UPM
UNIVERSITI PUTRA MALAYSIA
JUBILI EMAS
MICFL 2021
7th Malaysia International Conference on Foreign Languages
"IR 4.0 in Foreign Language Studies"
4 - 5 October 2021 | Webinar

MICFL 2021 – UPM
4th of October 2021
2.30 – 3.30 pm

PLENARY 1:

STRENGTHENING THE FOREIGN LANGUAGE LEARNING DURING COVID-19 : AN INSIGHT INTO TECHNOLOGY-BASED SOLUTIONS

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KULIYYAH OF EDUCATION
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA - IIUM

Background

The use of instructional technology has become a crucial skill that teachers and educators need to master, especially in 21st-century education.

The outbreak of the COVID-19 pandemic has pushed educators towards emergency remote teaching and learning (ERTL) through various online platforms and technologies.

In the context of language learning, it is expected that the evolution of IR 4.0. can make the issues and challenges be overcome easily. However, the solution is not easy because one size does not fit all.

This present study will shed light on the reality of learning obstacles and challenges that teachers currently face and, later, suggest alternative technology-based solutions to strengthen foreign language learning during the COVID-19 pandemic.

DATA COLLECTIONS

The sampling was purposively selected from Arabic school teachers all over Malaysia who have participated in a training workshop organized by the ICESCO-KUIS, Ministry of Education and Kulliyyah of Education, IIUM. (March 2021).

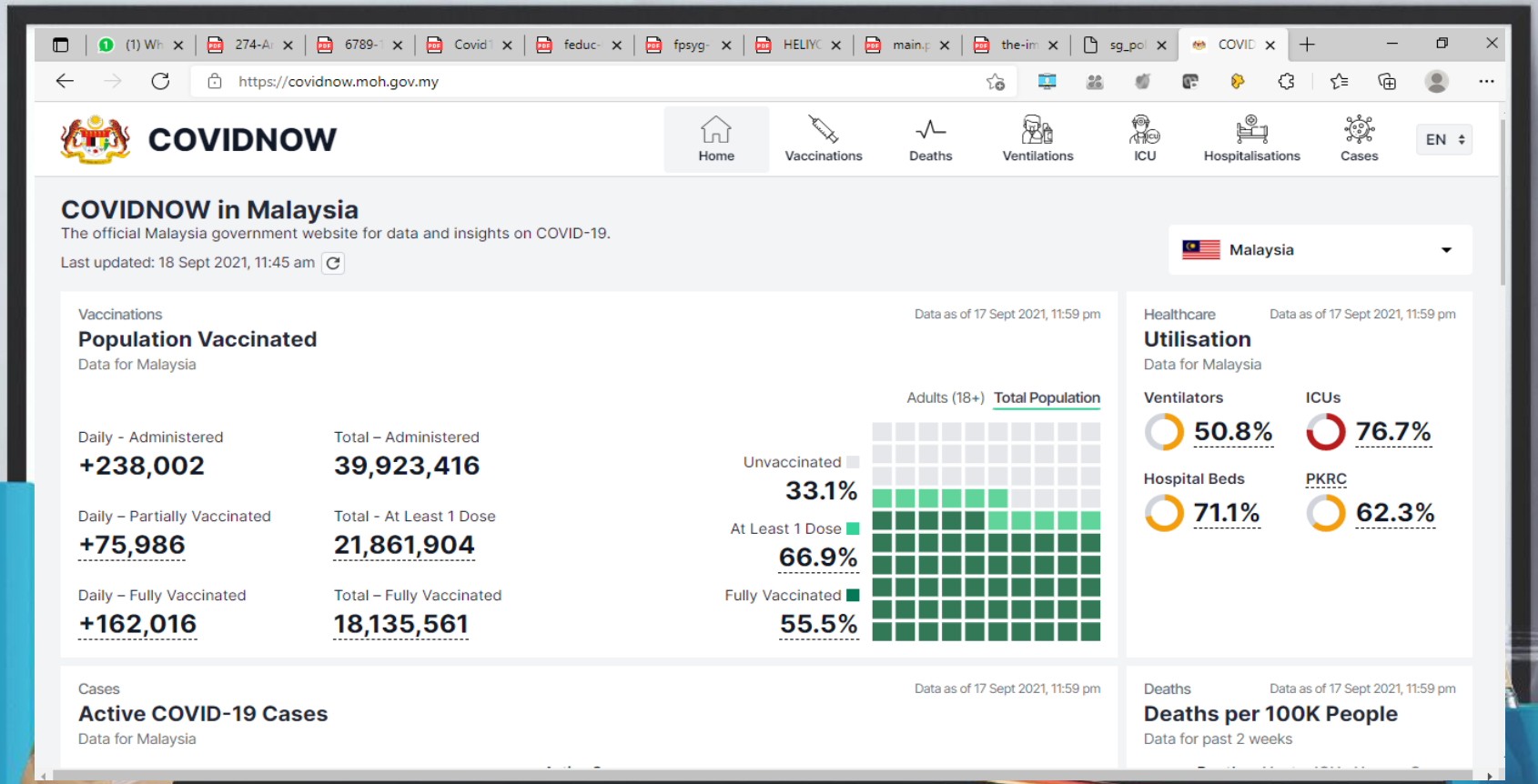
Suggestions and feedback were also collected from open-ended questionnaires in employing platforms and applications for online teaching and assessment during COVID-19 among pre-service teachers doing their practicum in final year of study (December 2020).

