ticssh 2022

THE INTERNATIONAL CONFERENCE on Social Sciences and Humanities

Re-Humanizing the Society:
The Role of Social Sciences and Humanities in Nation Building

Virtual Language and Communication Postgraduate International Seminar (VLCPIS) 2022

PROCEEDINGS

In conjunction with

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Language and Communication Research

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EDUCATING & HUMANIZING

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MESSAGE FROM THE DIRECTOR OF TICSSH 2022

Assalamu'alaikum Warahmatullahi Wabarakatuh and greetings to all. First and foremost, let me extend a warm welcome to all of you to the first TICSSH 2022 conference. TICSSH 2022 is the first international conference organised by the Faculty of Social Sciences and Humanities (FSSH) which looks at the role of social sciences and humanities in the society. Through this conference, we would like to engage with all of you in an open and constructive dialogue on the current issues tackled in these fields, resonating the theme of this conference, Re-Humanizing the Society: The Role of Social Sciences and Humanities in Nation Building. Social Studies and humanities as a discipline strive to fill national objectives thereby leading to national development. Until today, we have witnessed social science scholars and practitioners putting to good use their social science knowledge to perform their core businesses including teaching, researching and publishing, as well as developing and promoting innovation in addressing problems of the society. In the recent years, social science and humanities studies have surpassed boundaries and integrated themselves into different fields, especially with the explosion of IR 4.0 and the use of digital technologies. The digital environment presents not only opportunities but also new challenges for the society and therefore requires specific competencies to deal with novel communicative situations. This in turn has given rise to vast methodological and transformative research that are often framed in the contexts of inter- and trans- disciplinary challenges. The cultivation of engaging exploration is an effort to build sound understanding and unravel the root causes of many elements of our present- day life, and achieve new insights of the lived experiences and human advancement. The delegates in these conferences are uniquely placed to discuss, highlight the key points, trends and put forward their reforming thoughts in this extensive field. We hope that these conferences would greatly facilitate the pooling together of our research expertise and resources, planning of our research priorities and coordination of research programmes and projects. In this way, social scientists can contribute more meaningfully through transferability of knowledge across contexts and provide inspiration to the network that is shaping the direction of one of the most important fields of social development. This conference, TICSSH 2022 would not have been possible without the tremendous dedication and commitment of the organising team and members who are representatives from all schools and academies within the faculty of Social Sciences and Humanities. Congratulations for assembling such a prestigious international conference and thank you for your hard work and dedication. My deepest gratitude to all of you. I would like to take this opportunity to also thank the faculty for the support especially the RDCI office. Thank you also to our collaborators for their contribution and supporting bodies and agencies for their support and generosity. Special thanks to all the eminent speakers, distinguished guests, policy makers, industry professionals, practitioners, researchers and participants from all over the world for their support of TICSH 2022. This conference would not have been possible without all of your support. Finally, I would like to wish all of you a very stimulating and exciting conference.

Thank you.

ASSOCIATE PROFESSOR DR. HADINA BINTI HABIL
Conference Director TICSSH 2022

WORD OF WELCOME BY LANGUAGE ACADEMY CHAIR

It is a great pleasure to welcome everyone to our 5th Virtual Language and Communication Postgraduate International Seminar (VLCPIS) 2022. This is the third seminar which is conducted completely on a digital platform.

There is no specific theme for this seminar as we welcome any research conducted by postgraduate students, at any stage of their research, in the field of language and communication. Although the focus of this seminar is on postgraduate students' research, lecturers and researchers are also invited to share insights of their research in this seminar.
I wish you a fruitful seminar and looking forward to meeting you.

Thank you!

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WORD OF WELCOME BY VLCPIS 2022 MANAGER 1

Assalamualaikum to all.

On behalf of Language Academy, I warmly welcome all of you to our 5th Virtual Language and Communication Postgraduate International Seminar (VLCPIS) 2022.

At this seminar, let us celebrate what we, as an academic community, have achieved. This seminar will be one for us to share our thoughts and exchange ideas on how to chart our journey forward to reach new heights. It is hoped that this seminar will allow us to reflect upon and celebrate our past accomplishments, renew friendships and extend our networks, and explore current and future research directions.

I also hope that this seminar will not only benefit the postgraduate students but also researchers as well as lecturers attending this seminar.

Thank you for joining VLCPIS 2022.

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WORD OF WELCOME BY VLCPIS 2022 MANAGER 2

Hi, everyone.

I like to take this opportunity to wish you and your families for your health and wellbeing in this challenging time, due to the COVID 19 pandemic.

It is the aim of VLCPIS 2022 to continue the effort to expose our postgraduate students to the norm of an academic conference, especially in language and communication. Interestingly this year, as we are having our seminar virtually, we received participation from many universities in Malaysia and around the world such as Japan, Indonesia, Pakistan and Iran. We are lucky to be given the opportunity to attend and contribute towards various research inputs within local and international levels.

I hope this seminar will not only benefit the postgraduate students but also researchers and lecturers attending this seminar. Thank you for joining VLCPIS 2022.

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ABOUT VLCPIS 2022

The Virtual Language and Communication Postgraduate International Seminar (VLCPIS) 2022 is open to all postgraduate students and researchers in the field of language and communication. VLCPIS is an annual conference organised by Language Academy, Faculty of Social Sciences and Humanities, UTM.

VLCPIS 2022 aims to promote lifelong learning by bringing together bright minds to exchange, learn, and discuss various topics related to language and communication. It also provides an opportunity to highlight recent issues and challenges that will contribute to the development of the language and communication field, in addition to providing a platform where great ideas are shared through intellectual discussions among researchers, academicians, and students.

CONFERENCE OBJECTIVES

The objectives of the conference are to:

1. To provide opportunities for students and researchers to move effectively in the academic world by contributing to the enhancement of search knowledge in the field of language and communication.
2. To increase the publication of academicians, educators, language practitioners, industry professionals, teachers, teacher trainers and students through the publication of proceedings, articles in selected journals, and edited books.
3. To provide a platform for researchers in the field of language and communication to share research results and provide opportunities for researchers to share and exchange ideas, experiences, and resources in quality educational research, especially involving language and communication.

THEMES

- Applied Linguistics
- Corpus Linguistics
- Cross Cultural Communication
- Discourse Analysis
- Health Communication
- Intercultural Communication
- Language Assessment
- Language Teaching
- Linguistics
- Literacy
- Literature
- Multimodality
- Second Language Acquisition
- Sociolinguistics
- Technology and Language Education
- Tourism Communication

ENGLISH LANGUAGE LEARNERS' ACCEPTANCE OF USING SOCIAL MEDIA TO ACQUIRE SPEAKING SKILLS: AN EXTENSION OF THE TECHNOLOGY ACCEPTANCE MODEL

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Abstract

Learners' acceptance of emerging technologies and their use of social media in a technology-supported language learning environment are important factors that influence effective learning. The purpose of this study was to explore English as a Foreign Language (EFL) learners' acceptance of using social media for oral learning with the help of an extended Technology Acceptance Model (TAM).The actual use factors of TAM were extended to consumption, participation, and production, and the relationship between these factors was examined through hypothesis testing of a structural model. The results showed that gender, grade, major, and family background were not correlated with social media acceptance and actual use. Behavioral intention (BI) and perceived ease of use (PEU) had a significant positive relationship on learning consumption behavior of social media, but perceived usefulness (PU) had no direct effect. For learning engagement and production behavior on social media, behavioral intention (BI) is key, and perceived ease of use (PEU) and perceived usefulness (PU) have no direct effect. efl speaking learners like to add learning materials and comments when using social media, but rarely share and rank them, and prefer to produce and post audio and text, and rarely produce and post pictures and videos. In future studies, more influential factors could be added to expand the survey sample, which would be more comprehensive.

Keywords: English speaking learners;Technology Acceptance Modal;Social media usage behavior

Introduction

With the globalized economy and the increased demand for internationalization in higher education, English is playing an important role in international communication and learning. Since speaking is what empowers us to communicate effectively, one of the most important skills in English language learning is speaking skills. (Rao, 2019) However, improving English proficiency among college students is a daunting task that requires long hours and tremendous effort, in addition to the special practice and training required to master the English language in the context of constant exposure of second language (L2) learners to their native language (Devi and Rao, 2018). These requirements are difficult to achieve in our traditional language classrooms.

Technology is an integral part of almost all aspects of education, and today social media have become the most popular tool in the world for connecting and communicating with others. They are especially popular among college students, who are known as digital natives. The use of social media can help EFL learners acquire speaking skills, such as the rich input resources it provides, the ease of interacting with native speakers, and the friendly and accessible output platform. Social media is also seen as a powerful force in transforming language teaching and

learning. In technology-supported language learning environments, learners' perceptions and acceptance of emerging technologies are important factors influencing their development of effective learning (Huang and Liao, 2018), but in China, the complex structural relationship between foreign language learners' technology acceptance and oral learning using social media is not clear, and theoretical studies related to social media acceptance models are not abundant.

Objective

This study constructed a research model of social media acceptance and use, which was tested with data obtained through questionnaires. First, this study reviewed the existing literature on the use of social media in oral language learning, second, identified key factors influencing social media use (i.e., perceived usefulness, perceived ease of use, and intention to use) based on previous research(Davis,1989), and finally extended the actual use factors (i.e., consumption, participation, and production)(Shao, 2009).By extending the technology acceptance model, we explored the factors that influence EFL speaking learners' use of China-based social media to master speaking skills and the relationship between the influencing factors and the actual usage behavior.And suggestions for effective use of social media in oral learning.

Data/Methodology

The research model proposed in this study explores all factors related to the framework of UGM use, such as (consumption, participation, and production in speaking learning), as well as factors related to TAM theory, namely (perceived usefulness, perceived ease of use, behavioral intention, and actual use). These factors are thought to influence the acceptance and actual use behavior of EFL learners' use of social media to acquire speaking skills in higher education institutions. As shown in Figure 1, there is a complex structural relationship between the components of technology acceptance and social media learning use, where the components of technology acceptance are the independent variables and the components of learning use are the dependent variables, with the former being positively related to the latter. Each arrow points to a specific research hypothesis, and the solid line indicates the positive correlation between the variables.
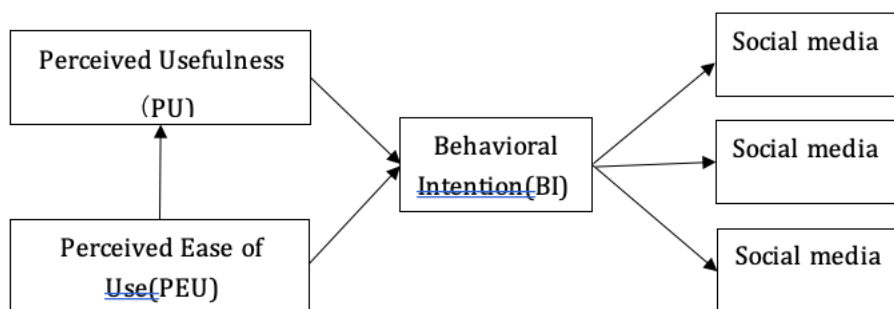
Figure 1: Social media usage behavior research model

A quantitative research method was used in this study. The instrument used to collect data was a structured online survey conducted using the Questionnaire Star website. The survey was designed with three sections containing a total of 33 multiple-choice questions to answer the research questions, including demographic information, technology acceptance questionnaire, and social media usage behavior questionnaire. A five-point Likert scale was used to measure EFL learners' acceptance and actual use of using Chinese social media to learn spoken

language.The sample consisted of 50 undergraduate students from various Chinese universities who were non-English majors. All of the study participants had experience using social media to acquire speaking skills.

Results/Findings

The results of the data analysis revealed that both perceived ease of use (PEU) and perceived usefulness (PU) were significant predictors of behavioral intention (BI) to use social media for oral learning consumption, engagement, and production. These results are consistent with previous studies involving TAM. It is important to emphasize that Davis (1980) argued that perceived usefulness and ease of use are subjective ratings of performance and effort, respectively, and do not necessarily reflect objective reality. Surprisingly, the results of the path analysis showed that PU and PEU were positively correlated with each other, which is different from the TAM model but consistent with reality, indicating that EFL oral learners value both learning performance and freedom from effort in social media. In addition, behavioral intention (BI) and perceived ease of use (PEU) had significant effects on social media consumption, suggesting that EFL speaking learners' beliefs about social media and the ease associated with its use play an important role in viewing, reading, and finding learning-related materials. However, only behavioral intention (BI) was a significant predictor of social media engagement and production, suggesting that beliefs are the most critical factor influencing EFL speaking learners' engagement in learning, creating, and sharing their work.

Implications for Research/Policy

This research can contribute to social media research from both theoretical and practical perspectives. Theoretically, an extended research model that includes usage dimensions can help reveal variables that may influence social media acceptance as well as variables that may be influenced by social media use. Moreover, as a popular technology in language teaching and learning, social media itself requires a well-developed and comprehensive model for its acceptance research. Therefore, this study is helpful in advancing TAM theory of social media in language learning research. Indeed, the results of this study could provide recommendations for researchers, teachers, foreign language learners, and social media technology developers. Although TAM has been widely used in m-learning,e-learning research, it is necessary to obtain detailed information about specific contexts and content usage (Al-Emran, Mezhuyev and Kamaludin, 2018;Hoi, 2020). Given that users' perceived usefulness and ease of use have a significant impact on their intention to use social media, it is important for social media developers to be aware of the technical shortcomings associated with English speaking learning. Furthermore, the final influence on social media engagement in learning and creating work was the intention of EFL speaking learners. This can provide pedagogical suggestions for learners and teachers. Taking the convenience of social media as an example, teachers can use social media as an aid to teaching speaking to improve students' beliefs and motivation.

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A CRITICAL DISCOURSE ANALYSIS OF NEWS DISCOURSE ON BREXIT IN THE TIMES

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Abstract

The Brexit event has attracted wide attention from the world since its occurrence and has a significant impact on the world development pattern and the global economy. For ordinary people, news is not first-hand information, but the product of processing by news agencies and journalists, so news discourse is an effective way to spread ideology-news discourse is an effective way to spread their ideologies who wrote this discourse by using various language strategies. This study examines and reveals how news reporting is ideological. It looks at how The Times uses language to spread ideologies. Based on the analytical model of Fairclough from the perspective of critical discourse analysis, this study analyzed 50 news reports concerning the issue of Brexit from The Times (from 23 June 2016 to 31 Dec. 2020). Both quantitative analysis and qualitative analysis are employed to explore the linguistic features. The findings highlight how the Times represents Brexit in its reporting and how the representations favor the interests of the party or particular groups. The findings of the study are as follows: Firstly, language is not used randomly when it comes to news reporting. Secondly, the different camps portrayed different images of the EU and the UK government. The findings show how news language is laden with ideological meanings and orientations and only a critical investigation can reveal that the news media use various discursive strategies when reporting important issues and that these strategies are ideological biased.

Keywords: Critical Discourse Analysis,News Discourse, Brexit

Introduction

Brexit, that is, the United Kingdom's exit from the European Union, is a major event that affects the European and global politics. The Brexit incident has affected the political relations between European countries, setting off a wave of discussions on the direction of the European economy and immigration issues. Its future impact can also be viewed from social, economic, cultural, ethnic, religious and other perspective. The UK joined the EU in 1973, when the EU was known as the "European Economic Community" or "Common Market". Nonetheless the UK has had a more or less pronounced Euroscepticism for the past 43 years, culminating in a sociopolitical environment where British citizens voted for the UK to leave the EU in a referendum held on 23 June 2016.

As the mass media grows, news disseminates faster and more widely. What is meant by news is the use of a certain language system to narrate or reconstruct news facts. Newspeak has its own unique characteristics. It is a sentence in which a language journalist deliberately chooses to report facts with the aim of expressing certain journalistic intentions and radiating the intrinsic meaning of the news, which is why it is also known as attitudinal discourse (Liu, 2005:49). Therefore, news discourse not always be neutral, but biased. With Brexit as a political event, the news media always has its own position and bias when reporting the event. By analyzing 200 randomly selected news stories in The Times about the Brexit event, this study intends to reveal the ideology of the news writers hidden in the news stories and the discursive techniques that the journalists use to communicate their opinions.

Objective

The discussion of the news has always been vital to daily living. For the average person, knowledge of certain social and political events is dependent on news stories they are exposed to rather than on first-hand experience. News discourse, which is created by news writers using a variety of language techniques to persuade readers to accept what they say, is therefore an effective means of transmitting the ideology of news writers. There is no doubt that if common people trust what they read without inquiry, it will have a significant impact on how they view political events. It also enables readers to read new articles with focuses on quality and reason by properly understanding the underlying beliefs. The study aims to answer the following research questions:

i.What language strategies are frequently used in Brexit news coverage?
ii. What is the hidden ideology behind these linguistic structures?

Data/Methodology

This study employs a combination of quantitative and qualitative-analytical analysis to synthesize data that enabled us to reach a deeper understanding of ideology and values in news discourse. These two approaches are combined in the study rather than separated. Based on the theoretical framework of critical discourse analysis from Fairclough (1989), 200 randomly selected news reports from The Times were analyse. Lexical categorization, transitivity, modality, forms of discourse representation, and news source are the comparative items. Lexical categorization, transitivity, and modality are the subject of qualitative analysis. In order to determine the political attitude that reporters were trying to portray, the current study would examine the connotation meanings of nouns, adjectives, and adverbs in news coverage about Brexit. To understand how the mental world and experiences of news makers are mirrored in language, the material processes, mental processes, relational processes, and verbal processes employed in news stories on Brexit are examined. Modal verbs are examined to show how two sets of reporters' voices and levels of assurance differ.

On June 23, 2016, Britain held a vote on Brexit, and on January 31, 2020, Brexit became official. Britain has through a number of procedures over the last four years, including the Brexit referendum, the first extension, the second extension, the third extension, and Brexit victory, which shows that the Brexit process has not been straightforward. Therefore, the author chooses 40 speeches at random from each time period. The new findings may reflect the British government's discourse tactics in addition to interplay between approaches and power. 2000 Brexit-related news articles were chosen at random by the authors to provide as analytical data for this study.

Results/Findings

This study critically analyses 200 news stories on Brexit in The Times based on the Fairclough Analysis model from a CDA perspective. It aims to decipher the ideologies hidden behind these news reports. The paper uses a combination of quantitative and qualitative analysis to explore their linguistic features. Based on the research questions, the main findings are as follows:

First of all, what emerges from the analysis of the structural features of these news discourses, in regard to lexical classification, transitivity and modality, is that language is not used randomly when it comes to news reporting. The lexical classification contributes to the representation of Britain's departure from the EU. It provides Remainers and Brexiteers with the opportunity to define this political event.

Secondly, the different camps portrayed different images of the EU and the UK government. For Remainers, the EU is represented as the protector of the British people, while the British

government is portrayed as an autonomous, distrustful government that does not take risks. For Brexiteers, journalists see the EU as an external threat to their internal affairs By analysing these different images of the EU and the British government, we can conclude that with globalisation and the integration of European countries, there is a strong conflict between the two camps of journalists' European and national identities.

Thirdly, readers should consider carefully when receiving information, particularly political stories. News stories are rewritten by journalists to reflect attitudes or ideologies that are more or less, obvious or indirect. If readers receive information without thinking about it, they may be misled by journalists.

Implications for Research/Policy

This study examines and reveals the theoretical and practical implications of the ideology embedded in the language of news discourse and how The Times uses language to reinforce ideology. Theoretically, this study helps to broaden the scope of CDA research. The main findings suggest that Halliday's critical analysis of news reports, guided by SFG's work and intertextuality theory and Fairclough's three-dimensional model, can be effective in disentangling the underlying ideological significance of decontextualisation. Indeed, the revelation of ideology in news discourse helps motivate readers to be aware of ideological infiltration when reading news stories. It provides readers with insights into how to raise critical awareness and construct their own standards of deeming.

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NOCAP CAPTIONS: PROVIDING SUBTITLE FOR CONTENT CREATORS

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Introduction

The growing global interest in personalised media content via streaming platforms have contributed to the rising number of content creators on platforms such as YouTube all around the world. Along with that, subtitles have been the medium that bridge the users of various demographic background with the media content that are in languages which are considered foreign to them. However, a case study in 2013 on Digital Discovery Channel on YouTube has proven the benefit of the YouTube closed captioning where the channel recorded an increase of viewer engagement by 7.32% after the use of closed captions (3Play Media, 2021). This case study highlights the importance of a close caption in the system of YouTube algorithm which control the suggestions and navigation on YouTube. In Malaysia however, majority of the content creators did not include accurate English subtitles in their content due to their incapability to navigate both English and Bahasa Melayu properly. They also did not invest in professional subtitle translation services which result in low quality subtitle inclusion (from auto-generated YouTube CC). Due to that, locally based YouTube channels struggle to make their viewers grow locally and globally. This had intrigued the researcher to further test the finding from the previous case study by providing English subtitles on local YouTube videos and observe the impact of the inclusion of the closed caption on the viewers engagement.

Keywords: close caption (CC), subtitle translation, viewer engagement, content creation

Objective

1. To develop subtitle writing skills for YouTube closed captions
This objective centres around researcher's self-development in term of applying knowledge learnt in the English for Professional Communication programme (LG120) and additional knowledge through self-learning into the development of subtitles.

2. To provide intralingual subtitles (Malay – English) which have competitive value for three videos
This objective focuses on the development of competitive subtitles to be published on the selected videos. To ensure the quality of the subtitles, the subtitles were evaluated by two expert reviewers in the subtitle translation and subtitle editing industry.

3. To increase audience engagement on the videos through the subtitle insertion
Hypothetically, through the addition of intralingual closed captions, audience engagement can be increased as closed captioning can improve view time and help the YouTube algorithm to

navigate user's search and suggestion. Thus, this objective aims to increase in the view counts for both videos after subtitle insertion.

Data/Methodology

The first method done is the project planning which included literary research on subtitling, choosing the target channel and videos, and communication with the owner of Kebun Bandar Channel. The next method is the production of the subtitles. Firstly, transcription process required the extraction of verbal content in the original language (Malay) to be transformed into written content. Then, the written content was translated according to suitable translation strategies into the target language (English). Timing was done to synchronise the written subtitle with the verbal content in the video. Then, formatting process transformed the text files into SubRip Subtitles (SRT) files. Next, errors in time stamp, format, and content were screened and edited. After that the language aspects were proofread. All production processes were completed via Notepad++ software. The third method is the subtitle publication where the channel owner uploaded the subtitles into the videos through the YouTube Studio (closed caption feature) and the subtitles were set for public view. Next, the subtitle undergoes a quality evaluation process by a subtitle translator and a subtitle editor. The fifth method, the data collection, is where the view counts and traffic source from 17 December 2021 to 25 January 2022 were collected from the channel owner via YouTube Analytics. The primary data received were then analysed and compared. The difference between view counts for 20 days before and 20 days after subtitling was calculated and the view count increase percentage was generated. Finally, all data obtained are represented in tables and graphs for comparison and the   conclusion   was   drawn.

Results/Findings

Table 1: Result

View counts for 40 days (17 December 2021 - 25 January 2022) Video 1: How to Grow Hydroponic Lettuce																					
View/ Day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Σ
Before Subtitling	31	36	30	21	23	17	33	32	42	40	33	33	22	27	24	30	24	23	34	23	578
After Subtitling	44	31	28	20	35	44	27	25	32	44	43	58	45	36	42	37	30	32	39	47	739
Difference	(Σ After subtitling - Σ Before subtitling)																				161
View Increase	(Difference/ Σ Before subtitling x 100%)																				28%
View counts for 40 days (17 December 2021 - 25 January 2022) Video 2: Making Lactic Acid Bacillus (LAB) Using Milk and Rice Wash																					
View/ Day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Σ
Before Subtitling	29	27	27	30	26	17	34	16	15	14	30	21	16	18	19	23	24	21	24	21	452
After Subtitling	22	20	27	29	31	25	27	23	28	30	22	26	26	37	34	24	37	31	39	23	561
Difference	(Σ After subtitling - Σ Before subtitling)																				109
View Increase	(Difference/ Σ Before subtitling x 100%)																				24%

Comparison of View Counts:
20 Days Before Subtitling and 20 Days After Subtitling

Legend:

V1 Before Subtitling	🟩	V2 Before Subtitling	🟨
V1 After Subtitling	🟥	V2 After Subtitling	🟦
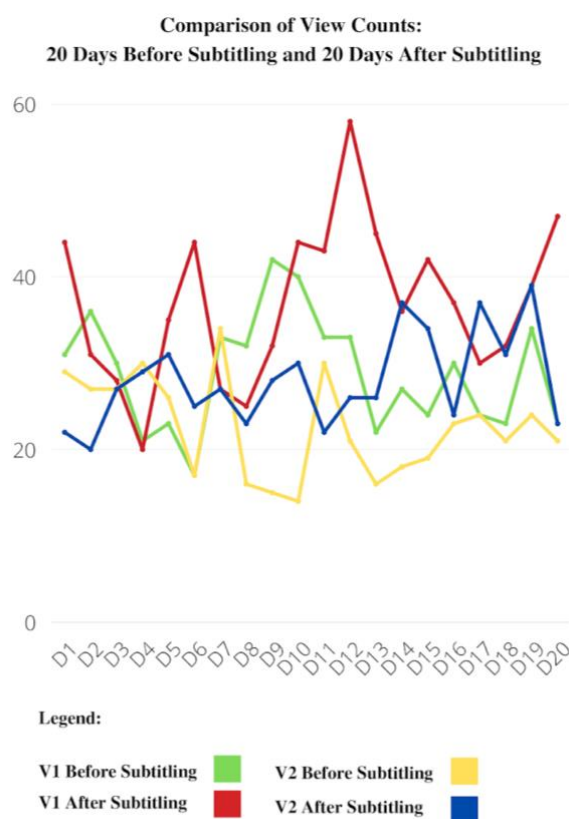
Source:
YouTube Analytics Data. Kebun Bandar Channel,
17 December 2021 - 25 January 2022

Figure 1: Result

After the production of the subtitle, the researcher gained more skills in YouTube closed captioning than learning by theory. This was proven through the results of quality evaluation where average of 3/5 rating was given for technical qualities, competitiveness, and suitability to target audience. Meanwhile the translation qualities received an average of 4/5 rating. The primary data for the view counts for both videos are presented in Table 1.0. and Figure1.0 presented the graph of view count comparison. The first significant finding is the spike of view count right on the first day of subtitle insertion for the first video from 31 views on 5 January 2022 to 44 views on 6 January 2022. The highest view counts recorded after subtitling for video 1 is 58 views (D12) and for video 2 the peak view is at 39 views (D19). The pattern of decrease and increase in view after subtitling are repeated in a pattern in which the view will decrease for four days and increase on the fifth day repeatedly. Overall, although video 1 displayed a better performance than video 2, the view counts for both videos could be seen significantly higher than the view counts before subtitling after the 12th day. Altogether, the difference between the total view counts of twenty days before and after subtitling for the first video is 161 views while for the second video, the difference is 109 views. The increase of views after subtitling is recorded at 28% and 24% respectively.

Implications for Research/Policy

Overall, the findings highlighted the impact of the close caption usage on the viewer engagement of a YouTube video. This study has proven the relevance of having channels with dominant local viewers to consider including English close captions on their content to boost their viewers engagement. In the process of studying the automated close caption feature by YouTube, it is concluded that automatic caption generation is not accurate to produce accurate

interlingual caption and intralingual caption for a YouTube video, especially for a non-English content. Therefore, this highlights the importance of translation expert or expert linguist to venture into the digital streaming platform such as YouTube to improve the growth of local content creation industry.

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A MULTIMODAL DISCOURSE ANALYSIS OF TOURISM PROMOTIONAL VIDEOS ABOUT CHINA'S TOURIST DESTINATION BEIJING

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Abstract

With the development of economy, a growing number of people can afford domestic or international travelling and tourism has become a main industry in many countries in the world, which has brought great financial benefits to most countries. As a result, research on tourism discourse has become a trend for linguistic studies in many countries. Tourism discourse, as a specialized type of discourse, is aimed to provide information to tourists and persuade potential tourists to choose tourist destinations. With the development of science and technology, the communication between human beings is realized through many modalities in which text, image, music, sound, and color are combined to construct the meanings of communication. As a result, people get tourism information through a variety of channels, among which tourism promotional video (TPV) is the most typical one combining verbal and other semiotic elements. The purpose of this study is to investigate the multimodal features of China's tourism promotional videos and explore the way how verbal and visual elements are combined to represent the destination image of China's tourist image from the perspective of multimodal discourse analysis based on the tourism promotional video of Beijing.

Keywords: multimodal discourse analysis, tourism promotional videos, verbal and visual elements

Introduction

With the growing role of internet, tourism has been combined with online communication and thus gives rise to the emergence of new types of communication in tourism (Lowry, 2017). People can explore specific sceneries, local customs, buildings, local folks in a tourist destination by browsing webpages and watching online videos.

As a result, tourism promotion plays a key role in attracting potential tourists and influencing their decision-making of choosing their travelling destinations. In this digital age, language has become an important medium to convey tourism information via various media like official tourism websites, blogs, and promotional videos. According to Li et al. (2020) social media provides plentiful platforms for tourists to get tourism information in either textual or verbal language. Tourism and language are closely related in terms of tourism promotion, for language is the mediator between tourist attractions and potential tourists.

This study aims to find out what are the visual and verbal strategies employed in tourism promotional videos (TPVs) and how verbal and visual elements are combined to make meaning in tourism promotional videos to represent the destination image of China's destinations. This

study will use the tourism promotional video of Beijing as an example to explore how TPVs represent the destination image and express the promotional meaning through the cooperation of different semiotic modes.

Objective

As one type of tourism discourse, TPV plays a vital role in promoting the destination image of China and attract more visitors to China. However, most of the previous research focused more on static tourism discourses like tourist brochure, posters and websites. To address the problem of lacking studies on China's dynamic tourism discourse, this study aims:

(1) To examine how the ideational function of language in tourism discourse is realized in the verbal texts of the Tourism Promotional Video of Beijing.
(2) To examine how the representational meaning of visual grammar in tourism discourse is realized in the visual images of the Tourism Promotional Video of Beijing.
(3) To identify the relationships between the verbal texts and visual images of the Tourism Promotional Video of Beijing in promoting Beijing.

Data/Methodology

Based on the objectives of the study, this study adopts a qualitative research methodology combining theoretical research to analyze the verbal texts and images of TPV about China's destination Beijing from the perspective of multimodal discourse analysis. In qualitative research, the data collection includes setting the boundaries for the study and collecting information documents and visual materials (Creswell, 2014, p. 239). This study investigates the verbal texts of TPVs based on the ideational metafunction in Systemic Functional Linguistics (Halliday, 1994) and investigates the visual images of tourism promotional videos based on the representational meaning in visual grammar (Kress and van Leeuwen, 1996). What's more, the relationship between the verbal and visual elements are to be explored based on Royce's intersemiotic complementary framework.

This study will collect the verbal and visual data from the tourism promotional video of Beijing, for Beijing ranks first among "Top 10 Most Popular Tourist Destinations in China" based on the statistics in the *Top China Travel* website. On May 16, 2018, the tourism promotional video of Beijing was released on Youtube, which is three minutes and ten seconds long. The TPV displays every aspect of the ancient and modern capital of China. The verbal data, that is subtitles and captions, will be got through Nvivo after transcribing the subtitles of the video, while the visual data are the frames of the video snapped from the software Premier. In this study, transitivity analysis will be used when analyzing the visual data, while representational meaning analysis will be used when analyzing the visual data. Considering the relationship between the verbal and visual data, intersemiotic complementary analysis will be conducted. The current study employs NVIVO 12 to do data analysis, for NVIVO enables the researcher to manage both the verbal and visual data. NVIVO 12 is applicable for this study because of its functions in organizing and categorizing different types of data into groups by coding and calculating the frequency.

Results and Findings

4.1 Analysis of the Verbal Mode of the TPV Beijing
The main form of verbal language in this TPV is caption. After transcription, there are in total seven sentences whose content covers history, culture, landscapes and climate. In this study, the transitivity of the sentences is analyzed in terms of ideational function of the verbal data.

As there are six processes in transitivity system, the verbal texts are imported into NVIVO and coded as different processes to calculate the frequency of different processes. What's more, the percentages of each process possessing all the processes are also calculated.

The following are some examples of verbal data analysis:

(1) Material Process
Material process refers to the process of doing, in which there are Actor, Process and Goal (Halliday, 1994: 109). The clause can be in either active or passive voice. Among the eight sentences, three are in the type of material process.
a. The city of Jiyan was constructed three millennia before, five dynasties the capital beheld.

The city of Jiyan	was constructed	three millennia before, five dynasties the…
Goal	Process	

The italicized part in the sentences above show the material process, from which the history of Beijing is displayed. Example a shows the long history of Beijing as the capital of five dynasties in China.

(2) Mental Process
Mental process is a process of feeling, thinking and perceiving and the two participants involved in mental process are called "Senser" and "Phenomenon" (Halliday, 1994: 113).

b. You shall taste prevailing context of literacy, lingering fragrance of history in seasons of sun and snow.

You	shall taste prevailing context of literacy, lingering fragrance of history in…
Senser	Phenomenon

The example above is about visitor's perception of Beijing's culture. Example b states the civilization and innovation of Beijing, which indicates that Beijing is not only ancient but also innovative.

(3) Relational Process
Relational process defines the relation between two participants involved in a clause. There are two main types of relational process, namely attributive and identifying relation processes. The ones appear in this video belong to identifying relation process which involves "identified" and "Identifier". According to Halliday (2004), identifying clause consists of "Token" and "Value".

c. It's the City of Future.

It	is	the City of Future
Identified	Process	Identifier
Token		Value

Example c indicates that Beijing is a promising city. In general, all the sentences describe a beautiful and glamorous Beijing, which makes potential tourists dream to go.

Table 1: The Distribution of Six Processes Within Transitivity

Proportion / Process Type	Frequency of Process	Percentage
Material Process	1	12.5%
Mental Process	2	25%
Relational Process	5	62.5%
Verbal Process	0	0

Behavioral Process	0	0
Existential Process	0	0
Total	8	100%

Based on the statistics in Table 1, 12.5% of the clauses in this video is material process, 25% mental process and 62.5% relational process, which indicates that relational process is dominant in this tourism promotional video.

4.2 Analysis of the Visual Mode of the TPV Beijing

In total, 171 frames are snapped from the video for visual data analysis. In terms of narrative representation analysis, the frames are imported into NVIVO and coded as different process. Then the frequency of the processes is calculated. What's more, the percentages of each process possessing all the representational processes are also calculated.

