



Malaysian Association  
of Applied Linguistics



An Affiliate of Association Internationale  
de Linguistique Appliquée

In collaboration with



# THE 2<sup>ND</sup> MALAYSIAN ASSOCIATION OF APPLIED LINGUISTICS INTERNATIONAL CONFERENCE

## (MAALIC 2021)

## PROGRAMME BOOK

### 8 - 10 SEPTEMBER 2021

APPLIED LINGUISTICS RESEARCH  
AND PRACTICES IN A VUCA WORLD:  
EMBRACING DIGITALISATION,  
CHALLENGES AND NEW NORMS

SUPPORTED BY



Cawangan Melaka



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# FOREWORD BY PRESIDENT OF MAAL AND CHAIR OF MAALIC 2021

Distinguished guests, honourable scholars and participants,

On behalf of the MAALIC 2021 organising committee, I am pleased to welcome all of you to the 2nd Malaysian Association of Applied Linguistics International Conference (MAALIC 2021). This virtual conference is organised by the Malaysian Association of Applied Linguistics (MAAL) in collaboration with University Tunku Abdul Rahman (UTAR), Sg Long Campus.

The theme of this conference is 'Applied Linguistics Research and Practices in a VUCA World: Embracing Digitalisation, Challenges and New Norms' which aptly addresses the uncertainties that we presently live in and hence proposes to explore new routes in applied linguistics research now and in the future. Therefore, it is a good start towards the rumination and exposition of how applied linguists can think better, with originality and enthusiasm, and hence assist in the creation of a solid and progressive research agenda which supports UNESCO's Sustainable Development Goals (SDGs).

MAAL's future mandate, is to encourage and support diverse research and to raise the standards of applied linguistics research in Malaysia through forging research networks with Applied Linguists around the globe that will address the balance between the technological and the social aspects of the community. This, I dare say will have a striking impact on the way applied linguists think during these disruptive times. Further, MAAL seeks to raise awareness of the importance of languages across different fields, professional disciplines and specialities; including the teaching and learning of languages hence aligning its research direction in tandem with that of AILA.

The 2nd MAALIC 2021 conference organising committee has put together a rich and diverse programme and presentations from scholars with diverse expertise and knowledge. It features keynotes and plenary talks, featured presentations, panels, workshops, symposia and poster presentations; a truly synergistic interdisciplinary programme.



MAALIC 2021 has been organised and made possible with the support of a highly motivated and dedicated MAAL team; who are representatives from both public and private universities in Malaysia together with our academic partner UTAR. A big thank you to my co-chairs Associate Professor Dr Cordelia Mason, Deputy President of MAAL, Dr Nadya Supian of UTAR, the MAAL and MAALIC executive committee and the entire organising committee from both MAAL and UTAR for your hard work and dedication in organising this conference together amidst trying and challenging times. MAALIC takes this opportunity to also thank our sponsors for their generous contribution and supporting bodies such as Emerald Publishing for their support. We also extend our thanks to all the paper presenters and participants for their support of MAALIC 2021. Without all of your support this conference would not have been possible.

My team and I hope that you will find the 2nd MAALIC 2021 a stimulating and thought-provoking experience. Last but not least, enjoy the three-day conference, network, leave your virtual footprints at the conference and enjoy the performances we have put together during the lunch break.

Professor Shameem Rafik-Galea  
MAAL President  
SEGi University

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# FOREWORD BY PRESIDENT OF AILA



Dear colleagues,

Welcome to the 2ND MALAYSIAN ASSOCIATION OF APPLIED LINGUISTICS INTERNATIONAL CONFERENCE (MAALIC 2021), 8 to 10 September 2021, organised by the Malaysian Association of Applied Linguistics (MAAL). I am delighted to give the opening address at MAALIC 2021, both as President of AILA, a post that I assumed recently, and as a founding President of MAAL.

The theme, 'Applied Linguistics Research and Practices in a VUCA World: Embracing Digitalisation, Challenges and New Norms', is current and relevant. It raises awareness of the language-related challenges that have been brought about by the pandemic, as well as critical language issues that are related to the United Nations Sustainable Development Goals (SDGs).

The keynote, plenary and featured talks, together with symposia themes, highlight the broad range of areas of language study in applied linguistics relevant to an equally broad spread of domains of practice. They are united by a common focus on real world problems. Presentations highlight the importance of pragmatic approaches and interactions among academics and practitioners.

They also demonstrate how applied linguists can engage with new audiences in new ways, how they relate to policymakers, influence debate, and ensure that our understandings gain purchase in the public sphere.

These areas of focus reflect the aspirations of AILA in showing that applied linguists have an important contribution to make in solving language-related problems through its focus on interdisciplinary and transdisciplinary research. The conference will promote the exchange of scientific knowledge and practical experience, stimulating international cooperation and fostering language pluralism.

The conference is only possible through the hard work and commitment of the MAAL team, with representatives from Malaysian universities, led by Professor Shameem Rafik-Galea and Associate Professor Cordelia Mason, and the team at UTAR led by Dr Nadya Supian. I congratulate all of them on a highly interesting programme catering to a wide range of applied linguists, practitioners, policy makers and industry players dealing with or interested in languages and language issues in Malaysia and the region. I wish all participants an enjoyable and fruitful experience.

Professor Azirah Hashim  
AILA President  
Universiti Malaya  
8 September 2021

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# FOREWORD BY PRESIDENT OF UTAR



Welcome to MAALIC 2021.

I would like to congratulate the Malaysian Association of Applied Linguistics for successfully organising this second international conference with presentations and participation from various local and foreign universities. It is heartening to know that international researchers, academics, policy makers, teachers and practitioners are joining this virtual conference to share experiences, exchange information, present research findings and brainstorm ideas to suggest solutions to meet the challenges ahead.

This theme Applied Linguistics Research and Practices in a VUCA World: Embracing Digitalisation, Challenges and New Norms is very relevant in the face of the current challenges of the pandemic. COVID-19 has transformed the daily lives of people all over the world and created even more challenges for educationists and researchers who have to work with unexpected new norms.

With such unprecedented national and global changes affecting everyone, academics and researchers will have to participate and contribute towards creating positive changes to prepare teachers and learners to not only embrace digitisation and new technologies, but to also be mentally and emotionally prepared to adapt to these changes and to remain resilient in the face of difficulties.

Language and Applied Linguistics bring people and culture together and spur socio-economic growth. Their role in the education agenda as the tool for teaching, learning and communication is just as important to educate the people on key national and global issues. Learning and research will be more inter-disciplinary involving expertise from various fields of studies and countries which will require a common language and use of the language as a communication and educational tool.

I hope that this international conference and gathering of Applied Linguistics scholars, academicians and researchers will also open up discussions to study the global landscape and to explore solutions and strategies for a sustainable future and improved quality of living.

I wish everyone a successful and meaningful conference.

Stay safe and stay healthy.

Thank you.

Ir Prof Dr Ewe Hong Tat

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# MESSAGE FROM THE CO-CHAIRS



## Welcome to MAALIC 2021

In the words of music, this conference is a symphony, orchestrating the 'movements' and 'sonatas', to capture the 'notes' of the field of applied linguistics.

As with symphony and its various genres, this conference presents various ideas and innovations on the theories and practices in the eco-system of applied linguistics.

Orchestrated by the ensemble of committee members, representing public and private universities in Malaysia, MAALIC 2021 hits the higher notes of excellence through synergistic commitment and a strong spirit of volunteerism.

Our deepest appreciation goes to MAAL founder and advisor, Prof Azirah Hashim who stresses the importance of the role of the '(musical) pulse' of organizing the conference so that all of us can follow the metrical rhythm of organizing a virtual conference of this scale.

We applaud current MAAL President and 'conductor', Prof Shameem Rafik-Galea, for her tireless effort to use the 'baton' to enhance our efficiency in organizing this conference. And she did it with a lot of love, for the team and the field.

Undoubtedly, the success of this conference is not defined only by the conductor and her ensemble. The speakers and presenters are the stars of the event. We celebrate their advancement in the field through their participation in MAALIC 2021.

Lastly, let's enjoy the conference and keep the knowledge and practice of applied linguistics as soulful melodies ringing in our ears.

AP Dr Cordelia Mason  
Vice President of MAAL  
Co-chair  
MAALIC 2021

# MESSAGE FROM THE CO-CHAIRS



A very warm welcome I bid to you all to MAALIC 2021!

Amid burgeoning concern about the COVID-19 pandemic, this year's MAALIC 2021 presented us with a pleasant distraction, in the form of very unique challenge to conduct an entire conference virtually through online platforms.

This event marks the Malaysian Association of Applied Linguistics' inaugural virtual conference in collaboration with Universiti Tunku Abdul Rahman as academic partner, and the Centre for Modern Languages deeply appreciates the opportunity to develop ties with the greater research community in exploring new platforms in disseminating knowledge through applied linguistics research.

The transition to online platforms for organising a conference has been a stimulating and highly rewarding experience for the organising committee, as we connect esteemed speakers who are experts in the various applications of linguistics in diverse fields with a global audience.

I would like to take this opportunity to thank MAAL founder and advisor, Prof Azirah Hashim and MAAL President Prof Shameem Rafik-Galea for their generosity in collaborating with us in organising an event of this scale. We are certainly honored to be part of this contribution towards the development of knowledge in the field. A big thank you to all the speakers, presenters and performers for your efforts

and dedication in contributing to make this conference even more meaningful for everyone.

A special thanks to the Software Development and Multimedia Services Centre from Universiti Tunku Abdul Rahman for helping make this event possible.

My humblest thanks and warmest gratitude to the members from the Centre for Modern Languages and Literature, who will always be the Dream Team in any event, with their commitment, dedication and team spirit! You are indeed the wings that gave flight to this conference! On behalf of the Dream Team, I would like to extend our biggest thank you to the MAAL Conference Organising Committee and MAAL team for taking us under your wings and showing us all how to fly!

Finally, we would like to thank you all for your participation in MAALIC 2021 and hope that your experience has been an enjoyable and enriching one that opens up more opportunities for you in the future.

Asst Prof Dr Nadya Supian  
Chairperson  
Centre for Modern Languages & Literature  
Universiti Tunku Abdul Rahman

Co-chair  
MAALIC 2021

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# ACKNOWLEDGEMENTS

The MAALIC 2021 organising committee would like to express our heartfelt appreciation to:

- Emerald Publishing
- Universiti Tunku Abdul Rahman (UTAR)
- Malaysia Convention & Exhibition Bureau (MyCEB)
- Nazara Permai Enterprise
- Galileo Enterprises and Consultancy Services
- National Academy of Arts Culture and Heritage (ASWARA)
- Miss Ye Zhuo, PhD (Edu), ( PIANO RECITAL ) SEGi University
- Miss Han Xiao, PhD (Edu), SEGi University and her elementary school students (CELLO RECITAL)
- Ecclesia Youth & Children's Ensemble (EYCE) & Mr Kuek Chian Shiun, Founder & Director, EYCE
- Mazlina Manan and Afiq – Get Jiggy with Jazz
- Ashraf Ishak – Visual Artist, Musician and Songwriter
- The MAAL Executive committee and MAAL members who have volunteered their time towards the organisation of this conference.
- The Members of the Centre of Modern Languages and Literature, UTAR
- The technical support team Software Development and Multimedia services Centre, UTAR

And all those who have contributed to or supported the MAALIC 2021 Conference in one way or another, directly or indirectly.

# MAALIC ORGANIZING COMMITTEE 2021

## CHAIR

*Prof. Dr. Shameem Rafik-Galea ( SEGI University)*

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## CO CHAIRS

*Assoc. Prof. Dr. Cordelia Mason (UniKL)*  
*Asst. Prof. Dr. Nadya Supian (UTAR, Sg Long )*

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## SECRETARIAT

*Secretary 1: Assoc. Prof. Dr. Zarina Othman (UKM)*  
*Secretary 2: Dr. Cecilia Cheong Yin Mei (UM)*

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## REGISTRATION & PRORAMME BOOK

### Registration and Programme

*Aliyyah Nuha Faiqah Azman Firdaus (Hiroshima Uni)*

*Saabdev Kumar Sabapathy (City Uni)*

*Assoc. Prof. Dr. Zarina Othman (UKM)*

*Dr. Cecilia Cheong Yin Mei (UM)*

### E-Programme Book

*Sharon Chong Yee Ling (UTAR, Sg Long)*

*Asha a/p Vanugopa I(UTAR, Sg Long)*

*Thinusha a/p Selvaraj (UTAR, Sg Long)*

*Jamela Begam bt Oli Muhamad (UTAR, Sg Long)*

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# MAALIC ORGANIZING COMMITTEE 2021

## TREASURER

*Dr. Daniel Chow Ung T'chiang (UM)*

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## ABSTRACT REVIEW & SPEAKER LIAISON

*Assoc. Prof. Dr. Afiza Mohamad Ali (IIUM)*  
*Dr. Mohammad Nor Afandi Ibrahim (UiTM Alor Gajah)*  
*Dr. Kuldip Kaur Maktiar (UiTM)*  
*Dr. Kumaran Rajendran (USM)*  
*Asst. Prof. Dr. Hooi Chee Mei (UTAR, Sg Long)*  
*Asst. Prof. Dr. Kayatri a/p Vasu (UTAR, Sg Long)*  
*Asst. Prof. Dr. Angeline Wong Wei Wei (UTAR, Sg Long)*

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## PUBLICITY & SPONSORSHIP

*Prof. Dr. Shameem Rafik-Galea (SEGI University)*  
*Asst. Prof. Dr. Nadya Supian (UTAR, Sg Long)*  
*Azira Sarfaraz (MAAL)*

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## TECHNICAL, LOGISTICS & ZOOM MODERATORS

*Assoc. Prof. Dr. Chan Mei Yuit (UPM)*  
*Assoc. Prof. Dr. Vahid Nimehchisalem (UPM)*  
*Maxwell Sim Yik Seng (UTAR, Sg Long)*  
*Asst. Prof. Dr. Hooi Chee Mei (UTAR, Sg Long)*  
*Mohamad Azam Bin Samsudin (UTAR, Sg Long)*  
*Raphael Thoo Yi Xian (UTAR, Kampar)*  
*Shu Bo Yue (UTAR, Sg Long)*  
*Yip Chan Ling (UTAR, Sg Long)*  
*Yee Sook Fen (UTAR, Sg Long)*  
*Norhaniza bt Md Ismail (UTAR, Sg Long)*  
*Kiran Kaur a/p Sarwan Singh*

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## MASTER OF CEREMONY

*Dr. Ena Bhattacharyya (UTP)*

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# MAALIC ORGANIZING COMMITTEE 2021

## PROCEEDINGS & PUBLICATION

*Prof. Dr. Azirah Hashim (UM)*  
*Assoc. Prof. Dr. Cordelia Mason (UniKL)*  
*Assoc. Prof. Dr. Vahid Nimehchisalem (UPM)*  
*Assoc. Prof. Dr. Hadina Habil (UTM)*  
*Dr. Zurina Khairuddin (UnisZa)*  
*Datin Dr. Minah Harun(UUM)*

## PROTOCOL & EVENTS

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*Assoc. Prof. Dr Hadina Habil (UTM)*  
*Prof. Dr. Shameem Rafik-Galea (SEGi University)*  
*Azira Sarfaraz (MAAL)*

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## CONFERENCE SESSION CHAIRS

*Asst. Prof. Dr. Nadya Supian (UTAR, Sg Long)*  
*Muhamad Elyas Bin Mohd Nor (UTAR, Sg Long)*  
*Asst. Prof. Dr. Swagata Sinha Roy (UTAR, Sg Long)*  
*Nur Farhana Bte Abd Wahid(UTAR, Sg Long)*  
*Gheeta a/p Chandran (UTAR, Kampar)*  
*Indira Malani a/p Munusamy ( UTAR, Sg Long)*  
*Asst. Prof. Dr. Joanna Tan Tjin Ai (UTAR, Kampar)*  
*Asst. Prof. Dr. Foong Soon Seng (UTAR, Kampar)*  
*Asst. Prof. Dr. Paul Gnanaselvam a/l Pakirathan (UTAR, Kampar)*  
*Josephine Anak Freni Affrin (UTAR, Sg Long)*  
*Krishnaveni a/p K.Subramaniam (UTAR, Sg Long)*  
*Dr. Farah Dieba Rashid Ali (IIUM)*  
*Dr. Khairil Azwar Razali (IIUM)*  
*Lishalini Chandrasekaran (UTAR, Sg Long)*  
*Asst. Prof. Dr. Hooi Chee Mei (UTAR, Sg Long)*  
*Asha a/p Vanugopal(UTAR, Sg Long)*  
*Thinusha a/p Selvaraj (UTAR, Sg Long)*

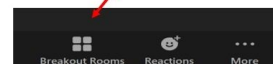
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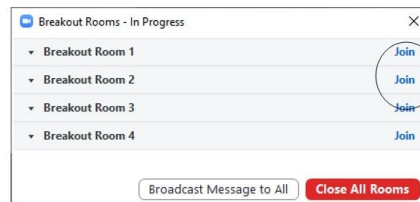
# CONFERENCE GUIDE

The video meeting platform used in this conference is ZOOM. The meeting links for presentation sessions are provided in the Conference Programme. Click on the meeting link provided for the session you wish to attend.

Please note that the links for each day of the conference are different. Please click on the link in the Conference Programme SPECIFIC FOR THE DAY.



Locate the Breakout Room icon on the task bar at the bottom of the screen. Click on it.



Join the Breakout Room of your choice

## REGISTERING AND ACCESSING CONFERENCE SESSIONS

### Registration

Once you click on the Zoom link in the Conference Programme, you will be prompted to fill in a registration form. Type your full name in the "First Name" field. Please use the name you had registered for MAALIC 2021. This is to ensure that the secretariat will be able to identify you as a registered participant. Also, fill in the email address registered with MAALIC 2021. If you are a presenter or co-presenter, type the ID of your paper preceding your name. Your paper number is given to you in your abstract acceptance letter. Example: P48 – Kenny Lee CL. After completing the registration, a unique link will be sent to your email to enable your access to the conference venues. The venues are named Main Session, and Breakout Rooms 1 to 4.

### Entering the Main Session

Clicking on the meeting link will bring you to the Main Session. You may now attend talks in the Main Session. You are also free to move to the Breakout Rooms at any time.

### Entering the Breakout Rooms

If a session you wish to attend is held in a Breakout Room, you may move from the Main Session where you are currently at, to any one of the Breakout Rooms. (See illustration above).

To locate the Breakout Rooms, look for the "Breakout Rooms" icon on the taskbar at the bottom of the screen. Click on that icon. If you do not see this icon, click on the three dots on the task bar, that is labelled "More". "Breakout Rooms" should appear on the list when you click on the three dots.

You will see a list of available Breakout Rooms. To enter a Breakout Room, click on the word "Join" next to the room.

To leave the Breakout Room, click "Leave Room" followed by "Leave Breakout Room". You will be redirected back to the Main Session.

You are free to move between Breakout Rooms and the Main Session at any time.

**\*\*If you do not see the Breakout Room icon at all on your screen, you should ask for assistance by typing in your request in the Chat to be assigned to the Breakout Room you wish to enter. A Technical Moderator will help to assign you to the room. Participants accessing the conference using a tablet or a mobile phone may face this problem.**

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# CONFERENCE SCHEDULE



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## MAALIC 2021 CONFERENCE DAY 1: WEDNESDAY, 8 SEPTEMBER 2021

Time	Programme (Venue)
08:15 – 08:45	Conference Registration
08:45 – 09:00	<p><b>Main Session:</b></p> <p><b>Emcee: Dr. Ena Bhattacharyya</b></p> <p><b>Welcoming Speech by</b></p> <p><b>Prof. Dr. Shameem Rafik-Galea</b></p> <p>MAALIC 2021 Conference Chair</p> <p>President, Malaysian Association of Applied Linguistics (MAAL)</p> <p>SEGi University, Malaysia</p> <p><b>Gamelan Performance by Pawana Beringin, a contemporary gamelan group from</b></p> <p><b>National Academy of Arts Culture and Heritage (ASWARA) – performed by students of ASWARA.</b></p> <p><b>Courtesy of Faculty of Music, ASWARA</b></p>
09:00 – 09:05	<p><b>Opening Speech by</b></p> <p><b>Prof. Dr. Azirah Hashim</b></p> <p>President, International Association of Applied Linguistics (AILA)</p> <p>Founder and Advisor, Malaysian Association of Applied Linguistics (MAAL)</p> <p>Universiti Malaya, Malaysia</p>
09:05 – 10:05	<p><b>Emcee: Dr. Ena Bhattacharyya</b></p> <p><b>Session Chair: Prof. Dr. Azirah Hashim</b></p> <p><b>Keynote Speaker 1:</b></p>

## MAALIC 2021 CONFERENCE DAY 1: WEDNESDAY, 8 SEPTEMBER 2021

	<p>Demystifying Contesting Narratives in Multidisciplinary and Multiperspective Covid19 Discourse</p> <p><b>Prof. Vijay Bhatia</b></p> <p><i>Adjunct Professor, Chinese University of Hong Kong</i></p>
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Please click on the **ZOOM URL Link 2** to access the conference from 10:05 – 18:35

10:05 – 10:30	Main Session			
	Break (e-Networking Session with Keynote Speaker)			
Parallel Session 1	Breakout Room (Merbau 1)	Breakout Room (Merbau 2)	Breakout Room (Merbau 3)	Breakout Room (Merbau 4)
	<p><b>Moderators:</b></p> <p><i>Josephine Anak Freni Affrin &amp; Asha M. Vanugopal</i></p>	<p><b>Moderators:</b></p> <p><i>Assistant Prof. Dr. Foong Soon Seng &amp; Geetha Chandran</i></p>	<p><b>Moderators:</b></p> <p><i>Assistant Prof. Dr. Angeline Wong Wei Wei &amp; Assistant Prof. Dr. Joanna Tan Tjin Ai</i></p>	<p><b>Moderators:</b></p> <p><i>Assistant Prof. Dr. Paul Gnanaselvam Pakirathan &amp; Krishnaveni K. Subramaniam</i></p>
10:30 – 10:50	Applied Linguistics in Language Teaching and Learning	Applied Linguistics, Discourse Studies and Professional Communication	Technology and Digital Literacy	Language Assessment and Evaluation
	<p><b>P 20</b> Use of Modal Verbs in EFL writing: Comparison Between L1 English Speakers and Asian Learners</p> <p><b>Shie Sato</b></p> <p><i>Waseda University, JAPAN</i></p>	<p><b>P 7</b> “Like the Taming of the Shrew”: Patients’ Constructions of Control in Talk About Starting Insulin</p> <p><b>Sharifah Ayesha Syed Mohd Noori</b></p> <p><i>Universiti Malaya, MALAYSIA</i></p>	<p><b>P 12</b> Hotel Responses to Online Reviews: The Opening and Closing Move Structures in Rapport Management</p> <p><b>Ly Wen Taw, Shamala Paramasivam, Ramiza Darmi &amp; Ilyana Jalaluddin</b></p> <p><i>Universiti Putra Malaysia,</i></p>	<p><b>P 22</b> A Review of Test Method Effect in Second Language Listening Assessment</p> <p><b>Ting Ting LIU</b></p> <p><i>Sichuan International Studies University, CHINA &amp; Nanyang Technological University,</i></p>

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## MAALIC 2021 CONFERENCE DAY 1: WEDNESDAY, 8 SEPTEMBER 2021

			<b>MALAYSIA</b>  <b>Alan R. Libert</b>  <i>University of Newcastle,</i> <b>AUSTRALIA</b>	<b>SINGAPORE</b> <b>&amp;</b> <b>Vahid Aryadoust</b>  <i>National Institute of Education, Nanyang Technological University,</i> <b>SINGAPORE</b>
<b>10:50 – 11:10</b>	<b>P 5</b> Importance of Metadiscourse Forms in Malaysian Business News  <b>Hooi Chee Mei</b> <i>Universiti Tunku Abdul Rahman,</i> <b>MALAYSIA</b>  <b>Helen Tan, Lee Geok Imm &amp; Sharon Sharmini Victor Danarajan</b> <i>Universiti Putra Malaysia,</i> <b>MALAYSIA</b>	<b>P 8</b> The Use of Persuasive Strategies in Political Discourse of Female Leaders' Covid-19 Speeches  <b>Tang Kui Lin, Sharon Sharmini &amp; Muhammad Yasir Yahya</b> <i>Universiti Putra Malaysia,</i> <b>MALAYSIA</b>		<b>P 17</b> Rethinking Assessment and Evaluation in Higher Education for a Post-Pandemic World: Practices and Challenges  <b>Kayatri Vasu, Nadya Supian, Sharon Chong Yee Ling &amp; Christina Abigail Lazaroo</b> <i>Universiti Tunku Abdul Rahman,</i> <b>MALAYSIA</b>  <b>&amp;</b> <b>Vahid Nimehchisalem</b> <i>Universiti Putra Malaysia,</i> <b>MALAYSIA</b>
<b>11:10 – 11:30</b>	<b>P 13</b> Digital Literacy Among English Language Educators  <b>Asha M. Vanugopal, Krishnaveni K. Subramaniam, Josephine Anak Freni Affrin, Swagata Sinha Roy &amp; Kavitha Subaramaniam</b>	<b>P 6</b> A Critical Discourse Analysis of US-China Coronavirus Blame Game in News Headlines  <b>Xia Chenri &amp; Ghayth Kamel Shaker Al-Shaibani</b>		<b>P 75</b> The Repercussions of Cyberbullying Towards Teachers Who Speak with a Non-Native English Accent in Malaysia  <b>Michelle Elaine anak William Jospa &amp;</b>
				<b>P 53</b> Machine Learning and Language Assessment: Frontiers in Language Applied Linguistics  <b>Vahid Aryadoust &amp; Azrifah Zakaria</b>



## MAALIC 2021 CONFERENCE DAY 1: WEDNESDAY, 8 SEPTEMBER 2021

	<i>Universiti Tunku Abdul Rahman, MALAYSIA</i>	<i>UCSI University, MALAYSIA</i>	<b>Tan Kim Hua</b> <i>Universiti Kebangsaan Malaysia, MALAYSIA</i>	<i>Nanyang Technological University, SINGAPORE</i>
<b>11:30 – 11:50</b>	<b>P 16</b> The Effectiveness of Corpus-aided Instruction for the Enhancement of EFL Learners' Academic Writing  <b>Eunjeong Park</b> <i>Sunchon National University, SOUTH KOREA</i>	<b>P 45</b> Complex Speech Acts as a Performance of Fallacies in Political Discourse: A Critical Analysis  <b>Sa'ad Saleh Hamad, Afida Mohamad Ali, Shamala Paramasivam &amp; Mohd Azidan Abdul Jabar</b>  <i>Universiti Putra Malaysia, MALAYSIA</i>	<b>Language and Translation</b>	<b>Language Planning, Policy and Preservation</b>
			<b>P 37</b> The Dilemma of Teaching Translation in Gaza Strip Universities in 2021: Translation Technology and the Translation Industry  <b>Mohammed H. AlAqad</b> <i>Management &amp; Science University, MALAYSIA</i>	<b>P 84</b> EFL Lecturers Concerns Regarding the Implementation of the Higher Education Curriculum (HEC) in Indonesia  <b>Burhanudin Syaifulloh &amp; Elke Stracke</b> <i>University of Canberra, AUSTRALIA</i>
<b>11:50 – 12:10</b>	<b>P 41</b> Challenges of Online Learning and Assessment Among Language Instructors During the Pandemic  <b>Nur Rasyidah Mohd Nordin, Wafa Omar &amp; Iliya Nurul Iman Mohd Ridzuan</b>  <i>Universiti Utara Malaysia, MALAYSIA</i>	<b>P 15</b> The Usage of the Mother Tongue Among the Nepali Diaspora in Malaysia  <b>Kavitha Subaramaniam, Swagata Sinha Roy &amp; Devendra Kumar Budakoti</b>  <i>Universiti Tunku Abdul Rahman, MALAYSIA</i>	<b>P 65</b> Faithful to the Text: Translation of Metaphors in Ho Sok Fong's Award- Winning <i>Lake Like a Mirror</i>  <b>Florence Kuek</b> <i>SEGi University, MALAYSIA</i>	<b>P 82</b> Sadi Maa Boli: Challenges of Preserving Punjabi Language  <b>Charanjit Kaur Darshan Singh, Ashwinder Kaur Gurbanjan Singh &amp; Parveenpal Singh Najar Singh</b>  <i>Universiti Tunku Abdul Rahman, MALAYSIA</i>

## MAALIC 2021 CONFERENCE DAY 1: WEDNESDAY, 8 SEPTEMBER 2021

Symposium 10:30 – 12:10	Breakout Room (Merbau 5)  Symposium 1:  ESP in Higher Education: Current Practices, Innovations and Challenges  <i>Assoc. Prof. Dr. Shamala Paramasivam (Chair)</i> <i>Universiti Putra Malaysia,</i> <b>MALAYSIA</b>			Breakout Room (Merbau 6)  Symposium 2:  Professional <i>Bahasa Melayu: Challenges and Practices</i>  <i>Prof. Dr. Supyan Hussin &amp; Assoc. Prof. Dr. Zarina Othman</i> <i>(Co-Chairs)</i> <i>Universiti Kebangsaan Malaysia,</i> <b>MALAYSIA</b>		
	S1.1: Being Responsive to the Challenges of Digitalisation through a Pedagogical Innovation for Multimodal Oral Presentation  <b>Dr. Lee Sze Seau</b> <i>UCSI University,</i> <b>MALAYSIA</b>	S1.2: An Inclusive and Equitable Pedagogical Model of Business Case Analysis through WhatsAppText-Chat  <b>Assoc. Prof. Dr. Anupam Das</b> <i>Indian Institute of Management Kozhikode,</i> <b>INDIA</b>  <b>Dr. Bobby Chaitanya Villari</b> <i>US Technologies,</i> <b>INDIA</b>  <b>Shivam Srivastava</b> <i>Indian Institute of</i>	S1.3: English Correspondence for Secretary  <b>Anita Kurniawati Hadiyanto</b> <i>Universitas Kristen Satya Wacana Salatiga,</i> <b>INDONESIA</b>	S2.1: Malay Culture from the Malay Language Perspectives  <b>Prof. Dr. Supyan Hussin</b>  <i>Universiti Kebangsaan Malaysia,</i> <b>MALAYSIA</b>	S2.2: <i>Penggunaan Bahasa Melayu Profesional di Alam Pekerjaan: Kesediaan Pelajar</i>  <b>En. Amirul Mukminin</b> <i>Pusat Pengajian Citra Universiti, Universiti Kebangsaan Malaysia,</i> <b>MALAYSIA</b>	S2.3: Malay Language Classes: Cognitive-Scientific Perspectives  <b>Prof. Kenichi Namai</b> <i>School of International Liberal Studies, Waseda University, JAPAN</i>

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## MAALIC 2021 CONFERENCE DAY 1: WEDNESDAY, 8 SEPTEMBER 2021

Symposium 10:30 – 12:10		<i>Technology Kharagpur, INDIA</i>				
	<b>S1.4: From EAP to EOP: Communication strategy training to support employability</b>  <b>Dr. Megawati Soekarno</b>  <i>Universiti Malaysia Sabah, MALAYSIA</i>	<b>S1.5: Implementation of Content and Language Integrated Learning (CLIL) among Science and Technology Teachers in Thailand</b>  <b>Assistant Prof. Dr. Jiraporn Chano</b>  <i>Maharakham University, THAILAND</i>	<b>S1.6: The Challenges and Opportunities of Interdisciplinary Collaboration in ESP in the Philippines</b>  <b>Marella Therese Tiongson</b>  <i>University of the Philippines Diliman, PHILIPPINES</i>	<b>S2.4: The Sustainability of Professional Malay Language from an Industrial Perspective</b>  <b>Assoc. Prof. Dr. Salinah Jaafar</b>  <i>Universiti Malaya, MALAYSIA</i>	<b>S2.5: Latihan &amp; Terjemahan Bahasa Melayu Profesional - Satu Naratif</b>  <b>Pn. Nelawati Ngadul</b>  <i>Dewan Bahasa dan Pustaka, MALAYSIA</i>	<b>S2.6: Internet as a Repository for Professional Bahasa Melayu</b>  <b>Dr. Azhar Jaludin</b>  <i>Pusat Kajian Bahasa dan Linguistik, Universiti Kebangsaan Malaysia, MALAYSIA</i>

## MAALIC 2021 CONFERENCE DAY 1: WEDNESDAY, 8 SEPTEMBER 2021

12:10 – 12:20	Break	
12:20 – 13:00	<p><b>Breakout Room (Merbau 1)</b></p> <p><b>Split Plenary 1</b></p> <p><b>Session Chair: Dr. Zurina Khairuddin</b></p> <p>Communicating brand in the VUCA World from a Corporate Communication Perspective</p> <p><b>Assoc. Prof. Dr. Hadina Habil</b></p> <p><i>Universiti Teknologi Malaysia</i></p> <p><b>MALAYSIA</b></p>	<p><b>Breakout Room (Merbau 2)</b></p> <p><b>Split Plenary 2</b></p> <p><b>Session Chair: Dr. Puteri Zarina Megat Khalid</b></p> <p>Application of Forensic Linguistics in the Criminal Justice System</p> <p><b>Assoc. Prof. Dr. Geshina Ayu Mat Saat</b></p> <p><i>Universiti Sains Malaysia</i></p> <p><b>MALAYSIA</b></p>
13:00 – 14:00	<p><b>Lunch Break</b></p> <p><b>Main Session:</b></p> <p><b>Event of the Day:</b></p> <p><b>Piano Recital by Miss Ye Zhuo, PhD (Edu) SEGi University, Malaysia</b></p> <p><b>Songs:</b></p> <p><b>1. Variations on the Name Abegg Op.1- Robert Schumann</b></p> <p><b>2. Etude in F major, Op.10 No.8 - F. Chopin</b></p>	
<p><b>Panel Session 1</b></p> <p><b>14:00 – 15:30</b></p>	<p><b>Main Session:</b></p> <p><b>Emcee: Dr. Ena Bhattacharyya</b></p> <p><b>MAAL Featured Panel</b></p> <p>Leading in a VUCA World – The Role of Language and Communication</p>	

## MAALIC 2021 CONFERENCE DAY 1: WEDNESDAY, 8 SEPTEMBER 2021

	<p><b>Chairperson &amp; Moderator: Assistant Professor Dr. Radhika Jaidev</b> Singapore Institute of Technology, <b>SINGAPORE</b></p>			
	14:00 – 14:15	14:15 – 14:30	14:30 – 14:45	14:45 – 15:00
	<p><b>Viktor Dancza</b> Engineering Director, Blueleaf Energy <b>SINGAPORE</b></p>	<p><b>Sangeetha Umakanthan</b> Freelance Communications Specialist, CEO &amp; Founder AFRAsia, Co-Founder of Djembe Consultants <b>DUBAI-KUALA LUMPUR</b></p>	<p><b>Assoc. Prof. Dr. Michelle Eady</b> School of Education, University of Wollongong <b>AUSTRALIA</b></p>	<p><b>Assoc. Prof. Dr. Lee Kooi Cheng</b> Director of the Centre for English Language Communication, Deputy Master of Tembusu College National University of Singapore <b>SINGAPORE</b></p>
15:30 – 15:35	Break			
Parallel Session 2	<p><b>Breakout Room (Merbau 1)</b> <b>Moderators:</b> <b>Josephine Anak Freni Affrin &amp; Asha M. Vanugopal</b></p>	<p><b>Breakout Room (Merbau 2)</b> <b>Moderators:</b> <b>Assistant Prof. Dr. Foong Soon Seng &amp; Geetha Chandran</b></p>	<p><b>Breakout Room (Merbau 3)</b> <b>Moderators:</b> <b>Muhamad Elyas Mohd Nor &amp; Lishalini Chandrasekaran</b></p>	
15:35 – 15:55	<p><b>Applied Linguistics in Language Teaching and Learning</b></p>	<p><b>Applied Linguistics, Discourse Studies and Professional Communication</b></p>	<p><b>Other Areas of Applied Linguistics</b></p>	
	<p><b>P 18</b> An Investigation of English Collocations Found on Logistics Magazines: A Corpus-based Study <b>Prathomwat Suraprajit</b></p>	<p><b>P 11</b> Discourse Analysis of King Salman's Speech <b>Nadhirah Ishak, Siti Nur Anisah Abdul Rahim, Adibah Kamillah Mohd</b></p>	<p><b>P 46</b> Bringing <i>Perezhivanie</i> in Applied Linguistics Research <b>Larisa Nikitina</b></p>	

## MAALIC 2021 CONFERENCE DAY 1: WEDNESDAY, 8 SEPTEMBER 2021

	Kasetsart University, <i>THAILAND</i>	Suhaimi & Nor Ain Najihah Abdul Hakam  International Islamic University Malaysia, <i>MALAYSIA</i>	Universiti Malaya, <i>MALAYSIA</i>
15:55 – 16:15	<b>P 39</b> Iraqi Lecturers Issues Towards Online English Teaching at a Private University  <b>Zainab Thamer Ahmed</b>  Al-Farahidi University, <i>IRAQ</i>	<b>P 23</b> Investigating Critical Skills in the Context of Developing English Proficiency Curriculum for Aviation Management Trainees  <b>Reshminder Kaur Satvinder Singh, Cecilia Cheong Yin Mei</b>  Universiti Malaya, <i>MALAYSIA</i>  <b>Nor Aida Abdul Rahman</b>  Universiti Kuala Lumpur, <i>MALAYSIA</i>	<b>P 34</b> A Comparison of Chinese and British Tea Culture  <b>Aijing Zhang, Lay Hoon Ang, Shamala Paramasivam &amp; Hazlina Abdul Halim</b>  Universiti Putra Malaysia, <i>MALAYSIA</i>
16:15 – 16:35	<b>P 67</b> Applying Kolb's Experiential Learning Method in the Development of Intercultural Communication Competence among Chinese Speakers of English  <b>Chloe Li Shunji &amp; Shameem Rafik-Galea</b>  SEGi University Malaysia, <i>MALAYSIA</i>	<b>P 25</b> Exploring the Outcome of English Enhancement Programme for Polytechnic Mechanical Engineering Lecturers  <b>Santhy Subbarau</b>  Politeknik Banting Selangor, <i>MALAYSIA</i>	<b>P 48</b> Translanguaging in the Malaysian Comic Book: "If Malaysia was Anime: CovidBall Z"  <b>Wirda Syaheera Mohd Sulaiman &amp; Chew Shin Yi</b>  Universiti Malaya, <i>MALAYSIA</i>
16:35 – 16:55	<b>P 42</b> Six-Word Memoirs is an Easy, Inspirational Entry Point for all Students  <b>Shatha Alsaadi</b>	<b>P 10</b> Visual Identity in Brand Communication of Elite Chinese Universities: Pictorial Representations	<b>P 24</b> Dyslexia: An Analysis of Syntactic Errors  <b>Anindita Sahoo &amp; Priyanka Mowlali</b>

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	University of Baghdad, <i>IRAQ</i>	in their Websites <b>Ying-Qi WU &amp; Cecilia Cheong Yin Mei</b>  Universiti Malaya, <i>MALAYSIA</i>	Indian Institute of Technology Madras, <i>INDIA</i>
<b>16:55 – 17:15</b>	<b>P 69</b> Student Perception on Corporate Storytelling Videos in Enhancing Communicative Competence  <b>Mohd Zafri Osman, Nor Hasni Mokhtar &amp; Zarina Othman</b>  Universiti Kebangsaan Malaysia, <i>MALAYSIA</i>	<b>P 26</b> Presentation of Demographic Information in Online Romance Scam Personal Advertisements: A Comparison with a Reference Corpus of Online Dating Profiles  <b>Lee Kam-Fong</b>  UCSI University, <i>MALAYSIA</i>  <b>Chan Mei Yuit</b> Universiti Putra Malaysia, <i>MALAYSIA</i>	<b>P 9</b> Not Just Crafts Making: Visual Arts Activities and Early Second Language Learning  <b>Evon Wong Yee Wan</b> Universiti Tunku Abdul Rahman, <i>MALAYSIA</i>
<b>17:15 – 17:35</b>		<b>P 27</b> Engaging the People: The Discourse of Complaint Management in Malaysian Business News Reports  <b>Ong Cheng Teik</b>  Universiti Sains Malaysia, <i>MALAYSIA</i>	<b>P 110</b> Politeness Strategies Used by Arab Celebrities in “Talk to Al-Jazeera” Talk Show  <b>Taha Mahmood Taha</b>  Tikrit University, <i>IRAQ</i>
<b>Symposium</b> <b>15:35 – 17:35</b>	<b>Breakout Room (Merbau 4)</b> <b>Symposium 3:</b> <b>Corpus Linguistics: Responding to Real-World Challenges and New Norms</b>		<b>Breakout Room (Merbau 5)</b> <b>Symposium 4:</b> <b>Indigenous and Minority Issues in Education</b>

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## MAALIC 2021 CONFERENCE DAY 1: WEDNESDAY, 8 SEPTEMBER 2021

<p><b>Symposium</b> 15:35 – 17:35</p>	<p><b>Dr. Chau Meng Huat &amp; Elantamil Maruthai (Co-Chairs)</b> <i>Universiti Malaya,</i> <b>MALAYSIA</b></p>			<p><b>Dr. Nadya Supian &amp; Dr. Sumathi Renganathan (Co-Chairs)</b> <i>Universiti Tunku Abdul Rahman,</i> <b>MALAYSIA</b></p>
	<p><b>S3.1: Local Grammars and Diachronic Studies of Discourse Acts in Academic Writing: Changing Patterns of ‘Exemplification’ in Linguistics Research Articles</b></p> <p><b>Prof. Dr. Hang Su</b> <i>Sichuan International Studies University, Chongqing,</i> <b>CHINA</b></p>	<p><b>S3.2: Promoting a Respect for Students and their Language in Learner Corpus Research: The Case of Emotions</b></p> <p><b>Chenghao Zhu &amp; Dr. Chau Meng Huat</b> <i>Universiti Malaya,</i> <b>MALAYSIA</b></p>	<p><b>S3.3: Faith in the Time of Coronavirus: A Corpus Linguistics Approach</b></p> <p><b>Dr. Siti Aeisha Joharry</b> <i>Universiti Teknologi MARA, Shah Alam,</i> <b>MALAYSIA</b></p>	<p><b>S4.1: The Semang Kensiu Orang Asli of Lubuk Legong, Baling: Their Language And Cultural Endangerment</b></p> <p><b>Prof. Dr. Salasiah Che Lah</b> <i>Universiti Sains Malaysia,</i> <b>MALAYSIA</b></p>
	<p><b>S3.4: The language of the pandemic: Meanings and word-formation processes of pandemic lexemes across English varieties</b></p> <p><b>Cielo May A. Pura &amp; Assoc. Prof. Dr. Leah Gustilo</b> <i>De La Salle University,</i> <b>PHILIPPINES</b></p> <p><b>Dr. Thomas Biermeier</b> <i>University of Regensburg,</i> <b>GERMANY</b></p>			<p><b>S4.2: Old Way, New Days: Illuminating Traditional Beliefs and Cultural Heritage through Semai Oral Tradition</b></p> <p><b>Sharina Sa’ad</b> <i>Universiti Teknologi MARA, Kedah</i> <b>MALAYSIA</b></p> <p><b>S4.3: MyASLI: A Phonological Model for the Integration and Preservation of Endangered Indigenous Languages in Malaysia</b></p> <p><b>Assoc. Prof. Dr. Hilmi Hamzah</b> <i>Universiti Utara Malaysia,</i> <b>MALAYSIA</b></p>

