



**UTM**  
UNIVERSITI TEKNOLOGI MALAYSIA

# VLCPIIS 2023

THE VIRTUAL LANGUAGE AND  
COMMUNICATION POSTGRADUATE  
INTERNATIONAL SEMINAR

**PROCEEDINGS**



**Theme:**

Language, Education, and  
Communication

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**WELCOMING NOTE**

It is with great pleasure we are welcoming all  
postgraduates and researchers in the field of language and  
communication to the Virtual Language and  
Communication Postgraduate International Seminar  
(VLCPIS) 2023.

## ABOUT VLCPIS 2023

The Virtual Language and Communication Postgraduate International Seminar (VLCPIS) 2023 is open to all postgraduate students and researchers in the field of language and communication.

Language Academy is hosting the Virtual Language and Communication Postgraduate International Seminar (VLCPIS) 2023. The goal of this seminar is to promote lifelong learning by bringing together bright minds to exchange, learn, and discuss a wide range of topics.

VLCPIS 2023 is different from past seminars in that it is a totally virtual seminar delivered via WebEx. Since the COVID-19 has restricted physical meetings, students, researchers and educators have been finding practical ways to work around this limitation. One of the practical ways that continues to provide invaluable solution to education is through online meetings. Post the pandemic, this virtual seminar remains to be a great platform for everyone to receive continuous learning opportunity withstanding situations, time and space.






This full-day seminar provides an opportunity to highlight recent issues and challenges that will contribute to the development of the Language and Communication fields, in addition to providing a platform where great ideas are shared through intellectual discussions among researchers, lecturers, and students.

## SEMINAR OBJECTIVES

The objectives of this seminar are to:

1. Provide opportunities for students to move effectively in the academic world by contributing to the enhancement of search knowledge in the field of language and communication.
2. Increase the publication of students, lecturers, and faculty through the publication of proceedings, articles in selected journals, and edited books.
3. 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

-  Language and education
-  Language, culture, and society
-  Language and communication
-  Applied Linguistics
-  Literature

**WELCOMING REMARKS BY CHAIR OF LANGUAGE ACADEMY**

It is a great pleasure to welcome everyone to our postgraduate seminar, The Virtual Language and Communication Postgraduate International Seminar (VLCPIS) 2023. This seminar is a continuation of LCPIS 2017 and 2019. Since the Covid-19 pandemic, we have decided to conduct the seminar completely on a digital platform.

Focusing on five different themes, I 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 I look forward to your presentations.

Thank you.

DR. NUR'AIN BALQIS BINTI HALADIN

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**WELCOMING REMARKS BY VLCPIIS 2023 GENERAL CHAIR**

I would like to this opportunity to wish you and your families for your health and wellbeing in this challenging time, due to this endemic.

It is the aim of VLCPIIS 2023 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 continuously having our seminar virtually, we received participation from many universities in Malaysia and around the world such as Saudi Arabia, Germany, and Australia. 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 who are attending this seminar. Thank you for joining VLCPIIS 2023.

**ASSOCIATE PROFESSOR DR. ABDUL RAHIM BIN HJ SALAM**

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**MOBILE ASSISTED LANGUAGE LEARNING ACCEPTANCE AMONG FOUNDATION STUDENTS AT THE  
COMMUNITY COLLEGE OF QATAR: QUIZLET AS A TOOL**

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### **ABSTRACT**

Current research on mobile devices shows that learners view technological devices as fun tools that can be used for communication. However, learners' acceptance of these devices in the learning process plays a pivotal role in producing a smooth and successful experience for learners and educational organizations alike. Therefore, this study focuses on foundation students' acceptance of using mobile assisted language learning (MALL) at one Community College in Qatar. Forty-one participants consisting of four different levels of students are chosen. There are various applications that can be used in teaching new vocabularies, but the researcher adopts Quizlet as a tool because of its ample options and features. Thematic analysis and Technology Acceptance Model form the basis on which the researcher relied on when conducting this study. However, the researcher wants to focus on the vocabulary element because the largest volume of published articles, teacher blogs, and applications related to mobile language learning target vocabulary acquisition and grammar study. As the research question of the study is "How do learners perceive MALL as a tool that may give an impact to their acceptance of technology in the learning process?", the researcher adopts qualitative methods in the research procedure. Data is collected from interviews and reflection forms, and they are analyzed using ATLAS.ti 9. ATLAS.ti 9 is recognized as a leading tool in providing a systematic, effective, and efficient data analysis. After analyzing the collected data, a set of guidelines on learners' acceptance of mobile learning are to be presented to educators at the community college of Qatar.

**Keywords:** Mobile Assisted Language Learning, Quizlet, Technology Acceptance.

## **1. INTRODUCTION**

During the outbreak of COVID-19 pandemic, an unplanned transition to online teaching has been inevitable, and the changes in how people work and engage in the learning process can be noticed easily (Daniel, 2020). However, using technology has been on the rise even before the pandemic (David & Roberts, 2017), and English has been considered as the modern Lingua Franca in most countries around the world (Rowley-Jolivet, 2017). Hence, several academic institutions were obliged to use mobile phones in the learning process because digital media has prevailed the lives of students and teachers alike (Rideout, Foehr, & Roberts, 2010). Moreover, learners nowadays can be called as Digital Natives (a term that defines those born after 1980) as digital technology has been used by those learners since their early stages in childhood up until their adolescences (Prensky, 2001b). Therefore, the key element that the researcher aims to focus on is the learners' acceptance of mobile assisted language learning (MALL) in acquiring new vocabularies. The researcher wants to focus on the vocabulary element because the largest volume of published articles, teacher blogs, and apps related to mobile language learning target vocabulary acquisition and grammar study (Pegrum, 2014). Also, digital learning has

been an integral part of the learning process in Qatar, and applications like Blackboard and Banner are the official channels for learners to interact with teachers at Qatar University and the Community College of Qatar (Elhassan & Kabaha 2019).

## 2. METHODOLOGY

### 2.1 Research Design

The researcher adopts qualitative methods in the research procedure. The researcher opted for this approach due to the nature of the research question which requires a deep investigation on the attitudes of students towards the use of mobile assisted language learning.

### 2.2 Participants & Sampling

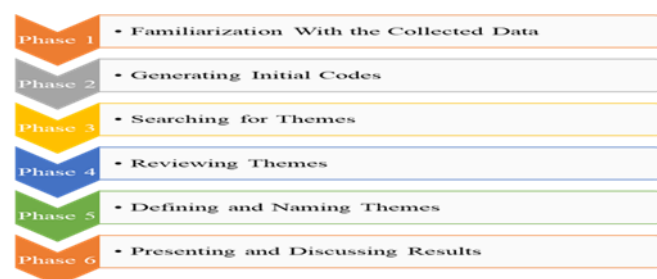
Foundation students at the English Language Centre (ELC) at the Community College of Qatar (CCQ) form the population of this research. The researcher chose this audience because they belong to different backgrounds and represents different ages. The researcher works as a full-time lecturer at the ELC, and he is familiar with the students and the settings. Rubin & Rubin (2005) stated that interviewees might assume that when the researcher is an insider, he may be more sympathetic with them and can understand their experiences.

### 2.3 Data Collection Instruments

This study will use interviews and reflection forms to gain the source of the data. The research adopts face-to-face semi-structured interviews, as they can be the best method for collecting a high-quality data (Fox, 2009). Open-ended questions will be used in order to maintain the richness and complexity of the collected data (Rubin and Rubin, 2005). Also, in order to elicit a “more detailed response”, the study will use probing and follow up questions (Fox, 2009, p. 15). On the other hand, reflection forms will be the second source of data in this research. Participants will receive general questions at the beginning about their age, gender, and level. Then, an open-ended question will be raised about the participants’ classmates and their acceptance of using technology in the learning process.

### 2.4 Data Analysis Procedures

The researcher will adopt thematic analysis procedure in which he will follow the six-step framework that was developed by Braun & Clarke (2019) as shown in the following Figure 2.1.



2.1 Thematic Analysis Six Interactive Phases (Braun & Clarke, 2019)

However, ATLAS ti 9 software will be used by the researcher in analyzing the collected data because this software is a leading tool in providing a systematic, effective, and efficient data analysis (Frieze, 2019; Rambaree & Faxelid, 2013). This research will use the descriptive coding method where the study generates codes that “symbolizes and thus attributes the interpreted meaning to each individual datum

for later purposes of pattern detection, categorization, theory building, and other analytic processes” (Saldaña, 2013; p.4). Saldaña (2013) concluded that searching for patterns in coded data is crucial in the data analysis procedure and this pattern can be characterized by similarity, differences, frequency (often or seldom), sequence, correspondence (happen in relation to other activities or events), and causation (one pattern to cause another) (Saldaña, 2013).

### 3. FINDINGS AND DISCUSSION

The research question is addressed through interviews and reflection forms. The responses are then grouped and coded on Atlas ti9 in order to be analyzed. Elements such as themes and patterns from the collected codes are analyzed. The findings indicate that the usage of mobile applications is accepted in the learning process among foundation students. On the other hand, some participants highlight few challenges and difficulties that may arise when using mobile applications in the learning process. However, the challenges are insignificant compared to the numerous emerging positive aspects of using mobile applications in the learning process.

In order to improve the learning experience as much as possible, the participants are asked in the interviews and reflection forms to propose what can be done to resolve those challenges, and their recommendations will be grouped, coded, and analyzed by the researcher in a later stage of the study. However, in this phase of the study, it can be noted that the targeted participants are from one college in Qatar, and in future researches this can be extended to several institutions to make sure that the sample would be more comprehensive.

### 4. CONCLUSION

Mobile assisted language learning has become an integral part of the learning process. The technology acceptance phenomena is an important field of study as the attitudes of learners towards proposed method, form the determining factors that help educators and educational institutions decide on its application. However, future research on other institutions is recommended so that the findings can be more comprehensive, and reliable.