The following is one example of representational meaning analysis:

Frame 1

In frame 1, the process is an action process, the girl dressed in white as the Actor, the vermilion wall as the Goal and touching as the process. The girl stretches her arm to touch the vermilion wall which is the embodiment of Chinese culture, implying the girl touches the culture of Beijing. This action is transactional.

Table 2: The Distribution of Narrative Process and Conceptual Process

Representational Process		Frequency	Percentage
Narrative Process	Action process	50	29.2%
	Reactional process	15	8.8%
	Circumstance	25	14.6%

Sub-total		90	52.6%
Conceptual Process	Classification process	7	4.1%
	Analytical process	29	16.9%
	Symbolic process	45	26.3%
Sub-total		81	47.4%
Total		171	100%

From the figures in Table 2, it can be seen that in the TPV of Beijing, the portion of narrative process is 52.6%, while conceptual 47.4%. It indicates that the most part of video tries to represent what participants are doing and the rest part of the video shows the relation, class or meaning of the participants. In narrative process, action process occupies 29.2%, reactional process accounts for 8.8%, and circumstance takes up the rest of 14.6%. For conceptual process, symbolic process takes up the largest proportion, followed by analytical process (16.9%) and classification process (4.1%).

4.3 Analysis of the Intersemiotic Complementary Relationship Between the Verbal and Visual Modes

The complementary relation between verbal and visual modes can be examined using Royce's framework of intersemiotic complementarity. For multimodal discourses, there are six semantic intersemiotic complementary relations, including repetition, synonymy, antonymy, meronymy, hyponymy, and collocation (Royce, 2007, p. 70).

The following is one example of Intersemiotic Complementary Relationship analysis:

Frame 2

Table 3: Semantic Intersemiotic Complementarity in Frame 2

	Visual Meaning	Verbal Meaning	Semantic Intersemiotic Complementarity
Participant	city	city	repetion
Activity	The city is lit.	It's the city of resplendence.	repetion
Circumstance	/	/	/

In Frame 2, for the visual message elements, the participant is the "city", and the activity is that "the city is lit". The meaning conveyed in the visual image is the repetition of the meaning conveyed in the verbal text, for the participant in the verbal text is "city" and the activity is "It's the city of resplendence". Therefore, Semantic Intersemiotic relation is repetition.

The following table displays the distribution of six relations in the TPV Beijing.

Table 4: The Distribution of Semantic Relations Between Verbal and Visual Modes

Semantic Relations	Frequency	Percentage
repetition	15	23.4%
synonymy	32	50%
antonymy	0	0
meronymy	3	4.7%
hyponymy	14	21.9%
collocation	0	0
Total	64	100%

Based on the statistics above, the dominant semantic intersemiotic complementary relationship between the verbal and visual modes in the video is "synonymy" possessing 50%, followed by "repetition" (23.4%), "hyponymy" (21.9%) and "meronymy" (4.7%). The relations of "antonymy" and "collocation" are not used in this video. The relatively frequent use of intersemiotic repetition and synonymy demonstrates how the core idea is maintained and supported by both the verbal and visual modes collaborating.

In summary, for the analysis of verbal mode of the TPV of Beijing, the ideational metafunction is mainly realized by relational process in the TPV of Beijing, for relational process accounts for 62.5% among all the processes. In terms of the visual mode analysis, the representational meaning is mostly realized by narrative process, which indicates that the representational meaning of the TPV of Beijing is mainly achieved through narrative process. Regarding the relationships between the verbal texts and visual images, the semantic intersemiotic relations are mainly repetition and synonymy, which shows verbal texts and visual images complement and support each other to construct meanings.

Implications for Research

This study provides insights into how ideational function is realized and how representational meaning is constructed in the TPV by analyzing both verbal and visual data. The result of this study shows that in a TPV, relational process is frequently used in realizing the ideational function of the verbal language, while narrative process is highly used in constructing the representational meaning of the visual images. In addition, the verbal language and visual images complement each other to represent the image of the tourist destination.

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CONCEPTUALIZING DISCIPLINARY LITERACY: AN EXPLORATORY REVIEW

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Abstract

Over the past decade, the term of Disciplinary Literacy (DL) has remained in the spotlight in higher education. Articles published between 2015 and 2022 has been identified through the search strategy includes the use of the databases, including Scopus and Web of Science. First, this paper critically reviews the existing studies to promote epistemological understanding of DL by exploring components in relation to DL. Secondly, it sheds light on the similarities and differences between DL and ESP. Grounded in existing literature on peer-reviewed articles, this paper identifies gaps in the literature and propose areas that need research, laying the groundwork for future research. Nineteen studies fulfilled the inclusion criteria with four categories and a wide range of disciplines across various settings. Four overarching themes in relation to DL components emerged from this review including cognitive, linguistics, disciplinary reasoning and sociocultural aspects. Existing evidence supports the constant discussion on the lack of consistency in definitions and conceptualization of DL in higher institution from non-native English settings. Suggestions for future research include a closer focus on learning and research on the application of disciplinary-specific strategies or frameworks in diverse disciplines and the use of more rigorous methods in conducting research.

Keywords: Disciplinary literacy, strategies, English as a Second Language, Transformative strategies, higher education, English for Specific Purposes

Introduction

Over the past decade, disciplinary literacy has been an emerging solution to literacy problems experienced by tertiary-level students. Studies (Mpofu & Maphalala, 2021; Bojović, 2017) demonstrated that the underpinning skills required for subject-specific teaching at tertiary level seems to rely on 'general' literacy development within schools. The generic approaches that most researchers have employed in this area have at times been brought to question due to persistent and concerning problems found in reading and writing among adolescent learners (Bojović, 2017; Fagella, 2012). In addition, findings showed that most university students lack of advanced academic literacy skills required to excel (Esterhazy, 2018; Carlson, 2015).

Disciplinary Literacy (DL) can be referred to as 'understanding of both disciplinary content and disciplinary habits of mind (i.e. ways of reading, writing, viewing, speaking, thinking, reasoning and critiquing (Fang & Coatoam, 2013). Fang & Coatoam (2013) argue that literacy instruction in academic disciplines should move beyond the focus on basic skills (e.g., vocabulary, fluency), general cognitive strategies (e.g., predicting, inferencing), and generic learning strategies (e.g., highlighting, note taking). In higher education settings, recent studies

emphasized that DL is grounded in the beliefs that reading and writing of texts across content areas are integral to disciplinary practices. In line with this, rising concerns in relation to other aspects stressing disciplinary enculturation and socialization have been highlighted, such as the ways how disciplinary content is produced, communicated, and critiqued as manifested by content experts (Moje, 2018).

The findings of previous studies showed that there is need to capture the specific or additional components in relation to DL due to the rich diversity of skills required, which are regarded as professional skills of the 21st century (Liashenkoa, 2020). Despite the growing body of studies that give prominence to DL, it would appear that scant attention has been paid to the epistemological understanding of DL and DL strategies that are associated with it.

Objective

This paper aims to promote epistemological understanding of DL and to understand the trends in DL research. Moreover, this review paper brings forth potential aspects for fostering DL based on existing gaps and needs in the DL research.

Specifically, the present study poses the following two research questions:
1. What components of DL can be focused on promoting academic achievement in higher education in both English as a Foreign Language (EFL) and English as a native language settings?
2. What are the similarities and differences between ESP and DL?

Methodology

In search for literature on DL, only peer-reviewed scholarly articles from higher education levels published from 2015 till 2022 were reviewed. The selection criteria were based on the PRISMA statement (Moher, 2009). Each article's subjects, research focus, results, and aims were evaluated using predefined inclusion and exclusion criteria (see table 1). Titles, abstracts, and keywords of articles were screened for inclusion and exclusion. The primary database for this review was Web of Science and Scopus. The articles that contained the phrase 'Disciplinary literacy AND disciplinary literacies AND higher education' AND 'Disciplinary literacy AND ESP' in either the title, the abstract, main text or keywords were downloaded and reviewed by the researchers. The search resulted in 46 articles.

After excluding irrelevant studies, as of August 30, 2022, a total of 19 articles were identified. The articles were downloaded and reviewed by our researchers during the document review. The selected articles then were examined by two researchers to determine whether they were suitable for the purpose of this study. The inclusion and exclusion criteria for this review was set by country, language, keywords, and time frame. The following are the details of the inclusion and exclusion criteria:

Table 1: Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Country	Both English-speaking and EFL/ESL countries	Other than both English-speaking and EFL/ESL countries
Language	English	Non-english
Keywords	Disciplinary literacy Disciplinary literacies ESP Higher Education	Other than disciplinary literacy/ disciplinary literacies/ ESP/ Higher Education
Level of Education	Tertiary-level education	Other than tertiary-level education
Time Frame	Between 2015 till 2022	< 2015 and > 2022

Results/Findings

Research Question 1: What components of DL can be focused on promoting academic achievement in higher education in both English as a Foreign Language (EFL) and English as a native language settings?

In this review paper, it has shown that recent studies shed lights on four DL components, including linguistics, cognitive, sociocultural and disciplinary reasoning. These domains attest the definition that disciplinary literacy is a set of developing skills namely speaking, writing, reading assisted with critical thinking abilities to acquire the specific knowledge of the discipline.

Some scholars (Shanahan & Shanahan, 2008) define "disciplinary literacy" as a set of skills, such as the "literacy skills specialized to" a discipline (p. 44), whereas others refer to it as an instructional approach, such as one of the "approaches to academic literacy development in the content areas" (Fang & Coatoam, 2013, p. 627). Others defined disciplinary literacies to include patterned ways of interpreting, evaluating, composing, or using texts to achieve discipline-specific goals (Wilson-Lopez, 2022; Goldman et al., 2016).

Table 2: Summary of descriptive analysis of the overarching themes and subthemes of the reviewed articles

Overarching themes	Subthemes	Articles
Cognitive	Reading	Hubbard (2021), Cisco (2020), Goldfarb Cohen & Tabak (2021), Staudinger (2017), Bojović, (2017)
Sociocultural	Oral feedback	Carless (2020), Carlson (2015), Esterhazy (2018), Mpofu & Maphalala (2021)
Linguistics	Speaking, listening, reading and writing	Mpofu & Maphalala (2021), He (2020), Sanchez-Perez (2021), Irotim-Uba (2019)
Disciplinary Reasoning	Metacognition and critical thinking	Prinsloo (2018), Dafouz (2018), Reynolds and Rush (2017), Liashenko & Bula (2020); Wilson-Lopez (2022)

Research Question 2: What are the similarities and differences between ESP and DL?

It can be observed that there is still considerable ambiguity concerning disciplinary literacy and ESP. Recently more and more ESP courses have started to strengthen critical thinking skills in the process of English Language learning as a professional in the 21st century needs to be multifaceted in their approach and must be able to use their second/foreign language skills to meet increasing requirements and to solve professional problems. Consequently, the formation of new ESP courses is now becoming particularly relevant to DL as it draws on DL methodology (Jiang & Zhang, 2017). There is convergence between ESP and DL as both approaches introduce lexico-grammatical features of textual analysis, such as nominal groups, connectors, referents and also the use of active/passive voice and modals in specialised discourse (Spires et al., 2018; Tzoannopoulou, 2015). DL can be written in plural form, which is disciplinary literacies. The plural offers not only the distinction among disciplines, but also the acknowledgment that there is a continuum of disciplinary literacy practices from novice to expert as well as ranging from common to expansive practices (Wilson-Lopez ,2022).

Implications for Research/Policy

This study is beneficial for content specialists, practitioners, curricular planners, university administrators in higher education institutions to restructure their instructional as well as pedagogical practices in developing DL skills through an equitable and just manner (Wilson-Lopez, 2022) while delivering specialized contents of the disciplines. Collaborative efforts among discipline experts, ESP practitioners, and literacy educators should be emphasized as they complement one another in supporting all students in achieving the advanced literacies of disciplines in tertiary education settings on a global scale.

It is foreseen that research design will become more empirical and interventional (e.g., quasi experiment, design-based research) with structured documented treatment and control groups, as well as varied data analysis procedures (e.g., t-test, one-way analysis of variance, factor analysis, regression, structural equation modelling). To advance the DL field, more emphasis to be placed on proposing definitive frameworks to guide educators to create lesson designs with appropriate pedagogies, learning artefacts and assessment criteria.

Last but not least, it is hoped that this review will spark the interest of various stakeholders in discussing the definition, implementation and evaluation of DL in the future.
Yet due to a limited number of literature reviewed, the generalisability of DL strategies drawn from the existing study may be questionable. Additional research could investigate the viability of the aforementioned DL strategies in a bid to recognize and respond to the challenge that disciplinary language and disciplinary differences presents to students in different geographical areas.

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DISCOURSE REPRESENTATION OF COVID-19 EDITORIALS BETWEEN CHINA DAILY AND THE NEW YORK TIMES

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Abstract

Since the first COVID-19 pandemic hit China in December 2019, there is a "narrative battle" between China and the US. Misleading and prejudicial coverage of the respective countries has arisen, further influencing the public's opinion and leading to discrimination. Although scholars have begun to explore media reports during the pandemic, very little is known about how the COVID-19 pandemic is reported, discussed, and presented in the Chinese and American media from Critical Discourse Analysis (CDA) perspective. This study investigates linguistic units per se, and further studies the in-depth power relations and social phenomena through employing three-dimensional model (Fairclough, 1992, 1995). It analyzes 2 editorials from China Daily (CD) and the New York Times (NYT) to evaluate how the COVID-19 crisis is represented textually, discursively, and socially in CD and the NYT. It finds that both CD and NYT contribute to the rise in the sentiments of opposing each other. The authors suggest global powers should have the responsibility to cooperate with each other at this critical time instead of the "narrative battle".

Keywords: COVID-19; Ediitorial; CDA; Discouse; Crisis.

Introduction

On Feb. 3, 2020, the Wall Street Journal (WSJ) published an article "China Is the Real Sick Man of Asia", which aroused public anger from China. The Ministry of Foreign Affairs (MFA) in China swiftly blasted the author for his "arrogance, bigotry, and stupidity," accusing the WSJ of being "racially discriminating," and demanded a public apology. After receiving no apology, the Global Times, a prominent Chinese news organization, published an opinion piece on February 18 mocking the WSJ for not having the bravery to even say sorry. The US State Department then recognized five Chinese media outlets as official government entities under the Foreign Missions Act. Beijing replied quickly, issuing five-day notices to three WSJ journalists (Jaworsky & Qiaoan, 2020). The disputes over journalism had begun.

Against the backdrop of the narrative war between China and the US, misleading and prejudicial coverage of the respective countries has arisen, further influencing the public's opinion and leading to discrimination. Although scholars have begun to explore media reports during the pandemic, very little is known about how the COVID-19 pandemic is reported, discussed, and presented in the Chinese and American media from Critical Discourse Analysis (CDA) perspective. This study investigates linguistic units per se, and further studies the in-depth power relations and social phenomena through employing three-dimensional model (Fairclough, 1992, 1995). It analyzes 2 editorials from China Daily (CD) and the New York Times (NYT) to evaluate how the COVID-19 crisis is represented textually, discursively, and socially in CD and the NYT. It finds that both CD and NYT contribute to the rise in the sentiments of opposing each other. The authors suggest global powers should have the responsibility to cooperate with each other at this critical time instead of the "narrative battle".

Objective

Through analysing the editorials from the mainstream media in China and the US, it uncover how the anti-sentiments were accelerated in both countries, it give a lesson to the media person and relevant organization a lesson about how to remove and react the hostility.

Data/Methodology

Against the background of the disputes, two editorials are published in CD and NYT respectively. They are "US Media Should Not Play to Anti-China Crowd" (CD, 2020-03-16), and "China's Ill-Timed Attack on the Free Press" (NYT, 2020-03-17). The study analyzes the two editorials through three-dimensional model under CDA approach.

CDA approach has been largely adopted in the analysis of news discourse. Fairclough (1992, 1995) proposes the three-dimensional model, which contains three dimensions to analyze the media reports, namely textual practice (text analysis), discourse practice (processing analysis), and social practice (social analysis). According to Fairclough (1992, P. 3-4), "textual analysis" means analysis the semantics, textual structure, the tone. In addition, the "language established around processes of text generation, diffusion, and consumption" is referred to as discursive practice, which demonstrates an "interpretation of the relationship between text and interaction, through which texts are produced and received" (Fairclough, 1992, p. 71). Social practices are broader actions that "constitute social fields, institutions, and organizations to ultimately form 'orders of discourse'", and it is an "explanation of the relationship between interaction and social context" (Fairclough, 1992, p. 71). This approach has been widely used in CDA research around the world because of its explicit relationship with popular critical perspectives.

Results/Findings

It finds that both CD and NYT contribute to the rise in the sentiments of opposing each other. Through the use of negative terms on the other side, both the editorials contribute to the politicization of the pandemic, the NYT editorial board may have inadvertently contributed to the witnessed rise in anti-Asian sentiment across America and around the world. Turn eyes to CD, CD editorial board also contributes to the rising sentiment of anti-Americans through the employment of responsibility frame and rhetorical devices. Differently, NYT uses more attacking terms and plays the active party in the dispute, however, CD is the counter-attack player in this relations, which it employs opposing terms to describe the anti-China actions in the US.

Against the backdrop of an unprecedented global health crisis, global powers have the responsibility to cooperate with each other at this critical time.

Implications for Research/Policy

It provides a guideline for both media to have constructive relations between the two powers. In addition, it could provide the readers with a better understanding on the linguistic features to the same issues in both countries.

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THE PERCEPTION OF ADULT FOREIGN LEARNERS TOWARD THE INTERACTIVEE-BOOK "LEARN MALAY WITH RENE" BASED ON THE TECHNOLOGY ACCEPTANCE MODEL (TAM)

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Abstract

The Technology Acceptance Model (TAM) can be used to conduct empirical research on the use of technology in teaching and learning. In this study, using TAM can help examine the use of interactive e-books in the context of self-learning the Malay language. The research material chosen is an interactive e-book titled *"Learn Malay With Rene"*(LMWR)*,* which the researcher herself developed. The objective of this study is to examine adult foreign speakers' perceptions toward interactive e-books LMWR, in terms of ease of use and usefulness in (i) the design of an e-book includes interactive elements and multimedia features. (ii) as a self-learning Malay language aid. This study included 18 adult foreign speakers from Iskandar Puteri, Johor Bahru. The study's findings show that adult foreign speakers positively perceived e-book designs with interactive elements and multimedia features that are user-friendly and easy to use. Meanwhile, respondents were optimistic about interactive e-books as a device for self-learning Malay. Adult foreign speakers clearly enjoyed the audio-visual learning material and appreciated the interactive links in the e-book that included graphics, music, videos, game, and quizzes. As a result, it is possible to conclude that interactive e-books should be expanded in all fields, particularly in teaching and learning Malay.

Keywords: Technology Acceptance Model (TAM), interactive e-book, perception, adult foreign speaker, self-learning

Introduction

Malay is one of the most widely spoken languages in the world, with more than 300 million Malay speakers spread all over in the *Malay World* (Othman Hussain et al., 2018). In order to dignify the Malay language, it must go through changes that are in line with the latest digital technology developments. A study by Kang, Wang, and Lin (Hamadah Alsadoon, 2020) confirmed that e-books are one of the new products in information technology including various digital and interactive functions such as monographs, hypertext, interactive dictionaries, bookmarks, links, highlights, multimedia objects, and note-taking. However, learners' ease of use of mobile devices such as smartphones and laptops for social interaction can vary greatly when the same devices are used for academic purposes. Little is known about how well they use the same technological gadgets for education (Quong et al., 2018). According to Nuraihan Mat Daud (2014), the use of e-books in Malay language teaching is still rare in Malaysia; the number is too limited and still not reliable or widespread when compared to similar websites in English.

The TAM can evaluate the perceived value, usability, attitudes toward use, and behavioral intent to use digital technology like an e-book, and the TAM approach is the basis of this study, which focuses on the perception of adult foreign speakers who use interactive e-books to learn Malay. This research material uses the interactive e-book titled *"Learn Malay With Rene"*

which was authored and developed by the researcher herself and is now in the digital market, also equipped with interactive elements and multimedia features.

Objectives

This study aims to examine the perception of adult foreign speakers towards digital technology in the form of LMWR interactive e-books in learning Malay based on the Technology Acceptance Model (TAM).

The objectives of this study are:
(i) to analyze the perceptions of adult foreign speakers regarding the efficiency of the LMWR interactive e-book in terms of design, which includes interactive elements and multimedia features.
(ii)to examine the perceptions of adult foreign speakers toward the effectiveness of the LMWR interactive e-book as a Malay language self-learning tool aid.

Methodology

This was a survey study that implemented quantitative methods. The Statistical Package for Social Sciences version 27 (SPSS) software was used to conduct a descriptive analysis on the questionnaire data. The analysis results are presented in two formats: a percentage table and a mean score table. The data collected from respondents via the questionnaire form was then converted to numbering using Excel before being analyzed using SPSS.

The subjects of the study were chosen at random from a group of 18 adult foreign speakers who are expatriates or their spouses from a small expatriate community in Johor Bharu's Iskandar Puteri City area. This study's questionnaire format is divided into two parts. Part A focuses on the respondents' demographics and backgrounds. Part B consists of questions that have been adapted and modified based on previous research by Elyazgi Moamar (2018) using the TAM approach.

The following are some of the TAM indicators created to analyze user perceptions of interactive e-books:

	20 *PEOU* indicator questions.
i.	5 *PE* indicator questions.
ii.	19 *PU* indicator questions.
iii.	6 *BI* indicator questions.
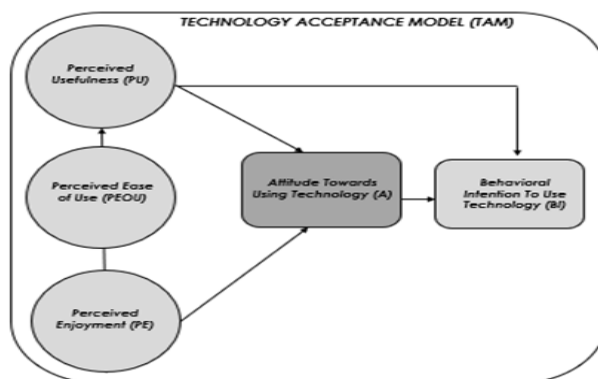
Figure 1: TAM Four indicators: *PU, PEOU, PE & BI*

The research material chosen in this study is an e-book titled *"Learn Malay With Rene"* (LMWR) which has been authored and developed by the researcher herself. The LMWR e-book can meet the needs of the study since the design of this e-book includes; (a) mobile devices whether tablets, computers, or smartphones; (b) multimedia features in the form of

text, graphics, audio, and video; (c) interactive elements in the form of a network of links and easy clicks to websites and multimedia; (d) software, layout, text display, screen display, and background display. The e-book also contains basic Malay grammar and daily conversations for beginners.

Findings and Discussions

This study's questionnaire format is divided into two parts. Part A focuses on the respondents' demographics and backgrounds. Part B consists of questions that have been adapted and modified based on previous research by Moamar Elyazgi (2018) used four TAM variables. The feedback obtained from respondents is based on the 5 Likert Scale. The data was collected by questionnaire based on and the Statistical Package for Social Sciences version 27 (SPSS) software was used to conduct a descriptive analysis on the questionnaire data.

Respondent Demography & Background

Table 1: Respondent's Origin Continent

Continent		Frequency	Percent
	Asia	4	21.1
	Africa	1	5.3
	America	2	10.5
	Europe	9	47.4
	Australia	2	10.5

50 percent of the adult foreign learners came from the European including the United Kingdom, France, Germany, the Netherlands, Denmark, Ireland, and Russia. Others from Asia, Australia, Africa, and America.

Table 2: Respondent's Malay Language Level

Malay Language Level		Frequency	Percent
	Beginner	11	57.9
	Pre-Intermediate	3	15.8
	Intermediate	4	21.1

61.1 percent are beginner level and showed their interest in adult foreign speakers in learning Malay.

Table 3: Reason for Learning Malay Other Than Interaction with Locals

Reason learn Malay	Frequency	Percent
Working	1	5.3
Resident Permit	3	15.8
Family	2	10.5
Traveling	12	63.2
Total	18	94.7

Most of the respondents, totalling 66.7 percent learn Malay for the purpose of travel while they are in Malaysia.

Perception of Adult Foreign Speakers in Terms of Design and Multimedia of the   Interactive E-Book *LMWR*.

Descriptive Analysis

Table 4: Mean Score Interpretation

Range of Mean Score	Interpretation
4.21 - 5.00	Highest
3.41 - 4.20	High
2.61 - 3.40	Medium
1.81 - 2.60	Low
1.00 - 1.80	Lowest

TAM: PERCEIVED EASE OF USE (PEOU)

Table 5: PEOU

Indicators	Item	Mean Score	Interpretation
PEOU1	Learning how to use the e-book *Learn Malay with Rene* application/device is easy for me.	4.5	Highest
PEOU2	I have the necessary skills for using the e-book *LMWR* application/device.	4.33	Highest
PEOU3	The E-book *LMWR* application/device certainly provides me with an easy way to find what I want.	4.11	High
PEOU4	The E-book *LMWR* application/device has all the functions and capabilities I expect it to have.	4.22	Highest
PEOU5	It is pleasant to follow and use the chapter and sub-chapter of the e-book *LMWR* application/device.	4.33	Highest

PEOU6	Sequence of the e-book *LMWR* application/device screens is clear and consistent.	4.56	Highest
PEOU7	The e-book *LMWR* application/device is user-friendly.	4.72	Highest
PEOU8	Ability to enlarge the font size of the e-book *LMWR* application/device is helpful for me.	4.44	Highest
PEOU9	Reading characters from the e-book *LMWR* application/device on the screen is easy.	4.61	Highest
PEOU10	The e-book *LMWR* application/device layout design is easy on my eyes.	4.67	Highest
PEOU11	The e-book *LMWR* application/device screen layout is creative and colorful.	4.72	Highest
PEOU12	I can use the e-book *LMWR* application/device on my computer or tablet easily.	4.56	Highest
PEOU13	I can use the e-book *LMWR* application/device on my mobile phone anywhere and anytime.	4.17	High
PEOU14	Using the e-book *LMWR* application/device in my mobile phone is convenient and easy.	4.06	High
PEOU15	I have no difficulty using the clickable or interactive link in the e-book *LMWR*.	3.83	High
PEOU16	I found it easy to use the clickable or interactive link in the e-book *LMWR*.	4.06	High
PEOU17	Using the clickable and interactive link in the e-book *LMWR* is helpful to learn Malay.	4.17	High
PEOU18	Using the clickable and interactive links in the e-book enhanced my effectiveness in learning Malay.	3.72	High
PEOU19	Using the clickable and interactive links in the e-book *LMWR* is fun and enjoyable.	4.11	High
PEOU20	Using the clickable and interactive link in the e-book *LMWR* is informative.	4.06	High

Table 5 shows the perception of adult foreign speakers towards the LMWR interactive e-book in terms of design and multimedia has reached the highest level on the variables PEOU1 to PEOU12 with a mean score ranging from 4.22 to 4.72. On the PEOU7 item *"The application/equipment on the LMWR interactive e-book is user-friendly."* obtained feedback *Strongly Agree* with the highest score value of 4.72. While the variables PEOU3 and PEOU13 to PEOU20 reached a high level with mean scores ranging from 3.72 to 4.17.

Based on the results of the analysis of 20 PEOU variables, it can be assessed that respondents who are adult foreign speakers have a very positive perception of the design in the interactive e-book LMWR. Respondents agreed that the function of enlarging the font size was very useful while the screen layout on the e-book was creative. The LMWR e-book device is very easy and comfortable to use either with a computer or tablet or smartphone. Its design is also recognized by today's foreign speakers as user-friendly because it can read on the screen for a long time

without hurting the eyes. Respondents also agreed that the design of the LMWR interactive e-book is convenient because it can be accessed anywhere and anytime without any difficulty. Respondents found the use of easy clicks to other multimedia networks to be very beneficial when learning Malay. Eristi and Belet (2010) in their study stated, interactive learning is more successful and fun, assisting students in overcoming their weaknesses in vocabulary acquisition and self-skills.

TAM: PERCEIVED ENJOYMENT (PE)

Table 6: PE

Indicators	Item	Mean Score	Interpretation
PE1	**I am positive toward the e-book *LMWR*.**	**4.83**	**Highest**
PE2	I am happy to learn Malay using the e-book *LMWR*	4.72	Highest
PE3	Using the e-book *LMWR* is fun and enjoyable.	4.33	Highest
PE4	I am mentally prepared to learn Malay using the e-book *LMWR*.	4.61	Highest
PE5	I have a favourable attitude toward learning Malay using the e-book *LMWR*.	4.44	Highest

Table 6 shows how the sample perceptions in Perceived Enjoyment (PE) towards the interactive e-book in terms of design and multimedia in items of all PE1 to PE5, reached the highest level with a mean score between 4.33 to 4.83. On the PE1 item, *"I am positive toward the e-book Learn Malay With Rene"* with *Strongly Agree* answer of choices with the highest score value of 4.83. Respondents are positive, feel happy, and have a fun experience during reading the e-book. Sood, Isha (2018) stated that the interactive learning could involve a whole lot of creative formats including presentations, scenarios, quizzes, games, and more so that learners don't get bored

Perception of Adult Foreign Speakers in Terms of a Self-Learning Malay Aid of the Interactive E-Book *LMWR*.

TAM: PERCEIVED USEFULNESS (PU)

Table 7: PU

Indicators	Item	Mean Score	Interpretation
PU1	Using the e-book *LMWR* is the right choice to learn Malay.	4.44	Highest
PU2	Studying through the e-book *LMWR* is a good idea	4.61	Highest
PU3	I like the experience of learning Malay using the e-book *LMWR*	4.5	Highest
PU4	After reading the e-book *LMWR* my interest increases to learn Malay	4.61	Highest
PU5	My confidence increased to speak Malay with Malaysians.	4.0	High

PU6	E-book *LMWR* inspired me to understand more about Malaysian culture.	4.67	Highest
PU7	As a self-learning learner, using the e-book *LMWR* as a guidebook for beginners is	4.83	Highest
PU8	As a self-learning learner, using the e-book *LMWR* provided me with the right amount of basic Malay grammar.	4.83	Highest
PU9	As a self-learning learner, using the e-book *LMWR* provided me with the right amount of essential Malay vocabulary.	4.78	Highest
PU10	As a self-learning learner, using the e-book *LMWR* provided me with the right number of common Malay greetings and phrases	4.0	High
PU11	As a self-learning learner, using the e-book *LMWR* provided me the right number of common Malay conversations	4.94	Highest
PU12	As a self-learning learner, using the e-book *LMWR* enhanced my effectiveness in learning Malay, and more quickly.	4.83	Highest
PU13	As a self-learning learner, using the e-book *LMWR* increases my Malay skills from one level to another.	3.83	High
PU14	As a self-learning learner, the contents in the e-book *LMWR* are effective in helping me to practice speaking Malay.	3.94	High
PU15	As a self-learning learner, I found the e-book *LMWR* a helpful tool in learning to speak casual Malay.	4.06	High
PU16	I like the author's style of writing in the e-book *LMWR,* which is expressive, direct and personal.	4.22	Highest
PU17	I found the organization of the e-book *LMWR* contents from one chapter to one chapter is well organized.	3.89	High
PU18	I like the e-book based on the similarity of values and social values underlying its use.	3.94	High
PU19	Other than learning the language, the e-book *LMWR* provided interesting information about Malaysian culture.	4.22	Highest

Perceived Usefulness (PU) the e-book as a self-learning Malay aid, Table 7 shows the value of the highest mean score with 4.94 in the item of PU7 *"As a self-learning learner, using the e-book LMWR as a guidebook for beginners is"* with *Excellent* answer choices. This indicates that the respondent's perception is hugely positive that the LMWR interactive e-book is a useful guidebook or handbook for a beginner who wants to learn Malay. The other highest mean score

value between 4.22 to 4.83 includes the e-book providing a sufficient number of words and phrases, basic grammar, everyday Malay conversation, important vocabulary, phrases, common expressions, and self-replacement words. The e-book also increases the interest and confidence of adult foreign speakers when interacting with Malaysians themselves. Respondents also stated that e-books have helped them learn Malay more effectively and faster; the organization of each chapter is very organized and has a distinctive writing style. In addition to language, this e-book also conveys interesting information about Malaysian society and culture. Studies in the past have shown that culture learning should accompany language study because it helps non-native speakers feel, experience, and appreciate the language they are learning (Kasdan, Junaini et al., 2018)

TAM: BEHAVIORAL INTENTION TO USE TECHNOLOGY (BI)

Table 8: BI

Indicators	Item	Mean Score	Interpretation
BI1	**I can bring the e-book *Learn Malay with Rene* everywhere and anytime as a handbook while I interact with Malaysians.**	**4.33**	**Highest**
BI2	Considering my experience with the e-book *LMWR*, I will recommend it to my friends or colleagues.	4.06	High
BI3	I intend to continue reading the e-book *LMWR* series of Book 2 and Book 3.	3.61	High
BI4	I intend to read the e-book *LMWR* from time to time.	3.5	High
BI5	I intend to check out a new update from the e-book *LMWR*.	3.56	High
BI6	While reading the e-book *LMWR*, I immediately continue from one chapter to another.	4.17	High

Table 8 shows Behavioral Intention to Use Technology (BI) provided by the LMWR e-book in terms of a self-learning Malay aid, a mean score of the high and highest mean score from 3.5 to 4.33 in details of BI1-BI5. The highest mean score with 4.94 in details of BI1 *"I can bring the e-book Learn Malay with Rene everywhere and anytime as a handbook while I interact with Malaysians"* with *Agree* answer choices. It means respondents have encouraged behaviour towards the e-book. Respondents agreed they can easily carry the e-book anywhere and anytime whenever they interact with local people and to the extent, that they would even recommend the LMWR e-book to other foreign speakers. Despite the fact that the respondents among expatriates have limited time for learning due to work and responsibility, they still tend to read e-books from one chapter to the next and to continue reading the two series of LMWR e-books, namely Book 2 and Book 3. In a research by Kyong-Jee Kim (2005) on adult self-directed learners, they valued the ability to learn at their own pace in the self-directed e-learning environment because they were adult learners who typically had busy schedules and various obligations in their lives.

Adult Foreign Speaker Perceptions Towards Interactive E-Book *LMWR*.

