

VIRTUAL LANGUAGE
AND COMMUNICATION
POSTGRADUATE
INTERNATIONAL
SEMINAR 2024



VLCPIS 2024 PROCEEDINGS

AI IN LANGUAGE AND
COMMUNICATION:
EXPLORING DIVERSITY
AND CONNECTIVITY

EDITORS:
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AWIS RUMAISSYA BINTI AZIZAN
DR AIDA BINTI A. RAHMAN
NIK MOHAMMAD AIMAN BIN IBRAHIM
ZEENATUN NISA BINTI ZAINI
NORLIYANA BINTI MD ARIS

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PREFACE

Virtual Language and Communication Postgraduate International Seminar 2024 Proceedings

The Virtual Language and Communication Postgraduate International Seminar (VLCPIS) 2024 is an annual event hosted by the Language Academy, Faculty of Social Sciences and Humanities (FSSH), Universiti Teknologi Malaysia. It is open to all postgraduate students and researchers in the field of Language and Communication. The goal of this seminar is to promote lifelong learning by bringing together bright minds to exchange, learn, and discuss a wide range of topics within Language and Communication studies. It is hoped that VLCPIS 2024 will continue the legacy of its predecessors as a space that consistently contributes to the development of research in the fields of Language and Communication.

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INTERLINGUAL ERROR ANALYSIS IN THE WRITING OF COLLEGE STUDENTS

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ABSTRACT

Writing is one of the most challenging language skills for students to master. Because of the structural differences between languages, interference from the pupils' mother tongue can cause problems when writing in English. This research explores this issue deeper by looking at how the Tamil language, in particular, influences Tamil speakers' English essay writing. The lexical, morphological, semantic, and syntactical aspects of 42 writing samples from college students will be examined for this study. Errors will be identified, categorised, and evaluated in the writings. The findings will highlight the primary errors in the students' works: omission, overinclusion, misselection, misordering, and blends or direct translations of Tamil. While we must comprehend why and how mother tongue interference impacts their writing, it is critical to address these difficulties to reduce errors as they go to higher levels of writing. The study's findings will recommend students notice the distinctions between their first language (L1) and the English language, as well as learn to understand the languages' distinctive features and structures to compose communicative and proper sentences.

Keywords: *writing, mother tongue interference, second language, interlingual errors*

1. INTRODUCTION

The way native English speakers and second language learners write in English differs significantly because second language learners frequently rely on their native language (L1) patterns to make coherent responses when writing in the second language (L2) (Margarita, Jeewon & Viorica, 2011). Applied linguistics studies have investigated students' errors in English as a second or foreign language to provide information to instructors, scholars, and students (Rao, 2018; Fatemah & Marlia, 2017; Imlakiyah, 2016; Katiya, 2015). The essay content's consistency, context, and rhetorical qualities are impacted by mother tongue intervention, punctuation and spelling issues, misapplication of essay construction norms, and syntactic and morphological defects.

In the present students find it challenging to get used to the learning environment when shift from a school learning culture to a university learning culture (Barrot, Ian, & Leo, 2021). In addition, students don't adhere to the academic writing standards required to write well in an academic discipline. Undergraduates are observed referring to their first language system and employing direct translation to build English language patterns when writing in English (Catabay, 2019).

Grammatical errors in college students' English writing vary from lexical to syntax, and intra-lingual, and inter-lingual errors (Shao & Zhang, 2016). In contrast, intralingual errors are mutual interference between the grammatical elements in the target language. Interlingual errors are caused mainly by mother tongue intervention, which affects all aspects of the language: phonological, morphological, lexical, and syntactic. Intralingual or developmental errors are caused by simplification, overgeneralization, hypercorrection, poor instruction, fossilisation, evasion, insufficient learning, and hypothesised erroneous notions (Rao, 2018).

2. METHODOLOGY

This chapter contains the results of the sequential exploratory design methodology study conducted to answer the research questions:

Research Question 1: What patterns of mother tongue influence do Tamil-speaking ESL college students experience in their English language writing performance?

Research Question 2: What is the tendency of the interlingual errors in the pre-test writing of Tamil-speaking ESL college students? How could the errors be described in terms of the parameters of linguistic strategy taxonomy and surface strategy taxonomy?

Firstly, the patterns of mother tongue influence that Tamil-speaking ESL college students experience in their English language writing obtained from exploratory open-ended pre-survey, which were answered by 42 respondents from three different colleges which are from Metropoint College, MSU College, and College UNITAR. The researcher applied an exploratory analysis method and thematic analysis method to identify, analyze and report the patterns of mother tongue influence. Secondly, the Contrastive Analysis Model developed by Robert Lado (1957), proposed by Ellis (1985) was used to analyse data approaches to conducting error analysis. The students were asked to write an essay of 350 words on “The most embarrassing moment of my life” during their Elective English lesson. The researcher identified the tendency of the interlingual errors in writing test of Tamil-speaking ESL college students and presented the data using descriptive analysis by categorizing the errors in terms of the parameters of surface strategy taxonomy and linguistic strategy taxonomy

3. FINDINGS AND DISCUSSION

3.1 Patterns of mother tongue influence do Tamil-speaking ESL college students experience in their English language writing performance

3.1.1 Vocabulary- Inappropriate word choice.

The first pattern of mother tongue influence in vocabulary, which is the students’ inappropriate word choice. Generally, it is about Tamil-speaking students’ difficulties with words and spelling.

3.1.2 Literal Translation - Direct translation from mother tongue

The second highest comments is from the pattern of translation. Findings also revealed that the literal translation among the learners as one of the patterns of mother tongue influence do Tamil-speaking ESL college students experience in their English language writing.

3.1.3 Syntactic - Incorrect sentence structure

The third pattern is syntactic, which is the difficulties in sentence structure. From the pre-survey question “Do you find difficulties when writing in English?” students admit that they have syntactic difficulties. SOV- which is Tamil sentence structure is actually in their mind and could not transfer it to SVO- English sentence structure.

3.1.4 Overgeneralization - Apply mother tongue grammar rule inappropriately

Overgeneralization is the fourth pattern of mother tongue influence. English L2 learners' insufficient knowledge of grammatical rules and concepts pertaining to the parts of speech in English contributes to their inability to write well in English.

3.2 Tendency of the interlingual errors in the writing test of Tamil-speaking ESL college students? How could the errors be described in terms of the parameters of linguistic strategy taxonomy and surface strategy taxonomy?

The linguistic errors categorised into lexical, morphological, semantical, and syntactical and further analysed using surface strategy taxonomy. Collins' (1998) theory was used to categorize the mistakes made by the students in their writing assessments in surface strategy taxonomy. The errors, which included omission, overinclusion, misselection, misordering, and blending.

3.2.1 Syntactical

Table 1: Syntactical Errors

Error Classification	Identification of Errors	Corrections and Explanation of Rule
Misselection	When we was walking <small>verb agreement</small>	<ul style="list-style-type: none"> Subject-Verb Agreement <i>Were</i>
Omission	Went to a shop asked for ice cream	<ul style="list-style-type: none"> Conjunction combines two independent sentences without the necessary conjunctions or punctuation <i>Went to a shop and asked for ice cream</i>
Overinclusion	Knocked on the waiter who was serving our dishes to us	<ul style="list-style-type: none"> Prepositional phrases has unnecessary prepositional phrases
Blends	We study in a same school till higher secondary	<ul style="list-style-type: none"> <i>We study at the same school until higher secondary</i>
Misordering	I asked him how long has he been there	<ul style="list-style-type: none"> Auxiliary verb <i>I asked him how long he has been there</i>

There is a problem of subject-verb agreement in sentence "When we was walking," where the wrong verb form "was" is used in place of "were." Example 2, "Went to a shop asked for ice cream," combines two independent sentences without the necessary conjunctions or punctuation, making it grammatically incorrect. The next example, "Knocked on the waiter who was serving our dishes to us," has unnecessary prepositional phrases "to us." In example 4, "We study in a same school till higher secondary," the blend of "in a same school" supposed to be "at the same school" results in a syntactical error. A more appropriate construction would be "We study at the same school until higher secondary." As the auxiliary verb "has" should come before the subject "he" to construct a grammatically correct question, the word order in sentence 1, "I asked him how long has he been there," is improper. It would be more suitable to write "I asked him how long he has been there."

3.2.2 Morphological

Table 2: Morphological Errors

Error Classification	Identification of Errors	Corrections and Explanation of Rule
Omission	-Complete different face -Felt extraordinary angry	Suffix (Derivational) <i>completely different face</i> <i>felt extraordinarily angry</i>
Overinclusion	Some <u>things</u> Home work <u>s</u> By any chance <u>s</u> Normal school <u>ing</u> From that day onward <u>s</u> The same hair cut <u>ting</u> Ranging from grade one <u>s</u> to grade <u>s</u> eight <u>s</u>	<i>Something</i> <i>Home work</i> <i>By any chance</i> <i>Normal school</i> <i>From that day onward</i> <i>The same hair cut</i> <i>Ranging from grade one to grade eight</i>
Misselection	One police women Three of the man This memories	<i>Woman</i> <i>Three men</i> <i>This memory</i>

Tamil-speaking students in English writing tests did omission error of morphological markers which is omit of derivational morpheme. The next category ‘overinclusion the words such as "somethings", "homeworks", "by any chances", “normal schooling” “onwards”, “cutting” and “grade ones to grades eights” have an extra plural marker on the word. The last example, the plural marker "women" is misspelled ("one police women") rather than the proper singular form "woman," indicating a lack of grasp of English pluralization conventions. The phrase "three of the man" also uses the incorrect singular form "man" rather than the plural "men." These mistakes imply a lack of knowledge on the proper morphological forms for plural nouns. The phrase "this memories" in sentence three is pluralized incorrectly; "memories" should be used in the singular form "memory."

3.2.3 Lexical

Table 3: Lexical Errors

Error Classification	Identification of Errors	Corrections and Explanation of Rule
Misselection	1. I got onto ^{Prep.} the car 2. It was during ^{Prep.} 2016 3. My life was on ^{Prep.} 2022 4. During ^{Prep.} the age of 10 5. From ^{Prep.} that day onward	1. <i>into</i> 2. <i>in</i> 3. <i>my life in 2022</i> 4. <i>at the age of ten</i> 5. <i>on that day onward</i> Preposition (preposition doesn't fit the context)
Omission	1. suprised 2. pratising 3. no enough 4. shif	1. <i>surprised</i> 2. <i>practising</i> 3. <i>not enough</i> 4. <i>shift</i>

	5. paniced	5. <i>panicked</i> 6. (Sound transfer)
Overinclusion	1. Next coming up would be Ella to perform 2. As per usual 3. My most second embarrassment 4. Most naughtiest	1. <i>Next would be</i> 2. <i>As usual</i> 3. <i>The next embarrassing moment</i> 4. <i>Naughtiest</i> (Direct translation/ literal translation)
Misordering	1. Gorcery 2. Deisgn 3. Dispioented	1. <i>grocery</i> 2. <i>design</i> 3. <i>Disappointed</i> (Spelling)

In lexical elements, students made mistake of using the wrong preposition. "Onto" in place of "into" in example 1 or "during" in place of "in" in example 2. These mistakes most likely result from Tamil and English using prepositions differently. The words "suprised" instead of "surprised," "pratiscing" instead of "practising," and "no enough" instead of "not enough" are a few examples of how Tamil words and phrases are transferred based on the sounds into English by Tamil-speaking students. For next category, the phrase "coming up" in the sentence "Next coming up would be Ella to perform," might be a direct translation from Tamil, where a phrase of a similar nature might be used informally. Furthermore, the use of "most naughtiest" displays a redundancy arising from literal translation as "most" and "naughtiest" have superlative connotations on their own, The examples show typical interlingual mistakes made by Tamil-speaking students in English writing assessments, which fall under the heading of lexical item misordering. Spelling words incorrectly by letter order is a common mistake. Examples of such misspellings are "gorcery" in place of "grocery" in sentence 1 and "deisgn" in place of "design".

3.2.4 Semantical

Table 4: Semantical Errors

Error Classification	Identification of Errors	Corrections and Explanation of Rule
Misselection	No everyone feel disgusted	<i>one</i>
Blends	1. beauty girl 2. became a circle 3. very unhelp 4. three of the man 5. shoting 6. me and my two brothers, me and my friends, me and my family	1. <i>beautiful girl</i> 2. <i>unclear</i> 3. <i>unhelpful</i> 4. <i>improper construction</i> 5. <i>shoot/shooting</i> 6. <i>my two brothers and I/ my friends and I/ my family and I</i>
Overinclusion	Already running half way After a 15 minutes later	<i>Already half way</i> <i>15 minutes later</i>
Omission	I suddenly stomach pain	<i>I suddenly got stomach pain</i>
Misordering	Faster went	<i>adverb positioned incorrectly</i>

"No everyone feels disgusted" in the first example probably refers to "not everyone" or "no one" which is misselection of the semantical error. Next, the the verb "became" and the noun "circle" are combined in example 2, "became a circle," suggesting an attempt to describe someone or something turning into a circle or forming one, but the phrase is unclear and inconsistent shows blends semantically. For overinclusion category the example "already running halfway," and "after a 15 minutes later" are among the others that break the flow and coherence of sentences. The preposition "have" or "got" before "stomach pain" is missing from sentence under omission. The last example, "faster went," has the adverb "faster" positioned incorrectly, which throws off the normal word order. To express the intended idea of increased speed, "went faster" would be a more appropriate construction.

4. CONCLUSION

In summary, the frequency of interlingual errors in Tamil-speaking students' English pre-writing test highlights the necessity of focused interventions to address particular language difficulties. Prioritizing strategies that address syntax, morphology, and lexical usage will help students become more proficient writers overall.

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ARTIFICIAL INTELLIGENCE VS. HUMAN INTELLIGENCE: A COMPARATIVE ANALYSIS OF WRITING FEATURES

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ABSTRACT

The integration of artificial intelligence (AI) in academics, particularly since ChatGPT was introduced, has opened new opportunities and challenges for learners and instructors. Unlike the other AIs, ChatGPT's ability to generate human-like responses has led to an increase in plagiarism issues. To date, there is a lack of reliable online tools to accurately distinguish AI-generated writing from human writing (Weber-Wulff et al., 2023), posing high risk within the academia setting. Therefore, this study was conducted to investigate the lexical features used in human-generated and AI-generated essays, focusing on the concept of authorship attribution. The data was collected from five respondents in the form of academic essays. Using a mixed method approach, the data was analysed using textual analysis in examining the differences in the usage of lexical features between human-generated essay and AI-generated essay on similar and different essay topics. The findings highlighted the differences and similarities between human-generated and AI-generated text based on the word frequency and collocation. This study further revealed the distinct patterns in how human and AI utilised lexical features, aiding in the identification of authorship in academic writing to develop more effective tools to detect AI content, thus mitigating the risk of plagiarism in academia.

Keywords: *artificial intelligence, authorship attribution, academic text, plagiarism*

1. INTRODUCTION

As Artificial Intelligence (AI) becomes increasingly integrated into daily life, its use in education, particularly in writing tools, has sparked both interest and controversy. While AI writing tools are becoming more widespread, there are concerns regarding their impact on academic integrity and the ability to differentiate between AI-generated and human-written content. A key challenge arises from the fact that linguists and experts struggle to reliably distinguish between the two, with studies showing that experts can only correctly identify around 38.9% of AI-generated content (“AI vs. Human Writing: Experts Fooled Almost 62% of the Time”, 2023). Furthermore, AI detection tools, such as Copyleaks and GPTZero, are inconsistent, often misclassifying human-written work as AI-generated and vice versa.

Hence this research seeks to fill this gap by exploring the distinctive writing features of AI and comparing them to human-generated texts. Specifically, this study will examine and compare the lexical features of human and AI-generated essays. This analysis will contribute to a better understanding of AI's impact on writing and may help improve the accuracy of AI detection tools.

2. METHODOLOGY

The study employed a mixed-method approach in quantifying and analysing the data. The sampling method for this study was purposive sampling which involved five English Bachelor of Language and Literature undergraduate students of IIUM. Each student was required to produce a total of six academic essays across three topics which were taken from the IELTS practice test, with one essay written independently and another using AI for each topic. The data were sorted into human and AI-generated texts respectively and analysed using AntConc where the study will only focus on the word frequency and collocations in order to identify their writing patterns. For easier comparison, a programming language, Python, will also be used interchangeably with AntConc as Python is much better in analysing a lot of data.