## MAALIC 2021 CONFERENCE DAY 1: WEDNESDAY, 8 SEPTEMBER 2021

	<p><b>S3.5: “This advice is not a request. It’s an instruction.” Communicating UK government guidelines during a pandemic</b></p> <p><b>Assistant Prof. Dr. Benet Vincent &amp; Prof. Dr. Sheena Gardner</b></p> <p>Coventry University, <b>UNITED KINGDOM</b></p>	
<b>17:35 – 18:35</b>	<p><b>e-Poster Presentation</b></p> <p><b>Breakout Room (Merbau 1)</b></p> <p><b>2 Jury Members (Dr. Daniel Chow Ung T’chiang &amp; Datin Dr. Minah Harun)</b></p> <p><b>P 21 The Best Nasi Lemak: A Genre Analysis of Malaysian Online Food Review</b></p> <p><b>Angelicia Anthony Thane</b> <i>Victoria University of Wellington,</i> <b>NEW ZEALAND</b></p> <p><b>P 28 Promoting Discussion in the Pre-Medical Language Classroom Using Virtual Gallery Walk</b></p> <p><b>Ng Choo Ting</b> <i>Manipal University College Malaysia,</i> <b>MALAYSIA</b></p> <p><b>P 33 Learning English Online: The Questions of Skill, Will, Self-Regulation and Academic Performance</b></p> <p><b>Kamisah Ariffin, Norizul Azuda Darus &amp; Norhajawati Abdul Halim</b> <i>Universiti Teknologi MARA,</i> <b>MALAYSIA</b></p>	
<b>18:35</b>	<b>End of Day 1</b>	

## MAALIC 2021 CONFERENCE DAY 2: THURSDAY, 9 SEPTEMBER 2021

Time	Programme (Venue)		
08:30 – 09:00	Conference Registration		
09:00 – 10:00	<p>Emcee: Dr. Ena Bhattacharyya</p> <p>Main Session:</p> <p>Session Chair: Assistant Prof. Dr. Nadya Supian</p> <p>Keynote Speaker 2:</p> <p>Why Multilingual Ecologies Matter: Language Policy within Macau's Historically Diverse Ecology</p> <p>Assoc. Prof. Dr. Andrew Moody</p> <p>University of Macau, Macau, China</p>		
10:00 – 10:30	Break (e-Networking Session with Keynote Speaker)		
Parallel Session 3 10:30 – 10:50	<p>Breakout Room (Merbau 1)</p> <p>Moderators:</p> <p><i>Nur Farhana Abd Wahid &amp; Assistant Prof. Dr. Angeline Wong Wei Wei</i></p>	<p>Breakout Room (Merbau 2)</p> <p>Moderators:</p> <p><i>Muhamad Elyas Mohd Nor &amp; Lishalini Chandrasekaran</i></p>	<p>Breakout Room (Merbau 3)</p> <p>Moderators:</p> <p><i>Dr. Farah Dieba Rashid Ali &amp; Dr. Khairil Azwar Razali</i></p>
	<p>Applied Linguistics in Language Teaching and Learning</p>	<p>Applied Linguistics, Discourse Studies and Professional Communication</p>	<p>Technology &amp; Digital Literacy</p>
	<p>P 80 Needs Analysis and the Three Areas of Controversies in EAP</p> <p>Shahrul Nizam Mohd Basari</p> <p>International Islamic University Malaysia,</p>	<p>Featured Speaker 1:</p> <p>Session Chair:</p> <p>Assoc. Prof. Dr. Chan Mei Yuit</p> <p>Global Chinese and Malaysian</p>	<p>Featured Speaker 2:</p> <p>Session Chair:</p> <p>Assoc. Prof. Dr. Zarina Othman</p> <p>The Design and Construction of a Web</p>

## MAALIC 2021 CONFERENCE DAY 2: THURSDAY, 9 SEPTEMBER 2021

	<b>MALAYSIA</b>	<b>Mandarin: Transnational standards for the Chinese language</b>  <b>Prof. Dr. Wang Xiaomei</b> <i>Xiamen University Malaysia,</i> <b>MALAYSIA</b>	<b>Based Malay Reference Corpus</b>  <b>Dr. Azhar Jaludin</b> <i>Pusat Kajian Bahasa dan Linguistik,</i> <i>Universiti Kebangsaan Malaysia,</i> <b>MALAYSIA</b>
<b>10:50 – 11:10</b>	<b>P 83</b> Communicative Strategies: An ELF Perspective  <b>Paramjit Kaur Karpal Singh</b>  <i>Universiti Utara Malaysia,</i> <b>MALAYSIA</b>	<b>P 52</b> Examining the Effects of Financial Crisis on Linguistic Features' Choices in Statement on Corporate Governance Genre  <b>Shabnum Sayyed Hussain, Afida Mohamad Ali, Zalina Mohd Kasim &amp; Ilyana Jalaluddin</b>  <i>Universiti Putra Malaysia,</i> <b>MALAYSIA</b>	<b>P 87</b> Remotely Training Remote Teaching: An Experience with the Preservice ESL Teachers  <b>Yoon Sook Jhee</b>  <i>SEGi University,</i> <b>MALAYSIA</b>
<b>11:10 – 11:30</b>	<b>P 77</b> Flipped Learning in Undergraduate English Departments in Indonesia  <b>Sigit Pramono Jati &amp; Elke Stracke</b>  <i>University of Canberra,</i> <b>AUSTRALIA</b>	<b>P 57</b> "I Don't Know How to Say It": The Role of Multimodal Resources in Meaning Negotiation  <b>Nur Nabilah Abdullah</b>  <i>International Islamic University Malaysia,</i> <b>MALAYSIA</b>	<b>P 66</b> Optimising Online Tools and Applications in Learning English Among University Students Beyond the Classroom Walls  <b>Norazha Paiman &amp; Michi Farida Abdul Halim</b>  <i>Universiti Kebangsaan Malaysia,</i> <b>MALAYSIA</b>
<b>11:30 – 11:50</b>	<b>P 51</b> Target-like Syntactic Representation: An Investigation of L2 English Plural Morphemes by L1 Thai Learners  <b>Wattana Wattananukij &amp; Nattama Pongpairoj</b>  <i>Chulalongkorn University,</i> <b>THAILAND</b>	<b>P 70</b> A Comparative Corpus-based Longitudinal Study of Chinese and British News Reports on Change Project  <b>Rong Lu &amp; Xue Xie</b>  <i>Universiti Putra Malaysia,</i> <b>MALAYSIA</b>	<b>P 97</b> Translanguaging Practices in the Promotion of Products in Business Related Instagrams  <b>Laneesha Karunagaran &amp; Ng Lee Luan</b>  <i>Universiti Malaya,</i> <b>MALAYSIA</b>

## MAALIC 2021 CONFERENCE DAY 2: THURSDAY, 9 SEPTEMBER 2021

<b>11:50 – 12:10</b>	<b>P 44</b> Inter-level Stages of English-Filipino-Ilocano Codeswitching in an L2 Classroom: Basis for an Intervention Program  <b>Charissa E. Calinggangan</b>  Philippine Normal University, <i>PHILIPPINES</i>	<b>P 64</b> Communicating Health and Risks: A Stylistic Analysis on Covid-19 Infographic Posters  <b>Nurusyazwani Sukirin &amp; Afiza Mohamad Ali</b>  International Islamic University Malaysia, <i>MALAYSIA</i>	<b>P 32</b> Smart Technology in Smart Tourism: The Way Forward in Virtual Tours  <b>Nurin Uzma Eizzaty Noor Eizamly, Ena Bhattacharyya &amp; Sheela Paramasivam</b>  <i>Universiti Teknologi PETRONAS, MALAYSIA</i>		
<b>Symposium</b> <b>10:30 – 12:10</b>	<b>Breakout Room (Merbau 4)</b> <b>Symposium 5:</b>  <b>MYRO Postgraduate Symposium:</b> <b>Sustaining Applied Linguistics Research in Unprecedented Times</b>  <i>Aliyyah Nuha Faiqah Azman Firdaus (Chair)</i>  <i>Hiroshima University, JAPAN</i>			<b>Breakout Room (Merbau 5)</b> <b>Symposium 6:</b>  <b>New Developments in Language Assessment</b>  <i>Assoc. Prof. Dr. Vahid Nimehchisalem (Co-Chair)</i>  <i>Universiti Putra Malaysia, MALAYSIA</i> <b>&amp;</b> <i>Assistant Prof. Dr. Vahid Aryadoust (Co-Chair)</i>  <i>National Institute of Education (NIE), Nanyang Technological University (NTU), SINGAPORE</i>	
	<b>S5.1: Role, Status and Linguistic Features of Lao English</b>  <b>Marsha Prema Priya, Prof. Dr. Azirah Hashim &amp; Dr. Sheena Kaur</b>	<b>S5.2: Language Policy and Planning: A Case Study of ASEAN</b>  <b>Lee Huan Yik (Patrick)</b>  <i>University of Queensland,</i>	<b>S5.3: Exploring the Arabic Preposition Translation Strategies Used among Malay University Learners of Arabic</b>	<b>S6.1: Investigating Test Method Effects in Listening Assessment: Application of Gaze Behaviors, Brain Activation, and Metacognitive Strategies</b>  <b>Assistant Professor Dr. Vahid Aryadoust &amp;</b>	<b>S6.2: Fairness of classroom assessment approach: Perceptions from EFL students and teachers</b>  <b>Assistant Professor Dr. Matthew P. Wallace</b>  <i>Department of English,</i>



## MAALIC 2021 CONFERENCE DAY 2: THURSDAY, 9 SEPTEMBER 2021

Symposium 10:30 – 12:10	Universiti Malaya, <b>MALAYSIA</b>	<b>AUSTRALIA</b>	Siti Zubaidah Zulkifli & Assoc. Prof. Dr. Nurazan Mohmad Rouyan  Universiti Sultan Zainal Abidin, <b>MALAYSIA</b>	Jiayu Zhai  National Institute of Education (NIE), Nanyang Technological University (NTU), <b>SINGAPORE</b>	University of Macau, <b>MACAU, CHINA</b>
	<b>S5.4: The Use of Rhetorical Strategies in Argumentative Essays</b>  Zulaikha Khairuddin, Assoc. Prof. Dr. Noor Hanim Rahmat & Dr. Maizura Mohd Noor  Universiti Teknologi MARA, Shah Alam, <b>MALAYSIA</b> &  Dr. Zurina Khairuddin  Universiti Sultan Zainal Abidin, <b>MALAYSIA</b>	<b>S5.5: Consistency Analysis in a Qualitative Study: An Experience from a Mixed- Research Methodology</b>  Obloh Jerry Sankay  Universiti Kebangsaan Malaysia, <b>MALAYSIA</b>	<b>S6.3: Computer-assisted language proficiency assessment: From theory to practice</b>  GAO Jing  Hebei Normal University for Nationalities, <b>CHINA</b> and Universiti Putra Malaysia, <b>MALAYSIA</b>	<b>S6.4: Collaborative Project- Based Assessment of ESL Writing: The Case of an Undergraduate Course</b>  Assoc. Prof. Dr. Vahid Nimehchisalem, Assoc. Prof. Dr. Yong Mei Fung, Xie Xiao & Najah Zakariah  Universiti Putra Malaysia, <b>MALAYSIA</b>	
12:10 – 12:20	Break				
12:20 – 13:00	Breakout Room (Merbau 1)  Split Plenary 3  Session Chair: Saabdev Kumar Sabapathy  Ecojustice: An Agenda for Applied Linguists' Actions		Breakout Room (Merbau 2)  Split Plenary 4  Session Chair: Dr. Cecilia Cheong Yin Mei  Language, Literacy and Education: Access, Quality and Concerns for the Indigenous Orang Asli in Malaysia		

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	Dr. Chau Meng Huat <i>Universiti Malaya</i> <b>MALAYSIA</b>	Dr. Sumathi Renganathan <i>Universiti Tunku Abdul Rahman</i> <b>MALAYSIA</b>
13:00 – 14:00	<p><b>Lunch Break</b></p> <p><b>Main Session:</b></p> <p><b>Events of the Day:</b></p> <ul style="list-style-type: none"> <li>• Cello Recital by Miss Han Xiao, PhD (Edu) SEGi University and her elementary school students</li> </ul> <p><b>Songs:</b></p> <ol style="list-style-type: none"> <li>1. Traumerei - Robert Schumann</li> <li>2. Concerto No. 5 - Friedrich Seitz</li> <li>3. Sonata in G minor- Henry Eccless</li> <li>4. Little Donkey- Chinese Children's Nursery Rhyme</li> </ol> <ul style="list-style-type: none"> <li>• Get Jiggy with Maz &amp; Afiq (Medley of Jazz Performance)</li> </ul> <p><b>Songs:</b></p> <ol style="list-style-type: none"> <li>1. Let's Stay Together</li> <li>2. Jelingan Manja</li> <li>3. Lovely Day</li> </ol>	
<b>Panel Session 2</b> 14:00 – 15:30	<p><b>Main Session:</b></p> <p><b>Emcee: Dr. Ena Bhattacharyya</b></p> <p><b>MAAL Featured Panel</b></p> <p>Communication Strategies to Un-VUCA our Pandemic-Hit World: Perspectives from Industry Leaders</p>	

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	<b>Chairperson &amp; Moderator: Associate Professor Dr. Cordelia Mason</b> <i>Universiti Kuala Lumpur, Kuala Lumpur,</i> <b>MALAYSIA</b>				
	<b>14:00 – 14:15</b>	<b>14:15 – 14:30</b>	<b>14:30 – 14:45</b>	<b>14:45 – 15:00</b>	<b>15:00 – 15:15</b>
	<b>Salwah Abdul Shukor</b> <i>Partner at Zain &amp; Co</i> <i>Advisory Panel of</i> <i>Charity Right</i>	<b>Haaziq Ibrahim</b> <i>CEO Brique</i> <i>Engineering Solutions,</i> <i>Founder of Demilaut, a</i> <i>Social Enterprise</i>	<b>Dr. Yong Junina</b> <b>Fadzil</b> <i>Consultant</i> <i>Paediatrician and</i> <i>Paediatric Cardiologist</i>	<b>Rumaizon Abdul Malik</b> <i>CEO, Founder, Impact</i> <i>Consultant at</i> <i>Ideascape Consulting</i> <i>Group Sdn Bhd</i>	<b>Alvin Yong</b> <i>Pearl Ambassador,</i> <i>Country Director</i> <i>(Philippines &amp; Thailand)</i> <i>of AVITA</i>
<b>15:30 – 15:40</b>	<b>Break</b>				
<b>15:40 – 16:40</b>	<b>Main Session:</b> <b>Emcee: Dr. Ena Bhattacharyya</b> <b>Session Chair: Assoc. Prof. Dr. Afiza Mohamad Ali</b> <b>Keynote Speaker 3:</b> Researching Multilingual Cities for Inclusion and Participation <b>Prof. Lorna Carson</b> <i>Trinity College Dublin, University of Dublin</i>				
<b>16:40 – 16:45</b>	<b>Break</b>				

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<p><b>16:45 – 17:25</b></p>	<p><b>Main Session:</b></p> <p><b>Plenary 5</b></p> <p><b>Session Chair: Prof. Shameem Rafik-Galea</b></p> <p>Preparing your students to communicate discipline content effectively</p> <p><b>Assistant Prof. Dr. Radhika Jaidev</b></p> <p><i>Singapore Institute of Technology</i></p> <p><b>SINGAPORE</b></p>
<p><b>17:25 – 18:25</b></p>	<p><b>e-Poster Presentation</b></p> <p><b>Breakout Room (Merbau 1)</b></p> <p><b>2 Jury Members (Dr. Daniel Chow Ung T'chiang &amp; Datin Dr. Minah Harun)</b></p> <p><b>P 49 Aplikasi Moodle Kit Maya Mari Memintal Dwibahasa</b></p> <p><b>Faridah Nazir</b></p> <p><i>International Islamic University Malaysia,</i></p> <p><b>MALAYSIA</b></p> <p><b>P 58 A Genre Analysis on Instagram Posts by Beauty Influencers in Malaysia</b></p> <p><b>Chai Jian Mei</b></p> <p><i>Universiti Malaya,</i></p> <p><b>MALAYSIA</b></p> <p><b>P89 The Efficacy of Collaborative Writing Approach among Malaysian ESL B40 Secondary School Students</b></p> <p><b>Mohd Khairulfaidz Shamsudin</b></p> <p><i>SMK Hang Kasturi, Melaka</i></p> <p><b>MALAYSIA</b></p> <p><b>&amp;</b></p>

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	<b>Mohammad Nor Afandi Ibrahim &amp; A. Nalini Arumugam</b> <i>Universiti Teknologi MARA, Melaka</i> <b>MALAYSIA</b>
<b>18:25</b>	<b>End of Day 2</b>

## MAALIC 2021 CONFERENCE DAY 3: FRIDAY, 10 SEPTEMBER 2021

Time	Programme (Venue)		
08:30 – 09:00	Conference Registration		
09:00 – 10:00	<p><b>Main Session:</b></p> <p><b>Emcee: Dr. Ena Bhattacharyya</b></p> <p><b>Session Chair: Prof. Dr. Shameem Rafik-Galea</b></p> <p><b>Keynote Speaker 4:</b></p> <p>Language and Crime in Cyber World</p> <p><b>Dr. Susanto Saman</b></p> <p><i>Universitas Bandar Lampung, Indonesia</i></p>		
10:00 – 10:30	Break (e-Networking Session with Keynote Speaker)		
Parallel Session 4 10:30 – 10:50	<p><b>Breakout Room (Merbau 1)</b></p> <p><b>Moderators:</b></p> <p><i>Assistant Prof. Dr. Swagata Sinha Roy &amp; Indira Malani Munusamy</i></p>	<p><b>Breakout Room (Merbau 2)</b></p> <p><b>Moderators:</b></p> <p><i>Assistant Prof. Dr. Esther Hooi Chee Mei &amp; Thinusha Selvaraj</i></p>	<p><b>Breakout Room (Merbau 3)</b></p> <p><b>Moderators:</b></p> <p><i>Dr. Farah Dieba Rashid Ali &amp; Dr. Khairil Azwar Razali</i></p>
	<p><b>Applied Linguistics in Language Teaching and Learning</b></p>	<p><b>Applied Linguistics, Discourse Studies and Professional Communication</b></p>	<p><b>Featured Speaker 3:</b></p> <p><b>Session Chair:</b></p> <p><b>Saabdev Kumar Sabapathy</b></p> <p><b>Positioning Change, Creative and Resilient Identity in Volatile Times: A</b></p>
	<p><b>P 85</b> Investigating Bangladeshi University Students' Willingness to Communicate (WTC) in English Classes</p>	<p><b>P 86</b> Malaysian Students Identity Negotiation in Malaysian Tutorials: Accommodative</p>	

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	<p><b>Md Rabiul Alam, Diana Ansarey, Huzaina Abdul Rahim</b></p> <p>Universiti Malaya, <b>MALAYSIA</b> &amp; <b>Md Masud Rana</b></p> <p>Jazan University, <b>SAUDI ARABIA</b></p>	<p><b>Zurina Khairuddin &amp; Wan Nadia Asila Tun Ibrahim</b></p> <p>Universiti Sultan Zainal Abidin, <b>MALAYSIA</b></p> <p><b>Zulaikha Khairuddin</b> Universiti Teknologi MARA, <b>MALAYSIA</b></p>	<p><b>Narrative Analysis of Malaysian Small-Medium Tourism Enterprise (SMTE) Discourse</b></p> <p><b>Assoc. Prof. Dr. Afiza Mohamad Ali</b> <i>International Islamic University Malaysia,</i> <b>MALAYSIA</b></p>
<b>10:50 – 11:10</b>	<p><b>P 102</b> An Attitude Analysis of Philip Hutton and Hayato Endo in Tan Twan Eng's The Gift of Rain</p> <p><b>Kanageswarry Arumugam</b></p> <p>Universiti Sains Malaysia, <b>MALAYSIA</b></p>	<p><b>P 76</b> Textual Features of a Conference Presentation on Accountancy</p> <p><b>Wulan Fauzanna, Azirah Hashim &amp; Daniel Chow Ung T'Chiang</b></p> <p>Universiti Malaya, <b>MALAYSIA</b></p>	<p><b>Bilingualism</b></p> <p><b>P 68</b> Home Language Environment and Oral Production of Narratives in English Among Malay-English Bilingual Children</p> <p><b>Loh Chun Han, Chan Mei Yuit &amp; Yap Ngee Thai</b></p> <p>Universiti Putra Malaysia, <b>MALAYSIA</b></p>
<b>11:10 – 11:30</b>	<p><b>P 111</b> Power relations in the discourse of collaborative medical practice – A thematic analysis</p> <p><b>Azira Sarfaraz</b> <b>MALAYSIA</b></p>	<p><b>P 100</b> A Comparative Study of Stance Features in the Introduction Section of the Research Articles: Malaysian and English Native Speakers</p> <p><b>Ali Sorayyaei Azar, Praemela Hassaram, Farah Imani Mohd Farook &amp; Nur Hasyimah Romli</b></p> <p>Management &amp; Science University, <b>MALAYSIA</b></p>	<p><b>Bilingualism</b></p> <p><b>P 109</b> Perceptions of Parents and Students towards Bilingual Teaching and Learning of Islamic Studies Subject in a Malaysian International Islamic School</p> <p><b>Syeda Rabia Tahir</b></p> <p>Asia e University, <b>MALAYSIA</b> &amp; <b>Nooreiny Maarof</b></p>



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			SEGi University, <i>MALAYSIA</i>
11:30 – 12:30	<p><b>e-Poster Presentation</b></p> <p><b>Breakout Room (Merbau 1)</b></p> <p><b>2 Jury Members (Dr. Kuldip Kaur Maktiar &amp; Datin Dr. Minah Harun)</b></p> <p><b>P 60 New Norm: Engaging Learners in the Efforts to Enrich Oral Presentation Skills in Digital Context</b></p> <p><b>Selvamalar Selvarajan</b> <i>Politeknik Tuanku Sultanah Bahiyah,</i> <i>MALAYSIA</i></p> <p><b>P 78 ESP Students' Vocabulary Acquisition through Game-based Learning and Detection of Metacognitive Awareness</b></p> <p><b>Wilson Tan</b> <i>Universiti Tunku Abdul Rahman,</i> <i>MALAYSIA</i></p>		
Symposium 10:30 – 12:10	<p><b>Breakout Room (Merbau 5)</b></p> <p><b>Symposium 7:</b></p> <p><b>Language and Communication In Professional Practice</b></p> <p><b>Assoc. Prof. Dr. Hadina Habil (Chair)</b> <i>Universiti Teknologi Malaysia,</i> <i>MALAYSIA</i></p>		

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	<p><b>S7.1: The Art of Advice Giving in HIV Counselling in Malaysia</b></p> <p><b>Dr. Nur'Ain Balqis Haladin &amp; Dr. Noor Aireen Ibrahim</b></p> <p><i>Universiti Teknologi Malaysia, <b>MALAYSIA</b></i></p>	<p><b>S7.2: Constructing Shared Professional Knowledge – Medical Lecturers' Instructional Dialogue in Student's Case-Based Presentations</b></p> <p><b>Assoc. Prof. Dr. Afida Mohamad Ali</b></p> <p><i>Universiti Putra Malaysia, <b>MALAYSIA</b></i></p>	<p><b>S7.3: Is WhatsApp the Future of Workplace Communication? Investigating the Use of WhatsApp in Decision-Making Episodes</b></p> <p><b>Dr. Nor Azikin Mohd Omar</b></p> <p><i>Universiti Sultan Zainal Abidin, <b>MALAYSIA</b></i></p>	<p><b>S7.4: WhatsApp Conversations Using BELF in Malaysian-Turkish Business Communication: Analysing Interactional Structure Using Speech Acts Theory</b></p> <p><b>Rohayah Kahar &amp; Assoc. Prof. Dr. Hadina Habil</b></p> <p><i>Universiti Teknologi Malaysia, <b>MALAYSIA</b></i></p>
<b>12:10 – 12:20</b>	<b>Break</b>			
<b>12:20 – 13:00</b>	<p><b>Breakout Room (Merbau 1)</b></p> <p><b>Split Plenary 6</b></p> <p><b>Session Chair: Assoc. Prof. Dr. Zarina Othman</b></p> <p>Leksikon Emosi Bahasa Melayu Dalam Komunikasi Dunia VUCA dari Perspektif Leksikografi dan Lingustik Korpus</p> <p><b>Dr. Noor Ida Ramli</b></p> <p><i>Universiti Teknologi MARA</i></p> <p><b>MALAYSIA</b></p>		<p><b>Breakout Room (Merbau 2)</b></p> <p><b>Split Plenary 7</b></p> <p><b>Session Chair: Assoc. Prof. Dr. Vahid Nimehchisalem</b></p> <p>The Neuroscience of Test Taking: The Most Neglected Key to Understanding Language Assessments</p> <p><b>Assistant Prof. Dr. Vahid Aryadoust</b></p> <p><i>National Institute of Education (NIE), Nanyang Technological University (NTU)</i></p> <p><b>SINGAPORE</b></p>	

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<p><b>13:00 – 14:00</b></p>	<p><b>Lunch Break</b></p> <p><b>Main Session:</b></p> <p><b>Event of the Day:</b></p> <p><b>Performance by Ecclesia Youth &amp; Children's Ensemble (EYCE)</b></p> <p><b>Songs:</b></p> <ol style="list-style-type: none"> <li><b>1. Pirates of the Caribbean - Klaus Badelt &amp; Hans Zimmer</b></li> <li><b>2. Palladio - Karl Jenkins</b></li> <li><b>3. Heart of Courage - Thomas Bergesen</b></li> <li><b>4. Ave Verum Corpus - Wolfgang Amadeus Mozart</b></li> </ol>			
<p><b>Parallel Session 5</b> <b>14:00 – 15:20</b></p>	<p><b>Breakout Room (Merbau 1)</b></p> <p><b>Moderators:</b></p> <p><b><i>Assistant Prof. Dr. Paul Gnanaselvam Pakirathan &amp; Krishnaveni K. Subramaniam</i></b></p>			
	<p>(14:00 – 14:20)</p> <p><b>Sociolinguistics and Pragmatics</b></p>	<p>(14:20 – 14:40)</p> <p><b>Sociolinguistics and Pragmatics</b></p>	<p>(14:40 – 15:00)</p> <p><b>Sociolinguistics and Pragmatics</b></p>	<p>(15:00 – 15:20)</p> <p><b>Session Chair:</b></p> <p><b><i>Dr. Mohammad Nor Afandi Ibrahim</i></b></p>
	<p><b>P 62</b> Ilokano Language Vitality and Speakers' Language Choices</p> <p><b>Elena Navas</b></p> <p>Philippine Normal University, <b><i>PHILIPPINES</i></b></p>	<p><b>P 54</b> Convergence Strategies Used by Malaysian Nurses While Communicating in English</p> <p><b>Aditya Karuthan</b></p> <p>Universiti Malaya, <b><i>MALAYSIA</i></b> &amp;</p>	<p><b>P 63</b> Why I Don't Speak Like Mom and Dad: Language Identity, Maintenance and Shift of IP Students</p> <p><b>Josie Jordan G. Rosete</b></p> <p>Philippine Normal University, <b><i>PHILIPPINES</i></b></p>	<p><b>Featured Speaker 4:</b></p> <p><b>The Importance of Efficient Communication in Engineering Work - from Ingenarius to Global Engineer</b></p>

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		<b>Karuthan Chinna</b> Taylor's University, <i>MALAYSIA</i>		<b>Dr. Renate Kärchner-Ober &amp; Prof. Dr.-Ing. Axel Hunger</b> <i>University of Duisburg-Essen, Duisburg, GERMANY</i>
<b>Forum/ Workshop</b> <b>14:00 – 15:30</b>	<b>Breakout Room (Merbau 2)</b>  <b>Introducer: Dr. Cecilia Cheong Yin Mei</b>  <b>MAAL Forum:</b>  Maintaining and Sustaining the Home Language among Children  <b>Chair &amp; Moderator:</b> <b>Prof. Dr. Shameem Rafik-Galea</b> <i>SEGi University,</i> <i>MALAYSIA</i>  <b>Emeritus Professor Dato' Dr. Asmah Haji Omar</b> <i>Universiti Malaya,</i> <i>MALAYSIA</i>  <b>Assoc. Prof. Dr. James McLellan</b> <i>Universiti Brunei Darussalam,</i> <i>BRUNEI</i>  <b>Assoc. Prof. Dr. Rogayah Abd Razak</b> <i>SEGi University,</i> <i>MALAYSIA</i>  <b>Assoc. Prof. Dr. Low Hui Min</b> <i>Universiti Sains Malaysia,</i> <i>MALAYSIA</i>		<b>Breakout Room (Merbau 3)</b>  <b>Moderator: Aliyyah Nuha Faiqah Azman Firdaus</b>  <b>MAAL Featured Workshop:</b>  Ways of Collecting Data for Research in a VUCA World  <b>Prof. Dr. Maya David</b> <i>Asia-Europe Institute,</i> <i>University of Malaya,</i> <i>MALAYSIA</i>	

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	<b>Assistant Prof. Dr. Rabiah Tul Adawiyah Mohamed Salleh</b> <i>International Islamic University Malaysia,</i> <b>MALAYSIA</b>				
<b>15:20 – 15:30</b>	<b>Break</b>				
<b>Panel Session 3</b>	<b>Main Session:</b> <b>Emcee: Dr. Ena Bhattacharyya</b> <b>Featured AILA ASEAN Symposium</b>  Applied Linguistics Research and Practices in a Changing World: Perspectives from Southeast Asia <b>Chairperson: Prof. Dr. Azirah Hashim</b> <i>Universiti Malaya, Kuala Lumpur,</i> <b>MALAYSIA</b>				
<b>15:30 – 17:00</b>	<b>15:30 – 15:45</b>	<b>15:45 – 16:00</b>	<b>16:00 – 16:15</b>	<b>16:15 – 16:30</b>	<b>16:30 – 16:45</b>
	Singapore Association for Applied Linguistics (SAAL)  How Good Readers can Become Good Writers  <b>Dr. Willy Ardian Renandya</b>  <i>National Institute of Education, National Technological</i>	Malaysian Association of Applied Linguistics (MAAL)  Changing Dynamics in Linguistic Research on Endangered Languages  <b>Prof. Dr. Stefanie Pillai</b>  <i>Universiti Malaya,</i> <b>MALAYSIA</b>	Thailand Association for Applied Linguistics (TAAL)  Multilingualism at a Crossroads: Linguistic Landscape of the Thai-Lao Border  <b>Dr. Rachanee Dersingh &amp; Dr. Thanis Bunsom</b>  <i>King Mongkut's University of Technology</i>	Linguistic Society of the Philippines (LSP)  Multilingualism and Migration in Southeast Asia: Prospects for Migration Linguistics  <b>Assoc. Prof. Dr. Ariane Macalinga Borlongan</b>	Indonesian Association of Applied Linguistics (IAAL)  Critical Literacies Integrated in Language Learning as a Means of Enhancing National Unity  <b>Prof. Dr. Amrin Saragih</b>  Universitas Negeri

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	<i>University, SINGAPORE</i>		<i>Thonburi, THAILAND</i>	<i>Tokyo University of Foreign Studies/Linguistic Society of the Philippines (LSP), PHILIPPINES</i>	<i>Medan, INDONESIA</i>
<b>17:00 – 17:20</b>	<b>Emcee: Dr. Ena Bhattacharyya</b> <b>Announcement of Winners</b> <b>Launching of MAAL Pillars</b> <b>Launching of MAAL Journal</b>				
<b>17:20-17:45</b>	<b>Emcee: Dr. Ena Bhattacharyya</b> <b>Closing Speech by</b> Assoc. Prof. Dr. Cordelia Mason & Assistant Prof. Dr. Nadya Supian MAALIC 2021 Conference Deputy Co-Chairs <b>Live Performance by Ashraf Ishak &amp; MAALIC 2021 Organising Committee</b>				
<b>17:45</b>	<b>End of Conference</b>				

## MAALIC 2021 POST-CONFERENCE WORKSHOP: SATURDAY, 11 SEPTEMBER 2021

Time	Programme (Venue)
10:00 – 12:00	<p><b>Post Conference Workshop 1</b></p> <p>Developing a Research Niche in Applied Linguistics: A How-to Workshop for Junior Scholars</p> <p><b>DR. DAVID YOONG</b>  <i>DY</i>Liberated Learning Resources,  <b>MALAYSIA</b></p>
14:00 – 16:00	<p><b>Post Conference Workshop 2</b></p> <p>Doing Forensic Linguistics Research</p> <p><b>DR. SUSANTO SAMAN</b>  <i>Universitas Bandar Lampung,</i>  <b>INDONESIA</b></p>



# KEYNOTE SPEAKERS

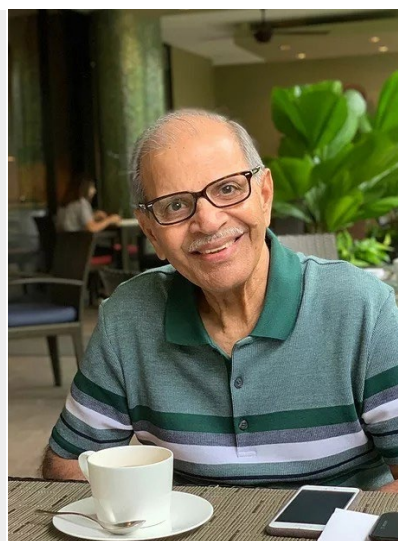


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## Keynote Speaker 1

### Demystifying Contesting Narratives in Multidisciplinary & Multiperspective COVID-19 Discourse

**Vijay Bhatia, Adjunct Professor  
at the Chinese University of Hong Kong**



#### Abstract

COVID19 Pandemic discourse typically highlights some of the key elements of VUCA, namely Volatility, Uncertainty, Complexity, and Ambiguity, giving rise to a range of contesting, and often confusing narratives making it almost impossible to interpret for its intended audiences, including medical practitioners, healthcare workers, government agencies, political leaders, and in particular, ordinary citizens. One of the most critical aspects of this discourse is that it is increasingly complex in terms of interdisciplinarity, multidimensionality and hybridity. Drawing on the concept of Interdiscursivity defined in Critical Genre Theory (Bhatia: 2017) as appropriation of all forms of text-external resources across disciplinary, ideological, commercial, and socio-political boundaries, I would like to argue that any satisfactory analysis to account for such interdiscursive complexity in COVID19 discourse would essentially require a multiperspective and multidimensional analytical framework.

#### Biodata

Vijay Bhatia retired as Professor from City University of Hong Kong and is now Adjunct Professor at the Chinese University of Hong Kong and Visiting Professor at the Hellenic American University in Athens (Greece). Some of his research projects include Analyzing Genre-bending in Corporate Disclosure Practices, and International Arbitration Practice: A Discourse Analytical Study, in which he led research teams from more than 20 countries. His research interests include, (Critical) Genre Theory, Analysis of academic and professional discourses, particularly in legal, business, promotional, and new media contexts; ESP and Professional Communication; simplification and easification of legal and other public documents. Three of his monographs on genre analysis, *Analysing Genre: Language Use in Professional Settings* (1993), *Worlds of Written Discourse: A Genre-based View* (2004), and *Critical Genre Analysis: Interdiscursive Performance in Professional Practice* (2017) are widely used in genre theory and practice.

## Keynote Speaker 2

### Why Multilingual Ecologies Matter: Language Policy within Macau's Historically Diverse Ecology

**Andrew Moody, University of Macau**



#### Abstract

Since the handover of sovereignty from a Portuguese colonial administration to Chinese administration in December of 1999, Macau has thrived as a ‘Special Administrative Region’ (SAR) of the People’s Republic of China (PRC). Much of the small territory’s economic success of the past two decades relies upon the development of the world’s largest casino gaming economy in a way that national (i.e. PRC) and international interests can be effectively balanced against local interests. Cantonese, Putonghua and English in many ways respectively represent the competition between local, national and international interests in education, a domain where each language is either taught as a compulsory school subject or used as a medium of instruction (MOI). In this way, the Macau experience of language policy — where a local variety of Chinese must compete with the national variety Putonghua and the international language of English — is reflective of the experience of other ‘overseas Chinese communities’ (e.g. Hong Kong, Singapore, etc.) as well as PRC communities where local varieties of Chinese were once dominant. And the added importance of Portuguese as an official language of the territory creates unique challenges for balancing the demands of multilingualism. A careful analysis of language trends recorded in the Macau Census suggests that, while multilingualism is increasingly reported, Cantonese has declined as both an MOI and as a ‘usual language’ within the territory, especially among school-aged children. Further analysis of educational language policy documents suggests that the Macau SAR government recognises the need to implement measures that will protect Cantonese as Macau’s primary language, but, at the same time, has also implemented policies that threaten the predominance of Cantonese within the territory. Finally, the recent Macau experience is suggestive of how policies in other larger Chinese cities will affect retention of local varieties of Chinese.

#### Biodata

Andrew Moody is Associate Professor of English at the University of Macau where he teaches courses in sociolinguistics and world Englishes. His PhD dissertation in English (1997) was a corpus examination of inter-ethnic and intra-ethnic writing styles found in e-mail messages from Hong Kong students, a dissertation that became an early examination of Hong Kong English. He is the author of *Macau’s Languages in Society and Education: Planning in a Multilingual Ecology* (2021) published by Springer Pres. He is currently editing the *Oxford Handbook of South East Asian Englishes*, which is expected in 2023, and a monograph entitled *World Englishes and Performance* (Cambridge University Press), which is expected in 2022. Since January 2018 he has served as the editor of the journal *English Today* (Cambridge University Press).

## Keynote Speaker 3

### Researching multilingual cities for inclusion and participation

**Professor Lorna Carson,  
Trinity College Dublin**



#### Abstract

We live in an increasingly urbanised world: current UN estimates are that more than half of us live in cities, and it is predicted that this will rise to more than two thirds of the world's population by 2050. The most rapid population growth is – perhaps surprisingly – not in mega-cities, but in small urban settlements with fewer than 500,000 inhabitants. Across the world, multiple languages co-exist and intermingle in urban settings in new and shifting patterns of language use. Cities have long been a topic of academic discourse, with scholars examining urban life through their own particular lens. Language matters sometimes pop up under the headings of migration or diversity, but usually only rather cursorily and mostly as a problem to be addressed – a deficit or a challenge. There is both a lack of awareness and research regarding the relationship between the languages spoken by city-dwellers and the contributions of their languages to the life of the city – its economy, tourism, education, artistic life and so on. This talk examines the different multilingual facets of contemporary cities and goes on to explore some recent studies which seek to harness heterogeneous multilingual practices with a view to promoting inclusion and participation. Instead of bounded notions of languages linked to stable national or ethnic communities, the studies described present a dynamic picture of ubiquitous, everyday multilingualism which resists clear-cut classifications, part of (post)modern city life in all of its complexity.

#### Biodata

Lorna Carson is Head of the School of Linguistic, Speech and Communication Sciences and Professor in Applied Linguistics. She holds a B.A. (Mod.), M.Phil. in Applied Linguistics and Ph.D. from Trinity College Dublin, and an M.A. in European Studies (Human Resource Management) from the College of Europe, Bruges, Belgium. In 2015 she was elected a Fellow of Trinity College Dublin. She was the Founding Director of the Trinity Centre for Asian Studies, a multidisciplinary teaching and research centre which brings together the university's expertise in Japanese, Korean and Chinese Studies, and leads the activities of the university's Centre for English Language Learning & Teaching. Professor Carson's research on language learning addresses issues located at the interface between individual and societal multilingualism, with a particular attention on the language classroom, with a focus on language learning, language education policy and assessment.



## Keynote Speaker 4

### Language And Crime in Cyber World

**Dr. Susanto Saman,  
Universitas Bandar Lampung**



#### Abstract

In cyber world, there is no border among language users to communicate and share any ideas from any places. However, since it has potential anonymity therein, the borderless world may create unlawful language use either in written or spoken channels. Considering this issue, I will discuss the study of forensic linguistics for evaluating the language in cyber crime such as in threat and provocative speech, terrorism, and other potential use either in personal or public domain. Hopefully, this study can motivate more inquiries in applied linguistics for crime investigation when they are used as legal evidence.

#### Biodata

Dr. Susanto is the Head of the Centre for Studies in Linguistics, Universitas Bandar Lampung (UBL). At the university, he is also a senior lecturer at the English and Education Department. In 2018, he was a Fulbright Fellow at the Department of Brain and Cognitive Sciences, Massachusetts Institute of Technology (MIT), USA. He conducted a research on studying neural mechanism for identifying deception. In 2017, he completed a two-year postdoctoral research in Forensic Linguistics at the Martin Centre for Applicable Linguistics, Shanghai Jiao Tong University (SJTU), China. In 2008, he completed studying courses at ISFC Winter Institute, Macquarie University, Australia. In 2014, he founded the Indonesian Community for Forensic Linguistics (Komunitas Linguistik Forensik Indonesia, KLFI). He earned his BA in English Literature from Universitas Islam Sumatera Utara (UISU, 2002), MA in English Applied Linguistics from Universitas Negeri Medan (UNIMED, 2004), MA in English Literature from the Central Institute of English and Foreign Languages (CIEFL, 2007), India and PhD in Linguistics and Phonetics from the English and Foreign Languages University (EFLU, 2014), India. Some of his major interests are linguistics, phonetics, forensic linguistics, neurolinguistics, language teaching and language acquisition. He can be reached at his homepage [www.mrsusanto.weebly.com](http://www.mrsusanto.weebly.com).

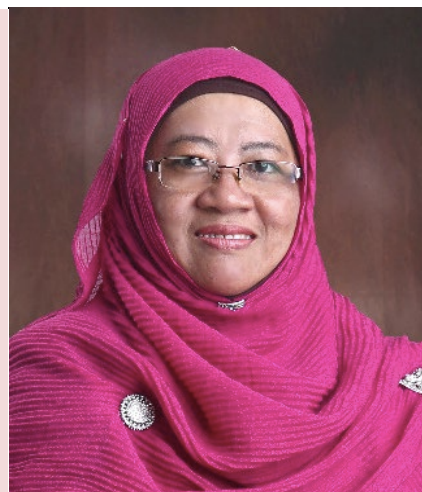
# PLENARY SPEAKERS



## Plenary 1

### Communicating brand in the VUCA World from a Corporate Communication Perspective

**Assoc. Prof. Dr. Hadina Habil,  
Universiti Teknologi Malaysia**



#### Abstract

VUCA stands for Volatility, Uncertainty, Complexity and Ambiguity. It describes the world we are living today which is responding to changes and uncertainties more than ever. The VUCA acronym was first conceptualized by the US Army War college in 1987 to define the post-Cold War global security environment. It has then been increasingly applied to strategic thinking and risk management in industries ranging from business and education. VUCA environment has created challenges for leaders and business owners to make decision and plan for the future. Thus, it has spurred numerous leadership courses, workshops and training programs to help organisations prepare their employees to function in the VUCA environment. A lot of literature shared by consulting companies can be found online for organisations that wish to train or retrain their staff to ensure they can perform effectively at the workplace. From the corporate communication perspective, VUCA environment also requires a change in the ways of doing things as a respond to the environment. How to communicate effectively in time of uncertainty? More specifically, how do higher education institutions respond to VUCA in terms of branding? The uncertainties brought about by the Covid-19 pandemic has somewhat (or totally?) changed the landscape of education in the country, if not the world. The process, the operation and the system must change if these higher education institutions want to stay relevant and survive the pandemic. Thus, this plenary session intends to look at how education providers – local and international – communicate their brands in response to the VUCA environment, specifically the Covid-19 pandemic as the context of discussion. Reference will be made to the available literature and examples from online resources in the public domain of the selected institutions. The session will conclude with suggestions that will relate to the theme of the conference that is, Embracing digitalisation, challenges and new norms.