Table 6-9 above is the result of a quantitative analysis based on the TAM approach. This covers four indicators- namely PEOU, PU, PE, and BI on the use of LMWR interactive e-books among adult foreign speakers. The results of the analysis indicate that all four indicators show the highest mean score which is from 4.21 to 4.9 and no less than the high mean score which is 3.41 - 4.20. This proves that LMWR's interactive books meet the needs of respondents among adult foreign speakers, and at the same time increase their interest and motivation. Internal and external motivation is important for adult foreign speakers in learning the Malay language independently or self-learning until they are able to communicate well with the local or native speaker. The findings also proved the respondents have positive perceptions toward the design and multimedia features provided in the LMWR e-book and are very effective in the self-learning process and as a learning aid. While the study's interesting findings revealed that adult foreign speakers, like children, enjoy using creative and colourful audio-visual learning materials. Foreign speakers among these expatriates were enthusiastic about using interactive

links in e-books that included graphics, music, videos, games, and quizzes. According to Christopher Pappas (2014), visually appealing e-learning courses can help adult learners retain information and modules more easily, resulting in a more interactive and visually stimulating experience. Include compelling and inspiring images, as well as colourful fonts and graphic elements that draw their attention to the modules' core features

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IMMERSIVE BLENDED LEARNING THEORETICAL FRAMEWORK FOR EDUCATION 4.0

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Introduction

Graduates' main objective of tertiary education learning is to acquire knowledge and skills to be applied in a real-life situation. This requires them to assume responsibility in their knowledge learning process whereby the practice and training should be provided by higher education institutions (Goh et al., 2019). The purpose of this research is to briefly outline a theoretical framework on an immersive blended learning for Education 4.0 higher education context. Within the blended learning environment of Christensen et al. (2013), three prominent elements are suggested to be included viz. innovative pedagogies of Education 4.0, technological learning tools' capabilities and immersive learning concept. This theoretical framework is a response to Education 4.0 mission to develop competent graduate which capable of transferring the knowledge that they have learned in their classroom into real situation of future career. This study highlights on the possibility for this to be realised practically training students in an authentic context. Apart from that, the immersive blended learning framework of Education 4.0 is able to develop higher education students with higher autonomy level and encourage them to build network through collaboration in a real-life like situation.

Keywords: immersive learning, blended learning environment, Education 4.0 innovative pedagogies, capabilities of technological learning tools

Objective

The main objective of this research is to outline a theoretical framework of immersive blended learning for Education 4.0 that integrates innovative pedagogies of Education 4.0 and capabilities of technological learning tools.

Data/Methodology

This research develops an immersive blended learning theoretical framework which integrates the pedagogical elements of Education 4.0 to provides relevancy of teaching approach that aligns with the 4IR demands and technological capabilities that is heavily discussed and proved to assist in attaining immersive learning in previous literature in different educational context. Method of preliminary systematic literature review from a designer perspective has been employed in this research. Existing literature on blended learning models of Christensen et al. (2013) are reviewed and further, relevant elements to develop a theoretical framework thar fits into Education 4.0 are identified. Firstly, this study discusses on the blended learning environment of Christensen et al. (2013) and following, the innovative pedagogies of

Education that are listed in Framing of Malaysian Higher Education 4.0 (2018) and technological learning tools' capabilities are covered to elaborate on their relevancy to be integrated in the theoretical framework. Lastly, the immersive learning concept is reviewed to further understand how the students of 21st century should be able to experience immersion in their teaching and learning.

Results/Findings

Overall, this research presents a theoretical framework of immersive blended learning which employs (1) blended learning environment as the educational approach in attaining (2) immersive learning to stimulate learners through active learning and highlights the additional elements of (3) innovative pedagogies and (4) technological tools' capabilities as visualised in Figure 2. It is also well documented in the literature that the use of digital technology per se may not bring about enhanced learning outcomes, as it depends significantly on the pedagogy adopted (Fisher, 2006; Watson, 2001). Nonetheless, Biddara and Rusman (2017) discuss on the relationship of the elements of technology and pedagogy, however, only the former has been associated to assist immersion in classroom. This contradiction is conclusive that these elements have its distinctive features and impacts in teaching and learning process which is, Ricaurte (2016) has claimed the need for a different type of knowledge production and technological integration in present models for innovation in education field. Thus, the consideration to integrate pedagogical and technological elements in building immersive blended learning in context of higher education as it correlates with each other.

Implications for Research/Policy

As mentioned, this research aims to enhance graduates' quality which covers across intellectual, emotional, and physical dimensions. In turn, this leads to the improvement of society. The immersive blended learning theoretical framework would assist teaching and learning design in decision-making and planning based on the correlation of the elements of (1) innovative pedagogies which tie in with the (2) capabilities of technological learning tools in the (3) immersive blended learning environment. Thus, Shift 1– Holistic, Entrepreneurial and Balanced Graduates of Malaysian Education Blueprint can be achieved. Secondly, Shift 3– Nation of Lifelong Learners could be gained as this novel theoretical framework will be cultivating lifelong learning process in entrusting learners to take lead of their learning journey. This could also assist on giving information to the educational stakeholders and institutions on how students can progress to achieve learning targets. This can happen through an enabler of Shift 9– Globalised Online Learning, where the incorporation of digital technologies in classroom are now considered as part of the popular trend in tertiary education to improve learning effectiveness for the digital native generation.

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EVALUATION OF ENGLISH LANGUAGE LEARNING (ELL) WEBSITES USING AUTOMATED EVALUATION TOOL

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Introduction

English Language Learning (ELL) websites provide excellent opportunities for language learning (Abramova & Boulahnane, 2019; Namoun et al., 2021). With the availability of fun and engaging resources, teachers can effectively deal with the learner's emotional state thus reducing the filter that impedes input necessary for language acquisition (Krashen, 1982). With this tenet in mind, many teachers opt to use ELL websites to provide interactive, fun learning experiences and end up facing problems regarding the websites' accessibility and usability. Websites' quality is a key factor for users' acceptance and satisfaction (Aguayo & Ramírez, 2020). The proliferation of a variety of free and unique website testing tools has made it possible to quickly assess the quality of websites. Search Engine Optimization (SEO), performance, usability and social aspects are crucial in providing meaningful and satisfactory learning experiences (Namoun et al., 2021).

Despite numerous research conducted within the spectrum of websites evaluation, there are still significant number of facets which appear ambiguous in this research literature. First, despite being a viable learning tool, the quality of ELL websites' remain inexplicit. Second, majority of studies used checklists and questionnaires to evaluate websites. Less made an attempt to use automated evaluation tool. Third, based on the literature, only a few studies utilized specifically SEOptimer as an automated evaluation tool to evaluate websites' quality. Thus, there is a dire need towards evaluating the quality of free ELL websites available and highlighting the problematic technical aspects which will provide useful information for the website host and teachers.

Objective

This study aims to evaluate the quality of free ELL websites using an automated evaluation tool. The 5 aspects evaluated by the automated evaluation tool; SEOptimer are On-Page SEO, Performance, Usability, Social as well as Links. 'On-Page SEO' is crucial to ensure website content is being comprehended appropriately by the search engines thus helping in terms of ranking for relevant keywords. The second aspect which is the 'performance' is essential to ensure a good user experience and reduced bounce rates (which indirectly affect websites' search engine rankings too). The third aspect; 'usability' is important to maximise websites' available audience and minimise user bounce rates. The next aspect which is 'social' revolves around users' communication, brand awareness and as a marketing channel to bring more users or visitors to websites. The last aspect which is 'links' emphasises on readable links or URLs to increase accesibility.

This paper offers an examination of the technical quality of the selected ELL websites currently available online. The scores obtained for each aspect determine the quality of each free ELL website audited. The analysis gives rise to the limitations of each websites followed by recommendations. This effort provides comprehensive guide to a better design of online learning resources for quality language learning websites.

Data/Methodology

This quantitative study aims at evaluating the quality of 5 selected websites. As this study focuses on free ELL websites, the 5 websites which fulfil this requirement are learnenglishkids.britishcouncil.org (website 1), pbskids.org (website 2), www.funbrain.com (website 3), www.education.com (website 4) and www.highlightskids.com (website 5). The study was carried in July 2022.

One appropriate automated evaluation tool which is SEOptimer was carefully selected to evaluate the websites' quality. SEOptimer is a website SEO checker which audits the website's Performance, Usability, SEO, Social media, and Security to highlight problems and provide recommendations to improve the potential of a website (Kwangsawad et al., 2019) Kwangsawad et al. (2019) in their study, suggest using the SEOptimer tool as it provides full audit report. The effectiveness of SEOptimer as an evaluating tool is further supported by Kumar et al. (2021) and Rasheed et al. (2018).

The evaluation data gathered were analysed to determine the quality in terms of 5 technical aspects which are On-Page SEO, performance, usability, social as well as links. The first part of the analysis focuses on the percentage of each aspect. The second part of the analysis documented the overall grade as well as the number of recommendations.

Results/Findings

The first part of the analysis focuses on the percentage of each aspect. Website 4 obtained the highest percentage which is 96% for 'On-Page SEO' aspect; while website 2 scored the least which is 66%. In terms of performance (the second aspect), website 4 scored 93% which is the highest while website 2 scored 46% which is the least. In other words, website 4 managed to excellently ensure good user experiences which indirectly affected its' search engine rankings. For the third aspect; usability, website 4 scored the highest percentage (64%) while website 3 scored the least percentage (41%). The highest percentage for social aspect was obtained by website 4, 69% while the least of 0% was achieved by website 2. All the websites achieved 0% for the fifth aspect which is the links. This highlights a serious issue that affects websites' accessibility caused by unreadable URLs.

The second part of the analysis documented the overall grade as well as the number of recommendations. Website 4 scored the best grade which is A- with only 9 recommendations compared to other websites evaluated. Website 1 and 3 scored C with a total of 18 recommendations while websites 5 scored C- with 19 recommendations. Website 2 obtained the least grade among all which is D with the highest number of recommendations; 24 recommendations. All in all, none of the websites evaluated scored the overall grade A+ which indicates a critical need to improve the 5 aspects evaluated in order to increase their quality.
Implications for Research/Policy

This paper presented a study to investigate the quality of 5 free ELL websites. The result of this evaluation sheds light to the use of automated tools in evaluating language learning websites. Besides, the data scores obtained for each aspects accentuate the limitations of the websites evaluated. The complementary recommendations outlined inform the website hosts or domain hosts on the limitations and urgent need to improve the quality of their websites in order to ensure accessibility regardless of students' characteristics, time, location and devices used.

This study contributes to the improvement of selected free ELL websites in order to optimise their quality which will eventually ensure their accessibility and usability. Besides, it substantially advances the online learning trend in Malaysia by accentuating the potential free ELL websites to be explored and utilised by teachers to provide authentic English language

learning experiences. The analysis and recommendations serve as useful guide for teachers to consider adopting and adapting the available resources. Above all, the 5 aspects evaluated by SEOptimer form a comprehensive guide which will be useful for the curriculum developer and Ministry of Education to develop personalised online resources and websites for Malaysian primary students in ensuring quality education for all.

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THE PERCEPTION ON THE IMPLEMENTATION OF TECHNOLOGY-BASED LEARNING TOOLS TO ENHANCE UTM UNDERGRADUATE ENGLISH-SPEAKING SKILLS

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Abstract

The sudden shift from physical-learning-context to predominantly technology based-learning classrooms have yet to be completely considered as a successful and effective language learning gears to enhance UTM undergraduate students' English language proficiency. Thus, this study that aimed to explore both lecturers' and students' perceptions upon the implementation of technology-based-learning tools to enhance UTM undergraduate students' English-speaking skills is conducted to understand the justifications that influences respondents' perceptions. Forty UTM undergraduate students alongside 4 UTM lecturers with years of ULAB 3162 teaching experiences has participated in answering the questionnaire survey disseminated through appropriate social media platforms. Using quantitative research and descriptive analysis, this study found that students' greatest challenges in the learning of English language are due to their lack of vocabulary knowledge and lack of understanding on the correct usage of words. The core problem concerning this issue is due to the distinctive perceptions on the usage of technology-based-learning tools to enhance students' English-speaking skills where students perceive it as a medium to strengthen their productive skills, while lecturers perceive these tools as a medium to enhance students' receptive skills. Despite the usage of interactive platforms that motivates collaborative and autonomous learning, intermediate students struggle in finding sufficient resource online as compared to advanced students; as intermediate students have lower range of self-directed learning. Moreover, the findings found that the technology-based-learning tools employed by the lecturers are to fit students' needs, of which these needs are not students' area of interest. Thus, the intended input is not well received from the students. This paper proposes a framework that assist in dealing the aforesaid issue.

Keywords: Technology-based-learning tools, Cognitive Theory of Multimedia Learning, Connectivism Theory, English-speaking Skills

Introduction

Due to the disparities of imbalance perceptions between the implementation of technology-based-learning tools in enhancing UTM undergraduate English-speaking skills, this study focuses on identifying the technology-based learning tools implemented in the teaching and learning of English language; where this study narrows down on the types of social applications and the integration of multimedia illustrations (i.e., auditory and visual illustrations) through technology-based learning tools. To further clarify, the entailment of social media applications in this study is not exclusive towards the known social media applications (i.e., *YouTube* and

Twitter); however, social media applications in this study is defined as any social platforms that allows interaction between two or more individuals through dual-communication.

The general purpose of this study emphasizes the perceptions on the implementation of technology-based learning tools to enhance Universiti Teknologi Malaysia (UTM) undergraduate students' English-speaking proficiency, targeted technology used in this context specifies on the usage of social networks, audio and visual media or information in assisting targeted respondents' English-speaking proficiency. As an extension, this study is aimed to understand the reasoning behind respondents' perceptions on technology-based learning in amplifying English-speaking proficiency by relating the presentation of displayed digital information with students' brain activity in comprehending the information through the principles cited in Cognitive Theory of Multimedia Learning (CTML) and Connectivism Theory.

This study focuses on answering these research questions:

1. What are the challenges faced by UTM undergraduate students in learning English-speaking skills?
2. What are the perceptions on the implementation of technology-based learning tools in enhancing UTM undergraduate English-speaking skills?

Objective

The objectives of this research on examining the perceptions on the implementation of technology-based learning tool to enhance UTM undergraduate students' English-speaking skills are as follows;

1. To identify the challenges faced by UTM undergraduate students in learning English speaking skills.
2. To explore the perceptions on the implementation of technology-based learning tools in enhancing UTM undergraduate English-speaking skills.

Data/Methodology

Referring to the research questions of this study where it aims to draw conclusions upon students' perspectives of applying technology-based learning tools to enhance English-speaking skills, the research needs to initially answer the issues or challenges faced by UTM undergraduate students before assessing the other following issues. Hence, a quantitative research design is utilized as the methodological foundation, in order to carefully carry out the findings of this study.

This study employed the adapt and adopt concept from numbers of past research papers throughout the process of designing the questionnaire that are further divided into two categories in accordance to the types of respondents; namely (i) students as respondents and (ii) lecturers as respondents. Subsequently, the questionnaire is categorized into 3 main sections with the initial part aims to collect samples' demographic data; (i) Section A: respondents' demographic information, (i) Section B: findings for Research Question (1), whilst (ii) Section C: findings for Research Question (2). Questionnaires were distributed to the targeted sampling by using social media as means of distribution (i.e., WhatsApp, Telegram and Twitter). Data collected were analyzed by applying descriptive analysis due to the usage of data collection method which adapts the summated scale or Likert scale technique.

Results/Findings

Results obtained from the questionnaire have shown that the biggest challenge faced by students on the learning of English-speaking skills is vocabulary knowledge with value scored (M = 2.90, SD = 0.880), followed by the ability to choose correct words to be used with (M = 2.69, SD = 1.018). Whilst, the mean score for both proficiencies concurred that students' lack of speaking opportunity given by the teacher remains the lowest (M = 2.23, SD = 1.278) and lack of learning resources recorded at M = 2.39 and SD = 1.136. It is, therefore, due to students' lack of vocabulary of which it creates a domino effect upon students' understanding to identify the correct words to be used appropriate to its contextual settings.

With regard to the perceptions on the implementation of technology-based learning tools in enhancing UTM undergraduate English-speaking skills, results have shown that students strongly agree on the high interactive features offered from the implementation of technology-based-learning tools with the adaptation upon the elements of audio, video and pictures (M = 4.57, S.D = 0.603). The second highest score revolves around similar theme of interactivity where students recorded positive perceptions towards the communicative benefits that students could visibly experience with their peers and teachers of the same course outside of traditional classroom settings.

Results obtained from the lecturers have defined their stance in the perceptions of implementing TBL as a medium to increase one's English-speaking skills by strongly agree to the statements that the incorporation of audio, pictures and videos within TBL tools help develop students' English pronunciation, enhancement of English-language vocabulary as well as amplifying class interactivity; all three items gained a mean of (M = 4.67) and standard deviation amounted to (S.D = 0.577). Whilst respondents moderately agree that the incorporation of audio, pictures and videos does not fully adequate the needs of students' English-speaking skills; when used exclusively.

Visible contrast between students' and lecturers' perceptions upon the implementation of TBL to enhance UTM undergraduates' English-speaking skills are upon the functionality of technology-based-learning tools in an English-speaking classroom, data from students' survey concluded that their perceptions upon the usage of TBL with the elements of multimedia emphasized on the benefits of interactivity. Case in point, the highest scores obtained from students' data are on the efficiency of TBL as a medium of continuous interactions with both peers and teachers as well as the functionality of TBL and multimedia elements that targets on increasing classroom interactivity.

In contrast with lecturers' concern, the data gained illustrated that their focus are highlighted on the input rather than the output; case in point, the highest score obtained focuses entirely on developing students' English pronunciation, practicing students understanding upon the correct words to be practiced as well as perceiving TBL as a tool to increase students' vocabulary. In a more concentrated and brief term, students perceive TBL with multimedia elements as a medium to cooperate as well as maximize interactivity where students act as the recipient and performer of English language, precisely productive skills; whilst lecturers perceive these tools as a platform to strengthen students' theoretical knowledge where students act as the recipient of the intended language; specifically receptive skills.

Further explain, the end goals upon the implementation of technology-based-learning tools as a medium to enhance UTM undergraduate students' English-speaking skills differs according to one's roles in either the teaching or learning of English-speaking skills, despite the agreement upon TBL's offerings for an effective learning of English-speaking skills.

Implications for Research/Policy

Using quantitative research and descriptive analysis, this study found that students' greatest challenges in the learning of English language are due to their lack of vocabulary knowledge

and lack of understanding on the correct usage of words. The core problem concerning this issue is due to the distinctive perceptions on the usage of technology-based-learning tools to enhance students' English-speaking skills where students perceive it as a medium to strengthen their productive skills, while lecturers perceive these tools as a medium to enhance students' receptive skills. Despite the usage of interactive platforms that motivates collaborative and autonomous learning, intermediate students struggle in finding sufficient resource online as compared to advanced students; as intermediate students have lower range of self-directed learning. Moreover, the findings found that the technology-based-learning tools employed by the lecturers are to fit students' needs, of which these needs are not students' area of interest. Thus, the intended input is not well received from the students. This paper proposes a framework that assist in dealing the aforesaid issue.

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A LINGUISTIC ANALYSIS OF AUTHORSHIP ATTRIBUTION IN E-COMMERCE SCAMS PROMOTIONAL CONTENTS AND NARRATIVES

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Introduction

Linguistics is fundamentally concerned with the nature of language and communication. Language, as a communication tool can be utilised in various ways to achieve the basic human need to connect with each other (Akmajian et. al., 2017). The internet brings a plethora of benefits and ease to the users and online consumers. The emergence of e-commerce or online shopping platform has opened-up multiple opportunities for business owners to multiply their earnings. It is also an opportunity for consumers to shop conveniently as compared to the traditional shopping method. In Malaysia, some of the famous e-commerce platforms are Shopee, Lazada and Facebook Marketplace (Vasudevan & Arokiasamy, 2021). The opportunities brought upon by the advancement of technologies opens possibilities where some people can attempt malicious acts just by using language to gain personal monetary benefit. People with ill-intent or scammers attempt to manipulate potential victims through manipulation and this can be done through using language (Iswara & Bisena, 2020).

Table 1: The Statistics of e-Commerce Scams in Malaysia from 2018 – May 2022

Year	Cases Reported	Loss (RM)
2022 (May)	3833	21.7 mil
2021	9569	57.73 mil
2020	8851	41 mil
2019	3512	28 mil
2018	3318	22.39 mil
TOTAL	**29083**	**170.82 mil**

Source: Bernama (2022) & New Straits Times (2022)

Table 1 illustrates the breakdown of e-commerce cases together with the financial loss in the past five years. The number of reported cases and financial loss increased dramatically from the year 2020 to the current date. The Covid19 outbreak in early 2020 contributed to this

disturbing phenomenon as people were in lockdown and spending more time on the internet (Seah, Loh, Wong, Jalaludin, Loh, 2022). Although the authorities such as Royal Malaysia Police (RMP), Bank Negara Malaysia (BNM) and Malaysian Communication and Multimedia Commission (MCMC) had come up with numerous awareness campaigns against such scams, many still became a victim of e-commerce scams, and this presents a challenge to the authority (The Star, 2022). Many studies have shown that the best defence from becoming a scam victim is a comprehensive public education to raise the awareness from the public themselves (The Sun, 2022; Kadoya & Yamane, 2020; Rahman, 2020; Vayansky & Kumar, 2018).

Objective

The main concern that led to this study is referred to the alarming rate of e-commerce scams cases with astronomical financial loss as reported by several studies around the world (Paintal, 2021; Hanoch & Wood, 2021; Sinha, Sharma, Kumar & Rana, 2020; Zahari, Bilu & Said, 2019). In Malaysia, statistics showed that approximately 5.2 billion (RM) of financial loss were recorded from 2018 – May 2022 due to e-commerce scam related cases (David, 2022). There are a lot of research looking at the technical side of scamming such as cyber security software and programming (Shah & Chudasama, 2021; Richardson, 2020). Nonetheless, it is crucial to look at the non-technical side of scamming that is, the language scammers use to scam their victims. The social engineering part of a scam involves language cues and language features to manipulate someone into believing something they have no interest in and it can be learned (McGowan, 2021; Pouryousefi & Frooman, 2019). The purpose of this study is to identify the attributes of authors in e-commerce scams promotional contents and narratives. The research questions guiding this research are 1) How do scammers construct their authorship attributions in e-commerce scam's promotional content and narratives? and 2) How do the authorship attribution concatenate stylistic deception in e-commerce scam's promotional content and narratives??

Methodology

Authorship analysis is the process of examining the characteristics of a piece of work to draw conclusions of its authorship (Swain, Mishra & Sindhu, 2017). Authorship attribution is particularly concerned with identification of the real author of a disputed anonymous document (El & Kassou, 2014). The primary notion underlying statistically, or computationally supported authorship attribution is that we may discriminate between texts produced by different authors by assessing various textual features. Previous studies on authorship attribution have proposed taxonomies of features to quantify the writing style (style markers) under different labels and criteria also known as stylometry. Stylometry is computational linguistics that studies quantitative assessment of linguistic features in the natural language texts. It is closely related to the terms of author's individual style and idiolect that imply a system of language features used by the author.

This study will use purposive and snowball sampling techniques to seek potential documents and samples based on the inclusion and exclusion criteria set based on the study's objectives. The documents will consist of scammers' promotional websites, social media, text messages as well as customers' testimonies and reviews. This study aims to analyse as many documents as possible, subject to relevant authorities' sensitivity, availability, and consent. It is estimated that the number of documents to be collected and analysed should be within the range of 40 to 100. The dataset in the proposed study will be sourced from Malaysian-based illegal online investment and e-commerce scams' promotional materials and narratives identified and listed by the relevant authorities (MCMC, RMP, CBM, SC) will be selected. Priority will be given on data written in English, however, the use of Malay language will also be taken into consideration. Atlas.ti and Linguistic Inquiry and Word Count (LIWC) software will be used to assist in data management and analysis.

Significance of Proposed Study

Therefore, the linguistic analysis of authorship attribution in e-commerce scams promotional contents and narratives may reveal the method of how the scammers construct their authorship attribution and how do the linguistic features concatenate stylistic deception in e-commerce scams promotional contents and narratives. It is believed that the linguistic strategies used is one of the major contributing factors in influencing prospective victims' behaviour in their decision. This study will first explore the authorship attribution in e-commerce scams promotional contents and narratives using stylometric analysis with LIWC software. Next, it will look into the linguistic features in e-commerce scams promotional contents and narratives through content analysis with Atlas.ti software. Finally, interviews with the respective parties will be conducted to triangulate and unearth the explanation to provide clearer understanding and a conclusive narration to this phenomenon.

Implications for Research

The linguistic analysis uncovers several features of language interaction in a limited data set and could potentially assist in cybersecurity defence. It could also be used to identify the linguistics modus operandi of the crime and significantly reduce the risks of being deceived. All subfields of linguistics can be utilised in the linguistic analysis to describe how language works from the smallest unit of sound up through words and phrases to sentences and help to understand how language functions in discourses across social units such as divisions of gender, ethnicity, communities of practice and other groups (Tabron, 2016). While linguistic analysis has not previously been applied in cybersecurity, gaining a scholarly understanding of the language of the scammers could provide more comprehensive empirical data and public education against this prevalent phenomenon.

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ONLINE ENGAGEMENT: A REVIEW PAPER OF STUDENT ENGAGEMENT, EFFECTS, AND LEARNING ANALYTICS

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Abstract

Online learning has opened the doors to more educational research on its effectiveness on student engagement. The purpose of this study is to identify the five types of engagement: (i) social, (ii) cognitive, (iii) behavioural, (v) collaborative, and (v) emotional proposed by Redmond et al. (2018). These student engagements are analysed as contributing factors to students' learning performance. Recently, academics have utilised analytics to provide statistical evidence to improve students' learning in the online setting. Hence, this study reviews the types of engagement as a contributing factor to students' learning performance by implementing a learning analytics function that is relevant and applicable to tackle the issue. This study used the review method focusing on student engagement in online learning, the learning analytics interventions on academics and their effects on students' learning performance. The process includes identifying, analysing, synthesising, and reporting the literature. Students' learning performance is affected by engagement and the learning analytics interventions served their purpose to bring out the statistical data on students' learning performance in online learning. By using learning analytics on students' engagement, students and instructors could reflect on their learning-teaching landscape to improve in the future

Keywords: online learning, student engagement, learning analytics, learning performance

Introduction

Online learning is proof of today's technological advancement. Even though the brick-and-mortar teaching style is still legit; online learning is more relevant in this 21st-century educational context. The outbreak of Coronavirus (COVID-19) in December 2019 has shut the world down due to a massive lockdown. All the educational institutions were forced to close; hence, online learning is put to practice. This has opened the doors to more educational research on the effectiveness of online learning, particularly in today's learning context. For instance, engagement has been discussed even before the pandemic happened. Today, all the institutions use online learning to conduct classes. Hence, this urges for research on engagement in online learning.

Engagement is highlighted as important (Hampton & Pearce, 2016) for positively impacting students' performance and success (Chen et al., 2010; Redmond et al., 2018). Recently, analytics intervention is widely used for academic purposes. Banoor et al. (2019) believed that

learning analytics can help with student engagement issues to enhance students' learning performance. Furthermore, Redmond et al. (2018) have conceptualised online engagement elements: (i) social, (ii) cognitive, (iii) behavioural, (iv) collaborative, and (v) emotional. Some of the engagements are well-discussed in the literature: social, cognitive, and behavioural (Fredricks et al. 2004; Kahu, 2011). However, addressing the engagements altogether in a study is scarce. Hence, this paper reviews the types of engagement as a contributing factor to students' learning performance by implementing a Learning Analytics function that is relevant and applicable to tackle the issue.

Objective

This study seeks to lay out the five types of student engagement as proposed in the notable work of Redmond et al. (2018) which consists of: (i) social, (ii) cognitive, (iii) behavioral, (iv) collaborative, and (v) emotional engagement. The notion of multi-faceted engagement was familiarised by Fredricks et al. (2004) in which social, cognitive, and behavioural used to be addressed in previous literature. The idea of these engagement elements to be analysed using learning analytics intervention is to enhance students' learning performance. The incorporation of these five engagements in a study could provide comprehensive results to assist students and instructors to evaluate their learning-teaching approach. Therefore, this study reviews the five types of student engagement and the use of learning analytics to enhance students' learning performance in the online setting.Please outline here the objective of the research.

Data/Methodology

For this study, the researcher used the review method in which thirty academic research literature in the area of student engagement in online learning, the learning analytic interventions on academic and its effects on students' learning performance. The review process aims to conform to existing literature whereby integrative review (Torraco, 2005) is used to overview the knowledge base and to combine perspectives and insights. The process includes identifying, analysing, synthesising, and reporting the literature.

Results/Findings

This paper focused on reviewing the five types of student engagement and the use of learning analytics to see the effects on students' learning performance. The studies reviewed that student engagements are determined to help students to achieve learning goals and the learning analytics interventions served their purpose to bring out the statistical data on students' learning performance in online learning. By using learning analytics on students' engagement, students and instructors could reflect on their learning-teaching landscape to improve in the future. Implications for Research/Policy

Instructors and faculty need to cultivate the five engagement elements in their instructions. Instructors need to instill a sense of involvement in their learning experience to achieve meaningful learning. Emphasis should be given on the implementation of student engagement in learning and the application of learning analytics to provide statistical evidence not only to instructors and stakeholders but also to students so that they can improve their participation and involvement. The statistical analytics from students' behaviour in online learning platform will also make them understand the importance of engagement in learning. Based on the above findings from the research it was suggested engagement is crucial for students' learning experience and learning analytics able to present statistical logic on students' involvement in online learning; hence this synergy could help to promote better learning performance for the students.

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CHINESE TERTIARY EFL TEACHERS' BELIEFS AND PRACTICES IN THE APPLICATION OF LEARNING MANAGEMENT SYSTEMS

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Abstract

With the rapid development of educational technologies, Learning Management Systems (LMS) are prevalently used in Chinese tertiary schools. With a large number in population and as an indispensable part of Chinese tertiary education, EFL (English as a foreign Language) teachers present quite different teaching practices while using LMS. According to literature review, language teachers' beliefs play a critical role in teachers making decisions about how to conduct LMS in ELT (English Language Teaching), so this study attempts to identify Chinese tertiary EFL teachers' beliefs and practices about LMS, as well as to examine the contextual factors that influence teachers' LMS application. In light of the exploratory orientation of this study, a mixed method research design is employed, focusing on both quantitative and qualitative analysis of EFL teachers' beliefs and practices regarding LMS in Hebei Finance University (HBFU). Findings from the data analysis reveal three characteristic categories of tertiary EFL teachers. Further analysis suggests that the deeply-embedded teachers' beliefs regarding LMS, different levels of contextual factors all play a critical role in the ability of teachers to achieve new tertiary ELT horizons.

Keywords: tertiary EFL teachers; teachers' beliefs; teachers' practices; LMS; Q sorting

Introduction

To answer the call of national policies advocating the application of educational technologies, as well as to facilitate online teaching and learning, Learning Management Systems (LMS) are prevalently used in Chinese tertiary schools. With a special focus on Chinese tertiary EFL (English as a Foreign Language) teachers, this study attempts to probe into their application of LMS.

According to literature review, language teachers' beliefs play a critical role in teachers making decisions about how to conduct LMS in ELT (English Language Teaching), but there are always inconsistencies between teachers' pedagogical beliefs and practices when they incorporate LMS technology into their teaching routines.

To explore in depth the relationship between teachers' beliefs and practices concerning LMS, as well as to examine the contextual factors that influence teachers' LMS application, a mixed-method case study is adopted in this study. 40 EFL teachers in Hebei Finance University (HBFU) are selected as research participants in the first phase of Q-sorting. Besides using Q sorting mainly to collect quantitative data, this study also conducts case study by selecting 6 teachers among the 40 to participate in classroom observation, documentary analysis and interview to obtain qualitative data. 3 different types of teacher participants emerge as representative categories. Additionally, the study also locates major beliefs and contextual factors that influence teachers' LMS practices.

With these findings as a whole, the study constructs a pedagogical framework to provide a guideline for EFL teachers to be more aware of their own pedagogical beliefs and to facilitate their LMS practices.

Objective

This study attempts to identify Chinese tertiary EFL teachers' beliefs and practices about LMS, as well as to examine the contextual factors that influence teachers' LMS application. These ternary research objectives can be stated as follows:

(a) To explore tertiary EFL teachers' beliefs about LMS in ELT.
(b) To identify tertiary EFL teachers' LMS practices in ELT.
(c) To examine the contextual factors that influence tertiary EFL teachers' LMS practices.

Data/Methodology

In light of the exploratory orientation of this study, a mixed method research design is employed, focusing on both quantitative and qualitative analysis of teachers' beliefs and practices regarding LMS in HBFU.

Given that teachers' beliefs are deeply-embedded cognitive concepts in teachers themselves, Q sorting—a research method widely used in psychological studies is first adopted. It is not only advantageous in "describing" instead of "prescribing" during data collection, but also incorporates factor analysis to highlight prominent beliefs, practices as well as contextual factors in data analysis.

Based on data collected and analysed through Q sorting, a multiple case study is then conducted by employing classroom observation, documentary analysis and interview to have further understanding about the cases.

Q sorting is conducted in the first phase of the study, with 40 EFL teachers from HBFU as participants, to elicit their beliefs, practices and contextual factors regarding LMS. In the second phase, based on the Q sorting data analysis, 6 representative teachers are selected as participants for case study. Classroom observation, documentary analysis and semi-structured interview are sequentially carried out. They are used to collect data of teacher participants' actual use of LMS, to understand how their beliefs are constructed and their practices innovated when incorporating LMS in ELT, and how they reconcile conflicting factors between their beliefs and practices.

Results/Findings

Through an analysis of the representative Q sorts, as well as the follow-up interview data, it can be concluded that most of the teachers are supportive of the use of LMS in ELT. Half of the participants strongly believe in the potential of LMS to promote English teaching and learning. However, their attitudes toward integrating LMS into their teaching process are somewhat neutral or even reserved.

Based on the Q sorting results, further analysis is done on the data collected from the six focal case participants. Three characteristic categories of tertiary EFL teachers are revealed: LMS facilitators not proficient in LMS-teaching integration; Mildly pro-LMS reflective practitioners; and Limited LMS-minded student-centered decision makers.
Further analysis through case study results suggests that the deeply-embedded teachers' beliefs regarding LMS, adaptation to complex students, administrative demands, the use of pedagogical strategies to access information and knowledge with LMS technology, all play a critical role in the ability of teachers to achieve new tertiary ELT horizons.