3. FINDINGS AND DISCUSSION

3.1 Lexical Features in Human vs AI-Generated Texts

3.1.1 Word frequency

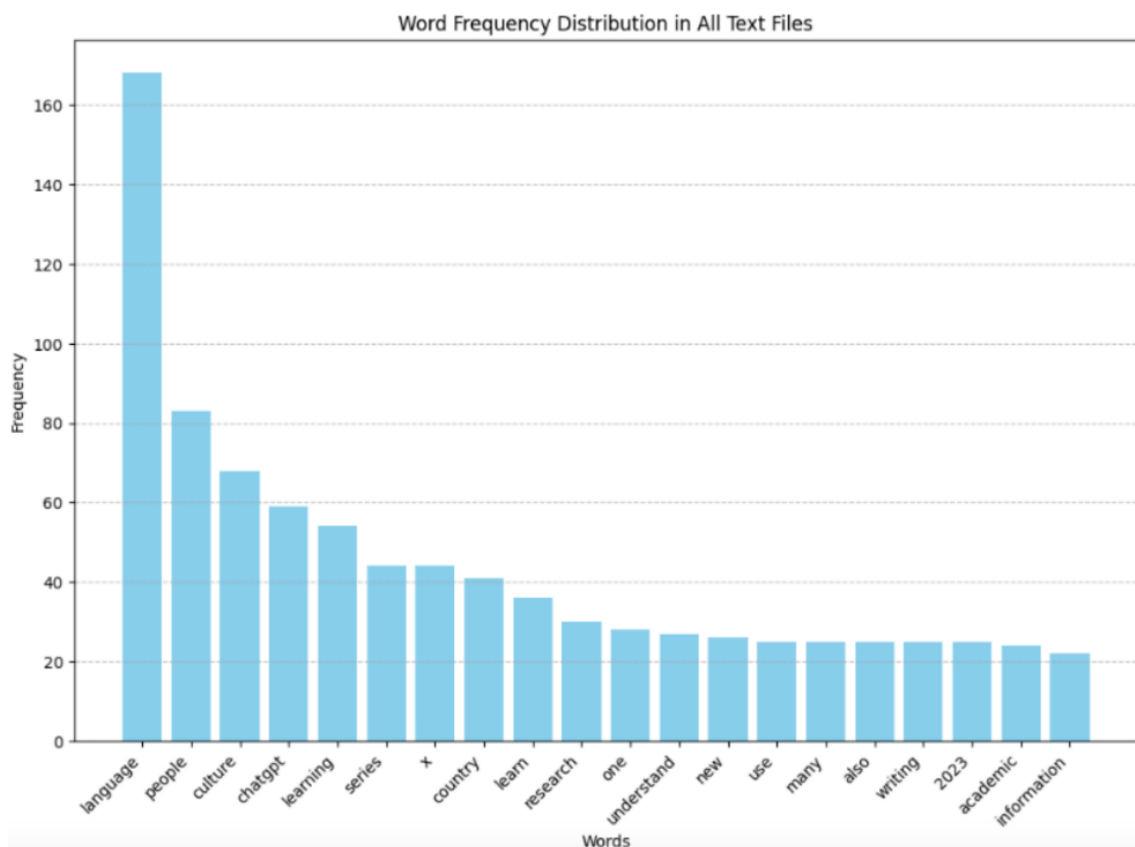


Figure 1: Humans' Word Frequency Distribution

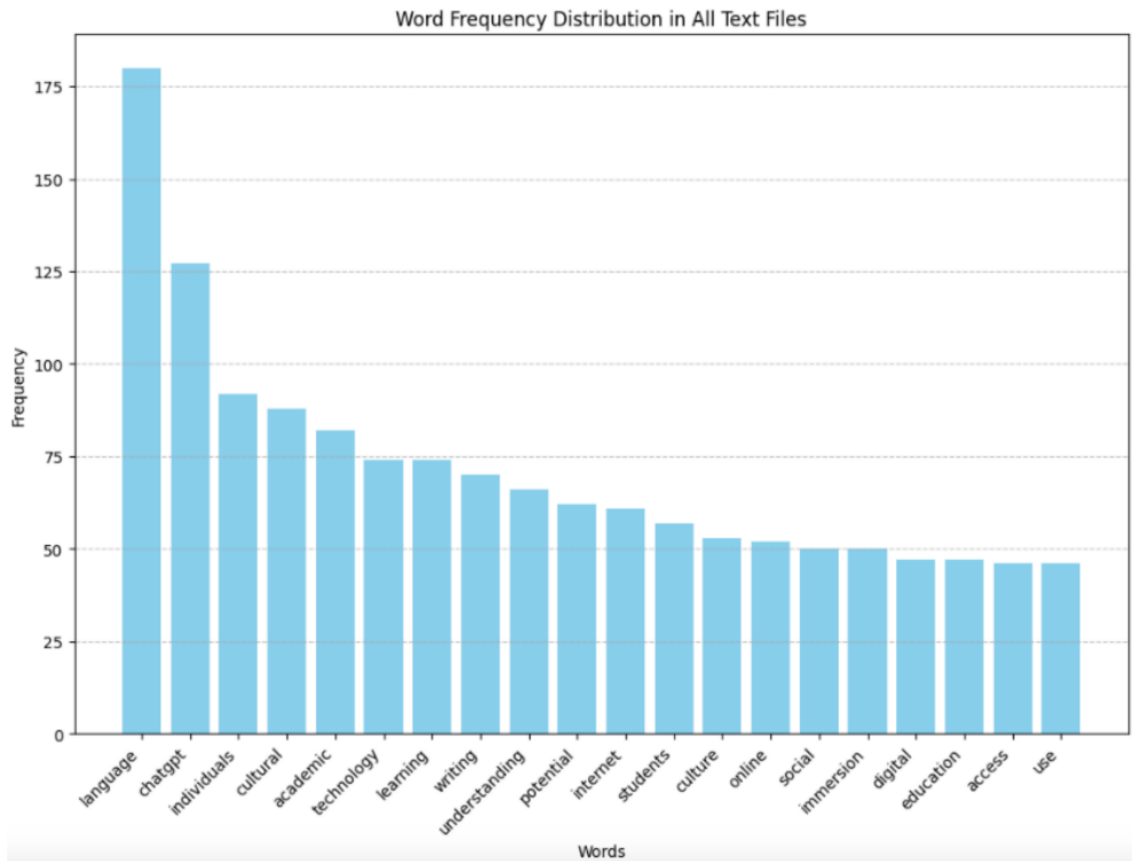


Figure 2: AI Writing Tools' Word Frequency Distribution

The findings show that AI consistently has higher word frequency than human writers. While the word "use" appeared 50 times, the lowest in AI texts, it still exceeded the human lowest word which is "information" (20 times). Overall, AI displayed a higher trend in word frequency with 16 words surpassing 50 occurrences. In contrast, human essays exhibited fewer high-frequency words, suggesting more vocabulary diversity and individualized writing styles. AI's consistency in the repetition indicates its reliance on a predefined model while human writing shows varied linguistic expression, further strengthening the idea of each individual's unique language use.

3.1.2 Collocation

Table 1: Collocations produced by humans and AI

COLLOCATION			
	QUESTION 1	QUESTION 2	QUESTION 3
HUMAN	('reasons', 'use') ('use', 'cases') ('fernandes', '2023') ('chatgpt', 'research') ('research', 'use') ('use', 'chatgpt') ('academia', 'field') ('mondal', '2023') ('using', 'chatgpt') ('writers', 'need') ('mondal', '2023') ('mondal', 'mondal') ('academic', 'writing') ('academic', 'writing') ('social', 'structures') ('learning', 'new') ('learn', 'new') ('ling', '2020') ('new', 'culture') ('2020', 'many')	('language', 'divide') ('language', 'originality') ('learn', 'language') ('native', 'language') ('understand', 'culture') ('language', 'speaker') ('learning', 'culture') ('speaking', 'language') ('culture', 'country') ('one', 'culture') ('baba', 'nyonya')	('active', 'study') ('living', 'foreign') ('foreign', 'country') ('learning', 'language') ('muscle', 'memory') ('living', 'abroad') ('acquire', 'fluency') 49 ('fluency', 'language') ('new', 'language') ('language', 'learners') ('becoming', 'fluent')
AI	('use', 'chatgpt') ('academic', 'writing') ('historical', 'context') ('influential', 'individuals') ('key', 'figures') ('artificial', 'intelligence') ('learning', 'experiences') ('education', 'landscape') ('chatbots', 'education') ('chatgpt', 'education') ('academic', 'work') ('academic', 'writing') ('chatgpt', 'academic') ('training', 'data') ('potential', 'misuse') ('general', 'data') ('academic', 'writing') ('chatgpt', 'academic') ('achieved', 'alternative') ('country', 'culture') ('language', 'proficiency') ('cultural', 'understanding')	('understanding', 'country') ('language', 'serves') ('country', 'culture') ('active', 'participation') ('profound', 'insights') ('linguistic', 'barriers') ('cultural', 'exchange') ('understanding', 'culture') ('understanding', 'culture') ('linguistic', 'barriers') ('cultural', 'understanding') ('native', 'speakers') ('working', 'country') ('living', 'working') ('language', 'spoken') ('country', 'language') ('language', 'learning') ('living', 'working') ('authentic', 'language') ('language', 'acquisition') ('language', 'use') ('many', 'language') ('language', 'learning') ('language', 'fluency')	('range', 'conversation') ('individuals', 'may') ('geographic', 'immersion') ('language', 'skills') ('target', 'language') ('language', 'learning') ('immersion', 'may') ('online', 'language') ('language', 'immersion') ('language', 'learning') ('language', 'acquisition') ('language', 'learning')

The findings show distinct differences in collocation patterns between human and AI writing. Human writers exhibited low similarity in collocations, one of which was a citation collocation ("Mondal, 2023") repeated in question 1. This reflects individualized language use and supports the idea that human idiolect differs greatly between individuals. In contrast, AI-generated essays showed higher similarity in collocations, suggesting a limited set of phrase patterns. This is likely due to AI relying on a trained model leading to the consistent repetition of phrases across different essay questions. Furthermore, AI texts lacked citation collocations unlike human texts which included references in their writing.

4. CONCLUSION

The study aimed to analyse the lexical features between human-generated and AI-generated texts. The findings highlight the differences between human and AI writing in terms of word frequency and collocation patterns. AI consistently showed higher word frequency, reflecting its reliance on a predefined model. In contrast, human writers displayed more varied vocabulary and individualized language styles. Human texts also demonstrated various different

collocations, including the use of citations while AI lacked such variety and showed higher similarity in phrase patterns. Overall, these differences suggest that AI writing tends to be more consistent and repetitive while human writing is more flexible and personalized. Future research should involve a larger participant pool and corpus to enhance objectivity of the findings. Additionally, varying AI prompts should be considered as different prompts may impact text quality and reliability. Including course-based differences could also provide insights as students exposed to language more frequently might produce different results compared to those in less language-focused courses.

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VIRTUAL LINGUISTIC LANDSCAPE: MCDONALD'S PROMOTION ON BILLBOARDS IN MALAYSIA

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ABSTRACT

This study examines the connection between the linguistic landscape, cultural representation, and consumer engagement by thoroughly analysing McDonald's billboard campaign in Malaysia in 2019. By employing a unit of analysis, sampling, and mapping for the methodology, the study addresses two research questions: (1) How does McDonald's integrate cultural symbols and landmarks into its billboard campaigns, enhancing the cultural relevance of advertisements? and (2) What is the linguistic diversity incorporated in McDonald's billboard advertisements across various states in Malaysia? The findings reveal a strategic integration of cultural symbols and landmarks, emphasizing the importance of cultural relevance in McDonald's advertising campaigns. The study contributes to our understanding of how the linguistic landscape shapes and reflects cultural representations, consumer engagements, and local pride in diverse socio-cultural contexts. Furthermore, it highlights the significance of advertising billboards as influential elements in shaping the linguistic characters of public spaces and the positive impact of culturally infused billboard campaigns on community engagement and pride.

Keywords: *AI powered sentiment analysis; linguistic diversity; linguistic landscape (LL); local pride; McDonald's Malaysia*

1. INTRODUCTION

The study of linguistic landscape has emerged as an interdisciplinary field within linguistics sociology, and urban studies. Defined as the visible language in public spaces (Gorter et al., 2021), it includes written and symbolic expressions like street signs, billboards, and graffiti (Pavlenko, 2012). This diversity reflects a community's linguistic heterogeneity and mirrors societal dynamics, cultural identities, and power structures (Alshahrani, 2023). Gorter et al. (2021) notes that the linguistic landscape shapes our perceptions and interactions, often unconsciously.

The significance of public signs is often overlooked, underscoring the need to investigate the linguistic landscape as a dynamic aspect of daily life (Gorter et al., 2021). Alshahrani (2023) also emphasizes the broader social and cultural implications of language choices in public spaces.

Advertising billboards, strategically placed in crowded areas, play a key role in shaping the linguistic character of public spaces (Ben-Rafael et al., 2006, p.4). They also serve broader purposes, such as celebrating societal aspects (Perdana, 2020, p.11), highlighting the socio-cultural impact of linguistic landscapes in advertising (Luk et al., 2016; Alshahrani, 2023).

Globalization has influenced the linguistic landscape of advertisements (Lou, 2010, p.97). Companies like McDonald's adapt their advertising to different countries' linguistic landscapes (Song et al., 2017). For example, McDonald's Malaysia integrated Bahasa Malaysia in its 2019 billboard campaign to connect with local customers (The Straits Times, 2019).

2. METHODOLOGY

This qualitative research employs ethnography to explore McDonald's billboard campaigns in Malaysia from 2019. The study focuses on the visual aspects of the billboards and relates them to online data, including social media comments and reviews.

The analysis centres on nine selected billboards from McDonald's Malaysia campaign. Each billboard serves as a platform to examine the cultural symbol, and landmarks integrated into the marketing strategies.

Purposive sampling was used to select billboards based on specific criteria, such as unique cultural symbols and language choices. This approach ensures a diverse representation of McDonald's advertising strategies, allowing for a comprehensive observation of cultural and linguistic elements.

The study includes mapping the geographical distribution of billboards that utilize different languages, particularly Bahasa Malaysia and Jawi, in states like Kelantan, Pahang, and Kedah. Cultural symbols, such as the Wau in Kelantan and landmarks like Batu Caves, are highlighted to provide insights into the regional cultural contexts.

Data analysis involves semiotic and thematic analysis. Semiotic involves breaking down texts and images into their constituent signs and symbols. It took at how these signs relate to each other (their syntagmatic and paradigmatic relationship) and how they contribute to meaning within a cultural or social context.

The thematic analysis identifies patterns in the online discussions examining the language use and cultural references present in the collected data. Additionally, AI-powered sentiment analysis is employed to gauge public reactions to the billboard campaigns. This technology analyze social media comments to determine overall sentiment, providing valuable insights into consumer perceptions and engagement with the advertisements.

This methodology facilitates a nuanced understanding of how McDonald's engages with local culture and linguistic diversity through its billboard advertising. Table below shown the summarized of the data collection and analysis method used for each research questions.

Table 1: Data collection and analysis method that addressed the research questions

Research Questions	Method of data collection	Data analysis
RQ1: How does McDonald’s integrate cultural symbols and landmarks into its billboard campaigns, enhancing the cultural relevance of advertisements?	<ul style="list-style-type: none"> • Signs and symbols • Online data collection 	Semiotic analysis
RQ2: What is the linguistic diversity incorporated in McDonald's billboard advertisements across various states in Malaysia?		Thematic analysis

3. FINDINGS AND DISCUSSION

In this study, six McDonald’s Malaysia billboards that incorporated landmark promotion and three billboards that used cultural symbols or language were used to do the analysis. The AI sentiment analysis showed that there were 57.14% positive comments and 42.86% negative comments written by the viewers. However, it’s essential to evaluate it based on factors like representation, quality, context, and purpose.

Figures below are the collection of billboards that were chosen for this study.



Figure 1: Landmarks integration in McDonald’s Malaysia billboards

The findings show that McDonald effectively incorporates cultural symbols and landmarks in its billboards, highlighting the importance of cultural relevance in their advertising. The billboards features iconic sites like Batu Caves in Selangor, the Penang Bridge, and paddy field in Kedah, creatively using fries to represent these landmarks. They also use ice cream and their signature McFlurry to depict beach waves in Pahang, the Twin Towers in Kuala Lumpur, and Mount Kinabalu in Sabah, creating visually appealing representations.