Enhanced findings by ICESCO-KUIS and MOE workshop on 25th of September 2021.

Although the findings are related to the Arabic language setting, this study may also benefit other second or foreign language settings where the technology-based solution has not been effectively utilized by teachers in schools.

The findings can also benefit home-based learning environments, which require other considerations in order to improve and enhance foreign language learning during the COVID-19 pandemic.

COVIDNOW


https://covidnow.moh.gov.my
COVIDNOW
Home
Vaccinations
Deaths
Ventilations
ICU
Hospitalisations
Cases
EN
COVIDNOW in Malaysia
The official Malaysia government website for data and insights on COVID-19.
Last updated: 18 Sept 2021, 11:45 am
Malaysia
Vaccinations
Population Vaccinated
Data for Malaysia
Data as of 17 Sept 2021, 11:59 pm
Daily - Administered
+238,002
Total – Administered
39,923,416
Daily – Partially Vaccinated
+75,986
Total - At Least 1 Dose
21,861,904
Daily – Fully Vaccinated
+162,016
Total – Fully Vaccinated
18,135,561
Adults (18+)
Total Population
Unvaccinated
33.1%
At Least 1 Dose
66.9%
Fully Vaccinated
55.5%
Healthcare
Utilisation
Data for Malaysia
Data as of 17 Sept 2021, 11:59 pm
Ventilators
50.8%
ICUs
76.7%
Hospital Beds
71.1%
PKRC
62.3%
Cases
Active COVID-19 Cases
Data for Malaysia
Data as of 17 Sept 2021, 11:59 pm
Deaths
Deaths per 100K People
Data for past 2 weeks
Data as of 17 Sept 2021, 11:59 pm

131 million children have missed out on three-quarters of their in-person instruction since March 2020, and nearly 77 million of them have missed almost all of it. Schools are still fully or partially closed in about 27 per cent of countries, according to the agency. – UNICEF

INTRODUCTION

- On 31st of December 2019, there was a growing report on the acute respiratory illness that started in China, specifically in the area of Wuhan City, Hubei Province.
- The virus, which is later identified as coronavirus disease 2019 (COVID-19), attacks the respiratory system and can be fatal if patients do not get immediate treatment.
- A majority of countries have announced the temporary closure of schools, impacting more than 91 per cent of students worldwide around 1.6 billion children and young people (Miks. J. and McIlwaine, J., 2020).
- Almost 1 billion people across the globe are put on home confinement (lockdown/movement control order) (NST Online, 22, March 2020) and Malaysia is of no exception.

