

BOOK OF ABSTRACTS

INTERNATIONAL CONFERENCE ON LANGUAGE & LITERATURE 2020

DIGITAL TRENDS IN LANGUAGE & LITERATURE : ASIA & THE 21ST CENTURY

DEPARTMENT OF ENGLISH
LANGUAGE & LITERATURE (DELL)
KULLIYAH OF ISLAMIC REVEALED
KNOWLEDGE AND HUMAN SCIENCES, IIUM

BILINGUALISM RESEARCH LAB,
WESTERN SYDNEY UNIVERSITY
AUSTRALIA (WSU)

BILINGUALISM RESEARCH LAB,
JINAN UNIVERSITY GUANGZHOU,
CHINA (JINAN)



الجامعة الإسلامية العالمية ماليزيا
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA
يُؤْتِي الْعِلْمَ رِيشًا وَمَنْ يُرِشْهُ اللَّهُ فَلَا كَارِهُ لَهْدِهِ

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Department of English Language and Literature (DELL),
Kulliyah of Islamic Revealed Knowledge and Human Sciences (KIRKHS),
International Islamic University Malaysia (IIUM)

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Message From The Dean



It is with utmost pleasure that I congratulate the Department of English Language and Literature, Kulliyah of Islamic Revealed Knowledge and Human Sciences and the Bilingualism Research Labs at Western Sydney University and Jinan University for coming together to organise the inaugural International Conference on Language and Literature or ICLL 2020.

I am pleased to know that this conference has managed to gather excellent quality papers, a clear reflection of the emergent voices and diverse experiences on issues related to digital trends in language and literature in Asia in the twenty-first century. The contributors have submitted compelling research, making this conference an outstanding one in its attempt to provide a platform that can bring together scholars and perspectives. It is expected that the papers which address pertinent issues such as language teaching and learning, language policy, and morphology as well as religion, subjectivity, and madness in literary texts could further push the frontier of these two research fields in Asia.

I congratulate and thank the conveners of ICLL 2020 Dr. Rabiah Tul Adawiyah Mohd. Salleh, DELL, IIUM; Assoc. Prof. Dr. Bruno Di Biase, Western Sydney University; and Prof. Shao Yi, Jinan University. I also thank the organising committee for continuous support and hard work. I believe this conference will provide opportunities that enable us to learn as much as we can from each other.

Associate Professor Dr. Shukran Abdul Rahman

Dean, Kulliyah of Islamic Revealed Knowledge and Human Sciences (KIRKHS),
International Islamic University Malaysia (IIUM)

Message From The Dean



I am very pleased to be able to support the International Conference On Language & Literature: Digital Trends in Language & Literature: Asia & The 21st Century. This conference is an exciting collaboration between the International Islamic University of Malaysia, Jinan University, and Western Sydney University.

International collaboration is the future of academic research, and this conference is an excellent example of what can develop from the sharing of expertise across nations and cultures.

Australia, China, and Malaysia each feature complex histories of language and literature, which we need to reconsider in the context of the changes to our countries in the 21st century.

From the perspective of Western Sydney University, our scholars work in the most culturally diverse part of Australia, drawing upon the diversity of around 300 languages and cultures. Their research is internationally recognised for its quality – our work in Linguistics is rated in the top 150 in the world, and our work in English Language and Literature is rated in the top 250 by QS – as well as its impact. This research is addressing issues of bilingualism, of language preservation, of cultural heritage, and the development of new forms of literary expression.

I wish all of the delegates a very successful conference.

Professor Peter Hutchings

Dean, School of Humanities and Communication Arts
Western Sydney University, Australia (WSU)

Message From The Dean

Dear Organizing Committee of First International Conference on Language and Literature,

I'm glad to know that the First International Conference on Language and Literature will be held at International Islamic University Malaysia on January 15th, 2020. This conference will provide a great opportunity for worldwide researchers and scholars of language and literature to share and exchange ideas. On behalf of College of Chinese Language & Culture, Jinan University, I hereby express our sincere congratulations on the opening of the conference and best wishes to the success of the conference.

The College of Chinese Language & Culture is a specialized college in overseas China education and international Chinese education at Jinan University. Beyond our focuses on overseas China education and international Chinese education, our college will be dedicated further to academic research and international communication in the fields of linguistics and applied linguistics, literature and culture, etc.

The Bilingualism Research Lab, located at Western Sydney University, is jointly constructed and supported by the College of Chinese Language & Culture, Jinan University and the School of Humanities and Communication Arts, Western Sydney University. In recent 5 years, the lab has built a bilingual database ranging from children to senior people. Through the link provided by the lab, plenty of academic communication and cooperation have been carried out between the College of Chinese Language & Culture, Jinan University and the School of Humanities and Communication Arts, Western Sydney University, including international conferences jointly held, project applications, academic publications, and mutual visits between teacher and students. We will facilitate better the communication and cooperation between two universities, and advance the relevant researches in bilingualism.

Best regards,



Professor

Dean of College of Chinese Language & Culture,
Jinan University.

Message From The Chair



Here we are for another conference!

The inception of ICLL 2020 was in October 2018, after the Department had just finished with ICLCS 2018 (International Conference on Language, Culture and Society), which was co-organised with the Department of Sociology and Anthropology, IIUM. ICLCS was a success, which led me to think (in my usual optimism), why don't we go bigger? Technology and digitalization have led to better connectivity across regions so international collaborations, though it can appear daunting, are highly possible nowadays. The idea was pitched and positively received by the Bilingualism Research Labs of Western Sydney University, Australia and Jinan University, China. Ultimately, this tri-national collaboration was born.

My huge gratitude firstly goes to Nurul Fatehah Aziz, who helped germinate the idea for this conference. Thanks, Fateha, the next conference is on you. I would also like to express my gratitude to the Bilingualism Research Labs of Western Sydney University, Australia, and Jinan University, for their collaboration and unwavering support in making this conference a reality. It would be very remiss of me if I do not thank the 'Conference Helpers', the student committee and the staff of the Kulliyah of Islamic Revealed Knowledge and Human Sciences (KIRKHS) as well as Kulliyah of Information and Communication Technology (KICT) who have devoted their time amidst their busy schedules to organise this conference. You are indeed the star(s) of this conference. To all the presenters and the participants, I sincerely hope you will enjoy all the sessions and activities about to unfold in the next few days and that you will leave IIUM with fond memories through the scientific and networking exchanges you will have engaged in while attending ICLL 2020.

With best wishes for a successful and fruitful conference, as well as to the new decade!

Assist. Prof. Dr. Rabiah Tul Adawiyah Mohamed Salleh

Co-chairperson, International Conference on Language and Literature (ICLL 2020)
Department of English Language and Literature (DELL),
International Islamic University Malaysia (IIUM)

Message From The Chair



It has been a great pleasure to work with my Malaysian, Chinese and Australian colleagues to bring to life, together, the first International Language and Literature Conference of the new decade. I would like to thank them for their cooperative spirit and unfailing support. I would also like to thank all of the well over 100 presenters who have submitted papers from no less than 16 different countries from Asia, Australia, the Middle East and Europe on the conference themes covering a broad and very interesting range of topics. Special thanks go to our inspirational keynote speakers and the university structures from IIUM, The WSU School Humanities and Communication Arts and the Bilingualism Research Labs both at Western Sydney and Jinan. I wish to express my very best wishes to all participants and organisers for a fruitful and successful decade.

Australia
Bangladesh
China
France
India
Indonesia
Japan
Korea
Malaysia
Morocco
Qatar
Russia
Saudi Arabia
Thailand
United Kingdom
Vietnam

Assoc. Prof. Dr. Bruno Di Biase

Co-chairperson, International Conference on Language and Literature (ICLL 2020)

Bilingualism Research Lab,

Western Sydney University, Australia

KEYNOTE ADDRESSES

Speaker : Professor Emeritus Tan Sri Dato Dzulkifli Abdul Razak.

Digital Trends in Language and Literature : Asia and the 21st Century



The digital world has impacted and characterised many areas of human endeavor and also it has created many trends in science, technology and communication that were but a dream in the previous century. Among the most common powerful innovations facilitated by digitalization we can identify greater autonomy of knowledge and action, exponential growth of global communication, transdisciplinary connections, holistic multidimensional approaches, universal outreach and greater complexification. The world of language and literature shares some of these innovations and trends and this may augur well for the 21st century and beyond. But of course, that is not all we need to consider because there are numerous other issues that are beyond the digital world. They are human in nature. The presentation will look into how to move forward in these new challenges.

Speaker : Professor Hart Cohen

The “Untranslatable” as symptoms of difference: From a network of languages to a language of networks



In Barbara Cassin’s Dictionary of Untranslatables project, she posits an important character of a certain class of words that worry the act and effect of translation. While her focus is on European philosophical traditions, the effect of translating the untranslatable is familiar to me in my research on the indigenous Australian Aboriginal language of Aranda. Over a period of several thousand years, Aranda evolved as an oral language in Central Australia with variants emerging in the north, south, east and western part of the land inhabited by the Aboriginal people in this part of the country. With the arrival of Lutheran missionaries, Aboriginal cultural life was dramatically changed through missionisation though Aboriginal people themselves also adapted to and modified the Lutheran liturgy through their religious practices. In their zeal to convert Aboriginal people, the Lutherans translated the bible into Aranda. But as Aranda has no abstract nouns, the Lutherans translated or in Cassin’s terms, created neologisms by imposing new meanings on old words. A case in point is the word “God” (what Cassin terms, “the noun of nouns”) for which there was no Aranda equivalent but for which the Lutherans assigned the Aranda term, “Altjira”. This then influenced the later adoption of the English term, ‘dreaming’ or ‘dreamtime’ to approximate a cosmological equivalent to God.

In this keynote address, I want to re-think Cassin’s conceptual turn in the context of what Stalder terms the ‘Digital World’, “...why the terms we ordinarily consider as immediate equivalents have neither the same meaning nor the same field of application—what a thought can do in what a language can do...” In other words, her dictionary of untranslatability seeks to preserve the symptoms of difference in a world where differences are flattened and where languages such as Globish (the use of a global English) emerge to reduce the diversity and multiplicity of languages. In particular, when thinking of translation in the digital world dominated by Google translate and other affordances, one might think that this too is part of Cassin’s concern with the reducibility of diversity in language. But the digital through especially social media and texting has also innovated new languages (even Moby Dick has been re-written using only emojis) which appear to be entirely new formats of communication.

In this, the International year of Indigenous Languages, it is fitting to re-think the practice of translation and to project the preservation of linguistic differences as the means of language maintenance as well as a way of thinking the multiplicity of languages and the multiplicities within languages in a digital world.

Speaker : Assoc. Prof. Dr. Satomi Kawaguchi

Processability Theory, Language Acquisition and Digital L2 learning



This keynote speech introduces the Processability Theory (PT, Pienemann 1998; Pienemann et. al., 2005; Bettoni & Di Biase 2015) and its importance for understanding second language development as well as the teaching of second languages. It will also address some of its applications to digital learning. PT is a well-established theory of second language acquisition which explains the developmental path to learning any second language based on universal principles of human cognition such as the limitations of working memory, the requirement of fast lexical access in language processing and the formulation of speech online. PT uses Lexical Functional Grammar (e.g., Bresnan, 2001) for a formal grammatical representation of any language and Levelt's (1989) speech processing model. These two theoretical bases lend PT its psychological and typological plausibility. This presentation explains how PT works using examples from English L2 (second language) and Japanese L2. In many countries, including Asian countries, communicative language teaching method is believed to be the most effective way to teach second languages. However, the implementation of Developmentally Moderated Focus on Form (DMFonF) L2 school programs, based on PT, shows that purely communicative method is effective for lexical learning but not for grammatical development (Di Biase 2002, 2008; Hardini et al., 2019). PT's developmental framework has also been applied to digital language learning App such as Lexifun (Kawaguchi et al., 2016) and language assessment (Rapid Profile, Kessler & Liebner 2011). But most importantly for the digital future in L2 learning PT can play a role in the classroom implementation of digital apps because assessment of language learning, monitoring and evaluation of students' performance is one of the key issues: they may find the digital activities great fun but do they actually develop their second language via those activities? PT's developmental stages offer a principled framework to assess student's language development (e.g., Kawaguchi 2015). While much remains to be done, I believe it can be asserted that to date no other SLA theories have contributed, qualitatively or quantitatively, as much as PT to a detailed developmental trajectory for various second languages including English L2 and Japanese L2, hypothesizing and testing empirically predicted outcomes.

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Speaker : Dr. Rusaslina Idrus

“Small voices, big stories”: Storytelling for indigenous youth empowerment



Storytelling is a practice in many indigenous cultures, important in maintaining identities and knowledge transmission. In this presentation, I will share a participatory action research project that focusses on story telling as a methodology for indigenous youth empowerment. Drawing from the indigenous tradition of storytelling but presenting the stories in different forms, this project uses storytelling to empower Orang Asli youth by creating spaces for their voices to be heard. The project focuses on the youth's aspirations and challenges in their education journey. Through a series of participatory workshops and community consultations, we collaboratively explored different forms of storytelling with the youth, including digital storytelling, theatre performances and writing short stories. The youth wrote, narrated, illustrated and performed their own stories, sharing their lived experiences with a larger audience. In the stories focusing on schooling experiences, bullying, ethnic discrimination, and poverty were cited as the main challenges in going to school. Some students also shared their achievements such as excelling in academics and sports, while others expressed cosmopolitan aspirations such as traveling and learning new languages. These stories challenge prevalent stereotypes of Orang Asli as having little interest in schooling and as underachievers. The impact of the project includes an observed increase in self-confidence among the Orang Asli youth participants. These stories also provide an opportunity for educators, policymakers and members of the public to listen and understand the lived realities experienced by the Orang Asli youth and even be inspired to act for social change. The intersection of storytelling, digital technology and artistic expression provides a dynamic space for indigenous youth empowerment.

POSTER PRESENTATION

Poster Presentation No. 01

Nurul Af Idah Widyaningsih,
Bogor Educare

Movie and Translation Class

Translation consists of reproducing, in the receptor language, the closest equivalent message of the source language, first, in terms of meaning and, secondly, in terms of style (Nida and Taber, 1982). Translation therefore requires vocabulary mastery. One strategy for developing vocabulary mastery in students is the watching of movies. Watching movies involves auditory and visual engagement, which supports language development, and is thus seen as effective. In addition to this, watching movies is engaging and entertaining. Students enjoy developing their language whilst gaining cultural understanding at the same time.

Poster Presentation No. 02

Nadia Anuar, Ahmad Mazli Muhammad
Universiti Teknologi Mara (UiTM)

A Look into Students' Secrets and Difficulties in Critical Reading

Critical reading is named a key aspiration in the Malaysian Education Blueprint (2015-2025) and is an essential skill that students must acquire. However, reviewed literature has indicated an increased number of students who demonstrated poor critical reading skills. Thus, this study applied the Theory of Planned Behaviour to examine students' beliefs in critical reading and the influence of these beliefs on students' intention to participate in critical reading. An elicitation study was conducted to identify students' beliefs on critical reading which encompass behavioural belief (advantages and disadvantages of critical reading), normative belief (identification of people who approve participating in critical reading), and control belief (difficulties in critical reading). The elicitation study was conducted as this stage has received minimum scholarly attention and to ensure a more comprehensive analysis. The beliefs were analysed qualitatively, and exploratory factor analysis was employed to determine the relevancy of the salient beliefs. Once the beliefs are finalised, structural equation modelling was utilised to measure the influence of these three beliefs on students' intention to participate in critical reading according to the Theory of Planned Behaviour. Behavioural belief was identified to explain 26 percent of attitude, normative belief explained 6 percent of subjective norm, and control belief explained 33 percent of perceived behavioural control. Hence, the elicitation of students' salient beliefs in this study not only contributed to the Theory of Planned Behaviour's literature on elicitation studies but has also identified more relevant factors that influence students' intention to become critical readers.

Poster Presentation No. 03

Nora'Azian Nahar
International Islamic University Malaysia (IIUM) Pagoh Campus

Malay Proficiency of Non-native-speaker Students at National-type Schools

The decline in the Malay proficiency of students at national-type schools (sekolah jenis kebangsaan, SJK) can be seen in their performance in the Malay language subject. Recent studies show that Malaysian non-native learners of Malay are becoming less proficient, less fluent, and less literate in the national language. This phenomenon should be given serious attention, especially since the mastery of any language should begin from early childhood. This study was conducted to determine the Malay language proficiency level of non-native-speaker students in primary schools, both the respective levels of their listening skills, speaking skills, reading skills, and writing skills, as well as their overall proficiency level, in order to get the latest picture of the situation. A total of 414 students from 5 SJKs were selected as study samples. The two instruments used to obtain the data were the UPBM_SR Proficiency Exam, consisting of a listening test, a speaking test, a reading test and a listening test, and the UPBM_SR Overall Level of Score. Based on their scores of the four skills, 15.6% of the respondents fell into levels 1 to 3 in terms of their listening skills; a total of 55.7% of them were not fluent in spoken Malay; 39.6% did not know how to read; and most worryingly, 65.2% of the respondents were not adept at writing in Malay. As for their overall level of Malay proficiency, with level 1 being the lowest and level 8 the highest, the majority of the students (29.0%) were in level 4, which is at a medium proficiency. None of them achieved level 8. It is important for research to be conducted on pupils at primary schools to provide a basis for other studies investigating the Malay proficiency of students of various ethnic groups in Malaysia. Efforts to uphold the Malay language must be poured into improving these non-native young learners' mastery of the four language skills to produce a generation that is competent in Malay.

Poster Presentation No. 04

Nurul Jamilah binti Rosly
International Islamic University Malaysia (IIUM) Pagoh Campus

Relationship between motion verbs and prepositions of the Malay language based on conceptual structure representation and spatial representation

Motion is a change from one location to another. Motion verbs need prepositions as an indicator and main component to express the direction of the motion. This study investigates Malay spatial motion verbs and their corresponding prepositions such as *dari*, *daripada*, *ke*, *kepada*, *di*, *di seberang*, *di sekitar*, *di sekeliling* and *di sepanjang* by focusing on the conceptual (abstract) structure perspective. Data for this research are acquired from Pangkalan Data Dewan Bahasa dan Pustaka, Malaysia, and are analysed using the Conceptual Structure theory (CST) (Jackendoff, 1997, 2011). The argument mapping consists of three main hierarchies: argument-adjunct rules, conceptual structure representation and spatial representation. From the analysis, directional spatial motion, additive motion, becoming motion and orientative motion in the function of [EVENT] and [STATE] were identified which could predict the usage of prepositions such as *dari*, *daripada*, *ke*, *kepada*, *di*, *di seberang*, *di sekitar*, *di sekeliling* and *di sepanjang* in bound direction, directive direction and path direction. The spatial representation also demonstrated the involvement of dimension conceptualisations such as DIM 0D, DIM 2 (0+E) DIR and DIM 2 (0+E) DIR. Overall, this study has shown the relationship between motion verbs and prepositions in terms of conceptual structure representation and spatial representation. Maps delineated from the analysis show that the meaning of motion and preposition can be proven by the presence of a trajectory for the direction and

dimension of the motion based on the concept of shape and object throughout the movement. Semantic decomposition is constructed to give an explanation of the meaning of motion of space that can be presented with bounded prepositions, directions and paths. This study suggests that this relationship can be extended to the organisation of phonological structures, syntactic structures and conceptual structures to complement the conceptual design of conceptual structures.

Poster Presentation No. 05

Nur Yasmin Khairani Zakaria, Nora Ezzati Azmi,
Universiti Sains Malaysia, Universiti Kebangsaan Malaysia, Kolej Komuniti Sabak Bernam, Selangor

Design and Development of Game-Based Assessment (GBA) in Academic Writing Course for ESL Learners

Game-Based Learning (GBL) is believed to have advanced new directions in the educational context and has been used to enhance students' motivation in learning. Gamification affords motivational, challenging and, at the same time, fun learning experience to the learners. However, little attention has been given to improve language learning in the Malaysian setting. Therefore, this study aims to identify ESL students' needs in learning academic writing and to develop a game-based application, i.e. a prototype, that would be integrated into an ESL academic writing course. A design and development research (DDR) will be conducted to fulfil the research aims. Students from Malaysian research universities who are enrolled in postgraduate programmes will be chosen as participants for this study. The developed prototype will be incorporated with game mechanics, namely points, badges, and a leader board, as well as activities based on the self-determination theory. The study will include multiple sources of data such as survey questionnaire for students, focus group discussion, instructors' reflective notes and semi-structured interview with ESL experts. The study is carried out in two phases. In the first phase, 40 postgraduate students who have enrolled in the academic writing course will be chosen randomly to give feedback on their needs in academic writing. Their responses will be further enriched with feedback from ESL experts. Findings from the needs analysis will serve as a foundation for the prototype development. Both students' responses and experts' feedback on this matter are crucial to ensure that the contents of the prototype align with the course objectives and can be further improved before it is implemented to the students.

