proficiency test at national levels. |
| S031 | RUBIE ANN E. DUMUKMAT | Rubie Ann E. Dumukmat is a teacher of the Kidapawan City Pilot Elementary School. She has earned her Master of Arts in Language Teaching (MALT) major in English from the University of Southern Mindanao, Kabacan, North Cotabato, Philippines |
| S094 | RUTH TIAGAN VILLARTA | Ruth T. Villarta is a Senior High School Teacher II of Gapok National High School, Gapok, Sen. Ninoy Aquino, Sultan Kudarat. She is designated as School Registrar, Reading Coordinator and English Teacher of GNHS. She finished her Master of Arts in Teaching English at the Sultan Kudarat State University, Tacurong City. |
| S118 | S.DAVE | S.Dave is a TESOL trained teacher with some 15 years of teaching and training experience in Asia. He is also a trained teacher from Singapore and is actively involved in TESOL Malaysia. The organization is actively involved in bringing TESOL training to teachers in Malaysia. He is actively involved in NLP training for teachers and students in language teaching and learning. |
| S339 | SALAWATI HAMZAH | Salawati Hamzah is currently teaching English as a Second Language at pre-university level. Her research interest is in Testing and Evaluating. Prior to teaching at the pre-university level, she was an English teacher in a secondary school for 16 years. She was actively involved as an examiner for national level proficiency test. |
| S060 | SAM NEWBOULD | Sam Newbould is an English language tutor at Xi’an Jiaotong-Liverpool University, Suzhou, China. He has experience of teaching learners from a range of backgrounds and differing abilities. Sam's professional interests include English for Academic Purposes, language teaching methodology, and curriculum design. |
| S333 | SAMER ALMEZEAD | Samer Almezead I am student at UPM university Faculty of modern languages department of applied linguistics |
| S087 | SANGEETHA PUTHIYEDATH | Dr. Sangeetha Puthiyedath is an Assistant Professor at the English and Foreign Languages University, (EFL-U) Hyderabad. She teaches language and literature to the undergraduate and graduate students and has functioned as the Academic Coordinator for the International Training Programme for four years. Her interests include identity politics, feminist and gender studies, the body and its representation, and ecofeminism. She is also interested in creative writing and in folk traditions. Her publications include articles on the teaching of language, ecofeminism, and gender studies. |</p>
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<td>S416</td>
<td>SASIGARAN MONEYAM</td>
<td>Sasigaran Moneyam is the Director of Centre for Languages and General Studies, Universiti Pendidikan Sultan Idris (UPSI). He obtained both bachelor and master degrees in the field of TESL from UPSI. He is the Project Leader for developing the assessment manual for Malaysia English Assessment (MEA), an initiative by the Department of Higher Education, Ministry of Education.</td>
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<tr>
<td>S358</td>
<td>SC. SANGARAN A/L CHINNIAN</td>
<td>SC. Sangaran Chinnian has vast experience in the teaching and learning of English and his research interests include lexicography and semantics.</td>
</tr>
<tr>
<td>S427</td>
<td>SEDIGHEH SHAKIB KOTAMJANI</td>
<td>Sedigheh Shakib is an educational professional with 8 years of teaching experience in college and university level. She holds a PhD degree in teaching English as Second language. In her current role as an English Lecturer with Victoria international college, she teaches academic and technical writing to undergraduate students. She is highly interested in doing research and disseminating knowledge in the area of teaching English skills, corpus linguistics, corpus consultation, computer and mobile assisted language learning and academic writing.</td>
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<tr>
<td>S163</td>
<td>SENAM KAUR</td>
<td>Senam Kaur (PhD) is currently the SISC for English for Secondary Schools at Pejabat Pendidikan Daerah Cameron Highlands. She coaches teachers teaching the English Language and middle leaders in the district. She is also a book writer. She has been teaching the English language for 25 years before becoming a SISC.</td>
</tr>
<tr>
<td>S236</td>
<td>SETIO RINI TRY ADITYA</td>
<td>Setio Rini Try Aditya from University of Tanjung Pura Pontianak, Kalimantan Barat, Indonesia.</td>
</tr>
<tr>
<td>S040</td>
<td>SHABANA HAMEED</td>
<td>Shaban A Hameed is a Professor in the Department of Linguistics, Aligarh Muslim University, India. Her area of specialization includes general linguistics, form-content linguistics and language teaching.</td>
</tr>
<tr>
<td>S110</td>
<td>SHAIDATUL AKMA ADI KASUMA</td>
<td>Dr Shaidatul Akma Adi Kasuma teaches at the School of Languages, Literatures and Translation, Universiti Sains Malaysia. She is interested in the area of social media and language learning, discourse analysis, and English language studies.</td>
</tr>
<tr>
<td>S328</td>
<td>SHALINI BALA</td>
<td>Shalini Bala, 24 years old, I am thrilled to say that this is my first conference to attend grew up in Kuala Lumpur and graduated from Universiti Selangor with a Bachelor Degree in Teaching English as a second language HONS (TESL) in 2018 and now I am pursuing my masters of applied linguistics, where I started earlier this year. I began my teaching career in ELS Language Centre, UPM at the same time as I enrolled into my masters. I am glad that I am able to develop my knowledge at the same time getting much experiences that I need.</td>
</tr>
<tr>
<td>S350</td>
<td>SHAMALA PARAMASIVAM</td>