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## THE ALTERNATIVE FRAMEWORKS OF FORCE CONCEPT AMONG MATRICULATION COLLEGE STUDENTS

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*School of Education, Faculty of Social Science and Humanities, Universiti Teknologi Malaysia**shariza79@graduate.utm.my**Centre for Engineering Education, Universiti Teknologi Malaysia**p-fatin@utm.my***ABSTRACT**

This assessment primarily aims to improve the effectiveness of physics teaching and learning by understanding students' alternative frameworks (AFs) related to the concept of force. Various quantitative methods are employed to analyse students' AFs in conceptual inventories related to mechanics, such as the Force Concept Inventory (FCI) and the Force and Motion Conceptual Evaluation (FMCE). This quantitative study aims to identify the AF and the level of understanding of matriculation college students, specifically in four subtopics: basic force, free-body diagrams, static and kinetic friction, and Newton's Laws of Motion concepts and applications. To align with the syllabus, relevant items from the FCI instrument were adapted and included in the Force Concept Assessment Test (FCAT), a 12 multiple-choice item instrument that underwent reliability testing using the Rasch Measurement Model. This assessment involved 36 matriculation college students from the southern zone of Malaysia. Descriptive statistical methods were used to analyze the data to identify the students' AFs and their level of understanding in the concept of force before their learning occurs in matriculation college. The findings of this assessment indicate that 13 dominant AFs were identified based on the percentage of correct and incorrect responses on the FCAT items. In addition, the students had a moderate level of understanding, with a minimum score of 5.3 out of a total of 12 marks from the same instrument. The findings of this assessment are expected to benefit physics teachers by helping them understand students' perspectives, improve teaching effectiveness, and reduce student confusion especially in the concept of force.

**Keywords:** Physics, Force, Alternative framework, Quantitative approach, Matriculation.

**1. INTRODUCTION**

Research indicates that students often possess pre-existing beliefs and understandings about concepts before encountering them in the classroom (Duit & Treagust, 2003). However, these preconceived notions can clash with scientific concepts, becoming deeply ingrained and resistant to change (Treagust & Duit, 2008). This predicament results in a cognitive struggle for students, impeding their grasp of scientific principles during lessons, including physics topics.

The challenge in comprehending physics lies in the existence of these alternative frameworks (AF) held by students. Consequently, when faced with difficulties in understanding physics concepts, students struggle to bridge the gap between theoretical knowledge and real-world occurrences (Examination Board of Malaysia (LPM), 2014, 2017). Force and motion constitute a fundamental part of the Form 4 physics curriculum (BPK, 2018), a pivotal theme within Newtonian Mechanics. Additionally, the subject of force is one of the 14 core topics in the first semester of the Two Semester System (SDS) of

Matriculation Program, administered by the Matriculation Division, Ministry of Education (BMKPM, 2021).

Prior investigations into students' AFs regarding force have uncovered a diverse array of perspectives (Halim et al., 2014; Ahmad Tarmimi & Shahrul Kadri, 2016; Siti Nursaila & Faridah, 2016; Normawani & Lilia, 2018; Kamarrudin et al., 2020). This study, which is a small part of the overall research (Shariza & Phang, 2023a), serves as an assessment to identify the students' AFs and their level of understanding in the concept of force.

## 2. METHODOLOGY

This assessment employed a quantitative approach, involving 36 students from the SDS and Four Semester System (SES) programs at a southern zone matriculation college (MC), selected via purposive sampling. The Force Concept Assessment Test (FCAT), a 12-item multiple-choice instrument, gauged their grasp of force concepts, covering five subtopics: basic force, free-body diagrams, static and kinetic friction, and the concepts and applications of Newton's Laws of Motion (NLOM). Adapted from the Force Concept Inventory (FCI) and Matriculation Program Semester Examination (PSPM) questions, FCAT assesses Newtonian Mechanics understanding, commonly used by students (Hestenes et al., 1992).

Prior to its administration to participants, experts in the field validated the instrument to ascertain its credibility. This FCAT underwent scrutiny from pure physics experts from University of Technology Mara (UiTM), and the Institute of Teacher Education (IPG). Their validation encompassed assessing the instrument's alignment with physics content and congruence with the physics syllabus. Quality assurance involved Rasch Measurement Model in ensuring validity and reliability (Shahari & Phang, 2023b).

FCAT was given to students pre-teaching for the force topics and underwent descriptive analysis their incorrect responses, revealing their alternative frameworks. Identify dominant AFs for incorrect answers based on >50% representation among them (Martín-Blas et al., 2010; Bani-Salameh, 2017). If total incorrect answers <50%, combine them by type to establish new percentage. FCAT scores were then descriptively assessed to gauge force concept understanding (see Table 1, Hestenes et al., 1992).

*Table 1: Level of Student Understanding (Hestenes et al., 1992).*

Mean Score (%)	Level of Student Understanding
80 – 100	Very High
60 – 79	High
40 – 59	Moderate
20 – 39	Low
0 – 19	Very Low

## 3. FINDINGS

### 3.1 Alternative Frameworks (AF)

Lists of the identified dominant AFs, along with the percentage of students who selected the wrong answers, are presented in Table 2 prior to teaching the force topic. Based on Table 2, there are 13 dominant AFs were identified, each with  $\geq 50\%$  student response rate.

Table 2: List of Dominant Alternative Frameworks

No.	Sub-topics of Force Concept	Dominant Alternative Frameworks (%)
1.	Fundamental of Force	1. Heavier objects will fall faster (gravity) (63%) 2. Downward force due to gravity, normal upward force exerted by the table surface & net downward force due to air pressure. (75%)
2.	Free-body diagram (FBD)	1. Students cannot write the correct equation from the drawn FBD (65.2%) 2. The direction of the frictional force acting on the wall surface is the same as the direction of movement of the ladder (if the ladder falls) (67.9%)
3.	Static and Dynamic Friction	i) The phenomenon of slipping occurs because there is no (zero) frictional force between the object and the smooth path/road. (50%) ii) When a person slips, the frictional force between the object and the slippery path/road is increased. (50%) iii) The total force applied to move the box at uniform speed must be greater than the total frictional force opposing its motion. (64.3%)
4.	Concepts and Applications of Newton's Laws of Motion (NLOM)	i) First NLOM states that, if there is no net force acting on an object, the object will simply remain at rest. (53.6%) ii) During the collision of two cars head-on, the magnitude of the force exerted by the first car on the second car and vice versa is the same. This is Second NLOM. (68.75%) iii) The force exerted by the truck on the car is the same as the force exerted by the car on the truck, for a head-on collision between the truck and the compact car. (75%) iv) In the situation: Student A exerts force on student B, but student B does not exert any force on student A. (55.2%) <div data-bbox="774 1160 1077 1411" data-label="Image"> </div> v) <b>A body in constant motion will continue to slow down until it stops, when the force applied to it is suddenly stopped. (59.1%)</b>  vi) <b>One way to increase mass acceleration is; increase mass or increase both force and mass proportionally. (58.3%)</b>

### 3.2 Level of Understanding

The further analysis shows the percentage of students categorized into levels: very low, low, moderate, high, and very high, as depicted in Figure 1.

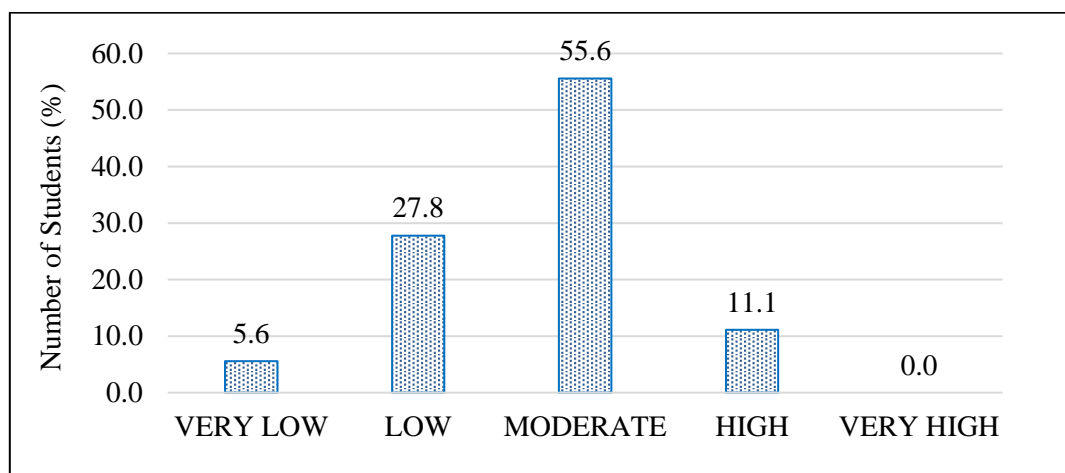


Figure 1: Analysis of Understanding Level for the Concept of Force.

The findings from this analysis (Figure 1) indicate that 55.6% of the total students have a moderate level of understanding of the concept of force. Meanwhile, about 27.8% of students are at a low level of understanding, and 5.6% are at a very low level of understanding. However, there are still some students (11.1%) who have a high level of understanding. No students fall into the category of very high understanding. This offers a general view that students' grasp of the concept of force has difficulties.

#### 4. DISCUSSION AND CONCLUSION

The exploration of students' AFs concerning the connection between forces and motion yields the following key conclusions (Driver et al., 1994): (a) Motion is always accompanied by an acting force; (b) Lack of motion implies the absence of force; (c) Force necessitates motion; when an object moves, a force acts in its direction; (d) Motion ceases when the object's force depletes; (e) An inherent force propels a moving object; (f) Motion's magnitude corresponds to the force applied; and (g) A consistent force results in constant speed. Furthermore, this research also uncovers that students' AF in gravity-related scenarios, that heavier objects fall faster (Gunstone & White, 1981). Additionally, this assessment identifies that students exhibit a moderate level of understanding in the concept of force.

It is a well-established fact, supported by extensive literature in science/physics education, that there exists an AFs among students. However, the primary issue is not their presence but rather their enduring nature. To foster a profound comprehension of concepts among students in physics classrooms, innovative teaching strategies rooted in conceptual change need to be introduced. Traditional teaching methods are largely ineffective, necessitating careful planning and implementation of new approaches, as inadequate instruction could further reinforce students' AFs.

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**PROBLEMS ENCOUNTERED BY SECONDARY SCHOOL STUDENTS IN LEARNING AND USING  
INFLECTIONAL AFFIXES**

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**ABSTRACT**

To learn inflectional affixes, learners need to comprehend the grammatical rules governing their application. The study aims to examine the errors faced by secondary school students in learning and using inflectional suffixes, namely, the formation of the plural, e.g., \*woman, dropping the /s/ from the third person present singular, e.g., \*she eats, and the formation of the comparative and superlative degree of adjectives, e.g., \*beautifuler, \*beautifulest as well as to find a solution for these problems. This study is Case study research. It is analytical descriptive quantitative research. Two written tests in order to test the student's ability in learning and using inflectional suffixes were given to (50) students. The results prove that Libyan secondary school students encounter difficulties in learning and using inflectional affixes. These difficulties are attributed to the lack of knowledge of inflectional suffixes. This is due to the fact that they are unable to distinguish between the different parts of speech in English. This problem may be due to L1 interference. The weakness is also due to overgeneralization. The writer suggests that to improve students' vocabulary knowledge, they should break words into roots and affixes to understand how they are formed. So, more attention should be paid to inflectional suffixes and students should be involved in many exercises and various drills to overcome these difficulties.

