iELT-CON2021

10th International English Language Teaching Conference

PELLTA
Penang English Language
Learning & Teaching Association

20 - 21
November 2021

Virtual Conference

"Developing Future Skills
in English Language Teaching"

CONTENTS

P romoting the learning and teaching of English is our aim

E ndeavouring to seek personal knowledge and professional acclaim

L earning ... to further our learning

L et us then commit ourselves to the cause

T ogether we shall be a force

A ctively involved ... and to others provide the necessary resource.

~ Lucille Dass (1990) ~

Penang English Language Learning And Teaching Association (PELLTA)

THE HISTORY

The idea of setting up PELLTA was first mooted sometime in late 1988 by a small group of people spearheaded by Ms. Lucille Dass, Mrs. Irene Teoh Ming See and Ms. Mariam Zamani. They felt that there was a need for an association of some kind to help promote the learning and teaching of English in the state of Penang.

Following this, a group of like-minded English language educators was identified and the group met for the first time at the British Council on 15 February 1989 to look into the possibility of setting up the proposed association. After some initial discussion, it was unanimously agreed that the proposal be translated into reality as soon as possible.

A pro-tem committee was set up in 1989 and after six meetings, it was decided that the association be known as Penang English Language Learning and Teaching Association (PELLTA).

On 11 April 1990 the association was officially registered as Persatuan Pembelajaran – Pengajaran Bahasa Inggeris / Penang English Language Learning and Teaching Association (PELLTA). The inaugural AGM was held on 30 September 1990.

AIMS AND OBJECTIVES

i. To assist in the promotion of English language learning and teaching to speakers of other languages.

ii. To provide a forum for the sharing of experiences in the teaching of English.

iii. To organize seminars, courses, lectures and other appropriate activities.

iv. To provide teachers with the opportunity to do research and write articles.

v. To publish bulletins, newsletters, journals when practicable.

vi. To acquire movable or immovable properties and such other facilities for the purposes of English language learning and teaching.

vii. To raise funds for the attainment of the above objectives with the prior approval of the authorities concerned.

Currently PELLTA has members comprising lecturers, teacher trainers and teachers from primary, secondary and tertiary institutions of learning. PELLTA has been an affiliate member of TESOL International Association, USA since 31 October 2006 and also an affiliate of Thailand TESOL since 11 December 2018.

iELT-Con 2021

INTERNATIONAL ENGLISH LANGUAGE TEACHING CONFERENCE 2021

iELT-Con has been hosted biennially by the Penang English Language Learning and Teaching Association (PELLTA) since 2003. iELT-Con 2021 is PELLTA's tenth international English language teaching (ELT) conference and its first virtual conference. Despite the educational disruptions brought about by the Covid-19 pandemic, this online event is about moving forward, forming learning networks and professional communities. It aims to provide a platform for the English language teaching community across the globe to network, discuss and explore the following questions: What does teaching and learning in these challenging times mean to ELT practitioners and researchers? How do we develop "future-ready" students? What lessons have we learnt from the pandemic that will stand us in good stead in post-pandemic times?

THEME

Developing Future Skills In English Language Teaching

SUB-THEMES

- Embracing change and transformation

- Leveraging technology in ELT

- Creativity and innovation in ELT

- Learning partnerships and learning networks

- Developing soft skills in EL learners

- Educator and learner wellness

- Student-centred blended teaching and learning

- ELT research in pandemic times

- Alternative assessment in ELT

- Equity and inclusive education

iELT-CON 2021 ORGANISING COMMITTEE

CHAIRPERSON : **MS. ROVENA ELAINE CAPEL** *P.K.T.*

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MS. KASVINI A/P MUNIANDY
Yam Seng Estate Tamil Primary School, Perak

TECH SUPPORT : **MS. LIM JIE YIK**
Chung Hwa Chinese Primary School, Kedah

MS. SHAHMINI A/P MUNIANDY
Institute of Teacher Education Tuanku Bainun Campus

MS. CHARU MANASI A/P SANTHIRAKUMAR
Institute of Teacher Education Tuanku Bainun Campus

Message from

YAB TUAN CHOW KON YEOW

Chief Minister of Penang, Malaysia

I would like to take this opportunity to congratulate the Penang English Language Learning & Teaching Association (PELLTA) for successfully organizing your 10th International English Language Teaching Conference, iELT-Con 2021. From my understanding, this biennial event has become a definitive feature of PELLTA and it remains rightfully so.

The theme 'Developing Future Skills in English Language Teaching' is indeed relevant to teachers and learners of English. iELT-Con 2021 could not have come at a more propitious time. For the past one year or so, the world has changed so much in her strive to overcome the challenges imposed by the Covid-19 pandemic. Today, technology plays an even greater role than ever in our daily lives, from getting daily provisions, to schooling, to conducting businesses and many other aspects of life.

Teachers and students share the pressing need to utilize technology in the form of digital devices and applications to carry on the matter of education within the virtual classroom environment. I believe this pandemic has made our teachers more acutely aware that we have to adopt and adapt fresh ideas and employ new skills in order to move forward into the future world of education.

I sincerely hope that future PELLTA workshops, seminars and conferences will serve as an effective platform for the benefit of English language teachers and practitioners alike. Undoubtedly, PELLTA will continue to contribute towards the professional development of our English language teachers and practitioners to keep abreast with innovative ideas and be equipped with new skills for the teaching and learning of the English language.

I would also like to applaud the presenters and participants who have come together virtually from all over the world to share your views, ideas and research findings to upskill teachers of the English Language in tandem with current and future trends. As there are local as well as international presenters and participants, I hope everyone takes the opportunity to form professional learning networks to keep in touch and stay abreast with the latest developments in the teaching and learning of the English Language in your classes, schools, institutions, states and countries.

May you leave the conference energised with renewed enthusiasm, new ideas and future skills for your English classes.

I wish you all the best and gain fruitfully from iELT-Con 2021. Thank you.

(CHOW KON YEOW)

Message from

ROVENA ELAINE CAPEL

President of PELLTA

On behalf of PELLTA, welcome to iELT-CON 2021, our 10th International English Language Teaching Conference. I thank all participants local and international who have come together during this virtual conference to discuss academic knowledge, teaching experiences, and most importantly future skills needed in English Language teaching

The impact the current pandemic has had on schools has been quite significant. It has opened new doors and substantially changed how teachers and students interact especially in the virtual language classroom. It has brought to light an awareness of the complexity of teaching and learning. We also learned about disruption and how that is changing our educational world and our learners. More technology is available, yes, but it is clear that we need to learn how to use it wisely to provide appropriate lessons and scaffold and differentiate instruction. There is no question that English Language educators of all levels are capable of incredible things; they have truly risen to the occasion during this global crisis. The main aim of this conference is to support the changing needs of English Language educators and to focus on developing future skills because the future is NOW! Hence, our theme: **"Developing Future Skills in English Language Teaching".**

On behalf of PELLTA, I thank Yang Amat Berhormat Tuan Chow Kon Yeow, the Chief Minister of Penang for making time in his very busy schedule to officiate the opening ceremony of iELT-Con 2021. We are truly honoured to have him with us today. In addition, I would like to thank the many speakers and participants who are joining us over these two days to make this conference a success. My thanks also goes to the various organisations that have come forward to give us their support and sponsor speakers and to everyone who has contributed in one way or another towards the success of this conference.

Most of all, thank you for honouring us with your presence, your participation and especially for your support of PELLTA's endeavours to make a difference in the ELT world. It is PELLTA's hope that this conference will be an opportunity for us to network globally, share ideas and grow professionally.

I wish all an enjoyable and productive conference.

Thank you.

Rovena E. Capel

CONFERENCE SCHEDULE

DAY 1 : SATURDAY, 20 NOVEMBER 2021

Time (MYT/ GMT+8)	
9.00 – 9.30am Time converter	**Opening Ceremony** officiated by YAB Chow Kon Yeow, the Chief Minister of Penang
9.30 – 10.15am Time converter	**Keynote 1** Associate Professor Tamas Kiss
10.15 -11.00am	Break
11.00 – 11.45am Time converter	**Keynote 2** Allen Davenport
12.00 – 12.30pm Time converter	**Presenter Coffee Breakout 1**
12.30 – 2.00pm	Break
2.00 – 3.00pm Time converter	**Featured speaker Panel 1** Initiatives For Developing Future Skills In ELT
3.00 – 3.30pm Time converter	**International Cultural Quiz**

DAY 2 : SUNDAY, 21 NOVEMBER 2021

9.00 – 9.45am Time converter	**Keynote 3** Associate Professor Jonathan Newton
9.45 -10.45am Time converter	**Featured speaker Panel 2** Navigating The Challenges Of The Pandemic
10.45 -11.00am	Break
11.00 – 12.00pm Time converter	**Presenter Showcase**
12.00 – 12.30pm Time converter	**Presenter Coffee Breakout 2**
12.30 – 2.00pm	Break
2.00 – 2.45pm Time converter	**Keynote 4** Dr. Gabriela Kleckova
3.00 – 3.30pm Time converter	**Closing Ceremony**

View the above live streaming on:
Facebook https://www.facebook.com/pelltapenang/
YouTube https://www.youtube.com/c/PELLTApenang/

Refer to the list of video presentations to view all other presentations.

KEYNOTE SPEAKER

Associate Professor
Dr. Tamas Kiss
Sunway University, Malaysia

PROFILE

Dr. Tamas Kiss works as an Associate Professor at Sunway University, Centre for English Language Studies; he is also an Honorary Associate Professor at Xi'an Jiaotong-Liverpool University, in China. He has been involved with language teacher education programmes in Europe, the Middle East, South Asia, Latin America and South East Asia. He has delivered talks and workshops in more than 20 countries including Romania, Lithuania, Pakistan, Iraq, Hong Kong, Singapore, Philippines, Germany and Mexico. His main research interests include language pedagogy, creativity, language teacher education, intercultural communication, and the role of culture in language teaching materials. One of his latest projects has been on creativity in language teaching which resulted in a co-authored book: Maley, A. & Kiss, T. (2018). Creativity and English Language Teaching: From inspiration to implementation. London: Palgrave Macmillan.

ABSTRACT

Zen And The Art Of English Language Teaching

In this talk I will adapt and use five teachings of Zen Buddhism to discuss the importance of some language teaching principles that have always been, and will be, fundamental for educators. COVID-19 has brought an enormous amount of stress and uncertainty to our personal and professional lives which makes us wonder whether we will ever return to how we used to teach or if we should embrace the 'new normal' of online teaching. It's not easy to see where we are going, or where we are currently, for that matter. As Walt Whitman said, "the future is no more uncertain than the present". Will we need new skills? Perhaps. Will we need to learn new technology? Most definitely.

 Therefore, rather than worrying about the unknown, we should focus on what surely makes our teaching work and our professional lives fulfilling: the importance of reflection, an acknowledgement that nothing is permanent, enjoying the moment, emphasizing the process, and prioritizing simplicity over chaos. How these translate into effective teaching and learning strategies is what I will present in my talk.