Poster Presentation No. 06

Nurul Hanisah binti Mohd Razif, Rabiah Tul Adawiyah Mohamed Salleh
International Islamic University Malaysia (IIUM)

Written Corrective Feedback (WCF) on English Articles in Malay ESL Learners' Writing

Writing in English is an arduous task for most non-native speakers, regardless of whether they learn English as a second language (ESL) or as a foreign language (EFL). The rules of English grammar would be the most challenging part for them to get used to, especially on articles. Hence, this study attempted to examine the importance and effectiveness of written corrective feedback for ESL learners at tertiary-level institutions. The learners were guided in using the English article system (indefinite 'a' and definite 'the') and then their written assignments were corrected using colour-coded feedback to notify them of article-related errors they have made and the correct usage. Supported by the Noticing Hypothesis, this study probes into the role of direct corrective feedback on the acquisition of articles by Malay ESL learners.

Poster Presentation No. 07

Madiah Mohd Izam, Rabiah Tul Adawiyah Mohamed Salleh
International Islamic University Malaysia (IIUM)

The Influence of Prosodic Input in Infant-Directed Speech on Language Learning among Malay-Speaking Children

Due to scarcity of studies done on the influence of Malay infant-directed speech (IDS) on language learning, the notion of whether input on prosodic properties in Malay IDS result in language learning as observed in IDS of other languages has yet to be confirmed. Therefore, this study aimed to analyse the influence of prosodic input in IDS, as compared to adult-directed speech (ADS), on language learning among Malay-speaking infants. This study applied the Intermodal Preferential Looking Paradigm (IPLP) to examine language learning during the early stages of language acquisition. The participants of the study were four infants aged between 1;6 months and 24 months who were raised in Malay-speaking families. The participants were randomly divided equally into two groups. The first group was tested using IDS stimuli; the second group was tested using ADS stimuli. The average duration (in seconds) of visual fixation to the target object in comparison to visual fixation to the non-target object during the task familiarization phase and novel-word testing phase in both conditions were analysed using Coach My Video (CMV) application and presented in a bar graph. The results from both conditions were compared to examine the extent to which the IDS condition assists in language learning among the children. The results showed a significant interaction between both IDS and ADS conditions and the target and non-target objects. The participants in the IDS group and ADS group showed a slightly different performance, though both exhibited the same pattern in which participants under the IDS condition looked significantly longer to the target object. These results suggest that the participants learned words better under the IDS condition as compared to ADS.

DAY 1

ICLL 2020 PROGRAMME SCHEDULE
VENUE : KICT LEVEL 5, IIUM
DAY 1 : WEDNESDAY, 15TH JANUARY 2020

TIME	PROGRAMME	VENUE
8:00-9:00 am	Registration and light breakfast	Level 5
INAUGURAL SESSION (CONFERENCE ROOM LEVEL 5)		
9:00am	Arrival of Datuk Dr. Mohd Daud Bakar, President of IIUM	
9:05am	National Anthem, “Negaraku” and IIUM Song, “Leading the Way”	
9:15am	Presentation of IIUM Corporate Video	
9:20am	Welcoming Remarks by ICLL 2020 IIUM Chairperson	
9:25am	Welcoming Remarks by ICLL 2020 WSU BRL Chairperson	
9:30am	Welcoming Remarks by Assoc. Prof. Dr. Shukran Abd Rahman, Dean of KIRKHS, IIUM	
9:40am	Keynote Address by Datuk Dr. Mohd Daud Bakar, President of IIUM	
9:55am	Launching of ICLL 2020	
10:05am	Presentation of Souvenir	
10:10am	Recitation of Du’a	
10:15am	Photography Session	
10:30am-11:00am	Morning tea	Multipurpose hall (Level 2)
KEYNOTE SPEECH 1 (CONFERENCE ROOM LEVEL 5)		
11:00am-12:00pm	Topic: Digital Trends in Language and Literature : Asia and the 21st Century. Speaker: Professor Emeritus Tan Sri Dato Dzulkifli Abdul Razak.	
12:00pm-1:30pm	Parallel Session 1	Classrooms (Level 5)
1:30pm- 2:30pm	Lunch break	Multipurpose Hall (Level 2)
2:30pm-4:00pm	Parallel Session 2	Classrooms (Level 5)
4:00pm-4:30pm	Afternoon Tea	Multipurpose Hall (Level 2)
4:30pm	END OF DAY 1	
8:00pm-10:00pm	Conference dinner (Seri Pacific Hotel)	Seri Pacific Hotel, Kuala Lumpur

DAY ONE : WEDNESDAY, 15TH JANUARY 2020
PARALLEL SESSION 1 : 1A

Ratnawati Mohd Asraf, Sayeda Fatema, Md. Eftekhar Uddin, Md. Mohib Ullah,

International Islamic University Malaysia (IIUM), University of Creative Technology Chittagong (UCTC),
International Islamic University Chittagong (IIUC)

An investigation into teachers' use of educational technology in teaching EFL writing at the tertiary level in Bangladesh

Abstract : Writing is a difficult and complex task both for native and non-native users of English. Hence, English language teachers use different approaches and strategies to teach EFL writing more effectively. One of these approaches is to use technology as it makes learning more interesting, interactive, and effective. This paper describes the results of a qualitative study that attempted to find out why EFL teachers used technology in teaching EFL writing at the tertiary Level in Bangladesh and the types of technology they used to do so. From the semi-structured interviews of nine university teachers, the researchers found that they used tech tools because they were useful for collaborative learning, for giving peer and teacher feedback, and because they promoted learners' autonomy. The results also showed that teachers used different types of technology, such as blogs, social media, apps, websites, and writing software, for teaching EFL writing effectively.

Nursyaheedah Muhammad Isa, Hafizoah Kassim, Mohd Azrul Azlan Abdul Hamid Abd Hamid,

Arulselvi Uthayakumaran, Fathiah Izzati Mohd Fadzillah,

Nurkarimah Yusof, Dr. Nik Aloesnita Nik Mohd Alwi

Universiti Malaysia Pahang (UMP)

Influences of First Language Structures on Arab Students' Spelling, Capitalisation and Punctuation

Over the past five years, Malaysian higher education institutions have seen an increase in the number of Arabic-speaking students. In this light, the Arabic-speaking students, are required to attend English preparatory courses in the higher learning institutes to be enrolled into mainstream programs. The influx of Arabic-speaking students into Malaysian universities has created various needs and approaches to understand these learners for effective teaching and learning experience. One of the areas that urge for specific attention is the influence of L1 structures in English language writing. Arab learners of English is believed to have struggled most when it comes to English spelling as compared to other L2 learners. Punctuation errors are also prevalent in Arab learners' English writing. Under and overuse of capitals are also one of the frequent errors committed by the Arab L2 learners of English. Common punctuation errors include under or overuse of full stops as well as commas. This study therefore aims to investigate the influence of Arabic language structures, specifically in terms of spelling as well as the use of capitalisation and punctuation, in English language compositions. The data for the study was obtained through a qualitative design. Fifteen essays were collected from students who attended the beginner level of a Preparatory Intensive English program at a public technical university. The data was then analysed according to the theory of Dirasah Taqabuliyah to identify the influence of first language (L1) structures (Arabic) in writing English language compositions. The findings show that Arabic heavily influenced spelling and the use, or lack thereof, of capitalisation and punctuation, in the compositions written by the Middle East students. The study will conclude with pedagogical recommendations and guidelines for instruction.

Ruwaida Abu Rass,
Beit Berl College

The influence of Arabic and its culture on the writing of Arab Muslim college students

This study aimed to analyze the errors of Arab Muslim students who are majoring in teaching English as a Foreign Language (EFL) in their writing in English. These students usually transfer the stylistic features of their first language and culture, Arabic to the target language, English. For example, they tend to write long sentences with coordinating conjunctions (Al-Khatib, 2001) , repeat themselves and argue through presentation and elaboration (Almehmadi, 2013), and often talk around the topic and repeat phrases before stating the main points. The data had been accumulated for the last twenty years and that include samples of 300 students, which show similar repeated types of mistakes and errors made by the participants of the first-year writing course. In addition, results point to a strong cultural influence appearing in the students' writing such as dichotomy, repetition and exaggeration for the sake of persuasion. To help these learners write better in English, a variety of approaches such as contrastive analysis, error analysis, and the process approach have been employed, employing digital tools not only to check the writing samples of learners but also to create forums for students' collaboration and sharing. Greater consideration should be given to the first language and culture besides the target culture when designing the curricula for writing classes for Arab L1 students in English writing instruction.

Andi Susilo,
Western Sydney University

Developing critical intercultural awareness: The impact of video clip-assisted intercultural learning tasks on English as a foreign (EFL) students

This paper reports part of a large project investigating the in-progress formation of EFL students' critical intercultural awareness (CIA) through intercultural learning in Indonesian tertiary classrooms. It particularly focuses on the effect of video clip-assisted intercultural learning tasks on the students' CIA development. This study used a one-group pretest-posttest design with a cohort of 50 participants mixed in gender, study programs, and ethnic groups. They were involved in a 10-week pedagogical intervention using culturally-appropriate video clips with intercultural learning tasks – authentic input, noticing, reflection, and verbal output. The study deployed a questionnaire to generate data of the participants' CIA before and after the intervention, and a paired-sample t-test was performed with SPSS 25 to examine the mean difference in these two variables. The results revealed that there was a significant difference (Sig (2-tailed) value .000, $p < .05$) in the participants' CIA scores over ten weeks. Findings indicate that the use of video clip-assisted intercultural learning tasks promotes the development of students' abilities to identify, interpret and critically evaluate the intercultural values embedded in the video clips as well as engage more effectively in in-class discussion with diverse groups. The findings suggest that university students have potentials to develop their CIA if their teachers integrate intercultural components into the syllabus and facilitate intercultural learning activities in their EFL classrooms.

DAY ONE : WEDNESDAY, 15TH JANUARY 2020
PARALLEL SESSION 1 : 1B

Saraswathy Thurairaj, Nora bt. Mohd Nasir, Subramaniam Govindasamay,
Universiti Tunku Abdul Rahman, International Islamic University Malaysia (IIUM)

Language policy shifts in Malaysia: The reality surrounding the change in the PPSMI (Teaching of Mathematics and Science in English)

In Malaysia implementation of language policies is always dealt with carefully as it is considered a sensitive issue in the multi-ethnic nation. The language planning process normally undergoes various levels before implementation. The question is what happens when the language policy is abruptly implemented through language-in-education planning without much thought given to language planning? For example, the 'Teaching of Mathematics and Science in English' (EteMS) policy or better known as PPSMI (Malay acronym) was introduced to address the deteriorating standard of English Language among Malaysian students. The need for the English Language is deemed to be significant due to its current status as the language of science and technology. This study investigates the stance of the Malay ethnic group by critically analyzing the significant relationship between 'English language from the religious point of view', 'ethnic interests of the Malay nationalists,' 'English language as a symbol of power' and 'English language is desecrating the symbol of nationalism' and the acceptance or rejection of PPSMI. The research will take the form of a quantitative research method through questionnaires. The results will open up avenues for future studies for the inclusion of more critical success language policy planning in the future.

Md. Sajib Miah,
Jahangirnagar University, Dhaka Bangladesh

Bangladesh as a Monolingual Country: Its Impact and Challenges on ESL Teaching and Learning

Learning through mistakes and shortcomings is natural and a must, and the same applies to dealing with problems in the teaching and learning of English in Bangladesh. The absence of ideal classrooms, poor infrastructural amenities both for ESL teachers and learners, lack of technological and modern equipment, lack of adroit and highly-trained teachers, imported teaching strategies, examination-oriented teaching approaches, and most importantly, the pervasiveness of a nationalistic-rooted monolingual sentiment for the mother tongue are among the problems that the education sector in Bangladesh must contend with, which consequently affect the cultivation of competent teachers and learners. The prevailing English language teaching methods in Bangladesh, including the grammar-translation method, direct method, audio lingual method, present practice procedure method, communicative language teaching (CLT) and task-based learning, failed to resolve the above-mentioned issues. English language has been treated by the majority of the learners as a subject instead of a language, and they do not seem to be aware of the importance of spontaneity in acquiring it. This paper scrutinizes the challenges faced by ESL teachers in Bangladesh classrooms, and provides some effective solutions to overcome these issues, such as establishing advanced infrastructural facilities, ameliorating teachers' proficiency and ensuring Language Teacher Education are up-to-date. The paper also speculates how there are some inconsistencies and asymmetries between the stated objectives of teaching English and the actual teaching methods and strategies implemented in classrooms, then gives recommendations on how the ESL teachers can utilize CLT techniques in the classroom effectively in an effort to reduce the nationalistic monolingual sentiments that may be present among the learners.

Bladimie Germain,
Meisei University, Tokyo

**Fostering critical thinking and enhancing imagined community through
Sustainability Development Goals (SDGs)**

Language learning pedagogy has consistently focused on using topics that generally does not have a clear link with learners' expected or their future possibilities. These topics are generally chosen because of their ease to introduce basic grammar and vocabulary, which is imperative for learners. However, the researcher has observed that many learners find these topics mundane, especially in a Japanese university context thus resulting in many learners being demotivated or discouraged from learning English. Additionally, Japanese students are typically concerned about passing their English class, rather than acquiring the language itself (Ishikawa, 2017). Moreover, Norton (2000; 2001; 2010) argued for the importance of students being able to imagine their future-selves using the language learnt. The current study aims to provide alternative topics that allow learners to imagine their future-selves using English, thus promoting English language learning and acquisition. It was conducted in a private Japanese university in two English communication classes that the researcher designed using the United Nation's Sustainability Development Goals (SDGs) as the base. Students in the study were 18-20 and were first and second years. It was stipulated that due to the nature of the study, qualitative research observations of written assessments and classroom observations by the researcher and a research assistant was best. Questionnaires were also used to either confirm or deny observations made. An interesting find in the research is that by using SDGs, students not only imagined their future-selves in a community using English but they also viewed their present-selves as community members within the classroom. Additionally, students gradually began to naturally think critically with less need for prompting or encouragement. However, some students still continued to focus on passing the class. Nonetheless, the research provides some evidence in support for a change in English language learning topics.

Restu Mufanti, Rohfin Andria Gestanti, Elok Putri Nimasari,
Universitas Muhammadiyah Ponorogo

**Is curriculum for English designed properly for Indonesian to acquire it? (Case study on the use of
grammar in an English teaching approach)**

In recent years, English has been gaining more importance in Indonesia. Indonesians have been encouraged to learn English. However, the current English curriculum for schools needs to be evaluated as it may not fulfill the needs of the learners. For example, English books for children in primary schools often contain a lot of grammar materials and exercises but lack concentration on other skills. This study is conducted to evaluate the teaching of English with a focus on grammar in primary education. Two data collection techniques were employed. The first was an evaluation of an English textbook to find out the number of grammar topics, the kind of grammar items presented, the purpose of teaching grammar and the level of difficulty of the exercises. The second one was a focus group discussion. The researchers invited five experts in the area to discuss this issue. The findings show that grammar is used as the main approach to teach English to learners even though the book states explicitly that the purpose of learning English is to master four skills of the language. This means that the English curriculum for primary education needs to be re-evaluated and experts in the field should be involved in designing the curriculum. A curriculum that is appropriate for the learners with sufficient focus on each skill will benefit the learners and positively contribute to the acquisition of English in Indonesia.

DAY ONE : WEDNESDAY, 15TH JANUARY 2020
PARALLEL SESSION 1 : 1C

Lucija Medojevic, Henno Kotze,

Navitas Ltd, Institute of Continuing & TESOL Education The University of Queensland

Insights into preparing TESOL teachers for the digital world of English

There is a growing need for English language teachers to understand digital technology and to know what resources are available in order to cater to their students learning in the current digital era. However, TESOL teachers can often find integrating digital technologies into their teaching practice an overwhelming and daunting task. Numerous factors can help or hinder a TESOL teacher's use of technologies, internet access, and by extension, access to online English language materials. Even when teachers have access to digital technologies and infrastructure, not all teachers are willing to use those technologies to support their classes (Hockly and Dudeney, 2018, p.166). After two decades of "easy-to-use" virtual learning environments, many researchers still find digital environments so puzzling that a substantial body of academic staff, including English teachers, are not fully engaged with technology-enhanced learning (TEL) practices (Rienties et al., 2014). Moreover, comprehensive data on continuous professional development (CPD) in the industry is scarce. This paper aims to review and investigate theoretical frameworks of how teachers acquire digital competencies (Bennet & Folley, 2015). We then examine factors that influence the adoption of TEL by Australian English language teachers. We utilise the reflections of three teacher-educators from the English language teaching industry in Australia (including ELICOS and AMEP teaching contexts) on different models of ed-tech professional development provided to in-service English language teachers. The results of this reflective process indicate that successful implementation of TEL and development of digital capabilities in staff is highly dependent upon empowering, developing and enhancing the trainees' mindset. The paper will shed light on the processes implemented by teacher-educators with insights for wider TESOL practice.

Diana binti Othman, Zuraidah binti Sumery,

UiTM Cawangan Johor, Kampus Segamat

Exploring the use of authentic materials in ESL writing classes: Benefits and challenges

Incorporating authentic materials in ESL classroom is not a new phenomenon seen in today's learning environment specifically in English class. The use of authentic materials will help students to bridge the gap between the classroom and the outside world (Mason, 2007). It will also assist in developing the students' self-motivation and increase their confidence in writing. Therefore, the overall aim of this study is to explore language learners' perceptions on the benefits and to identify the challenges of using authentic materials in their writing class. This study will involve around 60 students from two different classes of ELC230 - Introduction to Writing. These students basically have differences in academic background as they are from two different programs; LG120 (Diploma in English for Professional Communication) and BA119 (Diploma in Investment). The two classes are assigned to be an experimental group and a control group. All students will receive the same classroom instructions and assignments, with the only difference being that the experimental group will be given supplementary materials related to the course for their extensive reading outside classroom. An observation and a semi-structured interview will be conducted to collect the data for this study. Both classes will also be given a questionnaire to be answered in order to investigate their perspectives in using authentic materials specifically in writing class. It is hoped that this study will show positive responses from the students and that the use of authentic materials in writing class may increase their motivation and help in developing ideas. Also, it is hoped that authentic materials used in writing classroom will bring the sense of authenticity and real-life experience to the class

**Zuraidah binti Sumery, Haniza binti Sarijari, Siti Zarikh Sofiah binti Abu Bakar,
Fairuz Husna binti Mohd Yusof, Diana binti Othman,**
UiTM Cawangan Johor, Kampus Segamat.

An analysis of common errors in Malay ESL students' digital portfolios

Writing in English is one of the most crucial skills that Malay ESL students often fail to do well in, especially in their academic assignments. Common errors such as in word choice, subject-verb agreement, tenses or even punctuations are the major blunders that students execute in their writing. This study attempts to reconnoitre the fundamental errors produced by the Malay ESL students in their digital portfolio writing. Seventy-two digital portfolios of diploma students from UiTM Segamat campus, in which they were asked to compile their opinions and ideas in writing, will be collected and analysed using content analysis. NVIVO12 software is used to interpret and code the data into categories of errors. Based on previous literature (Ponchakorn, 2017; Liamnimitr, 2015; Sermsook 2014), these students are expected to make errors at sequential level (SVA, verb tense) and word level (parts of speech). The errors occurring in their written assessments are hypothesized to be due the drawback of the grammar translation method applied in Malay ESL classrooms (Abd Razak, 2017). As a result, learners tend to depend heavily on direct translation to understand the source text, which then transfers to their production of English (Chanasakulniyom, 2010; Pojprasat, 2007; Yodnil, 2006), hence hindering the students from performing well in their writing (Wimonchalau, 2000).