<td>Shamala Paramasivam is an associate professor at the Faculty of Modern Languages and Communication, Universiti Putra Malaysia (UPM). She specialises in language use in intercultural communication, English for Specific Purposes, and Teaching English as a Second/Foreign language. Her research interests lie in discourse, communication and culture in educational and professional settings.</td>
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<tr>
<td>S107</td>
<td>SHANDRA C. GONSANG</td>
<td>Shandra C. Gonsang teaches both graduate and undergraduate Filipino language courses at the university of Southern Mindanao, Kabacan, Cotabato. She is currently the program head of the Master of Arts in Language Teaching major in Filipino at the graduate school in the said university. She finished her Master of Arts in Language and Literature at the De La Salle University, Manila and her Doctor of Philosophy in Filipino Language at the Mindanao State University - Iligan Institute of Technology (MSU-IIT) Iligan City in the Philippines.</td>
</tr>
<tr>
<td>S202</td>
<td>SHAO-TING ALAN HUNG</td>
<td>Prof. Shao-Ting Alan Hung (Ph.D. Indiana University, Bloomington) is a Professor and Chairperson at the Department of Applied Foreign Languages, National Taiwan University of Science and Technology. His research interests include Technology Enhanced Language Learning, Language Assessment, and EFL Pedagogy. He is currently the Editor-in-Chief of Taiwan International ESP Journal and the Associate Editor of Language Education and Assessment. His recent publications appear in Computer Assisted Language Learning, Computers and Education, TESOL Quarterly, The Encyclopedia of Applied Linguistics, Interactive Learning Environments...etc. He can be reached at <a href="mailto:alanhung123@gmail.com">alanhung123@gmail.com</a></td>
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<tr>
<td>S030</td>
<td>SHARON I. WARAEN</td>
<td>Sharon W. Waran is a high school teacher of the Kidapawan National High School, Kidapawan City. She has earned her Master of Arts in Language Teaching (MALT) major from English from the University of Southern Mindanao, Kabacan, Cotabato.</td>
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<tr>
<td>S005</td>
<td>SHAROON SUNNY</td>
<td>Is a Ph.D. research scholar in the school of English Language Education at the English and Foreign Language University in Hyderabad. Her area of research interest explores teachers' beliefs and practices about creativity in the English language classroom, and the use of creative writing strategies in teaching writing at the high school level. She is currently involved in teacher training where she is training teachers to include various creative strategies to improve high school writing. In raising self-awareness through training about the writing process, she hopes to help teachers embrace the writing process more fully.</td>
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<tr>
<td>S390</td>
<td>SHARVENAA SILVADAS</td>
<td>My name is Sharvenaa Silvadas. I am studying in Universiti Sultan Zainal Abidin which is located in Terengganu, Malaysia. I am majoring in English Language with Communication.</td>
</tr>
<tr>
<td>S169</td>
<td>SHEIMA ALI BABIKER SALIH</td>
<td>Sheima Ali Babiker Salih- a PhD student in Applied Comparative Linguistics, Faculty of Modern Languages and Communication, Universiti Putra Malaysia. She has been involved in teaching English (university requirements) for more than ten years in Sudan and Saudi Arabia (Al-Baha University)</td>
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<tr>
<td>S264</td>
<td>SHYINTHAVY JANARTHTHAN</td>
<td>Mrs Shyinthavy Janarththan has been serving as a lecturer attached to the English Language Teaching Centre, University of Jaffna for more than seven years. She is a Bachelor of Arts degree holder in English Literature, University of Jaffna. She completed MA in Linguistics in University of Kelaniya, Sri Lanka. Currently</td>
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<td>I am thrilled to say that this is my first conference to attend grew up in Kuala Lumpur and graduated from Universiti Selangor with a Bachelor Degree in Teaching English as a second language HONS (TESL) in 2018 and now I am pursuing my masters of applied linguistics, where I started earlier this year. I began my teaching career in ELS Language Centre, UPM at the same time as I enrolled into my masters. I am glad that I am able to develop my knowledge at the same time getting much experiences that I need.</td>
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<td>S244</td>
<td>SITI AISAH BINTI MAZLAN</td>
<td>Siti Aisah Mazlan has been involved in English Language Teaching since 2008 both as a teacher and a coach. She is currently pursuing her doctorate degree under the scholarship from Ministry of Education at University of Malaysia Sabah. Her research interests include Assessment, Teacher Education and Classroom Dynamics. She can be contacted at <a href="mailto:aeesha85@gmail.com">aeesha85@gmail.com</a>.</td>
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<tr>
<td>S039</td>
<td>SITI AISAH BINTI MEOR ZUL KEFL'I'AUNI</td>
<td>Siti Aisah Meor Zul Kefli'Auni is a language teacher who teaches Language for Specific Purpose in USM Health Campus, Kubang Kerian. She is also currently pursuing her master's degree in Linguistics (Theory of Linguistics) in USM. She is interested in the area of Needs Analysis and Corpus-based studies.</td>
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<tr>
<td>S388</td>
<td>SITI AYSAH BINTI MD YUNOS</td>
<td>Siti Aisyah binti Md Yunos Undergraduate of Bachelors Degree in English Language with Communication UniSZA (2016-2020) Diploma in TESL UniSZA (2014-2016)</td>
</tr>
<tr>
<td>S159</td>
<td>SITI ANNURUN ANGGI YANCE</td>