Figure 2: Cultural symbols integration in McDonald's Malaysia billboards

Additionally, McDonald uses its nuggets, sauces, and fries to enhance the advertising narrative. For example, they replicate a turtle in Terengganu, the Wau in Kelantan with fried, and a goal post and a nugget (as a ball) in Johor, reflecting the local culture and soccer popularity. These symbols deepen the advertisements and create a connection with Malaysia's diverse cultural heritage.

3.1 The Integration of Cultural Symbols and Landmarks Into McDonald's Billboard Enhancing the Cultural Relevance of Advertisements

The positive impressions left by the netizens underscore the effectiveness of McDonald's approach to integrating cultural symbols and landmarks into its billboard campaigns. One of the comments found in a Facebook posting praised McDonald's marketing team, stating that;

"Kreatifnya team marketing McD. Pandai ambil hati penduduk setempat dgn elemen kenegerian. Ada sense of belonging bila tengok"
(McD's marketing team is impressively creative! They skilfully capture the hearts of the residents with a touch of patriotism. It creates a strong sense of belonging when you witness it.)

(NurFatimah Jamil)

This comment highlights the success of McDonald's in not only attracting attention but also in fostering a genuine connection with the local community. The recognition of the marketing team's creativity and their ability to evoke a sense of belonging among the audience emphasizes the positive impact of these culturally infused billboard campaigns (Sualman et al., 2021).

The online discourse related to these campaigns demonstrated their efficacy as conversation starters. The sharing of these advertisements on social media platforms further amplified their reach and contributed to the creation of a shared narrative that extended beyond the physical space of the billboards (Rijitha, 2021). This positive reception aligns with the study's findings, indicating that McDonald's adeptly leveraged cultural symbols and landmarks to not only enhance the cultural relevance of their advertisements but also to create a sense of pride and belonging among the local community.

The successful integration of cultural symbols and landmarks into McDonald's Malaysia billboard campaign in 2019 not only captivated the attention of passersby but also resonated positively with the community (Sualman et al., 2021). McDonald's effective navigation of Malaysia's diverse cultural landscape sets a commendable example for marketers seeking to authentically engage with local communities and celebrate their rich heritage (Perdana, 2020).

3.2 The Linguistic Diversity Incorporated in McDonald's Billboard Campaign: Variety Use of Language

McDonald's Malaysia implemented two types of wording on their billboard, which are Bahasa Malaysia and Jawi. Besides, they also encompass the use of regional dialects, contributing to a nuanced and culturally resonant communication approach. As can be seen, the use of Jawi script in Kelantan, Pahang, and Kedah is a testament to the linguistic and cultural richness embedded in these states. Kelantan, Pahang, and Kedah share a strong historical and cultural association with Islamic traditions, where Jawi scripts have traditionally been employed for religious purposes (Zikir et al., 2023).

In Pahang, the royal decree of the then-Regent, later becoming the Yang di-Pertuan Agong during his speech in 2018, played a pivotal role in endorsing the use of Jawi across the state, emphasizing its importance in signage and communication (Royal Order of Pahang, 2018). In Kelantan, the political landscape has heavily influenced the prominence of Jawi aligned with the state's governance by the Islamist party PAS (Persatuan Islam Se-Tanah Melayu) since 1990 (Tayeb, 2022). This reflects the party's agenda of emphasizing Islamic identity, resulting in the widespread use of Jawi in official documents, road signs, and public spaces in Kelantan (Stark, 2004). Kedah, with its rich Islamic history dating back to the 12th century, holds cultural value for Jawi scripts, traditionally used in royal decrees and religious texts (Mat Noor & Mohd Rus, 2014).

As can be seen, in Terengganu, McDonald's employs a unique linguistic strategy by seamlessly blending the state dialect with Bahasa Malaysia. For instance, the original spelling for egg in Bahasa Malaysia is '*telur*', but in Terengganu, it is pronounced as '*telor*'. This code-switching caters to mixed-language speakers and adds a local flavor to the advertisements, making them linguistically accessible and culturally resonant for the Terengganu audience (Sulaiman & Yahaya, 2013).

Beyond textual elements, McDonald's integrates visual and symbolic cues that resonate with specific regions, reinforcing linguistic messages through cultural references (Rabiah, 2018). For example, the incorporation of the *Wau*, which is famous in Kelantan, becomes a powerful visual cue to the state (Salina Abdul Manan et al., 2015). Another example is the representation of a goal post in Johor, which symbolizes the strength of the Johor state team in football, which is widely known as the JDT (Johor Darul Ta'zim) football club (Rahman, 2017). These visual elements not only enhance the linguistic message but also contribute to a holistic and culturally immersive advertising experience (Glowka, 2021).

McDonald's adeptly navigates linguistic diversity in its billboard campaigns by tailoring its approach to specific regions. Whether through the use of Bahasa Malaysia or Jawi, code-switching in dialects, or visual cues, McDonald's showcases a nuanced understanding of the linguistic and cultural landscape of different states in Malaysia.

4. CONCLUSION

In conclusion, this study of McDonald's billboard campaign in Malaysia illuminates the company's adept navigation of the country's diverse cultural and linguistic landscape. By integrating cultural symbols and landmarks into their advertisements, McDonald's eddectively enhanced the cultural relevance of their campaigns, fostering a sense of pride and belonging

within the local community. The strategic use of visual and symbolic cues tailored to specific regions showcased a nuanced understanding of Malaysia's linguistic and cultural diversity, setting a commendable example for marketers seeking to authentically engage with local communities and celebrate their rich heritage. Future research could expand on this study by exploring the long-term impact of such culturally infused advertising on consumer behaviour and brand loyalty. Additionally, examining the effectiveness of digital advertising strategies in conjunction with traditional billboards could provide insights into evolving consumer engagement in the digital age. Overall, McDonald successfully incorporated the linguistic landscape in shaping public spaces and connecting with diverse audiences.

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SELF-REPRESENTATION IN PERSONAL BRANDING: A STUDY OF DATO' SRI ALIFF SYUKRI

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ABSTRACT

The rise of social media has given birth to a new brand of public figures: social media influencers. These individuals have harnessed the power of online platforms to pave their personal brands that connect with their followers. While the concept of social media influencer is widely recognized, the specific strategies employed by influencers, particularly in the Malaysian context, remain under-explored. This study focused into the self-representation strategies of Dato' Sri Aliff Syukri, a prominent Malaysian entrepreneur, on Instagram. Using a qualitative approach, the study conducted a visual analysis of his Instagram posts, focusing on the images and their associated captions. The theoretical framework adopted was multimodality theory, specifically the representation metafunction proposed by Kress and Van Leeuwen (1996). Data was collected over a week in August 2018, and the analysis revealed several key themes that contributed to self-representation. These themes include self-representation as model, family man, entrepreneur and celebrity. The findings of this study are significant for several reasons. First, it offers valuable insights for social media influencers and marketers seeking to leverage Instagram for personal branding or product promotion. Second, the study contributes to the broader field of language and communication research by examining self-representation strategies in a digital context. Finally, it provides valuable information for researchers and practitioners in digital marketing, branding, and communication studies.

Keywords: *Social Media Influencers (SMIs), Personal Branding, Self-representation, Multimodal Analysis*

1. INTRODUCTION

The research on the representation of SMIs has been significant, especially after the rise of social media platforms. Many business owners have become the face of their own brands to represent their products. Visual self-representation plays a strong role in portraying a person's identity, especially through profile photos, selfies, and videos (Rettburg, 2014). Through social media, teens and young adults use visuals to enhance positive self-presentation (Fuat et al., 2024). A social media influencer is someone who shapes the attitudes, decisions, or behaviors of a specific audience through social media (Guthrie, 2021). There are a few previous studies done on self-representation on Instagram. Zulkifli and Rajandran (2024) explore how local Muslim women's fashion brands use language and images on Instagram to represent Muslim women and convey Islamic fashion messages. Ithnin et al. (2020) studied the persuasive strategies used by Asma Nasaruddin, one of the social media influencers in Malaysia. Pasanen (2018) also proposed a study on Kim Kardashian, who is a model and entrepreneur, and her use of Instagram. Ramos and Martinez (2016) conducted a study on managers' personal branding on Twitter. Geurin and Burch (2016) also found that self-representation by Olympic athletes on Instagram is part of a personal branding tool. There are only a few studies

specifically focused on Malaysian influencers' self-representation of personal branding. Therefore, this study fills in the gaps by revealing the strategies used by Malaysian social media influencers, particularly business owners, to portray their personal branding on social media.

2. METHODOLOGY

This paper focuses on the Instagram images of Dato' Sri Aliff Syukri, one of the famous Malaysian entrepreneurs who is also a social media influencer and owner of D'Herbs company. As of 2019, he had 2.9 million followers on Instagram, where he shares content about his work, family, employees, and business. Based on observation, he posts almost eight to twelve photos per day to engage with his followers. Since his Instagram account is open to the public, it is relevant to use the data and pictures from his social media. The data collection was conducted over one week, starting from the 1st of August 2018 until the 7th of August 2018. First, the images and captions were screenshotted, and significant examples were included in the findings. Then, the representation themes from 71 images were categorized and analyzed before further visual analysis. Similar image categories were grouped under the same theme. These visuals were then analyzed based on the representation metafunction under multimodality theory by Kress and Van Leeuwen (1996). However, images containing only text, moving images like videos, or short stories were not included in the self-representation analysis. Only significant self-representation of personal branding was included in the analysis.

3. FINDINGS AND DISCUSSION

From the photos collected, similar themes founded on the Instagram account were coded and categorized. Four categorisations were identified from Dato' Sri Aliff self-representation to reach out to the people which are 'model', 'family man', 'entrepreneur' and 'celebrity'.

3.1 Self-Representation as the 'Model'



Figure 1: Example of medium shot photo. Photo Uploaded on 7th August, 2018

Dato' Aliff represents himself as a model through his fashion, style, and appearance, leveraging his past experience as a part-time model and his role as a brand ambassador for D'Herbs Holdings. Based from 71 images analysed, 14 images were identified under the representation category of a 'Model'. Six (6) photos were taken in close shot, three (3) photos in medium shot and five (5) photos in long shot. His Instagram photos depict him as a model of his own product, reinforcing trust in his brand by showcasing his good looks and healthy skin, which are tied to

his product (Katz & Lazarsfeld, 1955; Kress & Van Leeuwen, 1996; Escalas, 2007). His posts often include personal touches, like friendly captions, to connect with viewers and reflect his fashion sense, further promoting his products (Ramos & Martínez, 2016).

3.2 Self-Representation as a 'Family Man'



Figure 2: Photo uploaded on 2nd August, 2018.

Dato' Sri Aliff portrays himself as a loving family man through images featuring his wife, children, and parents, with eight (8) of 71 photos depicting family moments, mostly in close shots to evoke intimacy. Five (5) photos taken in close shot, one (1) photo in medium shot and two (2) photos in long shot. For example, in a close shot with his adopted son, Qayyum, Aliff's body language and expression emphasize love and care, showing a personal side that contrasts with his influencer status. He openly shares his family life, unlike Finnish managers who focus solely on work (Hamalainen, 2017). His posts, including captions that emphasize his bond with Qayyum, illustrate how his family is integrated into his personal brand (Catarau, 2016).

3.3 Self-Representation as an 'Entrepreneur'



Figure 3: Photo uploaded on 5th August, 2018.

Dato' Sri Aliff represents himself as an entrepreneur through posts showcasing his products and businesses, with 11 out of 71 images dedicated to this theme. Nine (9) photos representing him as the entrepreneur were taken in close shot, one (1) screenshot photo and one (1) photo was taken in medium shot. For example, in a close-up image featuring his health and beauty product, the focus is on his hand and expensive watch rather than the product itself. The caption describes the product, but the image highlights his wealth, subtly promoting both his product and personal success. This aligns with Kress and Van Leeuwen's (1996) idea that images and captions can convey different messages, emphasizing Aliff's entrepreneurial identity in a subtle way.

3.4 Self-Representation as a 'Celebrity'



Figure 4: Dato' Sri Aliff Self-Representation as a 'Celebrity'. Photo uploaded on 3rd August 2018.

Dato' Sri Aliff portrays himself as a celebrity in five (5) of 71 images (two long shots and three long shots), supported by captions and appearances with other celebrities. For example, in a medium shot photo taken in a car, he is seen with his makeup artist preparing for a trip to Indonesia, where he records a song with Indonesian singer Luna Cinta Maya and Malaysian influencer Nur Sajat. His attire, pose, and facial expression suggest a celebrity image. This aligns with McCracken's (1989) idea that celebrity endorsements strengthen consumer connections. He is originally an entrepreneur, now diversifies his image as a model, entrepreneur, and celebrity, using social media to boost his visibility. This is supported by Dhote (2018), the existence of social media has strengthened and authorised celebrity engagement compared to the past.

4. CONCLUSION

Social media influencers who promote lifestyle brands engage most effectively with their followers when they are perceived as trustworthy, confident, and interactive in their content (Ithnin et al., 2020). Based on the self-representation themes portrayed by the chosen SMI on Instagram, he has successfully portrayed himself as an SMI by associating his personal branding through photos of his real life. Through the representation metafunction under Multimodality by Kress and Van Leeuwen, it is identified that the elements of a 'Model,' 'Family Man,' 'Entrepreneur,' and 'Celebrity' appear most frequently in the images. His self-representation continues to influence people today and enhances his personal image as well

as product branding. Future studies can explore more on the use of discourse with images in social media postings.

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DIGITAL FOLKLORE THAT WOUNDS: MULTIMODAL CRITICAL DISCOURSE ANALYSIS OF GENDER-BIASED MEME

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ABSTRACT

Language is widely recognized as a fundamental means of expressing and conveying thoughts and meanings. In the contemporary context of social globalization, memes serve as a prominent means of fun & entertainment. However, these visual and textual social products potentially harm specific genders. This study analyses how textual and visual elements and hidden meanings and connection between these components in memes reinforce gender biases, and discrimination against women, and perpetuate & drive traditional gender norms. Adopting a Multi-Modal Critical Discourse Analysis with a feminist perspective, the research examines linguistic dimensions, cultural influences, and humour strategies. It focuses on eight memes containing abusive, sexist, or discriminating visual and linguistic content shared on a specific Facebook page. The findings show that memes reinforce gender biases and perpetuate established gender norms via visual and verbal components, presenting women in oversimplified, negative ways. This research illuminates the complicated structure of online discourse and the possible influence of sexist memes on the well-known social media platform Facebook.

Keywords: *Gender-biased memes, Multimodal discourse analysis, Feminist media studies, Facebook*

1. INTRODUCTION

Memes, once primarily a form of online entertainment, have evolved into potent cultural artefacts shaping social discourse and attitudes (Dawkins, 1976). Their capacity for rapid dissemination, humour, and relatability has made them influential in shaping public opinion. However, their potential for misuse, particularly in perpetuating harmful stereotypes and discriminatory attitudes, cannot be overlooked. This study focuses on the role of gender-biased memes on Facebook in contributing to a broader culture of sexism.

Previous research has explored the impact of social media on gender representation (Shifman & Lemish, 2011; Durham, 2015), but limited attention has been given to the specific role of memes. To understand the complex interplay between memes, gender, and society, this study adopts a social constructionist lens (Burr & Dick, 2017) and employs critical discourse analysis (Fairclough, 1992a; Van Dijk, 1996). By examining the linguistic and visual strategies employed in gender-biased memes, we aim to uncover how they reinforce traditional gender roles and contribute to the marginalization of women.

This research builds on previous studies (Wormser & Miller, 2020; Pizzini, 1991; Drakett et al., 2018) that examined the relationship between humour, gender, and power dynamics. However, a gap remains in understanding the specific mechanisms & meme structure through which gender-biased memes perpetuate discrimination. This study seeks to fill this void by providing a comprehensive analysis of these memes, to see how visual, textual and hidden meaning combinedly drive social norms.

2. METHODOLOGY

The methodology includes the following steps:

2.1 Research Design

This study uses a qualitative approach, specifically Multimodal Critical Discourse Analysis (CDA) (Fairclough, 1992a; Van Dijk, 1996), to explore both textual and visual elements of memes. The goal is to uncover how these memes reinforce discriminatory messages against women in areas such as relationships, employment, personality, appearance, abilities, and lifestyle choices (Drakett et al., 2018).