Muhammad Nabil Fikri Jupri,
International Islamic University Malaysia (IIUM)

Investigating the Relationship Between English Exposure and Written English Performance Among IIUM Final Year Students

Malaysian local graduates have consistently been criticised for having low level written English proficiency. As a developing nation that instituted English as its official language, this phenomenon is regarded as a problem in facing the demands of the ever-evolving industry. This has led various companies to question the credibility of the education system for these ESL learners' written English proficiency. Hence, this study aims to explore whether students' written English proficiency is influenced by their exposure to the language via the instructor's choice of language when teaching, and if so, to what extent does it affect their proficiency? This small-scale project will examine four final year students from the International Islamic University Malaysia (IIUM). They are divided into two groups. The participants in Group A are enrolled in classes conducted fully in English while the participants in Group B are enrolled in classes that use languages other than English. These four students will be asked to write an informative essay that will be compared between the two groups. Through the analysis of the essays, this paper hypothesises that there might be some lexical as well as grammatical differences in the writing performance between the two groups. Findings of this research may be helpful for policy makers to propose better language education policies, for example early exposure to English from pre-school level, to improve graduates' proficiency especially in written English

DAY ONE : WEDNESDAY, 15TH JANUARY 2020
PARALLEL SESSION 1 : 1D

Kim Hea-Suk, Kim Nayoung, Cha Yoonjung,
Seoul Women's University, Sehan University, Hanshin University

Effects of AI chatting on learners' productive skills

Artificial Intelligence (AI) has been increasingly receiving attention in educational settings. In particular, mobile chat applications have been recently used as a tool of interactions in a foreign language classroom. Since these new applications allow language learners to send messages and make voice calls anytime anywhere, learners can increase their learning efficacy. In this light, the present study is conducted to investigate the effects of AI chat on productive skills. Around one-hundred twenty students who are taking General English courses at a university in Korea participate in this study. They are assigned to three groups (a traditional group, an AI voice chatting group and an AI text chatting group) according to the different ways of interactions. The traditional group takes lessons and performs speaking practices through face-to-face interactions in class while the two AI groups do through voice or text chatting on their mobile devices. All students take the pre- and post-tests and complete the pre- and post-surveys regarding their perspectives towards AI chatting. Consequently, the participants who take part in AI interactions may play an active role in conversation and help them feel freer and more comfortable in the learner-centred environment. In this regard, AI chatting can be more effective to improve speaking skill as well as writing skill if learners were given appropriate tasks. The study provides effective approaches to facilitate AI chatting in language skills in EFL context.

Moza Abdullah Al- Malki,
Rustaq College of Education

**Quizlet: An online application for enhancing English foundation students' Vocabulary
at Rustaq College of Education, Oman**

Due to the advancement of technology, a number of tools have emerged for the purpose of language learning. Quizlet, one of the language learning tools, aims to help students learn vocabulary as this is one of the challenges a second language learner encounters. A number of studies have examined the use of Quizlet in the EFL context, yet very few studies tackle this aspect in the Middle Eastern context. This proposed study aims to investigate the impact of Quizlet on the vocabulary levels of English foundation students at Rustaq College of Education, Oman. They have been exposed to a series of Quizlet study sets containing certain topics taken from their prescribed curriculum. Within these, they have learnt a number of words individually and collaboratively. Pre-and post-tests were implemented to gauge the performance of these foundation students. Additionally, focus group discussions were conducted to investigate their vocabulary learning experience in relation to integrating Quizlet into the EFL classroom. The findings revealed that the foundation students' performances in vocabulary significantly improved. Quizlet has created a challenging and collaborative learning environment, yet more language skills should be incorporated to help students learn vocabulary faster and in an interesting way.

**Fathiah Izzati Mohamad Fadzillah, Nik Aloesnita Nik Alwi, Hafizoah Kassim,
Nursyaheedah Muhammad Isa, Nurkarimah Yusof, Arulselvi Uthayakumaran,**
Universiti Malaysia Pahang (UMP)

Online Feedback via Google Classroom in Writing Task

In the era of Industrial Revolution 4.0, the demands are not only on technical education but also education in general. These changes require students to develop self-regulated learning where it demands them to be independent learners. In writing, providing feedback is conventionally done from instructors to students via face-to-face or when the instructors returned the marked writing scripts back to the students. Now, with the advancement of technology, online feedback is common in writing classes. This paper reports an exploratory study of 30 English as a Second Language (ESL) students' experience of online feedback using Google Classroom at Universiti Malaysia Pahang. This study explores students' experience of using Google classroom as a platform for class assignment and assignment feedback platform for instructors. The analysis was based on the use of Google classroom feedbacks received periodically within a month by participants as well as comparisons of their initial and revised draft, followed up by a semi-structured interview. The findings revealed that Google classroom feedbacks are much preferable compared to conventional written feedback. This is because online feedback is accessible, convenient and does not need the presence of the instructors to address the comments. However, initial observation indicated that students are struggling to recognize their errors and correct them based on the instructor's comments online. They still need face-to-face feedback by the instructors. An instructor's guidance to clarify comments in question is suggested to maximize the effect of Google classroom's feedback. Furthermore, there are many tools in Google classroom such as using colour-coded to point out the errors.

Thi Thu Huong Ho,
Western Sydney University.

The effect of digital apps on Vietnamese EFL learners' receptive vocabulary acquisition: A case study of Quizlet and paper flashcards.

Vocabulary apps have been widely utilized to facilitate English vocabulary acquisition. Nevertheless, their effectiveness has not been conclusive. The paper aims to investigate the efficacy of a vocabulary learning application called Quizlet among EFL learners in Vietnam and compares it with paper flashcards. The framework of the study is the cognitive-affective theory of learning with media (Moreno & Mayer, 2007). According to Miyamoto (2001), multimodal second language learning practice should be evaluated from three viewpoints: 1) linguistic environment, 2) linguistic development and; 3) learner's perception of the learning tool. Therefore, this study examines Quizlet and paper flashcards in terms of (1) input, output, interaction and feedback; (2) actual learning outcomes; (3) learners' attitude. This study employed a pre-test, training (two one-hour reading and vocabulary learning sessions per week for four weeks) and post-test method. Participants of the study were 39 high school students in Vietnam. They were divided into two groups. Approximately twenty new words selected from a reading passage were introduced to the students per week. Group A used Quizlet while group B paper flashcards for the first two weeks. Then group A switched to paper flashcards, and group B Quizlet in the following two weeks. This method was used to counterbalance the order effect of using two different tools. Data were obtained from screen captures (for Quizlet) and video recordings (for paper flashcards) of students' learning activities during training sessions, vocabulary pretest and posttest and students' responses to the questionnaire. Results suggest that Quizlet has various advantages over paper flashcards in terms of increasing vocabulary gains, linguistic environment and learners' preference. However, paper flashcards have some merits such as encouraging students to practice pronouncing words. In summary, this paper presents advantages of as well as challenges in using digital apps.

DAY ONE : WEDNESDAY, 15TH JANUARY 2020
PARALLEL SESSION 1 : 1E

Chan Suet Fong, Dorothy DeWitt,

Polytechnic of Sultan Azlan Shah, University of Malaya

Developing Pedagogical Content for Intercultural Communicative Competence Among Mandarin As A Foreign Language Learners In Malaysia Higher Education Institutions

The goal and standards of foreign language teaching today no longer merely emphasizes on linguistic competence but intercultural communicative competence (ICC). ICC is crucial for intercultural exchange in order to address conflicts due to misinterpretations and perceptions of interlocutors who have diverse cultural and linguistic backgrounds. The teaching of Mandarin as a foreign language (MFL) in higher education institutions (HEI) need to prepare students for ICC to communicate successfully with the people of the nation as well as world citizens to cope in the increasingly complex and challenging global market. However, studies concerning the development of ICC, cultural content and instruction for local MFL were limited in the literature and remained largely unexplored. Cultural and intercultural aspects were also seemed to be ignored in MFL in Malaysian HEIs. The present study aimed to outline appropriate intercultural pedagogical content and learning outcomes in facilitating the MFL instruction to develop students' ICC. The study was carried out by identifying appropriate cultural and intercultural elements, and students' learning outcomes (SLO) applicable for the integration of ICC in MFL based on Byram's Model of ICC and employed seven experts' professional recommendations and suggestions through face-to-face interviews. The data of the interviews were transcribed and thematically analysed. The findings indicate that the pedagogical content for the development of students' ICC should consist of Little c culture and Big C Culture, communicative-culture and intercultural elements. The SLO were mapped onto the learning domain of Bloom's Taxonomy, as well as the Byram's objectives of ICC. The findings of the study could assist the MFL instructors in curriculum and instructional design to develop students' ICC in terms of intercultural knowledge, skills, attitudes and awareness. The findings also could be extended to the developing of ICC in other languages which is essential in a multicultural and globalised society.

Mallika Vasugi Govindarajoo,

UNITAR International University

Malaysian young adults' response to novels used in secondary schools

Novels that were used in the first cycle of the literature component of the English language in Malaysian secondary schools in 2000 were found to have little relevance to the young adult students. While there was some improvement in terms of student interest towards the novels used in the second cycle of the literature component beginning 2010, the presence of young adult elements including teenage issues was still found to be limited. Research of an inductive and reflective nature to describe the Malaysian young adult student's reading experience also remains insufficient. The literature component is presently in its third cycle, beginning 2015, with a different set of prescribed novels for the Malaysian secondary school (Captain Nobody by Dean Pitchford, Dear Mr Kilmer by Anne Schraff, Sing to the Dawn by MinFong Ho). The present study employed a reader response approach to explore the experience of Malaysian young adults reading these novels. Sampling was purposeful and data came from open-ended questionnaires, participants' journal reflections and qualitative interviews. The study aimed to determine the extent to which the Malaysian young adults found these texts engaging and how they identified aspects of their own young adulthood in the novels they read. The information from this study will provide valuable insight into how Malaysian young adult students identify with issues and characters that are relevant to them and thus help to guide future text selection decisions for Malaysian secondary schools.

Aris Siswanti,
Universitas Brawijaya.

Undergraduate students' metaphorical perceptions of reading and understanding poetry

This paper concerns English major students who are in their junior year of college and have completed several compulsory courses on English literature, including Romantic poetry. They are currently taking an elective subject on modern (20th and 21st century) English poetry. Forty-five students were invited to participate in the study and were asked to complete prompts, such as: "poetry is (like)... because ..." and "reading and understanding poems is (like) ... because...". By way of analysing their understanding of metaphors, it is expected that their current attitudes to and beliefs about studying poetry will be clearer. These findings may help students to explore their learning process and inform teachers in a similar context about students' attitude and beliefs. This research intends to facilitate the learning and appreciation of literature, especially poetry.

Yusra Rosli, Zahariah Pilus, Nora Mohd. Nasir,
International Islamic University Malaysia (IIUM).

Investigating the Effectiveness of Listening Reading (LR) Intervention Programme in Improving Rural ESL Learners' Pronunciation Skill

This study was conducted to find out the effectiveness of the Listening-Reading (LR) Intervention Programme in developing the pronunciation skill of Form One ESL learners at a rural school in Pahang. The programme involved learners simultaneously listening to and reading children storybooks. All the storybooks were accompanied by audio CDs of the stories being read aloud by narrators who are native speakers of English. A pre- and post-test in the form of an oral passage reading task were used to measure the ESL learners' pronunciation development. The pronunciation features assessed were consonants, vowels, diphthongs, intonation, linking, stress and word-final sounds of the past tense morpheme '-ed' as well as the plural morpheme '-s'. A paired samples t-test conducted to evaluate the students' overall achievements in the oral passage reading before and after the LR intervention programme showed that the mean of the post-test scores was significantly higher ($p = 0.006$) as compared to the mean of the pre-test scores. Similarly, the mean of the post-test scores was also higher than that of the pre-test for linking ($p = .001$), morphemes '-ed' and '-s' ($p = .058$), intonation ($p = .000$) and sentence stress ($p = .033$). The results indicate some positive impacts of the LR Intervention Programme on the ESL learners' pronunciation skills.

DAY ONE : WEDNESDAY, 15TH JANUARY 2020
PARALLEL SESSION 1 : 1F

Ying Liu, Ruying Qi, Bruno Di Biase.

Bilingualism Research Laboratory, Western Sydney University, Department of Foreign Languages and Cultures, Xiamen University

The effect of L2 on L1: Subject realization in advanced Chinese/English bilinguals

This study aims to investigate the influence of the second language (L2) in late bilinguals on the use of their first language (L1) within the L1 dominant environment. Cross-linguistic influence (CLI), also known as transfer, has been usually studied in one direction, that is, how a bilingual's L1 influences the acquisition and use of an L2. The reverse direction (i.e., the influence of L2 on L1), on the other hand, has scarcely been broached. Cook's (2003) multi-competence proposal, appears to awaken an interest in L2 effects on L1. Multicompetence claims that the L1 of a bilingual is not the same as that of a monolingual due to the possible changes that L2 learning may promote. Most research under this framework, however, focused on bilinguals residing in an L2 environment, with results showing that extensive exposure to the environmentally dominant language (i.e., the informants L2) may contribute to alter their L1 (e.g., Schmid, 2016) thus ignoring the L2 learner population living in their L1 environment - a large population in scale. The current study, looks at whether L2 influences L1 in an L1-dominant environment in Chinese L1 learners who acquire English L2 in an L1 dominant environment. through the window of subject realisation, an area where Chinese and English exhibit substantial typological contrasts: Chinese allows both overt and null arguments whereas subjects are obligatorily expressed in English (Huang, 1984). It is then hypothesized that learning and regularly using English as L2 would increase the rate of overt subjects realised in the bilinguals' first language, i.e., Chinese, with a consequently lower rate of null expressions. Further, following Grosjean's (2001) CLI is stronger when bilinguals produce language in bilingual mode (i.e., both languages are highly activated) than in a monolingual mode (i.e., only one language is predominately activated). This leads to a second hypothesis: a lower rate of null subjects is realised when bilinguals produce within a bilingual mode condition compared to when they produce within a monolingual condition. To test these hypotheses, L1 Chinese advanced users of English L2 were recruited to undertake a series of tasks in both MM and BM condition (Experimental group=16 participants). A control group of functionally monolingual Chinese speakers (Control group=6 participants) was also recruited to perform the tasks in the MM condition only. Utterances produced by the informants were recorded and transcribed into CHAT (MacWhinney, 2014) for analysis. The rate of overt subjects produced by the bilingual group in each condition (MM and BM) will be compared within-subjects and across the experimental group to measure the impact of language mode on L1 performance, if any. Between-group comparison will then be made to measure the difference, if any, in the rate of null subjects produced in each group. It is expected that the bilingual group will produce fewer null subjects overall than the control group performing the same tasks. Further, fewer null subjects are expected to be produced by the Experimental group in the BM condition compared to the MM condition. Such findings would corroborate both hypotheses.

Johanna Clausse,

Sorbonne University, France

The expression of quantification in Korean Heritage Language in 5 years old Korean-French bilingual children

Korean language has close to three hundred classifiers, although not all are known or used by the native speakers. Classifiers, not to be confused with measure words, must be used in Korean when quantifying something or someone. If they are not used, the sentence becomes ungrammatical. This study is interested in studying the use of classifiers among Korean-French bilingual children because,

unlike Korean, the use of classifiers in French is not obligatory. By comparing the acquisition process of 5-year-old Korean-French bilinguals whose heritage language is Korean, to 5-year-old Korean native speakers and French learners of Korean as a foreign language, the study aims to see if Korean heritage speakers (HLS) are able to quantify a noun following the Korean structure, i.e. [N-Q-CL], or will transfer the French structure, i.e. [Q-N], in their Korean sentences. To do that, we have planned two tests: a comprehension test and a production test. The comprehension test is a picture-selection task where the children have to listen to some sentences and determine if the sentence matches between two pictures given. For the production test, they have to describe another set of pictures shown on a PowerPoint slide. Through these two tests, we will be able to examine and compare the comprehension and production capabilities of HLS, native speakers, and EFL learners. We anticipate that there will be differences in the acquisition process of quantification in Korean between these three groups of speakers.

Wong Yee Wan,
Wawasan Open University

Bilingualism in early childhood: The effects to native Chinese-speaking children on learning English as the second language

The number of bilingual children is increasing significantly due to globalization, with English being the number one language spoken as a second language (L2) (Ragan & Jones, 2013). Although learning an L2 at preschool age (two to five years old) makes it possible for learners to achieve native-like competence, in a multicultural society such as Malaysia where English is not the native language (L1) for the majority of the population, learners' cultural, social, and language background play a significant role in influencing their learning of English as an L2. This study examined how Chinese children's L1 affects their learning of English in terms of phonology and syntax. An analysis of one native Chinese preschooler's English speech was carried out and an open-ended questionnaire related to the language learning problems of young learners was used in interviewing targeted educators. Findings showed that the Chinese child omitted the final consonant of English words due to the phonological difference between the child's L1 and English. Grammatical differences also became an obstacle for the child to achieve native-like accuracy in speaking English. These findings are significant for preschool educators to help them understand learners' difficulties in learning an L2 due to differences between the two language systems that exist in the learner.

Wan Nur Adila Hamdan, Rabbiah Tul Adawiyah Mohamed Salleh,
International Islamic University Malaysia (IIUM)

Morphological development of Malay ESL learners: The Processability perspective

To date, studies using the Processability Theory (henceforth PT) in analysing Malay ESL learners' English language are limited. The current study aims at investigating the development of past tense '-ed' and present continuous '-ing' on two Malaysian ESL learners. Additionally, the study also aims to see the applicability of PT on Malay ESL learners' developmental path. For 10 weeks, Communicative Approach was employed to elicit the data from the learners and their output were recorded. The output was then analysed using PT hierarchy. Findings indicated that the students showed progress over the weeks and the developments for past tense '-ed' and present continuous '-ing' followed the stages hypothesised by PT. The study might contribute to the field of PT analysis as well as Malay ESL learners' ESL development.

DAY ONE : WEDNESDAY, 15TH JANUARY 2020
PARALLEL SESSION 2 : 2A

Zurahani Abdul Rahim,
International Islamic University Malaysia (IIUM)

Exploring Heutagogy Through Gamification and Game- Based Learning in a Linguistics Classroom

The growth and improved functionality of mobile communication devices and the internet in the 21st century suggests a more efficient and greater accessibility to knowledge beyond what could be offered in a standard lecture period. The greater the access to knowledge, the more potential for students to engage in heutagogy by immersing themselves in self-directed learning by maximized use of information technology. A group of humanities students aged 20-25 years (N = 84) participated in this study. The students took part in a classroom session to learn one topic in Linguistics. Students were assigned into groups to explore the typology of language and specific word orders among the world languages without prior knowledge and guidance on the topic. The learning approach in the study involved a blend of gamification tools woven together into a focused game-based learning activity. Students were asked to solve puzzles built from a range of gamification tools to retrieve clues for the specific task assigned to their groups. The final output of the activity was to employ a new video production tool to produce their own video by incorporating their findings from the activity. An open-ended questionnaire to gauge their feedback was distributed at the end of the session. The study found promising results in terms of the wealth of information that students were able to retrieve and make sense of within the session. In addition, the feedback provided indicated positive levels of motivation, self-confidence, excitement and focus due to the element of competition, as well as heightened interest in the subject matter. The value and implications of gamification and game-based learning in promoting heutagogy to enhance classroom learning and teaching, and the potential effectiveness of video production as a strategy to encourage students to become their own curators of knowledge are discussed.

Ahmed Bashir,
University of Dhaka, Bangladesh

Teaching English to the digital natives with Edmodo and Padlet: Prospects and challenges

The current generation of students is known as digital natives (Prensky, 2001) as they were born and now are growing up in a digital, media-saturated world amidst a host of digital gadgets. Teachers often complain that they lack attention in class and are less interested in doing tasks using pen and paper. Research has shown that providing a media-rich learning environment would hold students' attention and engage them in learning activities at their convenience. The main objective of this paper is to explore the prospects of using two digital tools: Edmodo and Padlet in teaching English to EFL students. Edmodo is like a social networking site known as a Learning Management System (LMS) which helps teachers create online classes for students and collaborate with each other in many ways including sharing of materials, tests and assignments. It also makes assessing and monitoring students' participation in a discussion easy. Padlet, generally known as Padlet Wall, can be used along with any LMS for better management and access to materials posted on the wall.

Drawing from my experiences in integrating Edmodo and Padlet in my class to teach a Basic English Skills course to first year undergraduate students, and the findings in relevant literature, I will demonstrate some potential uses and challenges in using these tools. I will also share my digital natives' (a group of 60 students) attitudes towards and perceptions of using these digital media based on the data generated through interviews and two focus group discussions. Some pedagogical implications of the findings will also be discussed and suggestions will be made for better integration of digital tools in the class to motivate the digital natives and engage them in a suitable and more constructive learning-teaching environment.

Hau Sun, Mingzhe Jin,
Doshisha University, Japan

Ghostwriting Analysis Using Outlier Detection methods

This study applies a corpus-based approach to Yasunari Kawabata's ghostwriting problems. Yasunari Kawabata was one of the most famous novelists in Japanese literary history. His representative novels are *Snow Country*, *The Old Capital*, and *House of the Sleeping Beauties*. Yasunari Kawabata became world-famous after receiving the Nobel Prize in Literature in 1968. However, some of his novels, such as *The Old Capital* and *House of the Sleeping Beauties* has been suspected to be written by his ghostwriters. In this presentation, we attempt to find the true author of these novels based on corpus analysis. Our method consists of three steps: establishing a training text corpus, extracting necessary stylometric features, and applying proper machine learning algorithms. Firstly, we established a corpus which contains 90 novels in Yasunari Kawabata's collected writings. The goal of establish the corpus is to providing training data corpus for authorship attribution. Secondly, we employed comma position, part-of-speech (POS) tag bi-grams, and particle bi-grams as stylometric features to convert the writing style into numeric vectors. All the stylometric features mentioned above have been proven effective in Japanese authorship attribution. Finally, machine learning methods such as outlier detection (one-class support vector machine, etc.) were used to find the true author. The quantitative analytical results revealed that the writing style of *The Old Capital* and *House of the Sleeping Beauties* are close to Yasunari Kawabata. The results provided strong evidence to suggest that the novels were not written by the ghostwriters.