Teaching and learning during covid-19

- The Prime Minister of Malaysia announced the first phase of the Movement Control Order (MCO) to start on 18th March until 31st March and now MCO has been extended to the third phase that ended on 12th May 2020.
- All sectors including the education sector especially the Higher Education Institutions including schools are badly affected.
- Since the partial lockdown or MCO is unprecedented, teachers have been urged to explore the best teaching or instructional methods or strategies in teaching their students remotely.
- The teachers and support staff are busy trying and adapting with online learning activities with the hope of providing a support system for parents and a semblance of routine for the school students.

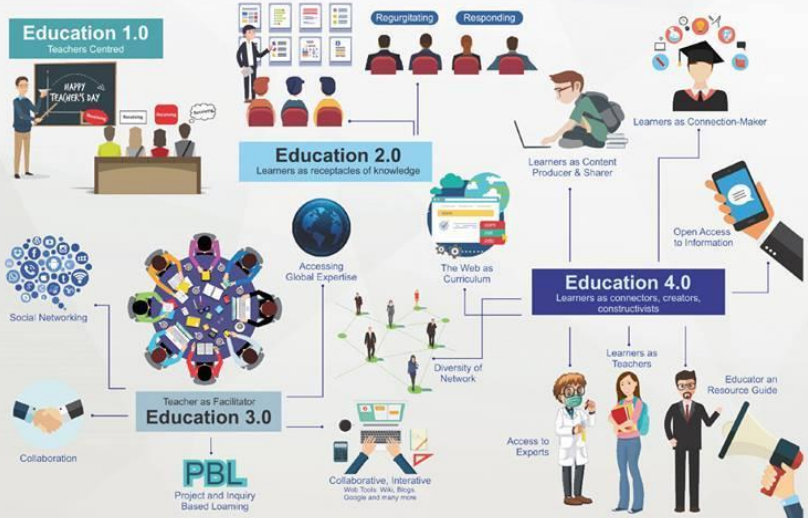
Teaching and learning during covid-19

- This prompted, the Ministry of Education (MOE) to issue a circular on Teaching and Learning Implementation Guidelines (PdP) during the Movement Control Order (MCO) due COVID-19 pandemic.
- The circular on Teaching and Learning Implementation Guidelines (PdP) consists of KPM's commitment to ensure that students are not left behind and are able to continue their learning in a safe manner.
- Teachers are not allowed into the school and must perform all homework assignments from their homes (MOE, 2020-a).

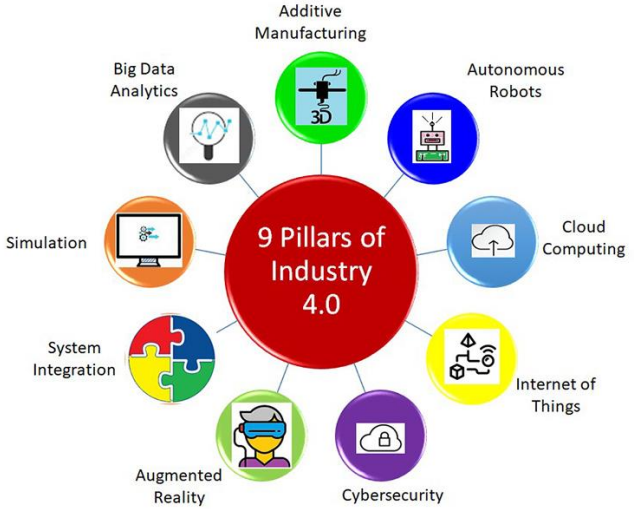
MANUAL PDPR KPM:

KAEDAH PEMBELAJARAN & PENGAJARAN DI RUMAH

Malaysia Education 4.0: Connectors, Creators, Constructivists...



Source: Abdul Rahim Hashim. (2017). *Preparing graduates for the 4th Industrial Revolution.*
Plenary forum presented at the 7th World Engineering Education Forum 2017, Kuala Lumpur, Malaysia.



TO-DATE STATISTICS

COVID 19/LEARNERS/TEACHERS/ETC

????????