2.2 Data Collection

Memes were sourced from globally popular Facebook pages, ensuring a diverse sample. Selection criteria included:

- **Visual and Textual Elements:** Memes with images and supporting text.
- **Gender Content:** Memes depicting women with gender-specific content.
- **Objectification:** Memes objectifying women's bodies.
- **Dehumanization:** Memes comparing women to non-human entities.
- **Derogatory Depictions:** Memes mocking women's bodies, traits, or behaviors.

2.2.1 Criteria for Facebook Pages:

- Listed on multiple ranking websites (e.g., influencermarketinghub.com).
- Global audience with primarily English content.
- Disseminate memes as visual photographs with text.

2.3 Data Analysis

The study uses Fairclough's (1992a) three-dimensional approach to CDA, examining:

- **Textual analysis:** Visual and textual elements of memes.
- **Discursive practices:** Language use in meaning construction.
- **Socio-cultural practices:** Gender roles and power dynamics.

Following Drakett et al. (2018), the analysis focuses on how memes stereotype women, reinforcing existing gender and power structures online. Given the multimodal nature of Facebook memes, the study employs multimodal CDA for a comprehensive examination of the visual and textual components contributing to ideologies within the memes.

3. FINDINGS AND DISCUSSION

This study analyses the chosen memes, focusing on visual and textual elements to uncover ideological messages.

3.1 Visual Analysis

A multimodal discourse analysis approach was used to analyze the interplay of images and text in each meme. Key visual elements like facial expressions, body language, and composition were examined to interpret underlying meanings. The study references Kress and Van Leeuwen (2006) and Machin and Mayr (2012) to understand how visual elements contribute to the overall message.

3.2 Textual Analysis

Critical Discourse Analysis (CDA) was applied to the textual content of the memes, focusing on underlying ideologies and how language reinforces gender stereotypes. The analysis uses theories by Fairclough (1992a) and Van Dijk (1998) to explore how language constructs meaning and power relations.

3.3 Discussion and Interpretation

The analysis shows that memes reinforce gender biases through a blend of visual and textual elements. Common themes include portraying women as overly emotional, dependent, and conforming to traditional gender roles, often through humour and sarcasm. For example, a meme featuring a distressed woman with the text "Only 99 boys texted me today" perpetuates the stereotype of women as emotionally dependent on male validation. The use of humour normalizes these stereotypes, making them harder to challenge.

Intertextuality in meme culture, such as references to popular culture, enhances their appeal and reinforces existing narratives. These findings align with previous research on media's role in perpetuating gender stereotypes, emphasizing the need for critical media literacy.

4. CONCLUSION

The analysis of gender-biased memes on Facebook reveals a concerning pattern of perpetuating harmful stereotypes about women. Through multimodal critical discourse analysis, this study uncovered how visual and textual elements combine to reinforce traditional gender roles and create a culture of sexism. Memes effectively normalize and disseminate these stereotypes by employing humor, sarcasm, and relatable scenarios (Shifman & Lemish, 2011).

The portrayal of women as overly emotional, materialistic, and dependent on male validation is prevalent in the analyzed memes (Drakett et al., 2018). Additionally, the use of intertextuality and cultural references amplifies the impact of these messages (Machin & Mayr, 2012). These findings underscore the importance of critical media literacy to counter the negative effects of such content.

Future research should delve deeper into the psychological impact of these memes, exploring how they shape attitudes and behaviors. Investigating the role of social media algorithms in promoting biased content is crucial (Buchanan & Vosoughi, 2018). Additionally, cross-cultural studies can provide insights into the global reach and impact of these memes. Developing interventions to challenge harmful stereotypes and promote gender equality requires a comprehensive understanding of the mechanisms through which these memes operate.

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AN ANALYSIS OF SPEECH ACTS IN THE MOVIE 12 ANGRY MEN (1957)

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ABSTRACT

This research analyzes the speech acts used by jurors in the initial vote debating scene of the movie 12 Angry Men (1957). The story revolves around an 18-year-old boy from a slum, accused of murdering his father, with seemingly clear evidence and witness testimony. While the jury initially leaned toward a guilty verdict, Juror No. 8 questioned the evidence, leading to a re-examination and a not-guilty verdict. This study employs a qualitative analysis method, using the lines spoken by the jurors in the movie after the initial vote as data. The analysis is grounded in John Langshaw Austin (1962) 's foundational definition of speech acts and John Searle's (1969) classification of speech acts into five specific types: assertives, directives, commissives, expressives, and declarations. Additionally, George Yule's (1996) theory on direct and indirect speech acts is applied to examine the relationship between speech acts and the form and function of the movie lines, as well as the specific frequency of each of the five types. Based on the analysis, the researchers found that in the debate scene after the primary election, all five speech acts were presented to varying degrees, assertives were the most frequent, with 20 occurrences, while directives and expressives were used 16 and 12 times, respectively. Commissives appeared 4 times, and declarations were the least frequent, with 2 occurrences.

Keywords: *speech acts, 12 Angry Men, John Searle, dialogical interaction*

1. INTRODUCTION

John Langshaw Austin (1962) first introduced the "speech act theory" in his book *How to Do Things with Words*, defining a speech act as an action performed by speaking. He also pointed out that speech acts are not limited to words alone. They can not only be used to convey information or describe facts, but also to perform certain actions, such as giving orders, making promises, making requests, etc. George Yule (1996) further developed this theory in *Pragmatics*, distinguishing between direct and indirect speech acts. Direct speech acts show clear alignment between form and function, like commands in imperative sentences or asking questions with interrogative sentences, while indirect speech acts require context or reasoning to understand the speaker's true intent. In films, speech acts drive the plot and reveal conflicts through dialogue. In films, speech acts drive the plot and reveal conflicts through dialogue. *12 Angry Men* (1957) exemplifies this, relying almost entirely on the dialogue among 12 jurors in a jury room to advance the plot. Themes of justice, prejudice, and group dynamics emerge as jurors confront biases and complexities in deciding a seemingly clear-cut case. By analyzing key scenes and speech acts in *12 Angry Men*, this study analyzes how speech acts shape characters, elicit emotional resonance and propel the plot in the film, emphasizing the power of language in storytelling.

2. METHODOLOGY

12 Angry Men (1957) is known as the "greatest courtroom film and dialectical reasoning film" and is internationally renowned. The plot of the film is almost entirely driven by the dialogue

between the jurors. Through dialogues in key scenes, the jurors express their views, exchange opinions, debate, and persuade each other. This study adopts a qualitative research design, classifying the speech acts in *12 Angry Men* (1957) based on Searle's (1969) speech act theory. Speech acts are categorized into five specific types: assertives, directives, commissives, expressives, and declarations. The analysis focuses on sentence form, function, and the frequency of each speech act. The movie serves as the main data source for this study, and selects the conversations between the jurors after the first vote in the movie as the research object. This debate after the first vote takes place at the beginning of the story, and it is the first time that the audience sees the differences and collisions of the jurors' personalized views, and the rich speech act data contained in the dialogue provides abundant examples and data for analyzing different categories of speech acts. The direct and indirect speech act theory proposed by Yule (1996) in *Pragmatics* is used to explore the relationship between form and function. Data collation and analysis were performed by carefully comparing the movie's dialogue with the script to identify the frequency of each type of speech act. Based on the statistical results, a quantitative table and pie chart were created to visually represent the frequency and relative proportions of the five types of speech acts.

3. FINDINGS AND DISCUSSION

The five speech acts mentioned by Searle (1969) were all presented in the film clips selected for this study; they are assertives, directives, commissives, expressives, and declarations.

Table 1: The summary of Findings

Speech Acts	Number of Times	Frequency (Percentage %)
Declarations	2	4%
Assertives	20	37%
Directives	16	30%
Commissives	4	7%
Expressives	12	22%
TOTAL	54	100 %

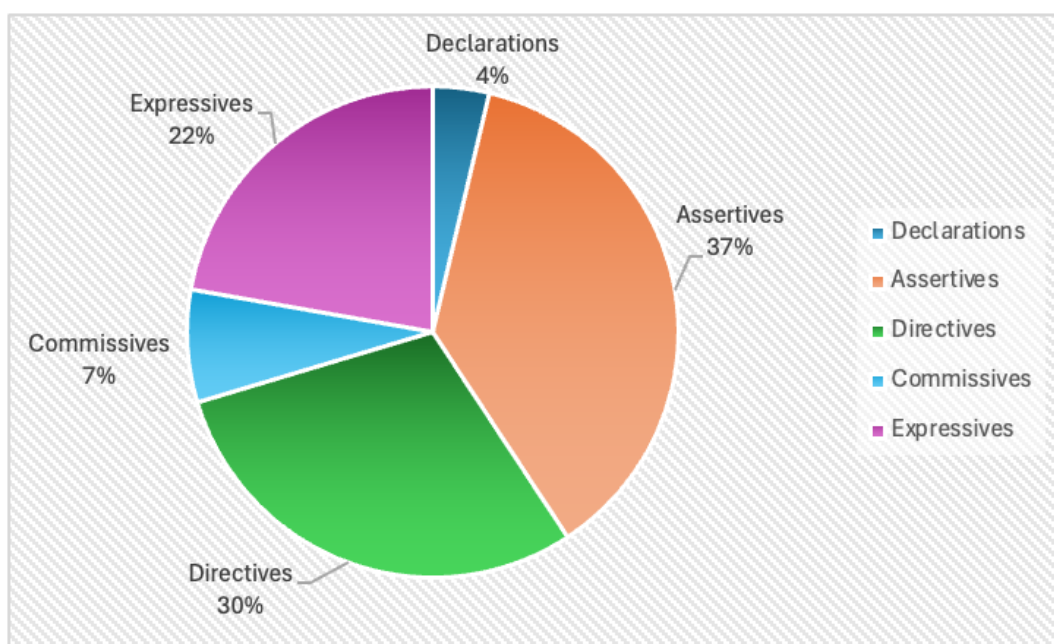


Figure 1: Pie chart of the distribution of the 5 types of speech acts in the film clip

Based on the findings in the table shown above, it can be seen that the type of speech act in 12 Angry Men (1957) are mostly assertives which are recurring for 20 number of times, the second is directives for 16 number of times, the third is expressives for 12 number of times, and the fourth is commissives at four sentences, and the least is declarations for two number of times. Since the main topic of this film is to deliberate on the guilt or innocence of the accused boy's behavior and determine the verdict, the task and responsibility of the jurors is to evaluate the defendant's behavior based on the facts and convince each other to reach a consensus, rather than to negotiate or promise actions. The scenes mainly take place in the jury room, which means that the dialogue revolves around analyzing evidence and debating opinions, so the focus is more on assertions (statements and conclusions) rather than making commitments, that is, declarative behavior, which was the least common of the five speech acts, occurring only 2 times (4%). Considering that the dialogue in the scenario being analyzed was based on a vote by the jury foreman and took place shortly after the jurors had gathered in the deliberation room, the purpose was to determine where everyone stood. Eleven jurors voted "guilty," while only one juror (Juror 8) voted "not guilty." This moment highlights the central conflict of the film. Therefore, it is easy to imagine that the arguments of juror No. 8 as a minority challenging the majority and the assertions of the other eleven jurors focusing on statements and conclusions must account for the largest proportion of speech acts, which accounting for 37% of the total.

4. CONCLUSION

This research paper adopts a qualitative approach and uses Searle's (1969) theory and Yule's (1996) classification of direct and indirect speech acts to analyze the speech acts used by jurors in the film 12 Angry Men, focusing on the debate after the initial vote. The results show that four types of speech acts—assertives, directives, commissives, and expressives—dominate the debate. Assertives are the most common, appearing about 20 times, followed by directives (16 times), expressives (12 times), and commissives (4 times). However, declarations are the least frequently used, only twice. The analysis of the speech acts of the characters' dialogues in this film can help us better understand the character traits and communication methods of the characters in the film. It also reflects that the characters in the film tend to express their intentions directly and use more declarative sentences to express their opinions and ideas. For example, Juror No. 8 often uses assertive behavior to raise new points of view and question the validity of evidence. For example, after the first vote, even though the other eleven jurors voted "guilty", he insisted that the case needed further discussion and expressed his attitude through a simple assertion: "Perhaps we should not decide the fate of this young man so quickly.", thus cleverly guiding the direction of the entire discussion. This provides a simpler, more direct but effective method for filmmakers to better shape characters, improve the authenticity of the film and enhance the audience's sense of participation.

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A SYSTEMATIC REVIEW ON THE USE OF ARTIFICIAL INTELLIGENCE IN PROVIDING FEEDBACK IN WRITING

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ABSTRACT

Artificial Intelligence (AI) has rapidly evolved recent years, permeating many facets of human life. One of the noteworthy uses of AI in education is the provision of feedback, which plays a crucial role in enhancing students' learning outcomes, particularly in writing skills. Providing feedback on students' writings is important for both teachers and students. Feedback in writing is a fundamental aspect of teaching practice, and AI offers innovative solutions to enhance its effectiveness. This review performs a rigorous systematic review of the existing literature on the utilization of AI in educational feedback mechanisms. Through a meticulous examination of scholarly literature, this review synthesizes findings regarding the effectiveness, challenges, and future directions of AI-driven feedback mechanisms. The findings reveal the potential of AI in providing personalized and timely constructive feedback. However, it also addresses challenges like the integration of AI tools into pedagogical practices to cater students from different educational levels. Additionally, it identifies the gaps in the existing literature and offers insights into potential areas for further exploration and development to optimize AI-driven feedback in improving pupils' writing skills. In order to improve writing instruction, this review hopes to serve as a valuable resource for educators, researchers and policymakers seeking to leverage AI for feedback provision.

Keywords: *Artificial Intelligence, Automated Feedback, Writing, Systematic Literature Review*

1. INTRODUCTION

The integration of artificial intelligence (AI) in providing feedback on writing, has garnered significant attention in educational research recent years. Traditional feedback mechanisms, primarily delivered by human instructors, are often constrained by time and personalisation challenges, can result in delays and inconsistencies that affect students' engagement and learning outcomes. AI-based feedback systems, utilizing advanced natural language processing (NLP) and machine learning (ML) algorithms, offer the potential to address these limitations by automating the feedback process and providing timely feedback. AI systems like ChatGPT have demonstrated a close alignment with human feedback in criteria-based evaluations, showcasing the effectiveness in supporting formative assessment (Mizumoto & Eguchi, 2023). However, challenges remain, particularly in providing nuanced and contextually appropriate feedback, which underscores the importance of combining AI feedback with human input (Zhang & Hyland, 2018; Chen & Pan, 2022; Mizumoto & Eguchi, 2023). This systematic review synthesises current research on the use of AI in providing feedback in writing, focusing on its effectiveness, challenges and implications for educators and students across various educational contexts. By examining a diverse range of studies, the review seeks to provide a comprehensive understanding of how AI-driven feedback can be optimized to enhance student learning outcomes and the conditions under which it can be effectively integrated into educational practices.

2. METHODOLOGY

The systematic review employed a structured approach to identify, analyse and synthesise relevant literature on AI-based feedback in writing. A thorough search was conducted across academic databases including Scopus and Web of Science, focusing on studies published between 2018 and 2024. A total of 298 articles were initially identified, and after applying inclusion and exclusion criteria, focusing on studies that specifically addressed AI-driven feedback mechanisms in educational settings particularly in writing skills, 75 articles were selected for in-depth analysis. Each study was evaluated based on its research design, sample size, AI technology used, and key findings. The studies included in the review employed various methodologies, including experimental designs, case studies, and qualitative analyses. The data were synthesized to identify common insights, with particular attention given to the impact of AI on feedback quality, student performance, and engagement.

2.1 Selection of Criteria

Two reputable and highly cited journals databases (Visser, van Eck & Waltman, 2021) were used to obtain the data for this study which were Scopus and Web of Science (WOS) as they offer reliable metrics for assessing research impact. The articles chosen were based on the advanced search function, with the input search items and using keyword such as ‘AI feedback in writing’, ‘AI-generated feedback’ and ‘automated writing assessment’. The search was restricted to article published between 2018 and 2024 to capture the recent advancements in the field. The process adhered to the inclusion and exclusion criteria specified in Table 1.0.