Elisa Bensalem,
Northern Border University, Saudi Arabia.

The perception and use of mobile devices and Web 2.0 applications among university English language teachers

Research has shown that teacher integration of technology in teaching and learning does not solely depend on access to technologies. Other factors such as teacher beliefs may play a role on whether teachers are willing to integrate technology in their teaching and learning. The current study examines how teachers' beliefs about Mobile Assisted Language Learning (MALL) along with socio-biographical factors such as age, gender, academic rank, and teaching experience affect their use of mobile devices and applications in their personal learning and teaching through the profile of EFL instructors group. 150 college-level teachers from public universities in Saudi Arabia completed an online questionnaire. Results showed that the majority of participants used mobile devices and applications in their teaching and learning. There was a positive correlation between participants' perceptions about MALL and their use of mobile devices and applications. Furthermore, a positive correlation was reported between using mobile devices and applications for personal learning and in teaching. Regression analysis showed that socio-biographical factors did not seem to affect the participants' use of mobile devices and applications.

DAY ONE : WEDNESDAY, 15TH JANUARY 2020
PARALLEL SESSION 2 : 2B

Netty Mattar,

International Islamic University Malaysia (IIUM)

Digital Spaces, Desire, and Divided Selves: an analysis of selected Malaysian cyberpunk fiction

As a consequence of colonialism, Malaysian subjectivity has been defined by a certain dualism (see Embong, 2008; Morais, 2014, for example), arising from the separation of the secular from the spiritual, and of ethnicity from nationality. This division of consciousness implies that the Malaysian subject identifies with a specific ethnicity or religion, but is also compelled to view themselves from the outside, subsuming race and faith within nationality and the secular, and thus is in some sense also alienated from these very communities that define identity. This paper will explore what happens to Malaysian subjectivity in the digital age, where identity is further complicated by the increasing reliance on digital space. Digital space is a non-space in which one can temporarily discard one's mortal identity and actively construct digital selves in accordance with private desires. Paradoxically, it is therefore also a space in which desire become public, its digital trace permanent and now open to monitoring, and surveillance, both by the state and by the market. Through the digital feedback loop, these desires become reintegrated into identity. What happens to Malaysian identity and cultural difference under the conditions of the neoliberal market and consumer culture? How is divided consciousness further complicated by digital surveillance that leads to new divisions and forms of exclusion through the production of biopolitical bodies? I will explore these ideas through an analysis of selected Malaysian cyberpunk short stories. Science fiction focuses on the transformation of subjectivity through technology. I will explore how cyberpunk tropes have been adapted to illustrate Malaysian societal concerns about race, religion, nation, desire and control in this digital age.

Raphael Thoo Yi Xian, Fong Soon Seng,

Universiti Tunku Abdul Rahman (UTAR)

Secularism and Religion in Cyberpunk: Malaysia

Works of science fiction offer readers speculations on what the future might hold for mankind based on events and developments in the real world. While such predictions are not always logical or probable, they provide interesting insights as to how the human species might react when faced with drastic advancements in the field of science and technology. Given the prominence of western literature in the genre and the vast amount of research on them, it would be interesting to instead examine works produced by Malaysian authors that feature Malaysia as the main setting. This is because Malaysia as a multi-ethnic country has a unique culture that distinguishes itself from most countries in the world. Through a thematic analysis of two short stories included in the anthology *Cyberpunk: Malaysia* — “ONE HUNDRED YEARS: Machine” by Rafil Elyas and “What the Andromaid Reads at Night” by Ted Mahsun — this study aims to explore the state of secularism and religion in a future Malaysia as both have been central issues in the country's past, present and will likely continue to be so even in the future. It is hoped that the findings of this research would shed some light on the ways in which secularism and religion could be addressed for a promising future as they have a profound impact on politics, economy and the society as a whole.

Klem James,

University of Wollongong, Australia.

Modern French literature and its digital dimensions: the subversion of traditional literary forms through transmediality

Since the new millennium, an increasing number of contemporary French writers have employed digital media to modify or supplement conventional literary forms (poetry, fiction, etc). Yet even the most modest of digital supports can result in a fundamental change in the meaning, tone, medium, audience, pitching and interpretation of the original work. Employing an approach which is largely theoretical, this paper seeks to elucidate how digital media have come to act as both holder and modifier of the traditional literary work, resulting in the latter taking on a new life beyond the printed page as it becomes 'transmedial' in nature. Specifically, I argue that the digital framing of a work can be related to Derrida's notion of the 'parergon' as 'neither work (ergon) nor outside the work (hors d'oeuvre), neither inside nor outside, neither above nor below, it disconcerts any opposition but [...] it gives rise to the work'. To demonstrate the applicability of Derrida's concept to modern French literature, I discuss a variety of French writers whose experiments in transmediality challenge the fixed and static delimitations of traditional literary forms. These will begin, on the one hand, with low-key digital interventions such as Youtube recordings of interviews with authors which frame the discourses around a given work (Leïla Slimani); progressing to the other extreme, where literary texts that have been comprehensively transformed as they are integrated into digital shorts which add audio-visual or filmic elements to the work (Philippe Boissnard, Yves Pagès), become disseminated as blogs (Hervé Le Tellier, Eric Chevillard), or undermine fixed notions of the literary text and the role of the author (Michel Houellebecq). Where appropriate, I also demonstrate how a number of these authors (Slimani, Chevillard, Houellebecq) have used digital media to help shape discourses (originating from their own works) around Islam.

Anoop Kumar Tiwari, Aruna Shukla,

National Institute of Technology Raipur, Chhattisgarh, India

The Influence of Colonialism on Indian Culture in Arun Joshi's The Strange Case of Billy Biswas

In *The Strange Case of Billy Biswas* (1971), Arun Joshi, a postcolonial novelist, retains elements of mystery, mysticism and folklore through his social commentary on the mysterious life of the tribals. *The Strange Case of Billy Biswas* is a novel about an anthropologist, Billy Biswas and his quest for identity which he feels is lost in social life. The objective of this paper is to establish a connection between how colonialism has changed the context of Indian culture in villages and developed boundaries between rural and urban areas. Indian villages and cities, which were complementary to each other before colonization now suffer from identity crisis. Arun Joshi recognises a reality beyond the mere phenomenal world. Billy's inner world is rocked by a groundswell of discontent. This paper applies postcolonialism in reading Joshi's novel. Postcolonialism is a set of theoretical approaches which focuses on the effects and aftermath of colonization, not only on political grounds but also on social, psychological and economical grounds. Due to colonization, the belief systems of people changed. The convictions and beliefs of the rural people were challenged. Their religions, clothing, food habits and mannerisms were belittled. Joshi creates an aura of tribal mysticism which creates a picturesque quality throughout the novel. This study expects to discover if *The Strange Case of Billy Biswas* can be read as a representation of the hybrid self, isolated from Indian culture and lost in an unrealistic world.

DAY ONE : WEDNESDAY, 15TH JANUARY 2020
PARALLEL SESSION 2 : 2C

Syamsina Zahurin Shamsuddin, Ida Baizura Bahar,
Universiti Putra Malaysia (UPM).

Contesting The Asian Female Identity Through Identity Fluidity In Rice Without Rain By Minfong Ho

Rice without Rain (1986), the second novel written by the Chinese American writer, Minfong Ho (b. 1951), has been recognised internationally and awarded numerous awards including the Commonwealth Book Award (1987). Set against the backdrop of Thailand during the 1970s, the protagonist, Jinda, is portrayed as being full of determination and having a strong sense of mind as she struggles to overcome life's difficulties. Past studies have focused on and the identity of Jinda through mainly psychological approaches, however, they do not attempt to examine how Jinda shapes her own identity as one distinct from the stereotypical Thai female. This paper will analyse Jinda's thinking, actions and behaviour, and explore the concept of identity fluidity, through ideas about identity put forth by the cultural theorist, Stuart Hall (2011). We hypothesise that a distinctive identity of the Asian female can be discerned from Ho's portrayal of Jinda, one that contests the stereotypical (Western) understanding of the Asian female as voiceless, submissive and hypersexual. This paper explores how the concepts of identity fluidity, namely the "enlightenment subject", the "sociological subject" and the "postmodern subject", are reflected in Jinda's practice of culture in Thai society in the novel. We will demonstrate that Jinda embodies an Asian female identity that reflects identity fluidity as her stable, regular and balanced self of "the enlightenment subject" phase becomes decentred through her cultural intermingling. She then experiences "the sociological subject" phase when she links herself with society, developing her identity before entering the third phase, "the postmodern subject", where she demonstrates that her thinking, actions and behaviour are continuous productions influenced by her past.

Mazlen binti Arepin, Nor Faridah Abdul Manaf, Noor Hanim Rahmat,
Universiti Teknologi Mara (UiTM), International Islamic University Malaysia (IIUM)

**Reading Literature in the 21st Century: An Insight into the Images of Strong Women
in The Road from Damascus**

Muslim women's representations in the past and present are often marred by the notions of the 'other' and the marginalised. Essentially, Muslim women are either perceived as victims of patriarchal violence or victims of Western hegemonic power. Their veils and modesty too are mistaken for their frailty and they continue to be demoralised. Reading literature could easily trigger confusion and disappointments to the young minds, while the 21st century learning scene should be able to encourage high order thinking skills and enhance the appreciation of literature. This paper aims to explore Robin Yassin-Kassab's *The Road from Damascus* (1989), employing a new historical perspective. The paper argues that the writer's background and cultural milieu could help to establish a new voice and create a refreshing perspective in restoring the image of Muslim women. The analysis looks into the complex interaction between the historical contexts and the writer's cultural milieu in his attempt to negotiate power in the female characters. More often than not, the analysis helps us to discover how the female characters overcome the stereotypes. Through the writer's lens, Muslim women are just as strong and admirable despite the trials and challenges they face. In the novel, women are set as role models to their fellow men and empowered as agents of change for the betterment of themselves and their loved ones in the midst of discrimination and relationship intricacy. Circumstances have empowered these women and eventually they thrive in their own way.

J. Sumaiya Javeed, P. Rathna, B.S. Abdur Rahman,
Crescent Institute of Science and Technology, Chennai

Self and Cultural Translation: Islamic Feminism in Leila Aboulela's *The Translator*

Women often migrate as dependent family members or to marry someone in the host country. By means of translation, immigrant women define and re-mould their identities and challenge the notion of place and translation itself. Leila Aboulela is an Egyptian born Sudanese-British writer. *The Translator* (1999), her first novel, is a story about a young Sudanese widow Sammar living in Scotland and her sprouting relationship with Rae Isles, a Scottish scholar of Islam and the Arab world. The novel deals with personal difficulties encountered by Immigrant Muslims, in particular Muslim women, in practicing their religion in non-Muslim societies and the ways that religious faith, gender and class are translated among different cultures. It also addresses Aboulela's obstinate stance against the boundaries of gender, culture, faith and religion. This paper aims to explore the representation of Muslim women characters by a Muslim woman writer and the role of cultural transgression, religious and migrant identity with reference to Aboulela's *The Translator* through the lens of Islamic feminism.

DAY ONE : WEDNESDAY, 15TH JANUARY 2020
PARALLEL SESSION 2 : 2D

Nor Shahila Mansor,
Universiti Putra Malaysia

Variation of address terms used in social media and their sociolinguistic interpretations

The social media platforms can be a source of cultural representation of a society. Therefore, this study aims to discuss the variation of address terms and their sociolinguistic interpretations among Malaysian netizens. A form of address is a word or phrase used directly to refer to someone or somebody in both oral and written communication. In any form of communication settings, address terms will be the most important elements used by the interlocutors. The data were obtained from Facebook pages as the medium of communication. Using a descriptive qualitative approach, the findings suggested that there are different patterns of address terms used in addressing addressees. The analysis also indicated that sociolinguistic elements such as interlocutors, contexts, determinants of interpersonal relationship and intentions were determining factors that influenced the choice of address terms among Malaysian netizens. These findings affect the understanding of current trends in performing the terms of address among netizens in social media platforms, particularly Facebook.

Wong Jo-yen

'thanks @everyone this has been a PSA': Examining the Linguistic Depiction of Power in a Fully Computer-mediated Workplace.

The proliferation of the internet has led to the digitalisation of many aspects of our lives, ranging both work and play. While previous studies have looked at the role of computer-mediated communication in expanding the workplace via email (Chung 2011) or social media interactions after work (Mak and Chui 2013), less work has been done on the fully-online workplace, where everything from the establishment of hierarchal power to day-to-day problem-solving occurs in a virtual space. This paper explores the community of practice (CoP) of a fully computer-mediated (CM) workplace via a self-ethnographic investigation of a Malaysian translation company that is based almost solely on the instant messaging app Discord. Following a description of the company's background and some of the app's distinctive functions, the ways leaders and members of the CoP use language to navigate power and negotiate the norms of the computer-mediated workplace were analysed. A few examples of interactions from the company's Discord server were examined to see how leaders utilise extralinguistic functions new to the digital platform to enact power and reinforce shared CoP narratives. The findings revealed that the lack of face-to-face interactions may prove a challenge to new members attempting to learn the norms of the CoP, and by extension, their ability to negotiate power in the workplace. Finally, this paper also includes a discussion of how the linguistic practices of this particular computer-mediated workplace CoP compares to its traditional offline counterparts, highlighting their similarities and differences.

Bitra Naghmeh-Abbaspour, Tengku Sepora Tengku Mahadi,
Universiti Sains Malaysia (USM)

On Translation and Society: The Impact of Barks' Translations of Rumi in North America

After the 9/11 attacks, a wave of Islamophobia swept North America and Islam was somewhat equated with terrorism. In a parallel manner, an opposite wave of interest was spreading fast throughout the USA: Rumi-mania. There was an extraordinary fascination of North American readers with Rumi's

poetry. Coleman Barks' modern translations of Rumi presumably contributed the most to shaping such an unexpected wave of interest. The contrast between such an unusual positive response to the thirteenth-century Muslim poet and the rise of Islamophobia in North America attracted the attention of researchers of literary and translation studies (Azadibougar & Patton, 2015; Lewis, 2014), theology (El-Zein, 2000) and Rumi studies (Safavi & Weightman, 2009; Keshavarz, 2002). However, to the best of our knowledge, insufficient research had been conducted on sociological aspects of the wave of Rumi-mania, which the present study aims to investigate. It will review Barks' translations of Rumi from the sociological point of view and explore the logic behind this wave of fascination in North American society. We will employ Bourdieu's model to investigate the cultural categories involved in Barks' translations of Rumi at the macro-level. By focusing on the concepts of field, habitus and capital, this study seeks to provide evidence on the way Barks' translation created a new image of Rumi and made use of it as a winning trademark.

Andi Susilo,

Western Sydney University.

Promoting students' critical thinking and self-voicing in Indonesian EFL tertiary classrooms: the use of cooperative integrated reading and composition technique

Critical thinking and self-voicing are necessary skills in any academic writing activities to facilitate writers to produce academic texts representing their strong authorial voices. Most EFL writing programs and research focus on the development of students' writing ability, and lesser attention has been given to these two skills. This paper reports part of a classroom-based project to improve Indonesian EFL students' participation and achievement in academic writing. The paper particularly focuses on the impact of cooperative integrated reading and composition technique (CIRC) on the ongoing development of students' critical thinking and self-voicing. A qualitative case study was employed in the project and 29 students participated in it. Data were generated from a questionnaire, field notes and teachers' reflection notes. This study used NVivo 12 to organise and code the data, and qualitative content analysis was performed afterwards. The results revealed that the use of CIRC stimulated students to actively engage in the writing activities including critical reading, peer-review, articulating or communicating ideas, agreeing or disagreeing, note-taking, summarizing, revising-correcting composition, and other related collaborative skills. The findings showed that collaborative, critical reading-writing activities were perceived to assist participants to be autonomous and critical writers. Given these results, it is suggested that EFL writing teachers incorporate CIRC in writing programs to promote students' critical thinking and self-voicing. Future research could investigate the relationship between students' level of critical thinking and self-voicing skills and achievement in writing.

DAY ONE : WEDNESDAY, 15TH JANUARY 2020
PARALLEL SESSION 2 : 2E

Ranjini Kunalan,

Universiti Tunku Abdul Rahman, Kampar, Perak

Beauty and Fashion Advertisements in a Malaysian E-Magazine: A Critical Discourse Analysis

Revenues in beauty and fashion industry has been setting a rapid trend in recent years. Malaysia's total trade volume for fashion and cosmetic products alone was about US\$2.24 billion (RM8.9 billion) in 2015, with the younger crowd being highly influenced by top-notch beauty and fashion brands. Therefore, it is both timely and crucial to uncover the role played by language in the advertisements of a leading digital magazine; FEMALE. This study focuses on the use of linguistic features and discursive strategies employed in beauty and fashion advertisements in the selected magazine columns. According to Cook (2001), the power of media on consumers' perception and behaviors is significant as it informs, persuades, reminds, influences and change opinions, emotions and attitudes. Past research findings across these areas show the way in which the media shaped public debates in terms of setting agendas and directing public interests on particular subjects (Happer, 2013). Based on Fairclough's three-dimensional framework, this paper demonstrates how the ideology of 'fashion' and 'beauty' is shaped from a Critical Discourse Analysis perspective. The qualitative research findings indicated that the advertisements used various strategies to glorify specific brands or products where it largely promotes a desirable lifestyle and influences consumers. This research revealed how word choices and hidden ideologies are (re)constructed through language by displaying a strong need or obligation to own a beauty and fashion product. The power of language in advertisements are used as a means for exercising control over readers to achieve their business agendas.

Noorfarida Filzah Mohd Sobri Paridaluddin, Ainul Azmin Md Zamin,

International Islamic University Malaysia (IIUM)

The Discourse Representation of Immigrant Workers in Malaysia: A Critical Discourse Analysis in The Star Online News Portal

Being one of the most industrialised nations in Southeast Asia, Malaysia has been receiving many immigrant workers from neighbouring countries to provide labour for the expanding economic sectors. In 2016, the government was heavily criticised following its announcement on the intake of 1.5 million Bangladeshi workers into the country. The local media have profoundly reported on issues related to immigrant workers in Malaysia, including the intake, the levy imposition, foreign worker permits and treatment towards the workers. This study focuses on the discourse representation of immigrant workers in Malaysia, specifically in The Star Online news portal. The discourse representation in this news portal warrants an investigation to determine the four stances taken by news media. This qualitative study utilised 20 news articles from the portal reporting on the above-mentioned issues, and the articles were analysed according to Fairclough's (1995) Discourse Representation in Media Discourse framework. Each phrase underwent five levels of parameter analysis to investigate the language, strategies employed, media ideological intentions and implications they serve. As a whole, the online news portal maintained the ideational meaning of the primary discourse in their news reports. The research also found that The Star Online emphasises the government's aspirations. In terms of ideological intentions, The Star Online portrays the government's hegemonic belief through its discourse. These findings are crucial to investigate in order to seek an understanding of the type of discursive strategies employed by The Star Online. Moreover, this study is expected to chart a new path of research in linguistic studies.

Siti Nurnadilla Mohamad Jamil,
International Islamic University Malaysia (IIUM)

'MALAYSia belongs to MALAYs': a critical discourse analysis of netizens' comments on Zainal Kling's opening speech at the Malay Dignity Congress in October 2019

Online news pages have provided a communicative space where citizens can, in principle, exercise power, creating and sustaining an identity as participating members in political processes (Dahlgren, 2009). While this holds democratic potential, it also provides venues for racial hatred provocation. Using 'Facepager 4.0', a tool for gathering social media platforms data developed by Jünger and Keyling (2019), this paper focuses on netizen's responses on Free Malaysia Today news site to Professor Emeritus Dr Zainal Kling's opening speech at the Malay Dignity Congress on 6 October 2019. In his speech, he claimed that Malaysia is for Malays and reminded other communities of the social contract they have with Malays. The in-depth representational analysis via the discourse-historical approach's (DHA, see Wodak and Reisigl, 2016) nomination and predication strategies explores the discursive dynamics of Malaysian online "patriotism" and its interface with incitement to racial hatred as a reaction to the speech. This paper reveals that this, further dichotomized the Us and Them groups, imagined homogenous communities inside/outside imagined well-protected territories through the discursive construction of such in-groups and out-groups.