KEYNOTE SPEAKER

Allen Davenport
Cambridge University Press

PROFILE

Allen Davenport is the Professional Learning and Development Manager for ASEAN at Cambridge University Press. He has been actively involved in English language teaching for nearly two decades as a teacher, training consultant, academic director, and examiner for numerous international exam boards. Allen holds a bachelor's degree in anthropology and linguistics and a master's degree in education, with a focus on student development. He is a frequent speaker at international conferences and events, and his professional interests include the development of creativity in learners and investigating how English language teaching is adapting to meet the changing needs of language learners.

ABSTRACT

Developing Life Competencies In English Language Classrooms

Life competencies can be integrated into any subject, but they are particularly suitable for teaching English. Learning an additional language already involves many of the identified competencies such as critical thinking, communication and collaboration. This means there is lots of scope to develop these skills further, in an integrated way, through the teaching of English. This presentation will look at how Cambridge approaches these life competencies across the learning journey. Specifically, we will focus on what the Cambridge Language and Pedagogy Research Team have identified as life competencies and their relation to traditional models of 21st century skills and foundational aspects of language learning. We will also explore how the understanding of the competencies translates into learning outcomes and highlight practical activities that can easily be integrated into language lessons.

KEYNOTE SPEAKER

Associate Professor Dr. Jonathan Newton
Victoria University of Wellington,
New Zealand

PROFILE

Dr. Jonathan Newton is Associate Professor and Programme Director for the Masters in TESOL / Applied Linguistics at Victoria University of Wellington, New Zealand. In his career in language teacher education, he has worked alongside teachers to better understand classroom teaching and learning, especially in relation to task-based language teaching (TBLT), teaching listening and speaking, teaching vocabulary, and teaching for intercultural capabilities. He has published more than 70 book chapters/articles and five books: Using tasks in language teaching (2021), Teaching ESL/EFL Listening and Speaking (2020), Workplace Talk in Action: An ESOL Resource (2010), Teaching English to Second Language Learners in Academic Contexts (2018), and How to teach speaking: Pedagogical Content Knowledge for English Language Teachers (2021).

ABSTRACT

Humanizing Language Teaching In The Digital World

If the present is anything to go by, digitally-mediated teaching will be an assured part of our future. As we have all learned from the past 18 months of teaching through the Covid-19 pandemic, this has far reaching implications for how we teach, how learning happens, and for teacher and learner well-being. Drawing on these themes, in this talk I address the need to 're-humanize' language teaching in a digital environment; to find ways to build and strengthen connectedness and community among teachers and between teachers and their learners. I explore these themes based on my own experience working as a teacher educator during the pandemic and drawing on the experience of many teachers I work with. These experiences have revealed, not surprisingly, the huge difficulties and strains of teaching on-line that teachers have faced in what is already a stressful job. In a way, though, the sudden move to on-line teaching has also been a 'circuit breaker', forcing a break from old ways and a chance to reboot our skillset and our understanding of what it means to be an English language teacher. In so doing, teaching on-line has offered affordances for creative teaching and for genuine engagement and cooperative learning, which I will discuss and illustrate in the talk.

KEYNOTE SPEAKER

Dr. Gabriela Kleckova

University of West Bohemia,
Czech Republic
& TESOL International Association

PROFILE

Dr. Gabriela Kleckova is Chair of the Department of English at the Faculty of Education, University of West Bohemia in Plzen, the Czech Republic. She is a university professor, language teacher, teacher trainer, researcher, consultant, and materials developer. She started her professional career as a lower secondary school English teacher after receiving a master's degree in education in the teaching of English as a foreign language. She received her M.A. and Ph.D. in English with a concentration in Applied Linguistics from The University of Memphis, USA. She has taught a wide range of general English courses and ESOL professional courses for pre-service and in-service teachers of various cultural and language backgrounds. Her research interests include the effectiveness and utility of visual design of ELT materials, teacher education, innovation in education, and leadership. She was named one of 30 emerging leaders shaping the future of the profession for TESOL's 50th anniversary. Gabriela is TESOL International Association president for 2021-2022.
More at http://www.gab-elt.com

ABSTRACT

Exploring the Value of Teacher Collaboration: Learning From and With Each Other

Collaboration is often talked about as one of the essential skills of 21st century. It is also seen as one of the pillars of teacher professionalism. Although as language teaching professionals we understand the value of collaborative learning, we may not identically embrace it in our own professional lives. This talk explores the elements of collaboration that lead to effective and respectful partnerships and consequently, success in our language classrooms.

FEATURED SPEAKER PANEL 1
Initiatives In Developing Future Skills In ELT

Mike Mayor

Pearson

Mike Mayor is Director, English Learning Research and Design at Pearson. On leaving university, Mike worked as a teacher of English in France before entering the world of publishing as a lexicographer. Mike joined Pearson in 2003 and headed up the Longman dictionaries list until his move into Learning Research and Design in 2013. Mike has a BA (Hons) in French Language and Literature and a Masters in English and Applied Linguistics from Cambridge University.

Abstract

Future Skills In ELT: What Will Make Our Students Employable?

Research into the impact of technology and automation on society suggests that many of today's students will be applying for jobs which currently don't exist. So how do we prepare these learners for such future uncertainties? What are the skills of the future that will ensure their place in tomorrow's job market? And is it the place of ELT teachers to be teaching these skills? This presentation explores the research into the skills that employers are looking for and suggests ways in which English language educators can indeed play a greater role in preparing their learners for the workplace.

https://www.youtube.com/watch?v=dmsf6lEEwMw

https://bit.ly/mikeMayor

Amin Neghavati

United World College of South East Asia
(UWCSEA), Singapore

Amin Neghavati is a learning technologist and a learning and development consultant currently based in Singapore with more than two decades of experience working in global education contexts. He is currently the Head of Professional Learning and Development at United World College of South East Asia (UWCSEA) in Singapore. He is passionate about the future of learning, future skills and preparing people to live and work with emerging technologies. You can connect with him on LinkedIn: www.linkedin.com/in/aminneghavati.

Abstract

Orchestrating Digital Transformation In Language Teaching Organisations

Recent technological changes and Covid-19 have made the imperative to transform clear to lots of businesses including those in the world of teaching and learning languages. The question is how this will best happen with the right people, infrastructure and data. What do we need to do to make sure we are ready for the future? What strategic decisions do we have to make and how can we check if we are on the right path. In this talk, I will share a number of digital transformation best practice guidelines that can help you plan for the future and prepare for it while taking care of your teachers and staff.

https://youtu.be/CkJohA1xKgs

Dr. Francisca Maria Ivone

Universitas Negeri Malang, Indonesia

Dr. Francisca Maria Ivone teaches at Universitas Negeri Malang's Department of English. She earned a B.A. in ELT from the same university before continuing her education at the University of Queensland in Brisbane, Australia. This university awarded her an M.A. and a Ph.D. in Applied Linguistics. Today, she researches the area of ELT, Technology-Enhanced Language Learning, Extensive Listening and Viewing, Extensive Reading, learning autonomy, and collaborative learning.

Abstract

Harmonising Pedagogy and Technology in ELT

Technology has proven to be essential in ELT, particularly during the present pandemic. In the last two years, teachers and students have become more technologically savvy. They are now using technology in ELT in a more flexible and inventive manner. Some are prepared, while others are not, owing to access, connectivity, and support disparities. The presentation will look at how information and communication technology have changed how English is taught and learned. It will highlight the many ways technology strengthens ELT pedagogy. Some effective methods for fostering future L2 learners' skills by integrating technology in ELT will also be reviewed.

https://youtu.be/-buKfrrAgrU

FEATURED SPEAKER PANEL 2

Navigating The Challenges Of The Pandemic

Samuel Isaiah

PEMIMPIN GSL, Malaysia

Samuel Isaiah is a passionate and driven educator and leader, who strives to bridge the gap between theory and practice by challenging the status quo, and leading collaborative changes. He has an exceptional love for his Orang Asli (indigenous) children in Pahang where he served for 9 years and created a new narrative of what these Orang Asli (indigenous) children are really capable of.

As an award-winning changemaker who was named as the top 10 finalists of the prestigious Global Teacher Prize 2020, Samuel is now Programme Director at PEMIMPIN GSL where he aspires to impact more schools nationwide.

Abstract

Teachers as Leaders and Social Innovators

We are living in unprecedented times with significantly exigent challenges which include access to education through technology, school dropouts, bullying, child abuse, and mental health concerns. Therefore, the need for teachers as influential individuals to take up the role of a leader and innovator has never been more significant. Oftentimes we may think that we need extravagant and grandiose ideas to solve problems. However, this session will focus on what matters most, which is the effectiveness of the innovation, the trust, and the alliance built with the community, on top of promoting values of diversity and inclusion.

https://youtu.be/l9Vq0aIwngU

Dera Estuarso

Jogja English Teachers Association,
Indonesia

Dera Estuarso is an English teacher in a Junior High School in a rural area in Gunungkidul, Yogyakarta, Indonesia. After his first decade as a teacher, he is still eager to discover better ways to help his students learn.

Abstract

ELT in Rural Areas: The Default Mode is Crisis

ELT in Indonesia's rural areas has faced huge challenges during the pandemic. Poor exposure of English and the status of English in society have prevented an ideal learning environment. This presentation tries to capture how the pandemic has affected the practice of ELT in such a rural area, SMP 5 Ngawen. With the absence of face-to-face meetings, the 2020 / 2021 academic year has been an experimental year. Online classroom management tools were used but not without problems and drawbacks. Virtual classroom done synchronously via video conference tools was not feasible due to unstable network. Prerecorded audio/video explanation has been a more accessible choice. Emergency remote online learning has not reached beyond a rudimentary and basic level. The teacher has been relying on video/audio explanations, assignment slides, and chatlines. Meanwhile, the teacher also turned his focus to providing more effective feedback and to catering to individualized learning.

https://youtu.be/OAKWqb1mNyg

Miriam Esther Puente Rodriguez

Primaria Vespertina Leona Vicario,
Mexico

Miriam Puente is an Elementary School English Teacher for PRONI (Programa Nacional de Inglés) or the National English Program, in the border city of Tijuana, Baja California, Mexico. She believes playfulness and creativity are vital for her students' development.

Abstract

Building a Bridge, Not a Wall: The Diverse Classroom

It is in times of seeming chaos and true adversity that creativity and innovation flourishes: ELT is no exception. The transborder dynamics between Mexico and the United States are marked not only by a wall, but by asymmetries, migration, and violence. Every day the border city of Tijuana receives deportations from the United States, an incoming flux of migrant caravans, and conational populations displaced by the drug wars. In this volatile context, exacerbated by the pandemic, English teachers deal with an ever-growing culturally diverse classroom that demands creative approaches for both teaching and learning. Through trial and error, through inventiveness and playfulness, as a collective and as individuals, we learn how to build bridges to reach and teach.

Assistant Professor
Dr. Kornwipa Poonpon

Khon Kaen University, Thailand
(Thailand TESOL)

Kornwipa Poonpon is the Head of the English Department, Faculty of Humanities and Social Sciences, Khon Kaen University, Thailand. She is also the Regional Affiliate Representative of Thailand TESOL.