#### Biodata

Hadina Habil, Ph.D, is an Associate Professor at Language Academy, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, Johor, MALAYSIA. She teaches Discourse Analysis, and Sociolinguistics to TESL students. Her research interests are in the areas of Applied Linguistics, Language and Communication in Professional Practices, TESL, English for Specific Purposes (ESP) and Teaching English for Specific Purposes (TESP), and Computer Mediated Communication. She has supervised students in her areas of interests and presented and published papers in the field nationally and internationally.



## Plenary 2

### Application of Forensic Linguistics in the Criminal Justice System

**Geshina Ayu Mat Saat,**  
Forensic Science Programme, School of Health Sciences,  
Health Campus Universiti Sains Malaysia, 16150  
Kubang Kerian, Kelantan



#### Abstract

The primary use of language, which are informative, expressive and directive in nature; are found in criminal action. Despite these usage, the application of forensic linguistics is relatively young compared to other forensic subspecialities. Using available archival data between 2010 and 2020, and direct fieldwork; this review describes what Forensic Linguistics is, followed by a summary of its growth as a forensic subspeciality. Forensic research findings depict that language is the medium in communicating intention, carrying out activities, attempting to hide or erase evidence, in evidencing innocence or guilt, and in consideration of appealing or mitigating judges' decisions. Next are descriptions about its viable application in the Criminal Justice System, as supported by evidence-based practice. Scholar in legal language and linguistics expertise in the legal process are the most visible applications of forensic linguistics. The article concludes by suggesting a need for local and contextualised research, and more forensic linguists in the field to address existing gaps in case investigation and court discourse.

**Keywords:** criminal action, effects of legal talk, forensic linguistics, forensic phonetics

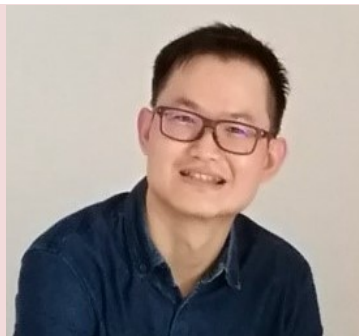
#### Biodata

Associate Professor Dr Geshina Ayu has qualifications in English Language & Literature, Psychology, and Applied Criminology. Other than lecturing in Forensic Science, since the year 2000, she has been directly involved in fieldwork related to Criminology, Victimology, Penology, Psychology, and community crime prevention for various government and non-government agencies.

## Plenary 3

### **Ecojustice: An Agenda for Applied Linguists' Actions**

**Chau Meng Huat,  
Universiti Malaya**



#### **Abstract**

Ecojustice can be defined as the recognition and practice of ecological inclusion. In particular, it seeks to address issues of social justice, environmental justice and species justice, and emphasizes the necessary interdependent relationship of humans with each other, and of humans with the land, air, water and other species with whom we share this planet. Essentially an ecojustice perspective is concerned with a respect for the entire ecological community, providing for the productive restructuring of existing ways of knowing, doing and thinking. In this talk, I urge applied linguistics as a field to make ecojustice a priority for research and practice. I will discuss some ideas from recent research I have conducted with my students and colleagues who are working collaboratively in promoting ecojustice. These include how to go about studying learner language development with a paradigm shift from a native-speaker or prescriptive norm to a respect for learner language; how, when students are justly considered as language users in their own right rather than as failed native speakers, research outcomes in applied linguistics might be positively transformed; and how the use of non-speciesist language contributes to inclusive communication and practices. These are but a few examples of the many ways we can engage in to promote ecojustice, and I hope that this talk will prompt and encourage greater collective efforts. Given the broader theme of the conference, I will also briefly raise the question of the contribution of applied linguistics towards a sustainable world based on ecojustice considerations.

#### **Biodata**

Dr Chau Meng Huat began his career over 20 years ago as a teacher working with primary, secondary and high school students, before he took up a fellowship and joined Universiti Malaya in 2010. At Universiti Malaya, Meng Huat teaches and supervises research in Applied Linguistics. His research, teaching and supervision on topics in applied corpus linguistics, Global Englishes, language and writing development, multilingualism and TESOL have been motivated by ecojustice considerations, with a view to better understanding and enhancing the potential contribution of Applied Linguistics towards a sustainable world. Meng Huat holds adjunct and visiting appointments at Guangdong University of Foreign Studies in China and De La Salle University-Dasmariñas in the Philippines. His publications include *International Perspectives on Education and Corpus Applications in Applied Linguistics*, both published by Bloomsbury.

## Plenary 4

### LANGUAGE, LITERACY AND EDUCATION: ACCESS, QUALITY AND CONCERNS FOR THE INDIGENOUS ORANG ASLI IN MALAYSIA

**Sumathi Renganathan,  
Universiti Tunku Abdul Rahman**



#### Abstract

In this session, I present and discuss educational issues surrounding the minority Orang Asli community in Peninsular Malaysia. Throughout history indigenous children transitioning from an oral to literate culture, especially through schooling, tend to experience lack of access and poorer quality education compared to other children. Thus, this presentation explores educational issues concerning the Orang Asli community as presented and discussed in two types of publications: academic journals and reports published in newspapers. As the target audience for academic journals are mainly academics, it is important to explore what information concerning education for the Orang Asli is readily available for the general public. Thus, I also explored how the various educational issues surrounding Orang Asli community were portrayed in newspaper reports. Insights on Orang Asli educational issues from journal articles published from the past 17 years, and newspaper reports published from the past seven years in three national newspapers were drawn for this presentation. By analysing educational issues represented in journal articles, I highlight how such issues have been shaped, understood and addressed by researchers. On the other hand, by examining newspaper reports, I examined how public discourse conceptualise and represents education which not only influences but also shapes general understanding of educational issues surrounding the minority Orang Asli community. The findings from the research articles suggest two main perceptions underpinning the various problems researched about the Orang Asli and education. The first places Orang Asli themselves as the root of the problems. The second highlights the cultural mismatches between the minority Orang Asli and the majority culture, which are then construed as incompatible with the formal education available for Orang Asli students. Whereas newspaper reports were mainly concerned with addressing educational issues for the general wellbeing of Orang Asli students and community. The newspaper reports addressing the wellbeing agenda revealed two main categories, education for economic purposes and education for personal freedom and values. Thus, in this presentation by combining concerns addressed in research articles aimed at selected audience, and newspaper reports meant for the general public, a broader insight concerning language, literacy and education for the Orang Asli is discussed.

**Keywords:** Orang Asli, indigenous, language, literacy, education

#### Biodata

Sumathi Renganathan is an Assistant Professor in the Department of Languages and Linguistics, Universiti Tunku Abdul Rahman (UTAR) Kampar Campus, Malaysia. She obtained her PhD (Education) from King's College London. Sumathi's research interests include Indigenous and Minority Issues in Education, Language and Literacy, Culture and Identity, ESL Teaching & Learning, Ethnographic Approach and Qualitative Research Methodology.

## Plenary 5

### Preparing your students to communicate discipline content effectively

**Radhika Jaidev,  
Singapore Institute of Technology**



#### Abstract

Preparing your students to communicate discipline content effectively in most universities' academic literacies are taught to undergraduates through one or two distinct or 'stand-alone' modules by communication lecturers. Secondly, communication lecturers develop the curricula based on certain assumptions they make about the academic writing and speaking skills that students need in specific programmes at university. Often these decisions are also informed communication teachers own research in the field, previous experience and input from their colleagues- all of which are extremely important. Finally, assessments would be developed that align with the chosen curriculum. In all sincerity, this approach works for the most part especially in 'near transfer' (Perkins & Saloman, 1989) contexts where students may be able to transfer their learned communication skills in their communication assignments situations based on what they have been taught in their communication classes (Bass & Moore, 2019). However, as we move into a world context where there is more volatility, uncertainty, complexity and ambiguity (VUCA), students need to be able to engage in 'far transfer' (Haskell, 2000; Perkins & Salomon, 1989; Royer, Mestre & Dufresne, 2005) which requires them to re- purpose and re-contextualize their content knowledge for different ends, with different audiences and in totally new contexts. Therein lies the gap in our conventional classroom teaching of academic literacies. How can we better scaffold students' ability to communicate their discipline-specific content knowledge effectively in totally new contexts? One way is to design our curricula using backward curriculum design (Wiggins & McTighe, 1998) where we work in partnership with content faculty and design our communication curriculum based on what students will be expected to write or present in their content modules and in their professions. This forces us to start from the point of 'desired results' (Wiggins & McTighe, 1998)- what and how are they required to write about and/ or present, to whom and in what contexts; do these audiences and contexts change and if so, how. Then work from there to develop the content, practice exercises, activities and assessments. This way we would be aiming to equip students with 'disciplinary-specific values' (Yancey, 2015) that throw light on how the language works in their discipline. Next, embedding writing and presentation instruction in a selected range of content modules and assessing that communication with percentage weighting that counts towards the final grade for that content module would motivate students to re-purpose, re-contextualize their writing and speaking knowledge and skills for different audiences. Finally, communication as well as content teachers need to create occasions for students to reflect on their writing and speaking such that students can develop a meta-awareness of how best to communicate their discipline content in different contexts. This way we may be able to provide a bridging framework for students to engage in both near and more importantly, far transfer.

#### Biodata

Radhika Jaidev is the Director of the Centre for Communication Skills at the Singapore Institute of Technology. She teaches critical thinking and writing to undergraduates and drives a university-wide effort to embed discipline-specific communication instruction within content modules across undergraduate programmes. Her research includes writing transfer in content and work-specific writing.

## Plenary Speaker 6

### **Leksikon Emosi Bahasa Melayu Dalam Komunikasi dunia VUCA dari Perspektif Leksikografi dan Lingustik Korpus**

**Dr Noor Ida Ramli,  
Akademi Pengajian Bahasa, UiTM**



#### **Abstract**

Menariknya isu EMOSI dan orang Melayu telah nyata wujud dan bercirikan VUCA sebelum wujudnya konsep VUCA pada 1987 dalam dunia perniagaan sehingga menjadi sorotan utama sejak pandemic C-19. Kajian tentang pemikiran dan budaya menyatakan Emosi tidak diberi perhatian dan tidak dinyatakan secara terbuka dalam masyarakat Asia. Pernyataan emosi sesuatu yang tidak dipandang penting, tidak diberi perhatian dan tidak dipandang positif dalam masyarakat dan budaya Melayu, Ia seolah-olah satu tabu. Kajian ini menghimpunkan tema leksikon emosi daripada perspektif perkamusan (Kamus DBP, Kamus Besar Bahasa Melayu dan PRPM), Kajian Korpus (WORDNET, SEMTAG WMATRIX) dan Mein Carolyn DC (2020) mengenai pola emosi bagi membina satu himpunan dan kerangka tematik. Seterusnya kajian korpus berdasarkan penggunaannya dalam komunikasi yang bercirikan VUCA telah diteliti menggunakan perkakasan Lancesbox. Kajian ini akan mengenal pasti leksikon dan tema yang utama digunakan oleh warga maya dalam media sosial dan leksikon emosi yang asing atau tidak digunakan warga maya berbahasa Melayu.

#### **Biodata**

Noor Ida Binti Ramli is a senior lecturer at the Akademi Pengajian Bahasa, UiTM. She was the Head of the Bahasa Melayu department, Programe Head of the Bahasa Melayu Services cours, Head of Bahasa Melayu Degree program and Language bureau officer. She had held a lecturer post at Wailalak University, Thailand in 2002. She is a certified translator (part –time) at DBP and ITBM and is also a freelance translator. She has designed the translation curriculum for the Malaysian Association of Translators, Dewan Bahasa & Pustaka (DBP) and the Human Resource Department. Dr Noor Ida has conducted a training for the Vocational Training Officers on the Publication and Translation Skills. Other than this, she is also a proof reader and academic editor as well as a language consultant for labelling and branding. She is a panel in the development of Glossary of terms for a linguistic corpus. She teaches a translation course in UiTM, Professional Translation at DBP-PPM, Malay Language for Foreign Nationalities, Corpus Linguistics and Malay Language for Specific Purposes and Language Research. Dr Noor Ida obtained her Diploma in Professional Translation at DBP PPM UiTM and Bachelor degree in Linguitics at Universiti Malaya. This is followed by her MA in Lexicography at University of Exeter in 1997 and PhD at Lancaster University, United Kingdom.



## Plenary 7

### **The neuroscience of test taking: The most neglected key to understanding language assessments**

**Vahid Aryadoust, PhD  
National Institute of Education  
Nanyang Technological University**



#### **Abstract**

The mainstream language assessment research has been founded on the cognitive-behavioral view towards test taking. Within this approach, validity is regarded as the most important feature of language assessments. Since the early 1900s, there have been several influential approaches to validity. In the 1950s, the concept of argumentation was introduced to validity which was developed into the unitary validity concept and, later, validity arguments, which were adopted in language assessment. Within the tenets of these frameworks, the cognitive-behavioral evidence of validity continues to play the central role, assuming that test takers' "mind" is at the heart of test performance. In this talk, I argue that the cognitive-behavioral approach, which likely traces back to the mind-body dualism, has fallen short of providing an 'accurate' and 'replicable' view of test taking processes. I provide evidence from several published and ongoing review studies that support this premise. Next, I present a new framework based on the neuroscience of learning and shed some light on the possible contribution of this approach to language assessment. In support of this neuroscientific approach to test taking, I showcase several studies that have used eye-tracking, functional near-infrared spectroscopy (fNIRS), and functional magnetic resonance imaging (fMRI) in language assessment and discuss their findings and implications for future research. Finally, I will evaluate the neuroscience of test taking in an attempt to highlight the gaps that will need to be addressed in future research.

#### **Biodata:**

Vahid Aryadoust is Assistant Professor of language assessment literacy at the National Institute of Education of Nanyang Technological University, Singapore. He has published his research in, for example, Computer Assisted Language Learning, Language Testing, System, Language Assessment Quarterly, Assessing Writing, Educational Assessment, Educational Psychology, etc. His YouTube channel has been awarded the John Cheung Social Media Award, 2020, which recognizes exemplary and innovative use of social media (<https://www.youtube.com/user/vahidaryadoust>)

# FEATURED SPEAKERS & FEATURED WORKSHOP



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## Featured Speaker 1

### Global Chinese and Malaysian Mandarin: Transnational standards for the Chinese language

**Professor Dr Wang Xiaomei**  
**School of Chinese Language and Culture**  
**Xiamen University Malaysia, Malaysia**



#### Abstract

The concept of Global Chinese has been proposed in responding to the spread of Mandarin internationally in recent years. This term is defined as the lingua franca of the Chinese people all over the world, with Putonghua as its base. The proposal of global Chinese resembles the term of world Englishes. However, it emphasises the common core which is based on the standard Chinese called Putonghua. Nevertheless, variations do exist in different varieties of Chinese language. This paper takes Malaysian Mandarin as an example to illustrate the variations in grammar. Three grammatical structures in Malaysian Mandarin are introduced in this paper, which are the comparative structure “A Jiao B Wei C”, the passive structure with passive marker “Bei”, and the sentence-final particle *de*. These structures are heavily influenced by Malay, English, classical Chinese, and Chinese dialects such as Cantonese or Hokkien (Southern Min dialect). With such variations across different varieties of Mandarin, macro-level language planning should take these variations into account. Thus, the paper discusses how the standards of Putonghua should be applied in different contexts based on the situation of Malaysian Mandarin and three proposals for establishing transnational standards for the Chinese language globally are put forward.

#### Biodata

Professor and Head of the Department of Chinese Studies, Xiamen University Malaysia. She graduated from Peking University (Bachelor), Nanyang Technological University of Singapore (Master), and City University of Hong Kong (PhD). Her research fields cover sociolinguistics and Malaysian Mandarin. She has published nearly 80 research papers in both Chinese and English in international academic journals (SSCI, CSSCI, Scopus) and serves as an editorial board member of Global Chinese, RELC and other journals. She is also an Academic Committee Member of the Research Center on Overseas Chinese Language. Her English monograph entitled Mandarin spread in Malaysia was published by the University of Malaya Press in 2012; The Chinese monograph The Sociolinguistic Studies on Malaysian Chinese community was published by the Commercial Press, China in 2021. In 2017, with Prof. Minglang Zhou, she edited the special issue on multilingualism and language planning in Malaysia for the International Journal of the Sociology of Language. In 2019, she organized the Forum on Malaysian Chinese Language at Xiamen University Malaysia, and the papers from this Forum were published in a special issue of Global Chinese in 2020. At the same time, she is also committed to the research and promotion of Malaysian Chinese, and participated in the high impact projects of the Chinese Social Science Funding "Global Chinese Grammar Research", "Overseas Chinese Resource Database Construction and Application Project", and "Overseas Chinese Grammar History and Database Construction". She endeavours to bring the study of Malaysian Mandarin into global Chinese studies.

## Featured Speaker 2

### **The importance of efficient communication in engineering work - from Ingenarius to Global Engineer**

**Dr Renate Kärchner-Ober, University of  
Duisburg-Essen, Duisburg, Germany**  
**Prof. Dr.-Ing. Axel Hunger Axel Hunger,  
University of Duisburg-Essen, Duisburg, German**



#### **Abstract**

Technology permeates the everyday world, the communication space has expanded considerably in the 21st century, in particular due to digital communication. As a result, communicative conditions in a globalised world and, consequently, communication situations for engineers have changed considerably. The field of engineering has undergone many periods of change and is embedded in rapid technical and social changes. Engineering sciences are universal and appear to be independent on the international context. However, global engineers are balancing between pure sciences and industry, business and research. They need to communicate with diverse groups which include experts and laypersons, they need to speak languages of lawyers, industrial managers or blue-collar workers, and they need to master foreign languages, technical terminology and professional jargon. In addition, they need to possess cross-cultural skills. Against this background, we discuss in our paper job profile changes of engineers, and which key competences global engineers must possess. We also highlight the significance of efficient communication. First, we roughly outline the current job profile of engineers and present the competence profile that global engineers should possess. Then we look at the language of engineers and show which developments are significant. This includes an excursus on the dominance of the English language in the working world, followed by explanations of the importance of cultural understanding. Subsequently we present specific characteristic attributes of the global engineer. Finally, central aspects of technical communication are summarised. The article is rounded off with an outlook on communication via an expanded spectrum of communication media.

#### **Biodata**

Dr Renate Kärchner-Ober is a research associate at the Faculty of Engineering (FIW), University of Duisburg-Essen (UDE). She has been working as a Senior Lecturer at Universiti Putra Malaysia, responsible for the development of the BA German programme. Her research interests have expanded to the research topic technical languages. Findings from her long-term experience in teaching, research work, and her international experience are productively incorporated into her work in teaching and research.

Prof. Dr.-Ing. Axel Hunger was appointed Professor of Computer Engineering at the Faculty of Engineering (FIW), University of Duisburg-Essen. He has developed various international study programmes, which resulted in the study programme "International Studies in Engineering (ISE). He has worked intensively on integrating teaching in engineering and cultural aspects. Languages and communication were a particular aspect of this.

### Featured Speaker 3

## **Positioning Change, Creative and Resilient Identity in Volatile Times: A Narrative Analysis of Malaysian Small-medium Tourism Enterprise (SMTE) Discourse**

**Dr Afiza Mohamad Ali**  
**Kulliyyah of Languages and Management,**  
**International Islamic University Malaysia**



#### **Abstract**

The tourism industry has been the worst impacted since the movement control order (MCO) took effect due to the pandemic, which has in more ways than one, crushed the industry causing technological, environmental, and social issues. These problems need to be addressed by tourism operators or entrepreneurs of all sizes. While many quantitative studies have indicated that the small and medium tourism enterprises (SMTEs) face the hardest struggle to withstand the challenges, studies on tourism that focus on subjective experiences are rare, especially in uncovering deeper understandings into what the tourism entrepreneur goes through. Considering this perspective, narratives provide a glimpse into the life of individuals in which to create coherence and meaning to their behaviour or events across time, as influenced by social or historical context. Based upon a narrative inquiry method, the current study explores the narrative identity of a Malaysian SME tourism operator with a specific focus on her discourse of tourism business on experiences and social activities amidst the pandemic. Data was obtained via an in-depth semi-structured interview and thematically analysed according to narrative analysis framework by Murray (2003) and positioning theory by Davis and Harre (1990). The study presents interesting findings on how the entrepreneur's discourse on experiences, challenges and activities in the small-medium tourism industry form a dynamic process of positioning behaviours in vocational identity construction to sustain in the industry.

#### **Biodata**

Afiza Mohamad Ali is an Associate Professor at the Kulliyyah of Languages and Management, International Islamic University Malaysia, Gombak. Her areas of research interest include critical literacy, genre analysis as well as language and identity studies in ESL, EFL and ESP/LSP and professional communication.

## Featured Speaker 4

### The Design and Construction of a Web Based Malay Reference Corpus

**Dr Azhar Bin Jaludin**  
Linguistics Program,  
Center for Language & Linguistics Research,  
Universiti Kebangsaan Malaysia



#### Abstract

Corpus, a collection of language samples produced in natural context and without experimental interference, plays an important role in ensuring the survival of a language. There is yet any effort of harvesting the web for the construction of a Malay (as is used in Malaysia) reference corpus. this study builds crawling procedures needed to find, extract, collect, and clean the Malay text found on the web for the construction of a Malay reference corpus; and to assess the quality of the corpus to ensure validity and reliability of the corpus as a resource for linguistic research. Based on the conceptual framework, the web as corpus shop, the procedure of forming the crawler begins by examining the structure of the web to identify problems and constraint that will be encountered during the corpus construction. The methods to assess the quality and validity of the corpus is carried out through intrinsic and extrinsic evaluation. The result of intrinsic and extrinsic evaluation for both corpora are found to be comparable, thus the quality of the constructed corpus is ensured. In conclusion, the crawler developed in this study has been shown able to build a quality and reliable Malay corpus and thus can be used to build a viable web-based Malay reference corpus.

#### Biodata

Azhar Jaludin is a Senior Lecturer at the Center for Literacy and Sociocultural Transformation, Faculty of Social Sciences and Humanities at Universiti Kebangsaan Malaysia. His research, publication and teaching interests include general linguistics, corpus linguistics, computational linguistics, and natural language processing.

## Featured Workshop

### Ways of Collecting Data for Research in a VUCA World

**Professor Dr Maya Khemlani David**  
Asia-Europe Institute  
University of Malaya, Kuala Lumpur  
Malaysia



#### Abstract

Due to the outbreak of the Covid-19 pandemic, life has become more volatile, uncertain and complex. We are now living in a VUCA (volatility, uncertainty, complexity, and ambiguity) world. With lock downs and social distancing becoming a new normal, traditional routines have been disrupted resulting in much uncertainty. People have shifted their work to online platforms in order to maintain social distancing. Such a shift has brought about new complexities. Just like other professionals, researchers are also trying to surmount the challenges they face and have to adjust to the new normal. Traditional ways of collecting data which include face to interviews have come to a halt given the lockdowns in many countries. Researchers are increasingly adopting virtual ways of collecting data. In this workshop we discuss how researchers have accommodated to the VUCA world, and the many ways they have deployed for collecting data. I will discuss research experiences and studies on these ways of collecting data in a wide range of contexts during the pandemic. Attendees at this workshop will also be encouraged to share their views and experiences of collecting data during this new era. Researchers should be made aware of and trained to use a range of online tools and alternative strategies which can facilitate data collection.

Keywords: collecting Covid-19, data, researchers, VUCA, online tools

#### Biodata

Prof. Maya Khemlani David is Honorary Professor in Asia Europe Institute, University of Malaya and Adjunct Professor in UCSI. She is Honorary Vice Chairman of the International Association of Research Scholars (IARS). Prof David has published widely and is the author of more than 400 journal articles and book chapters. She was honoured with the global “LINGUAPAX AWARD” for her continuous efforts in the promotion of the revitalisation of world linguistic diversity to contribute to dialogue and peace.



# MAAL FEATURED PANELS & FORUM



**MAAL Featured Panel 1****Leading in a VUCA World – The Role of Language and Communication*****Chairperson & Moderator: Assistant Professor Dr. Radhika Jaidev*****Singapore Institute of Technology,  
SINGAPORE****Synopsis**

The ability to communicate one's content knowledge to professional from different disciplinary backgrounds as well as lay people has become vital in recent times. In what could be described as the closest example of a Volatile, Uncertain, Complex and Ambiguous (VUCA) when nations across the world have had to struggle to fight an unseen enemy, we have begun to realise the importance of conveying scientific as well as other technical information in a clear, concise, concrete, correct, coherent, complete, and courteous manner to one another. Language and communication have become key to finding solutions to quell this 'disruption' to normalcy in our lives. Cross-disciplinary teamwork and communication have assumed heightened significance due to the dire need for leaders, scientists, educators, and almost all people from different walks of life to be able to understand, convey crucial information to their wards and abide by new rules of living. Miscommunication as well as false communication have resulted in expensive negative consequences to economies, livelihoods and most of all, lives. Advancement in knowledge and technology are undeniably important in a VUCA world but could be rendered ineffective without a shared purpose, self-awareness, learning agility, leading through collaboration, and the ability to stay confident in the face of uncertainty that only effective communication can help to develop.

**Biodata**

Radhika Jaidev is the Director of the Centre for Communication Skills at the Singapore Institute of Technology. She teaches critical thinking and writing to undergraduates and drives a university-wide effort to embed discipline-specific communication instruction within content modules across undergraduate programmes. Her research includes writing transfer in content and work-specific writing.

## The Panelists

**Mr Viktor Dancza**



Over the past 4 years Viktor has worked on hundreds of projects and travelled across Asia, designing, project managing, constructing and operating rooftop, ground mount and floating solar PV projects. Viktor has worked with people from diverse cultural backgrounds which, in his own words, has been “equally challenging and exciting, giving him the opportunity to exchange ideas with many professionals in the region”. Joining Blueleaf Energy - the Asian renewable energy platform of Macquarie Capital – has allowed Viktor to drive very large-scale solar PV, wind and energy storage projects, accelerating the transition away from fossil fuels in the region. As Engineering Director, Viktor leads a team of engineers from various disciplines and various countries, aligning the company’s needs and their engineering capabilities, working with suppliers, contractors and consultants across Asia to ensure safe and professional delivery of renewable energy construction projects.

**Ms Sangeetha Umakanthan**



Sangeetha is a seasoned communications specialist with over 20 years in the field across Africa, Asia, and the Middle East. She has led stakeholder engagement programs for public and private sector clients including governments, multilaterals, multinationals, NGOs and think tanks in key sectors such as trade finance, innovation and entrepreneurship, social impact development, education, remote services, aviation, and consumer goods amongst others. Passionate about sustainable and inclusive development, she works with organizations to develop Environmental, Social, and Governance (ESG) communications strategies that help them create shared value in the communities in which they operate. She is also a mentor committed to nurturing a new generation of startups, Small-to-Medium Enterprises (SMEs) and innovation hubs in developing markets. In 2018, she co-founded a startup communications consultancy focused on the Middle East and Africa (MEA) region. She is also an independent Consultant for several communications companies globally.



**Associate Professor Michelle Eady**

Michelle Eady is an Associate Professor in the School of Education at the University of Wollongong, Australia. She is a HERDSA fellow, a senior fellow of the HEA, a fellow of ISSOTL and holds a national teaching citation for her work in quality teacher preparation. Her research interests include Work Integrated Learning (WIL), the Scholarship of Teaching and Learning (SOTL), Distance Learning/Synchronous Technology, Indigenous Studies and other current issues in Education. Associate Professor Eady has had the pleasure of speaking at conferences worldwide and looks forward to collaborations with colleagues who have a passion for teaching and learning.

**Associate Professor Lee Kooi Cheng**

Lee Kooi Cheng teaches writing and communication at the National University of Singapore (NUS). Her broad research interests include use of technology in language teaching, academic development, and living-learning programmes. She has published in various teaching and learning journals and book chapters. She is also member of editorial boards of language learning and scholarship of teaching and learning. Kooi Cheng holds concurrent appointments as Director of the Centre for English Language Communication and Deputy Master of Tembusu College at NUS.

**MAAL Featured Panel 2****Communication Strategies to Un-VUCA our Pandemic-Hit World:  
Perspectives from Industry Leaders**

*Chairperson & Moderator: Associate Professor Dr. Cordelia Mason  
Universiti Kuala Lumpur, Kuala Lumpur,  
MALAYSIA*

**Synopsis**

It has been more than 18 months since the Covid-19 started, and across the globe people are getting battle-weary. Everyone is asking: When and how will the pandemic end? Indeed, Covid-19 has brought the concept of VUCA into new heights, a terrifying one. There is massive volatility and uncertainty surrounding us as we romanticize what life used to be. Many are asking: When can we go back to 'normal'? The process of managing the pandemic is complex. For example, one outcome of this is public frustration over 'flip-flop' policies and ambiguity in public messages. It is apparent that COVID-19 is not just a health issue. It is also a political, economic, social, legal, and environmental issue. What is the role of language and communication in this VUCA world? How can the range of communicators – government officials, journalists, scientists, educators, business leaders, community leaders and of course the 'netizens' - figure out how best to communicate their respective messages to their diverse audiences in a context where new information can change within a day? In line with the conference goal, this panel –comprising business leaders from different sectors- will share their communication strategies to 'un-VUCA' our pandemic-hit world to achieve a more harmonious and sustainable new normal.

**Biodata**

Associate Professor Dr Cordelia Mason is the Director of YAYASAN UNIKL, a foundation established to promote education, entrepreneurship and community outreach. A self-professed informal knowledge-broker, Cordelia enjoys exploring the meanings of life across geographical, social and economic boundaries using the lenses of language, strategic management, innovation and social entrepreneurship. She is deeply inspired by the diverse social missions emerging strongly across industries and see some ray of light for sustainability.

## The Panelists

### Salwah Abdul Shukor

Partner at Zain & Co Advisory Panel of Charity Right



Salwah is a partner of Zain & Co where she heads the Corporate and Intellectual Property practice groups. She has been ranked as a leading lawyer in the area of Mergers & Acquisitions as a “respected practitioner in the market, rated for her sound technical expertise and spot-on legal knowledge.” She is currently on the board of UMW Holdings Berhad, the Disciplinary Committee Panel of the Malaysian Advocates and Solicitors Disciplinary Board as well as the Medical Research Ethics Review Board of Institut Jantung Negara. She is a trustee on the board of GOLD (Generating Employment for the Learning Disabled) as well as the advisory panel of Charity Right. Salwah is also a founder member of the Climate Governance Initiative, a WEF related approach to raise consciousness on climate issues on corporate boards. Salwah holds an LL.B (Hons) from University of Bristol and served as audit trainee at Arthur Andersen, London before resuming her legal career.

### Haaziq Ibrahim

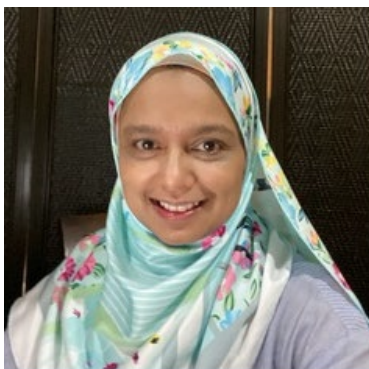
CEO Brique Engineering Solutions,  
Founder of Demilaut, a Social Enterprise



Haaziq Ibrahim is the CEO of DemiLaut, a social initiative of Brique Engineering Solutions, which modernizes traditional fisheries to uplift traditional fishers and transform their value-chain to enable fishers to govern the marine environment and the food security challenges that we are facing today. An engineer and an entrepreneur rolled in one, Haaziq has won several awards and mentorship including Shell, Google, UNDP, Youth Co:Lab, ASEAN SEDP, and MaGIC, and he is still going at it. He strongly believes in the importance of sustainable grassroots solutions which are derived through a trans-discipline and innovative problem-solving model.

**Dr. Yong Junina Fadzil**

Consultant Paediatrician and Paediatric Cardiologist



Dr Yong Junina, a Consultant Paediatrician with her own practice in Mutiara Damansara, believes that her job scope is not limited to treating childhood ailments and administering vaccines. A vaccine advocate, she has given talks on vaccines to the medical fraternity as well as the public, and has appeared in print media as well as on radio and television. She is also a member of the IMFED expert panel, tackling problems of picky eating and raising awareness of the consequences of malnutrition. In addition to her clinical qualifications, Dr Junina has also participated in childhood nutrition courses, as well as playful therapy and “every child can”, an introductory course to the Suzuki music method. Over the past decade, Dr Junina has ventured into childhood development, offering consultation and assessments for developmental delay. This, and her own experience as a mother, has further cemented her views that children should be allowed to voice their opinions and grievances, and that one size does not fit all, particularly in education. She is a fan of Lego, and uses it as a tool to set her patients’ minds at ease, and as a gauge of their ability to concentrate, and music.

**Rumaizon Abdul Malik**  
**CEO, Founder, Impact Consultant**  
**at Ideascape Consulting Group Sdn Bhd**

Rumaizon has over 30 years of experience in branding and marketing communication. After decades of serving multinational companies, she quit the corporate life to set up her own consulting gig in 2011, called IdeaScape. A planner, with strong analytical capability, she has been consulting international as well as local brands. Her expertise is in consumer segmentation, she is much sought after as the strategist for addressing the Malay consumers. Rumaizon is also a well-known trainer and coach for local SMEs, she has guided over 200 entrepreneurs, preparing them to be ready for global market. After surviving stroke in 2018, Rumaizon rise up to the belief that business can be a force for good. She pivoted IdeaScape to focus on helping business leaders grow Profit with Purpose. Today, she is focused at helping business leaders create positive impact through sustainable and ethical business practices.

**Alvin Yong**  
**Pearl Ambassador, Country Director**  
**(Philippines & Thailand) of AVITA**



Alvin leads a global team of independent distributors in Avita, a Singapore network marketing company. He is Country Director for the Philippines and Thailand markets. Alvin is the mastermind behind the Avita Business Education System and Leadership Coaching Program. Outside of business, Alvin is a social entrepreneur who empowers disadvantaged children in Kenya, India and Thailand. He is also a TCM wellness educator, a pottery artist and a budding filmmaker.

**MAAL Forum:****Maintaining and Sustaining the Home Language among Children****Chair & Moderator: Prof Dr Shameem Rafik-Galea SEGI University, MALAYSIA****Synopsis**

Many linguists may argue that the language the child acquires at home as his or her first language can be seen as crucial to his or her identity. When the child's 'home' language or 'heritage' language is not maintained, links to the child's roots and community may be lost as the child grows up. Many perceive that maintaining children's home language helps the child value his or her culture and heritage. Is this belief or perception still relevant in today's fast changing world? How do we look at what language operates at home among multilingual, monolingual, multiracial and multi-ethnic families? Do atypical and typically developing children have the same attitude towards which language they would speak in or are more comfortable with? What or which language does a family decide to use as the 'home' language? Is there such a notion of family language policy? Has the digital world impacted 'home' language choice? Who decides what language should be spoken at home? How would decisions on which language should be the 'home' language affect both atypical and typically developing children? With these questions in mind can we dare to say that there is no clear definition of 'home' language. What then is 'home language'?



Shameem Rafik-Galea retired as a Professor from Universiti Putra Malaysia UPM) and is now a Professor of Applied Linguistics and TESOL at SEGi University, Malaysia. She is the current President of the Malaysian Association of Applied Linguistics (MAAL). Her research and publication focuses on language and communication in professional practice and the workplace, discourse studies, language use and acquisition including English language teaching. Shameem is presently working on a consultancy research project on "Language and Literacy in Crisis Management : A Case Study of Malaysia".





**Panelist 1: Emeritus  
Professor Dato'  
Dr Asmah Hj Omar**

**Biodata** Emeritus Professor Dato 'Dr. Asmah binti Haji Omar received her primary and secondary education in Kedah and Kuala Lumpur before continuing her studies at the University of Indonesia, Jakarta, up to the Master's degree in Indonesian Language and Literature (1963). In 1967 she pursued a doctorate in General Linguistics (General Linguistics) at the School of Oriental and African Studies (SOAS), University of London and obtained her Ph.D in 1969. She was the first Malay woman to graduate with a Ph.D. In 1998, she was awarded the degree of Doctor of Letters (D.Litt.) by the University of Malaya (UM) based on an international evaluation of 14 of her works. She was also awarded a Doctor of Letters (Honorary) Degree by Universiti Kebangsaan Malaysia in 2006. She was awarded the A.M.N. (1963), Setia Diraja Kedah (1979) and Dato Setia Diraja Kedah (1983). Emeritus Professor Dato 'Dr. Asmah is very well published and is fondly known as the doyen of Malay Linguistics.



**Panelist 2: Assoc Prof  
Dr James McLellan**

**Biodata** James McLellan is an Associate Professor in the English Studies programme, Faculty of Arts and Social Sciences, Universiti Brunei Darussalam. His research interests include the languages of Borneo and mixed language use in social media. Recent publications include The use and status of language in Brunei Darussalam: A kingdom of unexpected linguistic diversity (Singapore: Springer, co-editor, 2016).



**Biodata** Rabiah Tul Adawiyah Mohamed Salleh is Assistant Professor, teaching Psycholinguistics at the Department of English Language and Literature, International Islamic University Malaysia (IIUM). She is also Director of Child Bilingualism Centre, a research center under the auspices of the Kulliyyah of Islamic Revealed Knowledge and Human Sciences (KIRKHS), IIUM.

**Panelist 3: Assistant  
Professor Dr Rabiah Tul  
Adawiyah**

**Biodata** Rogayah A Razak is an associate professor at the Faculty of Education, Language & Psychology, SEGi University. Her areas of expertise include psycholinguistics and clinical linguistics in particular developmental grammar among typically and atypically developing children, development of language assessment tools for clinical use, and description of language attrition among adults with aphasia



**Panelist 4: Assoc Prof Dr  
Rogayah Razak**



**Biodata:** Hui Min Low is an associate professor and a speech-language therapist in Special Education Program, School of Educational Studies, Universiti Sains Malaysia. Her research works cover the topics of inclusive education, Autism, and childhood multilingualism. She is an award-winning researcher and has won a number of teaching excellence and innovation awards. She also publishes extensively in academic journals, including Autism, Research in Autism Spectrum Disorder, International Journal of Inclusive Education, International Journal of Multilingual and Multicultural Development, and Speech, Language and Hearing Journal.

**Panelist 5: Assoc Prof Dr  
Low Hui Min**



# FEATURED AILA ASEAN SYMPOSIUM



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### AILA ASEAN Symposium

Applied Linguistics Research and Practices in a Changing World: Perspectives from Southeast Asia

**Chairperson: Prof. Dr. Azirah Hashim**

*Universiti Malaya, Kuala Lumpur,*

**MALAYSIA**

Professor Dr. Azirah Hashim is with the Faculty of Languages and Linguistics, Universiti Malaya. She has held several posts during her career including Executive Director of the Asia-Europe Institute, Director of the Centre for ASEAN Regionalism, Dean of the Humanities Research Cluster and Dean of the Faculty of Languages and Linguistics. Azirah is President of the International Association of Applied Linguistics, 2021- 2024. She was appointed Humboldt Ambassador Scientist of the Alexander von Humboldt Foundation, Germany, 2021-2024 and is ASEAN Higher Education Expert in the EU SHARE programme on higher education in the ASEAN region, 2021 to 2022.



#### Synopsis

This panel discusses topics in applied linguistics as defined by AILA – ‘an interdisciplinary and transdisciplinary field of research and practice dealing with practical problems of language and communication that can be identified, analysed or solved by applying available theories, methods and results of Linguistics or by developing new theoretical and methodological frameworks in Linguistics to work on these problems.’ Presentations examine the relationship between theory and practice and research carried out in Southeast Asia on real world problems in which language is a central issue. They span areas of language study, including transdisciplinary research, represent different countries in ASEAN, and show the different ways in which applied linguists engage with policy makers, influence debate and communicate with the public. Engagement with problems experienced in the real world and involvement of different disciplines are common threads that run throughout the panel.

## AILA ASEAN Symposium

Applied Linguistics Research and Practices in a Changing World: Perspectives from Southeast Asia

### Singapore Association for Applied Linguistics (SAAL)

#### How good readers can become good writers

**Willy A Renandya**  
**National Institute of Education, National Technological**  
**University, SINGAPORE**



#### Abstract

Research shows that reading plays a key role in students' literacy development. Students who read a great deal become better, more confident and motivated readers. Research also shows that good readers make better writers as they are more skillful at crafting their essays using more sophisticated vocabulary and grammar that they have acquired through reading. However, repeated classroom observations seem to tell a different story; students who are good readers continue to be average or poor writers. In my talk, I will discuss the nature of the relationship between reading and writing and then explore how this relationship can be further strengthened. When students have a deeper understanding of the link between reading and writing, there is a good chance that they might become better readers and writers.

#### Biodata

Dr Willy A Renandya is a language teacher educator with extensive teaching experience in Asia. He currently teaches applied linguistics courses at the National Institute of Education, Nanyang Technological University, Singapore. He is a frequent plenary speaker at ELT international conferences and has published extensively in the area of second language education. His publications include *Language Teaching Methodology: An anthology of current practice* (2002, Cambridge University Press), *Student-centred cooperative learning* (2019, Springer International), and a recently published book chapter *Growing Our Research Impact* (2020, Springer International).

Website: Willy's ELT Corner <https://www.willyrenandya.com>

Google Scholar: <https://scholar.google.com.sg/citations?user=gHW1fVIAAAAJ>

ORCID: <https://orcid.org/0000-0002-1183-0267>

**AILA ASEAN Symposium**

Applied Linguistics Research and Practices in a Changing World: Perspectives from Southeast Asia

**Malaysian Association of Applied Linguistics (MAAL)****Changing Dynamics in Linguistic  
Research on Endangered Languages****Prof. Dr. Stefanie Pillai**  
*Universiti Malaya*  
**MALAYSIA****Abstract**

There are more than 100 languages in Malaysia, with almost 70% of them considered to be under threat. These include most of the indigenous languages spoken in Malaysia as well as the three contact languages, Baba Malay, Chitty Malay, and Melaka Portuguese. Many indigenous and endangered languages all over the world, including in Malaysia, have been studied by linguists over the years. However, the research findings are not always translated into usable outcomes for the language communities. This presentation examines the changing dynamics in linguistic research on endangered languages. Using language revitalisation efforts for Melaka Portuguese as an example, I will first discuss the theoretical assumptions underlying such efforts and the expectations of the stakeholders involved. I will also look at how expertise from other disciplines can complement and interact with linguistics to engage communities in efforts to encourage the use and learning of heritage languages.

**Biodata**

STEFANIE PILLAI is a Professor at the Faculty of Languages and Linguistics, Universiti Malaya (UM), and currently the Dean of the Social Advancement and Happiness Research Cluster at UM. research interests include the phonology of varieties of English, specifically Malaysian English, language use in multilingual contexts, and language documentation and language revitalisation. Her research on Melaka Portuguese has led to the development of materials (with community representatives) to encourage the use of this endangered language (e.g., books, audio CD and a mobile application). She also produced a series of videos of a Malaysian folktale (Sang Kancil Buaya) voiced in several Malaysian indigenous languages (e.g., <https://youtu.be/yD1rnXSdTso>).