Nur Nadhirah Norizan, Zahariah Pilus,
VBest Education Group, International Islamic University Malaysia (IIUM)

Use of Interactional Metadiscourse Markers by Malay and Native Writers of English in the Results and Discussion Section of Engineering Research Articles

Interactional metadiscourse markers represent the writers' overt performance in a text. Through these markers, writers are able to interact and share ideas with their audiences by allowing them to give feedback to the unfolding text (Hyland, 2005, pp. 49). This paper examines possible variations in the use of interactional metadiscourse markers by Malay English as a second language (ESL) writers and native English writers in the results and discussion section of Engineering research articles. 30 research articles written within the last five years by each group of writers were selected for analysis. AntConc 3.5.7 concordance tool was used to extract the interpersonal markers based on the categories proposed by Hyland (2005). The study found differences in the types and frequency of interactional metadiscourse markers utilised by the Malay ESL writers as compared to native English writers. These differences could be attributed to language and cultural differences between the two groups of writers. Findings from the study can be beneficial for L2 writers and English teachers teaching writing.

DAY 2

ICLL 2020 PROGRAMME SCHEDULE
VENUE: KICT LEVEL 5, IIUM
DAY 2: 16TH JANUARY 2020, THURSDAY

TIME	PROGRAMME	VENUE
8:00 - 9:00am	Registration and light breakfast	Level 5
KEYNOTE SPEECH 2 (CONFERENCE ROOM LEVEL 5)		
9:00am-10:00am	Topic: The “Untranslatable” as symptoms of difference: From a network of languages to a language of networks. Speaker: Prof. Hart Cohen, Western Sydney University	Conference Room (Level 5)
10:00am-10:30am	Morning tea	Staff Lounge (Level 5)
10:30am-12:00pm	DAY TWO : Parallel Session 3	Classrooms (Level 5)
12:00pm-1:00pm	Book Launch of Travel Poetry by Prof. Nor Faridah Abdul Manaf	Conference Room (Level 5)
1:00pm-2:00pm	Lunch break	Multipurpose Hall (Level 2)
KEYNOTE SPEECH 3 (CONFERENCE ROOM LEVEL 5)		
2:00pm-3:00pm	Topic: Language Acquisition, Digital L2 Learning and Processability Theory Speaker : Assoc. Prof. Satomi Kawaguchi, Western Sydney University	Conference Room (Level 5)
3:00pm-4:30pm	DAY TWO: Parallel Session 4	Classrooms (Level 5)
4:30pm-5:00pm	Afternoon Tea	Staff Lounge (Level 5)
8.30pm-10:00pm	Bilingualism Panel Discussion (open to public)	Conference Room (Level 5)

DAY TWO : THURSDAY, 16TH JANUARY 2020
PARALLEL SESSION 3 : 3A

Nur Izzah Osman, Siti Nazleen binti Abdul Rabu,
Universiti Sains Malaysia, Penang

Educators' Perception Of Mobile Learning As An Assistive Material In Teaching Communicative Malay Language Among Adults: A Preliminary Study

Adult learning revolves around many different aspects of education. It requires educators to be well-aware of the self-reliant characteristic of these learners as well as to be equipped in order to keep up with their ever-changing learning trends. Not only that, educators need to adapt and adopt new technologies which cater to the need of adult learners who employ different learning styles compared to young learners. In the context of language learning, Communicative Malay Language (CML) learning among non-native adult learners have been overlooked due to the different nature and needs of the learners. This study, therefore, focuses on the needs of adult learners in learning Communicative Malay Language (CML) by gaining the views of educators on integrating digital technologies, specifically mobile application in the teaching and learning of CML. The increasing empirical evidence which advocates the feasibility of mobile applications as a language learning assistive material are mostly skewed to consumers' perspective. This raises the question of whether mobile applications are suitable for classroom use. This descriptive qualitative study involves in-depth semi-structured interview sessions with five CML educators which were recruited based on the purposeful sampling method. The interviews were divided into several sections; materials used in the classroom, teaching methods, the integration of technology in the classrooms and the educators' perceptions of mobile learning and its potential as an assistive teaching material. The interviews were then analysed by using thematic analysis. Based on the findings, it was found that all educators were positive on the integration of the mobile applications in students' learning process. However, due to limited mobile applications which specifically cater to CML learning, all educators said that they did not encourage the use of mobile applications in the classrooms but they can be used as students' extramural activities.

Fairuz Husna Binti Mohd Yusof,
UiTM Cawangan Johor, Kampus Segamat

Peer-to-Peer Learning: Students' Learning Experiences through Shared Video Tutorials

To date, many research have been done on the use of videos as a medium in learning and teaching process (Choi & Johnson 2005; Zhang et al. 2006). The current generation of undergraduates live in an era in which technology is very much embedded in their learning. Videos have been proven to be one of the effective tools in delivering learning materials. Hence, this study focuses on the learning experiences of 23 Diploma in English for Professional Communication undergraduates through shared video tutorials. These video tutorials involved the content of Desktop Publishing course that the participants were taking in the semester. Each student was instructed to come up with their own learning tutorial related to the subject matter which was then shared online. The effectiveness of their learning was evaluated based on a rubric. A set of questionnaires was also distributed to the students to get more information on their perceptions of using shared video tutorials as part of the lessons. The findings revealed that most of the students were able to demonstrate the learned skills better and responded positively to the use of videos as part of their lessons. This study contributes to the importance of learning technology-related course (Desktop Publishing) through shared video tutorials among students majoring in English in which could be a guidance for better learning and teaching experiences.

Cristina Elena Iordachescu,
Meisei Univesity, Tokyo

How Social Media Empowers Ito City's Tourist Numbers

Nowadays, social media is being used to promote companies and countries in order to gain visibility. This research aims to understand how destination marketing affects tourists' expectations regarding specific locations. The research site is Ito city, located on the eastern shore of the Izu Peninsula in Shizuoka Prefecture, Japan. A significant part of the city's economy is based on tourism; however the number of visitors is decreasing yearly, possibly due to the younger generation moving to bigger cities for better opportunities, thereby leaving only the ageing population. In an attempt to raise Ito city's popularity parallel to other famous cities in Japan and prevent its decreasing tourism rate, my research aims to support Ito city's tourism economy by developing ways to promote Ito through social network sites. Data are collected from questionnaires and interviews distributed to Japanese and non-Japanese people, focusing on the perceptions of local residents of Ito and tourists regardless of whether they have visited Ito. The results of this study are anticipated to illustrate how effective social media can be in tourism promotion. This research is also influenced by Meisei's fieldwork on Ito where Japanese and non-Japanese students worked together to create a promotional video and some applications to improve Ito city's tourism. Ito's current Instagram account has posts written only in Japanese, which makes foreign tourists less interested in this destination; therefore I am proposing another Instagram account that will upload information about Ito City, and these posts will be in English only and will integrate Instagram vernaculars – e.g. hashtags, location pins, and Instagram Stories. Once functional, the site will be entrusted to the International Association. This ongoing research project on social media plays a critical role in the field of destination marketing, as well as contributes to the promotion of Ito city.

Juaina Ahmad Fadzil, Sanghamitra Dalal,
Universiti Teknologi Mara (UiTM)

Re-inscribing Budi in Contemporary 3D Malaysian Animation Characters in “Geng: The Adventure Begins (2009)” and “BoBoiBoy: The Movie (2016)”

The success of Malaysian 3D animation films, *Geng: The Adventure Begins* (2009) and *BoBoiBoy: The Movie* (2016) in attracting local reception is partly due to their portrayal of the diversity of Malaysian society, traditions and moral values which the local audience may find relatable. Although these films portray modernity, the values represented are based on the traditional Malay concept of budi re-inscribed in the characters' personalities. The concept of budi in this paper employs the academic study of Lim Kim Hui (2003a); in this paper, I attempt to argue that this traditional asset can be re-imagined in contemporary digital form. Budi can be analysed through the main characters' personalities in the selected films. Personality is one of the key principles of animation introduced by Lasseter (1987) for the 3D animation format; it helps shape characters to be unique and recognizable as depicted in their behaviour, habits as well as interaction with other characters. The concept of budi re-inscribed in characters of contemporary 3D Malaysian animation films proves that traditional values are not lost in the present. Animation films are mostly watched by younger audiences, therefore budi as a traditional moral concept can be sustained and disseminated to the younger generation in digital form.

DAY TWO : THURSDAY, 16TH JANUARY 2020
PARALLEL SESSION 3 : 3B

Nor Faridah Abdul Manaf,
International Islamic University Malaysia (IIUM)

Travel Poetry: A study on landscape and mobility in selected western and Islamic poems

This paper aims at examining the definition of travel poetry and elicits examples of 'travel poems' from selected pieces written by Western and Muslim poets across time and geography. It hopes to uncover why poets resort to this form of writing and critically assess if there is an overlap between travel poetry and Romantic poetry so famous in the late 18th and early 19th centuries. Between emotion and reason, philosophy and art, where lies travel poetry? This will be some of the concerns of this paper. The discussions will be based on textual analysis of samples of poetry selected for this paper. The significance of the paper is in our ability to connect the past with the present in our attempt to understand that despite the complexities of the human minds, we still share some common concerns with regard to drawing lessons from life experience, mobility and nature.

Ivan Sarkisov,
Higher School of Economics (HSE), Russia

Towards typological classification of Thai poetic meters

The aim of this research is to classify traditional Thai poetic meters in terms of the modern approaches to verse and look for their possible typological counterparts in other versification systems. The research method includes analyzing of a corpus of Thai classical poems and reviewing some previous studies about different Thai meters. This topic is very interesting and important, because, although the 700-year-old Thai poetic tradition has a very rich literary heritage, Thai poetic meters have never been described in terms of modern verse theories and compared with other poetic traditions. This research seems to be the first attempt to do this. The research has shown that there are three main Thai meters: klon, chan and khleng. Klon can easily be classified as a syllabic meter and chan as a syllabo-metrical meter. The most difficult one to classify is khleng. In this meter each line should contain a certain number (7 or 9) of syllables and at the same time certain syllables should be marked by one of diacritical symbols mai tho and mai ek. These symbols are used for tone marking, but in modern Thai none of them is a symbol of a certain tone: the tone depends on both the diacritical symbol and a class of the consonant (all Thai consonant letters belong to one of 3 classes). In view of this, we cannot identify khleng as a determined sequence of tones, but should call it a determined sequence of graphemes. Accordingly, the best decision would be to introduce a special term "syllabo-graphic meter" for classifying khleng. Such type of meter does not have any analogues in other poetic traditions, which makes Thai poetry unique.

Shafinur Nahar and Morve Roshan K.,

University of Creative Technology, Chittagong, Bangladesh

The Representation of Muslim Immigrant Identity in Monica Ali's Brick Lane

In Brick Lane, Monica Ali elaborates how a Bangladeshi Muslim immigrant family lives in London and the protagonist, Nazneen's struggle with gender and migration. Through Nazneen, Monica Ali's presentation of Bangladeshi immigrants in London becomes the question of representation for readers and scholars. The meaning of liberation or freedom has been changed by the West and thus many ask the question of representation, which is portrayed in this novel. Thus, this paper focuses on four main queries: 1) What is representation? 2) How is the question of representation present in Brick Lane? 3) What are the impacts of immigrant culture? and 4) How does representation distinguish the self and the other? It is very significant to know how the Western narrative of freedom has influenced the meaning of the freedom sought by Haseena and Nazneen. In a nutshell, this paper looks at how Haseena and Nazneen strive for independence in their different lives.

Siti Zarikh Sofiah Binti Abu Bakar,

UiTM Cawangan Johor, Kampus Segamat

An Interpretation of Symbols in Ade Firza Paloh's "Bunga Di Telinga"

Figurative language has always been particularly fascinating to literature enthusiasts. This is because it plays a vital role in beautifying the literary work as well as in conveying deeper meaning which can lead to a variety of interpretations (Fadaee, 2010). One important figurative technique in literature is the symbol. A flower behind the ear is a prominent symbol used by Ade Firza Paloh in the lyrics of "Bunga di Telinga." This symbol has been interpreted in many different ways by language students. This study investigates how the differences in the interpretation of this symbol is affected by literary background by gathering information from respondents from various backgrounds. As language students are believed to excel in literary appreciation, purposive sampling is applied in this study. The study involves LG120 (Diploma in English for Professional Communication) students from UiTM (MARA University of Technology) Cawangan Johor and Segamat campuses, from both Semester 1 and Semester 2. This is a mixed-method sequential explanatory study involving an experimental design, and a semi-structured interview procedure. Data analysis involves the t-test procedure, for the statistical results of the quantitative data, and thematic analysis, for qualitative data obtained. Results show that the two groups studied produced different interpretation and rate differently in levels of difficulty.

DAY TWO : THURSDAY, 16TH JANUARY 2020
PARALLEL SESSION 3 : 3C

Hoda Nawar,

The University of Western of Australia

Motivated and erroneous tense shifts in L1 and L2 English argumentative writing: A rhetorical-grammar analysis

Despite the numerous studies that aim at improving the quality of student argumentative writing through identifying areas that may present problems to student writers, particularly non-native speakers, there has not been much research on tense shifting, an area that has been found to be problematic for ESL student writers, even advanced learners. Taylor (2001:81- 82) notes that “writing guides advise against ‘unnecessary shifts’ and tell the writers to be ‘consistent with verb tense’ without elaborating on what ‘unnecessary’ or ‘consistency’ means or describing when it is acceptable to shift tenses”. Using a rhetorical-grammar analysis, this study investigates the use of tense and aspect in argumentative writing by native English student writers and Arab learners of English. More specifically, it examines motivated and unmotivated tense shifts and how motivated tense shifts are related to rhetorical functions. A total of 60 argumentative essays, 30 written by native speakers of English, randomly selected from the LOCNESS corpus and 30 by Arab learners, are examined. The results reveal that motivated tense shifts are closely related to rhetorical functions or the writer’s communicative purposes. Situations where tense shifts are motivated and accepted are presented. Erroneous or unmotivated tense shifts in the Arab learner writing are identified and possible explanation and alternatives used by native English speakers are provided. The finding reported here have pedagogical implications that include the importance of a contrastive perspective in the teaching and learning of tense and aspect, contextualized teaching of grammar, and the explicit teaching of the relationship between tense and aspect use and rhetorical functions.

Muhammad Afsar Kayum, Maskanah Mohammad Lotfie,

International Islamic University Malaysia (IIUM)

The present simple form in the written work of Bangladeshi EFL learners

In the EFL context of Bangladesh, tense is a significant and complex part of learners’ written work. The preliminary assumptions of the causes of learners’ confusions and complexity in acquiring the grammatical patterns of tense might be the cross-linguistic influence (CLI) which is quite synonymous with the terms ‘language transfer’ and ‘L1 interference’ that all suggest the influence of one language upon another; or more specifically the influence of native language in the process of second or foreign language acquisition. This influence may be a ‘positive transfer’ that refers to the facilitating effects of one language in acquiring another; or a ‘negative transfer’ i.e. the divergences due to some differences between the target language and the native one of the learners (Odlin, 2013). The objective of this paper is to present a study that investigates the plausible causes of the similarities and differences of the features of present simple form in the written work of Bangladeshi EFL learners and in British Standard English. In doing so, systematic and thorough content analysis is employed on the data of written composition on a specific topic, collated from 200 postgraduate advance level Bangladeshi EFL learners. The study attempts to contribute to the theoretical development of the cross-linguistic study in the written English in Bangladesh basing on the present CLI and second language acquisition theories.

Sharmin Haque,
International Islamic University Malaysia (IIUM)

**Bangladeshi second language learners' acquisition of the English present
and past participles as adjectives**

ESL learners seem to have difficulty acquiring the grammatical rules of English present and past participles. As a result, they either frequently make errors while using the particles in their output (Gao, 1999), or show tendency to avoid using them altogether (Cao, 2013). This quasi-experimental study investigated how Bangladeshi second language learners of English at university level acquire the English present and past participles. The study also examined if there was any difference in their development of participle acquisition after going through an intervention. An error analysis of the participants' pre- and post-tests indicates that the Bangladeshi ESL learners had not fully acquired the knowledge regarding English present and past participles functioning as adjectives. They were found to have misused adjectival present and past participles and these errors were categorised as intralingual (i.e. overgeneralisation and false hypothesis) and developmental errors. The results further illustrated that there was observable development in the learners' acquisition of the past participles after going through the intervention, as compared to the present participles. This study will be significant for educators, policy makers, and English language teachers of both public and private universities where English is used as the medium of instruction and students are required to have high English proficiency for their academic achievements. Therefore, the findings can help them to better understand the learners' standard level of English proficiency and to adapt and apply appropriate strategies for teaching English participles.

**Nursyaheedah Muhammad Isa, Hafizoah Kassim, Fathiah Izzati Mohd Fadzillah, Nurkarimah Yusof,
Arulselvi Uthayakumaran, Suriya Kumar Sinnadurai, Nik Aloesnita Nik Mohd Alwi,**
Universiti Malaysia Pahang (UMP)

Types and Frequencies of L2 Learner's Errors: An Error Analysis

The purpose of this study was to examine the types of language errors and the most frequent ones committed by international undergraduates from four different countries (i.e. Yemen, Sudan, People's Republic of China, and Somalia) in their written English essays. These students were enrolled in a mandatory English course at a local university in Malaysia. The Preparatory Intensive English (PIE) course is a specially catered language programme that requires students to achieve certain proficiency bands before joining the mainstream undergraduate engineering programmes. A total of 15 essay scripts written by the students were collected where they were tasked with writing on a topic of their interest. Error analysis was performed adhering to Corder's (1967) method of error analysis, and then further analysed following the error classifications suggested by Carl James (1998). The error analysis from the essays showed that all of them made frequent errors on the use of verbs, articles and prepositions (general grammatical errors), as well as errors in spelling, capitalisation, punctuation (substance errors); word choice (lexical errors); miscommunication of meaning (semantic errors); and sentence structure (syntactic errors). The findings of the study suggest that explicit analysis of errors is useful to both the instructors and intensive English course designers in increasing the efficiency of the existing writing specifications in course modules. Further understanding of the different types of language errors will not only improve the instructors' teaching strategies in helping prospective students, but also plays a vital role in addressing similar language errors in the future.

DAY TWO : THURSDAY, 16TH JANUARY 2020
PARALLEL SESSION 3 : 3D

Nur Ain Amni Ahmad Bokhari, Khazriyati Salehuddin,
Sek. Men. Keb. Senai, Johor, Universiti Kebangsaan Malaysia (UKM)

Decision-making in reading situational questions by ESL students: An eye tracking study

Decision-making is viewed as a complex process as it involves multiple cognitive and linguistic abilities. In situations that require individuals to make decisions based on linguistic stimuli, the cognitive system responsible in making decisions are activated so that the individuals can weigh the options given rationally and use their linguistic abilities to process the components of language. Studies have shown that language does play a role in decision-making; yet, not much is known as to how decision-making, language, and culture are intertwined. Hence, this paper presents research that investigated how English as a Second Language (ESL) undergraduates make decisions from a set of Malay and English situational questions that are embedded with Malay and English cultural elements. Sixty (30 low proficiency, 30 high proficiency) ESL undergraduates participated in this study. Their eye movements, as they read all 24 (12 in Malay, 12 in English) situational questions, were tracked using the TOBII TX300 eye tracking machine and following this, a retrospective interview was conducted to investigate what actually happened in their cognition as they read the situational questions to make decisions. Results, that are presented in the form of fixation counts, fixation duration, visit count, heat maps, and scan paths, show that ESL students with different language proficiency read texts differently when making decisions and that language, cultural, and emotional differences as well as familiarity issues do play a role in the decision-making process. Such findings are significant in making the human population understand how the diverse population react differently in situations that seem universal in nature.

Yusniza Mohd Yusoff, Khazriyati Salehuddin, Imran Ho Abdullah, Hasnah Toran,
Universiti Utara Malaysia (UUM), Universiti Kebangsaan Malaysia (UKM), Permata Kurnia

**English morphosyntactic performance of three high functioning ASD children
and its implications on ELT**

Research on language acquisition in Autism Spectrum Disorder (ASD) has mostly been emphasizing on the pragmatic deficits, with very few studies, to date, conducted on their grammatical abilities. These few studies on grammar, however, have shown conflicting findings; for example, many ASD children in Malaysia are found to speak English with English native speakers' (L1) accent, despite English not being used in their homes as their L1. This study explores the morphological and syntactic performance of three high functioning autism (HFA) Malay children who speak English as their first language to provide insights into the language development of such children. Data were obtained from spontaneous speech interactions with eight to ten-year old children for a period of 12 months. Qualitative data analytic methods were used to analyse the data, which were classified into morpho-syntactical performance present in their English present tense and past tense. Results showed mixed performances in the children's morpho-syntax, from almost intact in all areas, to a mixture of poorer performance and unexpected performance in the areas investigated. These findings provide further insights of the language acquisition process, particularly the heterogeneity of grammar in HFA ASD children, and its implications on the teaching and learning of English.