COVID 19 GLOBAL OUTBREAK AND FUTURE EDUCATION IMPACT

SHARING AN OPINION ON PDPR

Perancangan berstruktur semua pihak jayakan PdPR

Ibu pembelajaran sekali lagi diperkatakan masyarakat. Antara cabaran dan permasalahan dipaparkan di media serta sering diperkatakan ialah kekurangan peralatan teknologi maklumat dan komunikasi (ICT) seperti komputer, gajet dan capaian internet.

Tidak kurang juga ibu membahitkan jumlah adik-beradik rumah dalam satu ini rumah dengan sekongan ICT terhad, selain tugasan ibu bapa yang turut menjalankan tugasan pejabat di rumah sama ada secara sepenuhnya ataupun berdasarkan giliran.

Namun, bagi sesetengah sektor seperti perkilangan, pembuatan dan kesihatan, amat sukar bagi pekerjanya untuk bekerja dari rumah sepenuhnya.

Apatah lagi mereka yang bekerja secara kontrak tanpa gaji tetap dan bergantung kepada syif serta jam tugasan.

Golongan peniaga juga mungkin menghadapi masalah menguruskan anak untuk sesi pengajaran dan pembelajaran di rumah (PdPR) kerana ibu bapa sebenarnya menjadi 'pembantu guru'.

Tanpa pemantauan dan bimbingan ibu bapa, PdPR akan terganggu. Justeru, Kementerian Pendidikan (KPM) mengeluarkan manual PdPR bertujuan membantu guru melaksanakan proses itu sebagai alternatif pembelajaran norma baharu.

Pemantauan dan bimbingan ibu bapa penting pastikan PdPR tidak terganggu (Foto Kosmo)

Berdasarkan manual ini, sesi PdPR ialah proses pengajaran dan pembelajaran (PdP) dilaksanakan di rumah, pusat komuniti atau di mana-mana lokasi bersesuaian.

PdPR juga boleh dilaksanakan secara dalam talian atau luar talian dengan perancangan berstruktur dan tersusun.

Manual ini diketuarkan sebagai rujukan khusus untuk guru, pentadbir sekolah, pegawai pejabat pendidikan daerah (PPD) dan jabatan pendidikan negeri (JPN) serta KPM sendiri.

Bagaimanapun, ibu bapa boleh dilibatkan lebih berkesan melalui sesi mesyuarat dalam talian yang boleh diadakan antara pihak sekolah dengan ibu bapa. Cabaran dan permasalahan PdPR juga mungkin berbeza-beza berdasarkan negeri, lokasi serta sekolah.

Justeru, pendekatan inovatif boleh diambil dengan melaksanakan tinjauan analisis keperluan dan merancang tindakan dan penyelesaian bagi mengurangkan atau menyelesaikan cabaran dihadapi.

Perancangan berstruktur dan tersusun antara pihak sekolah, guru dengan ibu bapa amat penting bagi menjayakan PdPR dalam apa jua cabaran.

Begitu juga isu keperluan terhadap sekongan dan penggunaan peralatan ICT yang digunakan meluas sebelum pandemik COVID-19 melanda.

Namun, keperluan mendesak terhadap komputer, gajet dan capaian internet sangat menonjol dalam PdPR kerana peralatan teknologi ini bertindak sebagai 'pintu gerbang' kepada sekolah dalam talian.

Prof Madya Dr Muhammad Sabri Sahrir,
Kuliyyah Pendidikan, Universiti Islam Antarabangsa Malaysia (UIAM)

Pembaca yang ingin berkongsi pandangan dan membuat aduan boleh e-mel ke **bhforum@bh.com.my**

Data Collection

- This study is conducted among Arabic school teachers in preparing online assessment for remote teaching and learning in addition to face-to-face situation.
- The respondents were purposively selected among 75 Arabic school teachers in Northern Malaysia on 28-29 March, 2021 from the states of Kedah, Penang and Perlis in a hybrid mode of training.
- This research instruments were investigating the teachers' knowledge about three essential components of TPACK, which include technology, content, and pedagogy as well their suggestions and feedbacks towards employing online assessment and effectiveness via adapted TPACK survey (Mishra & Koehler, 2006; Shulman, 1986)

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Demographic Info!