Abstract

Online Teacher Training for School English Language Teachers in Thailand

The COVID-19 pandemic has significantly altered education in Thailand from face-to-face classrooms to remote teaching on digital platforms. English language teachers must adapt themselves to survive in this critical situation. To equip the teachers with technological knowledge and skills for English language teaching is, therefore, in need. This presentation highlights an innovative English language teacher training model used by Thailand TESOL. Informed by a professional development needs analysis, teacher training workshops were organized under the theme "Using Technology for ELT" in different regions of Thailand. The workshops were to prepare the English language school teachers across the country with technology-integrated teaching skills. More than 1,500 teachers participated in these workshops. The workshop evaluations showed highly positive feedback and some limitations for the online training. The presentation concludes with suggestions and practical guidelines to conduct this innovative teacher training model in a technology-driven situation.

https://youtu.be/hpu3HCf0TJw

PRESENTER SHOWCASE

Professor Neil J. Anderson

Brigham Young University–Hawaii, United States

Neil J Anderson is Professor Emeritus of English Language Teaching and Learning at Brigham Young University–Hawaii. His research interests include second language reading, language learner strategies, and learner self-assessment.

ABSTRACT

Building Reading Skills from the Bottom Up

A common instructional outcome of explicit classroom instruction in a second language classroom is to facilitate the development of fluent readers; readers who can read at an appropriate rate with adequate comprehension. Most instructional materials for teaching reading provide excellent support in building top-down processes of reading; using prior knowledge to support comprehension.

One often overlooked element in second language reading instruction is building strong bottom-up reading processes. Bottom-up reading processes begin with the smallest units of language and build up from there: phonemic awareness, blending of sounds, sound/symbol knowledge, decoding skills, and sight word recognition. These processes are often classified as part of phonics instruction. To help readers be successful, the explicit instruction of bottom-up processes is essential.

This session introduces teachers to the rationale for why explicit instruction in bottom-up reading processes provides a solid foundation for success in reading.

https://youtu.be/PmGusjyFG8U

Indranee Liew

Veritas Edu Consultancy, Malaysia

Indranee Liew has been teaching for 31 years in Malaysia and England. She enjoys teaching English from early years to tertiary level. She is a passionate constructivist educator who also conducts teacher training.

ABSTRACT

How 'I AM MALALA' Impacted Adolescent Conscience And Developed Contemporary Values

As the Covid-19 pandemic continued its relentless assault across continents, schools remained close. As months passed, adolescent students lost focus and active participation dwindled. Leveraging on multimedia resources on the Internet, a teacher designed a book study of I AM MALALA, the autobiography of a 15-year-old who campaigned for girls' right to education in Pakistan. Amazingly, she survived an assassination attempt and continued her crusade, becoming the youngest recipient of the Nobel Peace Prize in 2014. Reading 4 chapters a week, students worked in virtual breakout rooms to create vocabulary slides and conducted research on culture, religion and access to education which they presented virtually in class. Learning about the 9/11 terrorist attacks helped the students understand its lasting impact on our world. I AM MALALA created adolescents who are aware of their position in the contemporary world and who consciously choose values in life.

https://youtu.be/9Ss4nojBqkk

Ramyah Subramaniam

SMK Bandar Tasek Mutiara, Malaysia

Ramyah Subramaniam is currently an English language educator in a secondary school in Penang, Malaysia. She has a B.Ed TESOL from Macquarie University, Australia and M.Ed TESOL from Universiti Sains Malaysia.

ABSTRACT

Flipped Assessment: Using AFC To Empower Learners In CEFR-Aligned Writing Lessons

The recent paradigm shift in 21st century teaching and learning has created a lot of attention to assessment. Assessment is no longer seen as teacher-oriented as learners are expected to be given autonomy especially in language testing. However, the writing lesson has always remained teacher-oriented as teachers wield the absolute power in creating the rubrics and grading. This calls for a learner-centred assessment method that not only gives autonomy to learners but also improves their performance. Hence, this study is aimed to investigate the effectiveness of Aim, Focus and Check (AFC) method in flipping the writing assessment to improve the writing performance of learners in CEFR-aligned lesson. Thirty-four Form 2 pupils participated in this pretest-posttest study. The data gathered revealed that AFC improved their writing performance and empowered them to take active participation in the writing lesson. It is hoped that the findings of this study would promote learner autonomy in language assessments.

https://youtu.be/vLynh53etJ8

Asshadwi Paneerselvam

SK Selat Bagan Nyior, Langkawi, Kedah &
Universiti Sains Malaysia
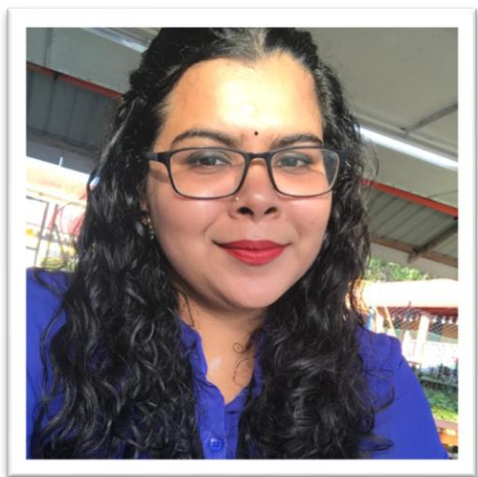
Asshadwi Paneerselvam is an English language teacher in SK Selat Bagan Nyior, a primary school in Langkawi, Kedah. She has 4 years teaching experience. She is passionate about producing creative teaching materials and is currently conducting research on effective CEFR teaching practices as a post-graduate student at Universiti Sains Malaysia.

ABSTRACT

Using Digital Toolkits For Effective Learning In A Rural Primary School

The pandemic is truly a blessing in disguise for the pupils from *SK Selat Bagan Nyior*. Living in a remote village in Dayang Bunting Island with very little exposure to the English language and technology, these pupils had the opportunity to learn virtually. This presentation covers two main applications which were frequently used by the teacher; Padlet and Canva and other online engagement strategies implemented throughout the virtual teaching and learning sessions. The upper primary pupils' English literacy has improved especially in writing and speaking skills. Meanwhile, the online engagements enhanced the pupils' motivation in learning and promoted fun learning in the classroom. The materials used for the teaching and learning were also shared with teachers throughout the nation and received positive responses as they are practical and interactive tools suitable for use in their respective schools.

https://youtu.be/bz2SG7Bi700

VIDEO PRESENTATIONS

Sub-themes

A. Embracing change and transformation

B. Leveraging technology in ELT

C. Creativity and innovation in ELT

D. Learning partnerships and learning networks

E. Developing soft skills in EL learners

F. Educator and learner wellness

G. Student-centred blended teaching and learning

H. ELT research in pandemic times

I. Alternative assessment in ELT

J. Equity and inclusive education

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1.	A1	Magdaline Anak Muuk	Bringing Ted-Ed Into The Classroom https://youtu.be/3wtkmkMM6Qo
2.	A2	Ooi Li Hsien	Accreditation of Prior Experiential Learning (APEL) in English Language Teaching: An Assessor's Perspective https://youtu.be/sntTCvKStxI
3.	A3	Koet Tian Wei	Teachers' And Students' Perceptions Towards Distance Learning During the Covid-19 Pandemic: A Systematic Review https://youtu.be/ZB1Xeqahd3Q
4.	B1	Kee Li Li Abu Bakar Razali	Writing Essays Using E-Book Writing Application: Analyses of Teacher Candidates' Interactive Narratives https://www.youtube.com/watch?v=ckUZvlUV7a8
5.	B2	Ong Ma Vin	The Impact of Quizizz in Secondary School for Lessons During Movement Control Order https://youtu.be/3d_2Jy8aiF4
6.	B3	Lim Jie Yik	Improving Year 6 Pupils" Interest And Ability In Essay Writing Through Book Creator https://youtu.be/6sKhoEaPArE
7.	B4	Farah Naz Makhdum Mahnaz Makhdum	Empowering English Language Teachers Through Innovative Leadership In Private Schools In Pakistan https://youtu.be/dzClyP1jZEE
8.	B5	Wendy Teh Ven Ye	Bridging The Gap: Discord As A Viable Tool For Communicative Language Teaching https://youtu.be/LyrTdv23_7A
9.	B6	Mohanesvary A/P Krishnamoorthy Thatchayani A/P Santreseker	Nurturing The Productive Skills With Speechnotes https://youtu.be/S1EGKA4rfbc

10.	B7	Kavin Arasi A/P Panier Selvam	Boosting Student Engagement Via Digital Tools https://youtu.be/Ykdku7IIP5k
11.	B8	Wan Nor Asmah binti Arshad Kam Lay Khuan	E-Portfolio: A Virtual Showcase of Students' Learning In Arts In Education Course https://www.youtube.com/watch?v=bMlKRzvQkPU
12.	C1	Asshadwi Paneerselvam	Using Digital Toolkits For Effective Learning In A Rural Primary School https://youtu.be/bz2SG7Bi700
13.	C2	Aysara Otarova Neil J Anderson	A Systematic Approach To Phonics Instruction https://www.youtube.com/watch?v=x7fP6sLzUKc
14.	C3	Charles Jannuzi	Implementing Better Multiple Choice For EFL Learning and Testing https://www.youtube.com/watch?v=BiGx_BgE3Fg
15.	C4	Mydhili Muniandy	Through A Rural Lens: Pupils' Perspectives On Using Padlet In Improving Writing https://youtu.be/_NnX4O11Cbk
16.	C5	Viknesh Nair A/L M. Devaharan	Every Story Matters: Using Digital Storytelling To Improve Pupils' Speaking Skills https://youtu.be/Eodr3aOhpxg
17.	C6	Mayuri Sooriyampola	Creative Teaching Of Future In The Passive https://youtu.be/H7QkGnGeBXI
18.	C7	William Mark Joseph Raj	Promoting Pupils' Speaking Fluency and Social Collaboration Through Toontastic 3D https://youtu.be/lprKVCfu5-E

19.	C8	Samantha Elesha Belinda Lai	Lumos-Express:A Writing Tool to Improve ESL Learner's Motivation In Descriptive Writing https://youtu.be/Pml_KGUvuFg
20.	C9	Shee Yuen Ling	Digitisation Best Practices & IR 4.0 https://youtu.be/KfFtPJN_Up4
21.	C10	Ekkapon Phairot Thapanee Khemanuwong	The IS Strategies: A Focus On Willingness To Communicate In The EFL Classroom https://youtu.be/H3rN-Qqjw10
22.	D1	Peter Carter	EFL, SDGs, And Leadership In Theory and Practice https://www.youtube.com/watch?v=2iSg-OSKyro
23.	D2	Norsarihan Ahmad	From Ordinary to Extraordinary: A Teacher's Journey To Deep Learning Experience in Teaching English https://youtu.be/TzBXwsJcBhI
24.	E1	Jia Yiing Lucy Ho	Annyeonghaseyo! Cultural Competency For Student Engagement In English Online Cultural Exchange Projects https://www.youtube.com/watch?v=EGIazYJkCjI
25.	E2	Lucille Dass	To Communicate Is To … CONNECT https://www.youtube.com/watch?v=QO_YnfX5tK8
26.	E3	Suzana Muhamad Pilus	The Influence Of Culture In Speaking Skills Among ESL Students in Malaysian Classroom: A Literature Review https://youtu.be/iynShR4FaWU
27.	E4	Watcharin Fonghoi	Promoting Global Citizenship In Thai Deep South EFL Classes: Practices and Challenges https://www.youtube.com/watch?v=ip-oofNLP9M
28.	F1	Shankari Sivalingam	Enhancing Wellness In Teaching and Learning https://youtu.be/lJP1_5qZQIk