Implications for Research/Policy

Initially, this study makes new theoretical attempts to incorporate two relevant theories in psychology—the theory of planned behaviour and Triarchic Reciprocal Causality. They together link the three major factors in the teaching process, which are teachers' beliefs, teachers' practices, and the teaching environment. More importantly, it highlights the importance of teachers' cognitive factors in the teaching process. It provides a new theoretical lens for further research.

Secondly, this study makes pedagogical contributions by constructing a framework of LMS pedagogy for ELT that could help EFL teachers in China's tertiary education system reach new horizons. At the same time, by discovering and analyzing the relationship between teachers' beliefs and LMS practices, the study provides practical suggestions for future teacher training and career development programs.

Moreover, the study makes a contribution to greater methodological pluralism in foreign language education studies by detailing the use of Q sorting in combination with case study research and proves that such an exploratory mixed-method design can be successfully applied to similar research endeavors.

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EFFECTIVE WAYS TO IMPROVE ENGLISH LEARNERS' PRONUNCIATION: A CONCEPTUAL PAPER

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Abstract

It should be borne in mind that pronunciation is an important skill in learners' L2 competence. Researchers are constantly trying to come up with techniques to make their students' pronunciation abilities better. This paper aims to examine how corpora and two teaching techniques can be used to improve students' pronunciation skills in a more effective manner. A review of the literature is provided in this paper, with a particular focus on the impact of corpus materials, critical listening, and shadowing on pronunciation teaching. The review indicates that students L2 competence can be enhanced by using corpus materials, critical listening, and shadowing separately. Hence, a C-CLASH (Corpus-based Critical Listening And Shadowing) model has been developed to assist in the instruction of pronunciation. Additionally, the implications of C-CLASH are discussed.

Keywords: corpus-based research, pronunciation teaching, critical listening, shadowing

Introduction

There have been developments in pronunciation instruction over the past 150 years, alongside the teaching of other English skills, such as listening and speaking. When communicating with others successfully, it is important to have a good pronunciation (Pennington & Rogerson-Revell, 2019). Although pronunciation is one of the most important skills for people learning a second language (L2), research and academia have generally ignored it. Several studies have demonstrated that pronunciation instruction increases learners' actual production and improves their awareness and practice of pronunciation as well. After the corpus was introduced in these decades, scholars began using it to analyse, assess, and annotate students' pronunciations (Livescu & Glass, 2004). As a matter of fact, corpus was one of the most helpful tools used by the researchers to assess the students' pronunciation production, but its importance for pronunciation training should not be understated. A new type of corpus-based pronunciation training was introduced by Gut (2005) based on learner corpora as opposed to the majority of corpora used in earlier corpus-based pronunciation research. She demonstrated that when students participated in the corpus-based pronunciation training course, they had significant improvements.

Based on Gut's research, a pronunciation teaching model called C-CLASH (Corpus-based Critical Listening And SHadowing) was developed.

Methodology

Using conceptual research methodology (see e.g., Gilson & Goldberg, 2015; Jaakkola, 2020), based on the structure proposed by McGregor (2017), we review the development of pronunciation teaching and corpus-based teaching research, as well as the concept of critical listening and shadowing. A conceptual model is presented and explained next.

The C-CLASH Model

A C-CLASH model is developed based on the findings of the literature review by incorporating three separate concepts—corpus (the learner spoken corpus), critical listening, and shadowing—into pronunciation teaching.

To begin with, we would discuss why we chose audio materials from learner spoken corpus. A learner spoken corpus is a collection of speech data (audio or video) of learners who are acquiring a second language. The pre-recorded audio of the non-native speakers suggested by Fraser (2001) could be replaced by learners' recordings from corpora.

In addition, we want to clarify why critical listening is still another crucial component of this model. According to the cognitive phonology perspective, L2 learners should constantly be
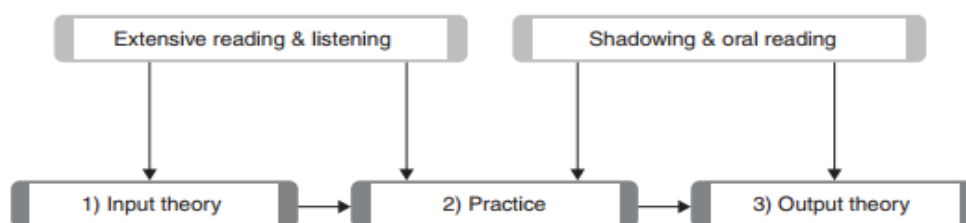

Figure 6.10 Input- and output-driven practice (Kadota, 2015, p. 36)

exposed to the Native Language (NL) since simple explanations and practice are insufficient to help them understand the discrepancies between the NL and L2 phonological systems (Fraser, 2006).

Finally, we elucidate the necessity of shadowing in this model. Krashen placed a strong emphasis on the role that language input has in the learning of a second language. In 1985, Swain proposed the output hypothesis which could be considered as a complement of the input hypothesis. Gass (1988) improved the model by suggesting that there were five levels in a learner's conversion of ambient speech (input) to output: (1) apperceived input, (2) comprehended input, (3) intake, (4) integration, and (5) output.

Shadowing was identified as an output effect by Kadota (2019) as well as a potential source of sufficient output-driven practice in Figure 1. As a result of it, we believe that it can be viewed as a powerful method of improving learners' pronunciation outcomes.
Based on aforementioned points, the C-CLASH model is illustrated in Figure 2. It outlines several key concepts that will be explained. SLA-based input and output theory formed the theoretical foundation for the study, as previously discussed. Figure 2 depicted how the processes of the research affect the other and how the theories guide the comprising of the model. It is recommended that this model is taught over a period of 12 weeks. The blue box represents the entire teaching process: pre-test, in-class activities, after-class activities, and post-test. And the dashed box represents the theory that guided the study. Both the pre- and the post-test are developed so that a comparison can be made between the performance of the students before and after the teaching design will be implemented. The in-class activities are also based on the input and output SLA framework proposed by Gass (1988).

In addition, it is crucial to highlight that this process model includes the evaluation phase, which involves accessing and analysing the experiences of the students involved in corpus-based pronunciation teaching. In both the pre- and post-tests, oral and listening tests are included. To achieve an accurate and thorough comprehension of the phenomenon, it was

required to employ a range of tools. The purpose of incorporating a questionnaire and an interview with corpus-based pronunciation teaching is to assess the potential of the combination of critical listening and shadowing.
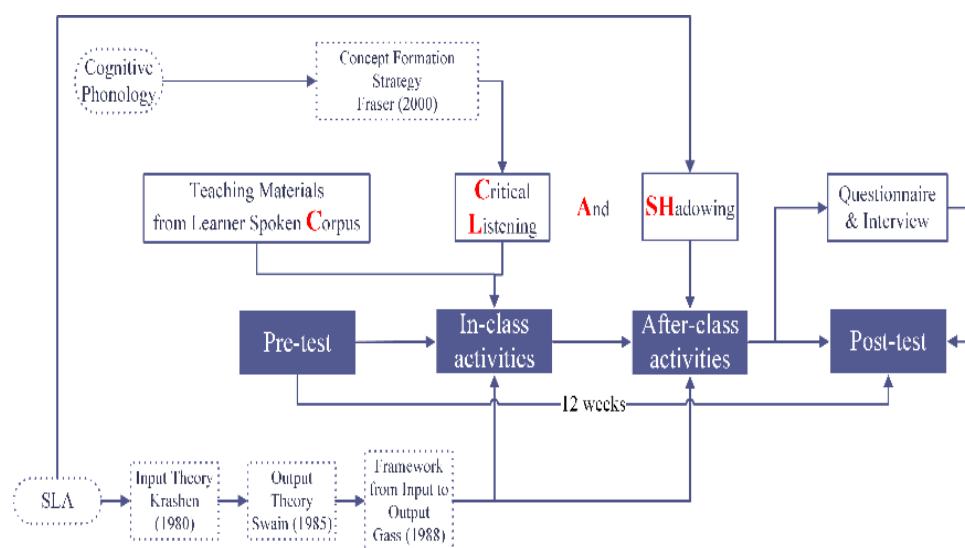
Figure 1: SEQ Figure * ARABIC 2 Conceptual model

Implications

Reframing the pronunciation teaching process in this paper represents a conceptual innovation. In addition, it is a new practice to incorporate critical listening and shadowing into pronunciation instruction, or even into corpus-based pronunciation instruction. This concept enables researchers to consider the suggestion that pronunciation may be taught by following the four procedures outlined above. This new concept allows students to perform pronunciation training on their own.

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ENGLISH MAJORS' PERCEPTIONS OF CHINESE-ENGLISH TRANSLATION LEARNING IN CHINA

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Abstract

Translation from Chinese to foreign languages, especially to English, is of great significance to tell Chinese stories well, growing into an urgent issue in China. In order to explore an efficient way to cultivate translation talents, it is necessary to firstly investigate their perceptions of Chinese-English (C-E) translation learning. The research question of this paper is: How do English majors perceive C-E translation learning, including its importance, learning purposes, interests, challenges and learning methods? This study applies a survey research design which is quantitative and uses a multiple-choice questionnaire to investigate English majors' perceptions of C-E translation learning. The results show that most English majors know the importance of C-E translation but they are confronted with various challenges in learning it well such as Chinese culture-loaded words, insufficient English vocabulary and weak mastery of English grammar. Furthermore, more than half of the participants are supportive of both teachers' and learners' active involvement and over 85% are certain of group and individual learning effect. This research offers a preliminary mastery of English majors' status quo in C-E translation learning, thus shedding an insight for exploring efficient C-E translation teaching method.

Keywords: English majors, perception, Chinese-English translation, translation learning.

Introduction

Translation is an indispensable language activity and communication method. The former President of the International Federation of Translators Betty Cohen stated that "never in history have we been so indispensable to trade, culture, peace and humanity......Just imagine one day in the world without translation......would all be mute." From such statement, it can be clearly seen the importance of translation, China being no exception. Ji Xianlin, a Chinese renowned scholar, once remarked that the reason why Chinese civilization didn't stagnate is

due to translation. If we compare Chinese civilization to a long and wide river, two waves of translation in ancient China are like two streams instilling abundant water into this river, one being translating Indian Buddist scriptures in the Eastern Han Dynasty while the other translating Western scientific and technological works in the Ming and Qing Dynasties (Lin, 1997).

In China nowadays, translation is integral to facilitate Chinese culture's embrace of overseas readers. Chinese--English translation being an important means to realize international communication, translators in this historic era shoulder the mission of promoting Sino-foreign exchange. Therefore, talented people of translation are in urgent need and how to effectively cultivate translation talents is necessary.

Translator training falls into a branch of Applied Translation Studies classified by Holmes regarding translation studies (Toury, 2012). In order to cultivate qualified translators and foster them to become high-end translation professionals in the future, understanding English majors' perceptions towards Chinese-English translation learning is a prerequisite for exploring efficient and feasible translation instruction methods.
Objective

According to Baker and Saldanha (2021), in research on translating or interpreting into a translator's or interpreter's non-native language, 'Directionality' or 'Direction of translation' is usually used in opposition to translating or interpreting into the native language. As far as source and target languages are concerned, translation can be classified into two directions: from native to foreign and from foreign to native, with the former more difficult. For English majors in China, translating from Chinese (mother tongue) into English (non-native language) is more challenging. The objective of this study is to examine the English majors' perception of Chinese-English translation learning since an individual's perception of one thing determines their attitude toward it, and this attitude determines their intention to act accordingly, and ultimately determines what they do with the thing (Agudo-Peregrina, Hernández- García, & Pascual-Miguel, 2014).

The following are the broad objective with five specific sub-objectives:
1. To Understand English majors' perceptions of C-E translation learning:
2. To understand English majors' perceptions of the importance of C-E translation learning;
3. To understand English majors' perception of the purposes of C-E translation learning;
4. To understand English majors' perception of the interests of C-E translation learning;
5. To understand English majors' perception of the challenges of C-E translation learning;
6. To understand English majors' perception of the methods of C-E translation learning.

Data/Methodology

Design

This research adopts a survey research design which is mainly quantitative in nature.

Instrument

Data collection instruments most commonly used in the social sciences are self-administered questionnaires, according to Williamson & Johanson (2017). A multiple-choice questionnaire is adopted to address the objective of the study. Adapted from Peng (2015), this questionnaire is designed into five sections to answer the sub-objectives concerning on Chinese-English translation learning accordingly.

Participants

The participants are 125 junior English majors who take Chinese-English translation course as beginners at Zaozhuang University, located in Shandong Province of China. They have taken such courses as *Comprehensive English,Comparison and Contrast between English and Chinese, English Grammar, English-Chinese Translation*, preparing them for Chinese-English Translation learning.

Data Collection and Analysis

Data were collected efficiently and conveniently using the online questionnaire platform https://www.wjx.cn/. This online website generated a QR code from the adapted multiple-choice questionnaire. The QR code was scanned by the participants before they took the Chinese-English translation course. Three days after this questionnaire was distributed, 125 participants responded effectively. Using the online responses, the researcher collected the results of the questionnaire and downloaded them as a Word document. On the basis of frequency and percentage, the data were calculated and analyzed by the software Excel.

Results/Findings

The findings of this study are divided into five parts as follows:

(1) Importance of Chinese-English Learning
Almost all the participants recognize the importance of taking Chinese-English Translation Course for English majors; 77.6% hold that both English and Chinese are equally important for translation. 80% perceive the difficulty of Chinese-English translation.

(2) Purposes of Chinese-English Translation Learning
A total of 87.2% and 71.2% of students study translation in order to pass CET (Band 4 and 6) and TEM (Test for English Majors, Band 4 and 8) and to improve their Chinese and English skills. Almost half of them intend to get an MTI (Master of Translation and Interpretation) and a third want to be a professional translator after graduation.

(3) Interests in Chinese-English Translation Learning
The interests of more than half of the participants are translating practical styles and Chinese traditional culture, political, economic, diplomatic and other hot issues. Literary translation takes the least proportion, 49.6%.

(4) Challenges in Chinese-English Translation Learning
Challenges include obscure Chinese sentence relations and structures, many culture-loaded Chinese words, insufficient English vocabulary, and poor English grammar. English majors face various challenges in learning Chinese-English translation well.

(5) Methods in Chinese-English Translation Learning
73.6% of the respondents hold the active involvement of both teachers and learners. Over 85% of the participants affirm the effect of group learning and social apps in group learning in C-E translation; similarly, over 90% of them are certain of the effect of individual learning.

Implications for Research/Policy

This study extracts English majors' perception of Chinese-English translation learning, thus shedding light on further C-E translation instruction and learning. Based on the findings of the participants' perception of C-E translation learning, effective targeted teaching and learning methodologies can be suggested for teachers, learners and this course.

In order for teachers to be effective in teaching C-E translation, teaching materials should be tailored according to learners' interests, teaching focus, and difficulties. Additionally, teachers need to facilitate and guide students in engaging in active participation in C-E translation learning rather than passively instilling translation strategies and knowledge into them. For learners, upon understanding their own merits and demerits in the five aspects of C-E translation learning, they can work on their challenges and refine translation strategies based on vocabulary, syntax and text as well as the language differences between Chinese and English.

Taking into consideration the C-E translation course, learning reforms can be successfully carried out through the involvement of teachers, learners, and peers and by integrating collaborative and individual learning.

As this study is quantitative in nature and only adopts questionnaire as the instrument for data collection, further study can utilize qualitative data obtained from interview to draw a full picture of this research topic.

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A BIBLIOMETRIC REVIEW OF VOCABULARY LEARNING VIA MOBILE ASSISTED LANGUAGE LEARNING

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Abstract

The primary purpose of this study is to identify research hotspots and future trends in the available research literature on vocabulary learning using MALL from 2007 to 2022 bibliometrically. A total of 229 articles on this topic were selected from the Scopus database and analysed using Vosviewer software. Findings showed an increased number of studies from 2007 to 2022 have been published in this field but with a slight fluctuation in between 2012 and 2018. China took the top prominent lead among all countries, whilst the most productive journal in this area was Lecture Notes in Computer Science by Springer Publishing company. In terms of the most frequently used keywords, "Vocabulary Learning", "Mobile Assisted Language Learning" and "App" were the top three ranks, meanwhile "Effect", "System" and "Foreign Language" were the most used words in title and abstract field. Based on the citation and co-citation documents and authors network, the most frequently cited document was Chen & Chung (2008), while Chen, C. M (citation) and Stockwell, G (co-citation) were the most influential authors.

Keywords: bibliometric review, vocabulary learning, MALL, EFL, ESL

Introduction

A strong command of vocabulary knowledge can be helpful to one's language proficiency (Nation, 2013; Yang et al., 2021). Nonetheless, developing vocabulary in classroom context is often seen as a long-term process that has remained one of the most difficult strategies for most English as a Foreign Language (EFL) as well as English as a Second Language (ESL) learners (Xodabande et al. , 2022). As a result, teachers and students alike have been searching for effective alternatives to conventional classroom instruction that better suit students' needs for EFL/ESL vocabulary learning (Yang et al., 2021).

With the rise of "Internet +" education and mobile terminals, Mobile Assisted Language Learning (MALL) has emerged as a widespread phenomenon in education as well as in EFL/ESL language pedagogy with its own groundings and ramifications (Zhang and Crompton, 2021). The approach to learning via MALL is considered as learner-centered and flexible (Octavia et al., 2019) as learning content and schedules can be arranged independently by learners themselves (Foomani and Hedayati, 2016). In addition, MALL is deemed as conducive to maintain learners' interest, increase engagement, boost autonomy and motivation in learning for its interactive features (Khan and Islam, 2019). In a word, MALL has generally facilitated access to English language instruction and offered a wealth of learning options for EFL/ESL students to improve their knowledge of various language skills including vocabulary (Burston, 2015).

Objectives

Despite numerous conventional reviews, systematic reviews, and meta-analysis which have shed some light on how MALL could offer plausible ways to improve learners' EFL/ESL vocabulary (Rajendran and Thirumangai, 2021), bibiometric reviews on vocabulary learning via MALL in EFL/ESL educational context is still scanty to the researchers' best knowledge. With this in mind, the current study seeks to fill this void by bibliometrically reviewing previous studies conducted to improve EFL/ESL learners' vocabulary in MALL settings from 2007 to 2022 based on the following research objectives.

1. Analyse the document types and yearly distribution of the retrieved articles on vocabulary learning via MALL in Scopus.
2. Analyse the major countries and journals publishing research on vocabulary learning via MALL in Scopus.
3. Analyse the distribution of the most used keywords and words in title and abstract sections in research on vocabulary learning via MALL in Scopus.
4. Analyse the most cited articles and the most-cited (citation and co-citation) authors in research on vocabulary learning via MALL in Scopus.

Methodology

This paper employs the bibliometric review technique to investigate the current state of vocabulary teaching and learning via MALL in order to identify the key research streams and trends from 2007-2022. The VOSviewer v1.6.18 vision software were used for data analysis purpose.

The data collection process is depicted based on Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) method shown in Figure 1. Scopus database was used in this study to retrieve the related publications because it has smart tools for tracking, analysing, and visualizing research output in various fields such as science, technology, and humanities (Agapiou and Lysandrou, 2015) and as it is the world's largest single abstract and indexing database, as well as a searchable citation and abstract source for literature searching (Agapiou and Lysandrou 2015). On April 15, 2022, the keywords "mobile assisted language learning" OR "mall" OR "mobile app" OR "mobile learning" AND "efl" OR "esl" OR "language learning" OR "language teaching" OR "english vocabulary" were entered into the "topic" sections of Scopus database. In total, 642 publications were searched out with a time span setting to all years and language to English. After that, items with inadequate information (abstract, author etc.) were identified and 68 items were removed, then we reviewed the title and abstract section and removed another 252 items. Furthermore, to ensure that the analysed articles were closely related to vocabulary learning via MALL in EFL/ESL educational context, we applied the inclusion and exclusion criteria and removed 93 items in the strict sense. As a result, 229 publications were retained for further review. After that, VOSviewer software was used for the bibliometric analysis of this study.
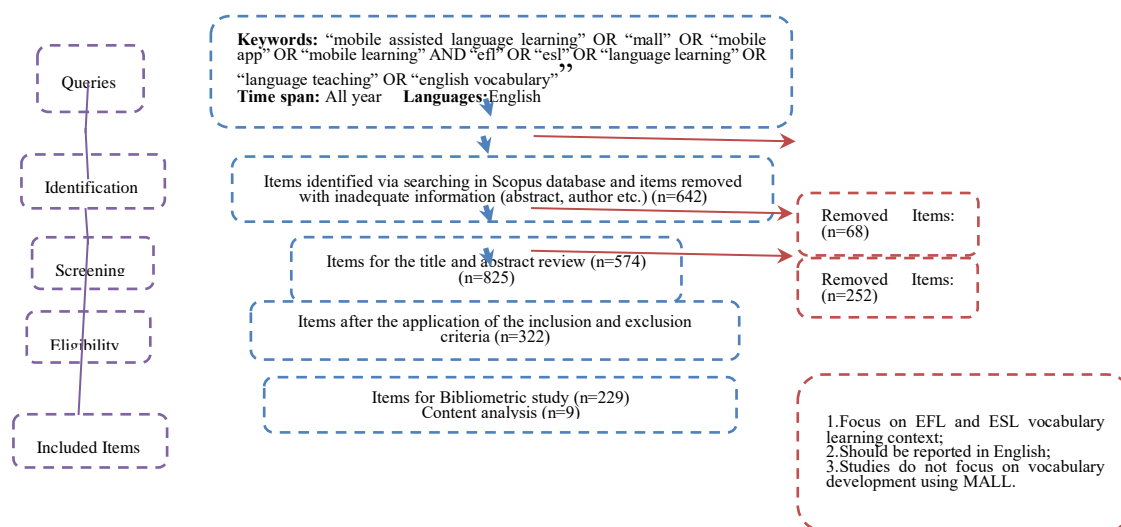
Figure 1: The searching procedure based on PRISMA

Findings

Findings showed a total of 229 documents were obtained comprising of 137 articles, 86 conference papers, four review articles, and two book chapters. There was an increased number of studies from 2007 to 2022 have been published in this field but with a slight fluctuation in between 2012 and 2018. China (24 publications), Japan (18 publications) and Malaysia (18 publications) took the top three prominent leads among all countries, whilst the top three most productive journal in this area were Lecture Notes in Computer Science (11 publications), CALL-EJ (7 publications) and International Journal of Mobile Learning and Organisation (6 publications). In terms of the most frequently used keywords, "Vocabulary Learning" (120 occurrence), "Mobile Assisted Language Learning" (114 occurrence) and "App" (40 occurrence) were the top three ranks, meanwhile "Effect" (62 occurrence), "System" (56 occurrence) and "Foreign Language" (46 occurrence) were the most used words in title and abstract field. Based on the citation and co-citation documents and authors network, the top three most frequently cited document was Chen & Chung (2008) with 271 citations, Lu M. (2008) with 216 citations and Chen, C. M., & Li, Y. L. (2010) with 180 citations, while Chen, C. M (549 citations), Li y. L. (215 citations), Wong L. H. (136 citations) for citation and Stockwell, G (104 citations), Kukulska-HulmE, A. (102 citations) and Nation, I. S. P. (80 citations) for co-citation were the most influential authors in this field.

Implications for Research

Generally, findings from this study show that there has been an increase in global interest in vocabulary learning through MALL research over the last 16 years. In terms of contributing documents, countries with an ESL or EFL context, such as China, Japan, Malaysia, Iran, and Indonesia, have paid particular attention. Meanwhile, the knowledge of contributed journal presented could be beneficial for the research community whose areas of study are focused on the utilization of technologies in EFL/ESL education in terms of highlighting opportunities for publication consolidation and visibility. In addition, the analysis of the co-occurrence of keywords and words in the title and abstract revealed varied research themes and interests including mobile learning apps, gamification, computer assisted language learning, augmented reality, e-learning, and vocabulary fostering through experiment. In the future, researchers and educators can conduct research on the most frequently occurring research hotspots and on the least frequently occurring topics to create new research innovations. It is important to note that the analysis of the most frequently cited papers and writers can inform readers about the best

articles and well-known authors in this sector. Inevitably, the current study has some limitations where all articles were obtained from the Scopus database. Other multidisciplinary databases are suggested for future studies so that a more broad databases can promote confidence in data generalization.

Consequently, this bibliometric analysis study is hoped to inform researchers and practitioners about potential research directions that researchers are interested to pursue while investigating this field of study.

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A CASE STUDY OF RELATIONSHIP BETWEEN IMPLICIT CULTURE BELIEF AND INTERCULTURAL SENSITIVITY AMONG ENGLISH MAJOR STUDENTS IN FOREIGN LANGUAGE UNIVERSITY IN CHINA

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Abstract

Implicit culture belief is the individuals' cognition on whether culture attributes are fixed or changeable. Thus, culture attributes considered as fixed essence belong to entity belief; culture attributes regarded as changeable are incremental belief. Previous studies suggest that the index of implicit culture belief has impact on both behavior and psychology of overseas students in the intercultural context. Nevertheless, these researches rarely focus on exploring overseas students' intercultural communication competence in terms of individuals' cognition. Thus, the formulation of implicit culture belief provides a clue for researchers to follow how individuals think about the foreign culture attributes. Additionally, this study concerns the relationship between implicit culture belief and intercultural sensitivity, an important component in intercultural communication competence. This study uses quantitative method, in which Pearson Correlation and Regression method in SPSS are used to analyzed the relationship between the variables. The study firstly explores whether the students' implicit culture belief is entity or incremental essence. The result suggests that most of students consider culture attributes as fixed, which belongs to entity belief. Next, the researcher tests the relationship between entity belief and intercultural sensitivity. The result shows that there is positive correlation between entity belief and intercultural sensitivity.

Keywords: implicit culture belief, entity belief, intercultural sensitivity, intercultural communication competence

Introduction

The ongoing globalization facilitates international communication and interaction among people from different countries and identities, especially with the case of development of technology, communication and transportation. Therefore, people with different cultural identities are coming to the contacts at more frequent rate, which creates more interpersonal encounters than ever before (Spitzberg, 1991). Intercultural sensitivity, as one of important components in intercultural communication competence, has been studied for many years. Scholars has studied the components included in intercultural sensitivity, which involve in self-esteem, self-monitoring, open-mindedness, empathy, interaction involvement and suspending judgement (Chen & Starosta, 1997). Afterwards, Chen and Starosta (2000) create the scale to judge the level of people's intercultural sensitivity, which is used widely in China for scholars to test students' intercultural sensitivity in universities. However, these researches rarely focus on exploring factors that influence students' intercultural sensitivity from the perspective of psychology. Implicit culture belief is the individuals' cognition on whether culture attributes are fixed or changeable (Chao, et al., 2017). According to the concept of implicit culture belief, culture attributes considered as fixed essence belong to entity belief; culture attributes regarded as changeable are incremental belief. Previous studies suggest that the index of implicit culture

belief has impact on both behavior and psychology of overseas students in the intercultural context. Nevertheless, studies of implicit culture belief on limited intercultural environment are scarcely. Therefore, this gap provides the research potential to explore the relationship between implicit culture belief and intercultural sensitivity in terms of people's cognition of foreign culture.

Objective

The objective of this study is to explore the relationship between implicit culture belief and intercultural sensitivity among English major students in foreign language university in China. Additionally, one of objectives is to test the perspective of English major students' implicit culture belief: whether their implicit culture belief is entity or incremental essence. The other objective is whether implicit culture belief has the positive or negative effect on intercultural sensitivity. Specifically, the issue of the relationship between implicit culture belief and the components of intercultural sensitivity is what this study focuses on.

Methodology

Knappertsbusch (2020) stated that the most applicable method for the quantitative aspect will be questionnaires which the researcher will use to gather data from a large number of people. The method will be preferred because it gives respondents adequate time to give out responses. Therefore, this study adopted questionnaire to conduct the quantitative study for examining the relationship between implicit culture belief and intercultural sensitivity. The questionnaire offers 23 items with five-point Likert scale ranging from strongly disagree to strongly agree in order to assess participants' attitudes toward implicit culture belief and intercultural sensitivity as mentioned.

There are two sections involving in the analysis process. The first section is for the measurement of implicit culture belief which consists of eight items of both entity belief and incremental belief (Chao, et al., 2017). Their study examined the reliability and validity of the items on implicit culture belief, which provide a good foundation for this present study. The second section is about intercultural sensitivity, which was revised based on the intercultural sensitivity scale (ISS) proposed by Chen and Starosta (Wang & Zhou, 2016). Wang and Zhou (2016)'s intercultural sensitivity scale consists of fifteen items in five dimensions.

This study adopts totally 121 English major students in grade two, three and four from Hebei International Studies University as respondents and most of whom are in the background with less intercultural experience. This study uses SPSS (Statistical Package of Social Sciences) for the analysis of quantitative data.

Results

The descriptive statistics presented the means and standard deviations for all the variables: Implicit Cultural Belief (Mean= 3.54, Standard Deviation = 1.25), Intercultural Sensitivity (Mean = 3.44, Standard Deviation = 1.21). Standard deviation means a measure of how far a set of values diverges from the mean. Smaller the standard deviation is, the more stable the data. The Mean in implicit cultural belief shows that more score means more entity belief. That is, a higher score reflected a stronger endorsement of entity culture beliefs, seeing cultural attributes as fixed. This result shows the perspective of English major students' implicit culture belief is entity essence.

Correlation analysis of variables is the foundation for the following regression analysis. Therefore, it is significant for this preliminary investigation to determine whether the variables are correlated with each other. And the results of Pearson Correlation indicate that implicit cultural belief has significant positive relationship with intercultural sensitivity (r=0.980, p<0.01). This correlation data analysis provides the basis for regression analysis.

The regression would determine the amount of variation in the Implicit Cultural Belief attributed to the dependent variable of Intercultural Sensitivity. That is, the size of the coefficient for independent variable gives the size of the effect that the independent variable is having on the dependent variable, and the positive or negative sign on the coefficient gives the direction of the effect. It was shown that, the overall level of the Intercultural Sensitivity was significantly predicted by Implicit Cultural Belief (β=0.98, p<0.01). According to coefficients, the results show that the Implicit Cultural Belief has positive effect on Intercultural Sensitivity.

Implications for Research

Since ICC originates from the empirical research in the U.S.A. and western countries, the proposed models and concepts built from western perspective are dominant in the field of ICC and cannot represent the overall perceptions in other culture settings (Xu, 2011). The current study displays the promotion and development of intercultural sensitivity, one of important components in ICC in the eastern perspective and devotes to a deep insight on intercultural sensitivity from individuals' cognition of cultural attributes based on the implicit culture belief. Besides, this study is a new attempt to combine the implicit cultural belief with intercultural sensitivity and provides an inner cognitive factor which could have effects on other components in ICC. Practically, this study will help students re-examine their intercultural study process from cognition of other cultures when dealing with intercultural encounters.

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SOCIAL MEDIA IN ESL LEARNING: CONTRIBUTIONS TO STUDENTS' SPEAKING SKILLS

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Abstract

The purpose of this research was to determine the social media platforms used by students in a higher learning institution and to find out students' speaking skills performance via social media. ESL teachers who need to depart from conventional teaching methods believe that social media will increase students' engagement in a language classroom. To ensure the development of speaking skills in class, it is crucial to encourage ESL students' global understanding through the appropriate use of social media platforms to help broaden their perspectives on the target cultures as well as improve their communicative abilities which will help them to interact and communicate effectively in English. A quantitative method was employed via a survey on 427 respondents to gain insights and opinions on social media as a contribution to students' speaking skills. The results revealed that the most popular social media platforms for students in a higher institution were WhatsApp, Telegram, YouTube, Instagram and Facebook. Apart from that, the results showed that the majority of the respondents agreed that social media mainly did allow the students to improve global interaction, enhance students' English-speaking skills and help students to communicate and share information. Additionally, social media provided current and up-to-date information that can be accessed without limit. Students also concurred that social media was a medium for language learning that would improve their communication skills. In conclusion, social media play an important role in enhancing students' speaking skills in their second language learning.

Keywords: ESL, social media, language learning, speaking skills

Introduction

Social media is a collective of online communication media dedicated to interact, create, share and collaborate and English plays a significant role as an international language used globally and on the Internet. Social media platforms can be a great contribution of knowledge to students especially in terms of speaking skills as it is a medium to communicate with native speakers (Poramathikul, Arwedo, Abdulhakim & Wattanaruwangkowit, 2020). However, speaking requires a lot of effort for non-native speakers of English especially English as a Second Language Learners (ESL). Hence, it is significant to encourage ESL students' the importance and global understanding on the appropriate use of social media to broaden their speaking skill abilities. According to Herlisya and Wiratno (2021), social media applications can be integrated in lessons and have been proven to be able to improve students' speaking skills. Social media should be able to be used in a positive direction. This would help them to speak English language in real-life situations, effectively. Thus, the aims of this paper are to describe and discuss the contributions of social media platforms to ESL students' speaking skills.

Research Objectives

1. To determine the social media platforms used by students in a higher learning institution.
2. To find out students' speaking skills abilities performance via social media.

Research Methodology

This research employed a quantitative approach. The instrument involved was a questionnaire, which consisted of four sections that were adapted from several studies. In this paper, it focuses on Section 2 of the questionnaire that was related to the types of social media employed by students in a higher learning institution. It covers a part of Section 3 which consisted of 6 questions on how the social media employed by the students assisted them in speaking skills, using a five-point Likert scale. The questionnaires were distributed to 427 respondents, who were from year 1 to year 4 undergraduate students. The data gathered were analysed using descriptive statistics namely, percentage and mean.

Findings and Discussion

This section describes and discusses the social media platforms used by students in a higher learning institution followed by students' speaking skills improvement via social media.