Table 1: Gender

Gender	Frequency (N)	Percentage (%)
Male	19	28.4
Female	50	72.5
Total	69	100

Demographic Info!

Table 2: Age of Respondents

Category of Age	Frequency (N)	Percentage (%)
Below 25	1	1.5
Between 26 and 30	12	17.4
Between 31 and 35	9	13
Between 36 and 40	16	23.2
Between 41 and 50	25	36.2
51 and above	6	8.7
Total	69	100

Demographic Info!

Table 3: Highest Academic Qualification

Academic Qualification	Frequency (N)	Percentage (%)
Diploma	3	4.5
Bachelor	48	69.6
Master	16	23.9
PhD	2	3.0
Total	69	100

Demographic Info!

Table 4: Teaching Experience at Schools

Number of Years	Frequency (N)	Percentage (%)
Less than 5 years	17	25
Between 5 and 10 years	12	17.6
Between 11 and 20 years	29	42.6
More than 20 years	10	14.7
Total	69	100

Demographic Info!

Table 5: Location of Schools based on Northern States of Malaysia

Northern States of Malaysia	Frequency (N)	Percentage (%)
Kedah	44	63.8
Penang	14	20.3
Perlis	5	7.2
Others	6	8.7
Total	69	100

Results and Findings

No.	Item	Frequency and Percentage				
		SD	D	N	A	SA
1	I can search for materials with the help of educational technology to understand Arabic and use them in the teaching process.	0	0	3 (4.3%)	41 (59.4%)	25 (36.2%)
2	I can use the internet to understand Arabic and use it in the T&L process.	0	0	0	37 (53.6%)	32 (46.4%)
3	I can use a teaching strategy that combines Arabic content, educational technology and pedagogy.	0	0	4 (5.8%)	44 (63.8%)	21 (30.4%)
4	I can choose Arabic resources and educational technology innovations based on suitability to meet the needs of the Arabic T&L.	0	0	3 (4.3%)	47 (68.1%)	19 (27.5%)
5	I can teach Arabic by combining pedagogy, Arabic content and educational technology.	0	0	4 (5.8%)	47 (68.1%)	18 (26.1%)

Results and Findings

No.	Item	Frequency and Percentage				
		SD	D	N	A	SA
6	I can access Arabic resources and educational technology innovations to meet the needs of the Arabic T&L.	0	1 (1.4%)	7 (10.1%)	46 (66.7%)	15 (21.7%)
7	I can use educational technology to understand Arabic to support the Arabic T&L.	0	0	2 (2.9%)	48 (69.6%)	19 (27.5%)
8	I can use educational technology to understand Arabic to support Arabic research.	0	0	4 (5.8%)	47 (68.1%)	18 (26.1%)
9	I can demonstrate leadership in helping others coordinate the use of Arabic content, educational technology and pedagogy in schools.	0	2 (2.9%)	15 (21.7%)	47 (68.1%)	5 (7.2%)
10	I can find materials with the help of educational technologies to understand Arabic language and use them in the process of evaluating and assessment of Arabic language.	1 (1.4%)	0	4 (5.8%)	53 (76.8%)	11 (15.9%)

Open Ended Responses

- Technological support
- E-Learning resources
- Instructional support
- Human Resources Issues
- Online Assessment
- Suggested applications and platforms