29.	F2	Devika Misra	EAP Course Design-A Practitioner's Perspective https://youtu.be/Mn4QvhobiD8
30.	G1	Indranee Liew	How 'I AM MALALA' profoundly impacted adolescent conscience and developed contemporary values https://youtu.be/9Ss4nojBqkk
31.	G2	Kalaimathy Irene George Richard	Jamboard To Teach Writing https://youtu.be/FE90qHz6YLo
32.	G3	Neil J Anderson	Building Reading Skills From The Bottom Up https://youtu.be/PmGusjyFG8U
33.	G4	Suhare Al-Mahmood	Effective Approach To Enhance The Academic Writing Skills of ESL Students https://youtu.be/pQ8rjKNftqQ
34.	G5	Wan Hamiah Binti Wan Mahmud	Four Square Writing Method Applying Process Writing: Approach to Teach Explorative Writing https://youtu.be/jAim_pXTtzM
35.	H1	Abdul Khalid Yusoff Marliana Mohamad Nor Rollah Saira Banu Abdul Gulam Azad	Education In A Pandemic: Challenges Of Emergency Remote Learning (ERL) on ESL Rural Learners https://youtu.be/e0_SchmkwL4
36.	H2	Azran Azmee Kafia	Metacognitive Strategies Used By L2 Listeners In Think-Aloud Protocols During The Pandemic https://youtu.be/azLmcE4F6hA
37.	H4	Ngui Geok Kim Wong Lind Say Kwong Shuk Wah	Online Game-Based Learning Framework For English As A Second Language Learning Strategy https://youtu.be/8LTX984n928

38.	H5	Norul Rafidah Redzuan	Using Video Recording to Improve Vocational Students' Speaking Ability https://youtu.be/pA-VoajxFIA
39.	H6	Zarina Binti Hashim	Improving Students' Participation Using Pear Deck During The COVID-19 Pandemic https://youtu.be/8GMkPg1vVI8
40.	I1	Kwan Yien Yee	Real-World Interview: What Are The Challenges? https://youtu.be/eilLUR8ZIFM
41.	I2	Muhammad Yoga Prabowo	Assessing Equivalency between Paper-And-Pencil and Computer-Based English Competency Test https://youtu.be/DW-LADvet0s
42.	I3	Ramyah Subramaniam	Flipped Assessment: Using AFC To Empower Learners In CEFR-Aligned Writing Lesson https://youtu.be/vLynh53etJ8
43.	J1	Dulani Pushpanjali Kumari Rathnayake	ESL Teacher Trainees' Preparedness For Teaching To Learners With Diverse Needs https://youtu.be/_c3tps0pqrQ
44.	J2	Luz Irene Licea Claverie	Use of English to Bolster Inclusion in Special Education Centers https://youtu.be/JW-GLH6_xpU
45.	J3	I H Champa Damayanthi	An Investigation Of Special Education Needs And Inclusive Education Practices Of Schools In Sri Lanka https://youtu.be/NHEuTqdB5rE

ABSTRACTS

SUB-THEME A
Embracing Change And Transformation

Magdaline Anak Muuk
*Sekolah Menengah Kebangsaan Tebakang,
Sarawak, Malaysia*

A01

Magdaline anak Muuk is an English teacher teaching at Sekolah Menengah Kebangsaan Tebakang, Serian, Sarawak. She is a TED-Ed Club facilitator, advisor, and club leader.

Bringing TED-Ed Into The Classroom

This project attempts to examine the effectiveness of using TED talk videos and lessons to support English language learning by improving students' productive skills and digital literacy skills. A survey was used to collect quantitative data and lessons were conducted to demonstrate how students have improved in speaking and writing. From the data and lessons, the results revealed that the use of TED platforms is very useful to improve students' productive and digital literacy skills as well as enhance learners' vocabulary. It offers a positive impression of how learners were able to express themselves after watching TED talks videos and lessons.

https://youtu.be/3wtkmkMM6Qo

Ooi Li Hsien
*Wawasan Open University,
Penang, Malaysia*

A02

Ooi Li Hsien is a Senior Lecturer at Wawasan Open University. His research interest includes Teacher Continuous Education, Teacher Professional Development and Accreditation of Prior Experiential Learning (APEL).

Accreditation of Prior Experiential Learning (APEL) In English Language Teaching: An Assessor's Perspective

Lifelong learning is one of the areas covered under the Malaysian Education Blueprint 2013-2025 to develop a knowledge society in order to increase its human capital and human resource. One of the methods to achieve this the introduction of Accreditation of Prior Experiential Learning (APEL). APEL was introduced in 2011 as replacement for the Open Entry System which was introduced by the Malaysian Accreditation Agency (MQA). APEL is an alternative route of gaining entrance into tertiary education where candidates are able to leverage on their working experience to gain admissions, credits and qualifications. This study seeks to explain the concept of APEL, the difference between APEL(A), APEL(C) and APEL(Q), its implementation and the impact it will bring towards English as a Second Language teachers' professional development based on the perception and experience of an APEL assessor.

https://youtu.be/sntTCvKStxI

Koet Tian Wei & Azlina Abdul Aziz
Universiti Kebangsaan Malaysia,
Malaysia

A03

Koet Tian Wei is an English language teacher in an urban primary school in Penang. She is a postgraduate student in UKM. She is passionate about exploring new and interesting pedagogy in teaching and learning.

Azlina Abdul Aziz is a TESL lecturer at the Faculty of Education, UKM. She has an Ed.D in Teaching of English from Teachers College, Columbia University, U.S.A. Her research interests are in the Teaching and Learning of Literature and Teacher Education in TESL.

Teachers' And Students' Perceptions Towards Distance Learning During The Covid-19 Pandemic: A Systematic Review

This paper presents a systematic review of relevant published studies on teachers' and students' perceptions towards distance learning during the Covid-19 pandemic from the year 2020 to 2021. To answer the research questions, twenty-two studies comprising local research and research from other countries were systematically reviewed. Results indicate that both teachers and students showed positive and negative attitudes towards distance learning during the pandemic. The findings of the related studies highlight that the incorporation of distance learning is inevitable during the pandemic despite many shortcomings and downsides of the emergency and less-rigorously developed curriculum than conventional face-to-face teaching and learning sessions. Findings also show that various factors, including the availability of facilities and network, ICT skills, administrative and learning support, learning preferences, and learning environment, influence the teachers' and students' perceptions of distance learning. The limitations of past related studies and future directions for research and practice are further discussed.

https://youtu.be/ZB1Xeqahd3Q

Kee Li Li[1]
Abu Bakar Razali[2]
Institute of Teacher Education Ipoh Campus, Perak[1]
Universiti Putra Malaysia,[2]
Malaysia

B01

Kee Li Li is an English Lecturer at the Institute of Teacher Education Ipoh Campus, Malaysia. Kee obtained her doctoral degree in the field of Teaching English as a Second Language from Universiti Putra Malaysia. Kee's research interests are on ESL Writing, English Grammar and Literature.

Abu Bakar Razali, PhD graduated from Michigan State University with PhD in Curriculum, Instruction and Teacher Education. Abu Bakar currently works as an Associate Professor and the Head of Department at the Faculty of Educational Studies, Universiti Putra Malaysia, Malaysia. Abu Bakar's research interests are in writing instruction and educational technology.

Writing Essays using E-Book Writing Application: Analyses of Teacher Candidates' Interactive Narratives

This study investigates the use of e-book writing application as a tool for process-based approach in improving narrative writing among teacher candidates. The study adopted a qualitative research approach, with interactive narratives from eight teacher candidates in one Institute of Teacher Education (ITE) being analysed using document analysis technique. Teacher candidates learned about narrative writing and how to create interactive narratives using Flipsnack. Predetermined codes were used to analyse the interactive narratives. The findings reveal that using e-book writing application as a tool for process-based approach improves the teacher candidates' narrative writing, as evidenced by the improved genre and message accuracy, task requirements fulfilment, use of grammar and vocabulary, originality, coherence and cohesion, and use of multimedia elements. This further suggests that using e-book writing application as a tool for process-based approach to producing interactive narratives can benefit teacher candidates by exposing them to a more meaningful, enjoyable and engaging way of writing narratives.

https://www.youtube.com/watch?v=ckUZvlUV7a8

Ong Ma Vin
*Sekolah Menengah Kebangsaan Telok Kumbar,
Penang, Malaysia*

B02

Mr Ong Ma Vin is a secondary school English teacher at Sekolah Menengah Kebangsaan Telok Kumbar which is located in Penang. He has a degree in Teaching English as a Second Language (TESL). His research interests include technology in education and online instruction.

The Impact of Quizizz in Secondary School for Lessons during Movement Control Order

The issue faced by many students during the Movement Control Order was the ability to learn effectively from home. They were worried that they would miss out a lot of learning, be behind in the English language syllabus and the negative impact on their performance for the upcoming examination when school reopens. Fortunately, there are many online resources and means for students to learn. One of them is Quizizz. This study attempts to investigate whether Quizizz is an effective way to deliver lessons to students learning from home. Various questions were asked through Google Form to gauge its feasibility throughout the three-month period of its usage when schools were temporarily closed due to the Covid-19 pandemic. The implication of this study for English language teaching is the ability to share the feasibility of Quizizz as a method for online learning to replace physical classes in school. The positive findings demonstrate that Quizizz is effective for learning online.

https://youtu.be/3d_2Jy8aiF4

Lim Jie Yik
*SJK (C) Choong Hwa,
Kedah, Malaysia*

B03

Lim Jie Yik is a primary school teacher who majored in TESL. Her teaching career began in February 2021 when she was posted to SJK(C) Choong Hwa. She is interested in creative ways of helping her learners improve their English.

Improving Year 6 Pupils' Interest And Ability In Essay Writing Through Book Creator

The purpose of this action research was to investigate the use of the Book Creator application to improve Year 6 pupils' interest and ability in English essay writing in the midst of COVID-19. The participants of the research consisted of four average Year 6 pupils who encountered hardships in producing English essays. During the period of *Pengajaran dan Pembelajaran dari Rumah* (PdPR or Teaching and Learning from Home), they lost their interest in writing. As a result, their writing performance started to deteriorate. The data for this study was collected using reflective journals and semi-structured interviews. Then, the data obtained was analysed using thematic analysis. The findings of the study showed that the Book Creator application was useful and effective in helping the pupils to build positive learning behaviours towards writing as well as develop their ability in essay writing.

https://youtu.be/6sKhoEaPArE

Farah Naz Makhdum & Mahnaz Makhdum
*Lahore College for Women University,
Lahore, Pakistan*

B04

Farah Naz Makhdum is a PhD Scholar in Education from STEM department from Lahore College for Women University, Lahore Pakistan and teaching in Divisional Public School & Intermediate College Lahore, Pakistan.

Mahnaz Makhdum is an assistant professor in Statistics from Government College for Women Gulberg, Lahore and doing her PhD in Statistics.