<td>Siti Annurun Anggi Yance is an English Student at English Department, Faculty of Humanities, Universitas Bung Hatta, in Padang, West Sumatera, Indonesia. She is writing her thesis and completing her studies in linguistics field. Her research interests are in Discourse-Pragmatics, Language and Emotions.</td>
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<tr>
<td>S382</td>
<td>SITI HAJAR NAJIYAH MOHD PAUZI</td>
<td>First semester master student in UPM</td>
</tr>
<tr>
<td>S359</td>
<td>SITI MUNIRAH BINTI SALEHUDDIN</td>
<td>Siti Munirah bt Salehuddin is in her third year with Sekolah Rendah Arab Jaim Pernu, Melaka serving as a teacher. She graduated from Institut Pendidikan Guru Kampus Perlis in 2015 with a bachelor's degree in Teaching English as a Second Language (TESL). She is currently pursuing her postgraduate studies at Universiti Kebangsaan Malaysia. She had received a silver medal in 2017 for her innovation.</td>
</tr>
<tr>
<td>S391</td>
<td>SITI NOR AMIRAH BINTI ABDULLAH</td>
<td>I am a final year student at Universiti Sultan Zainal Abidin, majoring in English with Communication. Driven by the notion of standing up against gender discrimination, I aspire to use my research paper as a means to address this very issue on a grand scale.</td>
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<tr>
<td>S278</td>
<td>SITI NUR ALIAA ROSAN</td>
<td>Sr Gs. Dr Siti Nur Aliaa Roslan is a lecturer at Infrastructure University Kuala Lumpur (IUKL). She has been teaching in the field of Surveying Science and Geomatic Engineering for more than twelve years, varying from undergraduate to postgraduate student. She published papers at national and international journals as well as presented at national and international conferences.</td>
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<td>S366</td>
<td>SITI NUR DINA MOHD ALI</td>
<td>Siti Nur Dina Mohd Ali currently a lecturer at Universiti Teknologi MARA Negeri Sembilan. She received her MA in Linguistics and English Language Studies from Universiti Sains Malaysia. Her research interests include language anxiety, ESL/EFL, and linguistics</td>
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<tr>
<td>S151</td>
<td>SITI NURQANITAH JA'AFAR</td>
<td>Siti Nurqanita Ja'afar graduated from Universiti Selangor (UNISEL). She has presented papers in ELT-related conferences. Along with her students, she is also actively involved with Girl Guides at both state and national levels. Her research interest is special education. Prior to becoming a teacher, she has worked as a research assistant.</td>
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<tr>
<td>S062</td>
<td>SIVARAJASINGAM MAHENDRAN</td>
<td>Dr. Siva Mahendran is a self-employed professionally qualified counsellor, a workplace literacy trainer for the Workforce Development Agency and also a Sessional English lecturer in an Australian university (James Cook) based in Singapore since mid-2015. He has been in the education field since the early 1980s and had taught in primary and secondary schools, private colleges and tertiary institutions for over 35 years. He has also been counselling and giving talks and workshops on socio-emotional matters to children, youth and adults from all walks of life, on an ad hoc basis, in schools, private establishments, the Singapore Indian Association, etc. since 2000 and has run counselling courses up to Masters level in various private colleges and tertiary institutions. In December 2018, he was awarded a commendation award for distinguished service, loyalty and dedication by a training institute he is attached with.</td>
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<tr>
<td>S380</td>
<td>SIYASWATI</td>
<td>Siyaswati is a lecturer in the English Language Education Department, Faculty of Teacher Training and Education Universitas PGRI Adi Buana Surabaya, Indonesia. Her interests are in the field of ELT</td>
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<tr>
<td>S069</td>
<td>SOFIA LOREN E. BONETE-NEYRA</td>
<td>Sofia Loren E. Bonete-Neyra, MA is an instructor at the University of Southern Mindanao in the Philippines. The Research Coordinator of the Department of English Language and Literature, she specializes in topics related to Applied Linguistics.</td>
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<tr>
<td>S255</td>
<td>SOO HUI WEN</td>
<td>Soo Hui Wen is a postgraduate student at Universiti Putra Malaysia - Master of Arts (English Language). Hui Wen has graduated from Universiti Tunku Abdul Rahman, Malaysia - Bachelor of Arts English Language programme. After completing her degree programme, she works in education area for about five years. She is currently an Assistant Registrar for Centre for Continuing and Professional Education at Tunku Abdul Rahman University College. She is working towards becoming an efficient instructor in education sector.</td>
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<tr>
<td>S358</td>
<td>SUBAANTHI A/P K. KANAGARATNAM</td>
<td>Ms. Subaanthi K. Kanagaratnam has vast experience teaching schoolchildren in rural areas and her research interests include reading skills and the teaching of English in rural areas</td>
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<tr>
<td>S118</td>
<td>SUMATI MUNIANDY</td>
<td>Sumati Muniansy is currently an educator and a writer. She holds her Master’s Degree in TESOL from University Southern Queensland, Business Administration from University Putra Malaysia (UMP), Diploma in TESL from Maktab Perguruan Ipoh and Diploma in TESOL from London Teacher Training College. She has</td>
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written a number of articles on various topics in The Star and New Straits Times. She has also presented papers in conferences. Writing is her passion and she writes her real life experiences to inspire others.