Ahmed M. Khorsheed, Sabariah Md. Rashid, Jessica Price, Vahid Nimehchisalem, Lee Geok Imm,
Universiti Putra Malaysia, University of Nottingham Malaysia

The Role of Working Memory Capacity in Scalar Implicature Computation among L2 Speakers of English

When people read an underinformative sentence such as “Some elephants are mammals”, the general tendency is to interpret this infelicitous sentence with a more pragmatic inference that “Not all elephants are mammals”. Despite this tendency to interpret “some” as “not all”, abundant experimental work suggests that people differ considerably in the consistency with which they interpret underinformative sentences. Some tend to be consistently pragmatic, some consistently logical, and some tend to oscillate between a pragmatic and a logical interpretation. It is undeniable that there are numerous subtle factors that could induce this variability, but investigations suggest that interindividual differences in working memory capacity has a major influence on the inferential process of scalar implicatures and, hence, on its outcome interpretation. In order to investigate this claim, a total of 102 Malay speakers of English were presented with underinformative sentences for which they were asked to provide time-recorded truth-value judgments and then to respond to a working memory test (i.e. OSPAN). The results revealed that the differences in working memory ability do not predict the participants’ pragmatic judgments, but rather the reaction time taken to process a pragmatic interpretation. Specifically, individuals with high working memory tend to process scalar implicatures faster than individuals with low working memory ability. Furthermore, the results showed that the participants’ slower reaction times were more associated with an interpretation-making that is more consistently pragmatic than being inconsistent or consistently logical. These findings constitute a source of empirical evidence that informs the theoretical debate between the default and relevance theory about the pathway of scalar implicature computation.

Nur Amirah Hazalan Haffiz, Rabiah Tul Adawiyah Mohamed Salleh,
International Islamic University Malaysia (IIUM)

The Development of Plural Marking Structures by Malay Foreign Language Learners

Processability Theory (Di Biase, Kawaguchi, & Yamaguchi, 2015; Pienemann, 1998) is a current psycholinguistics theory designed to investigate the development of second language acquisition among language learners. This theory has been tested on many second language learning, such as English (Pienemann, 1998), Swedish (Pienemann & Håkansson, 1999), Japanese (Kawaguchi, 2015), and Italian (Di Biase & Bettoni, 2015), among others. However, based on our knowledge, studies investigating the development of Malay as a foreign language using Processability theory have not been conducted yet. Therefore, this study aims to investigate the development of Malay as a foreign language, particularly looking at how Malay plural marking structures develop in these learners. The participants of this study will be 4 international students studying in International Islamic University Malaysia (IIUM). All of them are enrolled in the beginner level of Malay language class (Level 1). The Malay class is conducted twice a week for 4 months (one semester). The participants will be tested twice; at T1 (pre-test) in week 9 of the semester and at T2 (post-test), in week 14. The data will be elicited from picture elicitation task and cloze test. The findings of this study are expected to cast some light on the acquisitional process of Malay plural marking structures by Malay foreign language learners. The findings will also widen Processability Theory typological range of application to a language such as Malay, which belongs to the Austronesian family (Dryer & Haspelmath, 2013).

DAY TWO : THURSDAY, 16TH JANUARY 2020
PARALLEL SESSION 3 : 3E

Dia Widyawati Amat,
UiTM Cawangan Johor

**Love Myself: A Systemic Functional Linguistic exploration of interpersonal meanings
in BTS UNICEF speech**

The Korean Wave (better known as Hallyu) is crashing international shores at massive speed and Bangtan Sonyeondan, or BTS, are key players in its sustained success. The Korean pop idol group's influence on youths has prompted the collaboration with UNICEF and the group was invited to speak at the United Nations General Assembly. Appealing to world leaders and young audience requires persuasiveness which can be achieved by establishing interpersonal relationships with the audience. The current study intends to explore the interpersonal meanings in the speech made by the leader, Kim Namjoon, from the perspective of Systemic Functional Linguistics (SFL). The trend shows that there is an interest in using SFL framework to analyze speeches made by political leaders but there is a scarcity of studies investigating speeches from Korean celebrities, despite their influence on international fans. Therefore, the current study will narrow the gap by analyzing how interpersonal relationships are established in Kim Namjoon's speech based on Halliday's Mood and Modality theoretical framework (Halliday & Matthiessen, 2004). Following the tradition of research in SFL, this is a qualitative study (Creswell, 2009) with qualitative and quantitative findings (Silverman, 2006). These findings will not only include the distribution of Declarative, Interrogative and Imperative Moods, Modality, and pronouns but also the way they carry interpersonal meanings in the context. It is hoped that the study will provide better understanding of how language is used to establish and maintain relationships, to influence behaviour, and to elicit or change viewpoints.

Sadia Zamir, Huda Suleiman
Al Qunayeer, Qassim University

Neologism in Arabic Social Media: A Critical Discourse Analysis Perspective

Modern day's massive use of social media websites and its enormous impact on the social, economic and political life of a country is not debatable anymore. Just like all other developed countries, Arab world has also been an extensive user of this media. One of the cardinal areas of Arab world that has received tremendous domination of this media is its language. Although Arabic language has been considered as an orthodox language that does not incorporate any contemporary linguistic changes into its standard language in any form of documentation, Arabic language is experiencing a tremendous influx of neologism in various forms owing to the popular use of social media. Considering this linguistic scenario, it is inevitably significant to investigate the issue of Arabic Neologism. Basically, this research study has three main objectives; (i) To describe common Arabic neologisms gaining currency in Arabic language? (ii) To evaluate the ways these Neologisms interpret new technical and popular concepts by deviating Standard Arabic language rules? (iii) To analyse what new popular cultural realities are being constructed in the Arabic world? The study is restricted to the use of social media in Saudi Arabia. The data set is collected from the two most commonly used social media websites in Saudi Arabia i.e. Twitter and Instagram. In order to analyse the data set, the Critical Discourse Analysis approach proposed by John E. Richardson (2007) has been applied. Newly coined Lexical items like nouns, verbs, adjectives and adverbs has been identified, interpreted and analysed in order to determine what new ideologies have been constructed into the language. This study is important as it suggests why neologisms are preferred over the standard Arabic terms and how they contribute to the overall meaning of the discourse and impact the communication in general.

Kumaran Rajandran,
Universiti Sains Malaysia

Portraying economic competence in budget speeches

Budget speeches are a fixed political event in Malaysia. Their content involves the whole country and a variety of domains. The discourse of these speeches can display how a developing country tackles economic decision-making. This presentation analyses the notion of economic competence in Malaysian budget speeches. The analysis employed frequency, concordance and social actors to decipher politonyms, ethnonyms and toponyms. The discourse in budget speeches can portray economic competence by focusing on the government and citizens. The government causes desirable initiatives because it intervenes to ensure economic growth. Citizens denote several ethnicities and regions, but Bumiputeras, and Sabah and Sarawak are prioritized. The findings revealed a government-citizen binary because the government is the source of initiatives while citizens are the target of initiatives. Such representation became the endorsed way to think about the former Barisan Nasional (BN) government as it sought to legitimize its political power.

DAY TWO : THURSDAY, 16TH JANUARY 2020
PARALLEL SESSION 3 : 3F

Ruiyuan Wang, Jing Han, Bruno Di Biase, Mark Antoniou,
Western Sydney University

The impact of study abroad experience (SAE) on Interpreting performance

The purpose of this study is to explore the relationship between working memory (WM) capacity, and Chinese-English consecutive interpreting (CI) performance in interpreting learners with different study abroad experience (SAE). Such relationship is not well understood. This study also examines whether Chinese interpreting learners with SAE in English-speaking countries, demonstrate a better performance in inflectional morphology and agreement, notoriously unstable in Chinese speakers of English L2, in their interpreting output than learners without SAE. Fifty Chinese university students, majoring in Chinese-English Interpreting, were recruited in Australia (n=25) and China (n=25). The two groups matched in age, language proficiency and interpreting training period. Study abroad (SA) group has been studying in an English-speaking country (Australia) for over 12 months and none of the students recruited in China (the no study abroad = NSA group) had ever studied or lived in an English-speaking country. Data on language proficiency and training background were collected via a questionnaire. Lexical retrieval performance and working memory (WM) capacity data were collected experimentally, and finally interpreting data was elicited via a direct CI task. Main results of the study show that WM significantly correlated with participants' CI performance independently of learning context. Moreover, SA outperformed NSA learners in terms of subject-verb number agreement. Apart from that, WM capacity was also found to correlate significantly with their morphosyntactic accuracy. This paper sheds some light on the relationship between study abroad, WM capacity, and CI performance. Exploring the effect of study abroad on interpreting trainees and how various important factors correlate may help interpreting educators bring forward more targeted teaching paradigms for participants with different learning experiences.

Rohfin Andria Gestanti, Elok Putri Nimasari, Restu Mufanti,
Universitas Muhammadiyah Ponorogo

Defining translation strategies used by EFL students in accomplishing English test

In an EFL context, a test has become an integral part of the education system as it is the most used form of assessment. Taking an English proficiency test can be a nerve-wracking experience for students as they have to understand the test items and formulate the answer in a foreign language. Some students may use certain translation strategies to complete the test. The present study seeks to answer the question on whether or not Indonesian students use translation strategies and if so, what strategies are employed by the students in accomplishing an English proficiency test called Standardized Test of Academic English Proficiency (STAcEP), a required English test in a private university in Indonesia. An open-ended questionnaire covering items on the involvement and the employment of translation strategies were distributed to 500 university students who were taking the aforementioned proficiency test. The results indicated that translation was employed to a considerable extent during the test and the students employed specific translation strategies. However, the students were not aware of the strategies used. The findings can help teachers in designing teaching materials and lessons that match students' way of learning as well as in enhancing students' skills in applying translation strategies to help them perform in the test better.

Fatma Ahmed Abdallah Basharahil, Debbita Tan Ai Lin, Bitu Naghmeh-Abbaspour,
Universiti Sains Malaysia, Penang

**Strategies in Rendering Idiomatic Expressions: The Arabic Translation of
Harper Lee's "To Kill A Mockingbird" by Tawfeeq Al-Asady**

Idioms, though an integral part of language and daily communication, carry specific linguistic characteristics and possess varying degrees of cultural difference. They pose difficulties for both native and non-native speakers, including translators. The current study attempts to determine the strategies adopted by Tawfeeq Al-Asady in translating Harper Lee's novel *To Kill a Mocking Bird* (1960). It is primarily concerned with the rendition of the idiomatic expressions in the novel. In meeting the study objectives, a random sample consisting of 80 idiomatic expressions were studied and analysed. A quantitative comparative approach is applied, comparing the SL idioms with the TL ones to identify the strategy used and calculating the frequency of the strategies adopted. The findings revealed that Tawfeeq Al-Asady employed mainly four strategies in his translation: using an idiom with similar meaning and form, using an idiom of similar meaning but different form, paraphrasing and literal translation. Although the idiomatic expressions were to a great extent rendered effectively, there are cases where loss of meaning occurred. This study and its findings are relevant to translators, educators and scholars engaged in language and translation research.

Ahmed Alaoui,

Hamad bin Khalifa University, Qatar

Legal translation in the digital age

Since the advent of the digital era, translation has been drawing benefits from digital technology, which has provided translators with translation memory tools, online databases and corpora, cloud-based workspaces and machine translation tools. Technology now provides us with automatic online translation services, crowdsourced translation and translation Apps for smartphone. Drawing on these benefits, translators' work has become more time-efficient (Cronin, 2013). This has been coupled with continued development of technology skill sets in translator education, triggered by surveys highlighting their necessity and value (Gaspari, Almaghout & Doherty, 2015). However, while this efficiency is quite remarkable in technical translation, the quality of output in legal translation, using digital resources, involves many demerits. In this presentation, we will argue that the difference between Islamic Law and Western legal systems has an impact on the quality of legal translation that cannot be solved by the use of digital tools alone. We will explain the various problems that hinder the mechanical use of digital technology in the translation of documents involving Islamic Law and Civil/Common Law. We will argue that the companies operating in the digital market and providing multilingual contents are not only setting the standards for drafting legal texts for publication on the internet but also imposing equivalent terms and phrases that are at odds with the target legal culture. Since the blind use of parallel texts available in digital content usually overlooks the source text legal culture, the translation of legal terms may be misleading and inappropriate (mainly due to conceptual incongruity in the sense of Sarcevic (1985, 2000).

We will present the theoretical and methodological dimensions needed to answer the questions below, with reference to the translation of Islamic Law and Common/Civil Law:

What quality should be assured in legal translation?

What problems can arise when digital content (including parallel texts) is used?

Why solve these problems?

How to solve them?

How to measure the impact of such solutions on translation quality?

What areas are impacted by the proposed solutions?

DAY TWO : THURSDAY, 16TH JANUARY 2020
PARALLEL SESSION 4 : 4A

Wan Nur Madiha Ramlan, Maimunah Abdul Kadir,
International Islamic University Malaysia (IIUM)

**Positioning Asian Australian Writing in Anthologies of Australian Literature
and Australian Literary History**

This article examines the politics within the processes of canonising national literatures. In particular, it is a study of a number of anthologies of Australian literature to analyse what they might tell us about how Asian Australian writing in English is posited within a national literary canon and history. Interestingly, despite the growing focus on Asian Australian writing in recent years, how these literary texts are anthologised as part of Australian literary tradition has not attracted the same amount of attention. Major anthologies focused on national literatures can measure how texts are regarded as important and merit the need for conservation. Anthologies are therefore a genre in which a literary canon emerges and can be examined. They also expose the mechanics of a particular theme, perception, or ideology about the status of literature as a reflection of a nation's socio-cultural and historical landscape. Hence, this study charts the trends behind the inclusion or exclusion of Asian Australian writing within the national literary narrative by analysing four different anthologies of Australian writing. These anthologies are *The Oxford Anthology of Australian Literature* (1985), *The Macmillan Anthology of Australian Literature* (1990), *Australian Literature: An Anthology of Writing from the Land Down Under* (1993) and *Macquarie PEN The Literature of Australia* (2010). It also makes reference to two anthologies dedicated to Asian Australian writing, particularly *Growing Up Asian in Australia* (2008) and *Contemporary Asian Australian Poets* (2013) in order to further look at the state of Asian Australian writing and how they help increase the visibility of Asian Australian writers.

Anoop Kumar Tiwari, Aruna Shukla, Richa Xalxo,
National Institute of Technology Raipur, Chhattisgarh, India

**Existentialism and youth psychology in the select stories of The Gollancz Book of south Asian
science fiction**

In this fast expanding twenty-first century, man faces a void in his personality in various aspects due to recent global trends. Science fiction is an apt genre of literature which gives us a detailed glimpse of the loss that humanity in the future or the present can suffer. The philosophy of existentialism focuses on the knowledge of self, and how man is a victim of his innate tenderness of morality and becomes selfish. This leads to a sense of blankness in the spirit that makes the world a waste and a vain show. Certainly, there are several fears that the youth of the present are suffering. The Gollancz Book Of South Asian Science Fiction depicts themes such as the quest for identity of an individual, environmental issues and the role of man in hampering nature, and climate change. This book offers a new perspective on a hyper global, often alienating and always paranoid world in which humanity and love may yet triumph. This study applies the method of facticity and transcendence, alienation and authenticity in examining selected stories from the collection. It will explore how humanity is looking for an escape from any future adversity either caused by an ecological catastrophe or an alien invasion, and how humankind expresses its fear of the repercussions of its activities against the environment through science fiction.

Ida Baizura Bahar, Kamariah Kamarudin, Pabiyah Haji Maming
Universiti Putra Malaysia, Serdang

Synchronising the Muslim Malay characters and the paradigm of Malayness in *Time for a Tiger* by Anthony Burgess: Tracing a national collective memory of Malaya

Time for a Tiger (1956), the first instalment of *The Malayan Trilogy* (1964) consisting also of *The Enemy in the Blanket* (1958) and *Beds in the East* (1959), was written by the contemporary English author, Anthony Burgess (1917-1993), who is more well-known in the field of English Literature as the author of *A Clockwork Orange* (1962). The novel has been overlooked in the Malaysian literary context, despite the fact that its themes of religion, ethnicity and nationhood are aspects which frame the lives of the Malayan society in its struggle towards independence. It is set in pre-independence Malaya and is inspired by Burgess' perceptions and understandings of the nation, especially with regards to the practices of Islam and the culture of the Malays. These perceptions are believed to have been shaped by his experiences living and working in Peninsular Malaya (1954 to 1959), experiences that can then be categorised as a form of individual memory, and a personal interpretation of an event from one's own life, which is a binarist concept to collective memory (Hanneman, 2010). Although 'individual' memory implies that it is only Burgess' own experience that constitutes his memory of Malaya, we hypothesise that, as a social being, Burgess identified with the social group of the Malays, which may have influenced his opinions, beliefs, and attitudes. We will apply the paradigm of Malayness (Ida Baizura Bahar, 2010) to our reading of the text in order to contest this view of individual memory. We aim to explore how Islam and the Malay ethnicity, as they are depicted by Burgess' portrayals of Muslim Malay characters in *Time for a Tiger*, reflect elements of a national individual memory of Malayness, and, to a larger extent, the national collective memory of Malaysia.

Aisyah Saiful Bahri, Nurul Fatehah Aziz,
International Islamic University Malaysia (IIUM)

A Survey of Ideas in Contemporary Asian Speculative Fiction

Speculative fiction is a form of storytelling which theorizes about possible futures. It is a broad genre that typically contains various elements including fantasy, horror, and/or science fiction. As a literary work, speculative fiction dramatizes questionable socio-cultural phenomena through fictional events that help to provide insight into human condition. The flexibility of this genre has allowed authors of diverse backgrounds to showcase their unique alternate visions of the world. Despite the adaptability of speculative fiction, there is still an onslaught on Anglo-American works in Asian book market. The genre has long been used to imagine the future according to the European or Anglo-American values and experiences. This paper addresses the lack of attention on other emerging voices in this genre, particularly works of Asian speculative fiction, by performing a survey of the issues that these works address. In order to do so, this paper adopts a cultural material approach as discussed by Raymond Williams, which recognises the interaction between cultural products such as works in arts and literature with specific socio-political and economic elements. A number of Asian speculative fiction are chosen to discuss various issues such as environmental, political, and identity (race and gender). The selected texts include Manjula Padmanabhan's "2099" (1999), Ken Liu's "Paper Menagerie" (2011), Kris Williamson's "Operation Toba 2049" (2014), Timothy Dimacali's "On the Consequence of Sound" (2015); Marilag Angway's "Chasing Volcanoes" (2015); Olivia Ho's "Working Woman" (2015); Ivana Mendels' "Petrified" (2015); Pear Nuallak's "The Insect and Women Sing Together" (2015), Kristine Ong Muslim's "Day of the Builders" (2016), Jaymee Goh's "The Freedom of the Shifting Sea" (2019). In showcasing these works, this paper also aims to bring Asian authors and works to the attention of scholars and fans of the genre.

DAY TWO : THURSDAY, 16TH JANUARY 2020
PARALLEL SESSION 4 : 4B

Sharif Mohammad Shahidullah,
International Islamic University Malaysia (IIUM)

Historicist and Presentist interpretation of Shakespeare's "Twelfth Night"

In this paper, I will examine Twelfth Night one of the most enjoyable comedies of Shakespeare from both historicist and presentist points of view, which will divulge not only the fundamentals of both approaches, but also the benefits and pitfalls of each approach in my analysis of the text. This exploration is based on suitable jumping-off points for talking about gender complications and feminist aspects through historicism and presentism. I will also argue that synthesizing these two perspectives will open a window to understanding, teaching and researching Shakespeare's relevance today and in the future. By employing presentist and historicist theoretical frameworks with an emphasis on gender and feminist issues, this research will investigate the Shakespearean era, during which women were deemed as inferior others, and when women had lower social rank. It is apparent that Shakespeare made a thorough investigation of masculinity, femininity and erotic attraction of all kinds through his comedies. This is one reason why his comedies continue to hold the stage today, in another age when gender and sexuality have come under obsessive scrutiny. Therefore, through this research of literary works, I hope to find Shakespeare from a different angle, through a combination of presentism and historicism, which will help learners, teachers and writers to enjoy the bard's works from a new perspective.