Empowering English Language Teachers Through Innovative Leadership in Private Schools in Pakistan

This experimental study aimed to compare the effectiveness of the innovative and non-innovative approach of leadership on learning English at the school level in Pakistan. The objective was to improve the quality of English teaching by providing innovative and practical strategies to English teachers to develop a necessary mindset to conceive their own practices with technology. Participants in the experimental group were instructed through innovative leadership, while those in the control group were only taught through non-innovative leadership. After completing the course, a two-independent sample t-test was conducted to assess leadership styles to change the nature of teaching English at the school level. Results indicated that innovative leadership allowed English language teachers to have empowerment to incorporate technology into their teaching and raised students' awareness towards the use of technology in their studies.

https://youtu.be/dzClyP1jZ.

Wendy Teh Ven Ye
*Jit Sin Independent High School,
Penang, Malaysia*

B05

Wendy Teh is an English teacher who has been teaching for 6 years. Currently a doctoral candidate, she is passionate about language and enjoys learning along with her students.

Bridging the Gap: Discord as A Viable Tool for Communicative Language Teaching

As with the movement control order imposed due to the pandemic, learning has been brought online. One issue faced by ESL educators is to do with online speaking activities. This qualitative research seeks to understand how Discord can be used as a tool for Communicative Language Teaching (CLT) and what are the students' experience with it. The structure of the lesson is informal in nature, students would join in Discord weekly to have practice sessions like debates, discussions and more. Furthermore, a comparison between in-school speaking activities and online speaking activities will be explored. Results are based on thematic content analysis. Most students shared a positive response to the use of Discord. Students attributed their positive experiences to anonymity as compared to physical classes, speaking tasks are less daunting. Future research could point to creative use of tools like Discord to make formal or informal online learning fun and engaging.

https://youtu.be/LyrTdv23_7A

Mohanesvary Krishnamoorthy[1]
Thatchayani Santreseker[2]
SK Tunku Abdul Malik, Kulim,[1]
SK Air Merah, Kulim,[2]
Kedah, Malaysia

B06

Mohanesvary Krishnamoorthy is a passionate teacher who is keen in learning new knowledge and methods that can be useful in teaching language as well as motivating children to be lifelong learners.

Thatchayani Santreseker has been teaching English for 15 years and has presented at several international conferences. She is keen to find and apply better teaching methods to help her pupils.

Nurturing The Productive Skills With Speechnotes

The Standards-Based English Language Curriculum (SBELC) emphasizes that all four language skills; listening, speaking, reading, writing and the aspects of Grammar and Language Arts should be given due focus in the teaching and learning of English Language. None of these skills is taught or developed in isolation. Hence, teachers are generally in favour of tools and applications that help to enhance these skills in an integrated manner especially in the virtual teaching and learning environment. One such application is 'Speechnotes'. This application gives a fresh perspective to the process of teaching the productive language skills and the development of the receptive skills. This mixed mode study that investigated the impact of 'Speechnotes' on the Primary 6 students' speaking and writing fluency as well as accuracy shed insights on how the same application can also improve students' other language abilities namely spelling and pronunciation.

https://youtu.be/S1EGKA4rfbcln

Kavin Arasi Panier Selvam
Institute of Teacher Education Tuanku Bainun Campus,
Penang, Malaysia

B07

Kavin Arasi Panier Selvam is a trainee teacher at the Institute of Teacher Education Tuanku Bainun Campus. She loves exploring new methods of teaching using technology. Her aim is to make teaching interesting and to ensure that the students follow the lesson without any boredom.

Boosting Student Engagement Via Digital Tools

In the light of the Covid-19 pandemic, online teaching has become the new norm. Though this mode of teaching gives you many advantages, it also comes with a few shortcomings. The role of a teacher has become even more challenging when conducting lessons online. From handling technical issues to keeping the students active and motivated, the teachers have to

put extra effort to deliver an effective lesson. Moreover, teaching the English language through this mode is quite challenging for the teachers. This is because the effectiveness of a lesson depends on the students' participation and through this mode, it is hard to keep the students engaged. This presentation presents my personal experience of teaching English Language in online mode as a trainee teacher during my practicum. It outlines the ways that I used to leverage technology in English Language teaching and why it is important.

https://youtu.be/Ykdku7IIP5k

Wan Nor Asmah binti Arshad & Kam Lay Khuan
*Institute of Teacher Education Penang Campus,
Malaysia*

B08

Wan Nor Asmah Arshad is currently teaching in Institute of Teacher Education Penang Campus. Her areas of interest include self-regulated learning and learning logs. She has been invited for talks in Sarawak and Indonesia as well as conducted workshops on creative learning logs for teachers and educators.

Kam Lay Khuan is a lecturer at Institute of Teacher Education Penang Campus. Her areas of interest include language arts and classroom management. She has been teaching for 29 years and conducted workshops on fun learning through language arts for in-service primary school teachers.

E-Portfolio: A Virtual Showcase of Students' Learning in Arts in Education Course

March 2020 has witnessed the unanticipated novel predicament in which the urgency for teachers to migrate their on-site teaching to online learning is intensified as studies have reported that learning in such situation is very challenging. Since the quality of education should be sustained despite any living condition (SDG4, United Nations), the success of students' online learning demonstrates the quality of education they received. In mimicking face-to-face teaching, language teachers strive to integrate elements of arts in language teaching and learning sessions (Arts in Education course) as an attempt to maintain active learning. As the need to facilitate the aspect of learning partnership between students and teachers escalates, showcasing students' learning virtually challenges language teachers to seek alternatives that would effectively serve its purpose. This study focuses on ways e-portfolios could assist teachers to integrate elements of arts in language learning as well as to fulfil the requirements in an online learning environment. Results have shown that e-portfolio serves as an effective platform for virtual showcase of students' learning. Students' attitude and motivation to log their learning in their e-portfolio are observed to be the most prominent aspect in making a virtual showcase effectively serves its purposes. Should online learning continue, the notion of showcasing students' learning via e-portfolio could be incorporated as part of the Arts in Education course deliverables.

https://www.youtube.com/watch?v=bMlKRzvQkPU

Asshadwi Paneerselvam
SK Selat Bagan Nyior, Langkawi, Kedah &
University Science Malaysia

C01

Asshadwi Paneerselvam is an English teacher in SK Selat Bagan Nyior, Langkawi with 4 years experience. She is passionate about producing creative teaching materials and is currently conducting research on effective CEFR teaching practices as a post-graduate in Universiti Sains Malaysia.

Using Digital Toolkits For Effective Learning In A Rural Primary School

The pandemic is truly a blessing in disguise for pupils of SK Selat Bagan Nyior. Living in a remote village in Dayang Bunting Island with very little exposure to the English Language and technology, these pupils had the opportunity to learn virtually. This presentation covers two main applications which were widely used by the teacher; Padlet and Canva and some other online engagements done throughout the virtual teaching and learning. The upper primary pupils' English literacy has improved especially in writing and speaking skills. Meanwhile, the online engagements enhanced pupils' motivation in learning and promoted fun learning in the classroom. The materials used for the teaching and learning were also shared with the teachers throughout the nation and received positive responses as they are practical and interactive in their respective schools.

https://youtu.be/bz2SG7Bi700

Aysara Otarova & Neil J Anderson
Reading Horizons, Brigham Young University
Hawaii, US

C02

Aysara Otarova directs the international engagement efforts for Reading Horizons, a research-based reading program and professional development for teachers. She has extensive experience working with international organizations on educational issues.

Neil J Anderson is Professor Emeritus of English Language Teaching and Learning at Brigham Young University–Hawaii. His research interests include second language reading, language learner strategies, and learner self-assessment.

A Systematic Approach to Phonics Instruction

Reading skill in English Language learning is critical for the learner's language development. However, learning to read is challenging for many students and is even more so when the

process is unclear. Building strong reading skills involves many different elements. One of the elements that still remains underutilized in the classroom is bottom-up reading approach. This approach involves the use of phonics and the decoding of text, vocabulary word, and sentence work in order to construct meaning from a written passage. The research shows that not only do phonics and phonemic awareness need to be taught using a bottom-up approach, but it also needs to be explicit, systematic, and sequential.

This session briefly introduces teachers to a systematic approach for teaching bottom-up processes and provides an interactive tool for learning this approach.

https://www.youtube.com/watch?v=x7fP6sLzUKc

Charles Jannuzi
University of Fukui
Japan

C03

Charles Jannuzi has taught EFL in Japan since 1989 and at the University of Fukui, Japan since 1994. His professional interests are centered on materials development and real-world L2 testing.

Implementing Better Multiple Choice for EFL Learning and Testing

EFL students are assessed by means such as questions on discrete language points and translation. There are problems with this orientation from L2 into L1. First, it wrongly reinforces the idea that communication only occurs in the L1. A second weakness is that learners must translate short parts of a longer text beyond their proficiency, compromising validity. A third issue is courses and programs fail miserably to prepare their students for high-stakes objective, standardized tests like TOEFL, IELTS, and TOEIC. Explained here are techniques for creating objective response test items more like standardized language proficiency exams but extracted from and prioritized on real syllabuses and materials. The focus is on devising and using multiple choice questions (MCQ) for language practice and testing. The explanations and examples may serve teachers who have to give grades based on the objective evaluation of many students and who do not have time for alternative means.

https://www.youtube.com/watch?v=BiGx_BgE3Fg

Mydhili Muniandy & Melor Md Yunus
Universiti Kebangsaan Malaysia

C04

Mydhili Muniandy is a 30 year-old English language teacher. She is currently teaching in Sabak Bernam, Selangor and pursuing her Master's Degree in TESL in Universiti Kebangsaan Malaysia (UKM).

Melor Md Yunus is an associate professor in the Faculty of Education, Universiti Kebangsaan Malaysia, and is currently Deputy Dean (Research and Innovation) of the Faculty of Education, UKM.

Through A Rural Lens: Pupils' Perspectives On Using Padlet In Improving Writing

In this fast-paced modern world, 21st century teaching, as well as Information and Communication Technology (ICT) skills are indeed pertinent to provide a platform for pupils to learn. However, pupils especially in rural areas are still having difficulties in class during writing lessons. ICT and various learning strategies are rarely used in the teaching-learning process; thus, pupils lack interest and ideas as they are not involved actively. This quantitative research aims to discuss Year 5 pupils' perspectives on using Padlet as a collaborative writing tool in improving writing performance. A questionnaire was administered to examine the pupils' perception in using Padlet. A positive impact was garnered from their responses and the pupils were seen to be actively participating in the lessons. Hence, Padlet can be seen as a tool that can be used by educators to improve their learners' writing performance.

https://youtu.be/_NnX4O11Cbk

Viknesh Nair & Melor Md Yunus
Universiti Kebangsaan Malaysia

C05

Viknesh Nair M Devaharan is a 29 year-old English language teacher teaching in Sabak Bernam, Selangor and currently pursuing his Master's Degree in TESL in Universiti Kebangsaan Malaysia (UKM).

Melor Md Yunus is an associate professor and Deputy Dean (Research and Innovation) of the Faculty of Education in UKM.