S240  SUMILA RAMAN  I was posted as a pioneer teacher to this school after having taught in Perak, Negeri Sembilan and Melaka. My passion to teach English began here when tail-end classes were bestowed upon me and unwanted pupils from nearby schools became mine. Working with them has made me become versatile and able to transform my manner of teaching to cater to my pupils’ whims and fancies. To me, my duty is to make them learn no matter how difficult it may be so that they can become better than me.

S377  SURESH A/L RAMACHANDIRAN  I am a Master degree student, enrolling in my first semester of studies. I have huge background knowledge of language and literature studies since my degree program in UPM. I am really passionate towards researching language and literacy components especially human’s different types of discourses.

S291  SUSILOWATY  Susiawaty is an English lecturer at Sampoerna University. She has been teaching ELT methodology, curriculum and material development, TEF, and language acquisition and development courses. She has been developing modules on ELT methodology and presenting papers in national and international forums. Her current interest is in literacy focusing on early and family literacy.

S310  SYAHIDATUL HANIFA  Syahidatul Hanifa is a student at English Department, Faculty of Humanities, Bung Hatta University. She is on sixth semester and her interest in Discourse Analysis.

S396  SYAHRATUL SYAZWIN BINTI SHARIF  Syahratul Syazwin binti Sharif UniSZA Undergraduate of Bachelors Degree in English with Communication (Honours) [2016-2020] UiTM Foundation in TESL [2015-2016]

S204  SYARIFAH MAWADDAH  name : syarifah mawaddah place/date of birth : Pontianak, 20 August 1991 hobbies: cooking and reading a lecturer of the State Islamic Institute in Pontianak

S086  SYLVESTER PHILLIP  Sylvester Philip has been working as an English teacher in rural school in Tenom, since 2016. He comes from the land below the wind, Sabah and presently being the Head Panel in the school. In 2015, he obtained his Bachelor of Teaching (TESL) from IPG Kampus Keningau. His research interest includes English language teaching methodologies, educational management and teaching and learning that focuses on the development of rural schools in Sabah.

S198  TAMPIL ARINDORA  Currently I’m pursuing my master degree in Tanjungpura University, majored in English language education. I work as a freelance English teacher. My passions are literature and psychology, though, I don’t really have the chance to study the latter. In my free time, I love reading books, especially classic ones and watching movies. Sometimes, I do sports like swimming and playing badminton.

S322  TAN CHWEE PENG  Anna Tan Chwee Peng. People call me Anna. I am an English Language teacher currently teaching at S.M.K. Klebang Besar, Klebang Besar 75200 Melaka I have always wanted to present a paper on Literature at International Conference as I have great interest in literature. I hope to learn something from this presentation.