Samiya Alam, Aimillia Mohd Ramli,
International Islamic University Malaysia (IIUM)

A Critical Review of Role Played by Money and Education in George Gissing's "The Odd Women"

The population of unmarried women has been viewed for centuries as a national problem. In nineteenth-century Britain, this represented an internal crisis that manifested in a number of debates on the issue in various fields, such as economy, politics, aesthetics and literature. While many recent studies have focused on economy and politics in relation to British women, little has been said specifically about single women and their educational and economic backgrounds in nineteenth-century Victorian novels. This paper concerns George Gissing's *The Odd Women* (1893) and its portrayal of single women and the way it connects educational and economic backgrounds of its characters to their level of willingness to remain single throughout their lives. In other words, we explore the parallel roles played by money and education in women's choice to remain unmarried. The study is based on the textual analysis and interpretation of the novel in light of feminist theories. The main hypothesis of this study is to show that women's economic and educational status has a bearing upon their level of freedom and respectability in different social conditions. Thus, this study investigates the impact of socio-economic conditions and self-awareness in women's choices in the Victorian era. Although education and monetary issues in Gissing's writings are discussed, there is a need to focus on the link between socio-economic conditions and the freedom of choice with regard to the marital status of women.

Somnath Sarkar,

Kanchrapara College, University of Kalyani

The unpublished mediaeval Bengali Mahabharata Texts: The specimen of multidimensional literary form of popular culture

The Mahabharata, one of the most widely read literary works in the world, is known for its teachings on Indian Knowledge systems. One of the most striking features of the Mahabharata textual tradition is the fact that it has come down in more than a dozen different languages of India. This is because before the 18th century, that is, before the introduction of printing in India, the Mahabharata was presented in local vernacular languages in a number of local scripts. Thus, in the Mahabharata textual tradition the concomitance between script and version has, in many instances, been considered a traditional feature of its evolution. This present paper applies a two-fold approach to the study of Mediaeval Bengali Mahabharata texts of popular type. These texts are studied as a specimen of multi-dimensional literary form with contemporary historico-cultural illustration and as examples of popular culture.

Shah Ahmed,

International Islamic University Malaysia (IIUM)

Theorizing Tagore's Views on the Camera, Cinema and Adaptation

Although Rabindranath Tagore (1861-1941) is regarded highly in adaptation studies and is probably the most adapted author in Bangla cinema, his views on the camera, cinema and the cinematic adaptation of literature are not adequately discussed in the discourse of adaptation. Tagore envisioned the prospective scope and resilience of 'the cinema as art'. From his first exposure to cinema to his involvement in film directing, he progressively formulated his own ideas of the celluloid art and expressed them with the burgeoning progress of the cinema. But unlike adaptation theorists, he did not write any systematic treatise on the theoretical aspects of the modality of literary adaptation and simply voiced his views in a plethora of isolated statements here and there. Some of

his ideas are apparently concerned with the theoretical aspects of cinema studies. However, as most of his pronouncements lie scattered in letters, interviews, journals, newspapers and private conversations, it is perhaps important to collate those piecemeal ideas and theorise them in an academic way. Given this background, this paper seeks to study Tagore's views on the cinema and literary adaptation and regard them as an instance of early discourse on filmmaking and literary adaptation in particular.

DAY TWO : THURSDAY, 16TH JANUARY 2020
PARALLEL SESSION 4 : 4C

Mazlin Azizan,
University of Nottingham

Constructing lecturer identities through humour in classroom interactions

Humour, though being regarded in sociolinguistic studies as a useful tool that can help build solidarity and relationships between social actors, has not been given the deserving attention especially on providing empirical evidence on its role in educational contexts. This study examines power performances and identity constructions of three successful lecturers through their adoption of humour as a classroom interactional strategy in creating positive atmospheres in classrooms. A series of ethnographic case studies have been conducted at one of the Russell group universities in the UK. Participant classroom observations and semi-structured interviews with the lecturers and their students were conducted, while student evaluations of teaching and teaching philosophy statements were also collected and analysed. Taking an overarching sociolinguistic approach and following Geertz's (1973) highly influential principles of 'thick description' for conducting effective ethnography, data analysis has been done at both macro and micro levels. An integrated analytical framework consisting of Critical Discourse Analysis and Positive Discourse Analysis, influenced by Politeness Theory and Community of Practice has been introduced as an effective way in examining complex and discursive classroom discourse. A thorough analysis of the type and function of humour adopted by the lecturers has been laid out, suggesting a positive role of humour in classroom interactions. The findings also imply that an effective use of humour in classrooms can reflect positive lecturer identities and assist the lecturers in fostering good rapport and establishing solidarity with their students. This study can lead to a further understanding on the role of humour as a linguistic strategy in sociolinguistic studies focusing on creating favourable environments in professional contexts which involve asymmetrical power relations.

Malika Jmila,
Ibn Tofayl University, Kenitra, Morocco

Teachers' language awareness at the university level

This paper examines the various ways in which teachers' language awareness influences their pedagogical practices in the classroom, with specific reference to the teaching of Grammar in an English department. Given that Grammar at the university being studied is taught as both a language course (Semester 1) and content course (Semester 3), the university language teachers are supposed to master both communicative language for the language course and the metalanguage (metacognition) for the content course. In education science, this is referred to as Teacher Language Awareness (TLA) as outlined in Cenoz et. al (2017). As this concept has become a hot topic of educational enquiry, a number of attempts have been made by practitioners, theorists, and researchers to characterize how language awareness affects teachers' behavior. This recent interest has attracted the attention of quite a few researchers (e.g., Cenoz et. al 2017, Andrews, 2007; Berry, 2014; Borg, 2011; and Svalberg, 2007, 2012) to further investigate TLA. This paper offers an overview of the effects of TLA on pedagogical practices at a university, and identifies various potential influences of TLA on the operation of teachers' metalinguistic awareness. The paper concludes with recommendations on how university teachers could develop TLA.

Mithila Afrin,

East Delta University, Bangladesh

Second Language Acquisition by Experiential Learning

This paper is going to explore a survey's feedback on experiential learning in the second language acquisition. Experiential learning includes almost all the four skills which helps a learner to learn and lock it in his/her mind because it is the most natural way of adopting new knowledge and it suits human behavior. In executing experiential methods, an instructor has to control the entire learning wheel very carefully. Here, in my survey, fifty students of Speech Communication course were assigned to write a report on "Rohingya crisis in Bangladesh" as a field work. They were instructed to interview foreigners (English speakers) who came to visit Rohingya community in Cox's Bazar, Bangladesh. They had to submit a video of the interview with the permission of the interviewees to me. Here, all four skills were covered by this one task and as feedback, the students who were used to be very nervous even to interact in class, they became more interested in English communication. They enjoyed it since they usually don't get opportunity to communicate with foreigners with a professional approach. Students wanted to have such interactive sessions repeatedly. Watching the videos, the instructor can give feedback to the students on what they should and should not do in that situation. The written report will show student's writing capability and they are supposed to read and arrange all the information of the interview which demands good analytical skill also. Best five interviews are shown in class projector. These sorts of methods can be highly effective since it engages the learners and makes the lesson learners' centered, not only teachers' centered which the students often find monotonous.

Elok Putri Nimasari, Restu Mufanti, Rohfin Andria Gestanti,

Universitas Muhammadiyah Ponorogo

Standardized Test of Academic English Proficiency: Test Validity and Reliability

The use of international English tests such as TOEFL, ITP, TOEIC, and IELTS in EFL countries has been questioned. One issue raised concerning the use of these tests is with regard to the corpora utilized. The corpora are mostly from a native context that is different from the EFL country's socio-cultural background. Although the use of a standard test in Indonesia is definitely justified, its usefulness is questionable. Making those international tests as a requirement for Indonesian tertiary institution admission is considered unnecessary since the content of the tests is rarely found in Indonesian real-world situation. In addition, the existing policy of requiring an international test score for university admission has made the test as a project of income generator for the international test developer. In response to this issue, The Association of Indonesian University English Language Centre has suggested that an English test based on Indonesian social and educational setting be designed. There have been a number of studies on locally designed tests but most studies have not dealt with test validity and reliability. This present study aims to verify the content validity and reliability of a test developed by an Indonesian private university. A trial test of 50 listening and 50 reading test items was conducted on 30 test takers. SPSS 17 statistic tool was employed to analyse the data. The results showed that each listening and reading item is valid (>0.3 Pearson Product Moment) and the test is reliable (.905 Cronbach's Alpha score) with several findings contradicting those of previous research.

DAY TWO : THURSDAY, 16TH JANUARY 2020
PARALLEL SESSION 4 : 4D

Christine, Xiang Ru Leong,
University of Nottingham, Malaysia

Ability to Discriminate Non-native Phonemic Contrast is not a Direct Function of Exposure

Studies have suggested that infants are born with the innate ability to perceive and discriminate every phonetic unit of the different languages of the world (Kuhl et al, 2008). This innate ability, however, seems to be lost as individuals progress into adulthood (Eimas et al, 1971) whereas their native languages are being preserved and refined. The present study examined whether exposure to the target language in daily life helps preserving sensitivity to discriminate a non-spoken language by comparing speakers and non-speakers of Kelantan Malay (KM) in discriminating KM singleton and geminate. 48 participants who had different level of exposure to KM (native KM speakers, Kelantan Chinese (KC) non-speakers, non-Kelantanese (NK) non-speakers) were tested in a Same-or-Different two-alternative-forced-choice discrimination task. Results showed native speakers of KM scored significantly higher in discrimination accuracy (%) than the non-speakers, and no discrimination difference between the KC and NK. The findings suggest that pure language exposure in living environment may not be enough in retaining discrimination sensitivity.

Fazyudi Ahmad Nazri, Mohd Ridwan Abdul Wahid, Zahariah Pilus,
International Islamic University Malaysia (IIUM)

The rise tone in short story narration: A case study of Malay ESL learners

Despite its importance in communication, ESL learners often face difficulties in using intonation appropriately due to cross-linguistic suprasegmental differences. Moreover, intonation is difficult for them to learn because its functions can change according to context (Mok, Yin, Setter & Mat Nayan, 2016). Given these challenges, the objective of this study was to investigate the application of one type of intonation – the rise tone – in the speech of such speakers. Sixty Malay ESL learners, comprising 30 males and 30 females, were asked to narrate a short story individually based on a series of pictures presented to them. Their speech samples were analysed auditorily and acoustically using Praat and their tone functions were identified using Brazil's (1985, 1997) Discourse Intonation model. It was found that the learners applied the tone when they attempted to: (i) convey new and shared information, (ii) continue speaking, and (iii) present items in a list. In addition, there was a significant gender-based difference in the speakers' application of the tone to convey new and shared information and to continue speaking. Findings may contribute details to Malaysian English phonology and shed more light on tone usage among ESL speakers.

Maizatul Nabihah Yusof, Siti Afifah binti Hashim, Rabiah Tul Adawiyah Mohamed Salleh,
International Islamic University Malaysia (IIUM)

A syntactic analysis on code-switching in Malaysian bilingual blogs

Studies on code-switching on bilingual and multilingual population are very common nowadays (Mahootian, 2005; Montes-Alcalá, 2007; Aljooma, 2016). However, a further analysis on most of these studies reveals that the focus has been on the speech of bilingual and multilingual speakers. This paper takes a different approach by analysing the code-switching phenomenon in Malaysian bilingual Malay-English blogs from a syntactic perspective. The common typologies of code-switching in these blogs were analysed using two frameworks, namely Mixed-code Syntax (Sankoff & Poplack, 1981) and Head Complement Principle model (HCP) (Mahootian, 1993). A total of 252 sentences and 188 occurrences of code-switching from 5 different blogs of varying topics were examined. Intrasentential (e.g. “Ini semua huge cases yang kadang-kadang, apa bila berlaku, kita tak tahu kenapa ia berlaku.”) code-switching was found to be the most common type of code-switching among Malaysian bloggers. As the findings revealed, this study supports the Head complement Principle as it has been able to explain the different levels of which code-switching occurs and rejects the Mixed-code Syntax model because the switch between lexical items and bound morpheme was possible as they also serve a grammatical function.

Erlinda Syam,
Deakin University, Australia

Code switching in contemporary Minangkabau usage

As one of the largest local languages in Indonesia, Minangkabau has no standard written form. As a result, it is vulnerable to change and to be influenced by other languages. Code switching among current Minangkabau speakers suggests how this language is largely influenced by Indonesian, English and Arabic. Data was collected from online forum interaction produced between year 2008 to the present. Two selected domains have been chosen: discussion on politics and Minang language itself. The study was conducted by using the citizen sociolinguistic approach, as this approach accommodates linguistic research which examines language phenomena within an increasingly connected society through complex social networks enabled by new technology. The patterns and motivation of the switching are explored to produce research findings. The study will document current Minangkabau usage in the broader Indonesian context. It is also expected that the study will serve as a starting point for further research that address local languages issue in Indonesia.

DAY 3

ICLL 2020 PROGRAMME SCHEDULE
VENUE: KICT LEVEL 5, IIUM
DAY 3: FRIDAY, 17TH JANUARY 2020

TIME	PROGRAMME	VENUE
8:00am-9:00am	Registration and light breakfast	Level 5
KEYNOTE SPEECH 4 (CONFERENCE ROOM LEVEL 5)		
9:00am-10:00am	Topic: “Small voices, big stories”: Storytelling for indigeneous youth empowerment. Speaker: Dr. Rusalina Idrus, UM	
10:00am-10:30am	Morning tea	Staff Lounge (Level 2)
10:30am-12:00pm	DAY 3 : Parallel Session 5	Classrooms (Level 5)
12:00pm-2.45pm	Lunch Break & Friday Prayer	Multipurpose Hall (Level 2)
CLOSING CEREMONY (CONFERENCE ROOM LEVEL 5)		
3:00pm	Arrival of Deputy Rector of Academic and Industrial Linkages, Prof. Dr. Isarji Haji Sarudin	
3:05pm	Closing Remarks by ICLL 2020 Western Sydney University (WSU) Chairperson	
3:15pm	Closing Speech by Deputy Rector of Academic and Industrial Linkages, Prof. Dr. Isarji Haji Sarudin.	
3:30pm	Presentation of Souvenir	
3:35pm	Recitation of Dua	
3:40pm	Photography session	
3:50pm	Afternoon Tea and Disperse	Staff Lounge (Level 5)

DAY THREE : FRIDAY, 17TH JANUARY 2020
PARALLEL SESSION 5 : 5A

Isriani Hardini, Satomi Kawaguchi, Carol Reid, Bruno Di Biase,
Western Sydney University

The effect of developmentally moderated focus on form instruction in English as a foreign language (EFL) learners in an Indonesian kindergarten

This study investigates the effect of Developmentally Moderated Focus on Form instruction (DMFonF; Di Biase, 2008) within Processability Theory (Pienemann, 1998) in an Indonesian Kindergarten EFL classroom. The kindergarten is located in Bandung, the capital city of West Java province where the majority of the population speak Sundanese as the local language and Indonesian as the national language. DMFonF is an instructional approach which combines Pienemann's (1984) teachability hypothesis and his general developmental approach to language learning and teaching with Long's (1991) FonF feedback. The study focuses on the acquisition of English plural marking on nouns. Twenty children, divided into two groups, participated in the study: an experimental group (n=10), a whole class of four to five years old children in their 1st year, and a comparison group (n=10), a whole class of five to six years old children in their 2nd year. The Experimental Group received the DMFonF instruction within their meaning-based Kindergarten English program. The language acquisition of Experimental Group children was measured through a pre-test, the DMFonF instruction and a post-test. The Comparison Group did not receive the treatment but was exposed to purely communicative teaching, i.e., the usual English program in the kindergarten. Oral production data were elicited and audio recorded from the children individually through communicative tasks. The results indicate that most Experimental Group children acquired first lexical then phrasal plural markings while Comparison Group children did not. This suggests that the DMFonF instruction is effective in promoting learning in a second language and that purely communicative teaching may fail to promote grammatical development.

Sharifah Fatin Athira Syed Uzir, Rabiah Tul Adawiyah Mohamed Salleh,
International Islamic University Malaysia (IIUM)

The Development of English Plural Expressions Among Malaysian Kindergarten Children

English is a strong second language in Malaysia, reflected in its importance in education, governance and popular culture (Hashim, 2014). In Malaysia, children learn English as early as at 4 years of age. However, it is unknown how Malaysian children acquire English in a Malaysian context as studies investigating early English development is scant. Therefore, this study intends to investigate the development of English, specifically looking at English plural expressions among Malaysian kindergarten children. Additionally, this study also investigates the effectiveness of developmentally moderated focus-on-form (DMFonF) instruction on learning English plurals in the Malaysian context within 6 months. The participants in this study will be six kindergarten children from two preschools under the Ministry of Education. They will be divided into two groups: group A and group B. The developmentally focus-on-form instruction will be introduced to group A by their teachers through their English lessons throughout the period of study. Meanwhile, group B will continue their lessons without any intervention. At the beginning of the study, a pretest will be administered to establish the children's English baseline (T1) and after 6 months, a posttest will be administered (T2). The data from the pretest and posttest will be both audio and video recordings. Afterwards, the development of plural expressions between group A and group B will be analysed and compared. Based on previous research by Hardini, Kawaguchi, Reid, and Di Biase (2019), the findings might indicate that the plural expressions of children in group A who receive the DMFonF instruction will develop significantly faster compared to that of children in group B who do not receive the DMFonF instruction in their English lessons.

A'ina Athirah Ahmad Sabri, Rabiah Tul Adawiyah Mohamed Salleh,
International Islamic University Malaysia (IIUM)

The Development of English Plural Marking Expressions in Malaysian Autistic Children

Autism spectrum disorder (ASD) is a neurological disorder characterised by deficits in social, communicative and cognitive skills. Recently, the awareness of autism has increased globally as well as nationally, evidenced by the reported increasing number of parents seeking advice on raising their autistic children. In the Malaysian setting, it is still unclear on how autistic children acquire English in ESL context. Therefore, this paper aims to contribute to closing this gap by investigating how three autistic children acquire English, specifically the English plural structures from the developmentally moderated focus-on form instruction (DMFonf). The three autistic children selected were from a special learning centre and their age range were between 9 to 12 years. They were taught the English plural grammatical structures using DMFonf for 12 weeks. Data were collected through audio and video recording at 4 points; T1 (week 4), T2 (week 8), T3 (week 12) and T4 (week 16). The findings of the study show that DMFonf instructions are effective in assisting the participants to acquire English plurals. The results also show that all participants' trajectory of plural acquisition follow the developmental stages predicted by Processability Theory.

Rabiah Tul Adawiyah Mohamed Salleh,
International Islamic University Malaysia (IIUM)

Developing a new framework of English lexical and morphological development among Malaysian primary- school children

It is an incontrovertible fact that English is currently the lingua franca of the world. Increasing globalisation has made it crucial to raise the standards of English proficiency among youth in Malaysia. In fact, there have been many reports on the deteriorating standards of English among young Malaysians. Regardless of the many reforms taken by the government as corrective measures to improve Malaysian students' English proficiency, we have yet to see any positive outcome. Most studies investigating the issue of Malaysian students' proficiency have focused primarily on the policies of the education system, the pedagogy, and the teacher's perspective. Studies to document the English acquisitional trajectory of Malaysian learners are scant and this normative data is imperative for syllabus-designers, policy-makers, teachers as well as linguists to create English materials that are suitable and effective for learning. Thus, this research proposes to investigate the development of lexicon (vocabulary) and morphology (grammar) in Malaysian primary-school children. Our focus will be on the students' speech, particularly examining how English lexicon and grammar develop among these children in one year. These children attend a primary school that is based on the national education curriculum (KSSR). They will be recorded four times at three monthly intervals in the study. Other than their English development, the student's home factor will also be examined. The outcome of this study will help us develop a framework for English language acquisition that will enable teachers and syllabus designers to create materials that will help learners to acquire and improve English proficiency.

DAY THREE : FRIDAY, 17TH JANUARY 2020
PARALLEL SESSION 5 : 5B

Guangwei Li, Mingzhe Jin,

Graduate School of Culture and Information Science, Doshisha University, Japan

Diachronic Changes of Sentence-final Expression in Modern Japanese Novels

The variation in sentence-final expression is one of the important features that characterizes the writing style in Japanese. Most of the previous studies on the diachronic changes of sentence-final expression tend to rely on manual examination or close-reading based on a relatively small amount of texts. In this study we apply a statistical method to investigate epoch changes of sentence-final expression of modern Japanese novels, and figure out how they are linked to stylistic variation. Our experiments were conducted on a diachronic corpus containing more than 500 works written by different authors. The publication dates of these works span from 1910 to 2014. To determine the temporal stages in which significant changes occurred, we performed multivariate analysis using frequency data onto sentence-final expression extracted from corpus. Results showed that all the texts were classified into chronological groups. By examining the factors that contribute most strongly to classifications in multivariate analysis, the features of different periods were captured to a great extent. Furthermore, we interpreted how these features were correlated with stylistic changes. To the best of our knowledge, this is the first study that reveals diachronic changes of sentence-final expression in modern Japanese novels by means of large-scale quantitative analysis. Findings in this research point to concrete evidence for stylistic drifts and offer us a better understanding about the literary development of modern Japanese.