**Keywords:** Affixes, verb inflection, noun inflection, adjective inflection.

## 1. INTRODUCTION

A suffix can be either derivational or inflectional. A suffix is derivational when it changes the part of speech of the word that it is added to (Siboro & Bram, 2020). Inflectional suffixes are morphemes that produce alternative grammatical forms of words without changing the part of speech of a word (Medjedoub, R. (2022)). The study hypothesized that most third-year students of secondary school show weakness in understanding the inflectional suffixes. This may be due to the fact that they are unable to distinguish between the different parts of speech in English. This may be due to L1 interference. The weakness may also be due to overgeneralization. Thus, this study attempts to provide satisfactory answers to the main questions which are:

Are Libyan learners of secondary education able to recognize the existence of inflectional suffixes? If yes, can they use inflectional suffixes correctly? Can they distinguish between the different parts of speech in Arabic?

So, this study aims to investigate the difficulties in using inflectional suffixes encountered by third-year students of secondary education in Al-Ajelat, Libya. In addition, the causes behind the students' morphological difficulties are discussed.

A large number of studies have been conducted in this field of study. However, they did not concentrate so much on the different types of inflectional suffixes. This study intends to give more concentration on learning inflectional suffixes, specifically, their shape. For example, Puspita (2019), Septiana (2020), Al-Jarf (2022), Mahfoudhi & Abdalla (2023), and Hakansson (2021).

## **2. METHODOLOGY**

### **2.1 Subjects**

50 participants from two Libyan schools were selected. They are third-year secondary school students specializing in English. Their mother tongue is Arabic and their ages range from 17 to 18.

### **2.2 Instruments**

A test was conducted to examine the morphological features of the English language. Additionally, an Arabic test was given to assess the sub-hypothesis, whether third-year secondary school students could differentiate between various parts of speech in Arabic. The two tests were administered simultaneously.

### **2.3 Procedure**

To prevent tension and confusion, the subjects were informed about the purpose of the test. After answering the exam questions, they were evaluated according to the following criteria: - Do they have a good comprehension of morphological rules? Do they use them correctly? If not, what are the possible reasons behind that? Can they distinguish between the parts of speech in English and Arabic easily?

### **2.4 Data Analysis**

The mean, standard deviation, and t-test are used to analyze the data. To test the hypothesis of this study all the test items were analyzed. The questions are divided this way; the Arabic test distinguishes between the parts of speech in Arabic. The other test examined the subjects' knowledge of nouns, verbs, and adjective inflections. It comprises two sets of questions; questions that present words in isolation as well as words in a sentence. Each of these two sets was designed to be recognition as well as production-type tests. Questions are divided this way because all of these groups have to deal with the same thing.

## **3. FINDINGS AND DISCUSSION**

### **3.1 Distinction Between the Parts of Speech**

Based on the frequencies of students' scores, the majority of subjects do not know the parts of speech clearly. Only 10% of the subjects had good scores. The subjects who gave the poor answers put, for instance, the nouns in the wrong column so that they could not know whether the word was a noun, verb, or adjective. This agreed with Puspita's (2019), and Septiana (2020) hypothesis that students' errors can be attributed to inter-lingual transfer, e.g., L1 interference.

### **3.2 Questions That Present Words in Isolation**

Subjects are given clear words (nouns, verbs, adjectives) and instructed to apply the rule. In general, most of the errors made by the subjects were due to intralingual transfer. This means that they overgeneralized the target rules, for instance, by writing things like \*churchs, \*citys, \*Mouna watches,

and \*more hottest. These errors were found to be consistent with the findings of Al-Jarf (2022) and Mahfoudhi & Abdalla (2023).

### 3.3 Questions That Present Words in Sentences

In this task, participants were asked to identify a given part of speech (noun, verb, or adjective) within a sentence and then modify it according to certain rules. Unfortunately, many participants struggled to correctly identify the targeted part of speech, resulting in low scores. Additionally, a few participants who did correctly identify the targeted part of speech applied the rules incorrectly, leading to the overuse of certain modifications. From the previous discussion, it was found that the participants committed fewer errors when using words in isolation compared to when using words in sentences.

## 4. CONCLUSION

Based on the results obtained, it is evident that Libyan secondary school students face challenges in dealing with inflectional suffixes. These challenges arise from their limited knowledge of inflectional suffixes, which stems from the difficulty in distinguishing between different parts of speech. For instance, students may erroneously use a noun instead of a verb or use adjectives as nouns instead of as adjectives. It has been observed that the challenge of distinguishing between nouns, verbs, and adjectives in English is similar to that in Arabic. Additionally, some subjects look for any morphological change that they find in English words and overgeneralize it to cover other words such as adding an unnecessary /s/ to form plurals, even when it's not appropriate.

### 4.1 Recommendations

In light of the results reached, students should be involved in many exercises and drills to overcome their difficulties. To improve your English language skills, it's crucial to pay attention to the rules of word formation. This includes knowing how to create plural forms, dropping the /s/ from the third person present singular, and forming comparative and superlative degrees of adjectives. Teachers are recommended to mention the types of inflectional suffixes whenever they find them in their teaching. Based on all the points mentioned, it can be concluded that inflectional affixes are a crucial tool for conveying grammatical relationships and nuances within a language, so more attention should be paid to this phenomenon.

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## ANALYSING SOCIAL PRESENCE IN WHATSAPP APPLICATION USING LIWC ANALYSIS

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## ABSTRACT

Instant messaging platforms such as WhatsApp has become a popular mode of communication adopted in online learning. A high level of social presence is essential for online learning to be effective. While many studies have explored social presence in various online contexts, there is a gap in understanding the linguistic elements that indicate social presence using computerised text analysis programs like Linguistic Inquiry and Word Count (LIWC). Therefore, this study aims to analyze social presence, specifically in WhatsApp, using the LIWC program. Seven linguistic categories from LIWC, namely clout, authentic, tone, negative emotions, positive emotions, social processes, and first pronoun (I, We), were chosen as social presence indicators. WhatsApp conversations from four groups of postgraduate students were selected in this study. Generally, the average word count for a 17-week conversation was 3861 words per group. The groups showed a high confidence level and expertise (clout) in WhatsApp conversations. However, they used a distanced form of discourse in their messages (authentic). The conversational tone was upbeat style and positive (tone). The first pronoun 'we' was used more than "I". About 7% of overall messages were positive, and only 1% of negative emotions. Meanwhile, social processes portrayed were about 13% in general. This study highlights that linguistic elements can be used to imply the existence of social presence in WhatsApp, leading to more data-driven insights. Furthermore, educators and instructional designers can enhance the online learning experience by incorporating strategies that foster positive linguistic elements associated with social presence. This could involve engaging in collaborative discussions and creating an environment that encourages positive emotions and open communication. Further research could explore the relationship between linguistic elements and other types of presence, such as cognitive and teaching presence, in different communication contexts.

**Keywords:** linguistic inquiry and word count; LIWC; social presence; word count; Whatsapp.

## 1. INTRODUCTION

In the higher education context, computer-mediated communication (CMC) is omnipresent, and it is a part of the learning mode. The use of CMC in higher education is not only limited to the use of computers, but now it has also transcended to mobile applications. Participants usually exchange words or ideas by typing them into a web or mobile application. Studies have shown that different social media platforms have led to different varieties of language patterns (Mercy & Christa, 2020). One of the common mobile applications used in higher education is WhatsApp. It is an instant messaging application that facilitates real-time communication among individual users and organisations. This social application has attracted great interest in recent years owing to its capacity to minimise the physical barrier between people worldwide. Since WhatsApp is a social application, this study is interested in covering one crucial aspect of online learning: social presence.

The concept of social presence holds significant importance within the context of online learning. Social presence refers to the sense of being connected to other people when people are engaging with other people online. This engagement is significant for establishing meaningful relationships in mediated communication. When students and teachers have established social presence, it can enhance students' engagement and motivation to participate in the learning process actively. Students who experience a sense of social presence will likely remain in a course and achieve academic success (Boston et al., 2009; Liu et al., 2009).

Besides, linguistic analysis can be used to understand how social presence is represented in online learning. Pennebaker et al. (2014) stated that when a person chooses words in their speech or writing, it can provide valuable insight into their thoughts, emotions, and overall cognitive processes. Researchers can better understand how learners form social connections and collaborative activities by observing linguistic aspects of online interactions, such as word choice, the use of pronouns, reference words, and language style. Other linguistic indicators that researchers can use to identify social presence include the use of inclusive pronouns (e.g., "we" vs "I"), expressions of empathy or support, and the existence of conversational characteristics such as turn-taking and backchannelling. These linguistic features are useful to show evidence of social presence in a communication medium.

LIWC has been utilised in various contexts to analyse psychological attributes and cognitive processes, including higher education. For example, it has been employed to analyse students' essays and reviews by Yelp reviewers (Kovács & Kleinbaum, 2019). LIWC has also been applied to texts to identify linguistic markers of grandiose narcissism (Holtzman et al., 2019) and assess the language associated with cardiovascular risk (Andy et al., 2021). In addition, LIWC has been used to measure story sentiment, specifically the ratio of negatively to positively balanced words, in analysing scepticism about vaccine safety (Motta & Stecula, 2021). However, few studies use computer-aided software such as LIWC to analyse social presence in WhatsApp. Therefore, we intend to analyse the occurrence of social presence on WhatsApp applications using LIWC analysis. It is hoped that LIWC can provide some insights into the linguistic features and characteristics of language used in the selected context.

## 2. METHODOLOGY

This quantitative study utilised computer-aided software to analyse social presence. The LIWC analysis examined WhatsApp transcripts of 50 psycholinguistic attributes, including effect, cognition and perception, interpersonal focus, and social categories (Tausczik & Pennebaker, 2010). LIWC analyses transcripts word-by-word, comparing them with a dictionary related to various linguistic, affective, cognitive, and social processes. We can explore how social elements are constructed by analysing the language used in WhatsApp discussions through LIWC analysis.

The use of LIWC in this research paper is appropriate for several reasons. Firstly, LIWC has been established as a reliable tool for text analysis by numerous studies. Secondly, LIWC analysis allow researchers to explore various aspects of human communication that might not be detected otherwise using traditional qualitative or quantitative methods. For this study, LIWC2015 was used to analyse the WhatsApp conversation. To determine the linguistic features related to social presence, the researchers refer to the seven linguistic categories suggested by Zhu et al. (2019): clout, authentic, tone, first pronoun (I, We), positive emotions, negative emotions, and social processes.