Every Story Matters: Using Digital Storytelling to Improve Pupils' Speaking Skills

Speaking in English is one of the main skills that has to be mastered by pupils and it is a crucial tool for communicating in the real world. However, pupils in rural schools often faced difficulty in conversing in the English language due to inadequate opportunities to practice the language. It was observed that pupils had a limited level of fluency, accuracy and pronunciation. Thus, this quantitative study aims to investigate the use of Toontastic 3D, a digital storytelling app in improving pupils' speaking skills. In this study, a pre and post-test was conducted as a method for data collection. Results indicated that there was a constructive impact of Toontastic 3D on students' speaking skills. Moreover, pupils were more engaged and motivated to converse in English. Hence, digital storytelling can be used as an effective teaching repertoire to create an exciting learning environment that motivates students to converse in English.

https://youtu.be/Eodr3aOhpxg

Mayuri Sooriyampola
Mahaweli National College of Education
Sri Lanka

C06

Mayuri Sooriyampola is a Sri Lankan ELT lecturer, working at a teacher education college. She teaches ELT Methods and Phonology with English pre-service teachers. Reflective practice and instructional supervision are her research areas.

Creative Teaching of Future in the Passive

In English as a second language contexts, grammar lessons are challenging for both teachers and students. Teachers mainly focus on teaching the form/structure, but students failed to apply learnt structure effectively in either oral or written communication. Therefore, it is important to address form, function and pronunciation through an inductive approach in lessons. With all this, bringing in creativity to teaching grammar in ELT classrooms may look less likely. But grammar teaching can definitely be carried out creatively. This lesson is conducted in several stages; setting the scene, presentation, practice, production, evaluation and feedback with extended work. For each of these stages creativity was added by using songs, dialogues, video clips, stories, drama scripts and real language incidents. This was a lesson tried out in the online teaching practicum, with a set of grade nine students (14 year olds). Delivering grammar lessons creatively makes students more actively participating.

https://youtu.be/H7QkGnGeBXI

William Mark Joseph Raj
Kuala Muda Yan District Education Office
Kedah, Malaysia

C07

William Mark Joseph Raj is an educator who has taught in schools for 19 years and is currently attached to the District Education Office as a SISC+. He loves to explore gamification in teaching and learning.

Promoting Pupils' Speaking Fluency and Social Collaboration through *Toontastic 3D*

This research was conducted to show how *Toontastic 3D* promotes fluency in speaking and binds primary school pupils in a strong social collaboration bond. *Toontastic 3D* is a game which is executed only for pleasure but with a purpose controlled by the teacher. According to Google (2015), with *Toontastic 3D,* children can draw, animate and narrate their own adventures, new stories, school reports and anything else they might dream of. It is like a digital puppet theatre but with enormous interactive 3D worlds, dozens of customizable characters, 3D drawing tools and an idea lab with sample stories to inspire new creations. The research addressed two research questions – the effect of *Toontastic 3D* on pupils' speaking fluency and the effect of *Toontastic 3D* in pupils' social collaboration. The data for the research was obtained through qualitative research methods, namely classroom observations, surveys and interviews with five pupils.

https://youtu.be/lprKVCfu5-E

Samantha Elesha Salambau, Belinda Lai & Melor Md Yunus
Universiti Kebangsaan Malaysia
Malaysia

C08

Samantha Elesha Salambau is a teacher in Baram, Sarawak. She is passionate about writing and is currently pursuing her Master Degree in TESL in Universiti Kebangsaan Malaysia (UKM).

Belinda Lai is a teacher in Johor Bahru. She is passionate about writing and is currently pursuing her Master Degree in TESL in UKM.

Melor Md Yunus is an Associate Professor and Deputy Dean of Research and Innovation at Faculty of Education, UKM. Her research expertise lies in the area of ICT integration in ESL.

Lumos-Express: A Writing Tool to Improve ESL Learners' Motivation in Descriptive Writing

Creating art through technology and using both in writing is creative fusion. In general, Malaysian schools teach English as a second language. Therefore, it is crucial for students to be competent in the language to cope with the globalisation era. This refers to the ability to master all the four skills, listening, speaking, reading and writing. However, the mastery of writing has always been an obstacle. This experimental study attempts to investigate the use of pictures through technology to motivate learners to write. The research involved 10 students whereby 5 were from an urban school and 5 were from a rural school. Data analysis involved analysis of the documents, interviews and field notes to explore pupils' motivation towards descriptive writing. The findings showed positive results from the participants. They also agreed that teachers should incorporate technology and visuals in writing.

https://youtu.be/PmI_KGUvuFg

Shee Yuen Ling
SJKC New Kopisan, Gopeng
Perak, Malaysia

C09

Shee Yuen Ling embraces lifelong learning as her life principle and believes that to teach is to touch the soul. She is an Edufluencer with the Ministry of Education, founder of Media Education for All (ME4A) and the top 15 finalists of *CikguKickstart.*

Digitisation Best Practices & IR 4.0

As the closure of schools due to the Covid-19 pandemic disrupts education, educators have turned to online teaching to keep lessons going. I have brought a lot of fun online learning tools into the classroom, such as Wordwall, Quizizz, Wakelet, Padlet, Edpuzzle, Liveworksheets, Assemblr Augmented Reality (AR). By actively embracing technology in the classroom, especially the use of the Assemblr app., my students have been re-energized. Digitisation best practices show how web-based technology can be used effectively in education 4.0. When face-to-face learning is not possible, the internet and video-conferencing allow interactions to take place between facilitators and students in an online classroom environment. The evaluation of students in an online classroom can be more exciting using

Wordwall game ranking rather than traditional classroom assessments. It is hoped that readers will be more aware of the pivotal role that technology can play in teaching and learning.

https://youtu.be/KfFtPJN_Up4

Ekkapon Phairot [1]
Thapanee Khemanuwong[2]
Songkhla Rajabhat University[1]
King Mongkut's Institute of Technology Ladkrabang[2]
Thailand

C10

Ekkapon Phairot, PhD has been a paper reviewer for a number of international journals. His research interests include classroom interaction, willingness to communicate, and teaching strategies in language classrooms.

Thapanee Khemanuwong, PhD teaches English for undergraduates and postgraduates. Her current research focuses on English reading comprehension. Her research interests include English language assessment and English language teaching and learning.

The IS Strategies: A Focus on Willingness To Communicate in the EFL Classroom

Willingness to communicate (WTC) is considered as the key determinant which facilitates students' English language learning. Integration of teaching strategies to increase students' WTC is scarce in literature. In the present study, therefore, the main research objective is to determine the effect of IS in promoting WTC in the classroom among Thai EFL students. This quasi-experimental research used a single group design which was conducted with 11th graders in one Thailand school. Using convenient sampling, 67 students from two intact classes participated in this study. They were taught by their teacher using eight IS lessons for four weeks. Paired sample t-test was used to analyse scores of WTC before and after the experiment which was measured by WTC questionnaire. The results showed that the participants showed significantly different levels of WTC both with teachers and friends in the classroom. This study highlights implications in classroom interaction.

https://youtu.be/H3rN-Qqjw10

SUB-THEME D
Learning Partnerships And Learning Networks

Peter Carter
Kyushu Sangyo University
Fukuoka, Japan

D01

Peter Carter is a professor at Kyushu Sangyo University in Japan, where he teaches in the Global Leadership Program, and in the Faculty of International Studies of Culture.

EFL, SDGs, and Leadership in Theory and Practice

This paper describes three things: first, a new course in which university EFL students are taught about Sustainable Development Goals (SDGs) in English by experts from a local United Nations Habitat office; second, a connected course where the same students develop leadership skills; and finally, how students may perceive the usefulness of SDGs for their short- and long-term career aspirations. The presenter aims to show how the theoretical and practical aspects of leadership and sustainable development come together to inspire and motivate EFL students to broaden their horizons and take on more responsibility for their own education. Participants who may be interested in this presentation are those with a passion for leadership issues, SDGs, and EFL education.

https://www.youtube.com/watch?v=2iSg-OSKyro

Norsarihan Ahmad
Institute of Teacher Education Sarawak Campus,
Malaysia

D02

Dr. Norsarihan Ahmad is a Penangite who has been teaching in Sarawak for 21 years. He is currently the Head of Department for Planning, Research, and Innovation in IPG Sarawak, Miri.

From Ordinary to Extraordinary: A Teacher's Journey To Deep Learning Experience in Teaching English

Teachers are often troubled with precontemplation in teaching. Thus, this study explores an English language teacher's experience and collaboration with Instructional Coach in applying deep learning teaching in the classroom. This is a strategic collaboration and effort with one English language teacher at a primary school in Miri. This study utilizes the partnership principles model of Impact Cycle strategy (Knight 2007, 2013, 2017). The Big Four strategy (Knight, 2007) is used as a focal point to assist the teacher in realizing behaviour, content,

instruction and formative assessment. The findings showed that the teacher improved her teaching style and motivation. This study promotes instructional coaching approach which could further benefit teachers and IC in their journey as teachers or Instructional coaches. The findings of this study could further generate better understanding of how a teacher could change her mindset towards teaching from effective coaching.

https://youtu.be/TzBXwsJcBhI

E01

Jia Yiing Lucy Ho
SMK Batu Lintang, Kuching,
Sarawak, Malaysia

Jia-Yiing Ho is an English language teacher. Known for her zeal in education, she is awarded MELTA-Hyacinth Gaudart English Teacher Award, Distinguished Toastmaster Award and Edufluencer by Ministry of Education.

Annyeonghaseyo! Cultural competency for student engagement in English online cultural exchange projects

In cultural exchange projects, student engagement is important for receptivity of the English language. The study examined the use of group presentations topics (festivals, tourist attraction sites, local food, traditional games, traditional costumes, education system and folklores) to engage Korean and Malaysian teenagers. The annual collaboration between Namwon Middle School (Korea) and Batu Lintang Secondary School (Malaysia) has been on-going since 2019, consisting of 198 students and three teachers to date. Facilitated by the teachers, all presentation topics are brainstormed by students, they researched, collaborated in groups of four and presented via Zoom. Testimonies from 16 Malaysian participants showed that 87.6% (14 students) were engaged in the exchange projects, highlighting their desire of connecting and communicating with people of diverse backgrounds. They also recognized the importance of collaborative sharing and learning within their ESL classroom context and cross border. This project proved a worthy student-engaging experience for all concerned.

https://www.youtube.com/watch?v=EGIazYJkCjI

E02

Lucille Dass
Malaysia

Lucille, a retired but 'rewired' lecturer, is a freelance trainer in teacher development and a consultant-trainer with the Star-Newspaper-in-Education programme. Most of all, she is proudly, a PELLTA founder member.

To communicate is to … CONNECT

Whither the current culture of communication?
The know-how of personal interaction?
While already dithering in the recent past
and now? To our learners… lost?

Pre-occupation with exploring the labyrinthine highways and alleyways of technology may have sharpened our learners' technical skills, but the engrossment may have warped their personable skills. We live in an environment that is dynamic with information – desired and undesired, true and fake, with scams and traps. Academic and technical skills alone will not equip our learners to face the quagmires of life. Soft skills are many – some caught, but many need to be taught.

Come, with the help of 5Ws & 1H, let us briefly explore and plug into this subset of life skills to connect with the technology for an integrative pedagogy of the heart.

Let's not inflict "the most unkindest cut of all" on humanity
Let not life become insipid and paltry!

https://www.youtube.com/watch?v=QO_YnfX5tK8

Suzana Muhamad Pilus, Norwaliza Abdul Wahab & Norhuda Zaini
Universiti Pendidikan Sultan Idris,
Malaysia

E03

Suzana Muhamad Pilus is a PhD student in Education Sociology, Faculty of Human Development, Universiti Pendidikan Sultan Idris (UPSI). Her research interests are on ESL Speaking and multiculturalism in education.