S344  TAN SHI MIN  Tan Shi Min, or fondly known as Teacher Tan, has been teaching in a Syed Ibrahim Secondary School for 4 years. She graduated from University of St Mark and St John in Plymouth, UK (now rebranded Plymouth MARJON University) in Bachelor of Education in Teaching English as a Second Language (TESL). She did her practicum and foundation in Gaya Institute of Teaching College in Sabah, Malaysia. In addition to teaching, she is also a musician, playing the piano and ukulele. She also enjoys doing arts and crafts. Being an advocate of arts in education, she likes to use arts and music in her English language classroom. She believes arts and music can help her students in learning English language, including those with very low English language proficiency. Being an enthusiastic learner, she is keen to learn from the experts to discover new teaching techniques and materials.

S318  TAOUIFIK DJIENNANE  An associate professor in the department of English, Tlemcen University Field of research: language planning and policy, sociolinguistics Active member in ESPTLab writer of a number of articles in international journals Responsible of Master programmes Director of PhD research in Sociolinguistics of a number of students

S308  TARIQUE  Tariq, presently doing Ph.D. under the supervision of Dr. Elizabeth at Associate professor at UTHM PARIT RAJA

S350  TAW LY WEN  Taw Ly Wen is an English language instructor at Centre for the Advancement of Language Competence (CALC) in Universiti Putra Malaysia (UPM). Her research interests encompass pragmatics, Teaching English as a Second/Foreign language and English for specific purposes

S312  TAYEH ASMA  Asma is a lecturer in one of the private colleges in Kuala Lumpur Malaysia has been teaching English subject specifically Business English, Tourism English, General English and Academic Writing for almost eight years. Her interest is in students’ speaking performance, and thus her studies are inclined towards methods and ways in enhancing students’ speaking abilities. Her current research is on developing oral communication strategies among ESL students. She is now a PhD student at University Putra Malaysia