The interpretation of the data was based on Pennebaker et al. (2015) and the LIWC2015 operator's manual. For the first category, clout, high score displays confidence and high expertise among the participants, but low score means tentativeness, humbleness, or even anxiety in speech. Next, the second category, authenticity with high score implies that the participants are honest, more personal and open in their conversation. But low score shows guarded, cautious, and distanced form of discourse. The third category is tone. Higher scores show positive expressions and a more upbeat conversational style, and low scores mean negative expressions with elements such as anxiety, sad or hostile. If the scores hover around 50, it has a level of ambivalence or mixed from both attributes. Meanwhile, the other four categories (first pronouns, positive emotions, negative emotions, and social processes) were interpreted according to the number of occurrences in percentages. The findings will be presented in the next section.

### 3. FINDINGS

Table 1 displays the description of the participants involved in this study. Table 2 depicts the results of the LIWC analysis based on seven chosen linguistic elements conducted on four different groups of postgraduate students' conversations on WhatsApp. The table includes information about the group's word count and the percentage of different linguistic categories identified by LIWC analysis.

*Table 1: The Description of The Participants*

Group	Students per group	Gender	Relationship history
A	3	Three females	Two members have known each other since they were undergraduates (~5 years), and two members were coworkers (~2 years). One member has a mutual relationship with two members.
B	4	Four females	Two members had known each other since they graduated (around 1.5 years ago), while the other two were new.
C	4	One male, three females	All of them are introduced during the course.
D	4	Two males and two females	They have known each other since beginning postgraduate study (~1.5 years).

*Table 2: Results of The LIWC Analysis*

Group	Word Count	Clout	Authentic	Tone	First Pronouns		Positive Emotions	Negative Emotions	Social Processes
					I	We			
Group A	2530	92.48	48.87	93.36	3.32	3.99	5.18	0.87	13.56
Group B	1850	94.02	27.76	99.00	4.00	3.46	7.41	1.30	14.11
Group C	4411	91.19	35.08	99.00	3.58	2.99	8.98	0.75	13.35
Group D	6655	90.38	31.76	98.17	3.44	4.04	6.61	1.11	14.06
Mean	3861.5	92.0175	35.8675	97.3825	3.585	3.62	7.045	1.0075	13.77

Group A had a total word count of 17 weeks of conversation, which was 2530 words. The group showed a high level of clout (92.48%), indicating a high level of confidence and showed their expertise in their messages. They used a balance of guarded and honest form of discourse (authenticity), which was 48.87% and the conversational tone of Group A was upbeat and positive most of the time (93.36%). Group A used the first-person plural pronoun "We" more than the first-person singular pronoun "I", 3.99% and 3.32% respectively. About 5.18% of Group A's messages contained positive emotions, while 0.87% contained negative emotions. Social processes made up about 13.56% of Group A's messages.

Next, the total number of word count for Group B was 1850 words. This group showed a high level of clout in their messages, with a score of 94.02%. However, Group B used a more distanced form of discourse (authenticity), which was 27.76%. The group showed a very high level of tone (99.00%), indicating an upbeat and positive style of conversation. Group B used the first-person plural pronoun "I" (4.00%) more than the first-person singular pronoun "we" (3.46%). About 7.41% of Group B's messages contained positive emotions, while 1.30% contained negative emotions. They also used a high percentage of social processes (14.11%) in their messages.

For Group C, the word count for this group was 4411 words. This group showed high levels of clout in their messages (91.19%). However, Group C used a more distanced form of discourse (35.08%) in their messages. The group showed a high level of tone (99.00%). Group C used the first-person plural pronoun "I" with 3.58% more than the first-person singular pronoun "we" with 2.99%. About 8.98% of Group C messages contained positive emotions, while less than 0.75% contained negative emotions. They also used a high percentage of social processes (13.35%) in their messages.

In the last group, Group D, the word count was 6655 words. The group showed a high level of clout (90.38%). They used more distanced discourse (31.76%) and a high level of tone (98.17%) in their messages. Group D used the first-person plural pronoun "we" (4.04%) more than the first-person singular pronoun "I" (3.44%). About 6.61% of words showed positive emotions, and 1.11% of negative emotions. They also used a high percentage of social processes (14.06%).

Overall, the LIWC analysis shows that all four groups of postgraduate students used WhatsApp to communicate effectively. They showed a high level of social presence by using social processes and first-person plural pronouns in their messages. They also showed a positive and upbeat conversation style, with a low level of negative emotions. However, some groups used a distanced form of discourse, indicating a lack of authenticity in their messages. The discussion of the findings will be explained in the next section.

### 3.1 Discussion

Language patterns on WhatsApp can inform social presence to a certain extent. From the findings, generally, postgraduate students were able to show social presence based on the linguistic features presented. In this study, all students could show a high "clout" level (i.e. confidence or high expertise) in the discussion. As most students are working adults pursuing postgraduate studies, they already manifested a certain level of expertise in their academic background. When they have the confidence to talk about the content they know, it is much easier to engage with other students and eventually develop social presence. Their experience and educational background contribute to demonstrating "clout".

However, despite their high confidence level and expertise in the LIWC analysis, they appeared to be quite guarded in the discussion. Most of the participants communicated in a cautious and distant manner. Even though WhatsApp is commonly used for more personal and close communication, the students showed a significant distance in their conversations. One of the reasons is that the instructor is in the WhatsApp group, and the intention to save face is present. As Asian culture is collectivistic, hierarchical, and face-conscious (Rudowicz & Ng, 2003), the students displayed a considerate and cautious attitude by clearly being mindful of their choice of words. Furthermore, these students are still bound in the academic domain, which is an institutionalised context where certain conversational rules are applied. This domain is also associated with formal and serious discourse since it requires achieving academic goals instead of socialising.

In terms of tone, positive emotions and negative emotions, all groups demonstrated upbeat and positive expressions and displayed more positive emotions than negative emotions in the discussion. The positive group dynamics and good attitude from the group members can contribute to such tone in the overall discussion. As this study is conducted in a fully online context and most of them just met virtually, keeping a positive environment is necessary. That is one possible reason positive emotions are displayed more than negative emotions. The tone mentioned here may also be influenced by cultural norms, particularly in Asian cultures where social order and harmony are highly valued, and conflicts should be avoided (Rudowicz & Ng, 2003). Thus, creating a positive climate contributes to social presence in the learning environment.

In addition, research has also shown that WhatsApp groups can create a stronger sense of community (Suardika et al., 2020). One indicator is using the first pronouns “I” and “We”. Based on our thorough analysis using concordance software, “we” usually involves the group action to do something. For example, the phrase “we need,” such as “we need to decide the content, we need to read the article, and we need to finalise some elements,” was quite common in the WhatsApp discussion. The “we” pronoun indicates a group call for collaboration and a sense of belonging. It also describes how individuals connect themselves to others (Zengilowski et al., 2023). Meanwhile, the use of “I” was prevalent when stating one’s “okay” and “fine” condition, such as “I’m okay, I’m fine”, and stating their emotions, such as “I’m nervous, I’m worried, I’m a little bit confused”. The pronoun “I” showed that these students communicated openly and could express emotions freely on WhatsApp. By observing the use of first pronoun and additional concordance analysis, we could see how students can portray social presence on this platform.

The use of social processes category such as “his, mother, they” was also observed in LIWC analysis. The number was not considered high, meaning they avoided including words related to family, friends, and male/female references in the discussion. The discourse where the discussion occurs is academic, which can be a reason for the lack of social processes category. They may prefer to use names or neutral references like “you” when addressing their friends in the discussion.

Using LIWC analysis as the only analysis in the study may serve as one of the study's limitations. LIWC can be used in complement with qualitative or corpus analysis for rich data interpretation. Researchers can provide examples from the source text to give meaning to the data analysed. Furthermore, it can only process text, not emojis, stickers and others. Despite limitations, LIWC is very useful as a preliminary study of more extensive research, especially for data-driven research. The findings can be used as a preliminary result where the researcher can preview or have a broad idea of what the data can offer regarding linguistic elements that can be used to identify social presence in a short time.

#### 4. CONCLUSION

Overall, the LIWC analysis showed that all four groups of postgraduate students showed high social presence through a high level of clout, tone, positive emotions, use of the first pronoun “we” and some social processes in their messages. They also showed a positive and upbeat conversation style, with low negative emotions. However, some groups used a distanced form of discourse. This study highlights that linguistic elements can imply the existence of social presence in WhatsApp to a certain extent. This study shows how educators and instructional designers can improve the online learning experience by incorporating strategies that enhance social presence through linguistic elements. In addition, providing a learning environment that promotes social presence can encourage positive emotions and open communication among students. Further research could explore the relationship between linguistic elements in LIWC and other types of presence, such as cognitive and teaching presence in different communication contexts.

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## INTERSEMIOTIC COMPLEMENTARITY IN TOURISM PROMOTIONAL VIDEO ABOUT QINGDAO

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## ABSTRACT

As an important coastal tourist city in China, Qingdao has a pleasant climate, a combination of Chinese and Western cultures, and rich tourism resources. To promote Qingdao as a tourist destination, tourism organizations in Qingdao have launched a series of promotional videos through the Internet, TV and other media, that have become important medium for people to know Qingdao. As a multimodal discourse for conveying tourism information, tourism promotional videos integrate sound, text, image and other symbolic resources to establish the city's destination image. This study aims to investigate the relationship between the verbal and visual modes of the tourism promotional video About Qingdao on YouTube in a multimodal discourse analysis approach to acknowledge how verbal and visual modes work together to construct meanings. The study employs a qualitative research design, and specifically employed Royce's Intersemiotic Complementarity Framework to analyse the relationship between the verbal texts and visual images of the promotional video About Qingdao. The verbal and visual data obtained from the video were analysed through NVIVO 12 by encoding the participants, processes and circumstances of the clauses and images. The study found that the frequently used ideational intersemiotic relations between visual and verbal modes are repetition and hyponymy. The complementarity of the two modes portrays the positive destination image of Qingdao, thereby publicizing the tourist appeal of Qingdao.

**Keywords:** Multimodal discourse analysis; Intersemiotic Complementarity; Tourism Promotional Video; About Qingdao.

## 1. INTRODUCTION

Since China's opening up policy in 1978, the country's tourism sector has achieved outstanding progress and generated significant earnings. This in turn has made up the difference between developing countries on economic development and developed countries (Sezerel & Taşdelen, 2016). Hence, tourism promotion has become more and more important with the rapid development of tourism industry in China.