Table 1: Inclusion and exclusion criteria

Criterion	Inclusion Criteria	Exclusion Criteria
Language	English must be the primary language used in the article.	Articles that written in other languages.
Setting	Focus is on AI-driven feedback or automated feedback in education field, particularly in writing.	AI focus in non-education settings or other language skills.
Research Methods	Primary research empirical article – either qualitative, quantitative or mixed methods.	Theoretical or conceptual articles are excluded.
Publication Date	Articles that published from 2018 to 2024.	Other years of publications are excluded.
Publication Type	Publications are peer reviewed journal articles from Scopus or WOS indexed.	Master and PhD thesis, book chapters, biographical items and review articles are excluded.
Content	AI-driven or automated feedback as the primary focus in teaching and learning.	AI feedback in language learning is not the prior focus, do not mention AI-driven mechanisms used.

There were six criterion that being used to determine the inclusion and exclusion criteria. This method is used to identify the most significant articles. The total number of papers retrieved was 366. However, after applying the inclusion and exclusion criteria, the remaining papers for this systematic review was 20.

3. FINDINGS AND DISCUSSION

The systematic review elucidates three pivotal insights regarding the use of AI-driven feedback in the context of teaching writing. The insights pertain to the effectiveness, challenges and potential of AI-driven feedback within the educational contexts.

3.1 Effectiveness of AI-driven Feedback

Firstly, the review highlights the effectiveness on AI in writing, particularly through Natural Language Processing (NLP) and Machine Learning (ML). Steiss, Tate, Graham, Cruz, Hevert, Moon, Tseng, Warchauer and Olson (2024) demonstrate that AI feedback closely mirrors human feedback in quality, offering timely and personalized support, particularly in criteria-based evaluations. This in turn enhances students' revision performance and overall motivation (Meyer, Jansen, Schiller, Liebenow, Steinbach, Horbach & Fleckenstein, 2024; Hooda, Dahiya, Rizwan Hosssain, 2022), thereby improving both the technical and affective dimensions of writing.

3.2 Challenges and Limitations

However, challenges remain, as AI often struggles with providing nuanced feedback on complex elements like style (Mizuto & Eguchi, 2024). While AI systems like GPT have shown promise in providing immediate and systematic feedback, they often lack the depth and contextual understanding necessary for nuanced evaluations, which human instructors provide. This limitation points to the necessity of human oversight to ensure feedback is pedagogically sound (Pang & Cheng, 2024). Additionally, AI systems may struggle to align with diverse academic standards across different contexts and disciplines. Furthermore, the potential for AI to perpetuate biases, particularly in language and writing assessment, was noted as a critical concern.

3.3 Integration of AI and Human Feedback

Therefore, a hybrid approach is advocated, where AI complements human feedback to meet diverse learner needs. The discussion emphasizes the importance of integrating AI with human feedback to create a more holistic and effective feedback system. Studies by Chen & Pan (2022) and Wang & Han (2022) showed that integrating AI with instructor feedback leads to greater long-term improvement in writing proficiency. This approach allows teachers to provide qualitative feedback since AI helps to quantitative assessment. This ensures a holistic approach to writing instruction that supports both quantitative and qualitative aspects of feedback.

4. CONCLUSION

The systematic review highlights the significant potential of integrating AI into the feedback process in writing education, particularly in terms of enhancing writing efficiency and student engagement. AI tools such as ChatGPT and other NLP-driven systems have shown considerable potential in providing precise and consistent feedback in enhancing students' writing skills (Latif & Zhai, 2024). However, human oversight is essential for ensuring the qualitative depth and contextual relevance of feedback. The review emphasizes that AI feedback should be seen as a complementary tool, not a replacement for human evaluators, emphasising the importance of integrating both AI and human feedback for comprehensive students' support.

The future research should prioritise developing frameworks that leverages the strengths of both AI and human evaluators (Chen & Pan, 2022; Wilson, Palermo & Wibowo, 2024) while exploring the long-term effects of AI-driven feedback on student learning outcomes and addressing ethical concerns. Additionally, adapting AI tools to support diverse student groups and different learning needs is critical to providing equitable access to the benefits of AI-enhanced education.

Lastly, the review cautions that while AI offers significant benefits in terms of efficiency and consistency, it should not replace the traditional feedback methods but rather augment them. The thoughtful integration of AI into educational practices holds great promise for improving the quality and accessibility of writing instruction (Wang & Han, 2022; Wilson et al., 2024). Ongoing research is essential to refine these systems and ensure their effectiveness across diverse student groups, ultimately leading to a more effective approach in writing instruction.

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YEAR 5 MALAYSIAN ENGLISH AS A SECOND LANGUAGE (ESL) TEXTBOOK EVALUATION

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ABSTRACT

Textbooks are crucial instructional materials in ESL education, strongly influencing learners, educators, pedagogical approaches, and assessment strategies. However, their efficacy in assisting teaching and learning, alignment with the syllabus, and ability to engage students require evaluation. Hence, this paper evaluates the Year 5 Malaysian English as a Second Language (ESL) textbook, English Plus 1. The purpose of this research paper is to evaluate the general attributes as well as learning and teaching content of the textbook. The questionnaire was adapted from Mukundan et al. (2011) and used to collect data from 23 randomly selected primary school teachers. The results revealed mixed perspectives. The majority of the teachers agree that the book is aligned with the syllabus and emphasized the strengths of the textbook being in methods and visuals while raising doubts on its relevance to the interests, cultural context of the students and its value in terms of task appropriateness and the sufficiency of the supporting supplementary materials. The research also stresses the importance imported textbook to be transformed and adapted at the local level in order to be more relevant and effective. In conclusion, "English Plus 1" offers some useful language enrichments but its British-European focus has to be adapted to fit in better for Malaysian context. Thus, this study suggests a transparent framework so that teachers could be more involved in the selection of textbooks that meet local educational needs and the future researchers should investigate the same topic on students' perspectives.

Keywords: *ESL textbook evaluation, checklist, general attributes, learning content, teaching content*

1. INTRODUCTION

According to Hussin et al (2016), textbooks is the key instructional materials as they play a main role in providing students with input in the language they are acquiring allowing them to learn, review and check their own progress even in the absence of teachers (Hemmi et al 2019). Even with the emergence of technology and other learning resources, the ESL textbook is perceived as the most important contributor to the enrichment and quality maintenance of the educational outcome (Aljouei & Alsuhaibani, 2018).

However, Mukundan (2014) suggests evaluation of textbooks is important to address issues such as the efficacy of textbooks in the classroom, the alignment of the content with the specification of the syllabus and the ability to attract students' attention in learning using the textbook. Gholami et al. (2017) emphasised ESL textbook evaluation as one of the main areas addressed by language experts and curriculum designers in ensuring the effectiveness of teaching and learning. The impact of textbooks is profound as it contributes significantly to students' proficiency development and acquisition of the English language (Mukundan & Kalajahi 2013). Hence, this research paper delves into the evaluation of the Year 5 Malaysian

ESL textbook, focusing on two key aspects, the general attributes of the textbook and the learning and teaching content it offers. By focusing on these elements, we aim to provide valuable insights into the effectiveness, relevance, and overall impact of the Year 5 Malaysian ESL textbook on both students and teachers in the Malaysian educational landscape.

2. METHODOLOGY

2.1 Study Design

In this study, the textbook used by Year 5 students which is the English Plus 1 student book is evaluated using a quantitative survey methodology.

2.2 Participants

26 primary school teachers in Malaysia were chosen as a sample of this study. The participants were selected randomly using a simple random sampling technique. Even though 26 primary school teachers were generally chosen as a sample for this study, three participants were removed because they declared in the Google form that they did not utilise the textbook. Thus, to ensure validity, only the outcomes of 23 primary school English teachers were used to assess the data and draw conclusions.

2.3 Instrument

The survey instrument used in this study employs a detailed Google Form questionnaire, divided into three sections, to thoroughly evaluate the Year 5 English Plus 1 Students' book. The first section of the study collects demographic data such as age, level of education, teaching experience, and whether participants are using the Year 5 English Plus 1 student's book to teach English to their Year 5 students in the classroom. This information is crucial for understanding the relationship between participants' background factors and their experiences with textbook usage. The second and third sections of the study focus on the textbook's general qualities and learning-teaching contents, respectively. The items in these sections have been adapted from Mukundan, J., Hajimohammadi, R., and Nimehchisalem, V. (2011) to ensure validity and credibility. The items use a five-point Likert scale, ranging from "0-Strongly Disagree" to "4-Strongly Agree."

3. FINDINGS AND DISCUSSION

3.1 Educators' Background

Most teachers (87%) have a bachelor's degree and over 73.9% have more than 10 years of teaching experience. All respondents had used the Year 5 textbook, ensuring reliability.

3.2 General Attributes

60.9% of the teachers agree that the Year 5 English textbook matches with the syllabus. 43.5% of the teachers were not sure if the activities presented in the textbook are exploitable in their teaching. This could be due to the lack of training and exposure in integrating the CEFR aligned curriculum with the content of the textbook. 60.8% teachers feel the textbook is not compatible with the age of the learners and not adequately address the needs of their learners as the contexts are not familiar to Malaysian students in terms of culture, places, and environment.

3.3 Learning and Teaching Content

47.8% of the teachers felt that the listening tasks lacked clear goals. 34% of teachers disagreed that the vocabulary load was appropriate for the students' abilities, and 43% felt that the writing tasks had unachievable targets. 26.1% and 22.7% of teachers disagreed that the listening and reading tasks, respectively, were organised systematically. 56.5% of the teachers indicated the listening exercises lacked authenticity. According to Shak et al. (2021), doing a poor job of capturing the local culture, makes it hard for students to connect authentically with the subject matter. This cultural divide may hinder students' engagement and understanding, especially for those from rural or suburban homes who might not be as interested in different cultures (Sabbiri, 2019).

4. CONCLUSION

Based on our findings, it is profound that the Year 5 ESL imported textbook provides an impeccable language aspect which may be too advanced but pushes the students to improve their proficiency. The textbook which is based on British-European setting also provides a window to the world which helps students to be open-minded and be prepared for the demand of globalisation, but it also comes at a cost as mentioned in the findings, teachers may feel it deters the teaching and learning as it does not provide a relatable context. Perhaps, to address this issue, textbooks could benefit from having a more balanced range of cultural perspectives. There is a dire need for a transparent and organised textbook selection framework or checklist that is based on local selection criteria. There is no harm in bringing imported textbooks to Malaysian schools as it has proven to contain effective language components and delivery (Shak et al 2021), however there must be an adaptation process based on local setting to allow students and teachers a familiar context and a platform for authentic language use in the tasks. It is also profoundly important that the teacher's input is taken into consideration in the selection and adaptation process of the textbook. This study provides valuable input for stakeholders involved in the Malaysian Education system in providing a balanced, quality, and effective textbook for the betterment of our current and future education system.

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INVESTIGATING THE RELIABILITY OF GPT-4-POWERED ‘COPILOT’ IN EVALUATING ESL WRITING PROFICIENCY

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ABSTRACT

The establishment of Artificial Intelligence (AI) technology has made automated writing evaluation (AWE) is now accessible for everyone, not only as a tool for evaluating writing tasks, but also for providing feedback on the students’ writing tasks. Therefore, it is important to ensure how reliable these AI tools are in conducting the evaluations. Previous research has demonstrated that GPT-4-powered ChatGPT outperformed human raters in terms of internal consistency in evaluating writing tasks, while its inter-rater reliability over human raters was relatively comparable. As Copilot provides free access to GPT-4, this paper aimed to investigate whether GPT-4-powered Copilot was able to evaluate writing tasks with the same intra and inter-consistency as GPT-4-powered ChatGPT. The study was conducted using 51 college students’ essays, which were evaluated by two human raters and assessed twice using GPT-4-powered Copilot. Intraclass Correlation Coefficient (ICC) scores were calculated to obtain and compare the intra and inter-rater reliability of the human raters and Copilot along with the means of the marks provided. The results revealed that the means of the marks assigned by Copilot were notably higher than those awarded by human raters. Additionally, the findings indicated that GPT-4-powered Copilot not only demonstrated significantly lower internal consistency compared to human raters, but GPT-4-powered Copilot was also poorly consistent over human raters. In conclusion, GPT-4-powered Copilot was not as reliable as GPT-4-powered ChatGPT in evaluating writing tasks. Thus, utilizing GPT-4-powered Copilot as a writing tasks evaluator is not recommended to avoid obtaining invalid and unreliable evaluation.

Keywords: *Artificial Intelligence (AI), Microsoft Copilot, Teaching English as a Second Language, Automated Writing Assessment Reliability*

1. INTRODUCTION

Since the introduction of generative AI, it has been widely used in ESL classrooms not only for teaching and learning but also for language assessment (Crompton, Edmett, & Ichaporia, 2023). For instance, AI has established itself as an automated evaluation tool for writing component (Jackaria, Hajan, & Mastul, 2024; Parker, Becker, & Carroca, 2023; Tate *et al.*, 2024). Historically, the automation of writing assessment was explored by scholars over fifty years before the emergence of modern generative AI (Tate *et al.*, 2024). However, since today’s generative AI is more affordable and easily-accessible than the previous automated writing assessment technologies (Ifenthaler, 2022), now everyone can utilize this automated assessment using AI tools than it was before.

Despite its usability, the question remains: is AI a dependable and reliable tool for evaluating writing? Many scholars have already examined the reliability of AI in assessing writing. Two studies by Pack, Barrett, and Escalante (2024) and Tate *et al.* (2024) on GPT-4-powered ChatGPT found that GPT-4 was more internally consistent than human evaluators. These studies also found that GPT-4's inter-rater reliability with human raters was relatively comparable to the reliability among human raters themselves. This study will explore whether GPT-4 can maintain its performance as a writing evaluator when used on another platform (GPT4-powered Copilot) as it did on ChatGPT. The following are the research questions for this study:

1. What is the difference between ESL writing tasks evaluation by GPT-4-powered Copilot and human evaluators?
2. How internally consistent are GPT-4-powered Copilot and human evaluators in evaluating ESL writing tasks?
3. How reliable is GPT-4-powered Copilot over human evaluators in evaluating ESL writing tasks?

2. METHODOLOGY

This study employed a descriptive-comparative design to examine differences across a selected number of cases by comparison (Bukve, 2019). A total of 51 college students from two different faculties participated in the study, providing their essays after giving informed consent. The essays were evaluated by two human raters and then twice by GPT-4-powered Copilot. Both human evaluators and Copilot used the CEFR assessment rubrics for B2-level writing. To ensure the reliability of Copilot's evaluations, the prompts provided were designed to be as specific as possible (Velásquez-Henao, Franco-Cardona, & Cadavid Higuaita, 2023) and following the prompts arrangements used in previous studies by Awidi (2024); Jackaria *et al.* (2024) with some adjustments.

To address the first research question, the mean scores for each criterion on the assessment scale, as well as the overall scores from human evaluators and the AI tool, were calculated. To facilitate the interpretation of these mean scores, Sulaiman (2017) formula for ranking means was applied. The Intraclass Correlation Coefficient (ICC) with a 95% confidence interval was used to assess the reliability of the evaluators.

For the second research question, ICC scores were calculated for the human evaluators (comparing the scores of the first and second rater) and for Copilot (comparing its first and second evaluation). This allowed for an interpretation of the internal consistency of both the human raters and Copilot.

To answer the third research question, inter-rater reliability was determined by calculating the ICC score comparing GPT-4-powered Copilot with the human evaluators. The interpretation of the ICC score followed the guidelines of Koo and Li (2016) as used in a previous study by Jackaria *et al.* (2024).

3. FINDINGS AND DISCUSSION

3.1 The evaluation of writing task by human evaluators and GPT-4-powered Copilot

Table 1: Writing task evaluations by GPT-4-powered Copilot and human evaluators

Rubric Criterion	GPT-4-powered Copilot			Human evaluators		
	Mean	SD	Interpretation	Mean	SD	Interpretation
Content	3.39	0.47	Good	3.17	0.57	Good
Communicative Achievement	3.03	0.56	Good	2.15	0.36	Fair
Organisation	2.87	0.82	Fair	2.57	0.44	Fair
Language	2.63	0.65	Fair	2.13	0.34	Fair
Total Score	11.92	2.22	Fair	10.02	1.33	Fair

Based on Table 1, it is evident that the scores given by GPT-4-powered Copilot were slightly higher than those awarded by the human evaluators. This aligns with findings from Tate *et al.* (2024) where GPT-4-powered ChatGPT also consistently gave higher scores across all criteria compared to human raters. While both this study and previous research suggest that AI evaluators tend to assign higher marks than humans, it is too early to conclude that AI is generally more lenient. Other studies have shown that AI can sometimes be stricter than human evaluators when assessing writing (Parker *et al.*, 2023; Tate *et al.*, 2024).