OVERALL FEEDBACKS

Go to **www.menti.com** and use the code **9330 1933**

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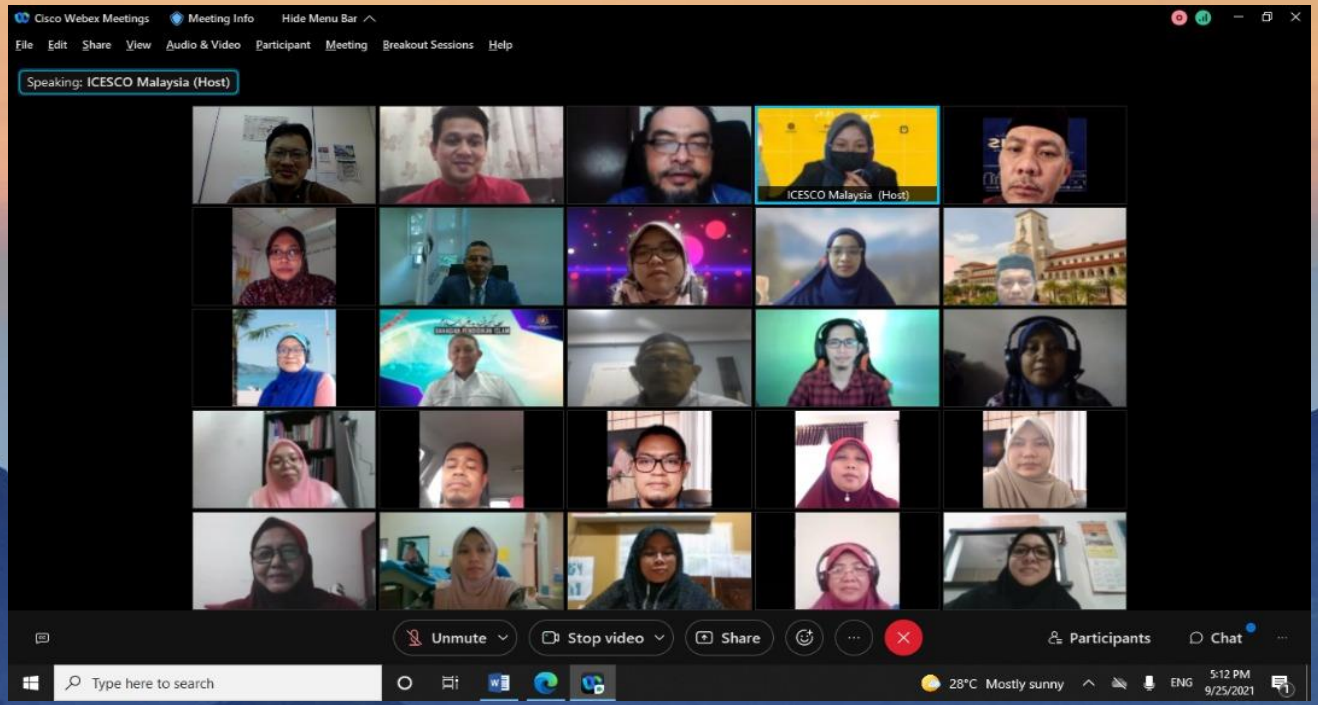
Mentimeter

90

WORKSHOP BY ICESCO-KUIS, MOE – 25 SEPT 2021



FEEDBACKS BY PARTICIPANTS

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Mentimeter

Apakah cadangan aplikasi teknologi yang sesuai bagi aktiviti pengajaran bahasa Arab dalam PdPR?

19

FEEDBACKS BY PARTICIPANTS

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Mentimeter

Apakah cadangan aplikasi teknologi yang sesuai bagi aktiviti pentaksiran bahasa Arab dalam PdPR?