Among various ways of tourism promotion, tourism promotional video (TPV) is considered as an effective way to portray the destinations to potential tourists by displaying the natural beauty, urban landscapes, history, culture, and economy of destinations (Georgescu Paquin & Cerdan Schwitzguébel, 2021). In terms of the significance of tourism promotional videos (TPVs) in promotion, many studies have been conducted on TPVs from various perspectives, such as TPV designing (Albar & Hutajulu, 2020; Aoki & Fujimoto, 2021), marketing communication, and storytelling (Moin et al., 2020), content analysis (Băcilă et al., 2022; Kim et al., 2018), discourse analysis (Razak, 2020), and multimodal

discourse analysis (Ansori & Taopan, 2019; Kasni & Budiarta, 2021; Li, 2019; Nafis, 2020). This study examines TPV titled About Qingdao as an example to explore how verbal and visual modes cooperate to portray destination image of Qingdao. This study aims to examine the intersemiotic relations between the verbal and visual modes of this video based on the Intersemiotic Complementarity Framework proposed by Royce (2007).

## **2. METHODOLOGY**

This study uses a qualitative research methodology in conjunction with theoretical research built on the Intersemiotic Complementarity framework to accomplish its goal.

### **2.1 Research Design**

The aim of this study is to analyse the relationship between the verbal texts and visual images of TPVs on Qingdao from the perspective of multimodal discourse analysis. The research is designed to answer the research question “What are the ideational intersemiotic relationships between the verbal texts and visual images of the tourism promotional video in promoting Qingdao?”

To examine the relationship between the verbal texts and visual images of TPVs in promoting tourist destination namely Qingdao, Royce’s (2007) Intersemiotic Complementarity was adopted. The study focused on the ideational intersemiotic complementarity of the verbal texts and visual images of the TPV About Qingdao.

### **2.2 Data Collection and Analysis**

The TPV About Qingdao is chosen because it has both verbal texts and visual images and it was shared on YouTube to attract potential visitors from all around the world. Moreover, the subtitles and captions of the TPV are in English language. About Qingdao was produced by the Information Office of the People’s Government of Qingdao in 2022. The TPV is 5 mins 1 second long in time and vividly represents the natural beauty, urban landscape, economy, history and culture of Qingdao. The verbal data was collected through Nvivo after transcribing the subtitles and captions of the video, while the visual data are the frames of the video snapped through the software Premier. In total, 237 frames were collected which contain both texts and images for data analysis.

Considering the relationship between the verbal and visual data, ideational intersemiotic complementary analysis were conducted. For ideational intersemiotic complementary analysis, the semantic relations of the two modes were coded in Nvivo and the proportions of each type were calculated.

## **3. FINDINGS AND DISCUSSION**

In this study, five intersemiotic sense relations were found to realize the ideational intersemiotic complementarity between the verbal and visual modes in portraying Qingdao. However, the relation of antonymy was not found (Jiao & Hassan, 2022). Table 1 shows the frequency and percentage of ideational intersemiotic relations in the TPV About Qingdao.



Table 1: Frequency and percentage of ideational intersemiotic relations

Ideational Intersemiotic Relation	Frequency	Percentage
Repetition	99	41.77%
Hyponymy	51	21.52%
Synonymy	47	19.83%
Collocation	25	10.55%
Meronymy	15	6.33%

As shown in Table 1, it can be concluded that the relation of repetition appeared the most with a frequency of 99, possessing 41.77%. The relation of hyponymy is the second frequently used with the occurrence of 51, taking up 21.52%. The relation of synonymy is also used with a large proportion of 19.83%. In contrast, the relations of collocation and meronymy are used less with the proportion of 10.55% and 6.33% respectively. The frequent use of intersemiotic repetition shows that the verbal and visual modes work together to preserve and promote the central idea of the TPV About Qingdao (Jiao & Hassan, 2022).

#### 4. CONCLUSION

In summary, this study has found that the verbal and visual modes of the TPV About Qingdao complement with each other ideationally highly through the intersemiotic relations of repetition, (Royce, 2007). The cooperation of both modes highlights the image of Qingdao as a tourist destination effectively. In the future, the researcher will include more TPVs on tourist destinations in China to investigate the intersemiotic complementarity between the verbal and visual modes of TPVs in better portraying the destination image of China as a potential destination for tourists in the world.

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**CHINESE-ENGLISH TRANSLATION CURRICULUM FOR MASTER OF TRANSLATION AND  
INTERPRETING PROGRAM IN CHINA: A LITERATURE REVIEW**

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### **ABSTRACT**

Translation plays a crucial role in facilitating effective communication among nations with diverse linguistic backgrounds. Within the framework of globalization, translation serves as a potent instrument for disseminating information, fostering exchanges, and propelling the advancement of global politics, economy, culture, science, technology, and education. In order to deliver more translation talents into the translation market, China has taken the initiative to establish the Master of Translation and Interpreting (MTI) program in 2007. As the fundamental essence of the MTI program, the curriculum constitutes the primary focus of scholarly investigation. This study aims to comprehensively review past studies concerning the Chinese-English translation curriculum for the MTI program in China. The literature review encompasses various aspects, including the structure of the course setting, teaching methodologies and strategies, as well as the overall learning effectiveness of the Chinese-English translation curriculum for the MTI program. The relevant literature on the Chinese-English translation curriculum for the MTI program from 2016 to 2023 is collected through the China National Knowledge Infrastructure (CNKI) and Google Scholar, serving as the online journal database and search engine, respectively. The review reveals that the study of course setting has received the most attention and all the aforementioned aspects of the curriculum exhibit areas of inadequacy. This literature review serves as a valuable point of reference for both domestic and international scholars embarking on future research on the curriculum for the MTI program in China.

**Keywords:** Translation, MTI, Curriculum.

## **1. INTRODUCTION**

Translation plays a crucial role in facilitating effective communication among nations with diverse linguistic backgrounds. With globalization, translation is promoting exchanges and development of world politics, economy, culture, science and technology, and education. Translation has become essential for people to understand each other from different countries with various languages. China as a country with enhanced overall national strength and a more important role and status in international affairs wants to be known more by people around the world. Thus, the Chinese government has changed its attitude towards translation. The Chinese government hopes that translation can be an advantageous tool for translating China to the world instead of just translating the world for China (Huang, 2021).

In order to deliver more translation talents into the translation market, China has taken the initiative to establish the Master of Translation and Interpreting (MTI) program in 2007. MTI program as a professional master's degree specializes in training high-level practical translators. As the core of the

program, the MTI curriculum has received much research from scholars in China including the structure of the course setting, teaching methodologies and strategies, and the overall learning effectiveness of the curriculum. Therefore, this study aims to comprehensively review past studies concerning the Chinese-English translation curriculum for the MTI program in China. This literature review serves as a valuable point of reference for both domestic and international scholars embarking on future research on the curriculum for the MTI program in China.

## 2. METHODOLOGY

The qualitative method is adopted in this literature review. Two databases were used to search the literature including the China National Knowledge Infrastructure (CNKI) and Google Scholar. CNKI was the major used database because this literature review mainly focuses on the studies of the Chinese-English translation curriculum for the MTI program in China. Google Scholar is the auxiliary search engine to help identify relevant articles published in English. The keywords searched include but are not limited to Translation AND curriculum, MTI AND curriculum, MTI AND Curriculum Development, MTI AND courses, MTI AND teaching, and MTI AND learning effectiveness. After a thorough search of articles related to the keywords, 14 articles that represent the issues of the MTI curriculum were selected. 14 articles range from 2016 to 2023 because problems of the MTI curriculum in articles before 2016 are outdated or have been solved.

## 3. FINDINGS AND DISCUSSION

This section presents the findings and discussion of the literature review. Table 3.1 is a thorough review of the Chinese-English translation curriculum of the MTI program. It shows the themes, author, year and titles, and investigation, findings, and suggestions of the 14 relevant articles.

*Table 3.1: Review of Chinese-English Translation Curriculum of the MTI Program*

Themes	Author, Year, and Title	Findings	Suggestions
Course Setting	Yang (2019), A Survey Report of Students' Satisfaction on MTI Curriculum Designs	MTI courses have problems with time arrangement.	Yang proposed to reasonably plan the time of MTI courses.
	Liu (2020), A Survey of the Satisfaction of Students Majoring in Translation with the Curriculum Design – A Case Study of 2018 MTI Students at GDUFS.	MTI courses are too theoretical.	Liu suggested setting up more practical and market-oriented MTI courses.
	Xiong (2020), Innovation in MTI Curriculum Design Based on Student Needs Assessment—a Case Study of GSTI at BFSU and SEU-Monash JGS.	Some MTI courses did not match the needs of students.	Xiong suggested that the curriculum of MTI should reflect the needs of students and market, and consider the composition of teachers and school conditions.
	Gao & Zhu (2020), On the Design of MTI Course Based on ESP: A Case Study of “E-C Translation in Civil Aviation”	The homogeneity of the MTI curriculum is severe and lacks characteristics through investigations. They suggested modifying the	MTI courses are integrated with aerospace.
	Jiang & Chen (2017), On the Curriculum Design	MTI courses based on the characteristics of the	MTI courses in polytechnic schools are

	for MTI in the Universities of Science and Technology	school itself or the region where the school is located.	integrated with a science and engineering background.
	Cao & Jin (2016), On the Design of MTI Course Based on ESP: A Case Study of “E-C Translation in Civil Aviation”		MTI courses are combined with local characteristics such as culture and tourism in Gansu province.
	Zeng (2017), A Comparative Study on Talent Cultivation Mode between MTI in Mainland, China and Master of Translation in Taiwan	Compared with the Taiwan region, teachers from MTI programs in mainland China are not professional in translation. The theory and practice are disconnected, and the proportion of compulsory courses is not large.	Professionalizing the teaching staff and increasing the teaching time of full-time translators, adjusting course design and handling the relationship between compulsory and elective courses, as well as strengthening localized training of translation talents.
	Wang (2021), The Comparison Research on Master of Translation and Interpreting Training Programs between China and Australia	Compared with Australia, the MTI curriculum in China lacks intensive courses before the translation qualification examination. MTI teachers are more research-oriented. The teaching time of full-time translators is short.	
Teaching Methods	Tian (2021), Thinking and Exploration of English Translation Teaching for MTI	Tian rethinks about online teaching of MTI courses in the context of COVID-19. He finds that online teaching restricts teachers' management of students and increases students' over-reliance on teachers.	He recommends that students should enter the classroom with problems. Teachers change their roles in time and become promoters, coordinators, and participants in the classroom instead of just using traditional teaching means and methods.
<b>Themes</b>	<b>Author, Year, and Title</b>	<b>Investigation</b>	<b>Findings</b>
Learning Effectiveness	Yan (2016), A Survey Report from China University of Petroleum (Beijing) on the Learning Results and Employment of MTI Students Specializing in English Translating	Yan investigated the employment situation of MTI graduates from the China University of Petroleum (Beijing).	They all found that the number of MTI graduates engaged in professional translation is not very large because most of the students' professional translation competence is lower than that required by the translation market.
	Qi (2017), An Analysis of the Gap between MTI Graduates' Employability and Employers' Demands in Guangzhou	Qi conducted a sample survey on the employment situation of MTI graduates from five universities in Guangzhou in the past three years.	