S231  TEMMY THAMRIN  Temmy Thamrin is a Senior Lecturer at English Department, Faculty of Humanities, Bung Hatta University, Padang – Indonesia. Her research interests include Linguistics, Sociolinguistics, teaching Indonesian for Speakers of Other Languages. Temmy has a PhD in Linguistics from Faculty of Humanities and Social
| S013 | TEO WOON CHUN  | Teo Woon Chun is a final-year undergraduate who is pursuing Bachelor of Teaching (Hons) Programme in TESL at Institute of Teacher Education Temenggong Ibrahim Campus, Malaysia. He is passionate to obtain knowledge on educational research through participating conferences. His recent publications are about educational research (ISBN: 978-983-9411-06-5, ISSN: 0128-7729). |
| S001 | TERY LEMANIS  | Born in Boston, Massachusetts, Tery is an experienced teacher and teacher trainer and has taught English as a foreign language at all levels. His background in music has lead him to a particular interest in multiple intelligences and foreign language learning, more specifically using music as a learning aid. Not surprisingly, he also has a keen interest in incorporating new technologies in the EFL classroom. Since 2011, he has been working as an ELT consultant and has conducted teacher training and professional development seminars in many countries all over the world. Tery is an engaging speaker who develops a special rapport with his audience due to his vivacious personality and his ability to draw the link between theory and practice in practical terms that teachers can easily relate to and find easily applicable in their classrooms. |
| S369 | THIAN PIK HANG | Thian Pik Hang is a lecturer from Department of Language and Linguistics, Faculty of Arts and Social Science, Universiti Tunku Abdul Rahman. Her areas of research interests include English Language Teaching, Second Language Writing, Language Teaching Methodology and English language teacher education. |
| S403 | THILAGA RAVINTHAR | Thilaga Ravinthar graduated with a Bachelor's Degree in TESL (First Class) from UPSI in 2013 and started her first career in Sri KDU International School. She served as an ESL teacher for a year in the school before joining UPSI as a Language Teacher in 2015. While teaching, she pursued her M.A. (Linguistics) on part-time basis in Universiti Malaya, specialising in the field of Critical Discourse Analysis. Her research interests include 21st century learning, linguistic problems and technology in classroom. She has been teaching proficiency courses for both diploma and undergraduate students. |
| S082 | TIMOTHY GIBSON | I am British national and also hold dual Greek citizenship. Coming from a family of educators who raised me multilingual, I have lived and studied in many countries in Europe. I hold a Bachelor's degree in English Language and Literature from Aristotle University and a Master's degree in Applied Linguistics from the University of Cardiff in the UK. I am currently working towards a PhD in Education and Technology at Assumption University of Thailand. I have many years teaching experience, working for private language centers in Greece and Cyprus as well as for the British Council. Currently, I live in Shanghai where I have worked in international education for the past 3 years and I head the foreign teacher department of the international division of a private school. I teach History, Geography as well as British and American Literature. |
| S046 | TINA ABDULLAH | Tina Abdullah is a Senior Lecturer at Universiti Teknologi Malaysia. She has 24 years of experience in teaching the language and communication courses at university level for undergraduates and postgraduates and teacher training. Her research interests are in the teaching of literature, teacher training and English for Specific Purposes. |
| S065 | TRAN THI AI HOA | Tran Thi Ai Hoa, a university lecturer, teaches English for students of tourism and education at Khanh Hoa University, Viet Nam. She gained the BA at Hue’s Education College, attained the MA at Ha Noi University and received her Ph.D from Viet Nam National University, Ha Noi. She has eagerly taken part in different workshops and training courses on syllabus development and testing. She has remarkable expertise in the English language teaching methodology, materials and curriculum development and pragmatic competence. She also works as a TESOL trainer and an action researcher and attends conferences on the relevant issues. |
| S066 | TRAN THI PHUONG | Tran Phuong, M.A Lecturer, English Department, School of Foreign Languages, Thai Nguyen University, Vietnam Tran Phuong is a lecturer at the Department of English, School of Foreign Languages, Thai Nguyen University, Vietnam. She received her master degree in English teaching methodology from the university of Languages and International Studies, Vietnam National University. Since joining the School of Foreign Languages, Thai Nguyen University, Tran Phuong has always taken a natural approach to inspire her students, and she understands the power and value of speaking in learning a foreign language. She is passionate about sharing her education and experience to make teaching and learning English easy and fun. Her major research interests include EFL/ESL teaching and learning in the Vietnamese context, English oral proficiency, pronunciation, and individual differences. |
| S374 | TRIANA EKA AYUNI | Triana Eka Ayuni is a graduate of English Language Education Department of Universitas Islam Indonesia. Her interest is in teaching English to young learners, and is currently engaged in furthering her research in the area of inclusive education. |
| S242 | ULYSSES YU | Ulysses Yu, presently employed as the Assistant to the Principal at St. Stephen’s High School. I’m currently finishing my doctorate degree at Philippine Normal University and had presented my paper in Japan(Kobe and Osaka) also in Thailand last year. My paper was also accepted for a conference in Zagreb, Croatia this May, 2019. In honored to be a part of Review Committee for the Iafor Conference in Japan this year. |
| S387 | UMMI NAJWA MUHAMMAD | I am an undergraduate student from University of Sultan Zainal Abidin (UniSZA) and currently on my 3rd year, doing Bachelor of English with Communication (Hons). |
| S038 | VERNIE C. HASSAN | Vernie C. Hassan is Teacher I at the Bannawag High School, Kabacan, North Cotabato. She earned her Master of Arts (MALT) major in English from the University of Southern Mindanao, Kabacan, North Cotabato. |
S151  VERNON DAIM  Vernon Daim has presented papers in ELT-related conferences. In his free time he writes poetry and short stories. His creative writings are published in the Asiatic, IUUM’s online literature journal, Readings from Readings 2 (edited by Sharon Bakar and Bernice Chauly) and Malchin Testament: Malaysian Poetry (edited by Malachi Edwin Vethaman). In 2016 and 2017, he took part in the Georgetown Literary Festival. Siti Nurnaqitah Ja’afar graduated from Universiti Selangor (UNISEL). She has presented papers in ELT-related conferences. Along with her students, she is also actively involved with Girl Guides at both state and national levels. Her research interest is special education. Prior to becoming a teacher, she has worked as a research assistant.

S213  VERONICA WOO EU CHENG  Veronica Woo Eu Cheng is a TESL teacher and independent TESL trainer with thirty-seven years of experience in the education and training industry. She graduated with a Bachelor of Education (TESL/Literature) degree from the University of Otago, New Zealand. She is currently teaching English to 14-17 year old students in a secondary school in Malaysia. Besides, she is also the Regional Officer for SPM Oral English. She works closely with the district education department as a Technical Officer for English. As an online educator, she is connected with educators and classrooms around the world. Her key areas of specialisation include: teaching of English as a second language to a diverse range of learners from young children to college students, training working adults in the different areas of English studies, organising English boot camps and workshops, planning, designing and conducting professional development courses.

S156  VIDHIYAVAANI A/P KANNAPIRAN  Vidhiyavaani Kannapiran. a teacher in sk simpang empat, sitiawan, perak. She has been teaching English language for the past two years. Currently, she am pursuing my studies in masters of education (m.ed) test in universiti pendidikan sultan idris.

S156  VISALACHI MANOHARAN  A teacher in SJK(T) Pangkor, Pulau Pangkor, Perak. I have been teaching English language for the past three years. Currently, I am pursuing my studies in masters of education (m.ed) TESL in Universiti Pendidikan Sultan Idris.

S380  WAHIU BANDJARJANI  Wahju Bandjarjani, is a lecturer in the English Language Education Department, Faculty of Teacher Training and Education Universitas PGRI Adi Buana Surabaya, Indonesia. Her interests are in the field of ELT.