Social Media Platforms Utilised by Students in a Higher Learning Institution

There were similarities in the applications used by the students in which they utilised the applications for entertainment, education, and communication.
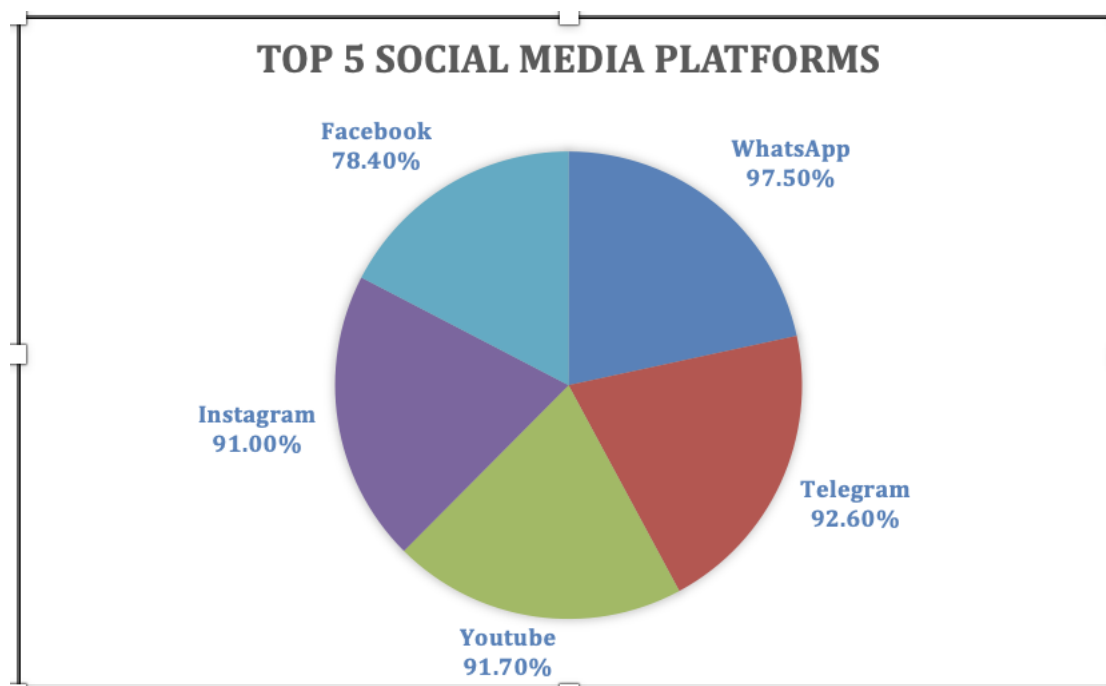
Figure 1: Top Five Social Media Platforms Utilised by Students in a Higher Learning Institution

Based on Figure 1 above, there were five most utilised social media platforms namely, WhatsApp, Telegram, YouTube, Instagram, and Facebook. These applications were used for entertainment, education, and communication. WhatsApp platform carried the highest percentage, 97.5 percent from the total respondents who had WhatsApp platform on their phone. The second highest platform employed was Telegram in which over 92.6 percent of the respondents used Telegram one of their medium for communicating. These top two social

media are the most important for students as they need to communicate for universities tasks and assignments as well as keeping in touch with everyone. This is also in line with several studies on the most popular social media platform which have revealed that Whatsapp is still the most widely used social networking programme (Akakandelwa & Walubita, 2018). WhatsApp was said to be an important technological tool for learning and applying speaking skills. Students using WhatsApp claimed to be more confident, fluent and language exposure (AlAzzam-Khraiwish, Alzyod & Baiteneh, 2021). Apart from that, given its support for inquiry, creativity, critical reflection, and conversation, WhatsApp has the potential to aid in the development of Higher Order Thinking Skills (HOTS) as well (Baguma et al., 2019). In relation to Telegram, it also enables the students to practice speaking using a variety of materials shared with them via Telegram which include, pictures, text messages, and audio, as well as video clips (John & Mohd Yunus, 2021). This was supported by Abu-Ayfah (2020) that majority of the students used Telegram for language skills improvement. The third most used platform was YouTube, holding 91.7 percent from the total respondents. YouTube is a video sharing platform whereby users are able to find almost all kinds of topic that fit in with the users' best interest whether it is for learning or fun. The respondents preferred YouTube as one of the reasons was that it allowed them to learn speaking from native speakers (Erzad & Suciati, 2018). In the fourth place was Instagram (91.0 percent). Here, the respondents used Instagram for entertainment and communication medium to share memories, interests and experiences through images and videos. Ihsan and Aulia (2020) discover the use of Instagram is a great a medium for improving speaking skills because it has helped students tremendously and by using Instagram, students were able to speak confidently and actively improving themselves based on the constructive criticisms given. Lastly, 78.4 percent of the respondents used Facebook to share, posts and learn. This is in line with Al-Saleem's (2021) view who believes that Facebook is an application or platform that should be integrated in speaking lesson. In short, these platforms were the most useful and popular for students in assisting them in English speaking skills.

Students' Speaking Abilities Improvement Via Social Media Applications

In this part, the respondents' speaking abilities improvement via social media were identified.

Table 1: Contribution of Social Media Platforms to Students' Speaking Skills

No.	Contributions of Social Media Applications to Speaking Skills	Mean
1.	Improve global interaction	4.63
2.	Help students to communicate and share information	4.57
3.	Enhance students' English speaking skills	4.33
4.	Help students to understand oral English	4.33
5.	Enhance students' pronunciation	4.23
6.	Improve students in speaking	4.15

Table 1 depicts the functions of social media platforms in facilitating the students in their speaking skills. They were analysed by using the mean score of 1-5, from the highest (5) to the lowest (1). Mean of 4 to 5 is considered very high. With reference to the table, social media helped support the students in their English speaking skills through a number of ways. Most importantly, social media applications were able to help the students to improve their global

interaction. This bears the mean of 4.63. Secondly, social media platforms were able to help students to communicate in English, with the mean of 4.57. Thirdly, the respondents also agreed that social media platforms could enhance their English speaking skills (mean equals to 4.33). Of the same mean (4.33), social media applications could also help students to understand oral English. The second last contribution was to help students in their English pronunciation, with the mean of 4.23. Finally, social medial was perceived the respondents to improve them in their speaking skills. The data revealed the importance of the contributions of social media platforms in supporting students' skills. This is as claimed by John and Yunus (2021) that social media platforms offer numerous benefits to the future teaching and learning of language specifically speaking skills. They further posit that students are able to reduce their speaking anxiety, gaining confidence and more motivated to use the language. Apart from that, Al-Saleem's (2021) study found that when implementing Facebook activities on speaking skills to the experimental group, the students showed significant improvement. In addition, Al-Saleem (201) also claims that Facebook can be a versatile platform for collaboration and sharing materials for other students. To summarise, social media applications did help to contribute to support and improve students' speaking skills in a variety of ways.

Conclusion

Overall, the results of this analysis fulfilled the criteria established by the suggested objectives. The main types of social media platforms used by students in an institution of higher learning were Facebook, Instagram, Telegram, WhatsApp, and YouTube. Furthermore, social media contributed to enhance the students' speaking abilities in English by improving their confidence, enhancing their pronunciation and their English-speaking skills. Further research could explore further in the other skills of English language.

Acknowledgement

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UNDERSTANDING AGING DISCOURSES: A SYSTEMATIC REVIEW

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Abstract

In recent decades, the phenomenon of aging has become a growing global issue. Studying the aging phenomenon from a linguistic perspective is becoming increasingly relevant as language defines how we think. Considering language's importance in human life, aging is a social construction that result from human interactions. One of the ways that aging is socially constructed is through discourses. The discourses of aging shape people's perceptions, attitudes, and behaviors associated with ageing and the older population. As a construction of reality, discourse also contributes to the development of policies and legislation regarding aging. This article aims to review studies that have looked at the various constructions of aging discourses. Several aspects such as types of aging discourses, sources of aging discourses, impact of discourse/s on aging populations and research methods are addressed. Online search engines such as Google scholar and online journal databases are used to search and collect the relevant literature between 2012- 2022 in order to get the latest published literature on aging discourses. The review found that the discourses of aging are generally categorized as positive and negative constructions with different consequences for the ageing population. Positive aging discourses are referred to as anti-ageism discourses, while negative aging discourses are referred to as ageism discourses. Negative aging discourses are mostly rooted in the medical field. In most studies of aging discourses, critical discourse analysis has been adopted as the analytic framework. This review provides a summary of discourses of aging for future research use.

Keywords: Aging, Discourses, Critical Discourse Analysis, Ageism

Introduction

Aging population has become a global phenomenon with significant economic, social, and political repercussions. Countries worldwide have therefore taken various measures to combat the aging issue by emphasizing positive aging paradigms such as healthy aging, active aging, successful aging, and productive aging in order to promote a better aging experience. In the past decades, there has been a tremendous increase in the study of ageing from different discipines, including clinical research, age-related diseases, and health and social sciences. Meanwhile, the study of aging from a language perpective has received some attention as well. Language is regarded as the means for communicating the understanding about reality. Thus, it is language that gives meaning to the way individuals think (Burr, 1995). Language serves an essential role in the social construction of age as well as ageing (Swift & Steeden, 2020).

This is because it uncovers a range of perspectives, identities and evaluations that center on particular age categories (Coupland, 2009). According to Nuessel (1982), the language we use shapes reality and defines the meaning of old age. Discourses are one of the ways that aging is socially constructed. They are known as written and spoken language which is more than a single sentence in the social contexts (Cameron, 2001). Discourses of aging generally refer to positive and negative conceptions about aging that influence how we understand and respond to aging. (Fealy et al., 2012). The representation of ageing through dominant discourses thus, provide insight into how ageing is socially constructed and how such discourses impact people's aging experiences.

Objectives

The objective of this systematic literature review is to examine the types of studies that have been conducted on discourses on aging. The review covers the period between 2015 and 2022. The objective of the review is to find out the various aging discourses, sources of aging discourses, impact of discourse/s on aging populations and research methods used in the investigations.

Methodology

The current study utilises the exploratory approach to review the literature on discourses on aging. In this respect, fifteen international academic articles on aging discourses between 2015 and 2022 were reviewed. Online search engines such as Google Scholar and online journal databases were used to search and collect the relevant literature.

Findings and Discussions

Generally, there are 'good' and 'bad' aging discourses that can distinguish whether older individuals age successfully or vice versa (Kydd et al., 2018). 'Good' aging discourses such as healthy ageing, active ageing and successful ageing are mostly employed to promote positive ageing experiences and empower healthy lifestyles among the ageing population (Makita et al., 2021; Foster and Walker, 2015). Healthy aging and successful aging discourses aim to dissipate misconceptions about the ageing population such as dependence and weakness of the gaed population. These discourses are said to unfold more precise realities about older adults (Larsson & Jönson, 2018). Lagacé et al (2021)'s study highlights that older population is intertwined with the discourses of vulnerability, dependency and loneliness during the Covid pandemic. This is because they are unable to fight against the Covid virus, and require assistance from others for self-protection. On the other hand, Higgs and Gilleard (2014) disclose that old age discourses typically underline the fragility, costliness, and indignities of the older population. The ageing population's stereotypical identities can be perpetuated by discourses through television (Chen, 2016), social media (Levy et al., 2014), newspaper (Chen, 2015), public and authoritative forum (Wilisńka, 2015).

Conclusion

This review indicates that there are usually two kinds of discourses about aging: positive and negative. Repercussions on the elderly are different for both kinds of discourses. Negative discourses about aging, however, are more prevalent and mostly rooted in the medical field. The discourses of negative aging fall under the categorization of ageism discourses. In most studies about aging discourses, critical discourse analysis has been adopted as the main analytical framework.

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MULTIMODAL INQUIRY LEARNING FRAMEWORK INMEANING-MAKING OF THE CONCEPT OF FORCE

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Introduction

The level of global education is seen to be growing in line with the progress of today's modern world. Countries around the world including our country Malaysia, continue to strive to advance their education to a higher level. This aims to prepare the young generation to face the needs of the 21st century, especially in the field of Science, Technology, Engineering and Mathematics (STEM).

STEM education in Malaysia was introduced through the implementation of the Secondary School Standard Curriculum (KSSM) in 2017 (Curriculum Development Department (BPK), 2016). STEM education unifies disciplines that lead to effective and high-quality learning, unifies real-life practices, and encourages individuals to think creatively and critically (Rahayu et al., 2005; Stein et al., 2007; Stohlmann et al., 2012).

The Malaysian Education Development Blueprint 2013-2025 also outlines the desire to produce knowledgeable and highly skilled citizens to face international competition (Ministry of Education (MOE), 2013). This desire has been translated into the physics curriculum, aiming to produce students who have knowledge and skills in the field of physics to enable them to solve problems and make decisions in everyday life (BPK, 2018).

To produce students with knowledge of physics, effective and meaningful physics learning needs to happen during the teaching and learning (TnL) processes. This effective and meaningful learning will lead to a good understanding of the basic concepts of physics. An understanding of physics concepts is important so that they can be used to solve everyday problems (Ratnasari et al., 2017; Sudarmani et al., 2018). Past studies have also shown that one of the reasons students fail to solve physics problems based on everyday life is due to a relatively weak mastery of physics concepts (Meor Ibrahim & Hatimah Naim, 2010; Nurul Aufa & Siti Nursaila, 2022). This means that the mastery of the basic concepts of physics is a factor that can influence how students apply the physics concepts learned to their daily activities. Therefore, to ensure that the main goals of the physics education curriculum can be achieved, students' understanding of these physics' concepts must be given attention.

However, students are found to have existing knowledge that is not in line with scientific concepts, before they learn the concepts in class (Duit & Treagust, 2003; Hewson & Hewson, 1983; Treagust & Duit, 2008). This existing knowledge makes it difficult for students to understand scientific concepts in class (Treagust & Duit, 2008). Conceptual change is a term used to describe the change in students' alternative framework to scientific concepts because of the learning they experience (Tao & Gunstone, 1999). In this study, the conceptual changes that occur to students after learning physics concepts will also be identified.

Problem Statement

The interaction that exists between existing knowledge and new knowledge of students will produce conceptual changes in students (Hewson & Hewson, 1983; Posner et al., 1982). However, conceptual change in students will only occur after the students' existing concepts are compiled, changed, and replaced with new concepts (Smith et al., 1993). This means that the process of conceptual change in students is complex and requires careful planning by the teacher (Hewson & Hewson, 1983; Mason, 2001; Smith et al., 1993; Wan Nur Fatin Izzati Wan Mustaffa & Lilia Halim, 2016).

Based on previous studies, there are various existing knowledge and alternative frameworks that exist in students before learning the concept of force in class (Ahmad Tarmimi & Shahrul Kadri, 2016; Azita Seyed Fadaei & César Mora, 2015; Bani-Salameh, 2017; Halim et al., 2014; Kamarrudin et al., 2020; Nie et al., 2019; Normawani & Lilia, 2018; Siti Nursaila & Faridah, 2015; Tao & Gunstone, 1999). The alternative framework that students hold makes it difficult for students to learn and understand the concept of force because the alternative framework students have is difficult to change (Azita & César, 2015; Mason, 2001; Nie et al., 2019). This alternative framework will remain in the minds of students (Bani-Salameh, 2017; Liu & Fang, 2016), especially matriculation students, if not changed, even though the concept of force has been taught since high school.

Changes to this alternative framework require conceptual changes to occur gradually among students (Vosniadou, 2013). Conceptual changes in students during the TnL process also involve communication between teachers and students (Çelik & Kılıç, 2014; Mason, 2001; Mortimer et al., 2012). Communication is divided into verbal and non-verbal (Nor Suhaila et al., 2014). Verbal communication involves similes such as personification, hyperbole, metaphors, thimbles, and so on (Saouma et al., 2018), while non-verbal communication involves body language such as facial expressions, body signals, eye gaze/movements, and the elements of humour (Mohd. Khairuddin, 2014; Zakaria et al., 2019).

Learning that involves communication that occurs verbally and non-verbally is a general characteristic of multimodal learning. Yelland (2018) defines multimodal learning as the application of more than one mode (multimodal) for learning that offers a variety of rich learning experiences for students. For example, multimodal learning can consist of linguistic (text-based), visual, kinesthetics (digital touch), aural and spatial (movement) modalities. This multimodal learning is often associated with the construction of meaning-making by several researchers (Kewalramani & Veresov, 2021; Tang et al., 2014; Williams et al., 2019).

A study by Anis Diyana (2020) has proven that multimodal representation is found to play a role in the conceptual change for the concept of heat, but how the change in the concept takes place in the student's mind through meaning-making has yet to be explained by her. This is because meaning-making is the result of communication and interaction between teachers and students through the involvement of multimodal representation (Flood, 2021; Morawski & Rottmann, 2016; Park et al., 2021; Williams et al., 2019). Therefore, this study suggested a framework, called the MIL framework to explain how meaning-making will change the alternative framework of matriculation students in the concept of force.

Conclusion

The main contribution of this study is the contribution to the emergence of new knowledge in alternative framework change by MIL framework. This study was conducted to elaborate new knowledge on this philosophy of social constructivism when the role of multimodal representation through inquiry learning is very rarely elaborated by physics education scholars. This will also open opportunities for further studies after this on the learning of multimodal inquiry on the philosophy of social constructivism.

In terms of contribution to learning practice, the study of multimodal representation through inquiry learning on the changes of alternative framework, will be used to assist students in understanding the concept of force. Teachers can use multimodality and inquiry in their TnL to ensure that they can get to know more deeply the alternative framework of students and then change it to the correct concepts. This MIL framework can be studied further in the future by exploring other scientific concepts.

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DESIGN OF ONLINE AND OFFLINE BLENDED TEACHING OF COLLEGE ORAL ENGLISH BASED ON "RAIN CLASSROOM"

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Abstract

In view of the characteristics of Chinese college oral English teaching and the use of Rain Classroom platform, this research designs a new online and offline mixed college oral English teaching model based on Rain Classroom platform, in order to improve the teaching effect of college oral English. This research uses questionnaires and interviews to analyze the current situation of Chinese college students' oral English learning and the difficulties encountered in oral English teaching, and then designs a hybrid university oral English teaching mode in response to these problems. The research takes 85 non-English major second-year students from Yinchuan Energy College as the research object, selects two classes, one is the control class and the other is the experimental class, uses spss to analyze the tracking data, and then analyzes the data for the two classes. Compare and draw conclusions.
Research shows that online and offline mixed teaching based on Rain Classroom platform is helpful for college oral English teaching. Oral language teaching on the Rain Classroom platform can provide richer learning resources and diverse learning methods, and promote students' autonomous learning. It is hoped that this research can provide new ideas for the reform of college oral English teaching.

Keywords: Blended learning;University English;Oral language teaching

Introduction

With the rapid development of computer, multimedia and network technology, the 21st century has formed the era of knowledge economy with informationization as the main feature. All walks of life are experiencing changes and development driven by "Internet +". Likewise, revolutionary changes have taken place in China's oral English teaching methods. Information technology has been continuously applied to the oral English teaching design and oral teaching process of various schools, and various online and online oral English learning platforms have emerged one after another. Combined with the traditional offline oral English learning mode, an online and offline hybrid learning mode has been formed. This paper is a research on Chinese college oral English teaching under the background of educational informatization. In order to improve the current problems faced by Chinese college oral English teaching, the research has tried a blended learning-based oral English teaching model, using a blended research method, using questionnaires, oral English test papers, and in-depth interviews as research tools, and selecting the second year of college. The non-English major students are divided into experimental group and control group, and reasonable teaching activities are designed to realize the mixing of learning resources, learning environment, learning methods, etc. Learning potential, so as to improve the effect of oral English teaching. The research proves that the oral English teaching mode based on blended learning can better help students learn and use oral English, and enhance their interest and confidence in oral English learning.

Objective

This research uses the "Rain Classroom" learning platform developed by Tsinghua University in China to assist college oral English learning, carry out teaching practice, and use the "Rain Classroom" real-time communication and interaction function to design a hybrid online and offline combination under the mobile network environment. Oral learning mode. It is hoped that through this model, the integration of information technology and oral English teaching will be realized, students will develop good oral English learning habits, and students' enthusiasm for learning oral English will be strengthened, so as to achieve the ultimate goal of improving students' oral English ability, this study set the following research goals:
i.   To investigate the acceptance of blended learning approach for oral English skills among Chinese university students;
ii.   To identify ways to improve oral English skills for Chinese university students by integrating blended learning approach;
iii.   To find the effects of using blended learning approach in improving Chinese university students' English oral skills.

Data/Methodology

This study will carry out a 16-week teaching experiment, using a mixed research method, mainly using research tools such as questionnaires, interviews, and tests. The specific methods and procedures are as follows:

i.   Before the start of the experiment, a questionnaire was distributed and collected for the students in the experimental group and the control group. The questionnaire consisted of the students' personal basic information and 20 questions related to mixed oral language learning. Most problems are designed using Likert quantities
ii.   During the course of the experiment, random interviews were conducted with the students and teachers participating in the experiment. During the interview, data was collected by voice recorder and then transcribed into text.
iii.   At the beginning and end of the experiment, that is, in September 2022 and January 2023, two groups of students will be tested in oral language, the scores will be recorded in detail, and then the test data will be compared and analyzed.
iv.   After the 16-week teaching experiment is over, the students will be given the questionnaire again, and the students will be informed that the questionnaire will be used for teaching research and will not affect the final exam. Students are required to complete it within 10 minutes according to the facts. The researcher used the "Questionnaire Star" platform to send electronic questionnaires and sent a total of 140 questionnaires through the WeChat group of each class.

Results/Findings

Based on the review of relevant literature, questionnaires and interviews, this research combs the current situation of Chinese college oral English teaching in detail, and designs a blended learning learning model for college oral English courses. The blended oral language learning that combines online and offline allows students to choose fragmented and scattered time to study independently anytime, anywhere, which is very convenient. Teachers can provide students with a large number of suitable oral learning materials through online and high-quality network resources. Through the data analysis of the pre- and post-test scores of the students in the experimental class and the control class, it can be concluded that after the oral English teaching mode based on blended learning is used for teaching practice activities, the students in the experimental class are better than the students in the control class in terms of pronunciation, pronunciation, intonation and dialogue. There is a significant improvement in the level of oral English in terms of communication and oral expression. The researcher found that the blended oral language learning model can not only strengthen the effect of oral

language teaching, but also make oral language learning more purposeful, enhance students' interest in learning oral language, and improve students' oral expression ability.

Implications for Research/Policy

The blended college oral English learning model can increase classroom interaction. First, the combined online and offline teaching mode is to let students complete the basic oral English training independently before class. More teaching time is devoted to group conversations and topic oral practice, which greatly increases the opportunities for face-to-face oral communication between teachers and students. Second, students learn and practice language organization skills, language tact, and thinking classroom interaction skills through cooperative learning and group discussions on unit topics. Teachers guide students to express their opinions and expand their ideas to ensure the depth and breadth of discussions, which greatly improves teaching efficiency. The experiment collects, organizes, analyzes and feeds back relevant data in oral language teaching and learning through the "Rain Classroom" platform, including study time, behavioral preferences, grade records, etc. Teachers can view and monitor students' learning, and adjust teaching plans in a timely manner according to students' conditions. Teachers can also accurately locate students' personality problems through these data, teach students according to their aptitude, and can also accurately analyze students' learning process, adjust their teaching strategies at any time, and implement effective teaching intervention and scientific management. Therefore, the blended college oral English learning model has a positive impact on both teachers and students.

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EVALUATING VOCABULARY PRESENTATION IN CEFR GET SMART PLUS 4 IN MALAYSIA

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Abstract

Textbooks play a vital role as the teaching and learning resources for both English as Second Language (ESL) educators and learners. A number of studies have been conducted to evaluate the Malaysian EL textbooks. However, studies focused on vocabulary in Malaysian CEFR primary school textbooks are still limited. Therefore, this research intends to address the identified research gaps through evaluating vocabulary presentation in CEFR Get Smart Plus 4, a textbook widely used among Malaysian Year 4 learners. The study aims to identify the usefulness of the vocabulary presentation provided in the textbook. A mixed method explanatory design was selected for the study. A group of ESL educators was chosen via purposive sampling technique to collect information regarding the subject matter. The textbook evaluation checklist on vocabulary was distributed among 48 respondents while 3 educators were interviewed via semi-structured interview protocols to obtain further information. The result of the study uncovered a moderate usage of the vocabulary presentation in the targeted textbook as proven in the overall mean of 2.74 (SD=0.71). Hence, the vocabulary presentation in the textbook is purposeful. As for the future studies, the researchers can widen the sample size and focus on the other language skills.

Keywords: textbook, evaluation, ESL

Introduction

English is one of the languages that is commonly used across the world (Sioco & Vera, 2018). Globally, children are imparted and encouraged to learn English as a Second Language (ESL). In Malaysia, English Language (EL) is placed as a second language (L2) with reference to the Malaysian education system in line with the education policy. It is an indisputable fact that EL plays a significant role in Malaysia Education and the use of language has increased tremendously. Hence, the use of EL in the Malaysian education system has evolved over the years and the Common European Framework of Reference for Languages (CEFR) was implemented in Malaysia. Mat Hussin et al. (2015) stressed that the use of textbooks in the classroom is able to assist teachers in teaching and learning practice in enhancing learners' vocabulary knowledge. Therefore, it is vital to evaluate the quality of textbooks as it is a reliable resource for teachers and learners.

Table 1.1 The principles of vocabulary teaching in ESL classrooms

Appropriate load of vocabulary in ESL textbooks	(Alqahtani, 2015)
Balance of simple and complex words in the textbook	(Dakhi & Fitria, 2019)
There should be a balance of vocabulary presentation in the textbook	(Ismail et al., 2017)
Consist of adequate exercises for vocabulary learning	(Nation, 2001)
Contextualisation of vocabulary boosts the learners' confidence to comprehend the meaning independently	(Alqahtani, 2015)
The choice of vocabulary in textbooks should be suitable to be contextualised in order to assist students to understand the vocabulary	(Rapaport, 2004)
Vocabulary practices in the textbooks are the tools that teachers use to assist learners' vocabulary acquisition (Topical nature).	(Mohd Tahir et al., 2020)
The specific method to teach new vocabulary sentences and examples that define new vocabulary that are familiar to learners and index of new vocabulary at the end of the textbooks	(Mat Hussin et al., 2016)
Vocabulary can be learned effectively if the learners are given some level of reiteration, especially slow learners.	(Ismail et al., 2017)
At the same time, the use of visuals is able to help students to recall the vocabulary that has been read in the textbook.	(Ismail et al., 2017)
Teachers could utilize their imagination to urge students to learn new words in various sorts of exercises	(Ismail et al., 2017)

Vocabulary can be described as the total number of words that need to be acquired to convey ideas and articulate utters' meaning in a context (Alqahtani, 2015; Alfaki, 2015). Acquisition of vocabulary plays a crucial role in mastering language skills. Table 1.1 illustrates the principles of vocabulary teaching in ESL classrooms. These principals show that there should be an appropriate vocabulary presentation in ESL textbooks based on the various studies conducted in the past.

Likewise, there has been various research conducted on ESL textbook evaluation (Ayu & Indrawati, 2018; Budiarsih, 2022; Hakim et al., 2020; Katawazai et al., 2019). However, the evaluation of ESL primary school textbooks in Malaysia is limited. Although there are studies conducted in Malaysia on ESL textbook evaluation (Mat Hussin et al., 2015; Johar & Abdul Aziz, 2019), limited research conducted on Malaysian CEFR primary school textbook focusing on vocabulary. Hence, this study is able to bridge the research gap by examining vocabulary presentation in CEFR Get Smart Plus 4 which is used among Year 4 learners in Malaysia.

Objective

This study investigates teachers' evaluation on vocabulary presentation in CEFR Get Smart Plus 4. In order to achieve the purpose of the study, this study addressed to identify the usefulness vocabulary presentation delivered in CEFR Get Smart Plus 4. Based on the purpose of the study and research objective, this research aimed to answer the research question, 'How useful is the vocabulary presentation delivered in CEFR Get Smart Plus 4?'

Data/Methodology

The study employs a mixed-method explanatory research design. In this study, the qualitative data are gathered to provide further details to the quantitative data obtained. 48 ESL primary school teachers in Johor Bahru were selected via purposive sampling technique as they were actively involved in using the targeted textbook. Furthermore, a textbook evaluation checklist and semi-structured interview protocol were employed to achieve the aim of the study. A Checklist for Evaluating Vocabulary Presentation in CEFR Get Smart Plus 4, adapted from three existing textbook evaluation checklists (Mat Hussin et al., 2015; Mukundan et al., 2011), was distributed among the respondents. The checklist described the usefulness of the criteria focused. The quantitative data gathered were then analysed using an analysis tool, Statistical Package for the Social Sciences (SPSS) version 25. Moreover, a semi-structured interview protocol consisting of eight questions deeply investigates the respondents' beliefs, perspectives, and opinions on the presentation of vocabulary in the textbook. Thematic analysis was utilised to manage and highlight the finding in the qualitative data.

Results/Findings

Based on the data collected, it was found, the majority of the respondents agreed that the load and number of new vocabularies in every lesson is appropriate to the linguistic level of the learners. This indicated that the textbook was highly useful in introducing appropriate new vocabulary in the lessons. This was supported by the data gathered via interview session and Alfaki (2015) and Alqahtani (2015) that the number of words in ESL textbooks should be appropriate for all types of learners. Besides that, most of the respondents also mentioned there is a balance of simple and complex words in the textbook. This was further revealed in the interviews and research proposed by Ismail et al. (2017) and Dakhi and Fitria (2019) as they have highlighted there should be a balance between simple and complex words in ESL textbooks.

In addition, the majority of the respondents also agreed that the vocabulary practices are rich and sufficient. This finding was further highlighted by the interviews and Nation (2001) and Mohd Tahir and Tunku Mohtar (2016) that proved that exercises for vocabulary are adequate for long term vocabulary retention among learners. Moreover, almost half of the respondents also agreed that new words are repeated across the book for delayed recall. This finding aligned with the interview session that showed the textbook reuses the targeted words across the textbook efficiently so that the learners are able to recall the topics and words learned. The result is further highlighted by Ismail et al. (2017) that the frequent repetition of new vocabulary in various contexts in ESL textbooks solidifies them in their memory.

Furthermore, majority of the respondents agreed that the words in the textbook are contextualised which was supported in the data gathered during the interview session and study conducted by Rapaport (2004), contextualised vocabularies in ESL textbooks are appropriate and help the learners to acquire varied words. Apart from that, it was also found that the respondents expressed that the textbook is highly useful in using visuals to present the contextualised new words which was acknowledged by the interview and research conducted by Ismail et.al. (2017) that emphasized the visuals presented in the ESL textbooks are helpful for the students to recall the vocabulary.

Majority of respondents also claimed that the topical nature of the vocabulary exercises is often meaningful to the students. This was further supported by the interviews, that the themes, topics and examples for the vocabulary in the textbook are recent and reflect real-life situations. However, the findings were contradicting to Mohd Tahir et al. (2020) that the vocabulary practices included in ESL textbooks do not cater various learners with different proficiency levels. The result differs maybe due to the respondents' interest and preferences. Next, most of the respondents agreed that there is a specific method to teach new vocabulary. The result was further supported by the interview session and this is also parallel with the research conducted by Ismail et al. (2017), which proposed using a variety of language activities in the ESL

textbook helps the learners to memorise new words and gain a better focus on the vocabulary learning process.

Half of the respondents agreed that the sentences and examples that define new vocabulary use words that are known by learners which was aligned with the findings in interview sessions and study conducted by Mat Hussin et al. (2016) that deliberated sentences and examples that define new vocabulary presented in ESL textbooks are familiar to the learners. Lastly, majority of the respondents also agreed that there is an index of new vocabulary at the end of the textbook which aligned with the findings gathered via interviews and further proved by Mat Hussin et al. (2016) that the index in ESL textbook is essential in identifying new words used in each unit for both teachers and the learners.

Implications for Research/Policy

In conclusion, the study disclosed that the vocabulary presentation in CEFR Get Smart Plus 4 textbook is moderately useful for both ESL teachers and learners. The results of the finding provided insights to the teachers and educators in adapting, adopting, and utilising the textbook in their planning and lesson deliveries. In the future research, it is recommended that the evaluation checklist can be varied in investigating different language skills. Larger sample size can provide a more significant result and allow the researchers to generalise the finding.

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INVESTIGATING THE NEEDS OF AN ESP COURSE FOR PAKISTANI SOLDIERS

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Abstract

The study investigates the needs of an ESP based short course for the Pakistani Soldiers who happen to interact with military personnel of other nationalities during various missions abroad. Pakistan Army is one of the major contributing forces whose troops participate in multiple military operations in different parts of the world under UN Missions. Pakistani troops though study English, however, do not use English as lingua franca in daily and official life, and therefore, they face difficulties while they are deployed on UN Missions abroad. The study had been conducted to determine the needs of an ESP short course for Pakistan Military Personnel going to perform military duties abroad on UN Missions. The study used mixed method design, quantitative as well as qualitative, and collected data through quantitative research tools like questionnaire by using Likert scale and semi structured interviews of the participants. The results of the study had been analysed by using SPSS-26 and thematic coding. The major findings of the study revealed that there was a need of specific English Course for the Pakistani soldiers who happen to serve on UN Missions abroad as 1) Pakistan Military Personnel were unfamiliar with the military terminologies in English and 2) they faced difficulties in pragmatic competence while they were performing on UN Missions abroad. The study had been administered to fifty military personnel who had served on UN Missions abroad. The population of the study comprised of the soldiers who had taken part actively in the war operations as well as community services. The results of the analysis indicate that if there had been a properly designed short ESP based language course for the Pakistan Military Personnel before they joined UN Missions abroad, it would have facilitated them in the performance of their official and social duties more efficiently.

Keywords: ESP; UN Missions; Military Personnel; Military Terminologies

Introduction

The present study has been conducted to investigate the need of an ESP based language course which could be administered to the Pakistani troops who are going abroad to participate in UN Peacekeeping Missions so that the command on English should enable them have better performance on the given tasks there. Teaching programmes for overseas students and immigrants over the past three to four decades have furnished the field of English Language Teaching (ELT) with a new notion of Language for Specific Purposes (LSP) in the domains of EAP (English for Academic Purposes) and EEP (English for Employment Purposes), though approaches to LSP in defence are comparatively new moves. ESP is now a common trend for designing a language course with specific topics and in stipulated period of time in the form of intensive course (Hutchinson & Waters, 1998). ESP is now a common trend for designing a language course with specific topics and in stipulated period of time in the form of intensive course (Hutchinson & Waters, 1998). Hyland (2019) expresses that the field of English for

Specific Purposes (ESP) has grown rapidly in the past four decades to become a major part of English language teaching and research. In the present times, in addition to the notion of general English, new concepts of English for Specific Purposes (ESP) and English for Academic Purposes (EAP) have been introduced. The basic idea underlying the concept of ESP is that every profession has its specific genre of communication needs which are not addressed in the general English Language Teaching.