Siti Nur Maisarah Roslan, Siti Afifah binti Hashim,

International Islamic University Malaysia (IIUM)

The Use of Modals as Hedges and Boosters in Academic Articles

Since language is a means of communication, hedges and boosters are the communicative strategies used for increasing or reducing the force of statements. There has been an immense discussion on the presumptions of modals as being deficient in expressing language, in terms of persuasiveness and level of certainty. The use of modals in written discourse marked the existence of linguistics problems among the language users and therefore a threat to language competency. Such premises have initiated this study to find the core meaning and functions of modals as metadiscourse devices. This study aims to measure the distribution of modals and examine their uses as hedges and boosters in academic articles of two different academic disciplines; Engineering and Social Sciences. For this purpose, six academic articles from two internationally acclaimed journals; Engineering and TESOL Quarterly were analysed. The findings revealed that modals were present in both sets of the data, indicating its functions as hedges and boosters. A significant difference is expected from both sets of data in terms of distributions and uses of modals. However, the preliminary results suggested that writers of the two academic disciplines favour hedges over boosters in their academic articles. The unwavering popularity of modals use as hedges in academic articles signified the writer's intention to withhold the full commitment to the propositions rather than emphasizing the certainty. Concurrently, it is hoped that this study will provide some insights on the nature of the written discourse by looking at the distribution of linguistics forms in different type of texts. It is expected that this study will gain some interest of language users to enhance the level of persuasiveness in writings by employing metadiscourse devices, likewise, to establish a writer-reader relationship.

Nur Farhanah Zainal, Maimunah Abdul Kadir,
International Islamic University Malaysia (IIUM)

Swearing among Malaysian Youth

Previous findings discovered an increase in swearing phenomenon among Malaysian youth. This is unexpected considering the emphasis on politeness and conflict avoidance in Malaysian culture. This research aims to identify the common swear words and phrases among Malaysian youth in Malay and English languages. This research also focuses on revealing the functions of swearing and the factors influencing the usage of swear words among Malaysian youth. All in all, 1100 tweets, retweets and comments on 14th Malaysian General Election (GE14) were collected and ten interview sessions were conducted with 28 university students from different races in Malaysia. From the tweets, 49 Malay and 22 English swear words as well as phrases were identified by the researcher. The most common swear words among Malaysian youth identified from both tweets and interviews are 'bodoh' for Malay language and 'fuck' for English language. From the analysis on the tweets, among the functions of expressing emotions, insulting others, making jokes and expressing solidarity, the highest occurrence is in insulting others. However, the data from the interviews demonstrated that making jokes is the most popular function among the Malaysian youth. Co-participants, setting of interaction, topic of conversation and mood of the speakers are factors affecting the usage of swear words with co-participant as the most important one. These findings explained why swearing phenomenon is currently on the rise among Malaysian youth. They still adhere to their culture of politeness and harmony despite facing the global culture that contrast theirs. Most of the time, they use swear words and phrases with close friends with the intention of making jokes and strengthening their bonds.

Wan Nor Fasihah Wan Mohd Fadzlullah, Adlina Ariffin,
International Islamic University Malaysia (IIUM)

Rhetorical Devices in the Promotional Language of the Local and International Halal Food Brands

As one of the leading halal industry players, many efforts are in place for Malaysia to be the global halal hub by 2020. Apart from maintaining the high standard of halal food production, the marketing aspect of halal food products is also crucial to keep up with their existing popularity worldwide. Hence, this study highlights the use of rhetorical devices in the local and international brands' promotional language of their halal food products. This research utilized a document analysis approach. It focused on brand taglines or slogans that target the consumers with a single line attention grabber. The analysis of 200 halal food product advertisements was done based on the framework of rhetorical devices by Zulkippli and Ariffin (2019). The findings from this study revealed the different ways of employing rhetorical devices in both local and international brands halal food products. By using rhetorical devices in promoting halal food such as emphasizing on its quality assurance in the advertisements, it showcases the guaranteed benefits of halal food and help Muslims to better observe 'halalan toyyiban' in their daily life, while simultaneously marketing wholesome halal food to benefit the global consumers in general.

DAY THREE : FRIDAY, 17TH JANUARY 2020
PARALLEL SESSION 5 : 5C

Thanaphon Phothong, Kornkanok Leepeng, Chotika Sakulsorn, Khanita Limhan,
Phuket Rajabhat University

Exploring Affected Factors of Low English language proficiency Students on their learning and the investments in Thai EFL Context

The objective of this research was to examine the possible affecting factors of low English of students and their investments outside the language classrooms. Therefore, there were 40 undergraduate students; 20 students from Thai language department, faculty of Education; and another 20 from the department of Tourism and hospitality, faculty of Management Science. The used instrument in this study was the affecting factor questionnaire adapted from Phon, S. (2007), Abdullah Alotaibi, A. et al. (2014), and Yahaya, A. (2011); and the out-of-class language activities questionnaire adapted by Orhon, Y. (2018). The questionnaire was divided into 3 sections which were participants' general information; the factors causes to low performance students (7 factors and 53 items); and the out-of-class language activities (19 items). In order to gather the accurate data, the questionnaire was translated into Thai language which was their native language. All were asked to complete the questionnaire individually. The collected data was analyzed by Microsoft Excel to calculate the mean score and standard deviation. The results showed that the most important affecting factors to low English language proficiency of both major students were the class environment which was 3.53 (SD = 0.92) for Thai major students; and 3.38 (SD = 0.85) for Tourism and hospitality major students; in addition to peers which was 3.53 (SD = 1.03) for Thai major students and 3.37 (SD = 1.06) for Tourism and hospitality major students. Furthermore, the most significant out-of-class language activities that most students did were watching TV programs, videos or movies in English (Thai major students was at 2.70 (SD = 0.92) whereas Tourism and hospitality major students was at 2.90 (SD = 0.79)); and listening to English songs (Thai major students was at 3.20 (SD = 0.95); Tourism and hospitality major students was at 3.60 (SD = 0.68))

Khanita Limhan, Sarawut Khunthana, Nattanit Wanarak,
Phuket Rajabhat University

Hearing Students' Voice Towards Class Size of English Language Learning in Thai EFL Context

Although students' English language learning has been unaffected by the class size (Watson Todd, 2006; 2012), it is the empirical concern for English language teachers that it possibly affects students' feeling in English language classrooms. As indicated by Shehzad Slim (2015) students' voice is the key element that enables the students to gain a sense of belonging and positive relationships with classmates, teachers, school and the community. Therefore, the present study investigated students' thoughts towards class size. The instruments used in this study include: a questionnaire developed by Anthony (2011), designed to determine how the class size affects to students' attitude on learning English; and semi-structured interview questions adapted by Harfitt (2011), designed to specify the students' attitude towards class size. 65 Thai university students, who studied in five different faculties, participated in this study. Furthermore, 15 of them were interviewed individually. The gathered data was analysed by mean, standard derivation, and illustrated the interview data. The findings demonstrated that Thai EFL learners tended to agree that class size affected English learning in the smaller classes ($\bar{X} = 2.92$, $SD = 0.78$). However, according the participants' interviews, it seemed that teacher-student interactions, teachers' characteristics, and classroom atmosphere would play a more important role than the class size. Moreover, all stated that learning English language in the smaller classes could improve their achievements, productive skills, positive relationships between their friends and teachers. This would possibly increase students' motivation in English learning, which is in accordance with a motivation model of cognitive engagement by Hanrahan (1998).

Khanita Limhan, Kunita Sereerak, Jatuporn Kimtin, Aranya Keawboonthong,
Phuket Rajabhat University

A Study of Word Stress Perceived by Pre-Service English Teachers in Thai EFL Context

Literature shows that phonological patterns of Thai (L1) and English language (L2) differ in various elements (Jotikasthira, P. 2009; Chotisatien. P., 2009; and Phanmetha, N., 2011). Therefore, these are crucial linguistics features for Thai pre-service English Teachers to acquire in order to communicate successfully in English. This study investigated how Thai EFL student teachers of English language stress the English vocabulary; and explored factors that could possibly affect their pronunciation. The data was collected from 20 student teachers who were studying in the Faculty of Education; 10 from English Education program, and another 10 from General Science Education program. The instruments used were the test which was designed based on a handbook of English for presentation course; and the five-point scaled questionnaire adapted from Plansangket (2016). Participants were asked to complete a test (20 items) and a questionnaire (15 items) to examine their practices, attitude, motivation and previous learning of English pronunciation. To analyse the gathered data, descriptive statistics and the independent t-Test scores were utilised. The findings indicate that the obtained score of English Education students was significantly different from the General Science Education students ($p < 0.05$). However, the mean score of English student teachers' pronunciation practices lacking was at 2.84 (SD = 0.16); whereas, the General Science student teachers' was at 3.00 (SD= 0.12). Moreover, the mean score of General Science student teachers' attitude and motivation was higher than the English major students at 3.50 (SD = 0.14) to 3.46 (SD = 0.79). the General Science student teachers' mean score of previous pronunciation learning was also at 3.38 (SD = 0.22) while the English student teachers' mean score was at 3.14 (SD = 0.24).

May Ouma,
Meisei University, Tokyo

The forgotten art of reading: Literature and foreign language acquisition

One of the biggest issues English educators in Japan face is how to ensure their students acquire and retain the language. By the time the students are in university, most of them have had up to 9 years of English language education in school but would still struggle with engaging in even simple English conversations. Although there are many reasons attributed to this phenomenon, one important reason is the lack of exposure to literature. As literature has played a significant role in the previous generation's acquisition of English, the objective of my study was to incorporate extended reading activities in English classrooms. Meisei University provides elective courses to second- to fourth-year students at the International Studies Department. With the new national curriculum change, I was able to set up a new elective literature course in April 2019. In this course students are required to read two novels per semester outside the classroom, as well as having in-class reading of various forms of literature (poems, plays, articles, etc.). Data was collected through in-class observations, analysis of their written work and oral tasks, and interviews with the students at the end of the course by comparing their vocabulary development, fluency and attitude towards English before and after the course. Throughout the semester, I was able to see a clear improvement in the students' English language use, not only in their in-class work, but also in their everyday English conversations. Using these findings, I aim to create practical criteria for educators to implement this kind of course and activities in their classrooms to ensure that students not only learn English, but also acquire and use it.

DAY THREE : FRIDAY, 17TH JANUARY 2020
PARALLEL SESSION 5 : 5D

Nurul Balqish Khairrazi, Zalina Mohd Kassim, Afida Mohamad Ali,
Universiti Putra Malaysia.

Malay-Muslim women in the Malaysian media

The issue on gender bias in the media including in the newspaper, radio and television has long been explored over the years. Till now however, there has not been much research carried out on the representation of women on the Internet. There is the question on whether the portrayal of women in the social media reflects presumed awareness of gender equality among the public or the published images still embrace the stereotypical understanding of women and their roles in the society. This study seeks to investigate the representations of Malay-Muslim women in selected Malaysian media via Facebook, and the ideology conveyed through the images. Semiotic and linguistic analyses will be conducted using frameworks by Kress and Van Leeuwen (1996, 2006), Goffman (1979) and Roland Barthes (1977). The findings will contribute to the existing literature and provide a useful insight into how Malay-Muslim women are represented in the Malaysian social media and to what extent they conform to the traditional roles of Malay women.

Noor Ashiqin Ahmad Hasbullah,
University College London

Reacting to the gaze: A case study of Muslim women's identity construction in online spaces

This paper aims to investigate Muslim women's negotiation and construction of identity in online spaces. With the complexities and context of a post-9/11 world, Muslim women's practices online are interesting to study due to the global, cross-cultural nature of the internet and the opportunity for agency online. Furthermore, this study highlights the challenges Muslim women may face in constructing their identity and organizing their faith with other parts of their identity. A qualitative approach was adopted to meet the aim of the research. Data was collected through semi-structured interviews with three Muslim women of various Asian backgrounds, complemented with social media analysis. Although the study is modest in scale, the results reveal a detailed description of the processes involved in the participants' expression online. The findings revealed an awareness of a gaze or spectatorship in online spaces from those within and outside of the Muslim community. The participants navigate and react to this gaze by using the tools afforded by social media. They utilize performative acts online to either inhabit an idealized Muslim woman identity, strategically inhabit the collective Muslim woman identity, or minimize their claim to their Muslim identity. Through their different approaches and practices online, the participants are able to negotiate Muslim femininity on their own terms, by talking back, redefining modesty and approaching love and sexuality. The Internet also allows them to find connection with others and with their religion. This research indicates that Muslim women can be both empowered and constrained within the online environment. Social media and online spaces can afford Muslim women who have access to it with the agency of constructing their own representation and identity. However, there is no absolute freedom as online spaces and presence are still heavily influenced by the physical world.

Nur Asyrani Che Ismail,
Universiti Tunku Abdul Rahman (UTAR), Kampar Campus

Gender differences in the Speech act of receiving compliments among Malaysian Chinese undergraduates

Spoken communication is different across different languages, cultures and gender. Speaking of compliment, it acts as a positive speech act which can enhance rapport and social harmony between interlocutors. Al-Rousan, Khazriyati and Nosimah (2012) stated that different gender produces different strategies in responding to compliments which does not contribute to a generalisation of the ideal complimenting strategy. Besides, gender differences in compliment responses may eventually contribute to different ways of accepting compliments in the forms of denial, acceptance or both. Therefore, failing to understand the actual intention of receiving compliments may lead to misunderstandings. For that matter, the aim of this study is two-fold. Firstly, it aims to investigate the compliment response (CR) strategies that are used by males and females. Secondly, it seeks to identify the factors behind the CR strategies choices. The participants were 15 males and 15 females Universiti Tunku Abdul Rahman (UTAR), Perak campus undergraduates. They were tested in six different situations using an oral Discourse Completion Task (DCT), followed by a deep interview. The elicited responses were analysed based on CR Taxonomies by Cheng (2011). The findings revealed a particular set of CR strategies performed by males and females as well as their factors behind the CR strategies choices.

Muhammad Danial Baharudin,
Universiti Putra Malaysia (UPM)

A Discourse Analysis of ESL Students' Patterns of Interaction in a Peer Feedback Session

There is no denying that second language learners of English always face difficulties in understanding or acquiring the skills that are required for them to be proficient especially in terms of their writing skills (Musa, Lie, & Azman, 2012). The recent MUET report shows that 63.18% of the students obtained a Band 3 for their writing test, which is below average. This study aims to analyse one of the approaches of teaching writing skills, which is the usage of peer feedback session. Specifically, it focuses on identifying the patterns of interaction showcased by Malaysian undergraduate ESL students during the peer feedback session and identifying which of the patterns of interaction are effective in developing their writing performance. One of the methods used is discourse analysis, in which the students' face-to-face discussion during the peer feedback session are recorded and analysed according to Storch's (2012) Model of Dyadic Interaction in order to identify emerging interactional patterns. A content analysis based on the ESL Composition Profile (Jacobs, Zinkgraf, Wormuth, Hartfiel, & Hughey, 1981) is also carried out by comparing their essay drafts before and after the peer feedback session to identify any changes or improvements that occurred. The findings of this on-going study suggest that the patterns of interaction among these students are mostly dominant-passive, and that there are some improvements shown in the students' essays after they underwent the session. This study will help ESL teachers to understand the problems and strengths of the different patterns of interaction in a peer feedback session to improve students' writing performances.

DAY THREE : FRIDAY, 17TH JANUARY 2020
PARALLEL SESSION 5 : 5E

Fathin Addina Mohd Azeem Rajasekaran,
University College London

Reading the Silence: In Tash Aw's writings

In the digital era, words travel easily, crossing national and linguistic boundaries without much difficulty. However, there is also a lot to be said of silence and how it expresses particular identities. This paper explores the silences in Tash Aw's writings and the way it relates to global and diasporic identities, specifically, in a Chinese-Malaysian context. The paper is interested in examining the gaps within the stories and exploring what the silences reveal about the characters and their identities. The research looks into three of Tash Aw's works: *The Harmony Silk Factory* (2005), *Five Star Billionaire* (2013), and *The Face: Strangers on a Pier* (2016). The paper is informed by postcolonial studies and Spivak's "Can the Subaltern Speak?" (1988), in particular. The analysis will also be related to the history of Malaysia as a nation and the movement of ethnic Chinese communities within this space. The analysis will address three different levels of silence: the personal, intergenerational, and historical levels. At each level, one or more sources of silencing will be examined. The study is important in understanding how meaning and identity is expressed in a globalised context, especially within the growing space of Malaysian Literature in English. The study assumes that silence has the ability to carry narrative and meaning. Silence is expected to be seen as a condition of diaspora and globalisation as well as an extension of ethnic Chinese culture.

Foong Soon Seng, Rapheal Thoo Yi Xian,
Universiti Tunku Abdul Rahman (UTAR), University of Malaya

Narrating Women's Madness: Multiple Personality Disorder in Shirley Jackson's *The Bird's Nest*

Elizabeth Richmond, the protagonist in Shirley Jackson's *The Bird's Nest* suffers from a multiple personality disorder and her identity subsequently disintegrates into four very distinctive personalities. The novel is narrated from multiple perspectives (i.e. Elizabeth's different personalities, Dr. Wright and Aunt Morgen) that juxtapose the notion of female malady. Elizabeth's multiple personalities serve as a defense for her vulnerable sense of Self. Thus, being depicted as a madwoman, Elizabeth's body itself represents a site for powerlessness and misogyny. The present study examines the fragmentation of Elizabeth's personality from an ecofeminist point of view where the fabrication of personalities represents the vulnerability of women in a patriarchal society. Furthermore, the concept of place is not foreign in ecofeminist studies as place itself helps shape an individual's identity. Louise Chawla argues specifically that environmental identity derives from the meaningful interactions between the individual with his/her natural and social environments. These interactions significantly and emotionally assist the individual in understanding their sense of Self. The "sense of place" uncovers the reasons behind Elizabeth's fragmented personality. Thus, Elizabeth's form of "women's madness" allows her to re-establish her sense of Self that empowers her to resist patriarchy. Women's innateness for madness and the feminisation of madness are debunked in the present study with the examination of the fuzzy binaries of Self/Other, body/mind and rational/emotional in the discourse of madness.

Kim Hae Yeon,
Suncheon National University

Rebirth of Milton's Satan: from The Dark Knight to Joker

This study explores Satanic evil in two popular Hollywood movies, The Dark Knight (2008) and Joker (2019) in terms of the Augustinian and Miltonic concepts of evil. In his two epic poems, Paradise Lost and Paradise Regained, John Milton creates the most powerful devilish character in the history of English literature, Satan, by developing Augustine's metaphysical concept of evil and his theory of fallen angels. In the 21st century, Milton's Satan is revived through the two DC Comics character movies. Using movie clips, this study examines how the central Augustinian concept of evil, "evil is lack of being" is mirrored in the characterization of Heath Ledger's Joker, and Satanists' academic view of Milton's Satan is reflected in Joaquin Phoenix' Joker. The horror of Ledger's Joker and the attractive rhetoric of Phoenix' Joker are all similar to Milton's Satan. This study will reveal that the patristic concept of evil still survives and is influential in contemporary Western culture, and is continuously represented in popular culture. The problem of evil is significant in understanding Western culture, and a study of Milton's Satan can be a good start to trace it.

Richa Xalxo, Anoop Kumar Tiwari,
National Institute of Technology, Raipur, Chhattisgarh, India

Sita: The Emblem of Women Empowerment as depicted in Amish Tripathi's Sita: Warrior of Mithila

Women empowerment is a popular concept in the present, which suggests equal rights and opportunities for women. It also promotes the active participation of women in different socio-political endeavours and independent decision making. Ancient Indian epics reflect the societal conditions of that time as well as depicting the lives of women of that era. Indian literature has seen a major shift in the past decade with mythological retellings as a new genre attracting readers. Amish Tripathi is a young author who excels in this genre. His novel, Sita: Warrior of Mithila is the second book of the series based on the Ramayana and Sita is its protagonist. Tripathi's Sita is outspoken, gallant, skilled in martial arts, and a good administrator, unlike the graceful lady of the traditional Ramayana. In this novel Sita is a headstrong woman who knows her capabilities. Tripathi's unique interpretation of Sita's character makes this novel an enchanting and enlightening experience. This study takes the Ramayana as a documentation of Indian socio-cultural behaviour. It establishes Sita as an icon of women empowerment. This paper expects to find Sita's resemblance to empowered women in the present. It focuses upon rejuvenating the concept of women empowerment through reevaluating ancient literature.

- END OF BOOK -