S071  WALTER C. LATORZA  Mr. Walter C. Latorza is currently Senior High School Teacher of Kauran National High School. He is the SHS Focal Person who designs and plans curricular activities relative to senior high school; He works also as a representative of the school in finding partner institutions for the research and work immersion activities of the Grade 12 students. He is also a division and regional facilitator and lecturer in the School’s Press Conference.

S254  WAN LEI  Wan Lei is an Associate Professor in the Graduate School of Research Institute of Petroleum Exploration and Development, CNPC, China. Her research interests include second language acquisition, ELT assessment and evaluation.

S394  WAN NUR SYAKIRAH BINTI WAN ABD RAHIM  A third year student in English with communication study at University Sultan Zainal Abidin (UniSZA). A newcomer in research field but have a high enthusiasm in learning more about language studies.

S241  WANG LEONG BOON  Wang Leong Boon is a senior lecturer in the English Studies Unit, Language Department, ITE Raja Melewara Campus, Seremban, NS. He has been an educator for the past 35 years and holds a B.Ed (Hons) in TESL and Master (Science) TESL from University Putra Malaysia. He is a Master Trainer for School Improvement Specialist Coaches Plus (SISC). His research interests include ELT methodologies, innovations and teacher education.

S285  WEDHOWERTI  Wedhowerti, M.Hum. Lecturer Department of English Letters Faculty of Letters Sultan Wahab University, Yogyakarta, Indonesia. Her research interest is language and literature.

S329  WIDIARINI  Widiarini is junior English department lecturer at University of Nahdlatul Ulama Blitar. She was graduated from Sebelas Maret University. She is really interested in instructional design, Applied Linguistics, and also TEYL. To disseminate her research, she actively presented her research in national seminar and international conferences as well.

S307  WUTUN ANTONIUS ALI  Wutun Antonius Ali finished his Bachelor in English Education at IKIP Negeri Ujung Pandang in 1994. He then became an English Teacher in rural areas in South Sulawesi. In 2001-2013 he did his diploma at Tokyo Gakugei University, Japan on English Language Curriculum. His master degree was done in 2009-2011 at Hasanuddin University. Doctoral degree was completed in 2018 at Hasanuddin University in Linguistic Sciences. Now he is teaching English at STKIP YPUP Makassar, Indonesia and doing research on local culture in foreign language learning.

S174  XIAOFANG GAO  Xiaofang Gao, PhD is a Professor in the School of Foreign Languages, Central China Normal University, Wuhan, China. She studied M. Ed. at University of Newcastle upon Tyne, UK and earned PhD from Communication University of China. Her research interests include Pragmatics.

S209  YAP NGEE THAI  Ngee Thai Yap, PhD, is an associate professor in the English Department, Faculty of Modern Languages and Communication, Universiti Putra Malaysia (UPM). Her research interests include speech perception and production, language processing, first and second language acquisition, and the neuroscience of language.

S384  YASIR BDAIWI JASIM AL-SHUJAIRI  Yasir is a PhD candidate at Universiti Putra Malaysia. He is doing research on Academic Writing.