**AILA ASEAN Symposium**

Applied Linguistics Research and Practices in a Changing World: Perspectives from Southeast Asia

**Thailand Association for Applied Linguistics (TAAL)****Multilingualism at a Crossroads: Linguistic Landscape of the Thai-Lao Border**

**Rachanee Dersingh  
Thanis Bunsom  
King Mongkut's University of Technology Thonburi  
THAILAND**

**Abstract**

The linguistic landscape of the border area appears to be determined by economic and demographic fluidity. This research aims to study the public signage in the border area of Nong Khai and Vientiane, two sister cities situated on the opposite sides of the Mekong River, in order to 1) identify the languages appearing on those signs and their functions and 2) language order on the signs. Altogether 205 signs were collected from a field survey to the Thai-Lao Friendship Bridge, the border posts in Nong Khai and Vientiane, and official and non-official establishments surrounding the border posts. Semi-interview was also conducted with relevant authorities, shop/business owners and local residents. Findings showed that at least 5 languages could be spotted on the public signs in the border areas. English is the most preferred language on the signs in investigated.

**Keywords:** Nong Khai, Vientiane, linguistic landscape, border, public signs.

**Biodata**

Rachanee Dersingh completed her PhD in Linguistics at Chulalongkorn University, Bangkok. She has been a lecturer in the department of Language studies, King Mongkut's University of Technology Thonburi for over ten years. Currently, she is teaching English courses to undergraduate students and courses in communication and sociolinguistics to post graduate students. Her research interests include language maintenance, language choice, linguistic landscape and communication strategies. a



**AILA ASEAN Symposium**

Applied Linguistics Research and Practices in a Changing World: Perspectives from Southeast Asia

**Linguistic Society of the Philippines (LSP)****Multilingualism and Migration in Southeast Asia: Prospects for Migration Linguistics**

**Assoc. Prof. Dr. Ariane Macalinga Borlongan**  
**Tokyo University of Foreign Studies/Linguistic Society of the**  
**Philippines (LSP)**  
**PHILIPPINES**

**Abstract**

Multilingualism and migration are two key characteristics of Southeast Asian societies. The region includes some of the most linguistically diverse countries in the world (Eberhard, Simons, & Fennig, 2021) and, at the same time, some of the top destinations and origins of international migrants (International Organization for Migration, 2019). The social phenomena of multilingualism and migration in Southeast Asia are so intimately intertwined yet the amount of scholarly attention they receive is never enough. There remains the need to include them in discourses in applied linguistics in particular and academia in general. The proposed new sub-discipline in applied linguistics which Borlongan (2019, 2020) calls ‘migration linguistics’ presents itself as a timely response to issues relating to language in the context of migration in Southeast Asia. Migration linguistics, the interdisciplinary and multidimensional study of the various aspects of language within the dynamic process of human mobility, is a viable framework and methodology in answering contemporary questions on migration and language in the region and likewise in other parts of the world. This paper thus provides directions for the conduct of migration linguistics in Southeast Asia and how the new sub-discipline in applied linguistics could be a most useful apparatus both in theory and practice.

**Biodata**

Ariane Macalinga Borlongan’s education and experience across the world have inspired him to passionately work with English users in non-Anglo-American contexts and multilingual migrants in contemporary global societies. As a sociolinguist, he has analyzed variation, change, and standardization across Englishes and has investigated on the linguistic dimensions of mobility, eventually conceptualizing a framework for doing what he calls ‘migration linguistics’. He earned his Ph.D. in Applied Linguistics at age 23 via a competitive accelerated program in De La Salle University (Manila, the Philippines) and is presently Associate Professor of Founding Head of the Migration Linguistics Unit at the Tokyo University of Foreign Studies (Japan).

**AILA ASEAN Symposium**

Applied Linguistics Research and Practices in a Changing World: Perspectives from Southeast Asia

**Indonesian Association of Applied Linguistics (IAAL)****Critical Literacies Integrated in Language Learning as  
Means of Enhancing National Unity**

Prof. Dr. Amrin Saragih  
Universitas Negeri Medan  
**INDONESIA**

**Abstract**

Southeast Asia countries are destined with ethnic and cultural diversities. With respect to national interests, the diversities potentially cause disintegration or unity, depending how the related issues are treated. As a nation with vast areas in thousands of island and with multicultural and multilingual phenomena, Indonesia is now being threatened by internal disintegration. The disintegration is caused by intercultural misunderstanding, which has resulted in separatism movements, intolerance and radicalism of group ideology. One of the solutions to disintegration is through educational efforts and practices. Specifically, this paper addresses integration of critical literacy principles in the practice of (English) language learning activities. The practices potentially build up sincere mutual understanding, avoid disruptions to the national ideology and eventually enhances national unity in harmonious ways.

**Biodata**

Prof. Dr. Amrin Saragih is the Head of the Doctorate Study Program of English Applied Linguistics, Universitas Negeri Medan, Indonesia. Born in Simalungun, Indonesia (1955). Educational Background: MA in Applied Linguistics (the University of Sydney, Australia 1988) and a PhD in Linguistics (La Trobe University, Australia 1996). His interests are discourse studies and systemic functional linguistics. Some of the books he has written are Discourse Analysis: Discourse Analysis Based on Systemic Functional Linguistic Theory ISBN 978-602-1313-19-0 (2020), Introducing Systemic Functional Grammar of English ISBN 978-602-6745-32-3 (2017), Variations and Functional Varieties of Language ISBN 978-602-6745-21-7 (2017). Proyekti ISBN 978-602-1313-86-2 (2015), and Paragraph and Essay Writing ISBN 978-602-269-263-8 (2015).



# SYMPOSIA



## Symposium 1

### English For Specific Purposes in Higher Education: Current Practices, Innovations and Challenges

Shamala Paramasivam (Chair)

Dept of English, Faculty of Modern Languages and  
Communication,  
Universiti Putra Malaysia  
[shamala@upm.edu.my](mailto:shamala@upm.edu.my)



#### Synopsis

The goals of higher education are to foster in students not only knowledge-based competence in the form of comprehensive content knowledge of the subjects studied but also general competences that are transferable such as communication skills, critical and creative thinking, teamwork, collaboration and cooperation, autonomy, leadership, professional and ethical responsibility and so forth as some of the skills concerned. One of the most important tools that students need in order to be future ready is language competence. The two primary functions of English are firstly, to help students cope with academia, and secondly, to prepare students for the workplace. The two terms that associate with these concerns are English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). The pressure on English departments and centres is to cater to the needs for increasing numbers of specialized departments to not only teach specialized English but also for the English taught to facilitate the learning of content knowledge and transferable skills that prepare students for the national and international marketplace. Higher education has thus been forced to reflect and re-evaluate their pedagogical approaches and methodologies. In this symposium, we have gathered accounts of how various approaches, technologies and methodologies have been used to create novel ESP applications suited to the national and local contexts of their use. There are valuable experiences and lessons to be shared from the diverse contexts involved and we hope the sharing will serve as a reference and source of inspiration to strengthen us as ESP practitioners.

## Presentation 1.1

### Being Responsive to the Challenges of Digitalisation through a Pedagogical Innovation for Multimodal Oral Presentation

**Dr. Lee Sze Seau**  
Education Department, Faculty of Social Sciences and  
Liberal Arts  
UCSI University, Kuala Lumpur



#### Abstract

As put forward by the 2nd International Conference of the Malaysian Association of Applied Linguistics (MAALIC) in 2021, research and practice in applied linguistics are embattled by ambiguity, complexity, uncertainty, and volatility. For an EAP practitioner, these challenges need to be dealt with at a daily basis. This EAP practitioner, who has been teaching students in Malaysian higher education since 2008, however, is interested in transforming these challenges into pedagogical opportunities through classroom research. Focusing on transferable skills such as communication skills in the English language and collaboration, a pedagogical model named the Responsive Multimodal Oral Presentation Pedagogy (RMO2P) was designed to respond appropriately and proactively to the challenges in multimodal oral presentation pedagogy in terms of effective pedagogical innovations. RMO2P was designed based on McNiff and Whitehead's (2011) action-reflection cycle and was implemented in a tertiary Malaysian classroom for 13 weeks. RMO2P engages relevant technological tools and addresses the learning needs of English as second language and foreign language learners. The findings contributed to five applicable and theoretically-informed design principles which are based on the spirit of responsiveness. Several publications on RMO2P have discussed different aspects of the pedagogical model to inspire practitioners who do not have access to funds and technical sophistication to embrace pedagogical research for enhancing student learning outcomes in English language speaking.

#### Biodata

You cannot separate **Dr Lee aka Dr Jill**, the researcher, from her teacher persona. A trained secondary school teacher, Dr Jill's unwavering interest has been in improving pedagogy for enhancing learning outcomes. Dr Jill's contribution to today's symposium is based on her PhD research in oral presentation pedagogy.

## Presentation 1.2

### An Inclusive and Equitable Pedagogical Model of Business Case Analysis through WhatsApp Text-Chat

Assoc. Dr. Anupam Das  
Humanities & Liberal Arts in Management (HLAM)  
Indian Institute of Management Kozhikode  
Kerala, India

Dr. Bobby Chaitanya Villari  
US Technologies  
Karnataka, India

Shivam Srivastava  
Indian Institute of Technology Kharagpur  
Delhi, India



#### Abstract

Case-based instruction emphasizes context-dependent practical problem solving, and thus it appears to be a popular and effective way of igniting the students' analytical reasoning. However, in a large classroom (i.e., over 40 students), typically, only a handful of extroverted students participate in a case study analysis. It is seemingly impossible to engage all the students in a discussion between 60 to 90 minutes. To avoid such exclusive case-based instruction, the instructor designed a pedagogical model to include every student in analyzing a case study in an MBA class in India. The model draws from the theories of Computer-Supported Collaborative Learning. The students were divided into multiple small groups, with no more than five students in each group. The students were instructed to analyze the case collaboratively only through WhatsApp text-chat and then collate the agreed-upon points to create a report. After evaluating the reports, the students were asked to answer two questions - what kind of challenges they faced in analyzing the case and what sort of benefits they find in solving the case in this method. The responses to these questions were analyzed to understand the problem faced by the students and the benefits they claimed to have. Furthermore, the transcript of each group's chat was analyzed using NLP-based tool to identify the students' domain knowledge, their ability to collaborate with their group members, and their level of motivation. The findings of the analyses have pedagogical implications for conducting inclusive and equitable case study analyses in a large classroom.

#### Biodata

**Anupam Das** is associate professor who received his doctorate in Linguistics with a minor in Information Science from Indiana University Bloomington. His primary research interests include pragmatics of computer-mediated communication, computer-mediated discourse analysis, social interactions, interpersonal communication, pedagogy of communication, and social media for social innovation. **Bobby Chaitanya** obtained his Ph.D in Information Technology & Systems, I.I.M Kozhikode. He specializes in applying Machine Learning algorithms to business applications in Marketing and Finance. He worked with Wipro CTO office's AI research wing where he filed patents related to applications in Natural Language Processing. Currently, he is architecting intelligent products in the Products & Platforms wing at UST. **Shivam Shrivastava** is a fourth-year undergraduate student at the Indian Institute of Technology, Kharagpur. He is pursuing a major in Chemical Engineering and a minor in Computer Science and Engineering.

## Presentation 1.3

### English Correspondence for Secretary

**Anita Kurniawati Hadiyanto**  
English Language Education Program,  
Faculty of Language and Arts, Universitas Kristen Satya  
Wacana Salatiga, Indonesia



#### Abstract

ESP programs aim at helping students to function well in their working fields. To reach this aim, the lesson has to be designed suitable to the students' needs. Some of the programs, therefore, will focus on one particular skill, and some others will give equal distributions to all the four skills. This session is based on our experience providing an ESP program for a secretary division in Indonesia. Considering that the main responsibility of the participants was doing correspondence, in this program, the two instructors involved decided to integrate reading and writing. The reading materials were used as a model for the writing assignments. The texts were also used to provide contexts for the grammar item explanations. The writing assignments were done both individually and in pairs. Some examples of the texts and activities used in this program are shared. Instructors' comments to students' reflective journals are also shared. It is expected this session can provide more ideas on how an ESP program can be conducted in an EFL context.

#### Biodata

**Anita Kurniawati Hadiyanto** is senior lecturer and has been teaching for eighteen years. She earned her master degree from Atma Jaya Indonesian Catholic University, Jakarta. Her research interests include extensive reading, teacher professional development and teaching English to young learners.



## Presentation 1.4

### From EAP to EOP: Communication strategy training to support employability

**Dr. Megawati Soekarno**  
Faculty of Psychology and Education,  
Universiti Malaysia Sabah



#### Abstract

Language learning programmes have always been the crux of academic institutions, encompassing multitudes of individuals with diverse language capabilities. Communication strategy (CS) use then varies with proficiency in the target language and less proficient learners rely on L1 strategies for conversational repair. In the EOP context where the technical register is unfamiliar, little is known on whether CSs can enable learners with limited English proficiency to overcome hesitancy in speech. Regardless of language source, level of proficiency or specialisation, CS training is an effective method to inculcate the use of achievement strategies in a technical capacity. Some of the inquiries generated from Soekarno's (2019) study circulated around the types of communication strategies utilised in negotiation of meaning immediately when it occurs. Other elements in the study involved identifying the relationships existing between the CS training and learners' awareness and fluency. CS training can be applied to intermediate level of proficiency among service providers such as the front office to housekeeping in the hotel and lodging industry where the technical terms are already in existence such as their greetings and basic interactions. Follow up studies in 2020 and 2021 examined learners' use of CS and fluency in group interactions in an EOP context and the impact of CS training on learners of limited English proficiency. This shows the potential use of CS in EAP and EOP and how CS can support employability of graduates.

#### Biodata

**Megawati Soekarno** is a lecturer in the TESL programme with specialisation in communication strategies, EAP and EOP. Receiving her PhD in 2019, she researches and publishes in international journals on issues in applied linguistics. She serves as the editor on International Journal for e-Learning Practices.

## Presentation 1.5

### Implementation of Content and Language Integrated Learning (CLIL) among Science and Technology Teachers in Thailand

**Assist. Prof. Jiraporn Chano**  
Faculty of Education  
Mahasarakham University,  
Thailand



#### Abstract

The present study is about the use of the content and language integrated learning (CLIL) to train school teachers of Science and Technology in Thailand. The target group included eight teachers in English language and subject teachers in science, mathematics, and computers in the Secondary Educational Service Area office 22, Mukdahan and Nakhon Phanom Province. The training involved peer coaching and reflective thinking in a workshop between the subject teachers and English language teachers. We carried out the content and language integrated learning following a 4-step lesson plan. 1) Analysis and criticism of the learning management plan. 2) Practice and adjustment. 3) Teaching and criticizing teaching. 4) Summing up lessons taught in the past to adjust and develop in the next round by the implementation of 6 circles to develop their own teaching. In this presentation we share the 4-step lesson plan and our experiences in its implementation. Teachers benefited from the development of the learning plan, resulting in improved English language skills for communication along with being fluent in using technology to enhance the learning process.

#### Biodata

**Jiraporn Chano** is an Assistant Professor of Curriculum and Instruction at Mahasarakham University, Thailand. She received a Doctorate in Education (Ed.D) in Curriculum and Instruction. She is currently the Director of Ph.D. Program (Curriculum and Instruction) Faculty of Education, Mahasarakham University.



## Presentation 1.6

### The Challenges and Opportunities of Interdisciplinary Collaboration in ESP in the Philippines

**Marella Therese Tiongson**  
Department of English and Comparative Literature,  
University of the Philippines Diliman



#### Abstract

Interdisciplinary collaboration between language teachers and content specialists is a distinctive activity in English for Specific Purposes (ESP), because it is vital in describing the language used in discourse communities. These collaborations are insufficiently researched in the Philippines, where universities have begun creating disciplinary writing courses to address curricular changes resulting from the K-12 program implementation. To address this gap, I discuss the perspectives of five university leaders of different departments on interdisciplinary collaboration and how it is implemented in the University of the Philippines Diliman. I identify the types of collaboration practiced in my university using Dudley-Evans and St. John's (1998) levels of cooperation, Barron's (1992) continuum of subject specialist involvement, and analyze these using D'Amour's (1997) structuring interprofessional collaboration model. I collected data through semi-structured in-depth interviews and thematically coded the responses to reveal participants' understanding of collaboration, its implementation in their departments, benefits and challenges, and ways to effectively establish and sustain it. In this presentation, I highlight the challenges of practicing interdisciplinary collaboration in an ESP context, especially when leaders have different goals regarding the purpose of the collaboration. I also discuss the implications of this study in understanding how interdisciplinary collaboration may work in the Philippine context given its status as an ESL speaking country, and considerations that need to be factored in regarding teaching practice, professional development, and policy-making. Overall, I highlight the importance of understanding the language, teaching, and organizational contexts if collaboration is to be achieved successfully.

#### Biodata

**Marella Therese Tiongson** teaches courses on English, pedagogy, language studies, and academic writing at the Department of English and Comparative Literature, University of the Philippines Diliman. Her research interests include critical pedagogy, interdisciplinary collaboration, and writing in the disciplines.

## Symposium 2 Symposia Bahasa Melayu

### Professional Bahasa Melayu: Challenges & Practices

**Prof. Dr. Supyan Hussin & Assoc. Prof. Dr. Zarina Othman**  
(Co-Chairs)  
Universiti Kebangsaan Malaysia,  
Malaysia



### Synopsis

Bahasa Melayu is both the official language and the national language in Malaysia. It is the language that all Malaysians should be able to use and is associated with Malaysian citizenship. Despite such a scenario, there have been concerns raised regarding the use of Professional Bahasa Melayu. A remark was made regarding the ‘standard’ Bahasa Melayu used in media communication at radio stations in the communication and interaction of some of the local broadcasters. Other than this, an issue on the use of Bahasa Melayu or Professional Bahasa Melayu in the Malaysian work sectors especially in the private sectors has also been highlighted. The need for Bahasa Melayu to be widely used in the private sectors has been mentioned. There have been recommendations for those who are in the upper echelons of big, renowned companies to communicate in Bahasa Melayu where feasible. The phrase “to uphold Bahasa Melayu and to strengthen English” is a phrase introduced to situate the positioning of these two languages. This imposes a compulsory requirement for foreign students to learn Bahasa Melayu when they pursue their studies at tertiary level of education in Malaysia. Again, matters regarding the foreign students’ lack of ability to speak conversational Malay after completing their studies surface as an issue to address by language practitioners. Language experts are challenged to adopt ways to make the teaching and learning Bahasa Melayu more interesting and meaningful. A similar challenge is also to raise awareness and appreciation among the native speakers themselves. Especially so with the need to instil greater appreciation among the local students to be ready to use Professional Bahasa Melayu in writing or speaking. This should take into account the writing in the medium of technology via email and WhatsApp and internet blogs. Undoubtedly, all these call for the need to explore the learning experiences of Bahasa Melayu from the perspectives of the foreign speakers and also the need to intensify relevant and purposeful researches on the corpus of Bahasa Melayu.

**Presentation 2.1**  
**Symposia Bahasa Melayu**

**Malay Culture from the Malay Language Perspectives**

**Prof. Dr. Supyan Hussin**  
**Universiti Kebangsaan Malaysia,**  
**Malaysia**



**Abstract**

Mastering a language is fun when learners learn and acquire the words in contexts. Learning is a conscious process whereas acquisition is a sub-conscious process in this endeavor. The contexts should be varied that contain cultural aspects and the body language dimension of the native language environment. Engaging in the the routine life that offers rich and natural Bahasa Melayu inputs from the native culture will make learning more productive and more meaningful. All four skills listening, speaking, reading and writing can now take place face-to-face, synchronously and asynchronously.

**Biodata**

**Supyan Hussin**, a former Professor at the Language and Linguistics Research Center, Faculty of Social Sciences and Humanities, Universiti Kebangsaan Malaysia. Specializing in language, education and technology, he has published 7 books dan more than 200 articles in chapters in books, journals, and proceedings at national and international levels. He has produced 34 Ph.D. students. He was appointed as an examiner for 102 Ph.D. theses, a Visiting Lecturer for Teaching & Learning Program at Yogyakarta State University in 2015, a Visiting Associate Professor of Teaching and Learning at the Faculty of Islamic Civilization, Universiti Teknologi Malaysia in 2016, a Visiting Professor of Mobile Learning at Language Academy Universiti Teknologi Malaysia 2016, a Visiting Professor in 2018, 2019, and 2020, a master trainer in Interactive Lecture Program for AKEPT Ministry of Higher Education Malaysia 2013-2017, and invited speaker/trainer for teaching and learning using technologies, in addition to human development and training programs in interpersonal communication for effective teaching and learning, e-learning, blended learning, flipped classroom, and mobile learning at UKM and at other educational institutions since 1995.

## Presentation 2.2

### Symposia Bahasa Melayu

#### Penggunaan Bahasa Melayu Profesional Di Alam

#### Pekerjaan: Kesyediaan Pelajar

**Amirul Mukminin**  
Pusat Pengajian Citra Universiti,  
Universiti Kebangsaan Malaysia,  
Malaysia



#### Abstract

Bahasa Melayu is both the official language and the national language in Malaysia. It is the language that all Malaysians should be able to use and is associated with Malaysian citizenship. Despite such a scenario, there have been concerns raised regarding the use of Professional Bahasa Melayu. A remark was made regarding the ‘standard’ Bahasa Melayu used in media communication at radio stations in the communication and interaction of some of the local broadcasters. Other than this, an issue on the use of Bahasa Melayu or Professional Bahasa Melayu in the Malaysian work sectors especially in the private sectors has also been highlighted. The need for Bahasa Melayu to be widely used in the private sectors has been mentioned. There have been recommendations for those who are in the upper echelons of big, renowned companies to communicate in Bahasa Melayu where feasible. The phrase “to uphold Bahasa Melayu and to strengthen English” is a phrase introduced to situate the positioning of these two languages. This imposes a compulsory requirement for foreign students to learn Bahasa Melayu when they pursue their studies at tertiary level of education in Malaysia. Again, matters regarding the foreign students’ lack of ability to speak conversational Malay after completing their studies surface as an issue to address by language practitioners. Language experts are challenged to adopt ways to make the teaching and learning Bahasa Melayu more interesting and meaningful. A similar challenge is also to raise awareness and appreciation among the native speakers themselves. Especially so with the need to instil greater appreciation among the local students to be ready to use Professional Bahasa Melayu in writing or speaking. This should take into account the writing in the medium of technology via email and WhatsApp and internet blogs. Undoubtedly, all these call for the need to explore the learning experiences of Bahasa Melayu from the perspectives of the foreign speakers and also the need to intensify relevant and purposeful researches on the corpus of Bahasa Melayu.

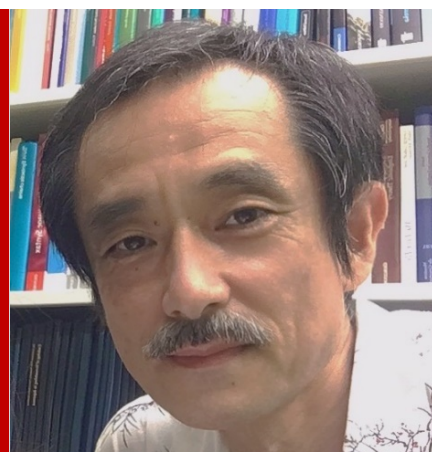
#### Biodata

**AMIRUL MUKMININ MOHAMAD** is a Malay Language Instructor at the Pusat Pengajian Citra Universiti, Universiti Kebangsaan Malaysia. His expertise is Malay language education, teaching Malay to international students as well as the application of technology in teaching and learning. He has 11 years of experience in teaching Malay to international students since 2010. He has published written articles in proceedings and journals as well as book chapters. He was also involved as one of the writers for the national university module; Modul Komunikasi Antarabangsa Bahasa Melayu (UKM Press). He earned an MA in Malay Language Education from Universiti Kebangsaan Malaysia, Bangi (2019) and Bachelor of Malay Studies from the University of Malaya, Kuala Lumpur (2008).

## Presentation 2.3 Symposia Bahasa Melayu

### Malay Language Classes: Cognitive-Scientific Perspectives

**Prof. Kenichi Namai**  
School of International Liberal Studies,  
Waseda University,  
Japan



#### Abstract

Communicative Language Teaching (CLT) has been the norm in foreign language classrooms in many parts of the world, including Malaysia with respect to Malay as a foreign language. CLT, which focuses on actual use of the target language through plenty of communicative activities, is certainly straightforward and seems to serve its stated purpose of training students to be able to engage in conversational activities in that language. However, it is often the case that cognitive-scientific aspects of L2 learning are forgotten or ignored in CLT classes. Since most students who study Malay as a foreign language are adult learners who have already passed critical period for first language acquisition, even ample exposure to the Malay language in the country of Malaysia does not lead them to acquire rich vocabulary, much less complicated parts of the language's phonological, morphological, and syntactic systems — unless these things are clearly laid out and explained in a student-friendly way. Becoming able to use them accurately, however, is a different matter, which requires a lot of practice on the part of the students, and this is where CLT may come in handy. And yet, focusing on the practice part without first grasping the hidden, nonetheless very important, linguistic rules is all but futile if one wishes to achieve something more than "Malay for tourists." This presentation elaborates these ideas by presenting concrete examples.

#### Biodata

**Professor Kenichi Namai** (Ph.D. Georgetown University, 1998) has been teaching linguistics at Waseda University since 1999. His other current posts include: lecturer of Japanese culture at the Japan International Cooperation Agency (2003 –), member of the board of directors of the Japan Association of Teaching Language and Culture (2008 –), adjunct lecturer of English linguistics at the graduate school of literature, Seijo University (2009 –), leading author of the English textbook series *Ambition* certified by the Japanese Ministry of Education (2009 –).



## Presentation 2.4 Symposia Bahasa Melayu

### The Sustainability Of Professional Malay Language From An Industrial Perspective

Assoc. Prof. Dr. Salinah Jaafar  
Universiti Malaya,  
Malaysia



#### Abstract

Professional Malay refers to Malay language that is used in an official business and professional setting. Professional means something related to a career based on certain fields such as science (i.e engineering, medicine, information technology, mathematics, pure science, biology, chemistry, physics, etc.), social science (such as law, economics, politics, religion, architecture, geography, history, environment etc.), as well as the humanities (language, art, literature, culture). Status of the Malay language as the official language and national language of the countries of Malaysia, Indonesia, Brunei, and Singapore have witnessed various efforts and activities undertaken by language planning to fulfil the requirements for Malay language to be appropriate in occupational settings. Various studies and research on the aspects of professional Malay was conducted by Malay researchers to see the importance and relevance of the Malay language used in specialized fields, especially in terms of career. The government has also taken various steps and initiatives to ensure that Malay language is constantly evolving and can be upgraded as the main language of communication in the fields of science and career. The measures taken by the government are always implemented continuously at the Ministry level, higher education level, as well as school level. Efforts have also been made to ensure that the capabilities of professional Malay are closely aligned with occupational needs and changing times. Broadly speaking, professional Malay has an excellent relationship with the industry. In line with the changing times and the booming industry, this paper will discuss the importance and preservation of professional Malay from the perspective of the industry itself.

**Keywords:** professional Malay, industry, science, sustainability, humanity

#### Biodata

**Salinah Jaafar** merupakan pensyarah dan juga pengarah di Akademi Pengajian Melayu, Universiti Malaya. Memiliki Ijazah Sarjana Muda (Kepujian) dalam bidang Bahasa Melayu, Sarjana (Leksikografi), Doktor Falsafah (Leksikologi). Berpengalaman sebagai pensyarah selama lebih kurang 30 tahun. Berminat dalam pelbagai penyelidikan seperti terjemahan hadis, korpus bahasa, terjemahan, semantik, pragmatik, sosiolinguistik, dan geolinguistik. Beliau telah menerbitkan pelbagai artikel di peringkat kebangsaan dan antarabangsa, dan juga menerbitkan beberapa buah buku berkaitan bidang perkamusan, bahasa Melayu, biografi, dan bidang linguistik.



## **Presentation 2.5** **Symposia Bahasa Melayu**

**The Training & Translation of Professional Bahasa Melayu:**  
**A narrative**

**Latihan & Terjemahan Bahasa Melayu Profesional -**  
**Satu Naratif**

**Pn Nelawati Ngadul (DBP)**



### **Abstract**

Dunia kini menyaksikan bidang terjemahan bergerak pantas selaras dengan kemajuan teknologi industri 4.0, seperti 5G. Kepesatan teknologi ini menyaksikan bahawa terjemahan bukan memindahkan ilmu daripada satu komuniti bahasa kepada satu komuniti bahasa yang lain semata-mata. Pemindahan ini termasuklah pandangan dunia, budaya yang meliputi kepercayaan, norma dan adat resam, pemikiran sesebuah bangsa, kemajuan dan keberkesanan sistem ekonomi, keunikan sosial dan kestabilan politik. Justeru, penterjemah profesional bukan sekadar perlu memiliki pengetahuan bahasa semata-mata. Keperluan dalam mencari padanan perkataan paling tepat inilah antara tugas penting dalam penterjemahan. Segala aspek budaya yang dipindahkan ke dalam sesuatu bahasa pasti dapat memberi pengetahuan dan pengalaman kepada pembaca. Menterjemah makalah yang berbeza genre memerlukan kemahiran bahasa Melayu profesional, yakni istilah-istilah yang melibatkan bidang penyiaran khususnya, politik antarabangsa, selain pengalaman langsung penterjemah. Oleh itu, terjemahan yang baik ini dapat merealisasikan impian sesetengah orang yang tidak berpeluang menikmati pengalaman di negara asing. Dalam pada itu, segala yang diterjemahkan dengan baik dan sempurna pasti mendatangkan manfaat kepada komuniti bahasa sesebuah bangsa. Latihan penggunaan bahasa sasaran, sama ada lisan mahupun tulisan, amat membantu penterjemah menghasilkan terjemahan yang sejadi. Penterjemah profesional juga boleh membantu mengangkat martabat sesuatu bahasa. Sehubungan dengan itu, usaha menterjemahkan karya-karya asing perlu dipergiat agar kita menjadi bangsa yang berdaya maju.

**Keywords:** terjemahan, pengalaman, budaya, profesional dan ilmu

### **Biodata**

Tugas hakiki sebagai editor buku kanak-kanak dan remaja, yang bertanggungjawab menguruskan penerbitan buku kanak-kanak dan remaja dalam genre kreatif dan informatif; serta penerbitan buku sokongan pendidikan. Saya juga Munshi Dewan (Bahasa) dan penterjemah bebas bertauliah. Pernah bertugas sebagai pakar bahasa di Bahagian Bahasa Melayu, Radio Antarabangsa China, Beijing, China.

## Presentation 2.6 Symposia Bahasa Melayu

**Internet sebagai Repositori Bahasa Melayu Profesional  
( Internet as a Repository for  
Professional Bahasa Melayu)**

**Dr. Azhar Jaludin**  
**Pusat Kajian Bahasa dan Linguistik,**  
**Universiti Kebangsaan Malaysia,**  
**Malaysia**



### **Abstract**

Fokus perbincangan adalah kepada potensi dan cabaran penggunaan bahan tekstual bahasa Melayu yang terkumpul di World Wide Web (Web) untuk kajian dan rujukan penyelidik dan pengguna bahasa Melayu. Dua perkara utama yang akan dibincangkan di sini adalah struktur dan fungsi World Wide Web (Web), dan penggunaan sebenar Web dalam kajian bahasa Melayu.

### **Biodata**

**Azhar Jaludin** is a Senior Lecturer at the Center for Literacy and Sociocultural Transformation, Faculty of Social Sciences and Humanities at Universiti Kebangsaan Malaysia. His research, publication and teaching interests include general linguistics, corpus linguistics, computational linguistics, and natural language processing.

## Symposium 3

### Corpus Linguistics: Responding to Real-World Challenges and New Norms

**Dr. Chau Meng Huat & Elantamil Maruthai (Co-Chairs)**  
Universiti Malaya,  
Malaysia



#### Synopsis

The Corpus Linguistics Symposium is held in conjunction with the Malaysian Association of Applied Linguistics (MAAL) International Conference 2021. With the theme ‘Corpus Linguistics: Responding to Real-World Challenges and New Norms’, the symposium brings together a group of corpus and applied linguists from China, Germany, Malaysia, the Philippines and the UK to explore and discuss the challenges and opportunities open to researchers and language professionals in order to move from a volatile, uncertain, complex and ambiguous multilateral world towards a world of vision, understanding, courage and adaptability. The symposium comprises a series of presentations, with questions and comments invited from the audience. The event is held virtually.

### Presentation 3.1

#### Local grammars and diachronic studies of discourse acts in academic writing: Changing patterns of ‘exemplification’ in Linguistics research articles

Prof. Dr. Hang SU  
Sichuan International Studies University,  
Chongqing, China



#### Abstract

This paper proposes a local grammar approach to investigating diachronically discourse acts in academic texts, aiming to offer an additional method for diachronic studies of academic discourse. Local grammars capture the patternings of the realisations of discourse acts at both the lexicogrammatical and discourse-semantic levels; as such they offer a way to explore how the realisations of a given discourse act may vary across time periods or contexts. The proposed local grammar approach is subsequently demonstrated with a study investigating the changing patterns of exemplification in Linguistics research articles, which shows that academic writers of Linguistics nowadays tend to exemplify in simpler and more explicit ways and by presenting subcategories. It is further argued that such investigations complement diachronic investigations of other linguistic features in academic texts, thereby enriching the toolbox of EAP and ESP studies.

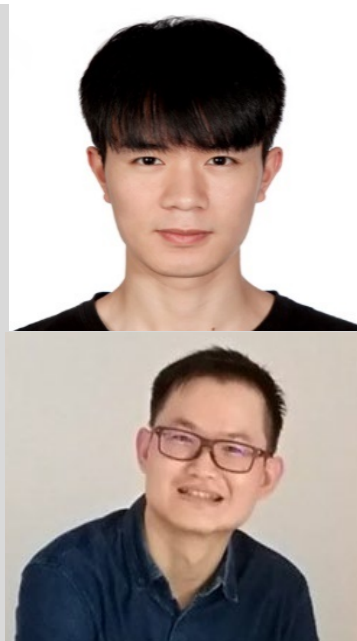
#### Biodata

**Hang SU** is currently a professor at Sichuan International Studies University, Chongqing, China. He holds a PhD from the University of Birmingham under the supervision of Prof. Susan Hunston (OBE). His research interests mainly are corpus linguistics, (corpus) pragmatics, academic writing, etc. He is an elected fellow of ‘Young Elite of Chongqing Talents Plan’ and is PI of projects funded by China National Social Science Foundation and Chongqing Municipal Education Commission. He has published in leading international journals such as *Applied Linguistics*, *ELT Journal*, *English for Specific Purposes*, *Journal of English for Academic Purposes*, among many others.

## Presentation 3.2

### Promoting A Respect For Students And Their Language In Learner Corpus Research: The Case Of Emotion Expressions In Student Writing

Chenghao ZHU and Meng Huat CHAU  
Universiti Malaya, Kuala Lumpur  
Malaysia



#### Abstract

A dominant practice in learner corpus research is to evaluate students' language performance against that of the native-speaker or an idealized monolingual native-speaker norm. This has, however, been questioned by a small but growing number of researchers who emphasize the need to treat learner language in its own right and to view students not as 'deficient' language users. This paper seeks to contribute to learner corpus research by demonstrating how a respect for students and their language can be promoted. We present an illustrative study that shows how students' language development can be investigated without recourse to external points of reference. Specifically, this study explores longitudinal changes in students' use of emotion words, an area largely neglected in research so far, based on a corpus of texts written by over 100 students spanning a period of 24 months. In this study, the overall changes in the students' use of emotion words were first investigated. Further details of the changes were explored, together with the different emotion categories, using two-part mixed effects models. A number of observations were made and the dynamic nature of students' use of emotion words was noted. The study demonstrates that it is both conceptually desirable and methodologically possible to broaden existing research with a real consideration of treating students, together with their language, in their own right.

#### Biodata

**Chenghao ZHU** is currently a doctoral researcher in the Faculty of Languages and Linguistics at Universiti Malaya. His research interests are corpus linguistics and language acquisition, particularly in exploring students' production and use of emotion expressions based on corpus analysis. In addition, he is interested in the application of computational linguistic methods in language acquisition research.

**Dr Chau Meng Huat** began his career over 20 years ago as a teacher working with primary, secondary and high school students, before he took up a fellowship and joined Universiti Malaya in 2010. At Universiti Malaya, Meng Huat teaches and supervises research in Applied Linguistics. His research, teaching and supervision on topics in applied corpus linguistics, Global Englishes, language and writing development, multilingualism and TESOL have been motivated by ecojustice considerations, with a view to better understanding and enhancing the potential contribution of Applied Linguistics towards a sustainable world. Meng Huat holds adjunct and visiting appointments at Guangdong University of Foreign Studies in China and De La Salle University-Dasmariñas in the Philippines. His publications include *International Perspectives on Education and Corpus Applications in Applied Linguistics*, both published by Bloomsbury.

### Presentation 3.3

## Faith In The Time Of Coronavirus: A Corpus Linguistics Approach

**Dr. Siti Aeisha JOHARRY**  
Universiti Teknologi MARA (UiTM),  
Malaysia



#### Abstract

Since the Coronavirus, numerous studies have examined ways in which people communicate news and/or information surrounding the pandemic. This specialized discourse can be seen particularly with regard to discussions from a political, economic or social view, but rarely is there research exploring how the virus is viewed/communicated from a faith-based perspective. This presentation acts as a preliminary case study that describes one Islamic research institution and its efforts to compile writings on scholarly views of/on the pandemic shared freely on the internet. More specifically, the work explores language used in these writings that reflect the homogeneity in their Islamic authorship. Using the corpus linguistic approach, a collection of these articles are firstly compared against the Covid-19 corpus on Sketch Engine where keywords analysis reveal salient words that are more faith-based in terms of discussing the topic (e.g. words referring to God, acts of devotion and martyrdom). Further analysis includes examining collocations as well as investigating the use of certain words in more detail via concordancing (words in context). The main difference in language use between the two corpora is noticeable in the way that there are more words referring to God and the Prophet as well as words related to faith. Accordingly, these articles “tackle” issues relating to the virus in terms of the concept of ‘tawakkul’, which means reliance on or trust in Allah (or God), whether the virus is a punishment or a mercy, as well as how to deal with grief. Articles from this Islamic institution, although located in the west (United States), stimulate the faith-based discussion of how Muslims and non-Muslims alike can obtain information regarding the virus from the well-researched Islamic content provided and in turn, help readers to cope with the pandemic during these unprecedented times.

#### Biodata

**Siti Aeisha Joharry** holds a PhD in linguistics from The University of Sydney, Australia. In 2017, she joined Akademi Pengajian Bahasa, UiTM Shah Alam, Malaysia where she is currently the programme coordinator for the English for Professional Communication Bachelors Programme and resource person for a postgraduate course on corpus linguistics. She is part of the steering committee for the Malaysian Corpus Research Network (MCRN) that hosts monthly webinars on corpus research in Malaysia and also part of the international advisory board for the Institute for Corpus Research, Incheon National University in South Korea. She is on both LinkedIn and ResearchGate.

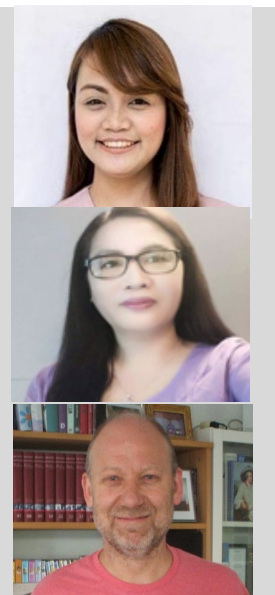


## Presentation 3.4

### The Language Of The Pandemic: Meanings And Word-Formation Processes Of Pandemic Lexemes Across English Varieties

**Cielo May Pura and Assoc. Prof. Dr. Leah Gustilo**  
De La Salle University, Philippines

**Dr. Thomas Biermeier**  
University of Regensburg, Germany



#### Abstract

The rapidly spreading infectious disease known as Covid-19 has had an unprecedented impact on the world and has created a specialized language that helps people make sense of the challenges that have suddenly become part of their lives. The current study documented this specialized language by attempting to create a wordlist of lexical innovations that entered the lexicon of L1, L2 Asian, and L2 African Englishes, making sense of its meanings and identifying the word-formations that operated in the lexemes. The study identified 590 lexemes from the News on the Web (NOW) corpus dating from January 2020 to June 2021. The meanings of the pandemic lexemes reflect the pandemic's effects on the medical, economic, and psychosocial aspects of people's lives. The word-formation processes that operated in the production of lexical innovations are blends, compounds, acronyms, affixation, and back-formation. People innovate words as a coping mechanism to reflect their pandemic-related experiences.

#### Biodata

**Cielo May S. Urbano** is an English language teacher at Potrero National High School Senior High School (SHS) Department where she has been teaching for three years. She is the current SHS Research Coordinator of the same school and the School-Based Management Coordinator as well. She received her Baccalaureate degree at the University of the East-Caloocan where she took up Bachelor of Arts major in Communication Arts and graduated cum laude. She has just defended her MA thesis titled CORONALEXICON: A cross-lingual Analysis of the Language of the Pandemic Across English Varieties, wherein she received the nomination, most outstanding thesis, an award that will be accorded to her on her graduation day.

**Leah Gustilo**, Ph.D., is a professor in the Department of English and Applied Linguistics, De La Salle University. She is the Chief Editor of Modern Journal of Studies in English Language Teaching and Literature. She had been involved in several research projects funded by the British Council, Fund to Assistance for Private Education, Japan International Cooperation Agency Philippines, Knowledge Channel Foundation Inc., and University Research Coordination Office of De La Salle University. She has given talks in Asia, USA, and Europe. She had short visiting professorship stints in the University of Hawaii in Hilo, USA (March, 2020) and in Tokyo City University, Japan (February, 2018).

**Thomas Biermeier**, Ph.D., is a lecturer at the University of Regensburg, Germany. His research interests centre on word-formation and lexicology, morphology, varieties of English and corpus linguistics. His dissertation on "Word-formation in New Englishes" was published in 2008. He has given talks in Europe, Asia and Australia, and published articles such as Word-formation in New Englishes – Properties and trends (2009), Lexical trends in Asian Englishes (2010), Lexical Trends in Philippine English (2011), Compounding and suffixation in World Englishes (2014) and Philippine English lexicon (forthcoming).

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## Presentation 3.5

### **This Advice Is Not A Request. It's An Instruction. Communicating UK Government Guidelines During A Pandemic**

**Dr. Benet Vincent and Prof. Dr. Sheena Gardner**  
Coventry University, United Kingdom



#### **Abstract**

The current pandemic has seen ‘a dramatic decline in public trust in the UK government as a source of information about COVID-19’ (Nielsen et al. 2020: 5), and public confusion over the rules (Kyriakidou et al. 2020). In such circumstances it is interesting to consider whether the way instructions are communicated in government briefings could contribute to the confusion, particularly when a government that is politically disinclined to do so finds itself forced to prescribe and proscribe public behaviour. Wright and Williams (2020) have already found ambiguity in such messaging arising from the use of inclusive vs. exclusive we. Our research has been examining a 120,000-word corpus of 95 UK Government Briefings from the first lockdown (3/3/20- 23/06/20) with a focus on directives addressed to the public. These briefings have yielded 608 directives which have been manually annotated and marked for specific features relating to directness and strength, both of which may index the extent to which a particular action is presented as obligatory. This enables us to investigate the extent to which instructions delivered in these briefings are consistent with respect to specific commonly repeated instructions, such as stay at home and wash your hands. Findings show a lack of consistency in messaging, with variations in forms used to deliver such messaging. This supports a hypothesis that the wording of government instructions may have contributed to the attested public confusion. We will also discuss findings on the nouns used to characterise the instructions used by the various government spokespeople (e.g. guidelines, rules, measures, instructions), showing how they present a confused picture of the seriousness and even legal status of instructions.