Assc Prof Dr Norwaliza Abdul Wahab is a senior lecturer at the Faculty of Human Development, UPSI and a specialist in the study of indigenous people.

Norhuda Zaini is a PhD student in Education Sociology in UPSI. Norhuda's research interests are in indigenous people and psychology.

The Influence of Culture in Speaking Skills Among ESL Students in Malaysian Classroom: A Literature Review

As globalization and development of technology demand employees to be highly-skilled, graduates need to establish their employability skills especially their English proficiency in order to help the country maximize its output. Studies have indicated that Malaysian students are lacking in their English language and communication skills, which are vital to secure a promising job. In Malaysia, the classroom comprises students from diverse background not only in terms of their native language but also in terms of culture. This study aims to investigate the influence of culture on speaking skills among ESL students in Malaysian classrooms. Analysis of selected articles indicated that there is a strong influence of culture on ESL students' speaking skills. Therefore, it has to be acknowledged that cultural diversity may indirectly influence ESL students' speaking skills. The implications of the study shows that Malaysian students can benefit if syllabus writers take into consideration these findings.

https://youtu.be/iynShR4FaWU

Watcharin Fonghoi
Princess of Naradhiwas University, Thailand

E04

Watcharin Fonghoi is a lecturer at Faculty of Liberal Arts, Princess of Naradhiwas University, Thailand. She received a PhD in English as an International Language from Kasetsart University, Thailand.

Promoting Global Citizenship in Thai Deep South EFL Classes: Practices and Challenges

This descriptive qualitative study explores in-service teachers' instructional practices and challenges faced by Thai EFL teachers in Thailand deep south with regard to cultivating global citizenship in their EFL classrooms. Nine English teachers from three public schools in Narathiwat province participated in the study. Drawing upon semi-structured interviews and classroom observations, the findings were as follows. Firstly, nine teachers were positive about the integration of local and global issues to enhance learners' English competencies and global awareness. Secondly, they adapted their teaching experiences and also integrated their new knowledge from training programs to their teaching. Thirdly, they employed a variety of teaching techniques, active learning activities, and interesting local and global issues to engage their students. Finally, they revealed some challenges they encountered and their solutions. This study provides beneficial and practical pedagogical implications for EFL teachers, administrators, and stakeholders wishing to enhance students' English language skills and global competence.

https://www.youtube.com/watch?v=ip-oofNLP9M

Shankari Sivalingam
*Institute of Teacher Education Tuanku Bainun Campus,
Malaysia*

F01

Shankari Sivalingam is a trainee teacher at the Institute of Teacher Education Tuanku Bainun Campus in Penang. She is interested in enhancing wellness in teaching and learning in online learning.

Enhancing Wellness In Teaching and Learning

Making the first step into the world of ESL teaching might be intimidating. The first practicum can make any trainee teacher nervous yet it can also be a meaningful experience. Therefore going through the practicum phase with theories we learned in college can be useful for a trainee teacher. However, we also realised that teaching is completely different than just learning from books. We have learnt that it takes experience and patience to break the ice among our students to create a bond with them. Hence, this presentation shares my experience on why it is essential for trainee teachers to know the importance of educator and learner wellness to create a healthy classroom environment during online learning. This presentation also emphasises on the multiple ways educator and learner wellness can enhance teaching and learning.

https://youtu.be/lJP1_5qZQIk

Devika Misra
*Education First (EF),
Singapore*

F02

Devika Misra has been a practitioner in the ESL community for more than seven years-as a teacher and ESL teacher trainer. She is currently with the private language school, EF Singapore, where she teaches academic vocabulary, writing and Critical thinking to University Foundation Year students. She is also responsible for its IELTS Preparation classes. She has also helped in the creation and delivery of several elective courses such as "English through Politics" and the history based, "Explore Singapore" and is interested in pedagogy that aims to narrow the gap between theory and practical needs.

EAP Course Design-A Practitioner's Perspective

While several EAP scholars have underscored the need for course design collaboration among all its concerned stake holders; subject teachers, institutional administrators, ESL teachers and students, the ground realty is that this idea is often ignored.

This presentation explains the critical need to put two key stakeholders-namely learners and their educators, at the forefront of EAP course design. Giving them greater control and autonomy will foster wellness for both parties and facilitate far more effective learning. The paper describes how an experienced EAP Practitioner can, and should, play a much larger role than being an ESL teacher-that of curriculum designer and educational advisor.

This process will be illustrated by a concrete example of a course which will include its outline, assessment and evaluation tools.

The presentation will illustrate that such a process does not necessarily require a lot of additional resources.

https://youtu.be/Mn4QvhobiD8

Indranee Liew
Veritas Edu Consultancy

G01

Indranee Liew has been teaching for 31 years in Malaysia and England. She enjoys teaching English from early years to tertiary level. She is a passionate constructivist educator who also conducts teacher training.

How 'I AM MALALA' Impacted Adolescent Conscience And Developed Contemporary Values

As the Covid-19 pandemic continued its relentless assault across continents, schools remained close. As months passed, adolescent students lost focus and active participation dwindled. Leveraging on multimedia resources on the Internet, a teacher designed a book study of I AM MALALA, the autobiography of a 15-year-old who campaigned for girls' right to education in Pakistan. Amazingly, she survived an assassination attempt and continued her crusade, becoming the youngest recipient of the Nobel Peace Prize in 2014. Reading 4 chapters a week, students worked in virtual breakout rooms to create vocabulary slides and conducted research on culture, religion and access to education which they presented virtually in class. Learning about the 9/11 terrorist attacks helped the students understand its lasting impact on our world. I AM MALALA created adolescents who are aware of their position in the contemporary world and who consciously choose values in life.

https://youtu.be/9Ss4nojBqkk

Kalaimathy Irene George Richard
Institute of Teacher Education
International Languages Campus,
Malaysia

G02

Kalaimathy Irene George is a senior lecturer at the TESL Dept of International Languages Campus, Teacher Training Institute Malaysia. Apart from lecturing on methodologies, she   is also the MUET Coordinator in the campus.

Jamboard To Teach Writing

Writing always seems like a complicated skill to teach. Most students find the writing activity a chore. This was made more complex with learning from home. Technology, however has shown us various ways to make writing an interesting and interactive activity. One of the ways is through the jamboard, where the teacher can now make her writing class more interesting and interactive. This presentation will showcase how the MUET Writing Task 1 is taught using the jamboard.

https://youtu.be/FE90qHz6YLo

Neil J Anderson[1] & Aysara Otarova[2]
Brigham Young University, Hawaii[1]
Reading Horizons, USA[2]

G03

Building Reading Skills from the Bottom Up

A common instructional outcome of explicit classroom instruction in a second language classroom is to facilitate the development of fluent readers; readers who can read at an appropriate rate with adequate comprehension. Most instructional materials for teaching reading provide excellent support in building top-down processes of reading; using prior knowledge to support comprehension.

One often overlooked element in second language reading instruction is building strong bottom-up reading processes. Bottom-up reading processes begin with the smallest units of language and build up from there: phonemic awareness, blending of sounds, sound/symbol knowledge, decoding skills, and sight word recognition. These processes are often classified as part of phonics instruction. To help readers be successful, the explicit instruction of bottom-up processes is essential.

This session introduces teachers to the rationale for why explicit instruction in bottom-up reading processes provides a solid foundation for success in reading.

https://youtu.be/PmGusjyFG8U

Suhare Al-Mahmood
Kuwait University,
Kuwait

G04

Suhare-Al-Mahmood is a lecturer at Kuwait University in Kuwait.

Effective Approach To Enhance The Academic Writing Skills of ESL Students

Mastering academic writing has always been challenging for learners and a frustration for the instructors. In my talk about this subject, I will introduce an approach that allows students at the intermediate level to acquire a better grasp of academic writing primarily by working in small groups of peers with the guidance of the instructor. This approach mindfully engages the students and leads them to deeply internalize the main components of writing. This leads to higher success levels. It includes several stages that I will demonstrate in my presentation.

https://youtu.be/pQ8rjKNftqQ

Wan Hamiah Binti Wan Mahmud
SMK Pendeta Za'ba, Seremban, Negeri Sembilan,
Malaysia

G05

Wan Hamiah Binti Wan Mahmud is an English teacher at SMK Pendeta Za'ba, Seremban Negeri Sembilan. Wan Hamiah obtained her master degree in the field of Teaching English as a Second Language from Universiti Kebangsaan Malaysia. Wan's research interests are on ESL Writing, Reading and Literature.

Four Square Writing Method Applying Process Writing Approach to Teach Explorative Writing

Writing involves complex cognitive activities for conveying thoughts, ideas, and facts in coherent language. Therefore, teachers have to motivate them to write by applying effective instructional strategies in the writing process. The purpose of this study was to see if the Four Square Writing Method could be used to teach explorative writing utilising a process-writing approach. This class action research enlisted the participation of 22 Form 5 pupils over the course of a six-month learning period. Data from students' writing analyses in two sets of writing assessments and writing self-efficacy questionnaires was quantitatively analysed to determine the impact of using the approach in improving students' writing skills and writing self-efficacy. The findings revealed that the mean of students' scores in the areas of content, organisation, and language improved and students demonstrated high self-efficacy in writing. This demonstrates that the FSWM is one of several methods for teaching exploratory writing.

https://youtu.be/jAim_pXTtzM

Abdul Khalid Bin Yusoff[1], Marliana Mohamad Nor Rollah[2] & Saira Banu Abdul Gulam Azad[3]
Sekolah Kebangsaan Jerek Gua Musang, Kelantan[1]
Sekolah Kebangsaan Ulu Tembeling, Jerantut, Pahang[2]
Sekolah Kebangsaan Taman Seri Gombak, Selangor[3]

H01

Abdul Khalid Yusoff is an English teacher at SK Jerek Gua Musang, Kelantan. He received a master's degree in Education from International Islamic University of Malaysia (IIUM). His research interests include language awareness and language testing.

Marliana Binti Mohamad Nor Rollah is an English teacher in SK Ulu Tembeling, Jerantut. She has been teaching ESL for 11 years. She completed her M.Ed. from IIUM. Her area of interest is in Mutlimedia Instructional for language.

Saira Banu Abdul Gulam Azad is an English Teacher at SK Taman Seri Gombak and has been teaching ESL for 15 years. She obtained her M.Ed. from IIUM. Her interest areas include Second Language Acquisition and Technology-enhanced Language Learning.

Education in a Pandemic: Challenges of Emergency Remote Learning (ERL) on ESL Rural Learners

Since pandemic COVID-19 hit Malaysia in 2020, pupils are required to make the transition to online learning. This has led the Ministry of Education to introduce Emergency Remote Learning (ERL) to replace face-to-face learning. This study aims to study the pupils' insights in utilising Information and Communication Technology (ICT) during the COVID-19 ERL focusing on the ICT challenges and difficulties. This research employed a qualitative case study of five ESL primary pupils in a rural school through an interview. This study found out that the technological challenges and difficulties faced by the pupils were varied mainly in device issues, internet connectivity, technology costs, and poor ICT skills. The findings of the study are vital to improve pupils' learning and experience in using the ICT in ERL and to assess the feasibility of the virtual learning methods.

https://youtu.be/e0_SchmkwL4

Azran Azmee Kafia
The EFL University, Hyderabad, India & Islamic University, Kushtia, Bangladesh

H02

Azran Azmee Kafia is a research scholar at The English and Foreign Languages University, India, and an Asst. Professor, Department of English, Islamic University, Bangladesh. Her research interests include metacognition, self-regulation, listening, learner autonomy and ed-tech. She has published nationally and internationally over 10 research publications on literature and language.