Objective

Pakistan Army is sending its troops to participate in UN Peacekeeping Missions since 1960 and have participated in 41 Missions. Pakistan Army is the third largest contributing force in United Nation Peacekeeping Missions. However, as regards language policy, one comes across with the approach that English is highly valued in high offices and power domains, yet for the troops and soldiers English is not required much as most of the professional tasking is transacted through the medium of national (Urdu) or even regional languages."Pakistan has contributed more than 1, 60,000 troops till date in 23 countries in almost all continents of the world. Pakistan has remained one of the largest troops contributing country consistently for many years."The need for effective communication in army could surface on four occasions (Footitt & Kelley, 2012) i.e. first, that army is composed of personnel belonging to different mother tongues, secondly, language skills needed against enemy forces for the sake of intelligence or propaganda, thirdly, when the forces happen to fight against people whose mother language is different from theirs and fourthly, working as coalition force like NATO and UN Missions where common language is required for bridging the communication gaps and this fourth aspect of English language teaching to army personnel becomes the foci of this study. NATO, through STANAG-6001 has imposed uniformed standards of communication for the troops joining UN Missions.

Data / Methodology

The paper has been focused to investigate the communication needs of the Pakistan Military Soldiers when they are employed on UN Missions abroad by using the approaches like 'Target Situation Analysis' and 'Present Situation Analysis' (Chambers, 1980) . The study aimed to determine the needs for an ESP based course for the Pakistan Military troops to facilitate them in the jobs on UN Missions. This study used Explanatory Sequential design which suits when qualitative data is needed to offer explanation required for the quantitative outcomes (Creswell, 2014). First, the researcher collects quantitative data which is further authenticated in the light of obtained qualitative data but the primary focus remains on the quantitative features (Creswell, 2014). Two phased explanatory sequential research design (Creswell & Clark, 2017) following mixed methods approach to address the research questions was used for the present study. The first phase was quantitative which would lead to qualitative phase to confirm the findings from the first phase. The second phase was qualitative conducted through semi-structured interviews and discussion with the respondents as domain experts as they had served abroad on UN Peacekeeping Mission recently. Since the paper used mixed methods approach, the study used Questionnaire as well as informal discussions/semi-structured interviews as tools for eliciting data. Questionnaire was administered to fifty respondents and informal discussions/semi-structured interviews with seven domain experts were conducted. Questionnaire resulted in quantitative data whereas qualitative data was obtained from informal discussions/semi-structured interviews.

Results / Findings

Demographic Data (Part-1)

Fifty Pakistan Military Personnel participated in the study.
Participants belonged to different ranks, I.e. Subedar (14%) and Havaldaar (86%).
The minimum serving experience for every participant had been 10 years and above.
Matric and Intermediate were 46% each and Bachelors were 8% of the participants.
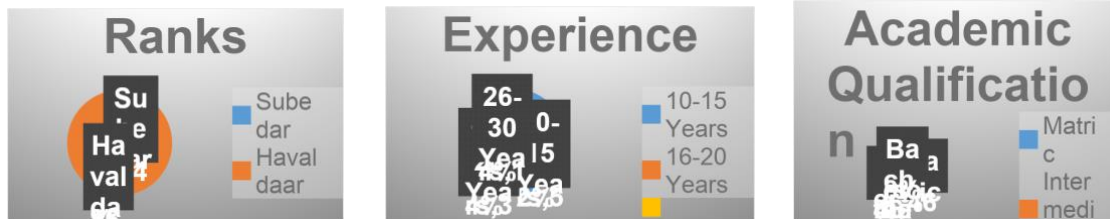
Figure 1: Example

Results/Data from the Questionnaire (Part-2)

Ten items were asked through the questionnaire from the fifty participants in order to determine the communication needs of running an ESP based short course for the Pakistan Military Soldiers before they join UN Missions abroad. The relevant responses for the study have been depicted in the graph as Table 1.
60% were not satisfied with their proficiency in English
94% faced problems in communication
98% valued proficiency in English as an asset
76% felt the need for the introduction of an ESP based course for the Pakistan Military Personnel who had to serve on UN Missions abroad.

Table 1: Result
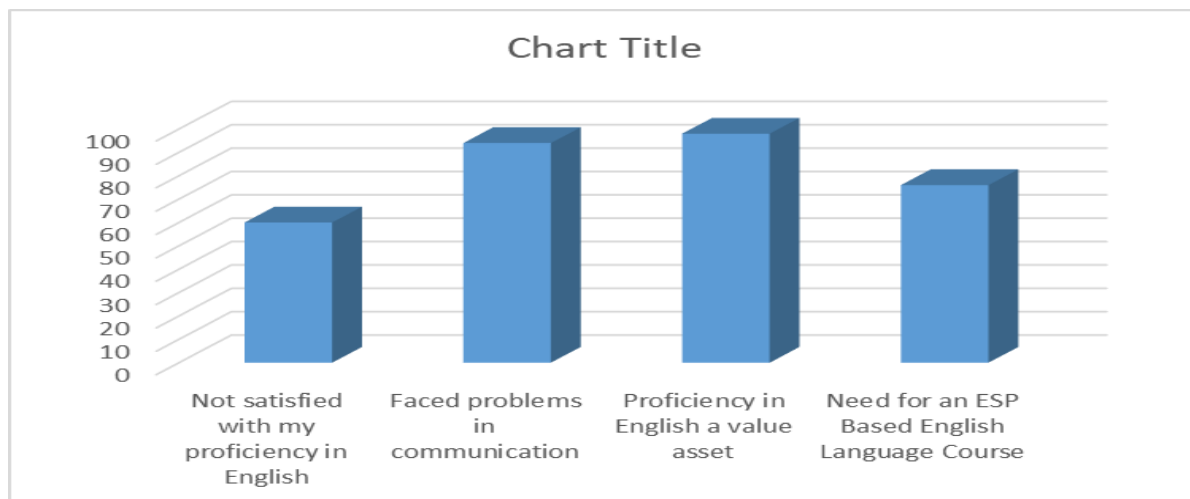
Themes resulting from Informal Discussions/Semi-structured Interviews

Qualitative data was analysed by using the approach by Braun & Clarke (2006). Informal Discussions/semi-structured interviews with the 7 participants from the population which participated in the quantitative phase were conducted . These seven participants were selected as they were academically better than the others. They were bachelors. The discussions/semi-structured interviews focused on the aspects of conflicting areas which came up from the results of questionnaire. These discussions/semi-structured interviews were recorded and transcribed and later on were converted into open codes leading to thematic coding and narration of the codes.

Troops Face difficulty in communicating with foreign troops

This was discussed at large with troops as a tangible number of troops (30%) felt confident in their ability to communicate. The discussions further revealed that the actual ability of the troops to communicate was far below and troops who even could convey through sign language or 'yes/no responses' also considered themselves as confident to have either language proficiency or able to communicate whereas it was far away from the standards of reliable communication.

Need for a short Intensive ESP Course

A unanimous response was received from all the participants that introduction of a short intensive ESP based course would definitely facilitate Pakistan Military Troop in the performance of their duties when they were employed on UN Missions abroad. One of the participants was excited to the extent to see the STANAG 6001 implemented for the Pakistan Military Troops who are to join UN Missions abroad.

Listening and Vocabulary is much emphasized in a short Intensive ESP Based Language Course

The most important features of an ESP course for the troops before they joined UN Missions abroad were considered vocabulary and listening skills as both would facilitate them understand their duties well and perform accordingly. The participants were of the view "during war operations, understanding an order or understanding the population whom they .wanted to help is more important than being able to sermonize them and for understanding someone, even the interpreter, one needs to be good in vocabulary and listening skills.

Implications for Research / Policy

The study is believed to have vast impact on the existing notions of ELT in Pakistan in general and in the academic system of Pakistan Military in particular. The study convinces the educator in Pakistan Military to review their language policy and align it with the modern trends and notions in ELT especially start using ESP based concepts for the specialized communications in different fields of Pakistan Military. The study suggests to modify and revolutionize the English Language Teaching practices in the Pakistan Military. Furthermore, the study introduces a shift to the English Language Training of the Troops like it is being paid as regards the officer cadre.   The study also provides input to the research to start working on the notions of English for Military Personnel as no special attention is being paid to the training of troops in the communication skills even during their in-service period. One of the implications of this study could be that it might be projected to a full scale research leading to designing of a comprehensive ESP based syllabus on the lines of Campaign and DLI Courses. ESP is an evolving field in the discipline of English Language Teaching. Scanty research has been carried out in the field of English for Military Personnel. After the imposition of STANAG-6001 for UN troops, there is need that participating troops are proficient in the English language communication. There is need that Pakistan Military as well as Military of other countries whose troops participate in UN Missions develop their own ESP Courses for their troops before they join UN Missions.

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REPRESENTATIONS OF FEMALE SYMPATHISERS OF ISIS AS NURTURERS

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Abstract

Since June 2014, the international media has reported on the Islamic State of Iraq and Al-Sham (ISIS), an international Islamist-motivated terrorism group in Syria and Iraq. In the latter part of 2014, the global media began reporting on a new and disturbing trend: women, often young and unmarried, were leaving their homes and families to sneak into Syria and Iraq to join ISIS (Neumann, 2015). Sjoberg & Gentry (2011) point out that the way women terrorists are represented in the media has not been explored adequately. Furthermore, the media often portrays women involved with terrorist groups acting in ways specified to their gender and perceived gendered roles (Sjoberg & Gentry, 2011). Employing Critical Discourse Analysis – the Discourse Historical Approach (Resigl &Wodak, 2000), this paper will analyse the representations of female sympathisers in the media. The data for the global media is taken from three online newspapers - The Guardian, The Daily Mail, and Le Madame Figaro. ISIS-affiliated media analysed includes Dabiq Magazines and The Manifesto by Al Khanssaa Brigade. One prominent representation in both media is the representation of female sympathisers as nurturers. Thus, this paper will discuss the complementing and contesting discourse analysed in this representation across both media. By viewing gender through multiple lenses, this paper intends to pave the way for an examination of gender and terrorism that explores the complexities of representations.

Keywords: Gender, Terrorism, Critical Discourse Analysis, ISIS

Introduction

2014 marked the start of media reporting on the ISIS phenomenon. ISIS is a Salafi jihadist Islamist group that seeks to establish a state based on historic Islamic caliphates (Wagemakers, 2015). ISIS is considered an unrecognised proto-state and a Salafi jihadist militant group (Zelin, 2015). According to Weimann (2015), it is estimated that in early 2015, half of ISIS fighters were foreigners. She further states that an estimated 15,000 soldiers from over 80 countries were in ISIS's ranks in November 2014.

ISIS recruited its sympathisers from around the globe. These ISIS sympathisers were persuaded to migrate (perform 'Hijrah') to ISIS-held territory to support their brothers and sisters (Neumann, 2015). After completing their 'Hijrah,' the female sympathisers assumed a new identity within ISIS and referred to themselves as 'Muhajirah,' as mentioned by Klausen(2015). In ISIS, the female sympathisers performed the role of mothers to a new generation of believers/soldiers (Neumann, 2015). It is worth noting that ISIS considered all active and direct female involvement in the organization dishonourable (Ducol, 2012). This study examines how female sympathisers are represented in the global and ISIS-affiliated media in relation to their gendered roles.

Objectives

It is believed that language or discourse-based analyses of terrorism and counterterrorism are expanding. This research aims to understand how media discourses (global newspaper articles and ISIS-affiliated media) represent these female sympathisers.

Precisely, this study has two objectives as follows:
1. To observe how global newspapers and ISIS-affiliated media represent female sympathisers as nurturers.
2. To examine complementing and contesting discourses surrounding the representation of female sympathisers of ISIS as nurturers.

Data/Methodology

The research is primarily qualitative. In terms of data sources, this research investigates two media: global media and ISIS-affiliated media. The global media were online newspaper articles downloaded from their respective websites. In terms of time frame, these articles were dated as early as 2014 until the end of 2016. This period was chosen as these two years saw the emergence and the fall of ISIS. There were 32 global media articles analysed, as seen in Table 1.

Table 1: Global Media Analysed

Global Media	Country	Number of Articles Analysed	Number of words
The Guardian	Britain	15	17 875
The Daily Mail	Britain	10	14 892
Le Figaro Madame	France	7	13 463

All newspaper articles on the topic of ISIS focusing on female sympathisers were archived using Microsoft Word and PDF. To get suitable newspaper articles, keywords such as '*female sympathisers', 'female supporters' and 'female fighters of ISIS'*, were used. The articles deemed suitable were downloaded and saved. Next, concordance was used to analyse the frequency of words in the newspapers. This will give a rough estimation of the salient themes. There were also coding procedures conducted with the help of two English teachers to ensure inter-reliability. Upon reading the articles, the coders decided on the overall role of the female sympathisers of ISIS. For the excerpts to be used as examples, the study tries to ensure that the keyword is found in the sentences and examples discussed. It is worth noting that the categories which were not salient, and confusing were not taken into consideration.

In terms of ISIS-affiliated media, two types of documents were analysed, which include The Manifesto by the Al Khannssa Brigade and Dabiq magazines, (as seen in table 2).The documents were obtained from www.clarionproject.com and translated by Winter (2015). The study chose to look at the women's section in Dabiq 7 to Dabiq 12 magazines. Dabiq 1-Dabiq 6 were ignored because there was no section on women.

Table 2: ISIS-affiliated Media Analysed

ISIS Affiliated Media	Distributor	Data Analysed	Number of words

The Manifesto by Al Khannssaa Brigade	ISIS Media	The whole document	185 978
Dabiq Magazines	ISIS Media	Women Section In Dabiq 7,8,9,10,11, 12	14 732

Regarding the analytical framework, Discourse Historical Approach (Wodak, 2001) is chosen due to its adaptability, as it considers various fields of action. In this case, two major fields of action are examined: ISIS-affiliated media and the global media. Furthermore, DHA is regarded as an interdisciplinary study that combines linguistic analysis with historical and sociological perspectives. Table 3 summarises the DHA approach:

Table 3: Discourse Historical Approach (DHA) Categories

Strategy	Objectives	Devices
Referential / Nomination	Discursive construction of social actors, objects/ phenomena/events and processes/actions	membership categorisation devices, deictic, anthroponyms etc. tropes such as metaphors, metonymies, and synecdoche verbs and nouns used to denote processes and actions.
Predicational	Discursive qualification of social actors, objects, phenomena, events/processes and actions (more or less positively or negatively)	stereotypical, evaluative attributions of negative or positive traits explicit predicates or predicative nouns/adjectives/ pronouns
Argumentation	Justification and questioning of claims of truth and normative rightness	topoi (formal or more content-related) fallacies

Results/Findings

As nurturers, two themes were found in both datasets. In global media, the theme of women as mothers was found, and, in the ISIS-affiliated media, the theme of women as educators was found. Table 4 describes the referential, predicational and argumentation from the global media and ISIS-affiliated media.

Table 4: Referential, Predicational Strategies and Topoi in Global Media and ISIS Affiliated Media

Media	Theme	Referential & Predicational Strategies	Topoi
Global media	Women as Mothers	They bear children for ISIS soldiers They are willing to bring their children to ISIS They perform domestic roles in ISIS They are too young to become mothers They felt important being part of ISIS. They are romantics. They are trained suicide bombers. They are offered financial compensation to bear children. They regret their decisions to be part of ISIS.	Religious obligation Responsibility Escapism from ISIS Uselessness

		They want to escape from ISIS.	
ISIS Affiliated media	Women as Educators	They should teach their children They should teach girls to be modest	Danger Defiance Authority Responsibility

In terms of complementing discourses, both media state that the female sympathisers are nurturing in their roles as mothers and educators. They are expected to care for and shape these ISIS children to become ISIS combatants. As nurturers of the next generation, they are given power and authority to instill ISIS ideologies in the younger generation. They are accountable for ISIS's long-term viability and must educate the next generation to resist Western ideologies they see as threats.

There is also contestation in the themes. In the global media, they are regarded as deviant mothers who were willing to risk their lives for ISIS. A female sympathiser described in The Daily Mail was willing to sacrifice herself and her young child's fate to migrate and perform *hijrah* to ISIS. Instead of caring for and nurturing her child, she chose to expose him to danger. Another example from the Daily Mail mentioned that one female sympathiser, a mother, admitted that she was ready to kill herself for ISIS. The global media highlights these deviant behaviours by emphasising the threat that these mothers brought to their children. This contest the theme of women as educators in ISIS-affiliated media where the female sympathisers are expected to nurture and care about ISIS's next generation.

Implications for Research/Policy

This research has examined how female sympathisers are portrayed in various forms of media. Appropriate actions and policies addressing female sympathisers should be discussed and implemented. Counter-terrorism narratives that consider the social, cultural, and political contexts surrounding the female sympathisers could be crafted. In addition, suitable materials that address issues concerning Muslim women around the world could be created to help them resist extremist ideologies, especially ISIS.

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THE EFFECTS OF MULTIMODAL APPROACH ON DIRECTED MOTIVATION CURRENTS IN LEARNING BUSINESS ENGLISH

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Abstract

Motivation has been historically considered as an important and complex factor in Second Language Acquisition. As the multimedia and ICT technology improve, focusing the language learners on sustaining motivation in classroom setting draws close attention to researchers. The recent theorizing on the idea of Directed Motivation Currents, by definition, relevant to the understanding of intensive long-term motivational behavior becomes one of the most recent developments in the field of L2 motivation research. More empirical research is required on DMCs in L2 motivation due to its starting stage. Research on factors that initiate highly intense motivational pathways in multimodal classroom setting is noticeably absent. Therefore, the current study aims to determine the significant difference in DMC experience of the students by implementing a designed multimodal approach in Business English teaching, to identify the pathways that are likely to lead to the occurrence of DMCs and energize the DMCs in multimodal classroom setting. The implication of the study indicates that synergy of semiotic modes in multimodal approach can trigger and energize the DMCs among Business English students and it also suggests feasible strategies for motivation researchers and classroom practitioners to promote the DMC in multimodal foreign language teaching.

Keywords: Multimodal Approach, DMCs, Business English Teaching

Introduction

Motivation has been historically considered as an important and complex factor in Second Language Acquisition. Gardner (1980) claims that motivation helps to determine the level of proficiency achieved by different learners, and the most successful learners will be those who have both a talent and a high level of motivation for learning. As the multimedia and ICT technology improve, focusing the language learners on sustaining motivation in classroom setting draws close attention to researchers. Traditional language teaching and learning on motivation faces new obstacles as multimodal communication and learning emerge. For the sake of improving the students' motivation to learn English in multimodal classroom setting, more theoretical models and empirical studies should focus on persistence of effort and subsequent action (Grant and Shin, 2012) but on the direction and intensity of effort. Therefore, The recent theorizing on the idea of Directed Motivation Currents, by definition, relevant to the understanding of intensive long-term motivational behavior becomes one of the most recent developments in the field of L2 motivation research. The significance of DMC research is based on the idea that the basic components and characteristics of DMCs can be used to create motivational interventions in the classroom to aid long-term learning (Dörnyei et al., 2016).

However, very little empirical research on DMCs has been published so far, even less empirical research on the integrated teaching approach applied in the second or foreign language classroom teaching.

Objective

Business English provides specific needs of the learners' language in situational business context. The research on DMCs in Business English learning is significant to explore the pedagogical applications of DMC theory. And the empirical research on a multimodal approach to enhance DMCs is needed in the teaching environment of multimedia and ICT technology. The multimodal approach in foreign language teaching is presented by Stein in 2000 that teachers can use multiple channels such as sounds, pictures, and animations in the classroom to engage students' multisensory responses, to make students actively participate in the dynamic process of language learning, developing students' multiliteracy skills, and to promote language learning through collaborative participation and cooperation. Royce (2002) also points out that activities based on multimodality can enhance students' understanding of a plot when they read narrative genres. As a result, it is necessary to prove whether a multimodal approach is conductive to DMCs in Business English learning and realizes L2 learner's learning objectives. The current study is able to contribute to the DMCs among the business English students after a period of pedagogic intervention which adopts multimodal approach to Business English teaching so as to confirm if the applied multimodal approach can be the impetus and energy to DMCs and if the participants experience the DMCs during the multimodal teaching to fulfill their subgoals and final vision.

Methodology

The methodology in the research that employed the mixed method to investigate students' DMC experience in multimodal teaching. Data collected and analyzed from the sample of the study with quantitative and qualitative strategies. The design strategy for this study involves collecting and analyzing quantitative data followed by collecting and analyzing qualitative data. The quantitative research method is employed to recognize the DMC disposition of the students while qualitative research method is adopted to investigate the in-depth reasons and explanations for triggering DMC in multimodal approach. The data collection of course assessment is from the teachers who are the tutor and teacher to the students and observation of the students' motivation on different aspects. The qualitative research generally uses the interviews (Creswell and Plano Clark, 2007), phenomenology (Lincoln & Guba, 1985), case study (Denzin & Lincoln, 2005), interpretive sequential analysis (Samata, 2014) to collect the necessary data. Both the quantitative data and the qualitative data will be measured and weighed to ensure the validity and reliability of the study. During the process of the research the availability of the participants is considered as a preliminary condition.

Results/Findings

The current study attempts to focus on the DMCs among the business English students after adopting multimodal approach to teaching Business English to confirm whether the multimodal approach triggers DMCs and energizes the DMCs to fulfill their subgoals and final vision. Besides, it will identify the positive and negative factors that affect Business English students' DMCs as well as further evidence on the validity of DMC model. It mainly attaches importance on the significant difference for students' Directed Motivational Currents disposition, the ways in which the multimodal approach influences Directed Motivational Currents in learning Business English and the differences between Individual-level and Group-level DMC using multimodal approach. It also explains the inducibility of multimodal approach in learning Business English from the fundamental components of Directed Motivational Currents framework. The current study indicates that synergy of semiotic modes in multimodal approach can trigger and energize the DMCs among Business English students

and it also suggests feasible strategies for motivation researchers and classroom practitioners to promote the DMC in multimodal foreign language teaching.

Implications for Research/Policy

It is of great significance to identify the influential factors on DMCs in the multimodal approach for second language teaching and learning. The result of the study is assumed to indicate that it is not only valuable for the researcher to obtain the useful data but also benefits for those who undertake the pedagogical use of DMC-type motivation in language classrooms. It will be of great benefit to those classroom practitioners, learners, curriculum specialists and other researchers in curriculum reform. The research helps the teachers especially language teachers to design frameworks for focused interventions and accelerate maintain long-term motivational behavior. The data of the students from the study informs the curriculum specialists to create and revise multimodal material used in the classroom. Finally, the findings of the study will guide the researchers to concern about the pedagogic innovation and explore more multimodal and student-centered approach in different curriculum.

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FOSTERING STUDENTS' INFORMATION COMPETENCE IN TRANSLATION TECHNOLOGY COURSE USING MULTILITERACIES APPROACH

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Abstract

Massive information processing acts as an important feature of translation work in the professional era, as professional translators have to deal with unprecedented information challenges.To improve translation students' market-ready skills, the translation technology course aiming at cultivating students' information competence has held a key portion in the translation degree program. However, the translation technology teaching for Bachelor of Translation and Interpreting(BTI)program in China has many limitations. In response to this current situation, the multiliteracies approach(MLITA) with the purpose of changing the long-standing "verbocentralism" phenomenon is proposed in this paper. This paper attempts to examine whether the intervention of MLITA can contribute to the improvement of BTI students' information competence.The study was conducted in China, covering 20 (n=20) third year BTI students as control group and 20 fourth year (n=20) students as experimental group from School of Foreign languages, Yulin University, the InfoLiTrans test was adopted and the quantitative data was collected from different groups(five-point Likert scale). The results of this study indicated that implementing multimodal meaning making systems and four major dimensions of MLITA in translation technology course can achieve positive and ideal teaching results. The students from experimental group seemed to be more capable in terms of the acquisition of information searching competence,whereas information treating competence was seen as the most challenging part that still needed to be reinforced in the future teaching. The results of this study made instructors be well informed of students' deficiencies in information competence acquisition, helped them to refine teaching objectives and course designs.

Keywords: Multiliteracies approach,Information competence,Translation technology, InfoLiTrans test

Introduction

Translation is seen as a profession requiring translators to be possessed of certain qualities and competencies. It is acknowledged that there has been increased emphasis on fostering student translators' translation competence from international academia (PACTE Group 2003,2005,2011;Göpferich,2009; EMT,2007),the subcompetencies related to information competence are particularly considered as key components of future translators' translation competence by teachers, scholars and practitioners in this electronic age, deserving a more prominent place in the translation curriculum. As clarified by Pinto and Sales(2008), the competence to manage information is particularly considered as the one of the generic core competencies. Good mastery of modern translation tools and the acquisition of information competence can enhance students' speed to process information and increase their competitiveness in translation job market(Amelina et al., 2019).

Translation technologies course has been listed as one of professional core courses in China's BTI Teaching Guide (CBTG) published in April of 2020(Zhao & Feng, 2019). However, the

translation technology teaching in China has confronted considerable challenges, such as not formulating sound teaching designs yet, lacking effective teaching pedagogy, and not making satisfactory academic progress. Additionally, the related empirical studies on translation students' information competence are relatively few and are still very much in their infancy.

In response to this current situation, the multiliteracies approach(MLITA) was implemented in this paper. The MLITA has revealed that classroom meaning-making should include various modes, apart from linguistic mode, the literacy should also be represented through visual, audio, gestural, spatial and multimodal meaning making systems to support course design (Cazden et al., 1996). There are four core elements in this approach, namely, situated practice, overt instruction, critical framing, transformed practice. The MLITA means that four essential elements are integrated in the different stages of teaching process, teachers use verbal and non-verbal symbol systems (e.g., images, colors, sounds, music, gestures, etc.) to create a truly enjoyable multimodal learning environment where students understand the potentials and limitations of different semiotic modals in constructing multimodal meanings and engage multiple senses in learning activities so as to enhance learning outcomes.

Objective

Markedly, Pinto and Sales(2008), scholars from Spain, propose INFOLITRANS(Information Literacy for translators) conceptual multi-faceted model to special community users, that is a group of translators, indicating that the translator needs to be knowledgeable about how to use and generate information, be skilled at managing information of all kinds.However, in view of the translation technology teaching in China over the past ten years, the teaching condition is not ideal (Wang, 2018). To date, there exists a gap between classroom training and real professional practice.The current teaching approaches of translation technology courses are limited. Some translation sources are limited to textual forms and less involved in other modalities. What's more, the teaching objectives set by the translation technology courses are relatively too broad, neglecting the development of students' critical thinking competence.So far, the MLITA has not been applied to the translation technology courses yet. All in all, designing effective teaching material and developing sound pedagogic teaching approaches are relevant to today's translation training need (Gaspari et al., 2015). This current paper is empirical in nature, adopting MLITA to solve the current teaching issues appeared in translation technology classroom, aiming at fostering BTI students' information competence, validating students learning outcomes and achievement. This study fills the gap by investigating whether the intervention of multiliteracies approach can contribute to the improvement of students' information competence.

Data/Methodology

Participants and Instrument

The study was done in China, covering approximately 40 BTI students as targeted participants from School of Foreign languages, Yulin University, and the time period of this study had lasted 18 weeks. The data collection of this study was from two translation technology classrooms. 20 third year respondents were distributed one Five-pionts Likert Scale (25 questions in total, online version) InfoLiTrans test through wechat as control group to express how much they were familiar with each item, one point for completely unfamiliar, five points for completely familiar while the other 20 fourth year respondents were acted as experimental group with MLITA implemented in the different stages of teaching procedures. The criteria of choosing these respondents was because forty respondents were registered students who had attended translation technology course. The InfoliTrans test questionnaire was distributed to these two classrooms on the 18th week of the semester.

Data analysis

The InfoliTrans test, considered as an authoritative test for examining the acquisition of information competence among translation degree students ,was adapted in this study. The test is classified into four big micro areas, namely, information search(Q1-Q7); information assessment(Q8-Q12); information treatment(Q13-Q18);communication and dissemination of information(Q19-Q25).The researcher used SPSS data analysis software to do a statistical descriptive analysis, to check the Min,Max,M,SD,Median of the sample. The results of control group and experimental group are shown respectively as follows:

Table 1: Control Group (not implementing multiliteracies approach)

ITEMS	N	Min	Max	M	SD	Median
1.	20	1.000	4.000	2.450	0.945	2.000
2.	20	1.000	5.000	2.700	1.031	3.000
3.	20	2.000	4.000	2.750	0.639	3.000
4.	20	2.000	4.000	2.800	0.616	3.000
5.	20	1.000	4.000	2.650	0.813	3.000
6.	20	1.000	5.000	3.000	0.918	3.000
7.	20	1.000	4.000	1.750	0.967	1.000
8.	20	1.000	3.000	2.350	0.587	2.000
9.	20	1.000	4.000	2.650	0.671	3.000
10.	20	1.000	4.000	2.200	0.834	2.000
11.	20	1.000	4.000	2.300	0.923	2.000
12.	20	1.000	4.000	2.100	0.788	2.000
13.	20	1.000	4.000	1.900	0.788	2.000
14.	20	1.000	4.000	2.050	0.826	2.000
15.	20	1.000	2.000	1.400	0.503	1.000
16.	20	1.000	3.000	1.550	0.686	1.000
17.	20	1.000	4.000	2.650	0.745	3.000
18.	20	1.000	5.000	3.450	1.050	4.000
19.	20	1.000	4.000	3.200	1.005	3.500
20.	20	1.000	4.000	2.750	0.786	3.000
21.	20	1.000	4.000	2.350	0.745	2.000
22.	20	1.000	4.000	2.750	0.786	3.000
23.	20	1.000	4.000	2.350	0.933	2.000
24.	20	1.000	4.000	3.050	0.999	3.000
25.	20	1.000	5.000	3.250	1.070	3.000

Table 2: Experimental Group

ITEMS	N	MIN	MAX	M	SD	Median
1.	20	2.000	5.000	3.850	0.933	4.000
2.	20	3.000	5.000	4.150	0.587	4.000
3. .	20	2.000	5.000	4.000	0.795	4.000
4.	20	2.000	5.000	3.750	0.910	4.000
5.	20	2.000	5.000	3.800	0.894	4.000
6.	20	2.000	5.000	3.800	1.056	4.000
7.	20	1.000	5.000	2.500	1.235	2.500
8.	20	2.000	5.000	3.350	1.182	3.000
9.	20	2.000	5.000	3.650	0.813	4.000
10.	20	1.000	5.000	3.500	1.100	3.500
11.	20	1.000	5.000	3.550	1.099	4.000
12.	20	2.000	5.000	3.350	0.933	3.000
13.	20	1.000	5.000	2.850	1.137	3.000
14.	20	3.000	5.000	3.700	0.801	3.500
15.	20	1.000	5.000	3.200	1.105	3.000
16.	20	1.000	5.000	3.100	1.119	3.000
17.	20	2.000	5.000	3.700	0.923	3.500
18.	20	1.000	5.000	4.050	0.999	4.000
19.	20	1.000	5.000	3.700	0.923	4.000
20.	20	2.000	5.000	3.450	0.759	3.000
21.	20	3.000	5.000	3.350	0.671	3.000
22.	20	3.000	5.000	3.750	0.786	4.000
23.	20	2.000	5.000	3.600	0.754	4.000
24.	20	3.000	5.000	4.100	0.718	4.000
25.	20	2.000	5.000	3.950	0.826	4.000

Results/Findings

The overall results of this study indicated that BTI students' information search, assessment, treatment, communication and dissemination of the information competencies can be greatly improved after multiliteracies approach implemented, seen from Mean value, Standard Deviation, Median's difference from different groups.

The most obvious finding was that though BTI students' information searching competence(databases,primary e-sources, internet engines, social web searching, terminology) can be improved remarkably as a whole from the average mean value increased from 2.58(control group) to 3.67(experimental group), question 7(To know information-search strategies (descriptors, Boolean operators, etc.)'s mean value were still relatively low from

1.75(control group) to 2.5(experimental group), indicating that instructors should give more weight on boolean operators when redesigning the course.

3. From the survey, it can be found that information treatment competence(abstracting, statistical handling,reference managing, schematizing) was seen as the most challenging part among the four micro categories of information competence, which still needed instructors' special attention in their future teaching.

Implications for Research/Policy

The multiliteracies approach(MLITA) applied in translation technology courses to foster student translators' information competence has theoretical and practical implications on the stakeholders below:

Theoretical significance:
The multiliteracies approach applied in translation technology courses can complement the existing teaching approaches and transform existing teaching practices, this empirical study examines the pedagogical effects of various meaning-making modes in developing students information competence and provides new perspectives on multiliteracies approach for educators who committed to multimodal teaching research as well as helps them develop a sense of semiotic awareness to design better learning experience for BTI students in modern classroom interaction.

For undergraduate translation students:
With the increased information competence (considered as long-life learning competence) developed in Translation technology courses, student translators can better adapt themselves in their MTI program if they further their education, match the informational needs of translation industry , improve their market-oriented skills and employability in job market.

For translation technology educators
This study echoes the needs of increased information competencies training in the classroom and helps the stakeholders to formulate and refine BTI teaching objectives and designs, additionally, distinguish the different teaching contents between BTI program and MTI program. In the future, translation technology educators in the local undergraduate colleges and universities can use multiliteracies approach, which can effectively develop student translators' information competence, cultivate versatile talents for translation industry.

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METAPHORS IN CHINESE AND AMERICAN NEWS ON GLOBAL WARMING

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Abstract

According to the United Nations Intergovernmental Panel on Climate Change (IPCC) Sixth Assessment Report, global warming in the last 50 years is occurring at a rate not seen in the last 2000 years, which has attracted attention from countries around the world. News media reports are an important source of information on climate issues as they can not only show the attitude of the media but also influence readers' opinions toward this issue. The Conceptual Metaphor Theory suggests that metaphors are more than a rhetorical device but a mode of thinking which are used to generate abstract concepts based on bodily experiences (Lakoff & Johnson, 1980), thus interpreting metaphors in news reports provides insight into the ideologies behind them. This study attempts to analyze conceptual metaphors in Chinese and American news reports on global warming in order to determine the similarities and differences of the conceptual metaphors used by Chinese and American media and interpret these metaphors to find out the two countries' attitudes toward this issue. With the approach of Critical Metaphor Analysis proposed by Charteris-Black (2004), this study finds that the conceptual metaphors in the two corpora overlap, but the results show different patterns of metaphors.

Keywords: metaphors, news, global warming.

Introduction

After decades of news coverage, global warming has become one of the most important scientific and technological issues for the international community. For the news audience, the greatest function of news is to make them aware of the new and discern the false. This means keeping the audience up to date with the latest developments and affairs related to this issue, removing the false from the complex information, and ensuring that the information received is true and accurate. At the same time, the coverage of global warming and climate change in news reports has profoundly influenced the public's perception of its concept, status, causes, and attitudes, thus the study of news reports related to global warming is a worthwhile research project.