#### **Biodata**

**Benet Vincent** works as an Assistant Professor in Applied Linguistics at Coventry University. Prior to moving into academia, he worked as an EFL and EAP teacher in Russia, China, the UK and Turkey, where he became increasingly interested in Corpus Linguistics, eventually moving to the University of Birmingham to complete his PhD, ‘Modality and the V wh’ pattern. He has been working at Coventry for over seven years. He teaches both undergraduate and postgraduate modules on corpus linguistics and discourse analysis. His research interests include corpus linguistics, academic English, Data Driven Learning and modality. He is research lead on the BAWE Quicklinks project (<http://bawequicklinks.coventry.domains/>).

**Sheena Gardner** is Professor of Applied Linguistics at Coventry University. Her research uses functional, corpus, and genre-based approaches to investigate the nature and use of academic English in educational contexts. Her more than 70 publications include teaching materials, and internationally refereed journal articles in journals such as Applied Linguistics, TESOL Quarterly, Language and Education, Language Awareness, Language Teaching Research, English Language Teaching Journal, TESL Canada Journal, Journal of English for Academic Purposes and the International Journal of Bilingual Education and Bilingualism.

## **Symposium 4** **Indigenous And Minority Issues** **In Education**

### **Indigenous and Minority Issues in Education**

**Dr. Nadya Supian and Sumathi Renganathan (Co-Chairs)**  
**Universiti Tunku Abdul Rahman (UTAR),**  
**Malaysia**



### **Synopsis**

Languages of indigenous communities are not only emblematic of their origin or membership in society, but are also vessels of their ancestors' values, transmitting the indigenous knowledge systems that connect them with the land, thus enabling their sustainability. As the pandemic continues to affect the lives of millions of young students around the world, educational issues relating to inclusivity and the digital divide affect the indigenous population in Malaysia on an even greater scale than their non-indigenous counterparts. The lack of face to face human communication due to reliance on technology has resulted in fractured learning experiences that curtail their potential for educational progress, especially in the critical areas of literacy and language learning; pushing them further into educational, social and economic disparity. This dire situation necessitates a greater awareness of the needs and gaps in literacy and language education within the indigenous community. Of equally great concern would be the challenge of cultural preservation in the face of technological dominance in nearly all areas of modern life, threatening the self-identity embedded within their culture and traditions that have been upheld for centuries. UNESCO reports that threats to indigenous language and culture often starts with encroachment on their lands and livelihood, which in turn impacts their language which is deeply entwined with nature. Once uprooted to new environments, parents from these marginalised indigenous communities are compelled to ensure their children are taught dominant languages in schools to optimise their assimilation into mainstream society. However, many indigenous students fall behind academically because they have no access to schooling in their traditional languages. Compounding this, indigenous languages are often sidelined from mainstream classroom practices because they are viewed as inappropriate and inferior to other more prioritised languages in formal education systems. Over time, future generations of indigenous children would no longer be able to communicate in their native language, culminating in eventual language endangerment. This symposium shall explore these challenges of language endangerment and delve into the actions for preserving the vitality of indigenous languages and culture. It will begin with a study of the endangered indigenous Semang group of Orang Asli of Peninsular Malaysia, with the main focus on the Semang Kensiu sub-group of Orang Asli of Lubok Legong, Baling. It will then explore the oral tradition practice for disseminating folklores of the Semai in South-eastern Perak of Peninsular Malaysia. Finally, it will report how applications of technology can be harnessed for the preservation of indigenous language through the development of a comprehensive digital repository, called MyAsli. It is hoped that by understanding the current plight of indigenous languages, more efforts can be made to preserve and maintain them for future generations.

## Presentation 4.1

### The Semang Kensiu Orang Asli of Lubuk Legong, Baling: Their Language And Cultural Endangerment

Salasiah Che Lah

School of Languages, Literacies & Translation  
Universiti Sains Malaysia  
11800 Pulau Pinang Malaysia



#### Abstract

This presentation discusses the status of the endangered indigenous Semang group of Orang Asli of Peninsular Malaysia, with the main focus on the Semang Kensiu sub-group of Orang Asli of Lubok Legong, Baling. It presents findings of the study on language choice based on 225 word lists conducted on the Semang Kensiu Orang Asli community in the northern state of Kedah, Malaysia. The Semang are the smallest group of Orang Asli sub groups in Peninsular Malaysia, and are classified under the Northern Aslian group (Benjamin, 2012). Their language belongs to Mon-Khmer language. They comprise only 3.2 % of the Orang Asli population (JHEOA (1994)). JHEOA 2008 statistics show that the total population has decreased to 2.6 %. Some Orang Asli groups have suffered physical, cultural and language extinction over the last century. Wazir Jahan Karim (2001) notes that some groups of Orang Asli have experienced a demographic crisis, disappearing while others disperse into smaller groups and eventually assimilate with Malay or other Orang Asli communities. She expresses concern about the future of Semang languages due to this discouraging pattern of population growth. Burenhault (2001) also reported the threatened status of the Semang language. This is further supported by the findings of the study conducted by Fazrul Azmin Zakaria (2010) which state that the Semang Kensiu's language is at 2.25 on the scale of the UNESCO's Level of Endangerment suggesting that the Semang Kensiu's language is considered to be 'severely endangered' language under the UNESCO classification (2007).

**Keywords:** Language endangerment, Kensiu language, orang Asli community, culture, assimilation

#### Biodata

**SALASIAH CHE LAH** is currently a Professor in the field of sociolinguistics at the School of Languages, Literacies and Translation, Universiti Sains Malaysia. Her areas of interests include sociolinguistics, indigenous and minority languages, language maintenance and shift, local knowledge and heritage. She is also active in local knowledge research, particularly in the field of local knowledge transfer and preservation.



## Presentation 4.2

### Old Way, New Days: Illuminating Traditional Beliefs And Cultural Heritage Through Semai Oral Tradition

Sharina Saad

Academy of Language Studies, Universiti Teknologi Mara,  
Kedah, Malaysia.



#### Abstract

The Semai keep their cultural heritage alive by passing their knowledge, arts, rituals, and performances from one generation to another, speaking and teaching languages, protecting cultural materials, sacred and significant sites, and objects through oral tradition. The lack of initiatives to preserve Indigenous cultural heritage may jeopardize the unique culture. Therefore, the purpose of this study was to explore the oral tradition practice among the largest indigenous group particularly the Semai people who live in South-eastern Perak of Peninsular Malaysia. The folklores of the Semai are disseminated through oral tradition practice. Despite these stories' age and genre, they still carry important messages to learners today. Frequently emphasized values for global citizenship, such as respect for diversity, human rights, and sustainable development, which the stories touch on, remain to be discovered and translated into daily life. In this Ethnography research, the researcher has gathered stories from the elderly Semai people through a snowball sampling technique. The original stories have been transcribed verbatim from Semai language into English language for teaching and learning purposes. Bah Bertai, the ghost of Terloche and Cen Ceman are amongst the fascinating stories analysed to discover about the Semai beliefs and cultural heritage. The findings revealed that the main knowledge that is still being delivered through oral tradition is the traditional beliefs of the Semai people. There are five fundamental beliefs of the Semai which are the belief in the spirit of Gunik, the supremacy of animals, the sense of respect for the cosmos and the supernatural beings.

**Keywords:** Oral tradition, Semai folklores, Knowledge transfer, Traditional Beliefs, Cultural heritage

#### Biodata

**Sharina Saad** is a senior lecturer attached to Academy of Language Studies, Universiti Teknologi Mara Kedah. She is currently active in Innovation and Invention projects related to Indigenous folktales. She has won many prestigious awards for her work. Her other interest is researching on ESL learners' autonomy and ESL teachers autonomy.

## Presentation 4.3

### MyASLI: A PHONOLOGICAL MODEL FOR THE INTEGRATION AND PRESERVATION OF ENDANGERED INDIGENOUS LANGUAGES IN MALAYSIA

Assoc. Prof. Dr. Mohd Hilmi Hamzah

School of Languages, Civilisation and Philosophy  
Universiti Utara Malaysia, Sintok, Kedah, Malaysia



#### Abstract

Protecting the rights of indigenous people is part of a foundation in ensuring societal harmony and happiness. Yet, as is the case for many indigenous communities around the globe, the indigenous population in Malaysia has yet to fully enjoy their rights, particularly with regard to their languages that are mostly in danger. This has prompted a need for the revival of language rights for indigenous communities and for the integration and preservation of their languages in Malaysia. The current research project aims at integrating and preserving the indigenous languages in Malaysia by developing a phonological model which will be coined as MyAsli. Speech data are currently being collected representatively from three indigenous groups (i.e., the Negrito, the Senoi, and the Aboriginal Malay) consisting of 18 indigenous languages in Peninsular Malaysia, which will reflect indigenous variation in the country. In all recording sessions, a standard data collection protocol is employed in which speech is recorded via three major tasks: (1) Elicitation (Swadesh List, Parts of the Body, Basic Greetings, COVID-19 Poster, North Wind and the Sun, *Sang Kancil dan Buaya*); (2) Stimuli (Map Task Activities, Pear Story, Canary Row); and (3) Naturalistic Text (Conversation, Folk Story, Formal Speech, Joke, Personal Narrative, Procedural Text, Song, etc.). Besides, in-depth interviews are also conducted with the leaders of the indigenous communities. A centralised language data storage system is now being developed in order to provide shared access to the speech database and the collective annotation associated with every recording. A comprehensive digital repository, called MyAsli, is currently in progress. MyAsli serves as a phonological model and is essential to describe linguistic variation of indigenous languages in Malaysia over geographical areas, social background and speech style. Once established, MyAsli will be the first indigenous phonological model in the country that can meet the demands of modern speech science. It will provide a significant boost to speech research in Malaysia now and well into the future. More importantly, MyAsli will integrate the indigenous languages into the mainstream linguistic landscape in Malaysia. As there is a close link between national self-perception and how speakers use language, MyAsli will be a profound cultural resource for all Malaysians.

**Keywords:** MyAsli, Indigenous Languages, Phonological Model, Language Integration, Language Preservation

#### Biodata

**Dr. Mohd Hilmi Hamzah** is an Associate Professor at the School of Languages, Civilisation and Philosophy, Universiti Utara Malaysia. He received his PhD in Phonetics from the University of Melbourne, Australia. He is currently building a digital repository called MyAsli that aims to preserve indigenous languages in Malaysia.



## **Symposium 5**

### **MYRO Postgraduate Symposium: Sustaining Applied Linguistics Research in Unprecedented Times**

**Aliyyah Nuha Faiqah Azman Firdaus (Chair)**  
**Graduate School of Humanities and Social Sciences,  
Hiroshima University, Japan**



#### **Synopsis**

The COVID-19 pandemic is an unprecedented situation that has raised concerns about the continuity of our livelihood not just as individuals, but as young researchers in the field of applied linguistics. As the research pace slowly begins to gain momentum again, we ask ourselves, what is the return to normalcy for applied linguistics research in a post-pandemic world? Young researchers and postgraduate students have had to improvise their research conduct by shifting gears to online tools and technology to ensure that they remain productive. The MAAL Young Researchers Outreach (MYRO) postgraduate symposium will feature the accounts of postgraduate students whose research has been affected by the global pandemic. It includes various fields in applied linguistics such as World Englishes, language policy and planning, systemic functional linguistics, translation and education. Each presentation will mention the strategies and challenges in conducting applied linguistics research in unprecedented times. Looking ahead, the symposium concludes with a discussion of future implications of applied linguistics research for young researchers and postgraduate students in a post-pandemic world.

## Presertation 5.1

### MYRO Postgraduate Symposium:

#### Role, Status And Linguistic Features Of Lao English

**Marsha Prema Priya<sup>1</sup>, Prof. Dr. Azirah Hashim<sup>2</sup>  
&  
Dr. Sheena Kaur<sup>3</sup>**

<sup>1,2</sup> **Faculty of Language and Linguistics,  
University of Malaya, Kuala Lumpur, Malaysia.**

<sup>3</sup> **Faculty of Language and Linguistics, University  
of Malaya, Kuala Lumpur, Malaysia**



#### Abstract

There is extensive research on English in some ASEAN countries – on phonology, lexis, grammar, the role of English, English for specific purposes and many more. However, there is a huge lack of research on English in CLMV countries. There is not much research on English in Laos or Lao English. Therefore, the study examines the role and status of English in Laos and identifies the linguistic features of Lao English. The study also aims to determine if Lao English can be considered an emerging variety of English in the Southeast Asian context. It provides an overview of its colonial history, the emergence of English in Laos, the influences of different varieties of English on Lao English. Data of spoken English of academics from the National University of Laos (NUOL) and Souphanouvong University (SU) involved in an Erasmus+ project is collected through recordings and then transcribed. The corpus of educated Lao speakers was analysed for phonetic, grammatical and lexical features. The findings of the study reflected the varying exposure to Lao English. The result has shown that phonetic and grammatical features are similar to Malaysian English; however, the study did not show lexical items of Lao English (LaoE). It further discusses that Lao English is in the very initial stage, taking infant steps in becoming a variety of its own.

**Keywords:** Lao English, roles, status, emerging variety, linguistics features

#### Biodata

**Marsha Prema Priya** is a social research officer at the University of Malaya servicing at the two offices. i) Centre of ASEAN Regionalism University of Malaya (CARUM) on research grant-related work ii) Asia Europe Institute (AEI) on events and outreach activities related work. Currently, she is working on an Erasmus+ Capacity Building in Higher Education 'Building research capacity in Malaysia and Laos' (BRECIL) project. Adding to that, she is also pursuing her studies in Masters of English Language studies (MELS) at the University of Malaya.

**Professor Dr. Azirah Hashim** is with the Faculty of Languages and Linguistics, Universiti Malaya. She has held several posts during her career including Executive Director of the Asia-Europe Institute, Director of the Centre for ASEAN Regionalism, Dean of the Humanities Research Cluster and Dean of the Faculty of Languages and Linguistics. Azirah is President of the International Association of Applied Linguistics, 2021- 2024. She was appointed Humboldt Ambassador Scientist of the Alexander von Humboldt Foundation, Germany, 2021-2024 and is ASEAN Higher Education Expert in the EU SHARE programme on higher education in the ASEAN region, 2021 to 2022.

## Presetation 5.2 MYRO Postgraduate Symposium:

### Language policy and planning: A case study of ASEAN

Huan Yik Lee

School of Education, Faculty of Humanities and Social  
Sciences,  
The University of Queensland, Brisbane, Australia



#### Abstract

International organisations, e.g., the United Nations and the European Union, often plan language policies with the primary aim of striking a delicate balance between inclusivity and practicality. In this region, the Association of South East Asian Nations (ASEAN), consisting of ten member-states, has adopted English as its sole working language (ASEAN Charter, 2009). This language choice is widely perceived as pragmatic, aimed at the economic integration of the inherently multilingual and multicultural nations. The choice also reflects an ostensibly overt recognition of English as the global language and its apparent "neutrality" as a non-indigenous language. The doctoral research examines how English was adopted as the sole working language for ASEAN, followed by a critical review of the status quo. This qualitative study is mainly guided by critical theory in language planning, historical-structural approach and ecology-of-languages paradigm. Data collection methods include interviews with research participants, comprising academic experts, sociolinguists and policymakers within the region (and beyond), and analysis of policy documents. The key contribution of the study will be to utilise the largely underrepresented agentive space of 'people with expertise' (Zhao, 2011) to envisage alternative linguistic futures for Southeast Asia. Drawing on critical and ecological perspectives, the study will seek to achieve a transformation in language policy and planning (LPP), from "what is" to "what should be", with the ultimate aim of constructing a futuristic and sustainable LPP model which sufficiently reflects the region's socio-historical, socio-political complexities and sociolinguistic diversity. Echoing the theme of the symposium and the conference, this presentation attempts to share insights on how applied linguistics, in this context, language policy and planning, can be used as a tool to provide solutions for a more sustainable world. As the symposium provides an opportunity for the PhD researcher to reflect on a personal data collection journey, some of the challenges faced and strategies employed while collecting data during a pandemic will therefore be discussed. To conclude, this presentation appeals to current as well as future researchers who may need to conduct applied linguistics research in a VUCA (volatile, uncertain, complex and ambiguous) world.

**Keywords:** language policy and planning, language ideology, language ecology, multilingualism, critical applied linguistics

#### Biodata

**Huan Yik Lee** is a PhD candidate at the School of Education, University of Queensland, Australia. Prior to this, he was a lecturer, attached to the Ministry of Education, Malaysia. His research interests include language policy and planning, language policies in education, macro-sociolinguistics, language ideology, language politics, and multilingualism. Malaysia and Laos' (BRECIL) project.

## Presentation 5.3

### MYRO Postgraduate Symposium

#### Exploring the Arabic Preposition Translation Strategies Used among Malay University Learners of Arabic

Siti Zubaidah binti Zulkifli, Nurazan Mohmad Rouyan

Faculty of Languages and Communication, Universiti  
Sultan Zainal Abidin,  
Terengganu, Malaysia



#### Abstract

The Arabic-Malay translation field today is not as widespread as the English-Malay translation field. Moreover, given that most learners of Arabic exhibit weak mastery of Arabic grammar, the Arabic-Malay translation is deemed quite challenging for most learners of Arabic. For instance, learners still fail to translate Arabic prepositions correctly as they fail to select the right fit for an Arabic preposition in Malay when translating Arabic texts. This study aims to identify the translation strategies used by learners of Arabic in translating Arabic prepositions; seek the relationship between the use of translation strategies of Arabic prepositions and learners' ability to translate Arabic prepositions accurately; and identify factors that influence the translation of Arabic prepositions among learners. Learners' use of translation strategies will be explored using a translation strategies questionnaire devised specifically on the translation of Arabic prepositions, while data regarding learners' accuracy in translating prepositions will be collected using a translation test. The data on factors influencing learners' use of translation strategies will be gathered through focus group interviews. A total of 120 undergraduates in an Arabic language degree programme is expected to participate in this study. It is expected that the findings will reveal learners' use and understanding of translation strategies and how the use of these strategies affects learners' ability to translate Arabic prepositions in the Malay language. Such information will contribute to the enhancement of translation strategies use among learners of Arabic, hence paving their way to adopting better Arabic-Malay translation skills.

**Keywords:** Translation strategies, Arabic prepositions, Arabic-Malay translation, learners of Arabic)

#### Biodata

**Siti Zubaidah binti Zulkifli** is currently a Master's candidate at the Faculty of Languages and Communication, Universiti Sultan Zainal Abidin (UniSZA), Malaysia. Her research focuses on applied linguistic specifically in the Arabic-Malay translation. Her thesis title is "The Use of Translation Strategies in Translating Arabic Prepositions in the Malay Language." She is a school teacher and has just been offered to translate an Arabic book.

**Nurazan Mohmad Rouyan** is an Associate Professor in Arabic Language at the Faculty of Languages and Communication, Universiti Sultan Zainal Abidin (UniSZA), Malaysia. Her areas of research interest include the teaching and learning of Arabic as a second language, language learning strategies, and module design and development.

## Presentation 5.4 MYRO Postgraduate Symposium

### The Use of Rhetorical Strategies in Argumentative Essay

Zulaikha Khairuddin<sup>1</sup>, Noor Hanim Rahmat<sup>2</sup>, Maizura  
Mohd Noor<sup>3</sup>, Zurina Khairuddin<sup>4</sup>

<sup>123</sup>Akademi Pengajian Bahasa, Universiti Teknologi MARA

<sup>4</sup>Fakulti Bahasa dan Komunikasi, Universiti Sultan Zainal  
Abidin



#### Abstract

Writing is considered as one of the challenging skills in learning English language. The purpose of this research is to investigate the rhetorical strategies used by good and poor writers in argumentative essays. Two participants were chosen to be part of this research and the data was obtained using Think-Aloud Protocol (TAP). The recordings were transcribed, and coding technique was used in analysing the data. It was indicated that both writers thought of their readers when they wrote the argumentative essays. However, they were not really focusing on their role as writers. Hence, based on findings, teachers need to scaffold the writers to familiarise them with rhetorical strategies and for students, they need more practices in writing so that they could use suitable rhetorical strategies in enhancing their writing skills to write argumentative essays.

**Keywords:** Argumentative Essay, Malaysian Students, Rhetorical Strategies, Think-Aloud Protocol, Thinking Process

#### Biodata

**Zulaikha Khairuddin** is a lecturer at the Akademi Pengajian Bahasa, Universiti Teknologi MARA, Shah Alam. She obtained her master's degree in TESL from UiTM. She is currently pursuing her PhD in Applied Linguistics at Akademi Pengajian Bahasa, UiTM Shah Alam. Her research interests include writing for academic purposes, and English as a second language.



## Presentation 5.5 MYRO Postgraduate Symposium

### Consistency Analysis in a Qualitative Study: An Experience from a Mixed-Research Methodology

Oboh Jerry Sankay

Universiti Kebangsaan Malaysia,  
Malaysia



#### Abstract

Exploring and inventing new analytical methodologies in qualitative studies have been a rare initiative amongst qualitative researchers. Changing economic and social situations, oppressions and fear of victimisation have impacted the way research interview participants respond to interview questions which makes information gathering slightly complicated and if not treated with care, unreliable. The study was set to uncover the gender disparity issues women go through in the Nigerian civil service and the factors responsible for such discrimination. To overcome the challenges faced by the researchers, the study adopts a qualitative approach by administering semi-structured interview questions paraphrased three times to twenty-seven participants. The responses were transcribed and analysed using a content- and consistency-based analytical approach such that the researchers set the necessary assumptions and a confidence interval of 50% for accepting or rejecting findings that did not meet the significant level. This approach allowed the researchers to uncover findings that would have been taken for granted such as the nexus, strength, and commonness of each finding.

#### Biodata

**Oboh Jerry Sankay** is currently a PhD student in the Institute of Malaysian and International Studies, Universiti Kebangsaan Malaysia. He holds a Master Degree in Economics from the Faculty of Economics and Management, Universiti Kebangsaan Malaysia and a Bachelor of Science Degree in Economics from the Faculty of Economics, Nassarawa State University. Jerry's pursuit for a PhD is driven by his passion for human development, curiosity on why policies concerning human development fail and a career in academics.

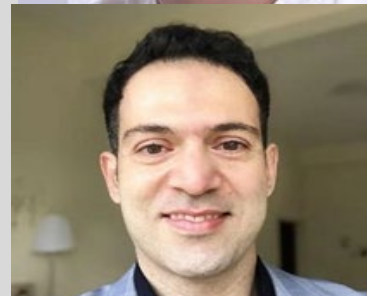
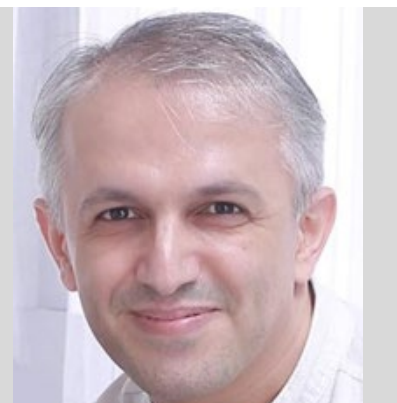


## **Symposium 6 New Developments in Language Assessment**

**Assoc. Prof. Dr. Vahid Nimehchisalem  
(Co-Chair)**

**Universiti Putra Malaysia,  
Malaysia  
&**

**Assist. Prof. Dr. Vahid Aryadoust (Co-Chair)  
National Institute of Education (NIE),  
Nanyang Technological  
University (NTU),  
Singapore**



### **Synopsis**

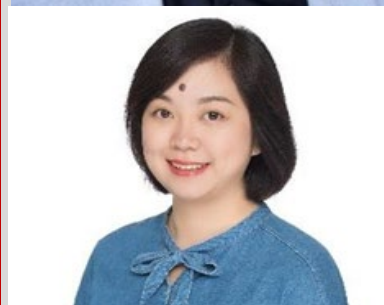
Language teaching-learning has undergone radical changes thanks to the theoretical, methodological, and technical developments. The area of language assessment has been no exception. In the face of the prolonged pandemic situation, the demand for more innovative ways to assess learners' language competence and performance is felt even more than before. Malaysian Association of Applied Linguistics (MAAL) presents its first Symposium on New Developments in Language Assessment that brings together experts in the area of language assessment to share novel concepts and/or empirical research findings. The symposium provides a unique opportunity for researchers, lecturers, and students interested in the area of language assessment to catch up with the new developments in the field.

## Presentation 6.1

### Investigating Test Method Effects in Listening Assessment: Application of Gaze Behaviors, Brain Activation, and Metacognitive Strategies

Assist. Prof. Dr. Vahid Aryadoust and Jiayu Zhai

National Institute of Education, Nanyang Technological University, Singapore



#### Abstract

Listening performance is a function of listener-related factors, such as cognitive and physiological processes, and test-specific factors, such as test method effect. Most previous studies in the L2 listening assessment literature examined these factors separately. This study is the first that collectively investigated the listener-related factors (i.e., gaze behavior, brain activation, and metacognitive awareness) and their interactions with test methods (i.e., while-listening performance (WLP) and post-listening performance (PLP)). Eighty university students completed two listening tests (i.e., the WLP and PLP tests), during which their gaze behavior and brain activation were simultaneously collected by an eye-tracker and fNIRS. After the tests, their metacognitive awareness was measured using the MALQ. The results generated by automatic linear modeling showed that WLP and PLP test performances were significantly predicted by different listener factors: 25.9% of the variance in WLP test scores was accounted for by two metacognitive awareness measures and one gaze behavior measure; 32.4% of the variance in PLP test scores were explained by two metacognitive awareness measures, one gaze behavior measure, and three brain activation measures. Drawing on its empirical evidence, this study proposed an extended approach to construct validity: neurocognitive validity. Implications for listening assessment and pedagogy are also discussed.

#### Biodata

**Vahid Aryadoust** is an Assistant Professor of language assessment literacy at the National Institute of Education of Nanyang Technological University, Singapore. He has led a number of language assessment research projects funded by, for example, the Ministry of Education (Singapore), Michigan Language Assessment (USA), Pearson Education (UK), and Paragon Testing Enterprises (Canada), and published his research in, for example, *Computer Assisted Language Learning*, *Language Testing*, *System*, *Language Assessment Quarterly*, *Assessing Writing*, *Educational Assessment*, *Educational Psychology*, etc. He has also (co)authored a number of book chapters and books published by Routledge, Cambridge University Press, Springer, Cambridge Scholar Publishing, Wiley Blackwell, etc. He is a member of the Advisory Board of multiple international journals and has been awarded the Intercontinental Academia Fellowship (2018–2019). His most recent book on quantitative methods in language assessment was published by Routledge (<https://www.routledge.com/products/search?author=Vahid%20Aryadoust>). His YouTube channel has been awarded the John Cheung Social Media Award, 2020, which recognizes exemplary and innovative use of social media. The channel is available from: <https://www.youtube.com/user/vahidaryadoust>.

**Jiayu Zhai** is a lecturer at Sichuan International Studies University, China, and is now doing her second master's degree in applied linguistics at the National Institute of Education of Nanyang Technological University, Singapore. Her research interests are in language assessment and interpreting studies.

## Presentation 6.2

### Fairness Of Classroom Assessment Approach: Perceptions From EFL Students And Teachers

Assist. Prof. Dr. Matthew Wallace

Department of English, University of Macau



#### Abstract

This survey study examined the fairness perceptions of classroom-based assessment approaches for EFL learners and teachers. Three approaches to assessment were examined in the study: (1) criterion-referenced assessment (performance is compared against pre-set standards), (2) norm-referenced assessment (performance is compared against the performance of others), and (3) individual-referenced assessment (performance is compared with a previous performance). Of the three types, criterion-referenced assessment is recommended for classroom evaluation because it best determines how well students meet learning objectives. However, norm-referenced assessment remains a popular method in EFL classroom contexts. Beyond these recommendations and practices, it is yet unclear how fairly EFL learners and teachers perceive the assessment approaches to be. To address this need, survey data was collected from 276 students and 14 teachers from a Chinese-medium of instruction secondary school. The questionnaire elicited fairness perceptions of the three assessment approaches by presenting scenarios describing a language performance and scoring method. Results showed that students and teachers considered criterion-referenced assessment to be the fairest approach, individual-referenced to be fair, and norm-referenced to be unfair. These results support calls in the literature to use criterion-referenced and individual-referenced assessment as a classroom-based evaluation method instead of norm-referenced assessment.

#### Biodata

**Matthew P. Wallace** is an Assistant Professor of Applied Linguistics in the Department of English. Previously, he has worked as a language teacher and curriculum designer in Japan, and as a graduate scholar in Singapore. His research up to this point has focused on second language listening comprehension, language assessment fairness, and language learner motivation. He currently serves as co-Director of the Language Assessment Seminar Research (LASeR) Group (<https://fah.um.edu.mo/laser/>).

## Presentation 6.3

### Computer-Assisted Language Proficiency Assessment: From Theory To Practice

GAO Jing

Hebei Normal University for Nationalities, China and  
Universiti Putra Malaysia, Malaysia



#### Abstract

This paper presents a systematic review of the literature on computer-assisted assessment of language proficiency in higher education from the perspectives of theoretical foundations, assessing methods, tools, strategies and findings based on 51 published articles from two well-established scientific databases. The results indicate that various assessing methods (e.g., essays, media, quizzes, blogs, and e-portfolios) were applied in the selected studies and different types of e-tools (e.g., cell phones, internet forum board, social networking platforms, electronic annotation, grammar checker and automatic speech recognition program) were used in online assessment of language proficiency. These findings indicate that online assessments enhance students' mastery of listening, reading, and writing skill. The findings also reveal that instead of traditional online assessment practices that often rely solely on quizzes, discussion boards, and course grades, computer-assisted assessments should be promoted to help account for the dynamic, multifaceted assessment to be incorporated for the purpose of learning and teaching. Moreover, the use of computer technology motivates researchers and practitioners to re-conceptualize online assessment of language learning. The theoretical foundations and strategies are also discussed.

**Keywords:** language proficiency; computer-assisted assessment; Web 2.0

#### Biodata

**GAO Jing** has been involved in teaching English since 2006 in Hebei Normal University for Nationalities, China. She received the first grade Teaching Achievements Award of Hebei Normal University for Nationalities for the year of 2019-2020. She received her Master Degree on English Language and Literature in Tianjin University of Finance and Economics. She is currently a PhD candidate at the Faculty of Modern Languages and Communication, University Putra Malaysia. Her research interests revolve around English for specific purposes and second language teaching and center on language assessment of language learning and CALL. She has published many articles domestically including core journals. She has led a number of language teaching research projects funded by Hebei Normal University for Nationalities and co-led several projects. She has also published edited books with Fudan University Press and Peking University Press.

## Presentation 6.4

### Collaborative Project-Based Assessment of ESL Writing: The Case of an Undergraduate Course

**Assoc. Prof. Dr. Vahid Nimehchisalem,**  
**Assoc. Prof. Dr. Yong Mei Fung, Xie Xiao, and**  
**Najah Zakirah**  
**Faculty of Modern Languages and**  
**Communication,**  
**Universiti Putra Malaysia, Malaysia**



#### Abstract

The wake-up call of the Pandemic has urged most educators to rethink their assessment practices. Important assessment principles and theories, which have long been voiced by assessment scholars for several decades but been ignored by most educators, have now started trending. In this presentation, we share our findings of an on-going research project in which we decided to replace mid-semester and final exams with continuous collaborative project-based assessment in the Expository Writing course. The students spent over 10 weeks to complete the assignment that involved them in (i) selecting an argumentative topic, (ii) brainstorming and generating ideas, (iii) drafting, (iv) providing and receiving feedback, (v) revising (vi) receiving instructor's feedback, (vii) creating a related video on which they voice over their essay, (viii) submitting individual portfolios, (ix) publishing their videos on YouTube, and (x) presenting their videos at the class Academy Awards. We will share some of the findings that clearly show how effective, useful, and encouraging online assessment of writing can be. The presentation will conclude with a discussion of the implications of these findings.

#### Biodata

**Vahid Nimehchisalem** holds a PhD in TESL. He's been involved in teaching English as a second and foreign language since 1996. He's currently Associate Professor at the Faculty of Modern Languages and Communication, UPM, Malaysia. English language learning-teaching materials evaluation and language assessment are his main areas of research interest. He's chief editor of the International Journal of Education and Literacy Studies, managing editor of the Journal of Language and Communication (JLC), and board member of some other journals in the area.

**Yong Mei Fung** is an Associate Professor at the Faculty of Modern Languages and Communication, UPM, Malaysia. She holds a PhD in Linguistics and Second Language Teaching from Massey University, New Zealand. Her research interests include collaborative writing, blended learning, learner autonomy, project-based learning, and assessment. She is an editorial board member of the Journal of Language and Communication (JLC).

**Xie Xiao (Orlando)** is a PhD candidate majoring in English Language, at the Faculty of Modern Languages and Communication, UPM, Malaysia. He graduated from Sichuan University and Sun Yat-sen University, China. He has been working as an IELTS teacher since 2013. He takes a lively interest in achievement emotions, language assessment literacy, and statistical methods in language research.

**Najah Zakirah** is a post-graduate student completing Master of Applied Linguistics at Universiti Putra Malaysia. She received her Bachelor's Degree in English Language and Literature from International Islamic University Malaysia in 2019. Her current research project is on learning styles and writing performance. She currently works as a teacher at a private learning centre in Kuala Lumpur.



## Symposium 7

### Language and Communication in Professional Practice

Assoc Prof Dr. Hadina Habil (Chair)  
Universiti Putra Malaysia,  
Malaysia



#### Synopsis

Professional practice research looks at the conduct of people from a particular profession, and it basically examines how people behave at the workplace. This behaviour involves the exchange of information, thoughts and feelings among people using speech or other means of communication. Different community of practice will have different norms and conventions or different ways of doing things. One way to unlock the reality of the situation on the ground is by researching the site. Hence, this symposium gathers four research findings from: 1. health communication – advice giving in HIV counselling; 2. medical presentation of novice members – students' case-based presentation; 3. Workplace communication – use of WhatsApp in academic institution; and 4. Use of WhatsApp in business dealings. The first paper discusses conversation analysis as an approach to look at how advice giving in HIV counselling was conducted in government hospitals in Malaysia. It describes how 24 HIV nurse counsellors played a part in the study which was recorded and transcribed. It was discovered that there is a need for communication skills training for HIV nurse counsellors on a regular basis to tackle the demands of the job. The second paper zooms into case-based oral presentations by medical students in a medical faculty in Malaysia. It highlights how specialists in a given discipline trained novice members of the discourse community by enculturation process into the world of medicine. Paper 3 discusses the use of WhatsApp (WA) in workplace communication of an academic institution. It describes the process of decision making by members of a particular discourse community. It was discovered that WhatsApp has become a useful platform for team members to negotiate solutions, revisit and modify decisions. Thus, it raises a question of whether WA will replace other medium of communication at the workplace. Paper 4 also discusses a study on the use of WA by a Malaysian entrepreneur in his business dealings. It reports how the WA messages in the business interactions in terms of speech acts were used. The WA exchanges were conducted using Business English as a lingua franca (BELF). The four paper suggest that more research should be conducted to respond to the issues and challenges in the areas.



## Presentation 7.1

### The Art Of Advice Giving In HIV Counselling In Malaysia

Dr. Nur'ain Balqis Haladin<sup>1</sup>, and Dr. Noor Aireen Ibrahim<sup>2</sup>  
 Language Academy, Faculty of Social Sciences and Humanities,  
 Universiti Teknologi Malaysia



#### Abstract

Advice can have generative and remedial potential when it is offered collaboratively and delicately. However, giving advice can place great challenge to the advice giver especially in HIV counselling. It is suggested that it is not advice itself that deters uptake, but the way in which advice is initiated, delivered, and received. Furthermore, past studies assert that offering advice in certain formats serve as a shield for the counsellors from the interactional challenges of telling the patients what they should do in the most intimate aspects of their behaviour. This can also be applied in the case of giving advice related to sensitive topics such as HIV and sexual-related issues. Hence, this study aims to describe the advice giving sequence involved in HIV counselling in Malaysia. A total of 24 HIV counselling sessions from three government hospitals in Malaysia were recorded and transcribed using a transcription convention adopted from the Jefferson's Transcription Notation (2004). Drawing on methods from Conversation Analysis (CA), this study adapted Heritage and Sefi's (1992) Stepwise Entry in analysing the sequence of advice giving. Analysis have shown the five step-by-step sequence into advice giving emerged in this study which are: i) Step 1: Problem-indicative interrogative, ii) Step 2: Story Preface, iii) Step 3: Information Giving, iv) Step 4: Advice Giving, and v) Step 5: Information-via-explanation. This strategy mirrored Heritage and Sefi's (1992) full Stepwise Entry to build a setting for advice giving and once the setting has been built, advice giving will be less challenging and aligned with the patients' account. In addition, the stepwise entry creates a positive environment for advice as it allows HIV nurse counsellors to suit advice to patients' perspectives, building rapport, and thus, minimize advice resistance. The findings in this study suggested that there is a need for an ongoing communication skills training for HIV nurse counsellors. Despite the strategies used by HIV nurse counsellors, there are also areas that can be improved to achieve a more effective advice giving in HIV counselling. This is unsurprising given the demands of their job which requires extensive knowledge and skill which in other countries might involve lengthy preparation and training. This study has also provided evidence of the advice giving sequence in HIV counselling sessions in Malaysia, an under-researched area of study, by providing an empirical account of the current situation with regard to HIV counselling.

**Keywords:** HIV counselling, Advice giving, Stepwise Entry, Conversation Analysis.

#### Biodata

**Dr Nur'ain Balqis** is senior lecturer and also a Coordinator of Master of Language in Communication and Digital Culture at Language Academy, Universiti Teknologi Malaysia. Her research works mainly focus on health communication, discourse-driven research as well as language and communication.

**Dr Noor Aireen Ibrahim** is currently the Associate Chair of Language Academy, Universiti Teknologi Malaysia. She received her PhD from Cardiff University, United Kingdom and her research interests are in health communication, rhetorical communication, discourses-driven research as well as language and communication.

## Presentation 7.2

### CONSTRUCTING SHARED PROFESSIONAL KNOWLEDGE - MEDICAL LECTURERS' INSTRUCTIONAL DIALOGUE IN STUDENT'S CASE-BASED PRESENTATIONS

**Assoc. Prof. Dr. Afida Mohamad Ali**

Department of English, Faculty of Modern Languages and  
Communication, Universiti Putra Malaysia.



#### Abstract

Case presentation discourse is critical in shaping students' clinical and professional learning. Students are guided in two simultaneous and reflexive forms of learning during case presentation discourse. One is more specific and concentrates on how to structure a case presentation in terms of required or non-required information, and what to optimise. Another is mainly inherent and usually follows the first. As they learn which aspects of the patient's case are necessary and relevant to discuss in that discipline, students learn about the importance, aspirations, and professional standards of a medical domain. This guidance is mainly through their medical lecturers who act as the first voice of authority for these learners in the acquisition of medical know-how and formation of professional identity. In Green et al.'s (2007) study, students frequently report that clinician teachers fail to share common expectations for the oral case presentation (OCP), frustrating their attempts to create an OCP using the "rules" they have learned. This may probably be due to individual lecturers' style of teaching and more so, the content variation that occurs across medical specialties. Hence, this on-going study observes how medical lecturers' in various specializations share their medical expectations and construct professional knowledge, e.g. knowledge of subject matter, knowledge of teaching, knowledge of learners, knowledge of patients and knowledge of context (Irby, 1994) in their instructional dialogue during students' case-based presentations. Based on a corpus of 96 case-based oral presentations by medical students in a medical faculty in Malaysia, annotation and analysis of the lecturers' instructional dialogues used Gartmeier et al.'s (2019) framework on teacher questions along with Irby's notion of medical input and feedback. Findings revealed various types of inputs and questions given by the lecturers along with preferred and dispreferred responses. Lecturers' critical comments can model how specialists in a given discipline handle a question or a problem, which can simultaneously contribute to the enculturation of medical students into the world of medicine.

**Keywords:** Oral case presentation, medical lecturers, medical learners, question, feedback, responses

#### Biodata

**Afida Mohamad Ali (PhD)** is an Associate Professor attached to the Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia (UPM). Her research interests are mainly in the areas of LSP/ESP, corpus linguistics, and genre analysis, especially genres used in professional settings i.e. business, finance, health, tourism, and the new media.

## Presentation 7.3

### IS WHATSAPP THE FUTURE OF WORKPLACE COMMUNICATION?: INVESTIGATING THE USE OF WHATSAPP IN DECISION- MAKING EPISODES

**Dr. Nor Azikin Mohd Omar**

Centre for English Language Studies,  
Universiti Sultan Zainal Abidin, Kuala Nerus, Malaysia.



#### Abstract

Meetings, emails, phone calls and mobile telephone texts are often quoted as the primary methods of communication in the workplace settings. However, the rise of mobile messaging service has been superseding the use of these modes of communication. Hence, it is not surprising that messaging applications like Whatsapp (henceforth WA) has slowly replaced the transmission of messages in most workplace interaction. WA, the prominent global mobile messenger application (statistica.com) does not only allow users to send personal messages to others rapidly but also makes it possible for them to communicate in groups where the users can communicate interactively and achieve tasks swiftly. Drawing on WA group discussion messages collected over a period of four months, this work analyses the impact of WA on internal team communication by focusing on the processes of decision-making displayed by the members of a group of academics at an institution of higher education in Malaysia. The analysis shows that the application functions as a useful platform for the team to negotiate solutions, make, revisit and even modify decisions that were previously decided in another interactional context. This paper concludes that the use of WA constitutes a daily reality in the investigated workplace and subsequently addresses the crucial question: is WA the future of workplace communication and will it become the preferred medium for decision- making?

**Keywords:** decision, decision-making, workplace discourse, meetings, Malaysia

#### Biodata

Nor Azikin Mohd Omar is Senior Lecturer at the Faculty of Languages and Communication, Universiti Sultan Zainal Abidin, Malaysia. Her main research interests include language in the workplace, particularly in humour, leadership discourse, and decision-making. She has published several works on humour in workplace contexts and identity construction.

## Presentation 7.4

### Whatsapp Conversations Using BELF In Malaysian-Turkish Business Communication: Analysing Interactional Structure Using Speech Acts Theory

**Rohayah Kahar and Assoc. Prof. Dr. Hadina Habil**  
Language Academy, Universiti Teknologi Malaysia



#### Abstract

In business communication, Business English as a Lingua Franca (BELF) has progressively come to dominate the international business world as the usage of the language has become increasingly significant especially in social media such as WhatsApp. Nonetheless, there were only a few studies done towards the use social media among Small and Medium Enterprises (SMEs) in third-world countries like Malaysia in particular, using BELF. Consequently, using BELF, this study aimed to identify the interactional structure of WhatsApp conversation using Speech Acts Theory. The study involved a Malaysian SME and his Turkish business counterparts. The data from WhatsApp postings were analysed using Content Analysis based on the characteristics of Speech Acts Theory and Five Headings of Performatives. The business stage was the focus of the data analysis because it was the most crucial stage in business contact. The findings for the characteristics of Speech Acts Theory demonstrated that both locutionary and illocutionary acts were the most commonly employed speech acts in the findings. Additionally, the results for the Five Headings of Performatives revealed that directives, expressive, and commissives were the headings that were most commonly utilised by business counterparts and participants throughout the interaction in the business stage. These findings provide practical implications for SMEs since they are exposed to the fundamentals of conversational structure, where the literal meaning of the words may not correspond to the intended meaning.