Metacognitive Strategies Used by L2 Listeners in Think-aloud Protocols during the Pandemic

The concurrent think-aloud protocol (TAP), the truthful representations of learners' mental activity or processes, allows researchers to collect valid and veridical data at the time of language learning or use events taking place (Zhang, 2020) and was instrumented to tap the metacognitive strategies employed by L2 listeners. This study aims to investigate what metacognitive strategies were applied for successful comprehension, and if those could help raise metacognitive awareness. The research sample comprised twenty Bangladeshi undergraduate EFL learners in both the treatment group (N=10) and control group (N=10). They received pedagogical sequence and traditional product-based instruction respectively over 5 weeks along with TAP sessions. Triangulation is achieved by a mixed-method research methodology. The result showed that TAP could trace several metacognitive strategies used at various levels to tackle comprehension, which helped to raise the learners' metacognitive awareness. It implied that teachers may apply pedagogical sequence for better listening comprehension.

https://youtu.be/azLmcE4F6hA%C2%A0

Ngui Geok Kim, Wong Lind Say & Kwong Shuk Wah
Institut Pendidikan Guru Kampus Gaya,
Malaysia

H04

Ngui Geok Kim is a lecturer in the Language Department at IPG Kampus Gaya. She obtained her Doctorate(PhD) from Universiti Malaysia Sabah in 2017. She has published research papers in various journal.

Wong Lind Say is a lecturer in the Language Department at IPG Kampus Gaya, Sabah. Her work focuses on training pre-service TESL teacher trainees. Her area of interest includes second language acquisition (SLA) and assessment.

Kwong Shuk Wah is a lecturer in the Language Department at IPG Kampus Gaya, Sabah

Online Game-Based Learning Framework For English As A Second Language Learning Strategy

The Movement Constraint Order has changed the landscape of English education globally. Students spend more time of their online gadget for learning and entertainment as outdoor activities are limited. Due to the appealing nature of online games, students tend to get distracted with their gadget at the expense of their academic fulfilment and hence, hindering effective language learning. Since the learning environment has changed, educators must improvise their teaching methods to deliver learning instruction. It is vital to explore the potentials of online games in second language learning. This paper proposes an online game-based language learning framework for English as a second language. The key components were derived from the game design principles, core elements in digital games and language learning motivation. The proposed framework was piloted with 10 students which gained

positive responses from them. The proposed framework serves as a guideline for implementing online game-based English education.

https://youtu.be/8LTX984n928

Norul Rafidah Redzuan
Vocational College Tun Hussein Onn, Batu Pahat, Johor, Malaysia

H05

Using Video Recording to Improve Vocational Students' Speaking Ability

Improving learners' ability in speaking is one of the major problems faced in English Language class among students of the Malaysian Vocational Certificate at the Vocational College. This includes low proficiency in their pronunciation, fluency and accuracy. Furthermore, most of the students are shy and afraid of making mistakes. This study aimed to investigate the use of video recordings as the solution of the problems above. A total of 26 students who are usually shy and afraid of making mistakes were selected from a vocational college by using purposive sampling. This was a case study utilising both quantitative and qualitative data to explore the use of video recording to improve the students' speaking ability. The data shows that the vocational students have positive attitude towards video recordings, especially the video recording helps them to notice and identify their weaknesses in speaking without embarrassments.

https://youtu.be/pA-VoajxFIA

Zarina Binti Hashim
SMK Mak Mandin, Penang, Malaysia

H06

Zarina Binti Hashim is an English Language Teacher at SMK Mak Mandin. She obtained her academic and professional qualifications from Institute of Teacher Education, Penang and National University of Malaysia.

Improving Students' Participation Using Pear Deck During The COVID-19 Pandemic

Every classroom comprises students with a variety of learning styles. This study sought to identify a strategy for dealing with students' participation in online learning in a Form Five class during the COVID-19 pandemic. This study also enlisted the participation of 22 students. Observations, the number of exercises done, and the time spent performing all the exercises were used to collect data. The data was analyzed using a quantitative technique. To address the issue, Pear Deck, an online platform, was launched to increase students' involvement in online learning. The outcomes of this study have the potential to improve primary and secondary school teaching methods.

https://youtu.be/8GMkPg1vVl8

Kwan Yien Yee
*Universiti Malaysia Sabah,
Malaysia*

I01

Kwan Yien Yee is attached to the Centre for the Promotion of Knowledge and Language Learning, Universiti Malaysia Sabah, Malaysia. Teaching is her passion and she enjoys imparting knowledge to others.

Real-World Interview: What are the Challenges?

English is a lingua franca that plays an important role in the field of education all over the world. Speaking is considered as one of the English language skills that must be mastered by any second or foreign language learner. This research seeks to study the challenges faced by the undergraduate students' in conducting the real-world interview project for an English oral communication course at University of Malaysia Sabah. The instruments used are questionnaire and semi-structured interview. The major findings revealed that the challenges faced by the students while interviewing foreigners in English are mainly influenced by language and psychological barriers. The findings also showed that time constraint and venue are external factors that contribute to the challenges in completing the project. Several recommendations are proposed to overcome the challenges faced by students while communicating in English.

https://youtu.be/eilLUR8ZlFM

Muhammad Yoga Prabowo
*University of Melbourne,
Australia*

I02

Muhammad Yoga Prabowo is a graduate student at the University of Melbourne pursuing a Master of TESOL degree with a focus on educational data analytics and language assessment.

Assessing Equivalency between Paper-and-Pencil and Computer-Based English Competency Test

Computer-based testing (CBT), as the state-of-the-art technology in language assessment, offers several advantages over the paper-and-pencil testing (PPT) mode. Despite the difference in modes, results from the CBT and their PBT counterparts should be expected to have equivalent item parameter estimates. This study attempts to assess the equivalency evidence between both delivery modes on the English Competency Test (ECT), a standardized English language assessment developed by the Human Resources Development Education and Training Center of the Republic of Indonesia. The analysis was conducted with the classical test theory framework by comparing reliability, item difficulty, and item discrimination indices on both modes. In addition, a questionnaire was used to investigate the test-takers perception of the newly implemented CBT delivery. The findings show that PBT and CBT are relatively equal, but CBT tends to have slightly better reliability and item discrimination indices. Furthermore, test-takers had a considerably positive perception of the CBT.

https://youtu.be/DW-LADvet0s

Ramyah A/P Subramaniam
SMK Bandar Tasek Mutiara, Pulau Pinang, Malaysia

I03

Ramyah Subramaniam is currently an English educator in a secondary school in Penang. She has a B.Ed TESOL from Macquarie University, Australia and a M.Ed TESOL from Universiti Sains Malaysia.

Flipped Assessment: Using AFC to empower learners in CEFR-aligned writing lesson

The recent paradigm shift in 21st Century Teaching and Learning has created a lot of attention to assessment. Assessment is no longer seen as teacher-oriented as learners are expected to be given autonomy especially in language testing. However, writing lesson has always remained teacher-oriented as teachers wield the absolute power in creating the rubrics and grading. This calls for a learner-centred assessment method that not only gives autonomy to learners but also improves their performance. Hence, this study is aimed to investigate the effectiveness of Aim, Focus and Check (AFC) method in flipping the writing assessment to improve the writing performance of learners in CEFR-aligned lesson. 34 Form 2 pupils participated in this pretest-posttest study. The data gathered revealed that AFC improved their writing performance and empowered them to take active participation in writing lesson. It is hoped that the findings of this study would promote learner autonomy in language assessments.

https://youtu.be/vLynh53etJ8

SUB-THEME J
Equity And Inclusive Education

Dulani Pushpanjali Kumari Rathnayake
Pasdunrata National College of Education,
Sri Lanka

J01

Dulani Pushpanjali Kumari Rathnayake has been a teacher educator at a pre-service teacher training college in Sri Lanka since 2009. She is interested in inclusive education, global citizenship education in ESL classrooms and the use of technology in EST.

ESL Teacher Trainees' Preparedness for Teaching to Learners with Diverse Needs

The purpose of this study was to identify whether the ESL teacher trainees of Pasdunrata National College of Education, Sri Lanka, were prepared and confident to teach the learners with diverse needs in ESL classrooms after their training period. The study utilized a questionnaire, interviews, informal discussions and lesson observations with 25 ESL prospective teachers to gather information. The teacher trainees were about to finish their second year of the Diploma in Teaching English. The findings revealed that the teacher trainees were aware of diverse learners but were not prepared to teach to students with special needs in a mainstream classroom. Therefore, the implication is that it is vital to design programs that adequately prepare teacher trainees to fulfil the needs of all types of learners in an ESL classroom to achieve the true purpose of inclusive education and democracy.

https://youtu.be/_c3tps0pqrQ

Luz Irene Licea Claverie
Escuela Normal Fronteriza Tijuana (ENFT),
Mexico

J02

Dr. Luz Licea holds a Doctorate in Education Policy. She has 23 years of experience, including three as a Teacher-Trainer and researcher. She is a professor at ENFT in Mexico.

Use of English to Bolster Inclusion in Special Education Centers

This intervention project with a qualitative approach has had two phases: The first one in 2019 and consisted in guiding 26 Teacher-Trainees into bringing the English language to the Special Education Centers in Tijuana, Baja California. The second phase in 2020 was similar with 25 trainees studying the Bachelor in Inclusive Education at Escuela Normal Fronteriza Tijuana (ENFT).

English-teaching assignments look forward to identifying English speakers' cases attending Special Education Centers to ensure their inclusion and study the possibilities for Spanish speakers to learn a foreign language to foster brain development and communication skills.

Trainees collected data through surveys in Google Forms, observation reports, and video recordings. The results include Teacher-Trainees' realization that around 38% of students speak English, that most disabilities are compatible with language learning, and commitment to bolster students' inclusion by bringing the language to the classrooms.

https://youtu.be/JW-GLH6_xpU

I H Champa Damayanthi
Siyane National College of Education,
Sri Lanka

J03

Champa Damayanthi is a teacher educator at a national college of education in Sri Lanka. She teaches Education Psychology. Her research interests lie in action research and inclusive education.

An Investigation of Special Education Needs and Inclusive Education Practices of Schools in Sri Lanka

This mixed method study investigates principals, teachers, and parents' experiences of current inclusive education practices to cater to the needs of students with different abilities and special education needs in secondary government schools in Sri Lanka. Questionnaires, document surveys, and interviews were employed to gather data for quantitative and qualitative analyses. Though it is widely accepted that students with special education needs should be included in the mainstream classroom to maximize their academic achievement and personal development, there are many barriers in the Sri Lankan context. Analysis of parental views indicated that a shift in attitudes is imperative. It also shows that teachers who are teaching in mainstream classrooms do not have a clear idea of inclusive education and inclusive education plans. Therefore, a favorable atmosphere cannot be seen in the schools in terms of meeting the needs of students with special needs, diverse capacities, talents and proficiencies.

https://youtu.be/NHEuTqdB5rE

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