3.2 The internal reliability among human evaluators and GPT-4-powered Copilot in evaluating writing task

Table 2: Intra-rater reliability of GPT-4-powered Copilot and human evaluators

Rubric Criterion	GPT-4-powered Copilot		Human Evaluators	
	ICC Score	Interpretation (Consistency)	ICC Score	Interpretation (Consistency)
Content	0.464	Poor	0.713	Moderate
Communicative Achievement	0.368	Poor	0.894	Good
Organisation	0.479	Poor	0.654	Moderate
Language	0.236	Poor	0.745	Moderate
Overall Score	0.453	Poor	0.831	Good

Based on Table 2, the internal consistency of the human evaluators was higher than that of Copilot. In fact, the GPT-4-powered Copilot in this study recorded a consistency level below 0.5 for all criteria. This contrasts with Tate *et al.* (2024), where GPT-4-powered ChatGPT showed high internal consistency, with scores ranging from 0.76 to 0.93. In their study, GPT-4's consistency level even surpassed that of the human evaluators.

Regarding the consistency among human raters, the results in this study align with previous research. The human evaluators in this study demonstrated a consistency level ranging from 0.65 to 0.89, which is comparable to the ranges reported in prior studies, such as 0.71 to 0.73 (Tate *et al.*, 2024) and 0.44 to 0.80 (Jackaria *et al.*, 2024). The high consistency among human raters in this study suggests the reliability of the assessment rubrics used to evaluate the students' writing.

3.3 The inter-rater reliability between human raters and GPT-4-powered Copilot in evaluating writing task

Table 3: Inter-rater reliability of GPT-4-powered Copilot with human evaluators

Rubric Criterion	First Evaluation		Second Evaluation		Average of the First and Second Evaluation	
	ICC Score	Interpretation (Consistency)	ICC Score	Interpretation (Consistency)	ICC Score	Interpretation (Consistency)
Content	0.469	Poor	0.377	Poor	0.486	Poor
Communicative Achievement	0.139	Poor	0.023	Poor	0.090	Poor
Organisation	0.442	Poor	0.150	Poor	0.405	Poor
Language	0.330	Poor	0.021	Poor	0.279	Poor
Overall Score	0.473	Poor	0.218	Poor	0.461	Poor

Table 3 shows that the consistency between GPT-4-powered Copilot and the human evaluators was generally poor. Surprisingly, the consistency in this study was lower than that reported in previous research. Earlier studies found that the inter-rater reliability between GPT-4-powered ChatGPT and human evaluators was moderate (Pack *et al.*, 2024; Tate *et al.*, 2024). This suggests that GPT-4 performs better when used with ChatGPT in terms of evaluating writing tasks, maximizing its capabilities compared to Copilot. Supporting this claim, Semeraro *et al.* (2024) recorded in their study that the accuracy of GPT-4 was 87.5% on ChatGPT, compared to 62.5% on Copilot.

4. CONCLUSION

In conclusion, this study suggests that AI tools, including GPT-4-powered Copilot, tend to be somewhat more lenient than human evaluators, as reflected in the slightly higher mean scores awarded by the AI. Additionally, the study reveals that GPT-4's internal consistency was poor,

while human evaluators demonstrated a good level of consistency, highlighting the reliability of the rubrics used. Furthermore, GPT

4-powered Copilot showed poor inter-rater reliability compared to human raters. At this stage, human oversight is very essential to ensure the accuracy of the marks provided by GPT-4-powered Copilot, given the inconsistency observed between the AI and human evaluations. The comparatively poor performance of GPT-4 in this study, relative to previous research, suggests that GPT-4 performs better when used through ChatGPT rather than Copilot, especially for writing assessments.

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THE UNDERSTANDING OF MULTISENSORY APPROACH AS A COMMUNICATION STRATEGY AMONG ESL TEACHERS

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ABSTRACT

Effective communication is essential in inclusive pedagogy, prompting educators to adopt strategies that cater to diverse learning needs. This study advocates for a multisensory communication approach, which engages multiple senses simultaneously, facilitating connections across various modalities. By encouraging students to use different senses to gather and integrate information, multisensory communication creates immersive language learning experiences. While existing research has largely concentrated on the integration of multisensory methods as teaching tools, this study specifically investigates teachers' understanding of the multisensory approach as a communication strategy. It examines their knowledge of multisensory methods, their implementation of these strategies, and the support and professional training they receive. Employing a quantitative methodology, a questionnaire was administered to seven mainstream English as a Second Language (ESL) teachers at the secondary school level. The findings reveal distinct trends in teachers' perceptions and knowledge regarding the multisensory approach, highlighting the necessity for enhanced training and continuous professional development (CPD). This study aims to inform future educational practices by addressing the gaps in teachers' understanding and the application of multisensory strategies in inclusive classrooms.

Keywords: *Multisensory Approach, Communication Strategy, Inclusive Classroom, ESL Teacher, Learning Difficulty*

1. INTRODUCTION

In inclusive classrooms in Malaysia, many students with specific learning difficulties (SpLD) may go undiagnosed. Therefore, teachers are encouraged to use a multisensory approach as part of their inclusive teaching practices. A multisensory approach is crucial, as it encourages effective communication and respect for individuals with communication disabilities (Johnson et al., 2013).

However, this method not only supports SpLD students in accessing knowledge but also enriches the learning experience for all students. Even though students without SpLD might not struggle to access information, they still have varied learning preferences that relate to different sensory modalities, such as visual, auditory, kinesthetic, and haptic (Itagi, 2019). It provides various ways for students to receive, process, and express information, leading to a more personalized learning experience. A clear understanding of the multisensory approach is essential for fostering inclusive education, as it can significantly enhance SpLD students' ability to grasp complex concepts, improve their communication skills, and boost their confidence in the learning environment (Westwood, 2007; Maliki & Yasin, 2017).

Despite the benefits, the understanding and use of multisensory strategies among English secondary teachers vary significantly. Many teachers in secondary school settings have expressed a desire to implement multisensory approaches but reported a lack of confidence in their application, knowledge, and skills (Boardman, 2020). Although there have been

considerable reform efforts to improve teaching in inclusive schools, limited research has been conducted on teachers' professional knowledge, identity, and development as inclusive practitioners (Klibthong & Agbenyega, 2018). Therefore, this article presents findings on teachers' understanding of the multisensory approach as a communication strategy in a selected school. The case study addresses two main research questions:

RQ1: What is the current knowledge of the teachers?

RQ2: How do teachers perceive the importance of the multisensory approach?

2. METHODOLOGY

The study employs a quantitative methodology using a descriptive survey design with census sampling, focusing on a case study of seven ESL teachers at a secondary school. Since the school has only seven ESL teachers, all seven were chosen to answer the survey questions. Data was analysed descriptively using percentages, with findings related to teachers' seniority and perceptions compared. The participants had varying levels of experience: one with 0-5 years, two with 11-15 years, one with 16-20 years, and three with over 20 years.

The questionnaire consists of three sections: demographic information, teachers' knowledge background, and their perceptions of the importance of the multisensory approach. The analysis involved several steps—coding, calculating, visualizing, cross-tabulating, and interpreting results. Initially, the data was categorized into two main areas: background knowledge and perception. This categorization highlighted the teachers' formal and informal training in inclusive pedagogy and their understanding of the multisensory approach, as well as their views on its importance and application in the classroom.

Frequency distributions were used to summarize the categorical data, allowing for a clearer understanding of how different groups responded to the survey. Additionally, relationships between various variables were analysed through cross-tabulation, which helped identify correlations and trends among teachers' backgrounds, their experience levels, and their perceptions of the multisensory approach. This comprehensive analysis provided valuable insights into the factors influencing teachers' attitudes and practices regarding this instructional strategy.

3. FINDINGS AND DISCUSSION

3.1 ESL Teachers' Knowledge of the Multisensory Approach as a Communication Strategy in Inclusive Classrooms

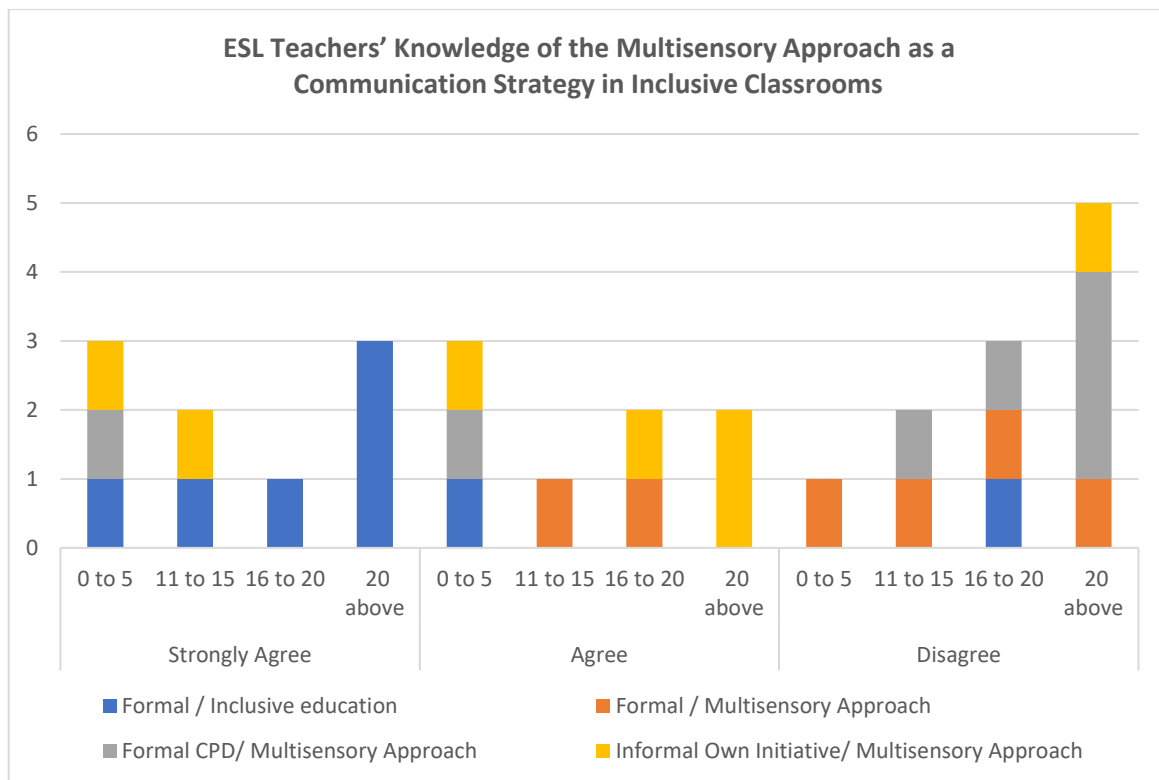


Figure 1: ESL Teachers' Knowledge of the Multisensory Approach as a Communication Strategy in Inclusive Classrooms

The analysis of ESL teachers' knowledge of the multisensory approach in inclusive classrooms reveals distinct trends across different experience levels. Teachers with 0-5 years of experience generally report positive perceptions of their training in inclusive education, with strong enthusiasm about what they learned. In contrast, those with 11-15 years of experience show moderate agreement, indicating some relevant training but potentially not as comprehensive. The 16–20-year experience group presents mixed responses, suggesting variability in their training experiences, with some feeling adequately prepared while others do not. Teachers with over 20 years of experience primarily express disagreement regarding their training in inclusive education, indicating potential gaps or outdated practices.

Regarding the multisensory approach, early-career teachers show uncertainty or lack of exposure in their education, while teachers with 11-15 years also report insufficient training. The 16–20-year group has a significant portion expressing disagreement about their knowledge in this area. For in-service continuous professional development, early-career teachers demonstrate a proactive attitude toward learning about the multisensory approach, while those with more experience indicate a lack of adequate support.

3.2 ESL Teachers' Views on the Multisensory Approach as a Communication Strategy in Inclusive Classrooms

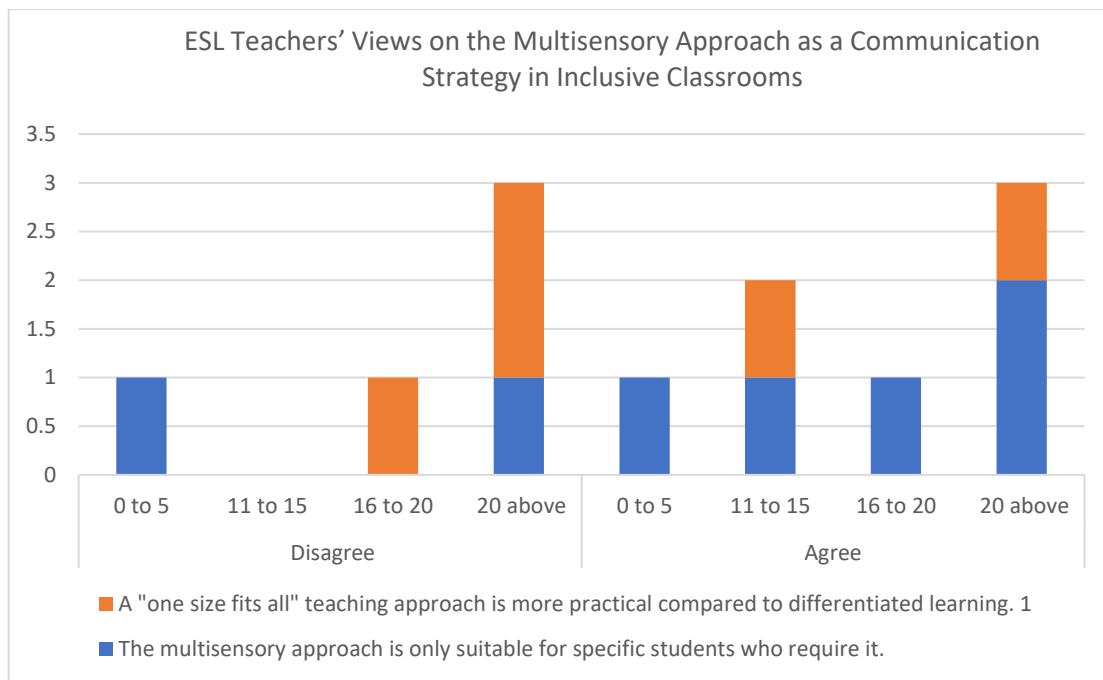


Figure 2: ESL Teachers' Views on the Multisensory Approach as a Communication Strategy in Inclusive Classrooms

The mixed responses suggest a division in teachers' perception of the multisensory approach. While some teachers, particularly those with 11-15 years of experience, believe the multisensory approach is suited for specific students, there is also significant scepticism, especially from newer and more experienced educators. Nonetheless, the data of the "One Size Fits All" approach shows a notable trend toward agreement on the practicality of this approach, especially among teachers with 11-15 years of experience. However, the presence of strong disagreement from those with 0-5 years suggests an emerging recognition of the complexities involved in teaching diverse learners. This may indicate a need for further training or evidence supporting the effectiveness of the multisensory approach across diverse student populations.

4. CONCLUSION

Overall, the results underscore the urgent need for enhanced training programs and continuous professional development (CPD) focused on the multisensory approach, especially for teachers with 11-20 years of experience. This group, while experienced, often requires updated strategies to effectively address diverse communication needs in inclusive classrooms. A multisensory approach not only enriches the learning experience but also serves as a vital communication strategy that can bridge gaps for students with varying abilities. By incorporating specialized workshops that emphasize multisensory techniques, educators can improve their ability to engage students through multiple channels—visual, auditory, and kinesthetic. This is particularly crucial for students with specific learning difficulties, who may struggle with traditional communication methods. Promoting a culture of self-directed learning and mentorship can further enhance these efforts. Establishing peer mentorship systems enables experienced teachers to share insights and strategies, fostering a collaborative environment that benefits all educators.