**Keywords:** WhatsApp; social media; Speech Acts Theory; communication; BELF

#### Biodata

**Dr Rohayah Kahar** is currently a Senior Lecturer at Language Academy, Universiti Teknologi Malaysia, Johor Bahru. She holds the position of the Head of Technology and Education Research Group in her faculty. Her main research interests are social media communication, business communication, technology in language learning and teacher education.

**Associate Professor Dr Hadina Habil** is currently attached to Language Academy, Universiti Teknologi Malaysia, Johor Bahru. She has vast teaching experience, supervising post-graduate students, and conducting research. Her main areas of expertise involve discourse analysis, business communication, and English for Specific Purposes (ESP)



# PARALLEL SESSION

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## Parallel Session

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### Applied Linguistics in Language Teaching and Learning

#### **IMPORTANCE OF METADISCOURSE FORMS IN MALAYSIAN BUSINESS NEWS**

**Hooi Chee Mei | Helen Tan | Lee Geok Imm | Sharon Sharmini Victor Danarajan**

Faculty of Creative Industries, Universiti Tunku Abdul Rahman. | Faculty of Modern Languages and Communication, Universiti Putra Malaysia | Faculty of Modern Languages and Communication, Universiti Putra Malaysia | Faculty of Modern Languages and Communication, Universiti Putra Malaysia

Metadiscourse features are the ways in which writers express their opinions and construct text to make it credible (Crismore, 1989; Hyland, 1998, 2000; Mauranen, 1993; Vande Kopple, 2002). There are two types of metadiscourse features: textual and interpersonal. It reveals the writer's awareness of the readers and his or her need for elaboration, clarification, guidance, and interaction. In expressing an awareness of the text, the writer also makes the readers aware of it, and this only happens when he or she has a clear, reader-oriented reason for doing so. Although metadiscourse features are used, sometimes writers use them incorrectly. As a result, the text becomes incoherent and disengaging. Research has been conducted on metadiscourse features in various academic contexts (e.g. Hyland, 1998, 2000; Hyland & Tse, 2004; Intaraprawat & Steffenson, 1995; Vande Kopple, 2002). However, studies in business news settings are still limited. This study aims to identify the forms of metadiscourse features that are commonly used in online business news. The study adapts Dafouz-Milne's (2008) model to identify these features used in two online business news portals. Quantitative data were collected from 50 business news of The Star Online and Focus Malaysia respectively from September 2014 until September 2016. The findings of this study will shed light on the metadiscourse features in business news writing, particularly for writers to maintain interest and involvement of readers to the news content. It also creates awareness for practitioners on the proper use of metadiscourse features to improve expressiveness of language.



## Parallel Session

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### Applied Linguistics in Language Teaching and Learning

#### ***DIGITAL LITERACY AMONG ENGLISH LANGUAGE EDUCATORS***

**Asha M. Vanugopal | Krishnaveni K.Subramaniam | Josephine Anak Freni Affrin |  
Swagata Sinha Roy | Kavitha Subaramaniam**

Universiti Tunku Abdul Rahman | Universiti Tunku Abdul Rahman | Universiti Tunku Abdul Rahman |  
Universiti Tunku Abdul Rahman | Universiti Tunku Abdul Rahman

The coronavirus pandemic had struck the education sector severely to the extent that students have been unable to attend and continue their studies in their respective education institutes. This had impacted the preschool, primary, secondary and tertiary levels, forcing the educators to think out of the box in delivering quality and heuristic teaching. The objective of this research is to look at how educators, especially language lecturers, improved their capacity to use their digital skills in order to educate the undergraduates. It proved challenging as educators are obliged to initiate their tutoring for a lingual based subject virtually via online teaching and learning (OTL) system. There is a need to be accustomed to the specific software in order to impart knowledge to their students. The symbolic interaction perspective is suitable for this study as it examines the various expectations of the educators of their students in an online learning and teaching approach. As such, the research questions are as follows; 1) How do the English language lecturers teach a language-based subject via online mode? 2) What are the issues they have to confront in advocating digital linguistic literacy? The qualitative methodology is going to be utilized for this research. 20 English language lecturers are participating voluntarily from a private higher learning institution in the Klang Valley. These interview sessions will be audio recorded with their consent and later will be transcribed. The findings will be beneficial and may be used as a reference by the academicians and higher learning institutions.

**Keywords:** Digital linguistic theory; Educator; English language; Online teaching and learning

## Parallel Session

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### Applied Linguistics in Language Teaching and Learning

#### *The Effectiveness of Corpus-aided Instruction for the Enhancement of EFL Learners' Academic Writing*

**Eunjeong Park**

Department of English Language Education Department, Suncheon National University, Suncheon,  
South Korea.

This study analyses lexical bundles from EFL learners' placement test essays and utilizes them to the EFL writing instruction in intentional and incidental language learning to examine the effectiveness of the lexical bundle interventions through a multimethod research design. Corpus research was employed as the first phase to generate a list of lexical bundles. Mixed-methods research with quasi-experiment and qualitative research was subsequently used as the second phase. 367 placement test essays were used for corpus research. With the extracted list of lexical bundles, mixed-methods research was subsequently implemented to 50 EFL students in the college writing classes. The interventions yielded some effectiveness of lexico-grammatical writing gains. This study intends to examine the characteristics of lexical bundles with a linguistic view, utilize the list of identified lexical bundles, and suggest the effectiveness of lexical bundle instruction in instructed second language acquisition with a pedagogical view. The study promotes the awareness of lexical bundle use for L2 learners, learning transfer, and the need for corpus literacy for educators, writing teachers, and researchers. This study fills the gaps by analysing lexical bundles from international L2 students' placement test essays and utilizing a list of lexical bundles to the students' L2 writing instruction with the interventions of intentional and incidental language learning. This study combines diverse research methods: corpus research and mixed-methods research of quasi-experiments and qualitative methods. The needs-based corpus approach is essential for improving the learners' awareness of language use and satisfying them with the appropriate language instruction. Finally, learning transfer is spotlighted in qualitative research.

**Keywords:** Corpus-aided instruction, academic writing, EFL learners, higher education

## Parallel Session

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### Applied Linguistics in Language Teaching and Learning

#### *An Investigation of English Collocations Found on Logistics Magazines: A corpus-based Study*

**Prathomwat Suraprajit**

1Faculty of Management Sciences, Kasetsart University, Sriracha Campus, Thailand.

Nowadays, English language is widely used online so that it could be an authentic and useful source for teaching and learning English in this era. Helped by AntConc, a corpus software, the present study explores the occurrences of English collocations appeared on the online logistics magazines. The results showed that noun+preposition was shown as the most frequently used under the types of grammatical collocation, whereas adjective+noun was reported as the most frequently used under the category of lexical collocation. Finally, the most used of grammatical collocations is the phrase cargo in, whereas the phrase said Mr. was reported as the most used of lexical collocations.

Keywords: Corpus, Logistics Magazines, Frequency, Collocations

## Parallel Session

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### Applied Linguistics in Language Teaching and Learning

#### *Use of Modal Verbs in EFL writing: Comparison between L1 English speakers and Asian learners*

**Shie Sato**

School of Commerce, Waseda University, Tokyo, Japan

In this study, the use of modal verbs (can, could, may, might, will, would) in the essays of 200 L1 English speakers and 1,200 EFL learners in China, Japan, and Thailand were examined. A total of 2,800 essays, 400 and 2,400 by L1 English speakers and EFL learners, respectively, were analyzed in terms of the distribution of each modal. The purpose of this study was to examine the wide variability in the usage of modal verbs among Asian EFL learners and to identify areas in which EFL learners' subgroups require pedagogical attention. The results of the study revealed that the EFL learners use "can" more liberally, leading to its "overuse," with its frequency reaching approximately double than that of the L1 English speakers. Conversely, the EFL learners' underuse of "would" is evident, suggesting a considerable limitation in expressing a hypothetical situation. Further, the findings suggest that examining the qualitative aspects of modal verbs is particularly important. For instance, although the frequency of L1 English speakers and Japanese EFL learners for the usage of "may" is comparable, their use thereof is distinctively different. Since the varied patterns of usage were observed among the EFL learners, it is concluded that different pedagogical approaches are indispensable for each subgroup of EFL learners, taking the unique patterns of usage undertaken by each group into account.

Keywords: modal verbs, modal, EFL writing

## Parallel Session

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### Applied Linguistics in Language Teaching and Learning

#### ***IRAQI LECTURERS' ISSUES TOWARDS ONLINE ENGLISH TEACHING AT A PRIVATE UNIVERSITY***

**Zainab Thamer Ahmed, PhD**

Al-Farahidi university

During the pandemic, numerous issues were faced by both instructors and students at universities almost all over the world. The aim of the current study is to examine the issues that private tertiary instructors faced during their online teaching this academic year due to Covid 19. For this purpose, focus group interview was conducted with groups of Iraqi lecturers. The results indicated that there were challenges more than benefits regarding e-learning. Particularly, there is a huge issue in assessing the students' level as the lecturer cannot meet the students face to face and also because the students cannot open camera due to weak net connection and bad service of electricity. As a result, assessment does not reflect the actual ability of the students. Another reason is that the lecturers create a good environment for the online lecture but many students do not attend their lecture and if they attend they will not inform the lecturer whether they understood the lecture or not. So, the credibility of the learning is affected. There are many other reasons that will be discussed in the presentation. In addition, various suggestions will be given for practitioners such as flipped classroom method.

## Parallel Session

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### Applied Linguistics in Language Teaching and Learning

#### **CHALLENGES OF ONLINE LEARNING AND ASSESSMENT AMONG LANGUAGE INSTRUCTORS DURING THE PANDEMIC**

**Nur Rasyidah Mohd Nordin | Wafa Omar | Iliya Nurul Iman Mohd Ridzuan**

Universiti Utara Malaysia | Universiti Utara Malaysia | Universiti Utara Malaysia

A language classroom requires an ideal environment with specific teaching materials and teaching methods. It cannot be categorised as every other subjects taught, as it must evaluate students' proficiency in speaking, listening, reading and writing. However, with the pandemic, language instructors are forced to utilize online platforms to teach and assess the students. Thus, this study aims to examine the challenges of both online learning and online assessment among language instructors. Questionnaires using Google Form were distributed to all language instructors at the School of Languages, Civilisation and Philosophy (SLCP) in Universiti Malaysia. Among the languages taught at SLCP are English, Mandarin, French, Japanese, Spanish and German. The sample volume was 42 (60%) and the data was analyzed with SPSS statistic version 26 and Smart PLS-SEM 3.2.8 (Ringle, Wende, & Becker, 2015). The SPSS statistics tool was utilized to conduct descriptive statistics of the respondent's demographic profile. Thereafter, PLS statistical tool was utilized to analyse the measurement and structural model of this study. The measurement model test was conducted to ascertain the reliability and validity of the study before proceeding to the structural model test to assess the relationships between teaching, assessment, and technology with their effect on the language instructor. The biggest challenge for language instructors in terms of technology and assessments are the multiple applications and platforms, marking online, non-verbal evaluation and plagiarism. Whereas, the problems in terms of teaching are creativity, rapport, heavy workload and lack of communication and participation from students.



## Parallel Session

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### Applied Linguistics in Language Teaching and Learning

#### *Six-Word Memoirs is an easy, inspirational entry point for all students*

**Prof. Dr.Shatha Alsaadi, PhD**

University of Baghdad

Reading skill is the threshold to gaining knowledge in all walks of life. But using the reading skill to enhance writing is one of the aims that university instructors should take it into consideration. Hence, this research aims at investigating empirically the use of a six -word sentence after each lecture so as to enhance reading as well as writing. For this aim, it is hypothesized that there is no statistically significant difference between the mean scores of the students who are taught reading and writing a six €“word sentence, and those who are taught reading using the traditional method of teaching and writing. The results show that the achievement of the college students have been improved in favour of a six-word sentence than that of the control group. Finally, a number of useful recommendations concerning the EFL students, university instructors has been presented.

## Parallel Session

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### Applied Linguistics in Language Teaching and Learning

#### *Inter-level Stages of English-Filipino-Ilocano Codeswitching in an L2 Classroom: Basis for an Intervention Program*

**Charissa E. Calingangan**

Philippine Normal University

Researches about codeswitching (CS) are abundant, but very few on comparison of its inter-level stages, specifically among Grades 7 to 11. This study identified the inter-level stages of English-Filipino-Ilocano codeswitching among the Grade 7 to 11 classes that used English as the medium of instruction in a public school. The researcher video recorded the chosen class discussions of the five grade levels and transcribed these video recordings. The researcher conducted a conversation-like interview among the teachers and the students who codeswitched to elicit reasons for codeswitching. The CS typology and the contexts where CS occurred were examined and analyzed by the researcher. The results showed that intrasentential codeswitching occurred the most, followed by tag switching, and intersentential had the least occurrence, and as grade level goes higher, the lesser the CS in the intrasentential level i.e., Grade 7 had the most number of codeswitches, followed by Grade 8, then Grade 9, Grade 10 and Grade 11 had the least number of codeswitches. Compensation for difficulty, for inquiry/elicitation/requesting, interjection/utterance filler, elaboration/explanation, conveying cultural/behavioral terminologies, and sharing personal experiences/observations were some of the contexts when codeswitching occur as found out in this study. The article concludes with some reasons for CS given by students and why a student commits a particular typology in some instances. It recommends more activities on vocabulary development since deficiency or lack of vocabulary seemed to be the general reasons given by the students and affirmed by teachers in codeswitching.

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### Applied Linguistics in Language Teaching and Learning

#### ***Target-like Syntactic Representation: An Investigation of L2 English Plural Morphemes by L1 Thai Learners***

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The present study aims to examine whether L1 Thai learners, whose first language lacks plural inflectional morphology, are able to acquire English regular and irregular plural morphemes. It also investigates whether variability of L2 English regular and irregular plural morphemes by L1 Thai learners is caused by target-like syntactic representations under the assumption of the Missing Surface Inflection Hypothesis (MSIH). The participants were 32 L1 Thai learners equally divided into two groups based on their English language proficiency levels: intermediate and advanced. Data were gathered from a cloze test (an offline task) and a picture description task (an online task). The results confirmed the Missing Surface Inflection Hypothesis (Lardiere, 1998; Prevost & White, 2000) and contradicted the Failed Functional Features Hypothesis (FFFH) (Hawkins & Chan, 1997; Franceschina, 2001). More specifically, the L1 Thai learners succeeded in acquiring English regular and irregular plural morphemes as their written production results on the cloze test were confirmed by the over 80% criterion of morpheme acquisition (Dulay & Burt, 1974). Furthermore, the participants' variability in L2 oral production of English regular and irregular plural morphemes was assumably not due to a lack of grammatical representations of English plurality based on the FFFH, but rather the result of processing problems (Lardiere, 1998) and communication pressure (Chaengchenkit, 2011; Prevost and White, 1999; 2000). The study yields linguistic as well as pedagogical implications.

## Parallel Session

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### Applied Linguistics in Language Teaching and Learning

#### ***Applying Kolb's Experiential Learning Method in the Development of Intercultural Communication Competence Among Chinese Speakers of English***

**Chloe Li Shunji | Shameem Rafik- Galea**

SEGI University, Malaysia | SEGI University, Malaysia

Intercultural communication competence (ICC) in English language teaching and learning enables learners to understand and communicate effectively with people of the target language cultures. In China, several studies have discussed the feasibility of using Kolb's Experiential Learning Method (KELA) to scaffold ICC among English as a Foreign Language (EFL) learners. However, the implementation of KELA into an EFL course, aimed at EFL learners' ICC enhancement remains a complex matter in China. This is because English is not widely spoken in China and Mandarin remains the national language. Thus, students have very little opportunities to interact with speakers of English. This paper reports findings of a study which investigated the feasibility of applying KELA to facilitate first year EFL undergraduate students' ICC development. The paper will focus on the extent of KELA's effectiveness in developing Chinese students ICC in English. Data was collected based on a quasi-experimental design which also included multiple techniques of data collection. Data was analysed using both quantitative and qualitative methods. The findings illustrate that the KELA method appears to be effective in enabling students to improve their ICC performance and provides learners with the opportunities to experiment within an "authentic" intercultural communication context. Further, our analysis shows that the method provides an active learning environment and facilitates students' reflection on their ICC ability. Our findings suggest that the KELA method contributes towards cultural learning which is the core element of ICC acquisition, in terms of how to integrate the culture learning content into an EFL course.

## Parallel Session

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### Applied Linguistics in Language Teaching and Learning

#### **STUDENT PERCEPTION ON CORPORATE STORYTELLING VIDEOS IN ENHANCING COMMUNICATIVE COMPETENCE**

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Successful communication entails crucially the engagement with the audience other than delivery of information. The complexity of communication demands critical thinking, problem solving, and cooperation in coping with the constantly changing volatile world. It has become a challenge for language practitioners to equip university students with the required communication competence. Corporate storytelling is a communication approach that uses narrative tactics to showcase a company's brand and values to an audience. UKM has designed a Corporate Storytelling English course to address this challenge in enhancing students' competence. This course adopts corporate storytelling videos to assist students to use their creativity in presenting ideas and confidently expressing their thoughts. Creating a storyboard using a 'storyboard software' based on corporate storytelling films and giving a video response presentation are the main objectives in this course. This paper is to present the usefulness of these digital means of teaching and learning in helping students to develop their basic language abilities. The samplings comprised 277 students who had responded to the questionnaires distributed after they had completed the Corporate Storytelling course. They were students who were of lower intermediate level of English proficiency. These questionnaires were distributed to obtain students' perception on how the Corporate Storytelling course had improved their language and communicative competence. The tasks were perceived to have helped students to comprehend the video, to interpret the message in the movie, and to motivate them to improve their language skills.

Keywords: corporate storytelling; language skills; storyboard; video response presentation

## Parallel Session

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### Applied Linguistics in Language Teaching and Learning

#### ***FLIPPED LEARNING IN UNDERGRADUATE ENGLISH DEPARTMENTS IN INDONESIA***

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Flipped learning (FL) is defined as inverting activities commonly done inside and outside the classroom (Bergmann & Sams, 2012). It aims to provide more input for students and promote personalised learning (Hamdan et al., 2013). Therefore, it is related to classroom interaction (CI) and learner autonomy (LA). However, research into this relationship is scarce. This research aims to contribute to the limited literature regarding stakeholders' perceptions of FL and the relationship between LA and CI when FL is implemented in the classroom. Its focus is on FL contexts in English undergraduate classrooms in Indonesia, where FL is emerging as an innovation.

The design is a multiple case study that involves five cases from four universities in Indonesia. The participants are students, lecturers, and heads of departments. To explore the association between FL and CI, this research used classroom observations. To understand students' perceptions of LA and FL, we used focus group discussions. We conducted semi-structured interviews to collect the lecturers' and the heads of departments' perception data of FL.

In this presentation, we focus on the initial results from the first case, a university in Central Java. Based on the observations, the students' interaction patterns indicate high student involvement in CI. The interviews and FGDs results show that the stakeholders have positive perceptions of FL despite ICT and workload challenges. Students report that FL enables all four LA dimensions: behavioural, psychological, political-philosophical, and socio-cultural.

Keywords: classroom interaction, flipped learning, Indonesia, learner autonomy



## Parallel Session

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### Applied Linguistics in Language Teaching and Learning

#### ***NEEDS ANALYSIS AND THE THREE AREAS OF CONTROVERSIES IN EAP***

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Juxtaposing needs analysis with rights analysis has been an alternative approach in employing needs analysis in EAP (Benesch, 1999, 2001). On a different note, Hyland (2006) proposes that EAP can be related to three areas of controversies: 1) the two approaches in EAP, EGAP and ESAP; 2) the approaches in the teaching of student writing “the study skills, academic socialisation and academic literacies models; and 3) the pragmatic and critical perspectives of EAP. Considering the central position of needs analysis in EAP, it is deemed necessary to situate rights analysis and needs analysis in the discussion of these three areas of controversies. This paper attempts to establish a clear picture of how the three areas are interconnected and interrelated, and how their concepts and ideologies are related to needs analysis and rights analysis. The outcome of this discussion is hoped to give the EAP practitioners a better understanding particularly on the less chartered areas in needs analysis and EAP.

**Keywords:** Needs analysis, rights analysis, English for Academic Purposes (EAP), English for General Academic Purposes (EGAP), English for Specific Academic Purposes (ESAP)

## Parallel Session

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### Applied Linguistics in Language Teaching and Learning

#### *Communicative Strategies: An ELF perspective*

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Research in English as a Lingua Franca has shown that English users of varying competencies actively use communicative strategies to communicate as well as resolve intelligibility problems in their interactions. Thus, communicative strategies are an essential tool for English language learners to acquire as these strategies may help them resolve miscommunications as well negotiate intelligibility. This study examines how English learners of lower proficiency use communicative strategies in negotiating and resolving intelligibility problems in interactions. This study specifically focuses on communicative strategies that are related to phonological features where we will look at how English learners vary phonological features to ensure successful communication. This study involved twelve English language learners in a public university and included Malaysians and foreigners. The study employed information gap tasks to elicit spoken data that was then transcribed. The findings showed that the participants adeptly used communicative strategies related to pronunciation to overcome miscommunications as well as to complete their tasks in relaying information. Investigating communicative strategies can allow us to better understand how L2 users of English use pronunciation features in order to negotiate intelligibility. Varying phonological features are part of communicative strategies to ensure the interaction is intelligible and thus ensuring the success of the interaction.

**Keywords:** English as a Lingua Franca, ELF, communicative strategies. Information gap task, pronunciation

## Parallel Session

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### Applied Linguistics in Language Teaching and Learning

#### **INVESTIGATING BANGLADESHI UNIVERSITY STUDENTS' WILLINGNESS TO COMMUNICATE (WTC) IN ENGLISH CLASSES**

**Md Rabiul Alam<sup>1</sup>, Diana Ansarey<sup>2</sup>, Md Masud Rana<sup>3</sup>, and Huzaina Abdul Halim<sup>1</sup>**

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In Bangladesh, teaching-learning of English starts as a compulsory subject like other core subjects from the very early stage of a learner. However, after spending at least 12 years in learning English, learners' oral skill is not seen up to the mark while they enter into the university for their tertiary education. Sometimes, they are noticed to have their unwillingness to communicate with others. Hence, the current study aims to see the experiences of Bangladeshi university students' willingness to communicate (WTC) by employing a multiple case study method. 10 private university students at the undergraduate level were interviewed. Besides, semi-structured interviews, classroom observations were also carried out for data collection. The obtained data were analysed through the content analysis process. The findings show that students' earlier experiences of learning English have been positive; however, they see grammar-based English learning as an obstacle in their communication development. It also reveals that learners' WTC is greatly influenced by the classroom environment. Based on the findings, the study suggests incorporating more drills in English classes by engaging learners with real-life based conversations, dialogues and so forth to enhance learners' WTC. Hence, learners' real voice would help the policymakers to take the issue into consideration. As the study has considered fewer respondents, future studies are expected to shed light on more respondents including the voice of the teachers to have a deeper understanding of the issue.

**Keywords:** willingness to communicate (WTC); EFL learning; previous experience; classroom environment; Bangladeshi university students

## Parallel Session

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### **Applied Linguistics, Discourse Studies and Professional Communication**

#### ***A Critical Discourse Analysis of US-China Coronavirus Blame Game in News Headlines***

**Xia Chenri | Ghayth Kamel Shaker Al-Shaibani**

UCSI University | UCSI University

This study focuses on the US-China Coronavirus Blame Game which has drawn wide media coverage. The corpus includes 168 news headlines collected from CNN, Fox News and China Daily to examine the representation of the US and China through transitivity and lexical choices associated with ideology to respond to scholars' calls for further research on the western demonisation of China and also due to the inadequate scholarly attention to the China representation of the US. Fowler and Kress's Critical Linguistics, van Dijk's Ideological Square and Wodak's Discourse-Historical Approach were employed as a framework whereby the latter was neglected in the research on the US-China discourse. The findings indicated that there are discrepancies in the coverage of the blame game not only between the US and China but also the two US media outlets. China is positively portrayed by China Daily as a victim that was scapegoated by the US for their culpabilities, negatively represented by Fox News as the culprit who played the victim card, and criticised by CNN for China's deliberate coverups of the pandemic. The Trump administration is positively portrayed by Fox News as a victim of the Chinese government's mishandling and a legitimate castigator, negatively depicted by China Daily, and by CNN as a negligent administration and malignant blamer. The divergent representations reveal that the journalists' choices of transitivity representations and lexis are not random, but ideologically patterned. Headlines are constructed based on journalists' ideological and political standpoints to reinforce the in-group's ideologies for political agendas.

## Parallel Session

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### Applied Linguistics, Discourse Studies and Professional Communication

#### ***“LIKE THE TAMING OF THE SHREW”: PATIENTS’ CONSTRUCTIONS OF CONTROL IN TALK ABOUT STARTING INSULIN***

**Sharifah Ayesah Syed Mohd Noori**

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References to control and its multiple meanings are salient in moral discourses about type 2 diabetes, a condition affecting 1 in 4 Malaysian adults. In particular, the common representation of diabetes as a “lifestyle disease” projects responsibility on individuals for developing diabetes through poorly controlled lifestyle choices. Similarly, efforts to manage diabetes revolve around controlling the patients’ blood sugar to prevent serious complications. As the disease progresses, some patients are unable to keep their blood sugar down despite lifestyle changes and oral medication, leading doctors to recommend insulin therapy. While insulin therapy offers patients the chance to regain control over their blood sugar, the recommendation to start insulin implies that patients have failed to control their sugar and may also challenge patients’ autonomy over how they manage their condition.

Within the approach of theme-oriented discourse analysis, I analysed patients’ constructions of control in talk about starting insulin in 11 routine visits for type 2 diabetes and 4 interviews with patients at a Malaysian university hospital. In the talk of patients who accepted or refused insulin, I observed explicit references and implicit orientations to control in relation to four meanings: controlling one’s sugar, controlling one’s diet, controlling the self and controlling the decision about starting insulin therapy. The discursive features patients use to construct control within morally situated performances of “responsibility” are discussed.

Keywords: theme-oriented discourse analysis, control, insulin, type 2 diabetes

## Parallel Session

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### Applied Linguistics, Discourse Studies and Professional Communication

#### ***THE USE OF PERSUASIVE STRATEGIES IN POLITICAL DISCOURSE OF FEMALE LEADERS' COVID-19 SPEECHES***

Tang Kui Lin | Sharon Sharmini | Muhammad Yasir Yahya

UPM | UPM | UPM

COVID-19 pandemic still lurks among us for more than a year now. Many countries have announced lockdown and travel ban to cease the spread of the disease. Announcements and speeches by the governments are key to persuade people to obey the rules to reduce the number of COVID-19 cases, however, some announcements have caused confusions and distress to people. Past studies related to political speeches have mainly focused on the inauguration, presidential campaign, and legislative debates. Further, women's role in the political settings is predominantly perceived with stereotypically feminine traits, as opposed to their male counterparts who are politically capable and aggressive. Hence, this study aims to examine the persuasive strategies employed by female leaders in their COVID-19 speeches, more specifically, to identify (1) the main messages intended by the female leaders in their speeches, (2) the types of persuasive strategies used, and (3) how the female leaders used persuasive strategies to convey the messages intended in their speeches to achieve persuasion. The nature of this study is qualitative, and the data of this study focus on three speeches of prominent female leaders from New Zealand, German, and Taiwan. The speeches were addressed during the early stage of COVID-19. The data will be descriptively and thematically analysed based on Johnstone's (1989) persuasive strategies and Aristotle's three modes of persuasion. The study hopes to contribute to the field of women's political discourse in social practices and persuasive discourse in leadership, especially during a pandemic of a communicable disease.



## Parallel Session

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### Applied Linguistics, Discourse Studies and Professional Communication

#### *Visual identity in brand communication of elite Chinese universities: Pictorial representations in their websites*

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Empirical studies on branding of HEIs have increasingly explored the notion of corporate visual identity (CVI) in the modern university context. The positive effects of brand communication, especially offline communication, may be well investigated, whereas few studies have analyzed how online brand communication can be realized. This study examines an under-discovered visual source, namely pictures, that performs a pivotal function to display the virtual identity of Chinese universities. This study investigates the multimodal discourse of the 'About Us' web genre which employs pictures to portray the universities' brand identity, and examines their meaning potentials. Drawing upon the visual grammar framework of Kress and van Leeuwen (2006), the sample for visual analysis in this study was collected from the 'About Us' webpages of nine elite Chinese universities (C9 League). Findings of the qualitative analysis indicate that pictures are ingeniously employed to display the virtual identity of the Chinese universities. The multifaceted brand identity of the universities may be projected through a heavy use of symbolic representations, along with a diversity of communication strategies to portray their representational meanings. The study provides information for universities to effectively use visual resources in constructing their brand identities and offering information to their target audience via the web-mediated multimodal discourses.

Keywords: brand; visual identity; university; pictures; web-mediated communication

## Parallel Session

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### **Applied Linguistics, Discourse Studies and Professional Communication**

#### ***Discourse Analysis of King Salman's Speech***

**Nadhirah binti Ishak<sup>1</sup> | Siti Nur Anisah binti Abdul Rahim<sup>2</sup> | Adibah Kamilah binti  
Mohd Suhaimi<sup>3</sup> | Nor Ain Najihah binti Abdul Hakam<sup>4</sup>**

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This research deals with the analysis of two speeches of King Salman bin Abdul Aziz. He is the seventh king of the Kingdom of Saudi Arabia, the Prime Minister and Supreme Commander of all military forces. He is also the twenty-fifth son of the founding king, Abdul Aziz bin Abdul Rahman Al Saud. This research aims to know the meaning behind the first and second speech of King Salman, to identify the Cohesiveness in both speeches, to reveal the most important tools of cohesiveness in both speeches and to highlight the comparison between the first and second speech of King Salman. The importance of this research is represented in the contribution of the research in understanding the theory of cohesiveness through its precise and detailed concept and mechanisms, and in exploring the cohesive tools used in both speeches. The research uses descriptive analytical method and it will be used to classify the speeches according to the theory of cohesiveness which includes referral, substitution, deletion, connection, repetition and conjunction. The researchers rely on the qualitative approach, where the researchers deal with the data in the form of words instead of numbers and statistics. In this study, a set of results are concluded after analysing both speeches, King Salman bin Abdul Aziz used a number of 218 tools with the percentage of 50.93% in the second speech which is more than the first speech where King Salman used a number of 210 tools with a percentage of 49.07%, but the difference between both speech is simple and is not distant. Secondly, connection and referral are the most important cohesive tools used in the first and second speech of King Salman with a percentage of 50.95%, 36.19%, 50.46% and 38.53% respectively.

**Keywords:** (Discourse Analysis, King Salman, Cohesiveness)

## Parallel Session

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### Applied Linguistics, Discourse Studies and Professional Communication

#### ***THE USAGE OF THE MOTHER TONGUE AMONG THE NEPALI DIASPORA IN MALAYSIA***

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Language is not merely a medium of communication with one another, but it manifests the identity of an individual's origin, ethnicity and culture. Language and identity are intertwined, which is why the mother tongue, more often than not, exhibits a crucial role in making sense of one's identity. The Nepali diaspora residing in Malaysia is facing a tumultuous environment as they are a tiny minority in a pluralistic nation. Hence, the non-materialistic ideas derived from the larger ethnic groups influence their native language competency. The functionalist paradigm views the intangible customs as beneficial to the fundamental preservation of the society as it ensures the substantiality and continuity of their lingua franca survival. This research will explore the Nepali language usage among the community members. The research questions will examine these: i) Why is it important to converse in the Nepali tongue? ii) What are the challenges in sustaining the lingo? iii) What are the measures undertaken in retaining the linguistic competency of this group? Interviews with 10 Nepali residents will be conducted to find out the grounds behind these concerns. Audio recording of the conversation will be carried out with their agreement. The dialogues will be transcribed according to the description of the chronology that emerges from it. Moreover, the informants will be kept incognito in order to conceal their identity. The outcome of this study will provide an insight into the minority lingual faction issues and will also help give recognition to the other minority groupings in this country.

Keyword: Identity, Malaysia, Minority ethnic, Mother tongue, Nepali diaspora

## Parallel Session

**P: 23**

### **Applied Linguistics, Discourse Studies and Professional Communication**

#### ***Investigating Critical Skills in the Context of Developing English Proficiency Curriculum for Aviation Management Trainees***

**Reshminder Kaur Satvinder Singh<sup>1</sup> | Cecilia Cheong Yin Mei<sup>2</sup>  
| Nor Aida Abdul Rahman<sup>3</sup>**

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As the world marks the 2nd anniversary of COVID-19's designation as a world pandemic, it unprecedentedly records this event as the most tragic part of aviation history. The closure of country borders, limited airlines' operations, and the enforcement of strict entry requirements into countries have left a significant impact on the airline industry. Nevertheless, the rejuvenescence of the industry is anticipated to bring a new perspective into managing the aviation organizations, especially since the airlines and their stakeholders will fiercely start increasing their workforce to manage their operation and business. Literature on knowledge skills and abilities (KSA) required of aviation management (AVM) personnel has highlighted the importance of efficient communication skills in managing the industry locally and globally. Especially since there will be new regulations for transporting people and goods across states and countries, the AVM personnel must have the ability to demonstrate critical skills such as problem-solving, decision making and critical thinking skills in managing operations and business. However, research on incorporating these critical skills in English for workplace communication courses is rarely found in English for Specific Purposes (ESP). To fill this research gap, the present study examines the need to incorporate critical skills in developing AVM trainees English communication abilities. By resorting to theoretical support and practical requirements from AVM personnel experience, the study highlights the lists of critical skills expected of AVM trainees. The study also presents the need to incorporate techniques of using English language skills to demonstrate the ability to use critical skills as a beneficial factor for general language progress in a specific language context.

**Keywords:** Aviation, aviation management, communication skills, critical skills English for Specific Purposes, Knowledge Skills Abilities (KSA)

## Parallel Session

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### Applied Linguistics, Discourse Studies and Professional Communication

#### **EXPLORING THE OUTCOME OF ENGLISH ENHANCEMENT PROGRAMME FOR POLYTECHNIC MECHANICAL ENGINEERING LECTURERS**

**Santhy Subbarau**

Polytechnic Banting Selangor

Using English as medium of teaching has been long emphasized in polytechnic system in Malaysia since the emergence of the Malaysia Polytechnic Blueprint in 2008 where the syllabus and references have been aligned towards using English. The mixed method study is used to elicit the outcome of the English Enhancement course towards the lecturers in using English in the classrooms. The study focused on 15 Mechanical Department lecturers from Polytechnic Banting Selangor after undergoing a 3 days English Enhancement course. The course designed to deem fit the needs of those technical lecturers as to lead and inspire them to able to teach using language on daily basis. These lecturers were selected based on their internal teaching and learning evaluation session conducted by the department itself. The study shows the lecturers were enhanced with knowledge and confident of teaching subjects using the language. The impact is seen as very positive and they were encouraged and motivated in applying English in their teaching and learning in the classroom. Keywords: (technical lecturers, English language, medium of instructions, polytechnic) Biography: I am a language lecturer in Malaysian Polytechnic system for past 16 years. Trained both lecturers and students. Have published articles in local and international journals throughout my tenure. My passion is teaching and developing language literacy as well the application of language in classroom according to the level of students.

## Parallel Session

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### Applied Linguistics, Discourse Studies and Professional Communication

#### **PRESENTATION OF DEMOGRAPHIC INFORMATION IN ONLINE ROMANCE SCAM PERSONAL ADVERTISEMENTS: A COMPARISON WITH**

**Kam-fong Lee | Mei-Yuit Chan**

UCSI University | University Putra Malaysia

The prevalence of online romance scam worldwide has resulted in detrimental impact on the victims in terms of financial and psychological. Previous studies focusing on the online persona constructed in personal advertisements have highlighted the self-descriptions of romance scammers. However, these studies have largely used the descriptive approach and lacks comparison with self-descriptions of general personal advertisements as reference. This study compared the demographic information in self- descriptions in online dating profiles between profiles that have been identified as suspicious/scam and a comparison set of dating profiles collected from various dating websites. Five hundred scammer profiles were collected from a romance scam support group and the same number of dating profiles of users were collected from five dating websites. The data were analysed for demographic information elements and their frequencies of occurrence compared for statistical difference between the two sets of texts. Findings showed that marital status, religion and significant others were statistically significant found in the scammer profiles. These findings contribute to ongoing research to identify features of romance scam communication and aid in scam detection efforts.



## Parallel Session

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### Applied Linguistics, Discourse Studies and Professional Communication

#### **ENGAGING THE PEOPLE: THE DISCOURSE OF COMPLAINT MANAGEMENT IN MALAYSIAN BUSINESS NEWS REPORTS**

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The introduction of the Goods and Services Tax (GST) in Malaysia marks a milestone in the country's tax regime reform to achieve sustainable development amidst challenging economic conditions in a volatile, uncertain, complex and ambiguous (VUCA) world. Central to the successful implementation of any policy is the presence of an effective complaint management mechanism in addressing issues and grouses. In ensuring its successful implementation amidst hostile reception, the former Malaysian government embarked on multi-pronged strategies to educate the public, one of which was the setting up of the GST Malaysia Info website that disseminated curated GST news articles from the pro- government mainstream media. Specifically, this paper explores the articulation of the discourse of complaint management and its intersection with language, power, online news media and economy in the news articles. Grounded on Fairclough's (1989, 2001, 2015) three-dimensional Critical Discourse Analysis framework with a focus on experiential value of formal linguistic features, this study examines how the discourse of complaint management promotes a positive slant in favour of the powers that be through notable linguistic features of overlexicalisation and categorisation. This study hopes to sensitise text consumers to the working of language in encoding the text producer's worldview, hence attesting to how applied linguistics in general and critical discourse analysis in particular serve to unravel partisan reporting in the mainstream media.

Keywords: Goods and Services Tax (GST), mainstream media, Critical Discourse Analysis, complaint management

## Parallel Session

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### Applied Linguistics, Discourse Studies and Professional Communication

#### **COMPLEX SPEECH ACT AS A PERFORMANCE OF FALLACIES IN POLITICAL DISCOURSE: A CRITICAL ANALYSIS**

**Sa'ad Saleh Hamad | Afida Mohammad Ali |  
Shamala Paramasivam | Mohd Azidan Bin Abdul Jabar**

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Interpreting the speaker's intention is one of the most problematic issue in everyday conversation. In political discourse, this issue is getting more difficult as utterances are deliberately constructed to imply the political claim at hand. Several theories were proposed to interpret the illocutionary act of a single utterance; no theory addressed the act of a series of utterances in the literature of speech act. Therefore, the necessity of finding a model to interpret the illocutionary act of a series of utterances that can be employed for a specific purpose is increased as the real intention might not be expressed with one sentence. Such a model is also missing in the literature of political discourse. This study followed qualitative design for data collection and data analysis and adopted Van Eemeren, Grootendorst, and Henkemaans (2002) pragma-dialectical approach to analyze the complex speech act of fallacies in ten political speeches of Prime Minister Nouri al-Maliki. The study found that the illocutionary force at the sentence level is totally different from the illocutionary force at the argumentation level. The study concluded that within political discourse, fallacies need to be analyzed as a complex speech act, otherwise, analyzing fallacies as a single act lacks adequate understanding, sound judgment, and interpretation.

**Keywords:** Complex Speech Act, Fallacies, Pragma-dialectical, Argumentation, Political Discourse.

## Parallel Session

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### Applied Linguistics, Discourse Studies and Professional Communication

#### *Examining the Effects of Financial Crisis on Linguistic Features' Choices in Statement on Corporate Governance Genre*

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It is an established fact that the communicative purposes of corporate genres are not simply to report the information but also to establish the positive and trustworthy image of the corporations that serve promotional purposes during the adverse financial circumstances. Keeping this line of thought in mind,

the present study aimed to investigate the communicative functions and effects of the depreciation of MYR on the linguistic features' choices in Statement on Corporate Governance. The research data comprised 240 SCG of Malaysian corporations. The research data were further classified into the PC and DC periods. This paper applied a comprehensive discourse based qualitative approach to investigate the communicative functions, and the corpus-based approach was employed to explore the effects of the depreciation of MYR on the lexicogrammatical choices. The findings revealed that experts employ various lexicogrammatical features that realize an authoritative, depersonalized, objective and impersonal professional text. In addition, the usages of positive evaluative nominalizations usually paired with active verbs and positive nouns and adjectives constructed the positive and trustworthy image of the corporations. The comparison of the PC and DC periods further explored that Malaysian Corporations during the adverse financial circumstances in Malaysia, significantly used the higher frequency of occurrences of adjectives, adverbs, and positive evaluative nominalizations in the DC period. This move is applied as an engaging and persuasive device during the crisis that attempted to rebuild the company's positive relationship with the customers and shareholders. The findings of the study have various important implications for the corporate writers and ESP practitioners.

Keywords: Statement on Corporate Governance, Depreciation of Malaysian Ringgit, Linguistic Features, Malaysian Corporations

## Parallel Session

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### Applied Linguistics, Discourse Studies and Professional Communication

#### ***"I DON'T KNOW HOW TO SAY IT": THE ROLE OF MULTIMODAL RESOURCES IN MEANING NEGOTIATION***

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This paper proposes that studying the use of spoken language, gaze, and hand gestures as multimodal resources among speakers from different linguistic and cultural backgrounds can shed light on how the multilingual interlocutors jointly work together in meaning negotiation when they are having difficulty progressing a conversation. Using a multimodal conversation analytic approach, this study examines video-recorded interactions of university students from different first language backgrounds at a dinner table communicating in English as it is the most common language that multilingual students resort to when speaking with someone who has a different language background. This study provides a unique insight into the stages where interlocutors encounter difficulty producing a word in English, and then moves on to how interlocutors use multimodal resources (spoken language, gaze and hand gestures) to construct a joint solution in the process of meaning negotiation. More specifically, this study demonstrates how multimodal analysis of interactional difficulties among multilingual interlocutors can broaden our understanding of the roles of multimodal resources as a multilingual interactional strategy in which interlocutors collaboratively use the resources to describe, represent, and negotiate the meaning of an unknown word and jointly attempt for a solution to reach an understanding. **Keywords:** Multimodal conversation analysis, multimodal resources, meaning negotiation, joint solution, interactional difficulties.

## Parallel Session

P: 64

### Applied Linguistics, Discourse Studies and Professional Communication

#### **COMMUNICATING HEALTH AND RISKS: A STYLISTIC ANALYSIS ON COVID-19 INFOGRAPHIC POSTERS**

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The COVID-19 pandemic has caused a global public health disaster that escalated the execution of countless initiatives to communicate to the general population about the dangers. An example is the official posters that are intended for use by the general public during the outbreak. These posters generally inform and persuade individuals to commit to vital and relevant health care practices and measures during a crisis, health- risk circumstances. Drawing from scholarly theories by Crystal and Davy (1969), and Galperin (1977) in stylistics analysis, this study investigates selected COVID-19 infographic posters that were published online by the Ministry of Health Malaysia at the onset of the pandemic in 2020. The qualitative study focuses on the significant stylistic characteristics that distinguish COVID-19 posters, as well as their functions in meaning-making to fulfil the posters' intended communication purpose. Findings reveal a host of graphic and textual elements conform to present the message of the poster. Capitalization, colour use, and large images are important aesthetic elements at the graphetic /semiotic level whereas linguistics features like transposition, ellipsis and metonymy were found to contribute to highlighting the important health issues to the target audience. The findings help to stress the subjects in the poster as the target audience; and actions needed to be taken, signifying their important functions in any health and risk communication during a crisis.