S046  YEE BEE CHOO  Yee Bee Choo is an English lecturer at the Institute of Teacher Education Tun Hussein Onn Campus, Malaysia. She started her teaching career since 1993 and she had teaching experiences at primary school, secondary school and now teacher’s training college. Her research interests are digital storytelling, literature, and teacher education.
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<thead>
<tr>
<th>ID</th>
<th>Name</th>
<th>Details</th>
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<tbody>
<tr>
<td>S097</td>
<td>YEE JIA'EN</td>
<td>PhD candidate in Applied Comparative Linguistics, with an MSc in Applied Neuropsychology from the University of Bristol, United Kingdom. Research interests: Psycholinguistics, Neurolinguistics.</td>
</tr>
<tr>
<td>S295</td>
<td>YENTRI ANGERAINI</td>
<td>Yentri Anggeraini is a lecturer at English education study program of Baturaja University.</td>
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<tr>
<td>S245</td>
<td>YI HUI CHIU</td>
<td>Prof. Yihui Chiu is chairperson of Department of Applied Foreign Languages at National Taipei University of Business. Her research interests include L2 English pronunciation, Computer-assisted language learning and English for Specific Purposes.</td>
</tr>
<tr>
<td>S181</td>
<td>YI-LING LILLIAN SUNG</td>
<td>Yi-Ling Lillian Sun is currently a graduate student of Department of Applied Foreign Languages in National Taiwan University of Science and Technology. She is also a Taiwanese English teacher in an English institute in the Northern Taiwan with 8-year teaching experiment. Her research interests include foreign language teaching and learning, and technology-enhanced language learning.</td>
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<tr>
<td>S172</td>
<td>YOHANES GATOT SUTAPA YULIANA</td>
<td>Yohanes Gatot Sutapa Yuliana is a Doctor, lecturing at Master Program at English Language Education of Tanjung Pura University. His major teachings are Research on ELT, Writing, and TEFL Methodology. He is also a Social-development activist for rural society in West Kalimantan, Indonesia.</td>
</tr>
<tr>
<td>S179</td>
<td>YONG MEI FUNG</td>
<td>Yong Mei Fung is a senior lecturer in the Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia. She holds a PhD in Linguistics and Second Language Teaching from Massey University, New Zealand. Her research interests include collaborative writing, blended learning, learner autonomy, and project-based learning.</td>
</tr>
<tr>
<td>S192</td>
<td>YOSEPH EDMUNDUS BUDIYANA</td>
<td>Yoseph Edmundus Budiyana is a senior lecturer of Faculty of Language and Arts, Soegijapranata Catholic University, Semarang, Indonesia. He obtained an MA degree in TESOL from the University of London Institute of Education in 1994. He is a doctorate student of the English Language Education Program, Semarang States University.</td>
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<tr>
<td>S309</td>
<td>YOUCEF MESSAOUDI</td>
<td>Dr. Youcef Messaoudi is an associate professor and a researcher at the Department of English at Tlemcen University in Algeria. His major areas of expertise are Applied Linguistics, TEL/ and TAFL. He is currently working on issues in EFL teacher education in the Algerian context. Recently, he was appointed as the Head of the section of English in his employer university.</td>
</tr>
<tr>
<td>S158</td>
<td>YUSRITA YANTI</td>
<td>Yusrita Yanti is a senior lecturer at Faculty of Humanities-Bung Hatta University in Padang, Indonesia. She has completed her Doctoral Degree in English Applied Linguistics, Atma Jaya Catholic University, Jakarta, Indonesia. And, her Master's Degree in Linguistics, University of Indonesia, Depok, Indonesia. Her research interest are in Socio-pragmatics, Discourse Analysis/Critical Discourse Analysis, Language and Emotions.</td>
</tr>
<tr>
<td>S132</td>
<td>ZAHRA TARVERDIZEDEH</td>
<td>Zahra Tarverdizeadh was as a MA student has recently submitted her thesis. She was studying in Faculty of Modern Language and Communication.</td>
</tr>
<tr>
<td>S040</td>
<td>ZAIN MOHAMMAD SULAIMAN</td>
<td>Zain Mohammad Sulaiman is a Research Scholar in the Department of Linguistics, Aligarh Muslim University, India. He has obtained graduation and post-graduation degrees in Linguistics from the same university. His area of research is the English Language Teaching focusing on ‘Alternative Assessment in Business English classrooms.</td>
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<tr>
<td>S348</td>
<td>ZAINOR IZAT ZAINAL</td>
<td>Zainor Izat Zainal, PhD is senior lecturer at Universiti Putra Malaysia, where she teaches Malaysian literature in English and miscellaneous other subjects related to world literature. Her primary research interest is postcolonial and Marxist ecocriticism, with particular emphasis on Malaysia.</td>
</tr>
<tr>
<td>S139</td>
<td>ZHAO MEIJUAN</td>
<td>Zhao Meijuan, PhD student in the Faculty of Modern Language and Communication, UPM, majoring in English translation and interpretation.</td>
</tr>
<tr>
<td>S157</td>
<td>ZHONG KAI</td>
<td>Zhong Kai, a PhD student from UPM majoring in Literacy Studies. I obtained a Bachelor of Literature at Lan Zhou City University in China and a Master of Education at SEG I University in Malaysia. I used to work as a high school English teacher in Matrix Global Schools for one year plus.</td>
</tr>
<tr>
<td>S177</td>
<td>ZINAH ALI HUSSEIN</td>
<td>Zinah Ali Hussein- PhD student in Applied Comparative Linguistics, Faculty of Modern Language and Communication University Putra Malaysia. She has been involved in teaching English for more than 6 years in (Al- Sendebad High School, Al-Iraqia University/College of Education for women, and Al-Nisour University College).</td>
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<tr>
<td>S214</td>
<td>ZULKIFLI HASHIM</td>
<td>Zulkifili Hashim is an English language teacher teaching ESL to secondary school students at a private school in Ampang, Selangor. He is currently doing a Master’s Project with a master’s thesis on TESL for his postgraduate studies at Open University Malaysia, Kuala Lumpur. Part of his ESL research requires him to analyse passive constructions in essay writing among Form 4 students of a private school in the Klang Valley.</td>
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<tr>
<td>S074</td>
<td>ZYRA S. MIDAY</td>
<td>Zya S. Miday is a student at the University of Southern Mindanao in the Philippines. She is currently in her last year in college. The paper is the thesis she conducted as part of her undergraduate requirements.</td>
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