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TRENDS AND INNOVATIONS IN EBOOKS AND EREADERS IN LANGUAGE LEARNING: A DECADE OF COMPREHENSIVE REVIEW OF DESIGN, USABILITY, AND INSTRUCTIONAL FEATURES

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ABSTRACT

This systematic literature review investigates the design, usability, and instructional aspects of eBooks and eReaders in language learning, leveraging on data from 50 studies published between 2014 and 2024. The aim is to identify key trends and innovations in these digital technologies that have emerged during the past decade. After searching databases like Scopus, Web of Science, and Semantic Scholar, 50 relevant studies were selected. The review reveals that eBooks and eReaders have expanded significantly to meet a wide range of educational purposes. Dedicated eReaders remain popular for their portability, while tablets and smartphones are increasingly used for their multipurpose use. Adding multimedia elements, such as audio, video, and interactive graphics, has greatly improved the learning experience. Specialized apps now are integrating eBook features with interactive activities and real-time feedback. Design trends emphasise the importance of interactive, personalized, and visually engaging content, while usability focuses on ease of navigation, accessibility, and user engagement. Advanced features like adaptive learning technologies and interactive exercises are becoming widespread. This review demonstrates that eBooks and eReaders significantly improve language learning by offering interactive, personalized, and easily accessible content that enhances engagement, comprehension, and retention. The combination of active learning methodologies with effective instructional models ensures pedagogically effective content, while usability features like adjustable text and intuitive interfaces support a wide range of learners, boosting motivation and language proficiency.

Keywords: eBooks, eReaders, language learning, design, usability

1. INTRODUCTION

The evolution of eBooks and eReaders has transformed traditional reading, with early eBooks being simple digital copies of print books. Technologies like AI, augmented reality (AR), and virtual reality (VR) have introduced interactive features, enriching learning experiences far beyond traditional methods. eReaders have also advanced, moving from basic models to apps with customizable fonts and note-taking features, making learning more interactive (Lange, 2019; Huang et al., 2016).



Figure 1: eBooks Evolution



Figure 2: eReader Evolution

Research has highlighted the positive impacts of eBooks on language comprehension, particularly in children aged 2 to 12, due to features like immediate feedback (Zucker et al., 2009, as cited in Zhang et al., 2020). Although studies emphasize eBooks' benefits, challenges persist, such as interface design and usability issues that hinder learner experiences (Xodabande & Hashemi, 2022; Savana et al., 2020). Furthermore, excessive multimedia elements can sometimes overwhelm learners (Reich et al., 2016, as cited in Zhang et al., 2020).

Despite advancements, there are gaps in understanding the most effective eBook features for language learning. This study systematically reviews research from 2014 to 2024, focusing on design, usability, and instructional features to identify trends and challenges in language learning tools. A three-step approach (searching, selecting, coding) will guide the analysis (Zhang, 2020).

2. METHODOLOGY

This systematic literature review (SLR) analyzes studies on eBooks and eReaders in language learning, covering 2014 to 2024, following Zhang et al.'s (2020) approach of searching, selecting, and coding (Figure 3).

2.1 Searching

Three major databases were searched: Web of Science (WoS), Scopus, and Semantic Scholar. Keywords such as "ebook," "e-reader," and "language learning" were used, as noted by Zhang (2019). The search, limited to English, Malay, and Indonesian publications, yielded 106 papers in Scopus, 78 in WoS, and 163 in Semantic Scholar. After applying selection criteria, 50 papers were finalized for review by August 22, 2024.

2.2 Selecting

Inclusion criteria focused on studies published between 2014 and 2024 that examined eBooks and eReaders in language learning, including bilingual and multilingual environments. Exclusion criteria removed studies not specific to language learning or published in languages outside of English, Malay, and Indonesian. This led to the selection of full journal articles, research papers, and conference papers.

2.3 Coding

A systematic coding technique organized the final 50 papers, focusing on usability, interface design, and multimedia features of eBooks. Findings highlighted user experience, engagement, and learning outcomes. Coding was directly linked to the research questions to explore technological advancements, usability challenges, and design trends in language education.

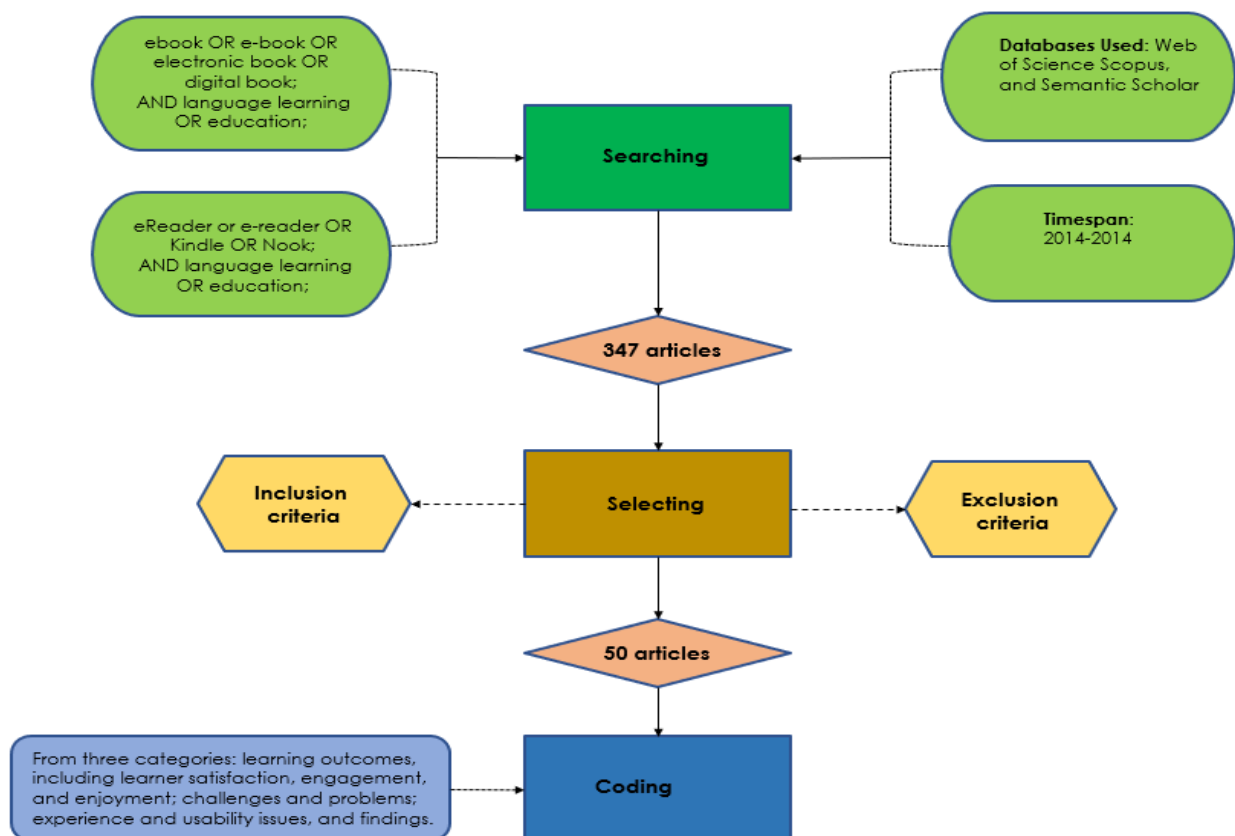


Figure 3: Research Methodology

3. FINDINGS AND DISCUSSION

This section presents the findings based on the research questions.

3.1 RQ 1: How do eBooks and eReaders enhance language learning engagement?

eBooks and eReaders enhance learner achievement and engagement through interactive design features, including multimedia elements like audio, video, and real-time feedback. Studies report a 30% rise in the adoption of interactive eBooks, which cater to various learning styles. Integrated eReaders, with built-in dictionaries and text-to-speech functionalities, improve pronunciation and personalized learning, showing a 25% increase in use (Figure 4).

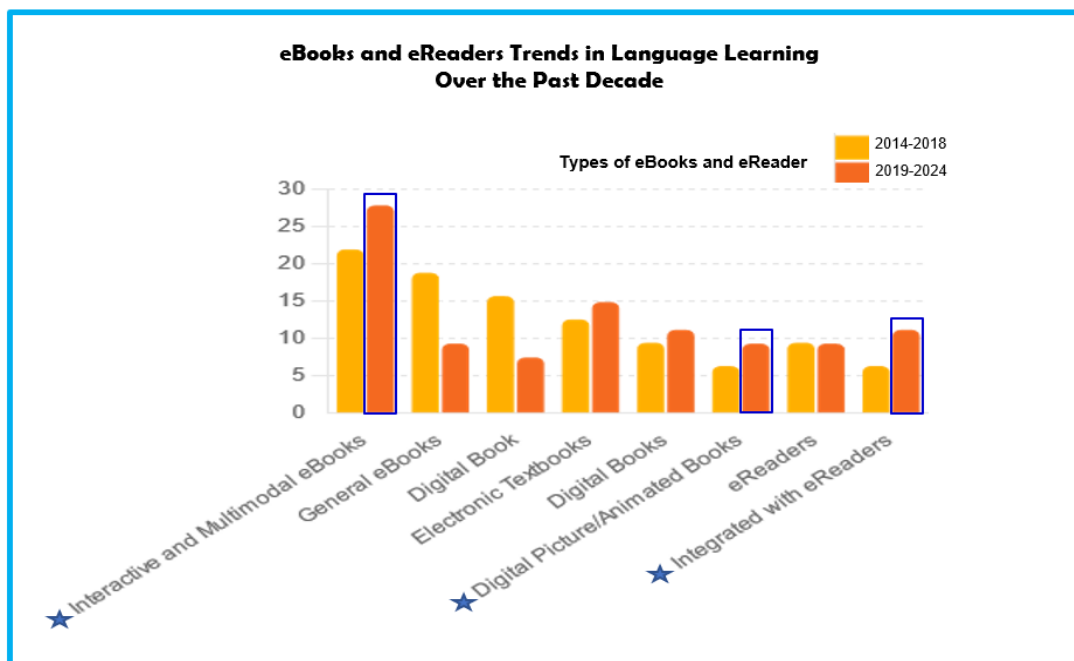


Figure 4: eBooks and eReaders Trends in Language Education Over the Past Decade

3.2 RQ 2: What challenges do learners face with eBooks and eReaders?

Usability challenges remain a significant issue. Complex navigation, inconsistent interface designs across devices, and limited customization options affect engagement, particularly for users with accessibility needs. Traditional text-based eBooks have seen a 15% decline in preference due to their static nature (Figure 4). Usability concerns, including accessibility features like adjustable fonts, were noted in 36% of studies, while intuitive design was highlighted in 32% of research (Figure 5).

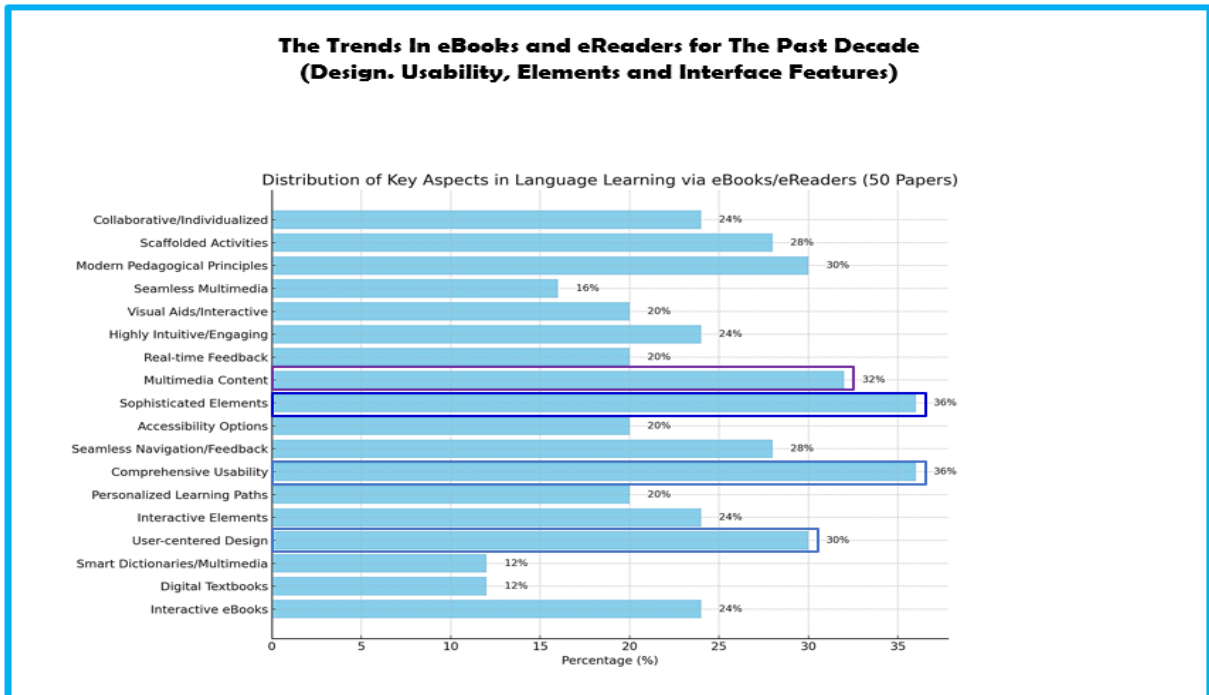


Figure 5: The Distribution of Key Aspects in Language Education Using eBooks And eReaders

3.3 RQ 3: How can these challenges be overcome to improve learning?

Solutions to these challenges include simplifying navigation and offering more customization options. Ensuring consistent interfaces across devices is critical for seamless learning. Additionally, 20% of studies emphasized the need for accessibility features such as adjustable text sizes and high-contrast modes to make eBooks and eReaders more inclusive (Figure 5). Real-time feedback and user-centered design further enhance usability, ensuring these tools are effective in language education.

4. CONCLUSION

This systematic review highlights the substantial role of eBooks and eReaders in enhancing language learning through interactive and multimedia design features. These tools, by incorporating real-time feedback, audio, video, and text-to-speech functionalities, have significantly contributed to improving learner engagement and comprehension. The personalized learning experience offered by integrated eReaders, which feature built-in dictionaries and pronunciation support, further facilitates language acquisition, making these tools highly adaptable to diverse learning needs. Addressing these usability concerns is critical to ensuring that eBooks and eReaders fully realize their potential in language education. Simplifying interfaces, providing greater customization, and integrating user-centered designs are essential to making these tools more inclusive and adaptable. Overall, eBooks and eReaders continue to demonstrate their value as dynamic, engaging, and versatile resources for language learning, offering tailored experiences that enhance both engagement and learning outcomes.

However, despite their advantages, usability challenges persist. Complex navigation, inconsistent design across devices, and limited customization options can hinder learner engagement and reduce the overall effectiveness of these digital tools. Additionally, learners with accessibility needs face particular challenges due to a lack of flexible settings and features

that accommodate different user preferences. In future more studies are needed to explore the usability and interface design of eBooks and eReaders to ensure these digital tools continue evolving as effective resources for language learning. By addressing current challenges, they can become even more integral to enhancing the learning experience in the digital age.

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PROFANITY EFFECTS ON SPEAKING PERFORMANCE AND VOCABULARY ACQUISITION AMONG UTM TESL PRE-SERVICE TEACHERS

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ABSTRACT

Profanity in language refers to the use of swearing and vulgar words or expressions that are considered offensive or inappropriate in a certain context. Profane language is often used as a way to express emotions, and some even consider using profanity with people they are close with to strengthen bonds in relationships. This paper would like to investigate UTM TESL pre service teachers' swearing habit in interaction and the effects of profane language on their speaking performance and vocabulary acquisition. It briefly applies two theories: the NPS Theory by Jay (2000), which discusses neurological, psychological, and sociological factors that contribute to swearing behaviour; and the Process of Vocabulary Acquisition: Two Alternative Hypotheses by Krashen (1998). Ten participants were online interviewed to learn about their swearing habits in interaction and the effects of profane language on their speaking performance and vocabulary acquisition. The data was analysed qualitatively using thematic analysis. Findings reveal that swearing gives effects on speaking performance specifically to show professionalism and a channel to exert hierarchy. Overall, the effects of swearing on vocabulary acquisition provide equal findings where five participants admit to be able to understand language in wider perspective while the other five participants' vocabulary acquisition do not get affected by swearing as they view that action as an emotional outlet.

Keywords: Profanity; Speaking Performance; Vocabulary Acquisition; NPS Theory; Krashen

1. INTRODUCTION

Profanity is often associated with an intentional verbal insult to a person and thing. Profanity can be an unfiltered and sudden outpouring of emotions (Waqar et al., 2023). Nur & Ilham (2022) state that the purpose of using profanity is to convey social hierarchy, draw attention, and disgrace someone, while

Lafreniere et al. (2022) propose that profanity is used to express solidarity and civility. Though the usage of profane languages is widely used nowadays, majority cultures in Malaysia view the use of profanity or swearing in interaction as something inappropriate. Referring to Mirza (2021) cited from Azman et al. (2017), profanity and swearing are closely associated with the use of taboo words, hence it does not belong in Malaysian culture. With the rapid growth of trend in our world, new words are constantly being formed and due to the influence and adaptation of modern culture a lot of new profane words are being created (Mirza, 2021).