Keywords: Infographics, poster, health and risk communication, stylistic analysis, COVID-19, Ministry of Health Malaysia

## Parallel Session

P: 70

### Applied Linguistics, Discourse Studies and Professional Communication

#### *A Comparative Corpus-based Longitudinal Study of Chinese and British News Reports on Chang'e Project*

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This study created two diachronic corpora with a totality of 509,571 words to examine the changes of Chinese and British media in using the nouns, verbs, and adjectives to report Chang'e Project from 2007 to 2020. By adopting a corpus-based analysis method, the similarities and differences between the Chinese media and the British media in using nouns, verbs, and adjectives were investigated, reflecting the ideology in the two countries. With critical discourse analysis and corpus-based approach as the theoretical framework, a corpus-based study is conducted by using Lancsbox 5.1.2. and free CLAWS web tagger. The results show that the amount of coverage of the Chang'e Project in both Chinese and British media has increased year by year, especially after 2019. In contrast to the objectivity and positivity in the Chinese Media, the British Media seems to be more subjective in that there are more appraisal adjectives in the news reports of the British Media, even with a few negative adjectives. Nonetheless, both countries are trying to be objective and formal in choosing nouns and verbs. As for the ideologies, Chinese news media tend to be more positive in their reports on the domestic situation, while the British news media are generally more critical and even implicates China's threat to the world.

Keywords: Chang'e Project, corpus-based longitudinal study, news discourse



## Parallel Session

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### Applied Linguistics, Discourse Studies and Professional Communication

#### *Textual features of a conference presentation on accountancy*

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The ASEAN accountants' organisation requires members to participate in the Continuing Professional Development (CPD) Program by attending a conference. At the conference, the accountants present and discuss the recent issues of the accountant's profession. This research is a part of a multiperspective and multi-dimensional genre-based study. This paper focuses on the textual perspective of a conference presentation. The aims are: first, to identify the moves and rhetorical structure of the conference presentation; second, to identify the linguistic features that are used to realise in the moves. The introduction, body, and conclusion sections of the presentation are investigated through the application of Seliman's (2002) move structure. The dataset comprises of 13 presentations at the ASEAN Federation of Accountants (AFA) conference, and the participants are non-native speakers from the ASEAN region. The recording was transcribed and then analysed. In the introduction and conclusion sections, the findings show that obligatory moves are limited to those used for interaction with the audiences and materials presented. Other findings include identification of the move structure for the body section and identification of obligatory and non-obligatory moves. The current study shows that some features of Seliman's steps/ move are absent in the data. The research also identified a distinction between the language used in the introduction-conclusion sections and the body section, and a list of linguistics features which are peculiar to conference presentations on accountancy. The study can serve as a guide in developing ESP courses for accountancy programs and accountants.

**Keywords:** Genre Analysis, Accountants, ASEAN, Conference presentation

## Parallel Session

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### Applied Linguistics, Discourse Studies and Professional Communication

#### ***MALAYSIAN STUDENTS' IDENTITY NEGOTIATION IN MALAYSIAN TUTORIALS: ACCOMMODATIVE***

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Identity is theorised as always changing, constructed, negotiated, partial, and conflicting and is also influenced by the environment or culture individuals belong to. Identity is also not pre-existing to interaction, but it is situated and co-constructed within an exchange. This research highlights different identity construction and negotiation, and interactional styles among Malaysian students in tutorials in Malaysia. 16 first-year Malaysian students in Malaysia were chosen as participants. Classroom observation, interviews and focus group discussions were employed to collect the data which were then analysed utilising thematic analysis (Braun & Clarke, 2006) and Bucholtz and Hall's (2005) identity-in-interaction framework. Adopting these approaches, the findings of this study suggest that Malaysian students in Malaysia constructed and negotiated flexible identities particularly accommodative when they were in tutorials. The study also found that these students have different interactional styles when they were in tutorials; translanguaging, using Malaysian English, answering collectively and minimally contributing. The study adds to the concept of identity to propose that members within a community construct and negotiate their identity as they interact with other members. This study also suggests that the conventions within certain communities should be flexible to allow students to be who they want to be.

## Parallel Session

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### Applied Linguistics, Discourse Studies and Professional Communication

#### *A Comparative Study of Stance Features in the Introduction Section of the Research Articles: Malaysian and English Native Speakers*

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The study of academic writing has gained considerable interest. Good academic writing necessitates the writers' comprehension of accepted rhetorical components. Many researchers have explored non-native speakers' use of metadiscourse markers in academic papers. However, limited attention has been given to Malaysian authors, precisely stance features in each Rhetorical Moves and the analysis of the metadiscourse markers in research articles. The results of this study intend to bridge the gap of comparative studies of native and non-native authors in understanding the other usages of stance features in research articles, focusing on the introduction section. The present study compared the 'introduction' section between six British and Australian authors' research articles and six research articles published by Malaysian authors in applied linguistics. A mixed-methodologies approach was used in this study. The qualitative data was analysed to find the rhetorical moves in research article 'Introduction' present in the texts using Swales (2004) Creating a Research Space (C.A.R.S) model. Quantitatively, the frequency of stance features used in each move was investigated using Hyland's (2005c) stance features taxonomy. The findings of this study showed that the most used stance feature by non-native speakers is hedges, followed by boosters and, lastly, attitude markers. Native authors use more stance features than non-native authors. The study provided some answers on how non-native authors realise the rhetorical move patterns compared to native speakers.

Keywords: Stance Feature, Metadiscourse, Rhetorical Moves

## Parallel Session

**P: 102**

### **Applied Linguistics, Discourse Studies and Professional Communication**

#### ***An Attitude Analysis Of Philip Hutton And Hayato Endo In Tan Twan Eng's The Gift Of Rain***

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Early researches on *The Gift of Rain* focused on trauma, the identity of Philip Hutton, and cultural representation. The academic field understudies Hayato Endo despite his pivotal role. Tan created Hayato as an opponent to Philip in questioning and challenging his perception of life. Thus, Hayato plays an equally crucial role. This study investigates the main characters (Philip Hutton and Hayato Endo) using Martin and White Attitude Framework (2005). This new approach on a different aspect benefits the research on the literary work and Systematic Functional Linguistics. Attitude framework describes and justifies individual emotions, actions, and opinions. 94% and 98 % of the discourse of Philip and Hayato respectively consists of the Affect category. Both the discourse of Philip and Hayato exhibit 70 % of Invoked strategy, indicating the author preference for indirect expression of emotions. Philip and Hayato demonstrate the opposite perception of war, thus their contradicting characteristics. The discourse of Philip primarily employed Unhappiness, Insecurity, and Happiness, while Hayato utilised Unhappiness, Happiness, and Security. Henceforth, Philip's discourse favours negative polarity, while Hayato's discourse favours positive polarity. Furthermore, previous studies overlooked the evidence on the introvert aspects of Philip. The findings on the explicitly depicted romantic relationship between Philip and Hayato contradicts Lim (2011) claim that the relationship is vague. This study is beneficial in the pedagogical implications to English education in terms of resource to hone critical thinking abilities and interpersonal communication skills among students.

## Parallel Session

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### Applied Linguistics, Discourse Studies and Professional Communication

#### *Politeness Strategies Used by Arab Celebrities in "Talk to Al-Jazeera" Talk Show*

**Taha Mahmood Taha**

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When people communicate they usually perform various types of politeness strategies. The present research focuses on investigating how the Arabs use English language in TV talk shows to express politeness. The main purpose of this study is classifying and analysing the politeness strategies performed by Arab celebrities in talk shows. There is a dearth of studies which investigated politeness strategies used by Arab celebrities during talk shows among Arab speakers of English. Seven episodes from the 'Talk to Al Jazeera' talk show were downloaded from YouTube and transcribed by the researcher. The data were analysed according to Brown and Levinson (1987) politeness theory. The study is a qualitative study and a discourse analysis approach was used to analyse data. The results of the study revealed that the Arab celebrities tended to use more positive politeness strategies than other strategies. In addition, the findings of the current study provide some useful insights into how the Arab speakers utilise politeness strategies when they interact in English in TV talk shows and serve as a guide for ESL and EFL users in avoiding conflict when interacting with others especially with Arab speakers of English.

**Keywords:** Politeness Strategies; Arab Celebrities; Aljazeera, Talk Shows

## Parallel Session

**P: 111**

### Applied Linguistics, Discourse Studies and Professional Communication

#### ***Power relations in the discourse of collaborative medical practice – A thematic analysis***

**Azira Sarfaraz**

Hospitals primarily deal with intergroup contexts involving health practitioners of different professions, specialties and levels interacting to achieve a common shared goal. The communication that takes place within the team plays a significant role as it essentially revolves around a diverse range of objectives involving practitioners of varying specialised knowledge and experiences. Within the context of medical education and training, apprentices in this line of work are gradually socialised into the discourses of the profession. By means of the discourse strategies that they use, doctors in managerial positions and their subordinates negotiate power relations in order to construct particular aspects of their professional identities within the collaborative practice. This study examined how power relations are embedded in the language use of collaborative medical practice. Data involved six semi-structured interviews that were remotely conducted to gain deep insights into the institutional interactions between senior and junior Malaysian doctors. Personal narratives of their experiences were recorded and transcribed. A critical discourse analysis was undertaken to identify the power relationships and emerging themes. The findings show firstly, the manner in which patient management is carried out is a key site of role negotiation, resulting in the exercise of power whether directly or indirectly. Secondly, power within the practice is exercised along the dimensions of responsibility distribution, decision-making, contributions in institutional interaction as well as evaluation of patient care delivery. Finally, high level of clinical experience and knowledge in medicine elevates professional ranking that eventually results in medical hierarchies being institutionalised into the structure.

Keywords: power, critical discourse analysis, interprofessional collaboration, institutional discourse



## Parallel Session

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### Applied Linguistics, Technology and Digital Literacy

#### ***Hotel Responses to Online Reviews: The Opening and Closing Move Structures in Rapport Management***

**Ly Wen Taw | Shamala Paramasivam | Alan R. Libert | Ramiza Binti Darmi |  
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Universiti Putra Malaysia | Universiti Putra Malaysia | University of Newcastle | Universiti Putra  
Malaysia | Universiti Putra Malaysia

Technological advancement has had an impactful role in the evolution of communication mediums. With the rise of digital communication, the transformation from the traditional Word-of-Mouth (WOM) to electronic Word-of-Mouth (eWOM) has become an influential communication medium in social media marketing. In the hotel industry, consumers have become more reliant on online reviews in their selection of hotels. The active participation of hotel management in online review communities builds consumer trust and establishes a positive online reputation. Using Spencer-Oatey's (2008) Rapport Management Model (RMM), the present study explores the rapport management strategies that 30 Malaysian hotels used to respond to online reviews from the RMM discourse domain. In particular, the opening and closing move structures in the hotel responses were examined with Genre Analysis Model (Bhatia, 1993). The responses from Malaysian hotels with a five-star, four-star, and three-star ratings were collected from the world's largest travel online community, TripAdvisor using purposeful sampling. These hotels are situated in tourist destinations in the capital, Kuala Lumpur and four states of Malaysia. The findings demonstrate the difference in formality in the writing styles. The management of the five-star and four-star hotels were inclined to use a more formal writing style, whereas the three-star hotel management preferred to use a slightly informal writing style to manage rapport with customer-reviewers. The findings provide insight into the management of virtual rapport with consumers via digital platforms by Malaysian hotels.

**Keywords:** online reviews; rapport management; hotel responses; move structures, *TripAdvisor*

## Parallel Session

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### Applied Linguistics, Technology and Digital Literacy

#### ***SMART TECHNOLOGY IN SMART TOURISM: THE WAY FORWARD IN VIRTUAL TOURS***

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With globalization and digitalization, the tourism industry has inevitably embraced smart tourism technology to create new possibilities for tourism growth in order to alleviate travel limits due to Covid-19 pandemic. Many tourism-related firms have implemented a variety of smart technologies via digital media to promote and market their locations. Malaysia too has taken steps to embrace this technology. Virtual tours of “Animal Park” using digital platforms have become the way forward in attracting visitors to at least experience “visiting” the zoo by experiencing the zoo through virtual technology. Thus, this study will explore virtual on-site experiences of visitors in Malaysia’s virtual animal parks. It aims to measures visitors’ experiences on smart tourism in virtual tours of animal parks (informativeness, accessibility, interactivity, personalization, and security). Respondents were required to participate in a virtual tour of selected animal parks and complete a survey questionnaire on their experiences as well as the type of language used in such virtual tours. Findings from the study suggest that virtual tours are gaining popularity and technology has enabled smart tourism to thrive economically during this pandemic. This study will assist destination managers and local authorities to use the target language to attract visitors to participate in virtual online tours besides using smart tourism technology effectively towards fulfilling sustainable development goals, in line with the Malaysia Smart Tourism 4.0 initiative to take advantage of opportunities in the digital age.

## Parallel Session

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### Applied Linguistics, Technology and Digital Literacy

#### **OPTIMISING ONLINE TOOLS AND APPLICATIONS IN LEARNING ENGLISH AMONG UNIVERSITY STUDENTS BEYOND THE CLASSROOM**

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The younger generation of learners at universities nowadays were born in the age of technology, and that makes them speak and breathe the language of technology and the culture of the internet effortlessly. Due to the nature of these young generation who grew up digital and are living lives among technologies, the way they learn are different now as they are constantly connected to and always on gadgets and online technologies. In this regard, the exposure to online tools and applications in the learning of English language has seen effective interventions in improving learners' proficiency across language levels. Therefore, this study is aimed at identifying online tools and applications used by ESL undergraduates outside the classroom to help them enhance their English language skills. The objectives of this study are twofold: (1) to find out the online tools and applications used outside of the classroom to help them improve their English language skills; (2) to discover whether or not these online tools and applications assist the students to improve their overall proficiency in English. This study uses a quantitative research design, and data were elicited using a questionnaire online. The findings show that university learners use a variety of online platforms, tools, and applications to learn English outside the classroom depending on the language skills they choose to harness. The effectiveness of these online tools and platforms have also indicated significant improvements across proficiency levels and language skills.

**Keywords:** Online tools and applications, ESL undergraduates, digital literacy, English learning

## Parallel Session

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### Applied Linguistics, Technology and Digital Literacy

#### **THE REPERCUSSIONS OF CYBERBULLYING TOWARDS TEACHERS WHO SPEAK WITH A NON-NATIVE ENGLISH ACCENT IN MALAYSIA**

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This study investigates the repercussions of cyberbullying towards teachers who speak with a non-native English accent in Malaysia. Malaysia is well known for its multicultural citizens. Different ethnicities speak different languages and most of the citizens' accents are influenced either by their mother tongue or regional background. Speakers of non-native English accent have been experiencing discrimination, prejudices and biasness to the extent of being cyberbullied by fellow Malaysians. This is a case study of a corpus of cyberbullying comments levelled at a teacher who speaks with a non-native English accent in Malaysia while teaching online. Comments from the public were collected and cyberbullying comments were isolated. For data analysis, a combination of thematic analysis and qualitative linguistic analysis are employed. The highlighted word groups and statements are analysed based on a collection of English positive and negative opinion words or sentiment words produced by Bing Liu and Minqing Hu. The findings suggest a good balance of positive and negative opinion words from the public; people did not agree with the act of cyberbullying the teachers and it was fine and acceptable for teachers to speak with a non-native English accent in Malaysia. However, a distinct group of cyberbullies was not of the same opinion.

Keywords: cyberbullying, non-native English, accent, discrimination

## Parallel Session

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### Applied Linguistics, Technology and Digital Literacy

#### **REMOTELY TRAINING REMOTE TEACHING: AN EXPERIENCE WITH THE PRESERVICE ESL TEACHERS**

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School closures during pandemic has caused preservice teachers to teach remotely for the first time during their teaching practice. As teacher education programmes have always focused on training preservice teachers to teach in face-to-face settings, preservice teachers find teaching remotely challenging due to their lack of exposure to remote teaching. To bridge this gap, the researcher initiated a project to introduce remote teaching to the preservice ESL teachers in a university in Malaysia. A group of 28 third-year TESL undergraduates participated in a project to teach English remotely for international postgraduate students with lower proficiency. A series of hands-on training was conducted including selecting and adapting materials from open educational resources (OER), aligning materials with the learning outcomes, developing materials using open sources, and planning for remote instructions. Data were gathered through observations, reflections and focus-group interviews. Findings point to areas of improvement in preparing the preservice teachers toward teaching remotely for the first time and raising awareness on OER to overcome limited access to resources, and emphasising the difference between face-to-face and remote instructions.

Keywords: remote teaching, open educational resources, teacher training

## Parallel Session

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### Applied Linguistics, Technology and Digital Literacy

#### *Translanguaging Practices in the Promotion of Products in Business Related Instagrams.*

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The Movement Control Order (MCO) kept in place to prevent the spread of Covid-19, has led to disastrous effects, particularly, towards small medium enterprises (SMEs) in Malaysia. In effort to revitalize the SMEs economy, Malaysians were encouraged to support local business via Jom Support Lokal-lah campaign initiated by the Star Media group. Indirectly it also gives prominence to the translanguaging practice that are prominent among Malaysian based online business owners, who utilize social media platforms (Instagram). In view of this current reality and limited research regarding translanguaging practices of local online businesses, this study aims to investigate how Malaysia online business owners employ linguistic repertoires to promote their businesses and shape their brand identity. This study employed purposive sampling. Data was collected via 100 digital postings from 10 Instagram business accounts and semi-structured interviews conducted with 3 participants. The findings of this study revealed that relatability, target audiences' preference of language, Instagram culture, participants fluency in languages and customers age to be prominent factors in impacting word choice and language use of online business owners' translanguaging practice. The findings also suggested that translanguaging practice shaped the business identity which centralized on showcasing of shared membership in specific speech community and national identity. Local entrepreneurs could benefit from insights on how to use language creatively particularly, in attracting local crowd, to sustain and develop their business amidst the ongoing pandemic.

Keywords: Social media, Online Business, Translanguaging practice, Identity



## Parallel Session

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### Applied Linguistics, Technology and Digital Literacy

#### *The Design and Construction of a Web Based Malay Reference Corpus - FEATURED SPEAKER*

**Azhar Jaludin**

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Corpus, a collection of language samples produced in natural context and without experimental interference, plays an important role in ensuring the survival of a language. There is yet any effort of harvesting the web for the construction of a Malay (as is used in Malaysia) reference corpus. this study builds crawling procedures needed to find, extract, collect, and clean the Malay text found on the web for the construction of a Malay reference corpus; and to assess the quality of the corpus to ensure validity and reliability of the corpus as a resource for linguistic research. Based on the conceptual framework, the web as corpus shop, the procedure of forming the crawler begins by examining the structure of the web to identify problems and constraint that will be encountered during the corpus construction. The methods to assess the quality and validity of the corpus is carried out through intrinsic and extrinsic evaluation. The result of intrinsic and extrinsic evaluation for both corpora are found to be comparable, thus the quality of the constructed corpus is ensured. In conclusion, the crawler developed in this study has been shown able to build a quality and reliable Malay corpus and thus can be used to build a viable web based Malay reference corpus. Keywords: web corpus, reference corpus, crawler, intrinsic evaluation, extrinsic evaluation.

## Parallel Session

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### Bilingualism and Multilingualism

#### ***HOME LANGUAGE ENVIRONMENT AND ORAL PRODUCTION OF NARRATIVES IN ENGLISH AMONG MALAY-ENGLISH BILINGUAL***

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Children's narrative production provides vital information about bilingual children's language development. The development of the narrative scheme as narrative macrostructure, in particular, has been shown to be similar in children across different languages, and therefore is an important dimension for language development assessment for bilingual children. While much research has been done on narrative production of monolingual and bilingual children of different languages and different ages, few of such assessments have been conducted on Malaysian Malay-English bilingual children. The language background of children in Malaysia may also contribute to differential language development among children. In this study, English language development of Malay-English bilingual children was investigated through the analysis of their narrative production in English. Further, the relationship between the children's home language environment and their English language development was also examined. Data were extracted from a pool of archived recordings of 52 Malaysian children's storytelling based on a wordless picture sequence. Information on the children's home language environment was also retrieved from the language background questionnaires completed by the parents of the respective children. The recorded oral data were transcribed and analysed for the macrostructural components described in the Multilingual Assessment Instrument of Narratives (MAIN), including Goal, Attempt, Outcome, and Internal States. The findings of the study shed light on the development of narrative ability in English and the influence of home language environment among Malay-English bilingual children in Malaysia.

**Keywords:** Bilingual children, Oral Narrative production, Home language environment, Malay-English bilinguals, Narrative ability

## Parallel Session

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### Bilingualism and Multilingualism

#### *Perceptions of Parents and Students towards Bilingual Teaching and Learning of Islamic Studies Subject in a Malaysian International Islamic School*

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This study investigates learners' and parents' perceptions on the use of two languages in the teaching and learning of Islamic studies subject in a selected Malaysian International Islamic school. Malaysia is home to many local and International, multicultural, and multilingual Muslims. In recent years, there have been an increase in the enrolment of Malaysian students in International Islamic schools. Various recent studies show that many Muslim parents desire for a balanced religious and global type of education for their children. This study was conducted as a single case study at an International Islamic school in Kuala Lumpur. The sample comprised parents of the learners (n=28) and 30 grade four Islamic studies subject students. The data were collected through a survey questionnaire comprising two parts: demographic background and 5-point Likert scale items of perceptions on the bilingual T&L of Islamic studies subject. The data were analysed to examine parents' and learners' individual language choices and their perceptions towards the bilingual use of the language for Islamic studies subject. The results indicate that both parents and learners seem to prefer a bilingual approach to the T&L of Islamic studies. It is suggested that future studies on Islamic studies education examine in-depth the bilingual T&L processes in the classroom.

## Parallel Session

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### Language and Translation

#### *Menelusuri Kegiatan Terjemahan al-Quran dalam Bahasa Melayu di Malaysia*

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Terjemahan merupakan salah satu bidang pengajian ilmu bahasa gunaan atau linguistik terapan yang semakin berkembang berikutan kewujudan kepelbagaian bahasa dunia yang menjadi faktor kemunculan bidang terjemahan. Terjemahan al-Quran dalam bahasa Melayu merupakan antara bidang terjemahan yang penting khususnya kepada masyarakat Islam di Malaysia yang tidak menguasai bahasa Arab. Ini adalah kerana melalui terjemahan al-Quran, pembaca dapat memahami isi kandungan al-Quran seterusnya mengamalkannya dalam kehidupan seharian. Namun sebagai pengkaji bidang terjemahan al-Quran, menelusuri kegiatan terjemahan al-Quran dalam bahasa Melayu di Malaysia adalah satu perbincangan penting supaya dapat difahami bagaimana proses penterjemahan tersebut berlaku dan seterusnya menyumbang ke arah pengayaan kosa kata bahasa Melayu melalui penterjemahan. Maka, kajian ini bertujuan untuk melihat bagaimana kegiatan terjemahan al-Quran berlaku di Malaysia dengan mengambil kira beberapa faktor seperti tokoh, latar belakang penterjemah dan beberapa karya terjemahan al-Quran terpilih. Kajian ini ialah kajian kepustakaan yang menggunakan pendekatan kualitatif. Pendekatan ini juga turut menggunakan kaedah pemerhatian dan penerangan iaitu faktor-faktor terpilih tersebut dianalisis kemudian diterangkan. Dapatan kajian ini mendapati bahawa terjemahan al-Quran dalam bahasa Melayu di Malaysia telah berlaku sejak sekian lama berikutan keperluan pembaca yang majoriti menganut agama Islam serta ingin memahami pelaksanaan ibadah.

Kata Kunci: Kegiatan terjemahan, Terjemahan al-Quran, bahasa Melayu

## Parallel Session

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### Language and Translation

#### ***The Dilemma of Teaching Translation in Gaza Strip Universities in 2021: translation technology and the translation industry***

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Every translation effort has one or more distinct goals, but the prime objective of translation is to serve as a cross-cultural multilingual communication vehicle between people. The purpose of this study is to investigate the use of translation technology and the translation industry linkages in the translation programs at Gaza universities in Palestine. To provide a further perspective, the study aims to compare the subjects offered in the translation programs between these universities and the Management and Science University in Malaysia. This study will open the doors for Gaza universities to identify the professional contexts for which universities should prepare future translators. Six lecturers have been selected from 3 different universities to answer the interview questions and to attain the reliable result, the researcher has selected 120 students from the three universities to run the questionnaire. Following a review of the current state of the translation programs in Gaza universities, the article examines the types of translation organizations in the country and investigates the demands of today's translation market in the Gaza Strip. The most striking finding was that there is a huge gap between academic programs and the Palestinian translation market requirements, particularly in the Gaza Strip. This study provides practical recommendations for improving university translation programs. To conclude, the study suggested that practical training programs, market-need subjects should be designed and constructed specifically to meet the demands of the current and future translation market in Gaza universities.

## Parallel Session

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### Language and Translation

#### ***FAITHFUL TO THE TEXT: TRANSLATION OF METAPHORS IN HO SOK FONG'S AWARD-WINNING LAKE LIKE A MIRROR***

**Florence Kuek**

SEGi University

Translation is not just an exercise of transferring a text from the source language to its target language. Rather, it involves the transference of the cultural and contextual meaning of the country of the source language to another language. Thus, translators have always had to grapple with the issue of equivalence - semantically, syntactically, and sociolinguistic-wise. This article examines the translation approaches of Ho Sok Fong's *Lake Like A Mirror*, which bagged at least three Taiwanese literary awards for its original anthology in the Chinese language. It also won the English PEN Award 2019 for its English translation, whereby the translator, Natasha Bruce, was shortlisted for the 2020 Warwick Prize for Women in Translation. Written with a surreal bent, the short stories in the anthology are filled with metaphoric images that could pose a big challenge to translation. Surprisingly, upon a closer examination at the bulk of her vivid, original, and highly creative metaphoric expressions, it was revealed that the translation was abode with Newmark's semantic translation rather than Nida's dynamic equivalent theory. The extent of the faithfulness of the English translation to its original Chinese source texts was simply amazing. Ho's use of original metaphors and avoidance of dead, cliché and stock metaphors exude universal quality and translatability that provides a smooth rendition in the target language. This presentation includes a discussion of examples of the exact transfer, simile, paraphrase with added sense, and omission of the original image in the source language.



## Parallel Session

P: 17

### Language Assessment & Evaluation

#### *Rethinking Assessment and Evaluation in Higher Education for a Post-Pandemic World: Practices and Challenges*

**Kayatri Vasu | Vahid Nimechisalem | Nadya Supian | Sharon Chong Yee Ling  
| Christina Abigail**

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Sometime in January 2020, the name Covid-19 took the world by a storm causing disruption in everyone's life including the education industry. Educators were not properly prepared nor equipped with the right knowledge – like the rest of the world, in Malaysia all lessons had to be moved to online teaching and learning. As the months progressed everyone soon got better using technology albeit minor connectivity issues, one thing remained a challenge – assessment. The unprecedented challenge of shifting assessment to online platform from physical platform caused an urgent problem which is how to assess the learners during the pandemic in the most valid, reliable, practical, and effective way. In this study, we investigate the type of online assessment, online assessment challenges and solutions with a focus on both formative and summative assessment faced by lecturers. Since digital literacy is expected to create variability in the cases' responses, the lecturers' digital literacy level was also investigated. Preliminary results through interviews showed after one year of conducting formative and summative assessments online, lecturers have found a niche in their own institutions respectively namely, using Padlet, Miro, OneNote, Kahoot for formative assessment and projects, portfolios, short answer questions and group assessment for summative assessment. The outcome of this study will contribute to the area of assessment by providing useful data on the types of online assessments, challenges faced by the lecturers and insights on the diverse ways in which they were able to overcome those challenges based on different digital literacy levels.

Keyword: Assessment, Formative, Summative, Digital Literacy, Online learning-teaching

## Parallel Session

P: 22

### Language Assessment & Evaluation

#### *A review of test method effect in second language listening assessment*

**Tingting LIU | Vahid. Aryadoust**

Sichuan International Studies University; Nanyang Technological University | National Institute of Education, Nanyang Technological University

Test takers' listening performance can be viewed as a function of their general language ability, characteristics, and the test method effects. Inappropriate test methods could introduce construct-irrelevant variance such that the test scores would not be representative of their listening proficiency. This is especially true of listening, which is essentially an internal process and can only be tested through other modalities. To investigate the test method effect on the second language (L2) listening or English as a foreign language (EFL) listening, we searched SCOPUS using "test method", "test format", "item format", "question type", "item type", "response format" and "listening" as title, abstract, and keywords in publications for identifying relevant studies, the reference list of which led us to complete the list of relevant studies. We then chose to include studies that focus on the presentation method of while-listening-performance (WLP) and post-listening-performance (PLP), the test format effect of multiple-choice question (MCQ) and open-ended question (OEQ), and the interaction between WLP/PLP and MCQ/OEQ and finally identified 22 studies. The review shows that previous studies have yielded mixed findings in terms of how the presentation method affects test taker's performance and test-takers generally performed better with MCQ than OEQ. While tests using MCQ have resulted in a significant difference in test takers' performance between the WLP test and PLP test, this is not the case with tests using OEQ. Very few studies investigated the cognitive process of test-takers and compared assessment and non-assessment conditions. Implications for future research will be discussed.

## Parallel Session

P: 53

### Language Assessment & Evaluation

#### ***MACHINE LEARNING AND LANGUAGE ASSESSMENT: FRONTIERS IN LANGUAGE APPLIED LINGUISTICS***

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National Institute of Education Nanyang University

While machine learning is changing the landscape of research, the field of language assessment is no stranger to it. Automatic marking is rather well-established (e.g., ETS' e-rater®, Vantage Learning's Intellimetric,™, Pearson Knowledge Technologies' Intelligent Essay Assessor,™) and accepted. However, there remain new areas in which machine learning may enhance language assessment research and design. This paper outlines the basic principles of machine learning and identifies some of its possible applications for language assessment research and design. Statistical analyses that are well-established in language assessment research can be augmented with the predictive power of ML techniques based on regression. We highlight some useful ML software that may be used for such analyses. Other machine learning techniques, such as recurrent neural networks (RNNs), have had profound impact on Natural Language Processing. We identify several potential applications of this shift in understanding and analysing language for test design and formative assessment. We also highlight some implications of purely quantitative analyses of language, which may not account for understanding. Chiefly, what are the implications for testing if only surface level representations are used for analysis, rather than content or organization? Even while we embrace advancements in technology to further our field, we must consider the assumptions underlying the methods we adopt and weigh the relative merits of each method. Well-established methods in language assessment may continue to have a place in our research; we contend that machine learning have added potentialities that can be tapped to enhance our research and test design.

## Parallel Session

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### Language Planning, Policy and Preservation

#### ***SADI MAA BOLI: CHALLENGES OF PRESERVING PANJABI LANGUAGE***

**Dr Charanjit Kaur a/p Darshan Singh<sup>1</sup> | Ashwinder Kaur a/p Gurbanjan Singh<sup>2</sup> |  
Parveenpal Singh a/p Najar Singh<sup>3</sup>**

Department of General Studies, UTAR | Department of Media, UTAR | Centre for Foundation  
Studies, UTAR

Each social group has its own linguistic system (oral and written). Language is vital not only for human interaction and exchanging of ideas, but it also represents a certain ethnic identity's culture. Ethnic minorities, in particular, face challenges in preserving the originality of the language due to technological advancements. The Malaysian Sikhs, a minority within a minority in the country, are no exception. Hence, this article examines the importance of retaining one's mother tongue for a greater sense of identity, as well as the efforts made by various Sikh NGOs to ensure the language's survival. The findings of this study were obtained through in-depth interviews with Panjabi language teachers and also parents via Google Forms and also Zoom calls. The findings revealed that Sikh NGOs are highly active in creating initiatives to encourage the younger generation to learn Panjabi. However, some parents believe that their children are more likely to acquire English, Mandarin, and Malay than Panjabi language. This is because the Panjabi language is limited as a spoken language and has no economic value. Researchers predict that the Panjabi language will degrade and die out as a result of this view, and that future generations will lose a crucial component of the culture that is required to fully comprehend it. As a result, the Panjabi language is a fragile component of cultural heritage, making its preservation all the more vital.

## Parallel Session

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### Language Planning, Policy and Preservation

#### ***EFL LECTURERS' CONCERNS REGARDING THE IMPLEMENTATION OF THE HIGHER EDUCATION CURRICULUM (HEC) IN INDONESIA***

**Burhanudin Syaifulloh | Elke Stracke**

University of Canberra, Australia | University of Canberra, Australia

This study examines lecturers' concerns about the implementation of the Higher Education Curriculum (HEC) in undergraduate English major programs in Indonesia. We used the Stages of Concern (SoC) model, one of the diagnostic dimensions of the Concerns-Based Adoption Model (Hall & Hord, 2014), as the theoretical framework for this study. The model consists of seven stages of concern, which help identify lecturers' attitudes and beliefs while implementing a new curriculum. We adapted the original version of the Stages of Concern Questionnaire (SoCQ) and also added an open-ended question. We conducted the questionnaire online with English lecturers (N = 368) from six regions in Indonesia to investigate their concerns regarding the implementation of the HEC. We also examined how their concerns might differ according to their demographic characteristics. The findings indicate that the lecturers demonstrate a 'nonuser profile' (early stages of concern) in the SoC model. Furthermore, their concerns were significantly different according to their gender, age, qualification, teaching experience, and year of implementation and involvement. However, geographical location and institution did not show statistically significant differences. The results from the open-ended question indicate that the lecturers were mainly concerned about student outcomes, pedagogical concerns, and the lack of information, resources, and support. The study extends the use of the SoC model into the Indonesian Higher Education context and provides insights into lecturers' ways of implementing the new curriculum into their English teaching practice.

## Parallel Session

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### Other Areas of Applied Linguistics

#### ***NOT JUST CRAFTS MAKING: VISUAL ARTS ACTIVITIES AND EARLY SECOND LANGUAGE LEARNING***

**Evon Wong Yee Wan**

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The benefits of participating in visual arts activities towards young children have shown tremendous advantages and they provide a holistic development to a child, especially in enhancing a child's language development. It provides a discursive and non-discursive learning experience. However, the significance of visual arts is undermined in the Malaysian school system. In Malaysia, a multicultural context, children are exposed and learn at least a second language (L2) at the age as young as 4 years old (base on the National Preschool Standard-based Curriculum). In the view of constructivist learning, language shall be learned in a language rich context that promotes ample communicative and interactive opportunities. Visual arts activities provide a naturalistic discourse for learners to genuinely communicate, it is specially an upside learning environment for young learners in language learning, which a "now and here" situation is ideal. Interaction is the root of learning a language in the constructivist learning perspective. The diversity of language input during the arts making process enables children to understand the functions of language. It helps children to understand some abstract language instructions and meaning which. Besides, visual arts bridge the cultures. Not only does visual arts promote languages learning, but also enhances the understanding of cultures diversity. It is exceptionally vital in the multicultural society in Malaysia. This paper aims to discuss the integration of visual arts activities to optimize L2 learning experience among the young children in Malaysia. Implications and suggestions for future research are discussed at the end of this paper.

**Keywords:** Child Language Learning, Early Bilingualism, Early Childhood Language Learning, Second Language Learning, Visual Arts in Early Childhood



## Parallel Session

**P: 24**

### Other areas of Applied Linguistics

#### ***DYSLEXIA: AN ANALYSIS OF SYNTACTIC ERRORS***

**Anindita Sahoo | Priyanka Mowlali**

Indian Institute of Technology Madras | Indian Institute of Technology Madras

In this paper, we analyze various kinds of errors in the writing skill of dyslexic children and claim that both lexical and syntactic errors are equally important to understand the challenges that such children encounter in a formal school environment. This study is substantiated with data collected from the school children in Chennai who belong to the age group of 7-9 years. Some of the examples are given below:

- 1(a) The bumblebee is dancing merrily.
- (b) \*The bummebelebee the dance merle.
- (c) \*The bubeedasemerale.
- (d) \*Boblebee dancing with mirile.

We notice that in 1(b), the error lies in the verb form where the auxiliary is missing and the determiner 'the' has found its place unnecessarily. In 1(c), the similar kind of error is encountered. In 1(d), although the verb form retains its imperfective aspect, the auxiliary is missing and the presence of the preposition 'with' makes the sentence ungrammatical. We claim that a meticulous analysis of such errors offer a more comprehensive understanding of issues related to dyslexia. Following Robertson and Joanisse (2008), we claim that the analysis of such kind of errors offers a significant understanding of phonological Short Term Memory (STM), and further, taking cues from Vogel's (1974) study, we contend that our analysis has the potential to be used as a significant diagnostic tool to screen the children at an early age, so that they can be provided with the right kind of therapy and timely intervention.

## Parallel Session

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### Other areas of Applied Linguistics

#### *A Comparison of Chinese and British Tea Culture*

**Aijing Zhang | Lay Hoon Ang | Shamala Paramasivam | Hazlina Abdul Halim**

Universiti Putra Malaysia, Serdang, Malaysia | Universiti Putra Malaysia, Serdang, Malaysia |  
Universiti Putra Malaysia, Serdang, Malaysia | Universiti Putra Malaysia, Serdang, Malaysia

Tea is a traditional and popular drink around the world. With the spread of tea, special ways of tea drinking were developed, and tea culture was formed. However, tea cultures are varied from countries to countries. As the two largest tea consumers, China and the United Kingdom represent two different tea cultures. This study aims to explore the similarities and differences between Chinese tea culture and British tea culture by comparing their themes in the aspects of tea sets, tea making, tea drinking and tea customs. Qualitative methods were used in the study. The data of the research were words and sentences about tea sets, tea making, tea drinking and tea customs collected from published documents related to Chinese and British tea cultures including books and articles. The data were collected and coded by Atlas.ti, and the themes of tea sets, tea making, tea drinking and tea customs in Chinese and British tea culture were compared. The results showed that Chinese and British culture had similarities, but more differences. Both of them emphasized water and material of tea sets. However, Chinese tea culture focused more on tea's purity. Many traditional cultures and even religions were combined with tea making, drinking and customs. British tea culture paid more attention to tea's taste, relaxation, and social aspect.

## Parallel Session

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### Other areas of Applied Linguistics

#### ***BRINGING PEREZHIVANIE IN APPLIED LINGUISTICS RESEARCH***

**Larisa Nikitina**

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A recent 'emotional turn' in applied linguistics and L2 research has placed into the spotlight affective factors inherent in a language learning (and language teaching) endeavour. It also marked a point of departure from predominantly quantitative approaches in research on language learner psychology. The burgeoning explorations of emotions and affect in L2 contexts have revealed the need – and opened up avenues – for fresh theoretical perspectives in the field. However, there is still a scarcity of theories that, firstly, allow for seamless blending of affective, cognitive and volitional processes inherent in learning a new language and, secondly, that accommodate a dynamic nature of psychological phenomena. This paper advances the Vygotskian concept of perezhivanie in applied linguistics and L2 research on psychology of language learning and teaching. It offers an overview of the roots and origins of the concept and discusses difficulties that researchers and scholars encounter while attempting to render the full meaning of this everyday Russian word. The paper proceeds to highlight theoretical and methodological affordances that the concept of perezhivanie brings in applied linguistics and L2 research. It further argues that adopting perezhivanie as a theoretical lens and analytical tool would give a much needed boost to subjectivist and constructionist epistemologies in L2 research on emotion and affect, besides enriching our understanding of psychological undercurrents of a language learning (and teaching) endeavour.

## Parallel Session

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### Other areas of Applied Linguistics

#### **TRANSLANGUAGING IN THE MALAYSIAN COMIC BOOK “IF MALAYSIA WAS ANIME: COVIDBALL Z”**

**Wirda Syaheera Mohd Sulaiman<sup>1</sup> and Chew Shin Yi<sup>2</sup>**

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Translanguaging involves the use of two or more languages in a discourse (Bullock & Toribio, 2009). Malaysia, home to a multiracial community consisting of Malay, Chinese, Indian and others, typically practices two or more languages as Malay language is the official national language and English is the second language. The use of translanguaging amongst Malaysians is regular in spoken as well as written discourse. This particular study examined the use of translanguaging in written discourse, specifically in a comic book by Malaysian cartoonist Ernest Ng titled “If Malaysia was Anime: Covidball Z”. This comic book addresses real Malaysian scenarios such as the recent Covid-19 pandemic and political scenes with an adoption of Malaysian style of spoken discourse in written form. This study aims to explore the function of translanguaging in the mentioned comic book by content analysis and explore Malaysians’ views of the use of translanguaging in this comic book through interviews. To determine the function of translanguaging in the comic book, this study adopted Jakobson’s (1987) six language functions as the theoretical framework. The findings of this study revealed that out of the six language functions stated by Jakobson, five were found in the comic book excluding the phatic, “socio-pragmatic”, function. The interviews found Malaysians to have positive attitudes towards the use of translanguaging in the comic book as it could display Malaysians’ unique plurilingual communication skills.

## Parallel Session

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### Sociolinguistics and Pragmatics

#### *Convergence Strategies used by Malaysian Nurses while communicating in English*

**Aditya Karuthan | Karuthan Chinna**

University Malaya | Taylor's University

Nurses need to communicate effectively with the patients under their care as effective communication leads to better patient healthcare (Nettina, 2013). However, miscommunication between the nurses and patients is bound to occur when both speakers interact in their second language or weaker language (Aditya Karuthan et al., 2020). Miscommunication and misunderstanding in medical interactions can lead to increased stress and anxiety, misdiagnosis, mistreatment, and life-threatening situations. This study identifies the English language communicative challenges faced by Malaysian Nurses. This study also identifies the accommodating strategies used by the nurses when interacting with L1 or L2 English-speaking foreign patients. A questionnaire adapted by Saborin et al., 2016 and Itesh Sachdev et al., 2012 was distributed to 111 nurses at a private hospital frequented by foreign patients. The findings indicate that 75% of the Malaysian nurses faced difficulties communicating in English with their foreign patients. The nurses used convergent strategies such as code-mixing, direct translation, non-verbal gestures, and other paralinguistic features such as speed of speech and word pronunciation to overcome their English language challenges. The findings of this study have implications on Medical Interaction among Malaysian Nurses and Nursing Students

## Parallel Session

P: 62

### Sociolinguistics and Pragmatics

#### ***ILOKANO LANGUAGE VITALITY AND SPEAKERS' LANGUAGE CHOICES***

**Elena Navas**

Philippine Normal University, North Luzon

In this age of globalization and digitization, close contact with speakers of other languages could not be avoided and may even threaten some languages. This study ascertains that a language in a local municipality continue to exist through continued use. It specifically describes the vitality of the Ilokano, a language spoken in north Philippines. Data were collected through survey questionnaire followed by an interview. Using the Likert scale, findings revealed a very vital language at home, neighbors and friends but moderately vital at school and government. It also showed that language choice depends on the domain of interaction by the multilingual speakers however, the qualitative data pose some issues that need to be addressed to avoid language endangerment. Since parents, teachers and officials play a crucial role in the maintenance of a language, they should be alerted with language vitality programs that should be cooperatively implemented in the community.