	Li (2020), Analysis on Employment Situation and Countermeasures of MTI Graduates -- Taking 6 Universities in Xi'an as Examples	Li evaluated the employment situation of MTI graduates from six universities in Xi'an.	
	Shi (2016), A Probe into and Reflections on English MTI Graduation Theses—as illustrated with MTI Graduation Theses of Two Universities	Shi investigated and analyzed the form, topic selection, theory application, writing standard, and the existing problems of the graduation thesis of MTI graduates from 2013 to 2015 in two language universities in China.	Shi found that most of the graduates chose the English-Chinese translation project as the topic to write the translation practice reports, which reflected the mentality of most MTI students to avoid the challenges of translation from Chinese to English.
	Wang (2020), A Survey of the Thesis Writing of Master of Translation and Interpreting (MTI) and its Implications for Teaching: A Case Study of a University in Southwest China	Wang investigated the cognition, difficulties, and needs of graduation thesis writing of MTI students from first year, second year, and third year in one science and technology university in southwest China.	Half of the students in the survey tended to complete their dissertation or report in Chinese because it is much more difficult for them to complete the dissertation or report in English. Many students failed to improve their translation competence and writing skills between English and Chinese after two or three years of study in MTI.

Table 3.1 shows that the 14 articles were divided into three themes: course setting, teaching methods, and learning effectiveness. Eight articles from the 14 carried the theme of course setting, which is the most prevalent among the three themes. Another five articles conveyed the theme of learning effectiveness, while only one article contained the theme of teaching methods.

The literature reviews on the Chinese-English translation curriculum of the MTI program in the last seven years, from 2016 to 2023, found that studies on the theme of course setting were the most dominant, compared to studies on learning effectiveness and teaching methods. That is to say, problems with MTI courses are the most common. Many MTI courses are too theoretical which cannot better connect with translation practice and market. Thus, the MTI courses cannot meet the needs of students and cannot develop their practical ability of translation. Besides, the schedule of MTI courses is not reasonable and the number of compulsory courses is less. Moreover, the homogeneity of MTI courses is serious. Problems of learning effectiveness are about the employment situation of MTI graduates and graduation thesis/report writing. Few MTI graduates choose to work as professional translators after graduation because their professional translation competence is lower than that required by the translation market. Many MTI students prefer translating English to Chinese as their graduation translation project and writing their graduation dissertation/report in Chinese because it is more difficult to translate from Chinese to English and write in English. Problems with teaching methods are the restriction of teachers' management of students in online classes and the increasing students' over-reliance on teachers.

#### 4. CONCLUSION

This literature review thoroughly reviews the Chinese-English translation curriculum of the MTI program in China in the last seven years, from 2016 to 2023. Based on the literature review, it can be concluded that Chinese scholars emphasize the studies of course setting and learning effectiveness but the least on the teaching methods. Thus, future research on the Chinese-English translation curriculum of the MTI program can focus more on the teaching methods. Besides studies on online and face-to-face teaching, researchers can also conduct more research on other teaching methods, such as using smartphone applications, artificial intelligence (AI), and computer applications, to make the studies of the curriculum of the MTI program more comprehensive. It is hoped that this literature review can be a valuable point of reference for both domestic and international scholars embarking on future research on the curriculum for the MTI program in China.

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## CURRENT RESEARCH TRENDS OF CHINA ENGLISH (2017-2023): A NARRATIVE REVIEW

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## ABSTRACT

With the rapid development of globalization, English has been spread throughout the world and turned into different varieties with regional characteristics, which undoubtedly constitute the complex context of World Englishes today. With China's growing confidence in the world, more Chinese people need to use English to express their own voices and signify their national identity in international communication, which may lead to a distinctive Chinese variety of English. Over the last thirty decades, the terms 'Chinese English' and 'China English' have been created to refer to the localized forms of English. According to previous studies, many researchers only focused on the lexical, syntactic, and pragmatic levels of China English. Moreover, theoretical limitations have severely constrained research on the nativization of English teaching in China, which hinders the integration of English with Chinese social life and fails to meet the diverse needs of individual English learners. Therefore, the present study employs a narrative review to explore the current research trends of China English between 2017 and 2023 from the World Englishes perspective. It also intends to discuss and explore the influence of China English in relation to the future of English language teaching in China. The results showed that even though China English has attracted much scholarly attention, clear linguistic patterns of China English have not been successfully applied to the teaching of the English language in China, which may be caused by the ingrained favoritism of Standardized English originating from the language policy set by the government in the early times.

**Keywords:** World Englishes, China English, variety of English, language teaching, Standardized English, EFL classroom.

## 1. INTRODUCTION

In an era characterized by globalization and the increasing prominence of English, the study of World Englishes has been gradually formed into a more comprehensive map through the efforts made by many scholars and researchers who are devoted to publishing models and categories to describe the distribution of English (He, 2020). In this regard, English, as a global lingua franca, is no more than an Anglo-Saxon language but an independent variety of languages owned by many countries. More Chinese people use English to express their own voices and signify their national identity in international communication, which may lead to a distinctive Chinese variety of English. Therefore, the terms 'Chinese English', 'China English' and other similar names have been created to refer to the localized forms of English. The definition of the English variety being learned and utilized in mainland China has undergone a series of debates over time. To date, "China English" has emerged as the most frequently used term among researchers and scholars (He, 2020).



However, research on China English as a new language variety in the context of EFL classroom application is disputable. Moreover, theoretical limitations have severely constrained research on the nativization of English teaching in China, which hinders the integration of English with Chinese social life and fails to meet the diverse needs of individual English learners. To bridge this gap, this study aims to explore the current research trends of China English and its influence in relation to the future of English language teaching in China. Therefore, a research question is formulated as follows:

1. What are the current research trends of China English between 2017 and 2023 from the perspective of World Englishes?

## 2. METHODOLOGY

### 2.1 Introduction

Green et al. (2006) point out that a narrative literature review, on its part, refers to a comprehensive narrative synthesis of previously published information. They also suggest that tables of information can simplify the process of structuring ideas when composing the synthesis (B. Green et al., 2006). In this study, a narrative review is employed to explore the current research trends of China English between 2017 and 2023 from the World Englishes perspective.

### 2.2 Procedures

#### 2.2.1 Review Principles

Green et al. (2006) posits there are three core principles in conducting a review, specifically sources of information, search terms and selection criteria employed. These are elaborated as follows:

- *Sources of information.* The current study utilizes two prominent electronic databases: *Web of Science* and *Google Scholar*.
- *Search terms.* This study incorporates three search terms: China English, Chinese English, and EFL classroom.
- *Selection criteria employed.* Seven primary inclusion and exclusion selection criteria are employed, including publishing year, research methods, etc.

#### 2.2.2 Steps in Conducting a Narrative Review

After removing duplicates, the final ten eligible papers were studied in detail, and categorized into narrative review matrix. Furthermore, the flow chart that reports the narrative review process is shown in Figure 1.

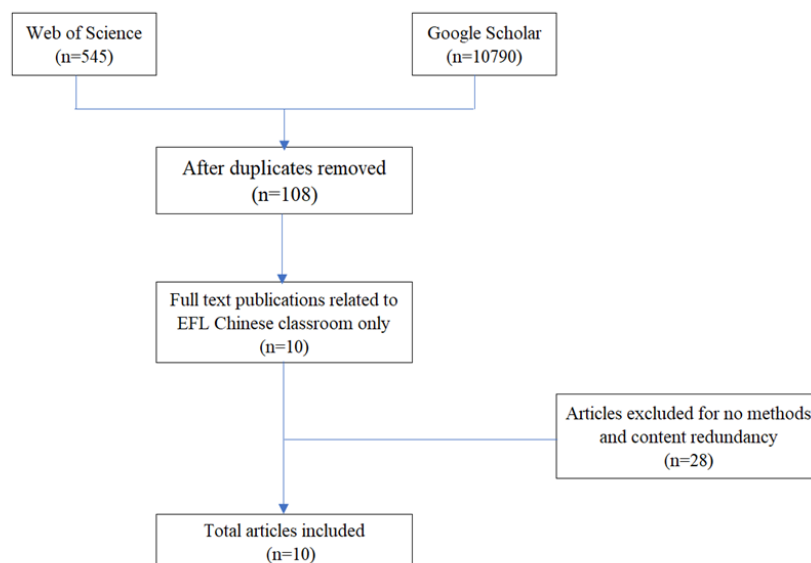


Figure 1: Flow Chart of the Literature Selection Process (Green et al., 2006)

### 2.3 Data Analysis

Xu (2017) suggests that meta-analysis means a piece of research through which previously published studies on Chinese English as a variety of English are compiled and their themes are teased out and re-analyzed to identify specific trends that may not be evident by reading individual published studies (p. 236). Therefore, the major themes in this study do not only reveal the naming and definition of Chinese English but also the methods for researching China English and trends of the future of English language teaching in China.

## 3. FINDINGS AND DISCUSSION

The results show that a significant portion of respondents still tend to adhere to native-speaker standards and models, while the notion of “China English” continues to be a subject of considerable debate. However, it is noteworthy that there is an increasing trend in most learners recognize and are aware of China English, despite the continued influence of native speaker ideologies. In addition, most studies collected data through semi-structured interviews and questionnaires, which is in line with the widespread practice of using descriptive statistics for data analysis. Lastly, there was a notable emphasis on topics focused on attitudes, which is consistent with the observation that attitudes are the most important research topic. It is also recommended that attitudes towards China English should be examined at a broader community scale.

## 4. CONCLUSION

This study uses a narrative review to examine the current research trends of China English between 2017 and 2023 from the perspective of World Englishes. By conducting a meta-analysis of data that illuminates the prevailing directions in China English research, this study has revealed an increasing inclination among the majority of learners to acknowledge and adopt China English, notwithstanding the continuing influence of native English ideologies. Moreover, the research findings have important pedagogical implications for reforming the teaching of English as a Foreign Language (EFL) in China. Promoting classroom discussions on the evaluation of China English can assist English teachers raise

students' awareness of global English varieties and strengthen their identity as legitimate language users. Most importantly, language teachers and policymakers should work to develop a practical linguistic framework for China English that is well-codified and conducive to English language learning. Reform of English curricula and assessments is an urgent need in contexts where local varieties of English, such as China English, are gaining prominence. It is suggested that the inclusion of a nativized model in the current English Language Teaching (ELT) curriculum in China is an important step in this direction.