Metaphor has long been regarded as a type of rhetorical device. However, cognitive linguistics has argued that metaphor is not only a rhetorical phenomenon in language, but also a tool and result of human cognitive activity. Metaphor is essentially a cognitive phenomenon and has important cognitive functions (Lakoff & Johnson, 1980). Hence interpreting metaphors in news reports provides insight into the ideologies behind them and how news reports influence people's perception of this issue. A wide range of studies has been researched from this perspective (Atanasova & Koteyko, 2017; Flusberg et al., 2017; Romaine, 1996), etc. However,

currently, from a metaphorical perspective, the comparative analysis of global warming news in China and the US are few in number, which is also the entry point for this study.

Objective

Within the analytical framework of Critical Metaphor Analysis (Charteris-Black, 2004), this study attempts to analyze conceptual metaphors in Chinese and American news reports on global warming with the aim to determine the similarities and differences of the conceptual metaphors used by Chinese and American media and interpret these metaphors to find out the two countries' attitudes toward this issue. The analysis of metaphors using critical metaphor analysis helps us to understand how the news media constructs the important discourse on global warming, reveals their ideas, and influences peoples' opinions toward this issue.

Data/Methodology

This study takes the qualitative research approach which aims to identify, interpret and explain metaphors used in Chinese and American news reports concerning global warming. The materials are collected from the websites of the two newspapers ChinaDaily and New York Times. The latest most relevant five pieces of news in each newspaper are collected as research materials in this study. The total words in Chinese corpus are 2704 words, and 3615 words in American corpus.

The ecological metaphors analyzed in this study follow the definition by Lakoff and Johnson (1980) within the field of Cognitive Linguistics. The identification of metaphors follows the Metaphor Identification Procedure (MIP) proposed by Pragglejaz Group (2007) and UAM Corpus Tool6 is used for manual annotation. This procedure mainly has four steps. Firstly, the entire text-discourse is read to establish a general understanding of the meaning. Secondly, the lexical units in the text-discourse are determined. Thirdly, the contextual meaning of each lexical unit in the text is established, then it needs to be determined if it has a more basic contemporary meaning in other contexts. Fourthly, if the situations exist in the previous procedure, the lexical unit is marked as metaphorical.

This study follows the analytical framework of Critical Metaphor Analysis (Charteris-Black, 2004), which includes metaphor identification, metaphor interpretation, and metaphor explanation. The metaphorical expressions are identified firstly, then the interpretation and comparison of ecological metaphors are conducted in terms of source domains, target domains, and corresponding conceptual metaphors. Lastly, the similarities and differences are explained accordingly.

Results/Findings

War metaphors are found in both corpora. A range of expressions are found to be active when describing the effect of global warming, such as "risk, threat, protect" etc. in Chinese news and "defense, fighting, protection, shield, damage, struggle, destroy, threat", etc. in American news. In Chinese news, there are conceptual metaphors like "TEMPERATURE IS DANGER; TEMPERATURE IS DIFFICULTY; SUNSHINE IS DANGER", etc. Conceptual metaphors like "GLOBAL WARMING IS WAR; TEMPERATURE IS DAMAGE", and a novel one, "GLOBAL WARMING IS SHIELD" are also found in American corpus. The war metaphors identified in this study suggest global warming is attacking and killing human beings and homes. They consider the sunshine, the heat, and temperatures enemies to human, something human need to shield and be protected from.

Human metaphors are also found where the globe and nations are described using words with human traits, like "experience, undergo, suffocate" etc. The metaphorical expressions can be generalized as "NATION IS HUMAN; GLOBE IS HUMAN" etc. in Chinese news, and the conceptual metaphor "NATION IS HUMAN" is found in American news. In these cases, the

news describe nations suffering from the effects of global warming like human beings, which can give readers a sense of personal experience and evoke recognition, but they bring the nation to the opposite side of nature. It is worth noting that in Chinese news, it also describes the globe as a human being who is experiencing things, which treats the globe as a living organism that is also suffering.

Implications for Research/Policy

A series of ecological metaphors are found in both Chinese and American news, and differences exist in metaphorical expressions and some novel conceptual metaphors. In the war metaphor, both nations' news establish a confrontational relationship between human and global warming, while American news show more variety in establishing this relationship. In human metaphor, both nations' news treat the nation as a human being who is suffering from the effects of global warming, while in Chinese news there also exist metaphors that describe the globe as human.

By applying metaphors in news, it could arise readers' attention to global warming to some extent, but some metaphors are not so eco-friendly such as the war metaphor which puts human beings against nature although it delivers an active attitude in addressing this problem. And metaphors describing the globe as a living organism should be promoted as they treat nature as a member of the human world and one we should care for and protect. Through the analysis of metaphors using critical metaphor analysis, it helps us to understand how the news media constructs the important discourse on global warming, reveals their ideas, and influences peoples' opinions toward this issue. Hopefully, further studies will be conducted in this perspective to construct a more positive ecological perspective on this issue.

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A CRITICAL DISCOURSE ANALYSIS ON POWER RELATIONSHIPS IN THE CLASSROOM: THE CASE OF THE SCHOOL THAT TURNED CHINESE

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Abstract

Our education system helps to build identities among teenagers. As is known to all, the Chinese education system is totally different from a western system. The School That Turned Chinese was carried out with the task of exploring the better teaching method. The documentary presents differences in many aspects, especially in class appearance. In education research, teachers and students are in a relationship of power, as Benesch (1999) claimed that in class, even the class arrangements are signs of power. In the class, the language used by teachers and students may subvert, challenge, or distribute power. To examine that process, it's important to do text analysis. To this end, this study adopts Critical Discourse Analysis that involves the uncovering of covert forms of power and domination that underlie discourse (Fairclough, 1989: 55). This makes it a process of uncovering issues of asymmetrical power relations…which are largely hidden in texts and require procedures of "unveiling or demystification" (Fairclough, 1989: 141), with 'critical' being concerned with making visible the interconnectedness between language, power and ideology (Fairclough, 1989: 5). To this end, CDA examines how people obtain and maintain power in society through language (Wodak, 2001).

Keywords: power relations, discourse analysis, classroom talk, CDA, teachers and students

Introduction

The Chinese education method is totally different from the western such as class capacity, teaching methods, student management, and evaluation modes. With the task of exploring, which is the better teaching method, a documentary ----The School That Turned Chinese---- was carried out. This documentary invited 5 Chinese teachers to challenge teaching in Bohunt School in the U.K in a traditional Chinese way. After one month, Chinese teaching class will take exams in all subjects and makes a comparison with other British teaching class. In some degree, the result might illustrate which is the better teaching method. In the documentary, conflicts between teachers and students happens in many aspects, especially in class appearance. In education research, teachers and students are in a relationship of power, as Benesch (1999) claimed that in class, even the class arrangements are signs of power. In the class, the language used by teachers and students may subvert, challenge, or distribute power. To examine that process, it's important to do text analysis. This study adopts Critical Discourse Analysis that involves the uncovering of covert forms of power and domination that underlie discourse (Fairclough, 1989: 55). This makes it a process of uncovering issues of asymmetrical power relations…which are largely hidden in texts and require procedures of "unveiling or demystification" (Fairclough, 1989: 141), with 'critical' being concerned with making visible the interconnectedness between language, power and ideology (Fairclough, 1989: 5). To this

end, CDA examines how people obtain and maintain power in society through language (Wodak, 2001).

Objective

This study explores two objectives: a. How is power relationship shaped during classroom interactions? b. What is in-depth behind power building and challenging?

Data/Methodology

Based on the transcription of the documentary, data for the study involves the 7th to 9th minute in the first episode, 6'30" to 7'43" in the second episode as descriptive qualitative samples. The analysis involves textual analysis, to explore who gives power or from whom he receives it. As is known, discourse practice includes production, distribution, and consumption of texts. In this paper, the writer will explore how and from which position or destination the discourse is produced, the effect of the discourse and the comprehension of the receiver. Using CDA, the analysis considers the following perspectives: verbal elements; subjects and objects in presentation; hypothetical sentence; adverb of degree and some other special grammar structure sentences.

Adopting quantitative methods, behavior attributes and utterances are statistics that can be observed directly how much does a teacher's power effect students and what's the reaction of the students. Figure 1 is contains a statistical information about the number of times of student's talking. It is separated by permitted talking and unpermitted talking. Permitted talking also contains some positive information in talks while unpermitted talking contains negative things. Figure 2 contains students' behavior attributes when they received teacher's directions.

Table 1: Result

Utterance of students	amount	proportion
Permitted and positive	9	31%
Not permitted and negative	*20*	*69%*

Table 2: Result

Student execution	amount	proportion
Positive	14	28.5%
Negative	15	30.6%
refuse	20	40.8%

Results/Findings

In the sample 1, the teacher attempted to build up a dominant power in the class. She claimed discipline for the first time mainly for three reasons: a). She assumed British students are lack of discipline; b). She treated discipline as the most important tool to guarantee study effect; c). In a totally new teaching environment facing students from another nation, the teacher was maintaining a complex teaching manner. As a rule constitutor, she desired to defend her position. Through the claim with strict attitude and punishment, the teacher built a dominant role in the class. As a result, the relationship between the teacher and students is simply treated as conductors and receivers, without communication.

In the sample 2, the teacher adopted more mild way as convincing students to comply with parents' thought. Actually as referred in the documentary, Chinese students are educated to honour the teacher and respect his teaching, making themselves suitable to the society from childhood. Therefore, the teacher attempted to persuade British students these thoughts to smooth her teaching. But students showed strong resistance on her opinions. The power fight in surface is on discipline, but deeply in thoughts and identities.

As illustrates in the figure 2, negative execution and refusion account 70% of all executions. Both figures are reflection of student's attitude towards teacher's instructions, in another word, they resist teacher's requirement, which we could say, is unacceptable on the teacher's power execution.

Implications for Research/Policy

Through analyzing discourses between the Chinese teacher and Western students, the writer analyzed the power relationships in the class, and explored the cultural and psychological differences hidden underneath. As a new and foreign leader, the Chinese teacher falls in the dilemma of conducting an organized class and providing a rather mild and welcomed environment. In this research, teachers are always building his/her dominate power upon students, from two perspectives: a. behavior requirement b. ideologies. As the analysis shows, the Chinese teacher adopted a polite but principled manner in communicating with British students. They stick in Chinese traditional teaching method and principle, and consciously export Chinese educational ideals in handling specific events and managing class. But the manner turns unreasonable and even unacceptable when it faces British students with totally different way of behaving and thinking. Power exists in class not only in handling and executing, but also in outputting and receiving of what is right and valuable between teachers and students.

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CONFUCIAN TRANSLATION PROBLEMS AND A PHENOMENOLOGICAL SOLUTION

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Introduction

Chinese Confucianism was established in the Pre-Qin period and its noble mission is the construction for a harmonious society, mainly referring to the harmony between man and society, and man and nature. However, the current Confucian translation studies related to *The Analects,* are made within the framework of Western category. It could be said that modern and English translations of Confucianism have deviated from its traditional mission.

Traditional Chinese Confucian ideas, such as such as Tian, Dao, and Ren, run counter to Western theoretical expectations, and are difficult to express in correspondence with Western philosophy. However, for a long time, we unconsciously and "smoothly" translate Confucian ideas by uniform translation (or word-for-word translation). The glory and power of Confucian thought is obscured by Western conceptions, ontology, metaphysics and theology. Category mistakes in the translation of Confucian thoughts are the reasons of the loss and disappearance of the significance of Confucianism.

The problem that this paper is specifically addressed to is whether Confucian translation can escape this kind of category mistake. In this sense, the authors apply phenomenology to the question of Confucian translations.

Objective

1. To investigate how Confucian scriptures are conditioned and shaped by category differentials in translation.
2. To propose a phenomenological investigation into translations of Confucian terms and ideas, particularly in James Legge's Confucian translation, *The Analects*, in light of Heidegger's clarification of life experience and language.

Data/Methodology

The paper centers around three points, i.e., the reflection on traditional logicism, the spiritual basis of Confucianism, and the construction of Confucian translation studies.

The general assumption made through Heidegger's phenomenology to Confucianism is to overcome uniform translation (or word-for-word translation) due to its distortion of the conceptual scheme of Confucian ideas as they are. Phenomenology also has a strong resonance in translation studies. It calls for, "Let thing be", which is specific to Confucian ideas wherever translation happens.

Phenomenology "provides a foothold into philosophical problems, which involves both of philosophical logic, ontology, and metaphysics and of the nature of mind and the content of perception." Its "most basic premise is that it is more difficult to capture the essence of

everyday lived experience completely and accurately than one might have thought." (Kelly 2003, 114) Based on problems and concepts taken from Greek ontology and metaphysics, "Heidegger fashioned a way of doing philosophy that was characteristically his own; a way of doing philosophy that involved a transformation in philosophical inquiry, and that opened up the entire philosophical tradition in a new and revolutionary way." (Malpas 2003, 145)

Results/Findings

The dominant approaches to word-for-word translation accept too easily the Western category without considering problems in scripture translation. The specific contribution of this paper is to open up the question of Confucian translation studies and to engage us to rethink the unsayable of Confucianism, question the sayable we take for granted, and better promote the understanding of Confucianism in the West.

Current modern Confucian translation is the work that continues rather than follows the traditional Confucian system, and that pays more attention to rational judgment or scientific analysis rather than life experience or wisdom. Heidegger's Phenomenology, is a channel through which translators of Chinese Confucianism can move beyond the confines of Western category to a broader arena of inquiry into its cultural structure and poetic meaning.

Implications for Research/Policy

Heidegger's phenomenology, characterized by anti-logicism, provides a more profound understanding of Confucian classics and it can make Confucian thought fully displayed in its translation. The phenomenological horizon of Confucian scriptures opens up a channel for the new development of translation of Confucianism.

THE USE OF GAMIFICATION IN ENHANCING STUDENTS ENGAGEMENT IN ESL SPEAKING LESSONS

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Introduction

Being able to speak and converse in English is a useful ability to have as it allows its speakers and listeners to engage in an oral communication in which the purpose of sharing, transferring, and developing long-term relationships and information is done (Aziz & Kashinathan, 2020). Based on the Scheme of Work provided by the Ministry of Education of Malaysia to its secondary school teachers, it was observed that the four English skills (speaking, reading, writing, and listening), Grammar and Literature are the components which the Malaysia English syllabus is focused on. Despite the implementation of English speaking lessons in schools, it was found that ESL students have always seen the development of English speaking skills as complex and challenging, and requiring a great amount of effort to maintain (Aziz & Kashinathan, 2020). For effective communication, all four linguistics skills are to be mastered as they are a set of abilities which enable learners to perceive and generate spoken language for effective and proper communication (Aziz & Kashinathan, 2020). A lack of competence in any one of these four skills will cause a direct impact on others (Christopher, 2016). When one is speaking in English, one must think swiftly and provide an immediate answer with little hesitation, which makes speaking one of the most prestigious qualities in the English language as the individual cannot stop and think for long. Hence, English speaking skills among Malaysian students must be refined in order to improve their communication skills.

Objective

Based on the situation described above, this pilot research aims to explore the potential of gamification to be inculcated in speaking lessons.
The objectives of this study are:

1. To explore the students' levels of engagement in their English speaking skills during the implementation of the gamification *(Digital Escape Room)* teaching and learning strategy
2. To explore students' perceptions on factors that influence the engagement during speaking lesson
3. To explore students' perceptions on the use of gamification (*Digital Escape Room)* in their speaking lesson

Methodology

This pilot research has utilised two qualitative methods for data collection. The main method which is the classroom observations were done twice. The first observation was done during the pre-experiment where the speaking lesson was conducted in a traditional/conventional way. The second observation was done during the post experiment whereby the gamification was implemented in the speaking lesson. Using the descriptors for speaking skill performance provided by the Standard Based English Language Curriculum (SBELC), (2018) as a guide, the observation notes are reported. Through convenience sampling, a group of ten Form 4 students were selected at random to partake in these observations. For the second lesson observation in which gamification is implemented, the game Digital Escape Room is used in this lesson to observe students' level of engagement for this speaking lesson. The students' levels of engagement in their pre and post intervention were made comparisons with afterwards.

The second instrument for this pilot study was the conducted interview. From the ten students who participated in the observations before, five were randomly chosen to be interviewed. The questions from the interview were adapted from a study by Le (2019). The interview questions were categorised into two parts. The first part is to answer the second research question to find out students' perceptions on factors that influence their engagement in speaking lessons whereas the second part is to obtain the students' feedback on the implementation of gamification in their speaking lesson.

Findings

Observation Lesson 1: Conventional Speaking Lesson

From the observation made, the students clearly looked disinterested when they were informed that it was going to be a speaking lesson. They have prior knowledge of the task format, but seven out of ten students were unable to understand the questions asked in the speaking task. The students were given 30 minutes to gather their thoughts before they speak. Only three students attempted to speak even though they were unable to complete the given task while the rest were completely silent and distracted.

Observation Lesson 2: Implementing Gamification in Speaking Lesson

The teacher explained how the speaking task would be conducted using gamification. Students displayed clear eagerness to participate and were focused on reading their escape mission. It was observed that six students showed efforts to speak. Although there was an obvious situation of students code switching from English to their first language, this largely happened during the discussion session. As they were to complete the escape mission within a time limit, the students are shown putting effort to complete the task. However, four students seem to be disengaged from the speaking task.

Interview

Five students were selected at random to partake in a private interview session. Overall, they have a positive view towards the usage of gamification in their speaking lesson and found the speaking lesson to be more interesting. However, students expressed that the lack of vocabulary knowledge still hampers their ability to construct coherence spoken sentences regardless of gamification being implemented. Nonetheless, they requested for gamification to be applied in future speaking lessons.

Implications for Research

Students' tendency to shy away from English speaking lessons is a potent issue in Malaysia English classrooms. Due to their adamance of not practising their speaking skills during their

schooling years in fear of being mocked by their peers or embarrassing themselves should they misuse or mispronounce a word, it caused a negative impact on them in the long run. This work contributes to the understanding of how gamified environment affect students' levels of engagement during English speaking lessons. The findings of the pilot study provided data that indicated the effectiveness of the use of gamification *(Digital Escape Room)* in aiding to improve Malaysian upper secondary students' levels of engagement during their speaking lesson through observation and interview sessions. As for future work, this paper propose for gamification *(Digital Escape Room)* to be carried out to obtain data on its effectiveness in improving students' engagement during English speaking lessons in an extended period, as well as to use and adapt the proposed gamification idea to other English skills – listening, reading, and writing, Grammar and vocabulary with secondary students attending public schools in Malaysia.

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REDUCTION IN BEHAVIOR PROBLEMS WITH INCREASE IN COMMUNICATION SKILLS THROUGH AUGMENTATIVE AND ALTERNATIVE COMMUNICATION AMONG SPECIAL NEEDS CHILDREN

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Introduction

Cerebral Palsy (CP) is one of the most prevalent physical handicaps in children. Sensory-motor problems such as communication and cognitive impairment are major symptoms of cerebral palsy. In Pakistan, lack of interventions for children with cerebral palsy exists due to low health budget. Consequently, children with Cerebral palsy (CP) are facing difficulty in having the treatment. The present study aims to implement an augmentative and alternative communication (AAC) approach among nonverbal children with cerebral palsy living in Pakistan. Past research evidence has revealed the co-morbidity of communication problems with behavioral issues among cerebral palsy children.

The AAC mode of communication which would prove to be a positive reinforcement for the nonverbal children with cerebral palsy who had no mode of communication to be able to communicate. It would consequently prove to enhance the communication skills of the nonverbal children with cerebral palsy. This enhancement in the communication skills of the children would help in diminishing the behavioral problems. Due to their inability to convey their needs verbally to their caregivers these nonverbal children exhibit aggression in form of hitting, biting, throwing things and yelling. Augmentative and alternative communication (AAC) is considered best for the individuals who have disability in communication as it can bring effective results. However, the positive results are not easier to achieve as there may be difference in language models, communication opportunities, and desired intervention outcomes in the intervention process.

Objective

The present study was aimed to implement the augmentative and alternative communication (AAC) intervention among children with cerebral palsy (CP) living in Pakistan. The study had examined the impact of AAC intervention on communication and behavioral problems of children with cerebral palsy. It was hypothesized that AAC intervention will improve the communication and reduce the behavioral problems of participants.

Data/Methodology

The present pilot study was interventional research with Repeated Measure Pre and Post Assessment research design. Pre and post assessment design was used on the single group of participants, as the study aimed to explore the impact of AAC intervention on the communication skills and behavioral problems of nonverbal children with cerebral palsy. Informed consent, confidentiality, debriefing research ethics were considered during research.

The sample of the study was selected from the cerebral palsy population of Rawalpindi and Islamabad. Children above 10 years of age were not included in the study. Children with other disorders and cerebral palsy children who have developed speech were not included in the study. The children who were exposed to speech therapy and AAC before were not included in the study.

Two instruments and one intervention were used in the present study. Participants were given training on the intervention for eight weeks. They had attended the training sessions three days a week. Their parents were also trained to help them use the device. The devices were every child's personal device. They took it home along with them. At home parents made/helped them use it. Parents were guided to make them use it when they want to convey the things which are mentioned on the device.

Results/Findings

A pilot study employed the interventional research design (pre and post assessment) which was conducted in Pakistan. 10 nonverbal cerebral palsy children were selected from three different special needs centers by using non-probability sampling technique. Repeated measures, pre and post assessment t-test analysis was conducted to assess the impact of augmentative and alternative communication (AAC) intervention on the communication skills and behavioral problems of the participants. The results showed that AAC intervention has significantly improved the communication skills ($t = -11.09$, $P < .001$) and reduced the behavioral problems ($t = 2.55$, $P < .005$) of the participants which were nonverbal children with cerebral palsy. Thematic analysis on the open-ended questions from Pragmatic profile reported that participants have started to enjoy indoor and outdoor activities. After the intervention, significant improvement in communication has been observed in participants when they present needs/desire.

The results of our pilot study have shown the statistically significant mean differences in participants communication skills and behavioral problems at pre and post assessment. These findings have concluded that AAC intervention helps in improving the communication skills in children with cerebral palsy. The intervention is also useful in reducing the behavioral problems among these children. Participants' high satisfaction from the intervention assures the applicability of AAC approach within Pakistani community. Thus, this study concludes that implementation of AAC on cerebral palsy population would be effective in improving communication skills and reducing their behavioral problems.

Implications for Research/Policy

The findings of our pilot study suggested that augmentative and alternative communication (AAC) intervention is effective and appliable for the nonverbal children with cerebral palsy in Pakistani community. This AAC intervention should be used in the rehabilitation centers and home to curb down the behavioral problems that these children exhibit due to their lack communication skills. Therefore, it is suggested that further research should be conducted on a larger sample size. Random and large sample size would help to generalize the results on the broader level in the community. Future research should include the young children and adolescents' sample that will help to see the effectiveness of intervention on each age category. To investigate the long-term impact of intervention on the communications skills and behavioral problems of these children follow-up studies should be conducted.

THE ROLE OF CROSS-CULTURE COMMUNICATION IN INTERNATIONAL BUSINESS NEGOTIATION

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Abstract

In international business, negotiations are now the most essential step. It is essential to keep in mind that all communication is founded on cultural norms, such as the way people talk and utilise nonverbal cues. Technique, duration, and direction of negotiation are all influenced by cultural variations. These cultural differences may have a significant impact on the process and outcome of negotiations; thus, they should be taken into account when formulating a corporate strategy to address a cross-cultural problem. In light of this, it is necessary to explore how cultural variations effect international commercial relationships. The effect of multiculturalism on international commerce has been the topic of several studies. The purpose of this study is to investigate the significance of cross-cultural communication in international business negotiations by examining information on international negotiation with a focus on culturally-based differences. Document analysis is the approach used for this study. With a bias for more credible sources of information, such as previous study in the literature, expert material, and papers from international conferences relevant to international negotiations. Using the results of this research, negotiators will be more effective when communicating with parties from diverse cultural backgrounds around the globe.

Keywords: Cross-Culture Communication, Negotiation, International Business, Strategies.

Introduction

As a result of the increasing globalization and diversity of people and ideas, Intercultural Communication & International Business has shifted its focus to developing culturally sensitive cosmopolitan leaders. These leaders will be effective communicators across cultural boundaries and will be able to inspire organizational culture change. Anyone whose job entails regular contact with people of different backgrounds and cultures is in great demand as a leader with this skill set (Schmidt, 2007). As a means of settling disputes and reaching common objectives among the numerous countries involved in economic activity, international business meetings are essential. Therefore, international business (IB) negotiators must prepare for the cultural differences they will almost likely encounter when abroad. Negotiating is now the most critical part of international business (Ghauri and Usunier, 2003). It's important to keep in mind that every form of communication is influenced by cultural norms, such as the way people talk and display nonverbal signals (Burgoon et al., 2011). Cultural variations have a direct impact on negotiation techniques, duration, and direction (Direction, 2017). There may have a significant impact on the negotiating quality and outcomes because of these cultural variations, and this should be considered when devising a strategy to cope with cross-cultural issues in business. Consequently, to minimize unnecessary misdiagnosis, which have an impact on worldwide corporate operations, it is necessary that this should be done. A debate regarding how cultural differences impact international commercial agreements is necessary considering this (Usunier, 2003).

Objective

Oftentimes, issues arise because of cultural differences between the parties involved in negotiations, making it difficult to come to an agreement that is acceptable to all sides. This is particularly true when dealing with issues on a worldwide scale. As a result, the emphasis of this study will be on finding information that might help to explain the situation and provide a solution. The following are the objectives:

1. To identify the importance of cross-cultural communication in business negotiations.
2. To analyze the effect of cross-cultural factors in communication for international business negotiations.
3. To propose a guideline to increase negotiators capability in cross-cultural communication for a sufficient performance in international business negotiations.

Data/Methodology

There are many ways to acquire and analyze data, but document analysis is an essential research tool in and of itself. A persuasive argument may be made by combining evidence from many sources. It is possible to decrease the impact of possible bias by comparing results from many data sets. Using a systematic strategy, researchers may assess adequate documentation and use document analysis to answer research questions. For a variety of reasons, document analysis is often used. In a variety of academic fields, document analysis may be used as a primary research methodology or in conjunction with other methodologies. Most research initiatives may benefit from document analysis since it can provide more research data. Data for this research comprising papers collected from online documented databases that prioritized the collection of more accurate and reliable information, such as previous reliable literature, expert documentation, and documents from international conferences held as part of international negotiations. Understanding culture on several levels and dimensions is a difficult but necessary task for researchers. The first step in doing a document analysis is to find a suitable dataset. Researcher objectivity and responsiveness are essential for ensuring the validity and reliability of document analysis results. As a rule of thumb, the purpose is to do more research on the original dataset, analyze a subset of that dataset, and apply a fresh viewpoint or emphasis to the original data.

Results/Findings

Businesses operate locally and globally and have many international ties in today's global economy. As the number of international collaborations grows, so does the cross-cultural awareness of exchange activity participants. Before engaging in any business occasion, everyone will pay attention to the differences between their own customs and those of the other side, but this will create new difficulties. That is , both sides pay attention to or to appease the other's norms, but this has generated the variation in transposition, that is, intercultural variations. Different ways of thinking, feeling, and acting make conversations more challenging than negotiating in a single cultural context. The expansion of business activities might be facilitated by a certain degree of understanding.

When people engage in cross-cultural business discussions, they may encourage mutual understanding and create an adaptive economic and cultural atmosphere if they can overcome cultural barriers, know themselves and one another, and learn to put themselves in the position of others. Cultural differences affect international business negotiations in a big way. They have a big effect on the framework, tactics, processes, and decisions that are made during the negotiation.All kinds of disagreements and influences, coupled with theory, analysis of causes, and matched mitigation strategies, indicate that prior to engaging in negotiations, the negotiating parties must understand their cultural differences, and adjust their own negotiation methods and strategies accordingly. Obtain a mutually beneficial conclusion. Negotiators must

also avoid strictly adopting the cultural norms of the opposing side during dialogues, lest cultural exchange imbalances arise.

Implications for Research/Policy

Cross-cultural communication is enhanced by this paper's awareness of other cultures' verbal, nonverbal, and etiquette communication techniques. With this study, negotiators may increase their ability to recognize cultural differences prior to working abroad, boosting the efficacy of their bargaining tactics. Using the results of this research, first-line business negotiators may better serve as a resource for and facilitator of cultural exchange across nations in the field of international business by providing theoretical basis and practical remedies for cultural disparities. Companies must accept the realities of a multicultural workplace that has both positive and negative aspects. Without understanding this truth, businesses cannot succeed on the market, and their competitiveness possibilities are restricted (Pikhart, 2014). Examining trade and economic conflicts helps experts to better understand how two multinational firms are linked together through time. A lack of intercultural skills and competence, an inability to communicate effectively on a global scale, and a failure to maintain good business etiquette during negotiations have all been linked by recent research to the failure of some multinational commercial operations. Since this is the case, businesses with international clientele need to train their employees to communicate effectively across cultural boundaries and to understand and respect the values of their international clients (Washington, 2012). This research might serve as a reference or inspiration for entrepreneurs and students interested in the impact of cultural variations on international business. It also contributes to the academic debate over the impact of cultural differences on international contracts.

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INTRODUCTION TO A CORPUS-BASED ENGLISH LANGUAGE LEARNING TOOL — TED SEARCH & DISPLAY

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Abstract

With the development of information technology, it is necessary to develop some software to meet the specific needs for English language learning of college students and provide them with access to English audio-visual resources. TED Search & Display is an audio-visual English language learning tool based on the TED speech corpus. Using the "TED Search & Display" software, students can learn about the frequency of a certain searched word in a TED speech, and select the TED video with different frequency of the searched word to watch. In addition, they can learn about the basic language environment and grammatical environment of the searched word. While students are watching the TED video of interest, to broaden their thought and vision, their understanding of linguistic regularities and usage of words can be enriched simultaneously. The multi-modal tool enables students to learn both creative thinking ideas and English language rules. Moreover, it is flexible, user friendly and multi-modal, stimulating students' interest in English study. The self-designed audio-visual English learning software provides students with a media of online learning, gives them flexibility in terms of time and space, connects them with the latest learning resources, and helps them realize higher autonomy in learning.

Keywords: TED corpus, English language learning, web page, frequency, pattern.

Introduction

With the development of information technology, it is necessary to develop some software to meet the specific needs for English language learning of college students and provide them with access to English audio-visual resources. Among foreign language audio-visual learning materials available, TED speeches are particularly useful in English language learning, but have not yet been widely used.

Using the "TED Search & Display" software, students can learn about the frequency of a certain searched word in a TED speech, and select the TED video with different frequency of the searched word to watch. In addition, they can learn about the basic language environment and grammatical environment of the searched word. While students are watching the TED video of interest, their thought and vision can be broadened, their understanding of linguistic regularities and usage of words can be enriched simultaneously.

The multi-modal tool enables students to learn both creative thinking ideas and English language rules. Moreover, it is flexible, user friendly and multi-modal, stimulating students' interest in English study. The self-designed audio-visual English learning software provides students with a media of online learning, gives them flexibility in terms of time and space, connects them with the latest learning resources, and helps them realize higher autonomy in learning.

Objective

To meet students' specific requirements, a corpus-based multi-modal ELT tool is designed by TED. Through the web browser, a user can get access to the front-end of the software, or the client software, while the search program actually works on the server, which can be operated by the administrator. All the corpus data can be indexed and renewed. In line with this feature, the software is one of the fourth-generation corpus analysis tools. Compared with other fourth-generation tools, this corpus-based multi-modal ELT tool is unique in that it is multi-modal with pedagogical perspective, and specifically designed for ELT.

Data/Methodology

Initially, a corpus is built based on the TED speech texts in various fields, and each speech text is transcribed into the HTML format, with the basic structure including metadata information, such as, name of the speaker, topic of the speech, language type, duration of the speech, followed by the specific content of the speech. At present, the corpus covers about 1,800 speech texts, with a total number of 4,200,000 words. In the content of the speech, interaction between the speaker and the audience at the corresponding time points, such as "Whistling", "Applause", "Laughter", is added in. After completion of the plain text corpus, the plain texts are added grammatical tags (part-of-speech tags) automatically with the software CLAWS, so that grammar patterns can be retrieved by the support of annotation. The corpus can be updated in real time, and new TED speech English texts in a similar format are loaded into the corpus. Thus new data resources can be established by rebuilding the index so that students can get access to new TED videos and texts. Because the link address of the TED video web page is contained in the corpus, students can watch the corresponding speech video conveniently when they click on the linkage.

Results/Findings

The corpus-based ELT tool, "TED Search & Display", is with strengths of flexibility, being user friendly, multi-modal and in real time. It can provide students with rules of usage of a searched word from a piece of speech text, and they can also find regularities of the word by looking through plain text and grammatical patterns of speech texts and make conclusions. A questionnaire survey of the learning effect of "TED Search & Display" is carried out in 230 first year students in our university. The result is that most students are satisfied with the software.

Implications for Research/Policy

The multi-modal tool enables students to learn both creative thinking ideas and English language rules. This study has positive effects in improving ELT. Besides TED speeches, other excellent audio and video materials, such as classic movies, VOA news video and other materials can be added into the corpus, so that the software can cover more video material to enhance learning results.
The self-designed audio-visual English learning software provides students with a media of online learning, gives them flexibility in terms of time and space, connects them with the latest learning resources, and helps them realize higher autonomy in learning. Researches on ELT can be carried out based on the software in the future.

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EXPLORING REASONS AND METHODS OF NEW MEDIA PRODUCTION FROM THE PERSPECTIVE OF INFLUENCERS

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Abstract

Living in an era where technology is emerging from time to time, people are no longer trying to adapt to the current trends, but they are blended with every new trend that appears. This exploratory research seeks to understand the reason why micro-level Malaysian influencers use social media and how the content is produced. Researcher have applied UGT in a context to investigate how influencers use social media for knowledge-sharing content, specifically on video by the influencers. Data were obtained using qualitative methodologies through semi-structured virtual interviews with five Malaysian micro-level influencers who are also speakers of ML Studios. The interviews were done online and then analyzed using thematic content analysis, which described the influencers' reasons and methods. The data showed that most of the micro-level Malaysian influencers are media literate and have the same goal of using social media which is to connect and advocate for their followers. The findings of this study can contribute to the future generations' better usage of social media platforms. Future studies can shed light on the impact of influencers in different levels on the different contexts such as education, entertainment, etc., and investigate different platforms such as TikTok, Instagram, Twitter, etc. for the richness of data.