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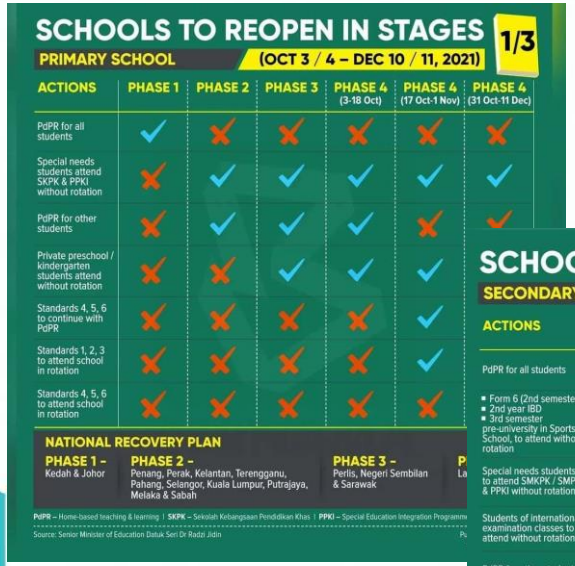
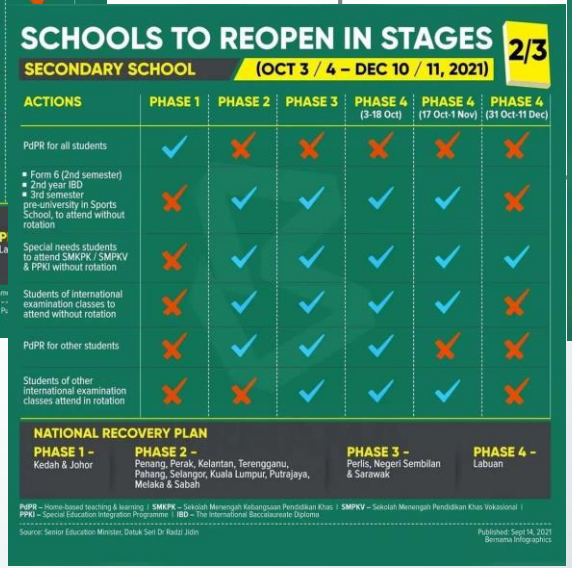
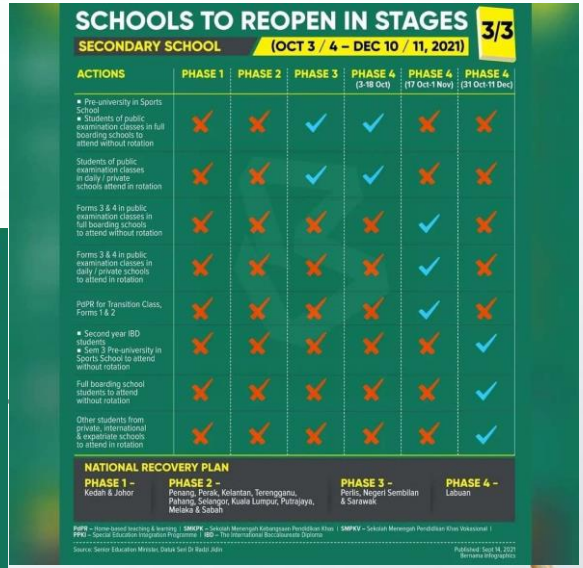
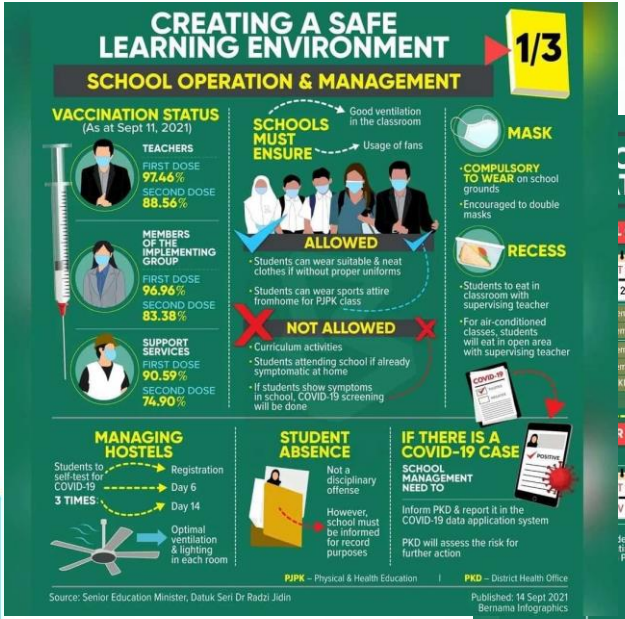
RE-OPENING PROCEDURES OF SCHOOLS