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**TOYS FOR FRIENDS (TFF) FRAMEWORK: A TWO-PRONGED COMMUNITY SERVICE LEARNING  
(CSL) APPROACH TO ENCOURAGE ENGLISH LANGUAGE LEARNING**

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### **ABSTRACT**

Community Service Learning (CSL) is an approach that enhances learning through experiential activities while also providing students with the opportunity to give back to the community. Toys for Friends (TFF) aims to employ this learning approach by way of charities and creating connections between two schools from different socioeconomic brackets. Hence, this study intends to develop a TFF Framework that places a strong emphasis on instilling a sense of social responsibility in students, which will ultimately result in enlightened learning through experiential activities. TFF consists of three key players: (1) the faculty (Language Academy (UTM) as the liaison party), (2) the students (privileged students as the charitable agents), and (3) the community (underprivileged students as the recipients). The TFF framework was developed based on the adapted standards of Quality School-Based and Community-Based Service-Learning (Alliance for Service-Learning in Education Reform, 1995). The TFF learning modules, which focus on fostering English language learning, were designed following the experiential learning activity components: academic content, community service activity, and reflection. The learning modules were specifically designed with close attention to make sure that there is continuity in learning between the charitable agents (privileged students) and the recipients (underprivileged students). This study is believed to be able to provide insight into the inclusion of community service into student learning to help them function better in society.

**Keywords:** Community Service Learning (CSL); Toys for Friends (TFF) Framework; English language learning; Experiential activities; Social Responsibility.

## **1. INTRODUCTION**

Schools today have a far more significant role than just providing traditional academic instruction. Learning institutions have developed into significant means of bridging the gap between privileged and underprivileged communities and encouraging a feeling of shared responsibility in society. Schools should serve as hubs for community engagement, empowerment, and transformation. This is why community service learning (CSL) is a much-needed approach in schools.

CSL has become visible as a transformative pedagogical strategy that combines classroom learning with community-based activities (Dzinekou, Mureithi, & Sergon, 2022). A well-balanced mix of academic and real-world applications helps to enhance this integration. Researchers like Roessingh (2013), Afzal and Hussain (2020), and Swain and Chapman (2017) emphasise the numerous benefits of CSL for

students across the gamut of social and cognitive outcomes. Different approaches have been taken to CSL as a concept, leading to varied definitions. According to Kohlberg (1971), CSL is related to the students' social and civic development by engaging with issues related to society. On the other hand, CSL is defined by Afzal and Hussain (2020) as any volunteer effort in the community that is primarily focused on improving the community's situation. The current study provides a more comprehensive definition of CSL as an experience engagement that cultivates student learning and civic responsibility.

A key component of CSL is its capacity to actively engage students in their learning process and move them beyond passive information recipients. Students engage in real-life interactions with intended communities that help to build their understanding of the content knowledge and skills through experiential learning activities. This experience promotes effective learning while instilling a strong sense of responsibility towards the community. Given the various benefits of CSL, this study proposes a Community Service Learning (CSL) framework that strongly emphasises fostering student learning and instilling a sense of social responsibility in students through experiential activities.

## **2. TOYS FOR FRIENDS (TFF)**

Toys for Friends (TFF) is a Community Service Learning (CSL) programme organised by Language Academy, FSSH, UTM to foster a sense of responsibility among Language Academy staff to contribute to society. The main objective of this study is to cultivate the nature of love and giving among privileged and underprivileged students, in addition to helping them write simple sentences in English. The objectives of this programme are to (1) assist students in expressing their gratitude through letter writing using simple English sentences and (2) help foster a culture of wanting to share (toys) among fortunate children with less fortunate children.

## **3. THE TOYS FOR FRIENDS (TFF) FRAMEWORK**

Toys for Friends (TFF) involves three key players: (1) the faculty, (2) the students, and (3) the community. The faculty is the first player which organises this programme and is also responsible for designing the whole programme, including the service-learning modules. In this programme, the faculty is the one bridging the students and the community. In this context, the faculty is the Language Academy of UTM. The students are the second players; they are the ones who are responsible for providing the service learning. The students chosen for this programme are those from a privileged community, which is one international school in Johor Bahru. The community is the third player and the one receiving the service. The community in this programme comprises students from an underprivileged community who attend a remote school in Pontian, Johor. Figure 1 summarises the three key players of this programme, which is adapted from the Centre for Excellence in Curricular Engagement, North Carolina State University (pp. 1):

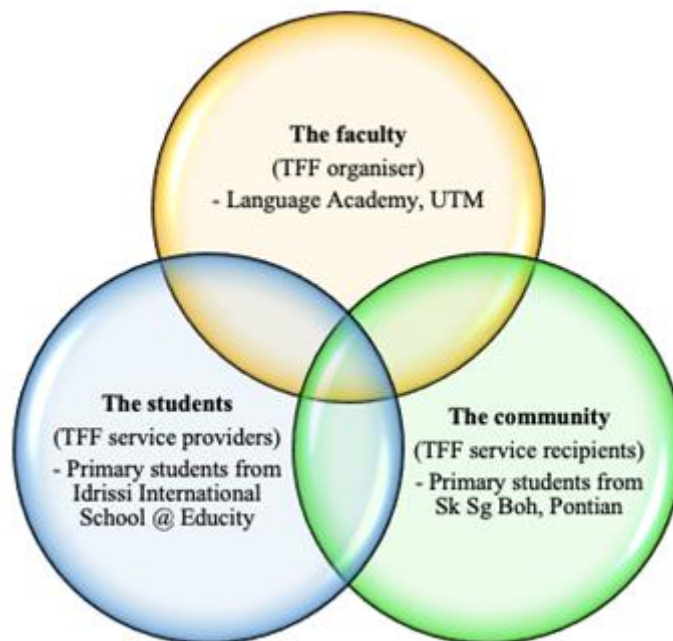


Figure 1: TFF Three Key Players

In developing the programme, the faculty was guided by the standards aligned with the Quality of School-Based and Community-Based Service-Learning (Alliance for Service-Learning in Education Reform, 1995, p. 5). In accordance with the standards, the faculty makes sure that the service learning enhances both service and academic learning, gives students the chance to practise new roles and learn new skills, is well-planned and incorporates reflection as part of the service learning, enables the students to make a meaningful contribution to the community, fosters new and positive connections between the students and the community, involves adult guidance and supervision, and involves staff (the organising committee) development.

The TFF learning module components were considered following the three theories Mc Ewen (1996) used when constructing the service-learning syllabus: cognitive development, moral development, and experiential learning theories (as cited in Snyman, 2005, p. 134). The TFF learning module that heavily relies on students' learning by 'giving' (doing) consists of academic content, community service activity, and reflection. Figure 2 lays out the three components:

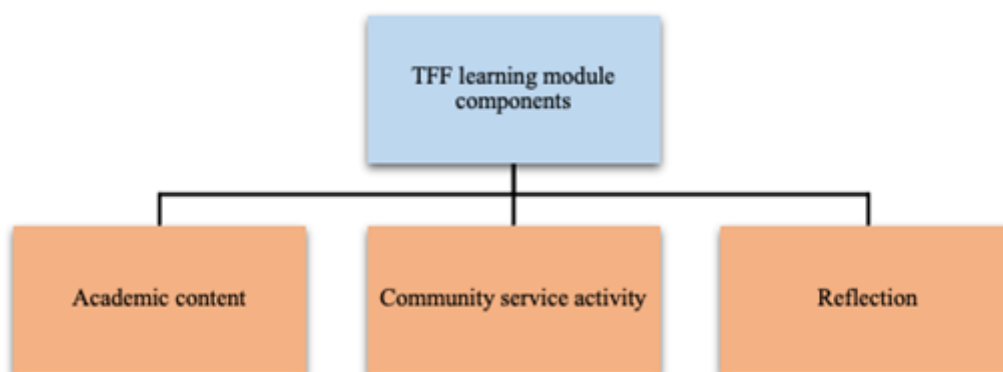


Figure 2: TFF Learning Module Components

TFF Framework is a two-pronged Community Service Learning (CSL) approach in which the faculty designed two different learning modules for the students and the community. Both learning modules contain the three main components presented in Figure 2. The following figure, Figure 3, demonstrates the TFF framework.

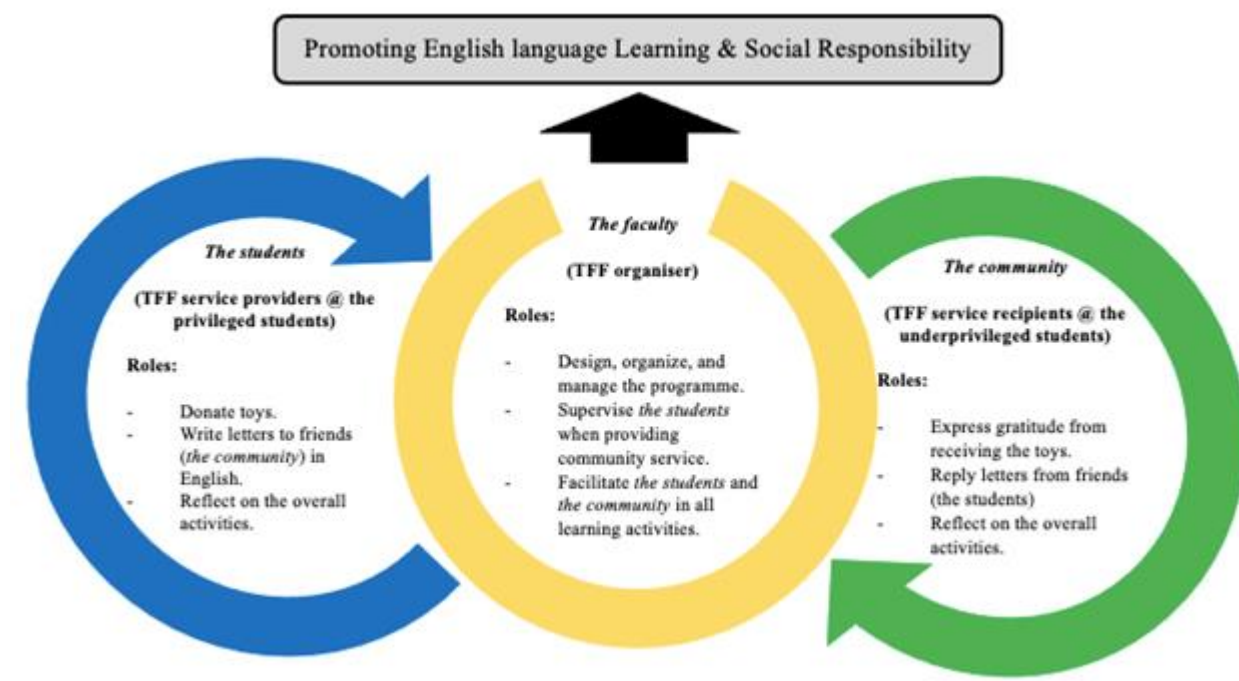


Figure 3: TFF Framework

This service learning does not involve the students meeting the community face-to-face to provide service. They are introduced virtually before the programme, following the pen pal concept. The community sent their pictures and a short bio to the students with the help of the faculty. The faculty then matched the students with the specific recipients from the community. This service learning is a one-to-one service in which one student is responsible for or gives service to another student from the community.