Keywords: social media influencers, uses and gratification theory and self-branding

Introduction

Since the widespread use of the Internet, the emergence of communication in the form of social media has brought people from all over the world together. Couldry (2015) argues that the institutions that have come to be known as "media" have been involved in providing an infrastructure for social life for over a century and have invested in a very specific and privileged method by which "we" can access whatever is significant in the social world. Social media in general is a platform where people can communicate with each other from across states and countries without having to know the other person personally. Jensen (2015) says that in the sense that they build and sustain relationships between and among humans as individuals and collectives, increasingly across geography and time, all media are social. This study aims to investigate how micro-level influencers use social media to create knowledge-sharing content. The study will answer the following research questions:

1. Why do micro-level Malaysian influencers use social media?
2. How do micro-level Malaysian influencers make video content? a) General Contents b) Knowledge Sharing Contents

Objective

Extensive research has been done on communication and persuasion effects, particularly in traditional media advertising. There has been a surge in interest in new media, particularly the Internet or web, as a medium of advertising and marketing communication in recent years. According to the Smart Insight analysis, the number of social media users is increasing at a rate of 9% each year, and this trend is expected to continue. Currently, social media users account for 45% of the global population with almost everyone having at least one social media account. With the advent of modern media, global culture has sprung up all over the world. It has ushered in a slew of new trends and altered the way people communicate with one another.

UGT was initially established in the field of radio communication research in the 1940's and it has since become widely employed in mass communications research. UGT is used to describe not just which psychological or social requirements motivate people to pick certain media material, but also the outcomes of media use, such as attitude and behavior (Ruggiero, 2000). this study uses UGT as a theoretical framework to analyze the persistence of the desire to utilize social media for knowledge-based content.

On social media, the key opinion leader (KOL) has become known as an "influencer" in recent years. Influencers have a vital role, as stated by Yilmaz, Sezeral, and Uzuner (2020), who believe that influencers are an important new mediator between customers and suppliers. Bakshy, et al. (2011) define influencers as individuals who exhibit some combination of desirable attributes, whether personal attributes like credibility, expertise, or enthusiasm, or network attributes like connectivity or centrality, that allows them to influence a disproportionately large number of others, possibly indirectly via a cascade of influence. Furthermore, influencers are categorized into three layers; micro-influencer, macro influencer, and mega influencer. In a digital world, influencers are a part of the decision-making process for customers, and their primary goal is to urge a purchase.

Many believe that the millennials now are more media literate compared to the older generation. Media literacy, according to Park (2017), arises from the interface and interaction between media and users. Rather than being an individual skill set, it is a social practice including the interpretation and development of common meanings. Lin et al. (2013) established a framework that takes a systematic approach to new media literacy that indirectly shows not everyone can be entitled as media literate.

Although it may sound easy and simple for anyone to become a content creator, however not everyone can become an online content creator as their profession, be it full-time or part-time. According to Kurniawan and Gabriella, as stated in Lambe, Widayanti, and Suprihati, (2021), a content creator is someone who generates money by creating content on an online platform; either in the form of writing, images, videos, sound, or a combination of these contents which can be poured into social media, blogs, websites, and other online or digital media. Currently, being an online content creator is seen as a valuable profession.

Method

A qualitative research design is used to obtain a holistic and in-depth understanding of this research context. By conducting qualitative research, the study can secure the richness of the data collected, which would be accountable for the research objectives of this study. The participants in this study were Malaysian top influencers who were the speakers of ML Studios that share knowledge content-based and have more than 10K followers on their personal Instagram accounts.

Purposive sampling was used to select the respective respondents. The respondents selected in this study were Malaysian micro-level influencers who were active doing online knowledge sharing thus the researcher targeted speakers from ML Studios, an infotainment video platform. The selection criteria were predetermined by the researcher before the selection process. The criteria are listed as follows;

1. The participants are Malaysians
2. The participants have an Instagram account (micro-level and above)
3. The participants must be a speaker from ML Studios
4. The participants were not mainstream celebrities

In this current research, influencers who were mainstream celebrities were avoided because they might rise to their popularity due to traditional media (tv, radio, and newspaper), and not social media.

Semi-structured interviews were chosen by the researchers because they allow previously unknown material to emerge. The interview sessions were conducted via the online platforms (Zoom and Streamyard) and recorded, and was then transcribed. The data of the research were collected through a qualitative survey which consists of semi-structured interview questions, made up of three sections where the first section consists of five questions seeking to understand more about the participants' demographic background. In the first part, the researcher focused on the Uses and Gratification Theory which the model was proposed by Hossain, Kim, and Jahan (2019). In the second part, participants will be interviewed on the production phase that guides them for video making. The five stages of media production are based on Steiff (2005) development, pre-production, production, post production, and distribution.

The participants have been contacted using the Instagram account's 'direct message' feature and email. Eventually, 5 participants from different backgrounds agreed to participate in this research. Hence, the online interviews were undertaken with five individual influencers via Zoom, Streamyard, and Google Meet upon confirmation with the convenient timing for the participants. Thematic content analysis is used to examine the data. A sufficient time has been given to the participants to share their experiences.

Results And Discussion

This study discovered that the respondents in this study are from the millennial generation, with the youngest being 26 years old and the oldest being 35 years old. All of the respondents have varying degrees of education, with one holding a Master's degree. Aside from being influencers, they have a variety of occupations.

The findings from hedonic gratifications show the pleasure of being known as an influencer and the respondents all gave almost the same answer. They said it gave them the joy to be recognized as an influencer, initially. The respondents felt a sense of belonging and happiness being influencers. All of the respondents also voiced the same message. Although there is a possibility to make money out of popularity being influencers, there is a lack of evidence that respondents were enjoying this privilege. There is evidence that gives a clue that the gratification of being popular does not last long. They felt anxious and burdened, and the sentiments dissipated with time.

On utilitarian gratification, all of the respondents gave the same answer when it comes to social interaction, which they find happiness and joy when interacting with others. The respondents would communicate with their followers on all of their social media platforms. Social interactions are also a part of life routine for many of us, especially for the influencers. Interactions can take many forms, including reacting to dm(s), answering questions, commenting, and even replying with a single emoji.

Furthermore, according to all of the respondents, social media is one of the most reliable sources of information. Another issue highlighted in this part is media literacy, which is something that not everyone in the millennial generation has and this study showed that the micro-level influencers from the millennials are considered media literate.

Additionally, self-branding is one of the most common things for influencers to market themselves on social media. However, few of them dislike branding themselves although some believe that they get satisfaction from their followers who recognize their image.

On social gratification, reveals that although most of the respondents enjoy communicating on social media, one of them does not feel the same way since the influencers think they must constantly be watchful. In contrast, one of the respondents was approached about a job opportunity by interacting with others on social media. Being an influencer is one of a 'job' that requires them to be fully occupied with updating the latest content. All of the respondents claimed they would utilise social media in their leisure moments.

The second part of the study shows that generally, all of the respondents does not need to follow all five steps on making video. The first stage focuses on how the influencers come up with video concepts. This step also includes conversations with ML Studios on the video duration and target audience. In order for the respondent to develop an idea or topic for their videos, they would create material based on viral concerns, questions from their followers, and their own personal experiences or knowledge.

The influencers' scripts are written at the second stage, which is called pre-production or scripting. This involves their prior research, preparation of the script, proofreading, and rehearsal. The respondents are likely to write their own script in point form for the first year of video production.

The third stage will review how they shoot the videos. Respondents mentioned that the studio's equipment has been set up to accommodate ML Studios' speakers. During the production stage, the ML Studio's videographer may also work as a sound engineer, lighting engineer, or interviewer. Additionally, during the production stage, there is also the role of the interviewer. The interviewer's job is to ask questions to the influencers whenever there is a break in the flow during the recording session.

Stage four of video making is on the postproduction where it leads to how the influencers edit the videos with including the additional visual elements. The editing process that falls under the post-production stage is the responsibility of ML Studios. Although this stage is crucial for the ML Studio's editor, the respondents are somehow still needed to be in this stage for extra visuals.

The final stage is called distribution/ marketing to examine how they make sure people watch their videos. Respondents answered that ML Studios is responsible for 80% of the process, which includes marketing and distribution. However, they intend to self-promote by reposting them on their Instagram stories.

Implication For Research

As a result, this research looked at the reasons why micro-level influencers use social media to create knowledge-sharing content specifically by video. This study found that one of the reasons why influencers use social media is because it is easier for them to engage and communicate with their followers through these platforms. They are also classified as heavy users, despite the fact that they set aside time to disconnect from the screen due to the importance of mental health. Second, social media platforms are definitely the first and finest source of information for those influencers seeking to create content. Apart from pleasure, they also experience a sense of belonging and honor when their followers place their trust in them. The methods they use to create knowledge-based video content for the ML Studios platform are similar to those used in filmmaking. The processes may not flow in the order they were intended, but they were all completed. They do not need to be involved in every aspect of video production because the majority of it is handled by ML Studios. Nonetheless, they participate

in every level of their own videos, although with very little effort. Because of technological advancements, several applications are now available in the online store allowing people to simply produce videos.

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THE USE OF MOBILE LEARNING IN ENGLISH FOREIGN LANGUAGE CLASSROOM: CHALLENGES, ADVANTAGES AND DISADVANTAGES, APPLICATIONS AND IMPLICATIONS TO FOREIGN LANGUAGE LEARNERS

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Abstract

The world has witnessed the rapid development of technology, which is now an integral part of daily life. The sharing of knowledge has become accessible and more convenient because of technological innovation, which has transformed everything from laptop computers to smartphones. The method of teaching and learning English with the adoption of mobile technology creates a different learning environment for both teachers and students. This review highlights the concept of mobile learning and the importance of mobile technology in EFL classrooms. Using mobile technology in EFL classes for teaching and learning and practising the English language has many advantages, particularly in giving teachers and students opportunities to interact and use mobile platforms at any place for a facilitated learning process. On the other hand, it could have some disadvantages as well. Thus, using m-learning in the foreign language classroom could be quite challenging at times; however, it also enhances creating new opportunities for students to make the learning process comprehensive and motivates learners to pursue lifelong learning.

Keywords: English Learning, Mobile technology, teaching and learning, EFL Learners, Challenges, Advantages and disadvantages ,Implications

Introduction

People have a variety of communication options today because of technological advancements. There was a time when applying a fax machine or landline telephone was considered advanced communication. However, nowadays, mobile phones are one of the best inventions ever. The first portable PC, the Dynabook, created by Alan Kay and his firm Xerox PARC in the 1970s, became the inspiration for mobile learning (M-Learning); however, Alan Kay presented the Dynabook as a teaching device: a personal computer for children of all ages a few years before production of the first portable PC began. M-learning was adopted in Europe in the 1970s. M-learning developed in the mid-1990s, employing gadgets such as PDAs or laptops in an educational environment for training (Gholami & Azarmi, 2012). Despite that, m-learning has only recently evolved into a significant set of projects in schools, workplaces, museums, cities, and rural areas around the world. The 21st century testifies to the significant development of technologies and ICT that contribute to the change of many sectors and industries, including education (Jamal et al., 2021). There is more widespread attention being paid to gadgets such as smartphones, which are capable of providing flexibility and mobility for learners, enabling them to seek information and knowledge anywhere at any time (Crompton, 2013; UNESCO, 2015). In this way, mobile devices and communication technology have contributed to the advancement of education (Kassim & Said,2020). Mobile learning is being used to enhance e-learning by encouraging independent and active learning as well as by converting educational

institutions into 24-hour, barrier-free learning centers as part of mobile learning (Kuimova et al., 2018). This article attempts to highlight and describe the current state of m-learning, its challenges, advantages and disadvantages, and its application to support teaching and learning English foreign language (EFL) in the classroom.

Concept of Mobile Learning

M-learning is defined as "any type of learning that takes place wirelessly via devices such as smartphones, PDAs, and tablet PCs". These gadgets may go with the learners, allowing them to learn whenever and anywhere (Qashou, 2021). Mobile learning is used to obtain an elastic, usable, and superior learning environment (Alsswey et al., 2020). Likewise, m-learning could be defined as any form of learning that uses handheld or palmtop devices as the primary or dominant technology. According to this definition, m-learning is the process of learning via mobile devices such as mobile phones, smartphones, personal digital assistants (PDA) and their peripheral tablet computers, and it is possible to use laptop computers. But not desktops in carts and other similar solutions. A definition may also need to incorporate dedicated mobile devices such as games consoles, iPods, and mainstream industrial technologies as well as one-off experiments (Traxler, 2005). M-learning, is often referred to as the process of learning through wireless technology, such as cell phones, personal digital assistants (PDAs), such as iPhones, iPads, smartphones, tablet PCs, laptops, etc.(Baruah & Angelov, 2012). Due to recent developments in computer science, wireless communication, including Wi-Fi, and global wireless technologies like GPS, GSM, GPRS, 3G, and most recently 4G, a wide range of new possibilities have been opened up for today's mobile generation. The use of these technologies for educational purposes has given rise to a new approach to learning known as mobile learning, or m-learning (O'Malley, et al,2003).

Importance of M-Learning in Teaching and Learning

In today's world, using technology is a vital factor in learning English as a foreign language for student (Moreno & Vermeulen, 2015). Mobile technology can be effectively implemented in the classroom to produce a new style of teaching that includes developing a communicative environment in the classroom through an engaging and effective teaching approach, for instance, using a mobile phone to search for information or access websites, which can make learning more communicative (Hakim, 2019). The latest generation of mobile phones may enhance formal and informal learning opportunities by providing educational services and media tailored to the context and interests of the learners (Sharples et al., 2007; Matzavela & Alepis, 2021). Additionally, m-learning is a distinctive teaching style that enables students to learn anytime and wherever they choose. As a result, the vast majority of the younger generation is familiar with social networking sites like Facebook, What's App, and Telegram. According Rasheed et al, (2019) state that these applications can help with project-based learning and problem-based learning, as well as with connections, learning motivation, individualized course material, and collaboration abilities (Karch, 2014) . Wang (2017) claims that learners may employ technology in more creative ways, such as using technology to send messages, share opinions, and communicate with each other at any time and from any place when learning English. By using online and mobile technology apps, mobile devices allow students to participate both inside and outside the classroom (Rikala et al., 2014). There are many reasons to make m-learning more useful for teaching and learning; the first is that learners prefer to use their mobile phones frequently. The second reason is that they are aware of mobile phones (apps and gadgets). The third reason is that mobile phones employ a wireless connection, which allows them to access internet information at any time and from any place, as well as provide accurate language use information (Jebur, 2020). According to developing a history of learning, Sharples (2007) argues m-learning is classified into three elements (El-Hussein et al., 2010)
1. The Study of Technological Mobility: The Study of technological mobility concentrates on the potential of employing mobile gadgets for educational purposes, such as cell phones, laptops, and tablets.

2. The mobility of learning concentrates on the extensive mobile phone use for learning inside and outside the classroom.

3. The third element of the mobility of the learner focuses on "learning space design or appropriation, informal learning, and lifelong learning" (Cook et al., 2011).
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Characteristics of Mobile Learning.

M-learning involves various features that involve technological elements such as portability and accessibility, as well as pedagogical elements like interactivity and collaboration (Seppälä& Alamäki ,2003). These characteristics allow learners to learn anytime and anywhere. Figure 1 depicts elements of characteristics that influence m-learning.
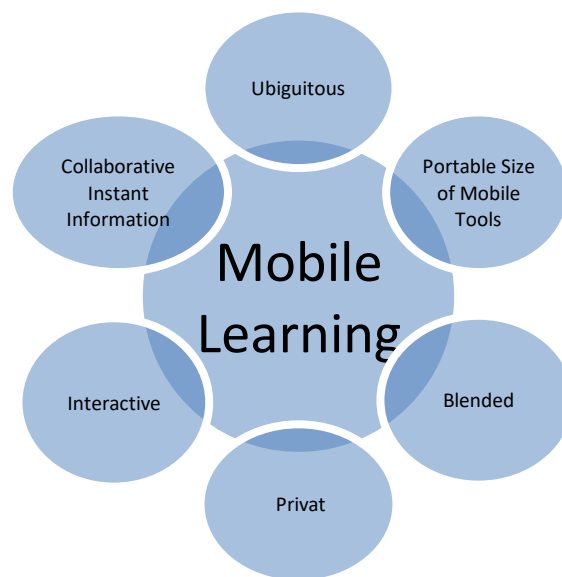

Figure 1: Elements of characteristics of M-learning

Ubiquitous/Spontaneous: M-learning is more spontaneous. The most distinguishing feature of mobile learning is its spontaneity. Learners can access information through mobile learning at any time and from any location.Portal size of mobile tools. Because m-learning is small and portable, learners can use it to learn their activities whenever and wherever they want.

Blend: A teacher can employ the blended learning method. Learners can use mobile devices for assignments, projects, and other educational purposes. Blended learning, which mixes classroom instruction with m-learning, may support learners to get the benefits of online learning opportunities.

Provide: Students can access the mobile phone simultaneously, and learners individually connect and download information (Benmoussa, 2003; Zhang, 2003; Virvou & Alepis, 2005). Interactive: M-learning environments can be used in combination with the latest technology for learning and teaching. Learners are active; technology and their environment provide numerous opportunities for them to communicate with each other (Cavus & Uzunboylu, 2009). According to Sharples et al, (2005), the technology layer is a learning process that uses technological tools like computers and mobile phones to operate as interactive systems. Collaborative: Use of mobile technology allows teachers to communicate with students and peers to each other. As a result, mobile technology in education can be used for collaborative learning activities (Cavus & Uzunboylu, 2009; Virvou & Alepis, 2005).

Instant information: Learners use m-learning directly and easily. Students can get immediate information, such as definitions, learning content by using a mobile phone(Eteokleous & Ktoridou, 2009; Cavus & Ibrahim, 2009).

Mobile Learning, Advantages and Disadvantages

Advantages of Mobile Learning.

Most previous studies mention m-learning have advantages. Several users encourage English teachers to use mobile technology in English classrooms. A mobile device is small, smart, portable, and comfortable to use. Most students and teachers have access to mobile phones. Learning takes place during the day, whether working or on weekends. Hence, learning is "mobile" in terms of place, time, and topic, and tools for supporting learning are mobile as well. People prefer to use mobile phones as a vehicle to communicate or as a recreational tool, and there is little acknowledgement of utilising mobile phones for learning and studying (El Hariry, 2015) .

 The opportunities of students can select the materials and the method of learning. Further, utilizing mobile applications enhances independent learning as well, since the Internet is a valuable source of information; one can find almost anything online. Learners can use the Internet to download applications that will enhance their learning and develop their skills, which can serve as an educational resource. According to Rao (2019) viewed that mobile phones, teachers and students can gain immediate access to information about any topic by using the internet. Teachers and students can share information, provide feedback, receive feedback from each other, send mail, etc. When students use mobile phones for learning, teachers must keep an eye on them and provide guidance. It is beneficial for learners who have these mobile phones, since they help develop language skills. The devices they use can perform a variety of tasks, including taking pictures, making videos, reading news, conducting tests, taking notes, playing games, listening to music, watching cartoons and movies, listening to news, and music.

Disadvantages of Mobile Learning

Without doubt mobile technology has drawback for learning a foreign language such as a small screen, difficulties reading on such a device, data storage and multimedia limits, and mobiles may steal lost, corrupted, or disconnected because of a weak network (El Hariry, 2015) .Despite the small screens of many devices, reading is difficult on them, especially for the visually impaired .Even though those devices are actually quite appropriate for the learning task, they are often simply too costly for most learners to afford (M. Ali & Miraz, 2018). Due to the limited size of mobile devices' input tools, learners may have difficulty writing on them.And also Some educational apps charge a fee to use them, resulting in costs for students(Alzarga et al,2021).

Challenges of Mobile Learning

According to Alhajri (2016), there are many challenges to implementing mobile learning:
Management and institutional challenges: The implementation of m-learning requires clear policies, technical support, and pedagogical support, among other challenges related to management and institutional change. Al-Hunaiyyan et al, (2018) argue that "managing such changes impacts processes and activities within the institution, including managers, decision-makers, content designers, developers, instructors, and students."
Cultural and social challenges: integrating mobile devices requires accepting specific cultural norms and societal issues. M-learning has some social drawbacks, including price, accessibility for end users, frequent upgrades to portable devices, and learner distractions (Alhajri, 2016, as cited in Park, 2011). They claim that there is a lot of unwillingness to change, and mobile technology may make instructors' jobs more difficult by demanding more preparation.

Evaluation challenges: when implementing a new learning system, evaluation is essential. Alhajri (2016) mentions that mobile learning contributes to the difficulties of evaluating both the technology and the learning results.

Integrating Mobile Learning Applications in Education

Gangaiamaran & Pasupathi (2017) assert that mobile applications can generally be downloaded from "app stores", such as Google Play, Windows Phone Store, and BlackBerry App World. Apps for mobile devices include iPhone, iPad, and Android devices. Some are free to download, while others require a fee. Mobile apps are software applications that should run on iphones, tablets, and other mobile devices. Some apps are free to download, and some others must be paid for. Some genres of mobile applications include gaming, entertainment, and education (Gangaiamaran & Pasupathi, 2017). Mobile apps are an emerging and fast-evolving technology. Mobile applications are easy, intuitive, sensible, downloadable, and most run on every phone, even those with limited data. Most mobile apps must be downloaded and installed in order to be used for teaching and learning (Kumar&Vasimalairaja, 2020) .Despite the rapid development of technology and mobile applications, teachers may select them as teaching strategies (Wang, 2017).

There are several mobile apps, such as WhatsApp and Telegram, incorporated into language skills and procedures. Such mobile applications support learners in improving their English language abilities, both receptive and productive (Jegede, 2021). Studies show that mobile technologies can assist learning in both formal and informal settings by facilitating collaborative activities (e.g., M. Sharples et al., 2016; Lai & Hwang, 2014) and supporting both "opportunistic informal learning" and "collaborative informal learning" (Clough et al., 2008, p. 359). To successfully integrate mobile applications into classrooms, approaches and models are required to confirm active involvement, engagement, interaction, and collaboration among learners and instructors. Mobile applications give teachers the opportunity to create a novel approach to teaching learners. By incorporating technology into teaching, teachers can now deliver lessons using such things as images, videos, and other graphics besides books and blackboards. In addition, teachers can use special websites, apps, and programs to change the way they teach (Alzarga et al,2021) . Acorrding to Rao (2019) stated that the use of m-learning has had a great influence on EFL/ESL learning due to their more convenient use and their effectiveness as an alternative to traditional teaching.

Related Studies

Alsaif and Deris, (2019) carried out so many existing mobile applications for language learning and investigated the students' acceptance features of mobile apps helpful for interviews and surveys as instruments for vocabulary learning. Teachers in the research showed a positive attitude toward using vocabulary learning applications in their classrooms as well as for their students.

In another study, Kim and Lee, (2016) attempted to examine the acceptance of m-learning by Korean learners to examine the factors that potentially influence m-learning use. The population of the study included 244 applicants. The findings revealed that TAM was an effective theoretical tool for understanding students' adoption of MALL. Furthermore, except for self-efficacy and interactivity, all characteristics had a substantial effect on students' adoption of MALL.

Fagan (2019) conducted a study on students' acceptability of m-learning in an educational environment. The population involved 437 students at a Texas public campus. This study used an iPod mobile device. The conclusions confirmed that the students perceived iPads as beneficial and pleasant instruments for achieving learning tasks and improving learning outcomes.

M-Learning in Libyan Context

According to some studies conducted on using m-learning in Libyan education, Alzarga et al. (2021) examined if learners are aware of using mobile applications while learning English. In addition, the purpose of this study is to assess how often students use mobile apps to learn English. This study involved 20 participants from the English department at Sirte University. The data collection method adopted by Mospan (2015) was a semi-structured questionnaire. In this study, both quantitative and qualitative data were analyzed; the quantitative data was examined manually, while the qualitative data was analyzed using content analysis. The results of the study show that the use of mobile phones by Libyan EFL students has a positive and significant impact on learning English. As a matter of fact, all Libyan learners agreed that mobile applications are vital tools that should be incorporated into educational environments to promote faster, easier, and more engaging learning. This study requires further research which uses a larger sample of students to generalise its findings. In addition, there is a lack of studies on the use of mobile applications in the Libyan context. Future research should examine the influence of gender as a key variable on the use of mobile technology in EFL classrooms, which would be worth exploring. The results from future research will be comprehensive and inclusive.

Almahdi (2021) examines the effects of using smartphone applications on learning English as a foreign language. Results indicate that mobile applications have a positive effect on learning English as a foreign language as well. Most students use the applications to translate and improve their language skills. Researchers suggest that teachers adopt new methods of teaching along with digital tools to make their learners more likely to use learning apps in regular classrooms or at home. In contrast Shalbag (2014) scrutinizes the worth of using mobile phones (MP) in language. The findings revealed that approaches like these assist learners in overcoming their concerns about writing.

In similarity, Alsied (2019) examined the efficiency of utilising cell phones by Libyan EFL students in language learning. The study population consists of 151 Libyan EFL students studying in different semesters at the Faculty of English at Sebha University, Libya. This study employs quantitative research. The purpose of this study was to investigate the effect of mobile learning on students. The research focused on group discussions (FGDs). Results show that the use of cell phones for learning English is very successful. A high percentage of respondents (96.7%) ultimately agreed that mobile phones are an essential tool for learning English, as seen in the results, followed by (96.7%) who claimed that mobile phones enhance English education and training standards. Furthermore, more than half of the respondents (96%) believed that smartphones provide opportunities for English practise both inside and outside the classroom. According to the findings, Libyan students fully accepted that mobile phones are necessary tools that should be integrated into the educational system to make learning faster, easier, and more exciting.

Some studies have reported mentioned above that using mobile phones has a positive and effective impact on teaching English among Libyan EFL students It also has many benefits for teachers and students: first, by using mobile technology as part of the education process, students can feel more motivated, and more independent. In addition to integrating technology into their classes. Teachers will be supported in developing their teaching techniques. As a consequence, learners' language skills will be improved. Additionally, teachers' strategies and approaches will be useful, intriguing, and more progressive.

Challenges of Using M-Learning in Libyan Education.

Mobile devices are technologies that can be carried and used everywhere to enable learners accessing knowledge anytime and anywhere. The main target of the next generation of the learning systems is to use current and modern technologies to provide new techniques of learning, training and education that will be easy access and available to all who wish to be

part of it. However, the incorporation of m-learning may create certain obstacles for both students and teachers to hinder the implementation platform for academic purposes (Ghawail et al., 2019).

No attention has been paid by the government to improve the use of technology devices for learning and teaching in the Libyan Higher Education System (LHES).The implementation of m-learning and the use of ICTs in Libya are still in an early stage similar to in most developing countries. Although Libyan Universities still use the old method of education that depends on face-to-face communications between students and teachers in, and outside of, classroom, in campus. Some Libyan universities, such as Tripoli University, Benghazi University, and Academy of Postgraduate Studies and Economic Research, have the basic ICT infrastructure (such as computers, Internet access, and a local area network) (Al Ghawail et al,2021). Therefore, research into implementing m-learning in the higher education context in developed countries is crucial. There are many obstacles and difficulties to hinder the use of m-learning in Libyan schools because this technology is not yet implemented in Libyan education (Alsied, 2019; Alzarga et al., 2021). Because of technological challenges, mismanagement support, financial challenges, cultural challenges (Almansuri & Elmansuri, 2015). A lack of language skills, and poor communication networks: smartphone apps rely heavily on efficient communication networks, which are frequently unavailable, expensive, and out of reach for students; a lack of clear strategic plans and policies to implement m-learning (Alssaid et al.,2016; Al Ghawail et al,2021; Ali, 2016). lack of knowledge and skills for using platforms for academic purposes (Saleh, 2017). Consequently, there is an urgent need to carry out many studies about using m-learning in Libyan institutions to extend knowledge and fill the gap in the literature review.

Implication of Mobile Learning

Cyberculture and wireless connectivity are integral parts of teenagers' daily lives (Bora & Dhumane, 2012). In recent years, teachers have been trying to ban mobile phones from the classroom, claiming that they distract and interfere with students' studies. Nevertheless, in recent years, it has been observed that mobile devices, such as smartphones, have evolved into integrated educational aids for both teachers and students, and they are now rapidly invading many classrooms. Bora and Dhumane (2012) stressed that mobile devices are highly effective educational tools due to their ability for two-way interaction, which is the essence of learning. PDAs with wireless capabilities are becoming increasingly popular in classrooms. Persson and Nouri, (2018) assert that m-learning influences students' skills in positive ways. With the introduction of mobile technology as a learning tool in English class, teachers and students can interact by using mobile platforms at any time and any place for a facilitated learning process. In other words, Lizamuddin et al. (2019) argue that mobile applications may help students to evolve positive attitudes toward studying English as a second language and that m-learning conditions will be more effective for teachers and students. Mobile apps are helpful for creating more learning activities. Also, it helps students understand English materials better, after that it attracts their attention more easily. Moreover, a variety of applications are to facilitate independent learning by students (Lizamuddin et al., 2019)

In fact, all the Libyan learners agreed that mobile applications are indispensable tools that should be integrated into educational settings to make learning faster, easier, and more interesting. Students want to learn English by using mobile apps as a new tool for learning and also using them to engage in a variety of academic activities in and outside the classroom context. Nevertheless, nearly all the Libyan EFL learners employed their mobile phones to achieve three common purposes: checking the meaning of English words via an online dictionary; listening to English songs; and developing reading, listening, speaking, and writing skills; but not to be used as a tool for teaching and learning in the classroom.

Conclusion

This article includes recommendations on how to achieve the objective of this study, which is to implement m-learning in Libyan education. We should also use mobile phones in education, in particular among EFL/ESL teachers and students. The researcher explained previous studies conducted on mobile phones in the English language learning environment. Moreover, the benefits of using mobile phones in EFL/ESL classrooms have been discussed in this paper. Using mobile technology in EFL classes for teaching and learning and practicing the English language has many advantages, particularly for ESL/EFL learners who get opportunities to learn while using mobile technology in Libyan education. According to the researcher, the integration of mobile technologies into Libyan education is necessary, particularly now that students are better suited to using mobile devices anywhere. Finally, using mobile applications to teach and learn English among Libyan students is needed and highly recommended. Due to the lack of communication experience, further studies to investigate using m-learning for EFL learners in Libyan education are still required.

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E-PORTFOLIO FOR TEACHER PROFESSIONAL DEVELOPMENT: A CASE STUDY OF ENGLISH LANGUAGE TEACHERS

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Introduction

Information Communication Technology (ICT) is an important element in the education scenario in order to prepare the citizens for the future. Various kinds of methodology and materials are used in the learning process i.e. virtual learning, e-learning, distance education, blog, face book, e-book, forum and many more. This clearly shows that information and communication technology is part of the education system. However, there are some barriers for the teachers that prevent them to use ICT in the classroom and develop supporting materials through ICT.

Assessing teachers' involvement in ICT is therefore important and Teacher e-Portfolio (TeP) has the potential to enhance teachers' ICT skills and knowledge. The use of electronic portfolios (e-portfolios) in teacher education programs has become popular (Clark & Enyon, 2009). Electronic portfolios are considered to be a manageable system for collecting, organizing, storing or displaying all of the writing, videos, presentations, project and artwork learners produce (Fahey, Lawrence, & Paratore, 2007; Barrett, 2007).

Parallel to the above statement, this study intends to delve deeper into the participants' experience (Malaysian teachers) to investigate the process of developing Teacher e-portfolio (TeP). To date, very few researches have investigated the perception of developing e-portfolio among teachers in Malaysia. It shows the lack of interest in this area even though it is strongly believed that the development of e-portfolio is highly important especially to teachers. Milman and Kilbane (2005) stated that creating digital portfolios benefited the teachers professionally and personally, aroused their desire to learn more about using technology, and prepared them to implement digital teaching portfolios in their own classroom.

Objective

The objectives of this study are:
1. To investigate the learning experiences of the participants when they are developing their teacher e-portfolio.
2. To identify how the development of teacher-e-portfolio enhance the participants' technology skills and illustrate their technology need.

Data/Methodology

This research utilized qualitative approach that centered on deriving meaning and understanding of a situation from the perceptions of individuals, specifically, teachers of English. The instruments used to collect the data were teachers E-portfolio, reflections and questionnaire. The data from teachers E-portfolio, reflections and questionnaire were used to collect data on: (1) the learning experiences encountered by the participants during the development of teacher e-portfolio and (2) how the development of e-portfolio enhanced the participants' technology skills. Meanwhile, questionnaire was used to collect data on technology needs or ICT trainings needed by the participants for the TeP development.

The data for the present study, responses to questionnaires and participants' reflections were analyzed using content analysis whereas the teacher e-portfolio was evaluated holistically in terms of quality of contents, organization and layout. The triangulation used also functioned as a tool to determine the validity and reliability of the data. By examining relevant contents, data were organized, broken into manageable unit, synthesized, and reduces under different themes (Bogden & Biklen, 1992). The participants perceptions, excerpts, voices and engagements in the reflective writing and questionnaire were identified, extracted, categorized, thematically analyzed and organized using a thematic table.

Results/Findings

From the data collected from questionnaire, reflection and teacher e-portfolio, the study revealed several important aspects of participants' learning experiences on the TeP as well as the meanings they attached to the experiences, both positive and negative. Teachers who created the teacher e-portfolio learned to reflect because final product of their teacher e-portfolio helped them to revisit their learning experiences in more specific and complex ways. The next learning experience mentioned by the participants was that they learned to organize their teaching resources and synthesize information when creating their TeP. The participants also reported that their experiences on developing teacher e-portfolio have increased their skills and confidence level to integrate technology in their teaching. All the participants mentioned that, the process of developing TeP has provided them the setting and opportunity to socially interact with their peers and instructor. All the participants mentioned that the e-portfolio development enhance their ICT skills and led them to become technology-proficient teachers.

Implications of the study to ESL teacher education

The findings of the study suggest several pertinent implications for ESL teacher education. To be able to integrate technology in teaching, teachers of today have to be technology-literate in ICT which requires them to adopt and adapt these technology tools. They will have to create, implement, facilitate, advise, make decisions, and manage resources in order to effectively use the technology with their students.

As the use of ICT in enhancing learning is gaining its popularity and that this environment is normally available through the provision of the internet, teachers must also know how to use the internet browser and search engines such as Google, Yahoo! Search and MSN search effectively. The internet is a massive and dynamic entity; thus, critical thinking is also required in order to evaluate and select appropriate information for the students' use. Sometimes students may provide the links to other website and teachers will have to evaluate the relevance and the quality of information on those websites.

Apart from that, knowledge of instructional design should be acquired. Traditional classroom demands teachers to prepare lesson plans and to develop materials for language teaching. This responsibility is further expanded in non-conventional Computer Assisted Language Learning (CALL). Teachers not only have to know how to integrate application software and instructional program, to manage and monitor their use in the classroom, but also to actually design the instructional materials as well.

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