## Parallel Session

P: 63

### Sociolinguistics and Pragmatics

#### ***“WHY I DON’T SPEAK LIKE MOM AND DAD”: LANGUAGE IDENTITY, MAINTENANCE AND SHIFT OF IP STUDENTS***

**Josie Jordan G. Rosete**

Philippine Normal University North Luzon

The study is descriptive of the status of language identity, language maintenance and language shift of Indigenous Peoples students of Philippine Normal University North Luzon by considering their language attitude, the probable causes of language shift and language loss as variables to the inquiry. The investigation centered on describing how IP students of the institution perceive the situation of their mother tongue and other influential languages in the context of the language used and spoken by their parents as well as their environment. Language maintenance and shift was hypothesized to be connected to the IP family background of the respondents. Hence, the study identified the respondents as born of parents who are both IPs and an IP parent intermarried to a non-IP. The results reveal that IP students born of parents who are both IP are more likely to lose their home languages because their linguistic foundation is merely composed of both languages of minority compared to those whose parents are intermarried. This group is less likely to lose home languages since only one language is threatened (inferior language) while the other (superior language) is maintained since the same language is spoken by the majority group. The study desires to increase awareness of minority groups, IPs in this context, of the status of their language for possible language identity preservation and avoidance of possible language loss.

# E-POSTER



## Poster

**P: 28**

### **Applied Linguistics in Language Teaching and Learning**

#### ***PROMOTING DISCUSSION IN THE PRE-MEDICAL LANGUAGE CLASSROOM USING VIRTUAL GALLERY WALK***

**Ng Choo Ting<sup>1</sup>**<sup>1</sup> Foundation in Science, Manipal University College Malaysia (MUCM), Melaka, Malaysia

The conventional classroom was hurled into a pandemonium when Covid-19 cases exacerbated into devastation. With lecture and tutorial sessions having resorted to web-based setting, students lamented at the diminishing sense of humanity upon the logistical change in the learning landscape. From the teacher's perspective, the herculean task of maintaining active participation among learners is further heightened by the claustrophobic enclosure that is to online learning. This poster captures the essence of how the manifestation of a virtual gallery walk on Microsoft Teams is used as a repertoire to counter low engagement during online classroom discussions among Semester 2 pre-medical students. Throughout a 12-week academic calendar, language tasks are assigned to groups of maximum five students (some tasks are attempted individually). Much like an artist would showcase her art pieces in an exhibition, the students will then post their findings to the Microsoft Teams wall which then serves as a virtual gallery walk made available for the viewing of every member within the class. Group presentations ensue and feedback is given at the end of each presentation in the form of immediate verbal feedback by the lecturer and written feedback whereby members of the class will leave comments under each post. Students' testimonials extracted from the comments sections of each post indicated that the virtual gallery walk technique 'reduces the stress for immediate response', 'boosts confidence in completing language task', 'opens eyes to different perspectives' and is a channel for 'voices to be heard'.

**Poster****P: 60****Applied Linguistics in Language Teaching and Learning*****NEW NORM: ENGAGING LEARNERS IN THE EFFORTS TO ENRICH ORAL  
PRESENTATION SKILLS IN DIGITAL CONTEXT*****SELVAMALAR A/P SELVARAJAN**

POLITEKNIK TUANKU SULTANAH BAHİYAH

The COVID-19 pandemic had caused unexpected conditions and dramatic changes all over the world. It was hard to accept that the teaching and learning process should only happen via digital screens. The requirements for live oral presentations online in English become new challenges and brought about additional worries among the students when even delivering oral presentations in the traditional face-to-face classroom settings is generally considered difficult. Thus, the study aimed to facilitate students in the online learning process and develop presentation skills by implementing a project-based learning method. A total of 162 Diploma programme students from engineering and commerce departments enrolled in Communicative English course during semester one participated in the study. Findings of the study were obtained from the analysis of questionnaires, video recordings and semi-structured interviews. The results indicated that Project-Based Online Learning (PjBOL) makes the learning meaningful and effective, not only facilitates students to deliver oral presentations confidently in the digital contexts but also help them identify strengths by developing several other crucial skills. In addition, the study reflected students' expectations and preferences in online learning. Learners admit that PjBOL has created better opportunities for self-development by turning challenges into opportunities to develop 21st-century skills. They become more responsible for their learning. By creating a supportive online learning environment, students were able to engage in the learning process with sufficient effort. With the positive feedback and possibilities to develop oral presentation skills online, PjBOL is highly recommended for students in higher education.

## Poster

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### Applied Linguistics in Language Teaching and Learning

#### **THE EFFICACY OF COLLABORATIVE WRITING APPROACH AMONG MALAYSIAN ESL B40 SECONDARY SCHOOL STUDENTS**

**MOHD KHAIRULFAIDZ BIN SHAMSUDIN | MOHAMMAD NOR AFANDI BIN  
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Writing skill is considered as one of the most complex skills in ESL classroom especially among the Malaysian B40 students. Numerous techniques and strategies have been conducted by teachers to enhance students' writing skill, however the result is still unsatisfactory. As the Malaysian education system gears to the demand of 21st-century learning practices, Collaborative approach is seen as an essential technique in helping these students to be better in their writing. Thus, this study is proposed to investigate the effectiveness of Collaborative Writing approach to improve the Malaysian B40 secondary school students' writing. This mix-method study will be conducted in rural schools in Melaka where the students will be taught and assessed using pre-assessment and post-assessment essay questions. The expected findings will show the improvement in writing skills among the B40 students and provide suggestions for teachers to improve their teaching methods in the classroom.

**Poster****P: 21****Applied Linguistics, Discourse Studies and Professional  
Communication*****The “Best” Nasi Lemak: A Genre Analysis of Malaysian Online Food Review*****Angelicia Anthony Thane**School of Linguistics & Applied Language Studies, Victoria University of Wellington, Wellington,  
New Zealand

As a multiracial country, food is undoubtedly a significant component of Malaysian culture. Local cuisines serve to portray the different ethnicities which make up its population. Reflecting the nation's unique identity, Malaysian Heritage Food (MHF) has become internationally acclaimed due to the rise of the digital era. The Internet has enabled easy access to information on various local and international cuisines, ranging from personal food vlog channels to dedicated culinary expert websites. The quest and appreciation for famous cuisines and technological convenience give rise to a relatively prominent digital genre: online food reviews, which is a major source of information for gastronomes worldwide. Thus, this paper attempts to provide a comprehensive description of online food reviews focusing on the role of visuals and relevant discourses in genre construction, interpretation and exploitation. The data in this study centres on the nasi lemak, a specific MHF Malay cuisine and Malaysia's national dish. Swales' Three-Level Genre model and Bhatia's notion of interdiscursivity were employed as the main research frameworks in analysing online food reviews from a popular Malaysian food website. Findings demonstrated that while reviews are deemed as informative, strong promotional elements are subtly incorporated via the usage of visuals alongside promotional discourses. The seemingly honest opinions in reviews also function to persuade readers in purchasing the reviewed item, rendering the credibility of these opinions at stake. These subtle incorporations were facilitated by specific features of the digital genre, giving rise to mixed genres like online food reviews.



**Poster****P: 58****Applied Linguistics, Discourse Studies and Professional  
Communication*****A GENRE ANALYSIS ON INSTAGRAM POSTS BY BEAUTY INFLUENCERS  
IN MALAYSIA*****Chai Jian Mei**

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With the advent of social media, marketers now look at alternative ways to promote their products and services. One of the marketing strategies is to engage with Social Media Influencers (SMI) to generate electronic Word-of-Mouth (eWOM) pertaining to a product or service on social media platforms. Recognizing the diversification of promotional discourse, this study examines social media Instagram as a potential artefact in fulfilling promotional purposes. Data comprises 50 Instagram posts featuring 10 local SMIs and the beauty and skincare products that they endorse. Kathpalia's (1992) nine move structure for straight line advertisements is adopted to unravel the presence of moves that help realise the communicative purpose of the discourse. Findings at the macro level showed that there is a total of nine moves alongside ten sub-moves exhibited by SMIs when generating their respective promotional posts on Instagram. These moves subsequently form the move structure of Instagram posts by SMIs to fulfill four communicative purposes, which are i) to capture the attention of the targeted audience ii) to inform them of the launch of a new product or service, iii) to persuade targeted audience to purchase the newly launched item and iv) to generate a desired Call-to-Action (CTA). This study contributes towards offering insights to marketers on the effective use of Instagram in fulfilling promotional purposes. It also serves as a contribution towards genre studies by providing scholars and academicians alike a better understanding on how new, innovative discourse such as Instagram is utilised in the modern days to achieve its communicative purpose.

## Poster

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### Applied Linguistics, Technology and Digital Literacy

#### ***APLIKASI MOODLE KIT MAYA MARI MEMINTAL DWIBAHASA***

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Murid-murid di Tahap Satu sekolah rendah dan di sekolah berkeperluan khas sering mengalami pelbagai masalah seperti masalah tingkah laku, masalah pengamatan, masalah kemahiran motor, masalah sosialisasi dan emosi. Oleh itu, Aplikasi Moodle Kit Maya Mari Memintal, terdiri daripada perisian untuk latihan pemintal lidah disediakan dengan objektif agar (a) guru-guru dapat mengamalkan aktiviti berasaskan teknologi ketika proses pengajaran dan pembelajaran (PdP) di bilik darjah sebagai usaha membantu murid-murid Tahap Satu sekolah rendah dan di sekolah berkeperluan khas mencapai potensi maksimum sesuai dengan keupayaan mereka; (b) meningkatkan kemahiran mendengar, bertutur, membaca, pengamatan, tumpuan, minat dan mengurangkan stres murid-murid Tahap Satu di sekolah rendah dan di sekolah pendidikan khas. Aplikasi Moodle Kit Maya Mari Memintal Dwibahasa telah diguna pakai di Sekolah Kebangsaan Taman Seri Pagi, Senawang, Negeri Sembilan dan Sekolah Menengah Pendidikan Khas Vokasional Shah Alam selama tiga bulan melalui kaedah pemerhatian ikut serta, latih tubi dan catatan. Dapatan kajian menunjukkan bahawa, murid-murid Tahap Satu sekolah rendah dan di sekolah berkeperluan khas mendapat manfaat dari segi peningkatan kemahiran mendengar, bertutur, membaca, pengamatan dan koordinasi motor kasar dan halus. Aplikasi Moodle Kit Maya Mari Memintal Dwibahasa juga mampu menjadi terapi kepada murid-murid untuk menyelesaikan pelbagai masalah tingkah laku di bilik darjah kerana mengandungi aktiviti dan dilengkapi bahan yang menyeronokkan. Inovasi ini juga mempunyai kaitan dengan aspek Seni Bahasa yang memberi penekanan kepada “belajar sambil bermain” dan permainan bahasa.

## Poster

**P: 78**

### **Applied Linguistics, Technology and Digital Literacy**

#### ***ESP students' Vocabulary Acquisition Through Game-based Learning and Detection of Metacognitive Awareness***

**Tan Wilson**

Universiti Tunku Abdul Rahman

Student learning in university has been challenged during the Covid-19 pandemic as students are unprepared to adapt learning in such a situation. The lack of vocabulary knowledge that impedes their language productive skills, e.g. writing and speaking has long been a discussion. Past researchers argued that metacognitive awareness is the skill that students should exhibit to first monitor their learning and then apply suitable strategies to acquire vocabulary. It even requires more attention during the Covid-19 outbreak as all throughout the country have been shifted from physical classes to online classes. Game-based learning is one such learning method that stimulates active learning through integration of games in lessons. Therefore, this study aims to know the effectiveness of game-based learning in improving student's vocabulary knowledge and the influence of metacognitive awareness during learning. This study adopts a sequential explanatory of experimental method and involves 32 business students from a private university in Perak. Data was collected from student questionnaires before and after integrating The Sims 4. The study revealed that game-based learning has improved students' metacognitive awareness and vocabulary learning after the integration of The Sims 4. Evidently paired sample t-test shows improvement of vocabulary test scores and significant at  $p < .05$ . The findings of this study is beneficial for lecturers, undergraduates as it might become a new way to make learning fun and exciting. Future studies should conduct similar research in physical classrooms to determine the impact of game-based learning and recruit more participants to improve the research.

## Poster

**P: 33**

### Language Assessment & Evaluation

#### ***Learning English Online: The Questions of Skill, Will, Self-Regulation and Academic Performance***

**Kamisah Ariffin | Norizul Azida Darus | Norhajawati Abdul Halim**

Associate Professor | Senior Lecturer | Senior Lecturer

Unlike traditional classroom, where regular class meetings and with instructors monitoring and supporting students' learning, online learning requires students' own skills, motivation, and self-regulation. The purpose of this study was to identify ESL students' learning strategies in learning English online and to see whether their strategic learning can be a predictor of their performance in the subject. This was measured using the adapted version of the Learning and Study Strategies Inventory (LASSI) that examines students' strategy use in learning English under the dimensions of skill, will and self-regulation. 127 diploma level students, enrolled in an English course in a university in Malaysia, participated in the study. It is found that the students employed all the strategies examined, indicating that they had the skills and ability related to identifying and acquiring information, and demonstrating their knowledge on evaluative procedure at varying levels. There was also a correlation between students' strategic learning and their academic performance. Gender also exerted its influence on the strategy use. Such findings can inform instructors or institutions on providing academic resources or any specific intervention programme that can be organised to ameliorate students' academic performance.

# POST-CONFERENCE WORKSHOPS

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## POST-CONFERENCE WORKSHOP 1

### DEVELOPING A RESEARCH NICHE IN APPLIED LINGUISTICS: A HOW-TO WORKSHOP FOR JUNIOR SCHOLARS

**Dr David Yoong**



In this workshop, participants will learn how to develop a research niche in applied linguistics (AL) and establish their authority as an applied linguist. The workshop covers the following contents:

- A quick introduction to AL research publications and the journal reviewing process
- An overview of published AL research coming from Malaysia, Singapore, the UK and the USA: Key insights and opportunity spotting
- The power of multidisciplinary infusion
- Using the RETAIL framework to discover and build AL research opportunities

Participants will learn how to:

- Use VOSviewer to generate bibliometric insights of past research
- Design doable AL research projects that are meaningful and unique

#### **About the workshop facilitator:**

David Yoong (PhD Linguistics La Trobe; M.Criminal Justice Malaya; M.Linguistics Malaya; B.A. English USM) is a research consultant and independent scholar who specialises in talent cultivation (academic leadership and mentorship), critical discourse analysis, and research writing. Before being attached with the Faculty of Medicine, University of Malaya as a Research Associate, he was Deputy Dean (R&D) at the Faculty of Languages and Linguistics, UM. He can be reached at [delphi@be-adept.com](mailto:delphi@be-adept.com).



**POST-CONFERENCE WORKSHOP 2****DOING FORENSIC LINGUISTICS  
RESEARCH**

**Dr Susanto Saman**  
**Universitas Bandar Lampung (UBL)**  
**Indonesia**



In this two-hour workshop, participants will have some insights in doing forensic linguistics research. The workshop will start with critical reviews on studies in forensic linguistics. Then, there will be discussion on some legal cases in which written or spoken language were used as legal evidence. Some basic methods and features are introduced to help the participants to understand how a forensic linguist is actually working on specific data set. The methods and features are discussed with relevant examples to help the participants to replicate, develop and organize for their own data set in proposed and potential research in forensic linguistics.

**About the workshop facilitator:**

DR. SUSANTO is the Head of the Centre for Studies in Linguistics, Universitas Bandar Lampung (UBL). At the university, he is also a senior lecturer at the English and Education Department. In 2018, he was a Fulbright Fellow at the Department of Brain and Cognitive Sciences, Massachusetts Institute of Technology (MIT), USA. He conducted a research on studying neural mechanism for identifying deception. In 2017, he completed a two-year postdoctoral research in Forensic Linguistics at the Martin Centre for Applicable Linguistics, Shanghai Jiao Tong University (SJTU), China. In 2008, he completed studying courses at ISFC Winter Institute, Macquarie University, Australia. In 2014, he founded the Indonesian Community for Forensic Linguistics (Komunitas Linguistik Forensik Indonesia, KLFI). He earned his BA in English Literature from Universitas Islam Sumatera Utara (UISU, 2002), MA in English Applied Linguistics from Universitas Negeri Medan (UNIMED, 2004), MA in English Literature from the Central Institute of English and Foreign Languages (CIEFL, 2007), India and PhD in Linguistics and Phonetics from the English and Foreign Languages University (EFLU, 2014), India. Some of his major interests are linguistics, phonetics, forensic linguistics, neurolinguistics, language teaching and language acquisition. He can be reached at his homepage [www.mrsusanto.weebly.com](http://www.mrsusanto.weebly.com).

# BIODATA



### Biodata (Symposia Chairs)

**Shamala Paramasivam** is associate professor with specialisation in discourse analysis, English for Specific Purposes, Technology and Learning, Language and Culture and TESOL. She actively researches and publishes in international journals on issues in educational and professional domains. She serves as associate editor on The Asian ESP Journal.

**Supyan Hussin**, a former Professor at the Language and Linguistics Research Center, Faculty of Social Sciences and Humanities, Universiti Kebangsaan Malaysia. Specializing in language, education and technology, he has published 7 books dan more than 200 articles in chapters in books, journals, and proceedings at national and international levels. He has produced 34 Ph.D. students. He was appointed as an examiner for 102 Ph.D. theses, a Visiting Lecturer for Teaching & Learning Program at Yogyakarta State University in 2015, a Visiting Associate Professor of Teaching and Learning at the Faculty of Islamic Civilization, Universiti Teknologi Malaysia in 2016, a Visiting Professor of Mobile Learning at Language Academy Universiti Teknologi Malaysia 2016, a Visiting Professor in 2018, 2019, and 2020, a master trainer in Interactive Lecture Program for AKEPT Ministry of Higher Education Malaysia 2013-2017, and invited speaker/trainer for teaching and learning using technologies, in addition to human development and training programs in interpersonal communication for effective teaching and learning, e-learning, blended learning, flipped classroom, and mobile learning at UKM and at other educational institutions since 1995.

**Associate Professor Dr Zarina Othman** is currently the Deputy Dean (Language Competency) for Pusat Pengajian Citra Universiti, (School of Liberal Studies) Universiti Kebangsaan Malaysia (UKM). She holds a B.Ed Hons TESL (University of Kent, UK, MESL (University Malaya) and PhD in Linguistics (Lancaster University, UK). Dr Zarina was also the Head of the Centre for Latin American Studies at the Institute of Malaysia and International Studies (IKMAS) at UKM. Her research interests include Discourse Analysis, Language & Professional Communication, Gender & Linguistics Sexism as well as ELT and ESP teaching.

**Dr Chau Meng Huat** began his career over 20 years ago as a teacher working with primary, secondary and high school students, before he took up a fellowship and joined Universiti Malaya in 2010. At Universiti Malaya, Meng Huat teaches and supervises research in Applied Linguistics. His research, teaching and supervision on topics in applied corpus linguistics, Global Englishes, language and writing development, multilingualism and TESOL have been motivated by ecojustice considerations, with a view to better understanding and enhancing the potential contribution of Applied Linguistics towards a sustainable world. Meng Huat holds adjunct and visiting appointments at Guangdong University of Foreign Studies in China and De La Salle University-Dasmariñas in the Philippines. His publications include *International Perspectives on Education and Corpus Applications in Applied Linguistics*, both published by Bloomsbury.

**C. M. Elantamil** is Lecturer of Linguistics at Faculty of Languages and Linguistics, Universiti Malaya, Kuala Lumpur, Malaysia. He is currently attached to Malaysian Languages and Applied Linguistic Department. He got his first degree in International Relations in 1999 at the International Relation Department in the Faculty of Arts, Universiti Malaya, a master's degree in civilization studies in 2001 and another master's degree in information technology in 2005, also from Universiti Malaya. He is currently pursuing a PhD in Corpus linguistics. He is

teaching Information Technology in Tamil, Research Methods, Introduction to Linguistics, Creative and Critical Thinking, and Sociolinguistics. His research interests under Linguistics are Corpus Linguistics, Open-Source Technology, NLP and Computational linguistics. He actively joins seminars at both national and international levels as a speaker.

**Nadya Supian** is currently Assistant Professor with the Department of Modern Languages, Faculty of Creative Industries in Universiti Tunku Abdul Rahman. She has over 20 years of teaching experience, ranging from pre-school education, highshchool education, undergraduate to post-graduate supervision. She teaches English for Specific Purposes, Psycholinguistics, Critical Reading and Thinking and Research Methodology at undergraduate level, and also Psychology and Communication at Masters level. She established the Centre for Modern Languages and Literature, which specialises in coordinating research activities and knowledge sharing related to applied linguistics, creative literary work and literature-based studies. Her research interests include metacognition in language learning, mobile assisted language learning, vocabulary acquisition, educational psychology, game-based language learning and semiotics.

**Sumathi Renganathan** is an Assistant Professor in the Department of Languages and Linguistics, Universiti Tunku Abdul Rahman (UTAR) Kampar Campus, Malaysia. She obtained her PhD (Education) from King's College London. Sumathi's research interests include Indigenous and Minority Issues in Education, Language and Literacy, Culture and Identity, ESL Teaching & Learning, Ethnographic Approach and Qualitative Research Methodology.

**Aliyyah Nuha Faiqah Azman Firdaus** is a recipient of the Japanese Government (Monbukagakusho: MEXT) Postgraduate Scholarship 2020. She is pursuing her PhD studies at the Graduate School of Humanities and Social Sciences, Hiroshima University, Japan in applied linguistics and educational policy. She has been involved in capacity building projects in Malaysia, Cambodia and Laos and higher educational leadership policies in ASEAN. Her research interests are in environmental discourse and language policy and planning.

**Vahid Nimehchisalem** holds a PhD in TESL. He's been involved in teaching English as a second and foreign language since 1996. He's currently Associate Professor at the Faculty of Modern Languages and Communication, UPM, Malaysia. English language learning-teaching materials evaluation and language assessment are his main areas of research interest. He's chief editor of the International Journal of Education and Literacy Studies, managing editor of the Journal of Language and Communication (JLC), and board member of some other journals in the area.

**Vahid Aryadoust** is an Assistant Professor of language assessment literacy at the National Institute of Education of Nanyang Technological University, Singapore. He has led a number of language assessment research projects funded by, for example, the Ministry of Education (Singapore), Michigan Language Assessment (USA), Pearson Education (UK), and Paragon Testing Enterprises (Canada), and published his research in, for example, Computer Assisted Language Learning, Language Testing, System, Language Assessment Quarterly, Assessing Writing, Educational Assessment, Educational Psychology, etc. He has also (co)authored a number of book chapters and books published by Routledge, Cambridge University Press,

Springer, Cambridge Scholar Publishing, Wiley Blackwell, etc. He is a member of the Advisory Board of multiple international journals and has been awarded the Intercontinental Academia Fellowship (2018–2019). His most recent book on quantitative methods in language assessment was published by Routledge (<https://www.routledge.com/products/search?author=Vahid%20Aryadoust>). His YouTube channel has been awarded the John Cheung Social Media Award, 2020, which recognizes exemplary and innovative use of social media. The channel is available from: <https://www.youtube.com/user/vahidaryadoust>.

**Associate Professor Dr Hadina Habil** is currently attached to Language Academy, Universiti Teknologi Malaysia, Johor Bahru. She has vast teaching experience, supervising post-graduate students, and conducting research. Her main areas of expertise involve discourse analysis, business communication, and English for Specific Purposes (ESP).



**Biodata (Parallel Session)**

**P7 Ayesha Syed** has been a senior lecturer at the Faculty of Languages and Linguistics, Universiti Malaya since December 2019. Prior to this, she worked in various positions related to language, content creation and skills development. Her research focus is healthcare discourse.

**P9 Evon Wong Yee Wan**, a current PhD candidate of UTAR, Malaysia with 9 years of experience in the early childhood sector teaching English to early learners. Her research interests include early bilingualism, early second language learning, child language learning and development, and visual arts in early childhood.

**P10 Ying Qi Wu** is a PhD student in the English Language Department, Faculty of Languages and Linguistics, University of Malaya, Malaysia. His research interests include Semiotics, Multimodal Discourse Analysis, Genre Analysis and Pragmatics.

**P10 Cecilia Cheong Yin Mei (PhD)** is a Senior Lecturer in the English Language Department, Faculty of Languages and Linguistics, University of Malaya. Her research interests include Critical Genre Analysis, Multimodal Discourse Analysis, English for Specific Purposes, Communication and Professional Discourse.

**P13 Asha M Vanugopal** is working for the Department of Modern Languages in Universiti Tunku Abdul Rahman (UTAR), Malaysia since 2012. Her research interests are Educational Psychology, Teaching English as a Second Language and women issues.

**P13 Krishnaveni Subramaniam** is attached with the Department of Modern Languages, Faculty of Creative Industries, Universiti Tunku Abdul Rahman (UTAR) since 2015. Her research interests are Genre Analysis, Discourse Analysis, and Humanities and Social Science.

**P13 Josephine Anak Freni Affrin** is attached with Department of Modern Languages, Faculty of Creative Industries, Universiti Tunku Abdul Rahman (UTAR) since 2013. Her research interests are in TESL, English for Specific Purposes (ESP) and women issues.

**P13 Swagata Sinha Roy** is currently with the Department of Modern Languages in Universiti Tunku Abdul Rahman (UTAR), an institution she has been with for seventeen over years. Her research interests include literature of the diaspora, mythology, legends, early childhood, social media impacts, culture and society, book reading communities and adaptation of literary works into celluloid.

**P13 Kavitha Subaramaniam** is from the Department of General Studies, Faculty of Creative Industries, Universiti Tunku Abdul Rahman (UTAR), Malaysia. She has been working in UTAR since May 2005. Her research interests include sociocultural studies, textual analysis and qualitative study.

**P15 Kavitha Subaramaniam** has been with Universiti Tunku Abdul Rahman since 2005. She is from the Department of General Studies which is attached to the Faculty of Creative Industries. Her research focuses on textual analysis, qualitative research and sociocultural studies.



**P15 Swagata Sinha Roy** is currently with the Department of Modern Languages in Universiti Tunku Abdul Rahman (UTAR), an institution she has been with for seventeen over years. Her research interests include literatures of the diaspora, mythology, legends, early childhood, social media impacts, culture and society, book reading communities and adaptation of literary works into celluloid.

**P15 Devendra Kumar Budakoti** is a free-lance writer and sociologist who enjoys discussions on development and social issues. He has been in the NGO/development sector and in social research for more than three decades. He continues to show interest in the preservation of social

**P16 Eunjeong Park** is an Assistant Professor in the Department of English Language Education, College of Education, at Sunchon National University. Her research interest includes language learning in the EFL context and the interdisciplinarity of teaching and learning in education.

**P17 Kayatri Vasu** has a Phd in English Language Studies from Universiti Putra Malaysia. She has 13 years of teaching experience at private universities. She is now teaching at Universiti Tunku Abdul Rahman, Bandar Sungai Long. Her area of specialization is assessment in language teaching, learning strategies, educational psychology and teaching ESL writing.

**P17 Vahid Nimehchisalem** holds a Ph.D. in Teaching English as a Second Language and is an Associate Professor at the Faculty of Communication and Modern Languages, Universiti Putra Malaysia. His main areas of research interest include ESL writing assessment and ELT material evaluation. His research activity mainly revolves around English language learning-teaching.

**P17 Christina Abigail** holds a Masters in TESOL from the University of Nottingham Malaysia Campus and was involved in various research projects and conferences with the school of Education. Her area of interest and research includes literature, educational psychology, and sociocultural linguistics.

**P18 Prathomwat Suraprajit** is an assistant professor at Faculty of Management Sciences, Kasetsart University Sriracha Campus. His research interests include English Language teaching and English for specific purposes.

**P20 Shie Sato** is an Associate Professor in the School of Commerce at Waseda University. She received her Ph.D. in Applied Linguistics from University of California, Los Angeles (UCLA). Her research interests include discourse-functional linguistics and sociolinguistics.

**P21 Angelicia Anthony Thane** is currently pursuing a doctorate in Applied Linguistics at the Victoria University of Wellington (VUW), New Zealand. She is from Sabah, Malaysia where she belongs to one of its largest indigenous tribes, the *Kadazan* tribe. Her research interests include critical genre analysis, multimodality and social media.

**P22 Tingting Liu** is a PhD student at National Institute of Education (NIE), Nanyang Technological University, and a lecturer at Sichuan International Studies University in China. Her research interests include language teaching and assessment, oracy development, cognitive validity for listening assessment, educational neuroscience, and statistical analysis. She has led

several research programs in English public speaking and her team's English Public Speaking course has been awarded the first batch of National First-class Undergraduate Course by Ministry of Education of China. She has been involved in designing high-stake tests at national and provincial levels initiated by National Education Examinations Authority and Chongqing Municipal Education Examinations Authority. She has also coauthored a few books such as English Debating, and Introduction to Classic Chinese Literature Translation published by Peking University Press.

**P22 Vahid Aryadoust** is an Assistant Professor of language assessment literacy at the National Institute of Education of Nanyang Technological University, Singapore. He has led a number of language assessment research projects funded by, for example, the Ministry of Education (Singapore), Michigan Language Assessment (USA), Pearson Education (UK), and Paragon Testing Enterprises (Canada), and published his research in, for example, *Computer Assisted Language Learning*, *Language Testing*, *System*, *Language Assessment Quarterly*, *Assessing Writing*, *Educational Assessment*, *Educational Psychology*, etc. He has also (co)authored a number of book chapters and books published by Routledge, Cambridge University Press, Springer, Cambridge Scholar Publishing, Wiley Blackwell, etc. He is a member of the Advisory Board of multiple international journals and has been awarded the Intercontinental Academia Fellowship (2018–2019). His most recent book on quantitative methods in language assessment was published by Routledge (<https://www.routledge.com/products/search?author=Vahid%20Aryadoust>). His YouTube channel has been awarded the John Cheung Social Media Award, 2020, which recognizes exemplary and innovative use of social media. The channel is available from: <https://www.youtube.com/user/vahidaryadoust>

**P23 Reshminder Kaur Satvinder Singh** is a doctorate programme student at Universiti Malaya, Malaysia. She graduated with M. App Linguistics from Universiti Putra Malaysia in 2010. She has been lecturing at Universiti Kuala Lumpur Malaysian Institute of Aviation Technology since 2008. She has experience in Curriculum Design & Development, ESP, Language Testing and Assessment and Interactive Learning. She has also been actively involved in language training and testing based on ICAO standards for engineers, ATC and aircraft maintenance trainees. She also provides consultation and short courses for Aviation companies and International students. Over the years, she has also been involved in research work and publication in ESP, PBL and Communication.

**P27 Ong Cheng Teik** holds a Bachelor of Education (Hons) majoring in TESL from Universiti Malaya and a Master of Arts (Linguistics and English Language Studies) from Universiti Sains Malaysia. He has taught and co-ordinated a range of English language and linguistic as well as education courses.

**P28 Ng Choo Ting** received her B.Ed (TESL) from Universiti Putra Malaysia and is currently lecturing at Manipal University College Malaysia (MUCM). She has over a decade of teaching experience at the pre-university level in medical schools. Her research interests are material development, collaborative learning and technology-integrated learning and edutainment.

**P30 Mohd Fahimi Zakaria** merupakan calon Ijazah Doktor Falsafah (Pengajian Bahasa Gunaan) di Akademi Pengajian Bahasa Universiti Teknologi MARA. Bidang pengkhususan ialah Perbandingan Terjemahan Arab-Melayu.

**P37 Dr. Mohammed H. Alaqad** is a senior lecturer in translation and interpreting studies with more than 10 years of experience in lecturing and teaching. Currently, Dr. Alaqad is leading the program of translation and interpreting at Management and Science University (MSU), Malaysia, also carries the position of faculty's research coordinator at the same university.

**P40 Dr. Mohd Hilmi Hamzah** is an Associate Professor at the School of Languages, Civilisation and Philosophy, Universiti Utara Malaysia. He received his PhD in Phonetics from the University of Melbourne, Australia. He is currently building a digital repository called MyAsli that aims to preserve indigenous languages in Malaysia.

**P43 Kelly Nelson** earned her M Ed in TESOL from the University of South Florida. She has been teaching English abroad for 15 years and is currently a Global Teaching Fellow at Tokyo International University.

**P45 Saad Saleh Hamad** is a PhD candidate at Faculty of Modern Languages and Communication (UPM). He obtained his M.A. in English language and linguistics from University of Mosul, College of Arts/ Iraq, and B.A. in English language from al-Hadba University College/ Iraq. His main research interests in Critical Discourse Analysis, political discourse, Pragmatics, and rhetorical analysis.

**P45 Afida Mohamad Ali** is an Associate Professor attached to the Department of English, Faculty of Modern Languages and Communication, University Putra Malaysia (UPM). Her research interests are mainly in the areas of LSP/ESP, corpus linguistics, and genre analysis, specifically genres used in professional settings i.e. business, finance, health, tourism and the new media.

**P45 Shamala Paramasivam** is an Associate Professor with the Department of English, Faculty of Modern Languages and Communication, University Putra Malaysia (UPM). Her specialization lies in discourse analysis, language and culture, English for Specific Purposes, Technology and Learning, and TESOL. She actively researches and publishes in international journals on issues in educational and professional domains. She serves as associate editor on The Asian ESP Journal and actively reviews manuscripts for other international journals as well. She also serves as member on the UPM Ethics board for research involving human subjects.

**P45 Mohd Azidan Bin Abdul Jabar** is currently a Professor and Dean at Faculty of Modern Languages and Communication, University Putra Malaysia (UPM). Previously, he has held various appointments of academic administration including the positions of Deputy Dean (Graduate Studies and International Affairs), Head of Foreign Languages Department and Director of Education Malaysia Office at Embassy of Malaysia in Jordan. He has immense experience in public administration, foreign service, student affairs management, teaching, research, consultancy as well as extension and community service. He has carried out numerous research projects and has published papers in journal, book, chapter in book and proceeding. His research areas are discourse studies, Arabic language, applied linguistics and applied comparative linguistics.

**P46 Dr. Larisa Nikitina** is a senior lecturer at the Faculty of Languages and Linguistics, Universiti Malaya (Malaysia). Among her main research interests are psychological and emotional aspects of language learning, constructivist pedagogies and the teaching of modern languages.

**P47 Dr Nur'ain Balqis** is senior lecturer and also a Coordinator of Master of Language in Communication and Digital Culture at Language Academy, Universiti Teknologi Malaysia. Her research works mainly focus on health communication, discourse-driven research as well as language and communication.

**P47 Dr Noor Aireen Ibrahim** is currently the Associate Chair of Language Academy, Universiti Teknologi Malaysia. She received her PhD from Cardiff University, United Kingdom and her research interests are in health communication, rhetorical communication, discourses-driven research as well as language and communication.

**P48 Wirda Syaheera** Born and bred in the abode of sincerity, Wirda Syaheera earned a Bachelor of Education in TESL from Universiti Kebangsaan Malaysia and a Masters in English Language Studies from Universiti Malaya. Her current research interest is on the use of English as a textual medium of communication.

**P48 Chew Shin Yi** is a senior lecturer at the Faculty of Languages & Linguistics, Universiti Malaya. She graduated with a B.Ed TESOL degree from the University of Auckland, New Zealand and obtained her Ph.D from Universiti Malaya. Her research interests include applied linguistics, computed-assisted language learning and computer-mediated communication.

**P49 Associate Professor Dr. Faridah binti Nazir** taught Malay Studies for 14 years in Raja Melewar Campus, Teacher Education Institute, Seremban. She also has experience teaching a secondary school teacher for 11 years. She is have currently serving the Kuliyyah of Language and Management, International Islamic University Malaysia, Pagoh, Johor as an Associate Professor in the Department of Malay, since 2018.

**P50 Paramjit Kaur** is a faculty member in the Department of Learning Sciences and Human Development, School of Education, College of Arts and Sciences, Universiti Utara Malaysia. Her interests include Malaysian phonology, intelligibility, English as a Lingua Franca and second language acquisition.

**P51 Wattana Wattananukij** is pursuing an M.A. in English at the Faculty of Arts, Chulalongkorn University, Thailand.

**P51 Nattama Pongpairoj**, PhD is an associate professor at the English Department, Faculty of Arts, Chulalongkorn University, Thailand. She is also Head of Applied Linguistics for Language Education Research Unit, Chulalongkorn University.

**P52 Shabnum Sayyed Hussain** is a PhD student in Department of English, Universiti Putra Malaysia (UPM). Her research interests are in the field of genre analysis and corpus linguistics.

**P52 Afida Mohamad Ali (PhD)** is an Associate Professor attached to the Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia (UPM).

Her research interests are mainly in the areas of LSP/ESP, corpus linguistics, and genre analysis, specially genres used in professional settings i.e. business, finance, health, tourism, and the new media.

**P52 Zalina Mohd Kasim** (PhD) is an Associate Professor at the Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia (UPM). Her current research interests include cognitive stylistics, semiotics, applied linguistics, and discourse analysis.

**P52 Ilyana Jalaluddin** (PhD) is a senior lecturer at the Faculty of Modern Languages and Communication, Universiti Putra Malaysia (UPM). Her research interest lies primarily in the area of TESL, writing in ESL context, technology and writing skills. Her current research focuses on the use of technology in teaching and learning of writing skills.

**P53 Azrifah Zakaria** is a graduate student at the National Institute of Education, Nanyang Technological University, Singapore. She has previously worked in early intervention and taught in a secondary school. Her areas of research interest are corpus linguistics and language assessment and the nexus between them.

**P53 Vahid Aryadoust** is Assistant Professor of language assessment literacy at the National Institute of Education, Nanyang Technological University, Singapore. His area of interesting are the role of neurocognitive factors in language assessment as well as machine learning.

**P55 Dr Rohayah Kahar** is currently a Senior Lecturer at Language Academy, Universiti Teknologi Malaysia, Johor Bahru. She holds the position of the Head of Technology and Education Research Group in her faculty. Her main research interests are social media communication, business communication, technology in language learning and teacher education.

**P55 Associate Professor Dr Hadina Habil** is currently attached to Language Academy, Universiti Teknologi Malaysia, Johor Bahru. She has vast teaching experience, supervising post-graduate students, and conducting research. Her main areas of expertise involve discourse analysis, business communication, and English for Specific Purposes (ESP).

**P56 Nor Azikin Mohd Omar** is Senior Lecturer at the Faculty of Languages and Communication, Universiti Sultan Zainal Abidin, Malaysia. Her main research interests include language in the workplace, particularly in humour, leadership discourse, and decision-making. She has published several works on humour in workplace contexts and identity construction.

**P57 Nur Nabilah Abdullah** is an Assistant Professor at the Department of English, Kulliyah of Languages and Management, International Islamic University Malaysia. Her research interests include Conversation Analysis, Multimodality, Multilingual Interaction, Second Language Acquisition and English for Specific Purposes.

**P58 Chai Jian Mei** is completing her MA in University of Malaya and is a Public Relations personnel at a Malaysian-based communications agency. Her research interest includes genre analysis, semiotics, and multimodality.



**P60 Selvamalar Selvarajan** is currently a lecturer at General Studies Department at Politeknik Tuanku Sultanah Bahiyah, Kedah. She completed her BA Ed. (English Language Studies) at Universiti Sains Malaysia. She obtained her MA in Applied Linguistics and TESOL from Newcastle University, United Kingdom.

**P64 Nurusyazwani binti Sukirin** is a Bachelor degree student in English for International Communication (ENCOM) at the Kulliyah of Languages and Management, International Islamic University Malaysia (IIUM). She believes that the more we learn, the more we realise that we don't know what we thought we knew.

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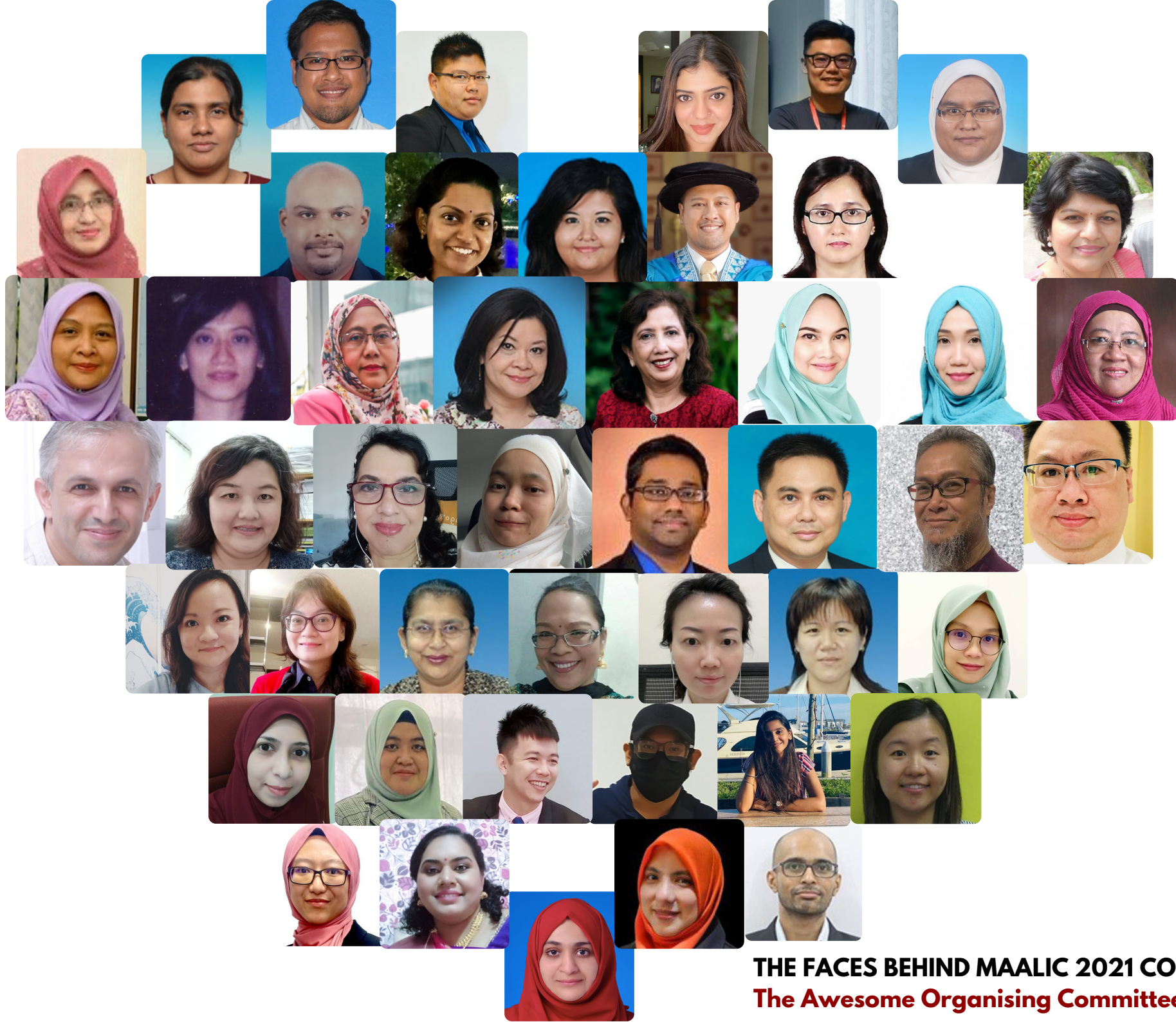
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