The primary issue being investigated by the propose study is the usage of profanity which affects UTM TESL pre-service teachers' speaking performance and vocabulary acquisition. This study looks at how frequent use of profanity in interaction will affect UTM TESL pre-service teacher' speaking performance specifically during their teaching practicum and also their vocabulary acquisition.

In addition, with the implementation of profane words in interaction, one's vocabulary usage may be affected. People who swear in their interaction may have limited words to express themselves thus they use profane words in order to convey their feelings. According to O'Connor cited from Jay & Jay (2015), the usage of profane words is a sign of someone's weak vocabulary or also known as poverty-of-vocabulary. On top of that, people who use profane words is a sign that they do not speak a "genuine" language that obey the syntactic and semantic rules; therefore, they are perceived as someone who has an inadequate vocabulary (Jay & Jay, 2015).

Moreover, normalizing profanity in interaction among pre-service teachers will deteriorate their credibility as a future educator hence painting a bad image as an individual. This is supported by Stapleton (2022), where it has been mentioned that the inclusion of profanity in interaction resulted in the declining of the speaker's reputation and increase in perceptions of offensiveness. Furthermore, as future educators, pre-ervice teachers should keep a positive image adhere to their job. As referred to Selnow (1985), cited from DeFrank & Kahlbaugh (2018), even though swearing is commonly used to express emotion and to show the group's identity, it is viewed as inappropriate to swear in a professional environment and this statement is supported by Johnson & Lewis (2010), cited from DeFrank & Kahlbaugh (2018) where they stated the usage of profanity in speaking may lead to a negative judgement.

2. METHODOLOGY

This study is conducted through qualitative research and the data is collected through an online interview among ten UTM TESL pre-service teachers. The data that has been collected is analysed through thematic analysis.

2.1 Online Interview

In general, interview in research is known as interaction such as asking questions and receiving answers between the interviewer and interviewee (Trigueros et al., 2017). In this research, the data is collected through an online interview due to its suitability for qualitative research. Also, through interview the researcher is able to go in depth on the participants' views, beliefs and opinions on the research focus. Moreover, by conducting an online interview, the researcher is able to observe the participants' body language and facial expression thus enable the researcher to interpret the answer better.

2.2 Thematic Analysis

Thematic analysis approach is a method where the researcher focuses on finding the themes, describing, elaborating, supporting and connecting the data that is being analyzed (Kampira, 2021). To conduct the thematic analysis, the significant themes that are visible in the data are being extracted. Also, the data will be grouped based on the theme and the factors behind are being explained.

3. FINDINGS AND DISCUSSION

The findings of this study are presented in a table, highlighting the extracts from the respondents' answers on the way they acquire profane languages and its effects on their speaking performance and vocabulary acquisition.

3.1 The Reasons of Using Profanity Among UTM TESL Pre-Service Teachers

Table 1

Themes	Extracts
To express anger/dissatisfaction/emotions	<i>P10: I will use it to express my anger. I would usually swear to express my anger.</i>
To make the situation lighter and more interesting between friends	<i>P4: second one uh is probably for fun. Because when I say the word bongok, it's like, "oh, you're so funny, bongok lah."</i>
To appear more friendly	<i>P2: I want to make it sound friendlier between me and my close friend.</i>

Based on the Table 3.1, P10 expressed that through swearing, he managed to find an outlet where he can release his stress rather than suppressing the pain that he feels through his anger. This phenomenon is supported by Stephens & Robertson (2020) where they claimed that cursing can release pain that has been bottled up for a long time.

Next, referring to P4, she mentioned that the intention of swearing between her social circle is to joke around and she feels comfortable as the insertion of swear words is the common way to express her emotions between people she interacted with especially in a situation when they were joking around. This participant's confession is supported by Nur & Ilham (2022) where they stated that people adjust to their environment by subconsciously talking and acting like people around them.

Moving on to the last theme, few of the participants agree that swearing in an interaction is inevitable as it makes them appear more friendly. From their perspective, it is unavoidable to swear during conversation as it makes them seem amiable. According to P2, he swears to his friends because he wants to make them feel more comfortable around him without intention of hurting anyone and paint a cool image through the way he is expressing himself. As proposed by Waqar et al. (2023), employing swearing in an interaction can foster deeper social and emotional bonds as it demonstrates shared understanding between people from the same social group.

3.2 The Effects of Using Profanity on The Speaking Performance Among UTM TESL Pre-Service Teachers During Their Teaching Practicum

Table 2

Themes	Extracts
Do not curse during teaching practicum	<i>P7: Uh I think it's because it's more formal setting, and then our students always look up at us. So I don't swear to them.</i>
Consciously curse	<i>P9: My practicum, I used to swear once to my student.</i>

during teaching practicum	
Unconsciously curse during teaching practicum	<i>P8: OK again I did it unconsciously because I was so mad and annoyed at myself.</i>

Table 4 above showed the theme that focused on the participants' usage of profanity during their teaching practicum. This section was being looked into as the participants involved had already undergone their teaching practicum during their third year in UTM and there were various of formal interaction that occurred during that semester

As stated by P7, on the first theme: do not curse during teaching practicum, she mentioned that she refused to swear as that action may influenced the students' behaviour and acted as a ticket to enable cursing among the students. She also made a remark that by swearing, it would trigger the students' excitement and led them to use inappropriate words when interacting with their teachers. It was because, swearing acted as an indicator of closeness between the swearer and listener. This is supported by Stapleton et al., (2022) where they stated that swearing among people we interacted with is a sign of intimacy and trust. Therefore, it was inappropriate for students to do so to their teacher as the situation in school was more drawn into formal setting. As stated by DeFrank & Kahlbaugh (2018), swearing in a formal setting was viewed as improper despite it was being normalized as a way to express emotion in a friendlier way. The participant's decision to not swear was inevitable as it gave an impact towards their overall reputation. This was supported by Johnson & Lewis (2010), cited from DeFrank & Kahlbaugh (2018) where they stated that speak with vulgarity could lead to people think poorly of one's attitude.

Next, for the second theme which was consciously curse during teaching practicum, P9 stated that despite being aware her action was being viewed as impolite and rude by her students, she mentioned that she swore once to her student during teaching practicum as she was unable to control her anger. Thus, by cursing, she could show her anger and letting the students aware that their act was non-tolerable. According to Jay & Janschewitz (2008), the propositional meaning of swear words was not the sole factor that influenced rudeness judgement but the situational context did play a big part when exerting the swear words. This is supported by Locher & Watts (2005) cited from Jay & Janschewitz (2008), where politeness in a situational context depends on the speech patterns that one was able to negotiate. Hence, being courteous was not always the norm especially in circumstances being impolite is appropriate (Jay & Janschewitz, 2008).

Moving on to the last theme which was unconsciously curse during teaching practicum, P8 mentioned that she unconsciously cursed as she was annoyed at the mistakes that she had done and she expressed it by cursing in front of her students. Through her explanation, she associated the feeling of annoyance and frustration with cursing as she acquired it through the exposure of medias. Hence, she was unable to regulate her speech because through media exposure she learned that the use profanity is associated with expressing negative emotions. As suggested by Nida (2019), exposure to profanity in medias, as well as learning new terms when growing up can contribute to the use of profanity in an interaction.

3.3 The effects of profanity on vocabulary acquisition among UTM TESL pre-service teachers

Table 3

Themes	Extracts
Vocabulary acquisition increase	<i>P10: I do feel like I will be able to express myself even better if I'm allowed to swear</i>
Vocabulary acquisition remains the same	<i>P9: I believe that if you can pick up some words that are not appropriate for you to use in daily conversations from this movie that you watch, I think you should, I think you should be able to acquire a more um I think meaningful words that you can use in your daily conversation</i>

Table 3.3 shows the thematic analysis that focus on how swearing affect UTM TESL pre-service teachers' vocabulary acquisition. There were two themes that can be categorized for this section which were (1) vocabulary acquisition increase and (2) vocabulary acquisition does not get affected by swearing. For this focus, the participants were given two situations on how they could acquire the vocabularies. For example, they were given two sentences that implied the same meaning. However, there was an insertion of swear words in a first sentence while there was no swear words on the second sentence.

Example of the sentence given:

1. You are *fucking* beautiful.
2. You are beautiful.

Based on the interview, the number of participants' vocabulary acquisition that increase and did not get affected were the same. For the first theme (1) which was vocabulary acquisition increase, five out of ten participants think that they managed to acquire many vocabularies through the exposure of swearing words. As being said by P10, he viewed swearing as an intensifier that could enhance the messages that people wanted to convey better. With that, it was easy for him to pick up the new vocabularies that came with the swear words as it sparked his curiosity on why people used that vocabulary to express their emotions and also applied it to the context of their interaction and communication. Moreover, he also added that through acquiring vocabularies in profanity context, he was able to understand the vocabulary better without searching for its meaning first due to the context and emotions that were being implied. Referring to theory by Krashen (1998) cited from Rafiq (2020), this situation was known as the explicit vocabulary learning hypothesis. This hypothesis is a sophisticated form of metacognitive knowledge that focuses on a cognitive learning strategy where the learners infer the meaning of the words based on context. This learning strategy is also appropriate to the task of vocabulary acquisition (Rafiq, 2017).

Next, for the second theme which was (2) vocabulary acquisition remains the same, half of the participants stated that exposure towards profanity did not give any effect towards their vocabulary acquisition. Five out of ten participants collectively agreed that they still can acquire many vocabularies despite not being exposed to swear words which inferred that

profanity did not bring any significance to them to enhance their ability to gain language knowledge. According to P9, she believed that one's ability to acquire new vocabularies should not be based solely on the exposure of swear words as there were many options where learners can acquire new vocabularies in an appropriate way. As suggested by I. S. P Nation (2001), to acquire vocabulary, learners should be aware of the variety of word types to ensure an effective language learning process and be mindful that swear words are only a small subset of the English language. Gaining knowledge on the diversity of vocabulary is essential for comprehensive cognitive and linguistic development.

4. CONCLUSION

To conclude, this study looked at the effect of profanity on speaking performance and vocabulary acquisition among UTM TESL pre-service teachers. There are three major conclusion that can be made from this study. Firstly, people tend to use profane language because they want to express their emotions and interacting comfortably with their social circle. Secondly, despite using profane language on daily basis, majority of the respondent choose not to swear during their teaching practicum as they are aware of the inappropriateness of the word in that setting. Thirdly, profane language does not bring significant impact towards one's vocabulary acquisition. Thus, future research on the impact of profane languages on vocabulary acquisition is required to understand further on the effect on profane languages towards one's language development.

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STUDENT'S PERCEPTION OF LEARNING FRENCH PRONUNCIATION VIA FRENCH POPULAR MUSIC

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ABSTRACT

This study explores undergraduate Malaysian students on implementation of popular music as learning tool in improving French pronunciation. Mastering pronunciation is a crucial step in learning a foreign language, however, learners often struggle with pronouncing new sounds and words. The study explored Malaysian students' views on using YouTube and songs to improve French pronunciation and enhance motivation. The study involved 68 students with beginner level, administrating one interview session, and one questionnaire to collect the data. The study indicated that popular music in language learning class resulted in better pronunciation by the students. The research highlighted the importance of multimedia learning in language classroom, and suggested the teachers, students, and future researchers to implement and integrate popular music in educational process.

Keywords: *French Pronunciation, Language Education, Multimedia Learning, Popular Music*

1. INTRODUCTION

Pronunciation is a key element of language acquisition, as highlighted by Hockett (1950), who stated, "To pronounce, you need to hear." However, research on students learning French is limited, with most studies focusing on English and prioritizing grammar over essential language skills. As a result, the impact of videos and images on second language (L2) vocabulary acquisition remains underexplored (Al-Seghayer, 2005).

To fill this gap, the current study aims to enhance French pronunciation skills through the use of popular music. Understanding the importance of pronunciation in language learning, particularly for beginners, this research seeks to implement innovative methods, such as music, to improve this critical aspect of language education. By focusing on French pronunciation and utilizing popular music, the study intends to promote a more comprehensive approach to foreign language teaching in Malaysia.

The research will investigate Malaysian students' perceptions of using popular music to learn French pronunciation, guided by three questions:

1. How do students perceive the role of YouTube in learning French pronunciation?
2. What are students' views on incorporating songs into their French pronunciation practice?
3. How do students feel about the use of songs as a motivational tool for learning French pronunciation?

2. METHODOLOGY

The study examined 68 French language learners enrolled in a public university course in Johor Bahru, Malaysia, over a three-month period. Participants, who took the course as an elective, were primarily beginners with no prior knowledge of French, making them ideal for observing language acquisition.

To ensure the findings were relevant to the local context, data from international students was excluded. Participants were selected through convenience sampling, as they were students in the author's class. Quantitative data were collected using a questionnaire distributed via Google Forms, adapted from the work of Zitouni et al. (2021) to gauge students' perceptions of using music to improve French pronunciation.

The questionnaire comprised four sections:

1. **Demographics:** This section collected information on participants' nationality and gender to focus on Malaysian students.
2. **Popular Music and YouTube:** This section included five Likert-scale questions assessing the impact of popular music through YouTube on learning French pronunciation.
3. **Speaking Skills:** This section featured six Likert-scale questions measuring students' perceptions of their speaking skills and the role of music in the classroom.
4. **Motivation:** The final section contained five questions about students' motivation to learn French pronunciation through popular music.

The data was collected online via WhatsApp. Participants were informed that their data would be used solely for research purposes and that participation was voluntary. The collected data were analyzed descriptively using percentages to summarize and describe the results.

3. FINDINGS AND DISCUSSION

3.1 Students' perception on the intervention of YouTube in Learning French Pronunciation

	Statement	Percentage Agreed (%)
1.	Watching YouTube to learn French pronunciation through popular music has many advantages compared to other platform	89.74
2.	Learning French pronunciation through popular music on YouTube is effective.	80.9
3.	I can remember the correct pronunciation of words in French songs shown on YouTube very easily	72.1

YouTube provides diverse authentic French resources like music and karaoke, helping learners improve pronunciation through visual cues and repetitive phrases. The ability to control playback enhances study pace. While 72.1% of respondents were confident in retention, the method shows value, emphasizing the importance of repetition in language learning (Lee & Lin, 2015).

3.2 Students' perception on the incorporating songs in Learning French Pronunciation

	Statement	Percentage Agreed (%)
1.	Listening French pronunciation through songs increase my knowledge of the correct way of pronunciation.	83.8
2.	Learning French pronunciation through songs let me get the correct pronunciation from native speakers.	83.9
3.	Stopping and playing parts of French songs helped me hear the details of good pronunciation	88.2
4.	I learned to imitate the sound of correct French words by singing French songs	82.7

Most students support using songs to improve French pronunciation. Research indicates that 83.8% of Malaysian learners benefit from listening to native speakers in this authentic context. Songs aid memorization through repetition and melody, enhancing phonological awareness. Platforms like YouTube allow learners to pause and replay, reducing anxiety. Additionally, as noted by Murphey (1998) songs evoke emotions, creating a positive atmosphere that boosts engagement and motivation.

3.3 Students' perception on the using song in motivating learners to learn French Pronunciation

	Statement	Percentage Agreed (%)
1.	I feel popular songs can help me gain self-confidence in speaking.	77.9
2.	I feel my speaking has improved after singing a song.	76.4
3.	Listening to French songs on YouTube is very interesting.	88.2

A significant 77.9% of respondents believe that popular songs boost their confidence in speaking the target language, which is essential for language learning. Singing enhances speaking skills by promoting articulation, phonological awareness, correct pronunciation, and lyric memorization. Additionally, 88.2% find listening to French songs engaging, indicating that online resources like YouTube can increase motivation. This accessibility helps learners immerse themselves in the language, improving their listening skills and cultural understanding, consistent with Sağlam (2010), which emphasizes music's role in fostering motivation.

4. CONCLUSION

The study's findings indicate that learners face challenges in acquiring French pronunciation due to the lack of exposure to the language in their environment and the differences in nuances from their native tongue. However, using popular music as a language learning tool in the classroom allows students to improve their speaking skills by listening to native speakers, helping them to understand correct pronunciation and rhythm. Popular music creates a fun and relaxed learning atmosphere, boosting motivation. The chapter also outlines additional measures to enhance speaking skills and pronunciation, along with the study's implications and future recommendations.

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