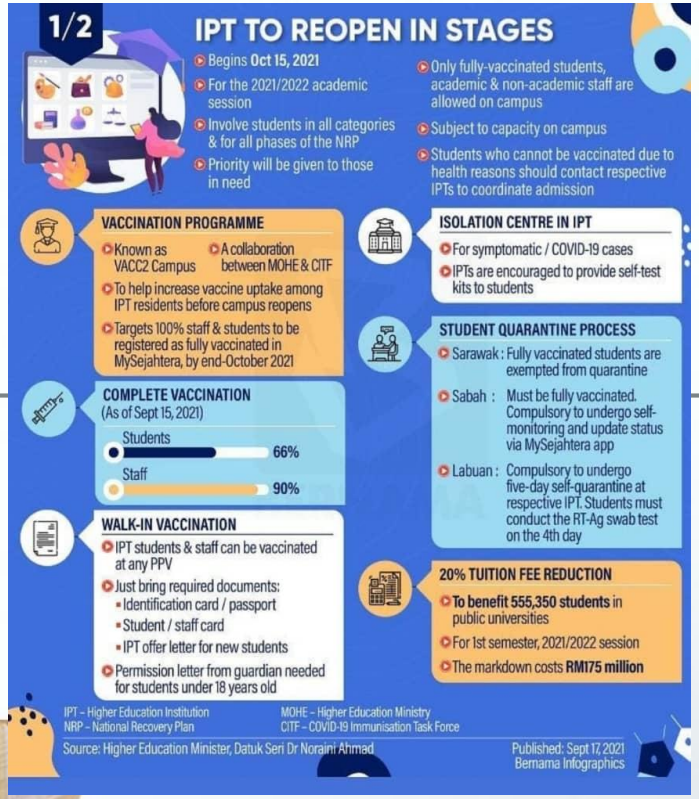




RE-OPENING PROCEDURES OF UNIVERSITIES



RE-OPENING PROCEDURES OF UNIVERSITIES



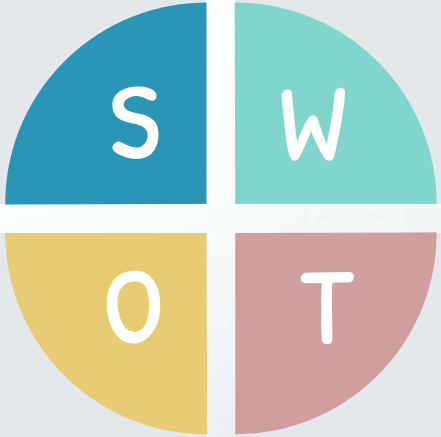
ISSUES IN EDU-COVID 19

- Needs and challenges
- Action plan for solutions
- Cooperation between stakeholders
- Parents as assistant teachers
- Policy and guidelines
- Strategies and approaches
- Monitoring and strengthening
- Continuous support and improvement
- Post COVID 19 education

IMPLICATIONS ON LANGUAGE TEACHING AND LEARNING

- ADAPTING IR 4.0 TECHNOLOGIES FOR 21ST CENTURY SKILLS AND POST COVID EDUCATION NEEDS
- ENHANCING LANGUAGE SKILLS AMONG LEARNERS
- ANALYSIS FROM DIFFERENT PERSPECTIVES
- UPSKILLING OF TEACHERS AND LEARNERS
- COLLABORATIONS BETWEEN EDUCATORS/INSTITUTIONS
- SHORT TERM AND LONG TERM PLAN
- REVISING POLICIES AND GUIDELINES
- FLEXIBLE T&L DELIVERY AND ASSESSMENT, HYBRID COURSES, AUTONOMY, MOBILITY, ETC.

SWOT Analysis



STRENGTHS

WEAKNESSES

OPPORTUNITIES

THREATS

HOW TO CONNECT BETWEEN IR 4.0 AND LANGUAGE EDUCATION DURING COVID 19 PANDEMIC?

Thanks!

Any questions?

You can find me at:

- FB Page
- muhdsabri@iium.edu.my