The middle part of the framework illustrates the faculty, which is responsible for bridging the privileged and underprivileged communities. The faculty is not just designing, organising, and managing the programme; they are also involved in the programme's implementation as facilitators of in-service learning; they are termed adult supervisors. They will be closely supervising the students when providing service to the community, and the community will be closely monitored to properly receive the service. They facilitated the participation of the students and the community in all learning activities.

The left part of the framework illustrates the students, who are the service providers to the community. In the learning module of the students, the learning revolves around the students' understanding the concept of gratitude and sharing or giving (ice-breaking activity), choosing the best gift (a toy) for a friend (a specific student from the community), writing a letter to the friend about the gift, and reflecting on the learning process and the overall programme (gratitude circle activity). The service they provide to the community is donating toys with meaningful letters for them to reply to (to indirectly learn writing in English).

The right part of the framework illustrates the community, which is the recipient of the service. In the community's learning module, the learning revolves around understanding the concept of gratitude (ice-breaking activity), replying to the letter given by a friend to thank them and talk about how grateful they are to receive the gift, and reflecting on the learning process and the overall programme (gratitude circle activity). They receive the service and reply to the letter.

In general, TFF is a two-pronged community service learning (CSL) programme that bridges the students and the community through two different learning modules. The activities during the TFF programme, which are experiential, promote English language learning, call for social responsibility, cultivate acts of giving, incorporate the concept of gratitude, and foster reflective activities.

#### 4. CONCLUSION

In conclusion, the Toys for Friends (TFF) Framework and its innovative two-pronged approach have illuminated the great potential of integrating community services into the educational landscape in schools. By linking English language learning with social responsibility and gratitude, this framework presents a holistic path toward forming a well-rounded and empathetic individual. In looking to the future, potential directions for research within the TFF framework include investigating its long-term effects on students' English language development and increased social responsibility and community involvement.

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**MULTIMODAL REPRESENTATION OF CHINA'S NATIONAL IMAGE IN THE DOCUMENTARY ON  
CHINESE NEW YEAR**

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**ABSTRACT**

National image is becoming important for countries. China is paying special attention to shaping its national image. With the advance of digital technology, language is no longer the unique semiotic resource in information transfer between countries. As a typical multimodal discourse, documentary film plays an important role in representing national images through various communication modes, such as language, pictures, and sounds. Therefore, this study selects the documentary on Chinese New Year to examine how China's national image is represented by the verbal mode and visual mode respectively, and how visual and verbal elements are combined to represent China's national image in the documentary. Qualitative method is adopted in this research. By employing Systemic Functional Linguistics, Visual Grammar and inter-modal relationship theory, this paper conducts multimodal discourse analysis. The Data of the research, verbal elements and visual images are taken from the documentary. Then, the data are coded so as to make them into categories. The study finds that the relationship between visual mode and verbal mode is complementary relationship. It is concluded that the integration of visual mode and verbal mode portrays China's image.

**Keywords:** China's national image, multimodal discourse analysis, Visual Grammar, Systemic Functional Linguistics, documentary.

## 1. INTRODUCTION

With the increasing prominence of multimedia, language is no longer the sole semiotic resource in information dissemination. A multitude of semiotic elements, encompassing images, textual elements, music and sounds, converge to construct meaning, giving rise to the concept of "multimodality" (Van Leeuwen, 2005). Hence, traditional discourse analysis, primarily focused on language, is progressively shifting towards Multimodal Discourse Analysis (MDA). Multimodal discourse pertains to communication where meaning is constructed through the amalgamation of various semiotic modes in communicative artifacts (Baldry and Thibault, 2006). Documentary films, as a prime example of multimodal discourse featuring numerous modes (Bordwell & Thompson, 2012), serve as essential conduits for documenting aspects of the real world. Hence, a mere focus on language or visual images proves insufficient for comprehending the multimodal discourse of documentary. A number of researchers have explored multimodality (O'Toole, 1994; Kress & Van Leeuwen, 2006; O'Halloran, 2004; Lim, 2004) and applied to a variety of semiotic resources.

In recent years, it has become increasingly crucial for countries to enhance their national images which play a pivotal role in international relations (Hartig, 2016). Documentary films assume a more

significant role in portraying image of a country. This study selects the documentary on Chinese New Year to examine how China's national image is represented by verbal mode and visual mode, and inter-modal relationship. By employing Halliday's (1994) Systemic Functional Linguistics, Kress and Van Leeuwen's (2006) Visual Grammar and inter-modal relationship theory, this paper conducts MDA from cultural, context, content and expression level respectively.

## 2. METHODOLOGY

Qualitative research method is adopted in this study. Ary (2010: 474) observed that qualitative research method pertains to data presented in the form of words or visual representations rather than numerical figures or statistics.

### 2.1 Data Description

The data source is the BBC documentary "Chinese New Year: The Biggest Celebration on Earth" ("CNY"), which was released on BBC II in 2016. It can be downloaded from YouTube website. There are three episodes: "Migration", "Reunion" and "Celebration".

### 2.2 Data Collection

There are visual data and verbal data in the study. The visual data (visual images in the chosen documentary "CNY") and verbal data (the subtitles) are collected respectively. First, the subtitles in the documentary are transcribed into texts. Then, the transcribed text is numbered based on the unit of "clause", the highest rank in SFL. 800 clauses are collected in total. After the transcription, the verbal data are coded manually according to SFL. Secondly, the visual data are collected by utilizing ELAN. The three episodes of the selected documentary undergo an initial transcription, wherein they are segmented into different shots following the dynamic multimodal discourse transcription proposed by Baldry and Thibault (2006). They consider each second as the basic unit in dynamic discourse. 876 visual images are collected. Subsequently, all the segmented shots are annotated manually in accordance with VG.

### 2.3 Data Analysis

After the data had been collected, the researcher will conduct visual analysis, verbal analysis and the inter-modal relationship between two modes.

## 3. FINDINGS AND DISCUSSION

In terms of visual mode, it is found that the documentary "CNY" employs more narrative processes than conceptual processes in representational meaning, demonstrating that all Chinese people are involved in preparing and celebrating the most important festival. The employment of narrative processes in visual images unveil a dynamic picture of Chinese New Year, and various cultural activities people involved. Conceptual processes are used to depict China's architectures, vast land and striking landscape.

The findings also show that the skilful use of contact, social distance and perspective in interactive meaning help to establish certain social relations with viewers, contributing to the portrayal of China's national image. As for verbal mode, it is found that in transitivity system, material process and relational process are the most employed processes. As to interpersonal function, the findings show that "CNY"

is more inclined to use declarative mood when introducing the key information of Chinese New Year culture to the audience. The relationship between the verbal and visual modes is complementary relationship, combining to present the audience with a comprehensive portrayal of Chinese New Year and China's national image.

#### 4. CONCLUSION

This study conducted a multimodal discourse analysis of China's national image in the documentary "Chinese New Year: The Biggest Celebration on Earth" from cultural level, context level, content level and expression level respectively. The study employs Halliday's (1994) Systemic Functional Linguistics, Kress and Van Leeuwen's (2006) Visual Grammar and Zhang's (2009) inter-modal relationship theory as its theoretical framework. It explored the visual representation, the verbal representation of China's national image respectively, and how visual and verbal elements are combined to represent China's national image in the documentary. The present study adopted a qualitative research approach.

The findings show that the skilful use of representational meaning and interactive meaning help to portray China's national image. It is found that in transitivity system, material process and relational process are the most employed processes. The verbal and visual modes are complementary relationship, combining to present the audience with a comprehensive portrayal of Chinese New Year and China's national image. It is concluded that the integration of visual mode and verbal mode shows an image of China with the combination of history and modernity, scientific and technological progress, inclusiveness and openness, harmony between man and nature, and coexistence of diversity.

The study also offers valuable insights for researches of dynamic MDA. One limitation of this study is its primary focus on the relationship between the visual and textual modes. Suggestion for future research would be on sound, as it is also a very important mode for documentary films.

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# BOLSTERING STUDENT ENGAGEMENT IN EDUCATION THROUGH VISUAL INTEGRATION: THE ROLE OF INFOGRAPHIC

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## ABSTRACT

In today's education system, there is a growing concern to bolster effective instruction to foster student engagement. This concern has been further amplified by the disruptions caused by the Covid-19 pandemic. Prior to these significant challenges, student engagement was already identified as a crucial area of focus in education system. As visualization tools is increasingly popular, they enable students to readily comprehend information through the use of visual aids, hence promoting student engagement. The increasing incorporation of visuals in educational settings is evident, signifies a shift towards a more visually-oriented learning environment. Among diverse visual instruction tools, infographic stand out as instructional visualizations that significantly contribute to student engagement. By using various visual elements and spatial layouts, infographic captivate student interest and enhance their active involvement in the learning process. The use of infographic goes beyond mere data visualization: they are purposeful tools that stimulate interest, promote understanding, and foster active participation in the learning process. This paper delves into the significance of infographic as catalysts for elevating student engagement and highlights their essential role in optimizing the learning process.

**Keywords:** Student engagement, Visualization, Infographic.

## 1. INTRODUCTION

In today's education system, the search for effective teaching methods that encourage students to actively participate has become incredibly important. Even before the pandemic disrupted education, student engagement was already a big concern (Bond et al., 2020). Now, as educational institutions navigate a highly competitive and market-driven landscape, the need to boost student engagement has become even more critical (Krause, 2005; Lomer & Palmer, 2021). Student engagement has become a pivotal focus, referring to how involved or interested student appear to be in their learning. A notable response to address this imperative has been the escalating adoption of visualization tools within the educational system. Concurrently, in the 21st century the education system also shifts forward to technology-based pedagogy, which has become increasingly paramount. Today, visualization is defined as an integral component of education. The increasing incorporation of visuals in educational settings is evident, signifies a shift towards a more visually oriented learning environment. Although visuals cannot replace the spoken words, they offer benefits in the learning process by capturing students' attention. Hariharan (2014) stated, the significance of visualization in learning can be defined by the frequently used expressions "seeing is believing" or "a picture is worth a thousand words." Visualization consists of using various tools such as concept maps, graphic organizers, flow diagrams, simulations, pictograms, etc. By using appealing images, infographic fosters student engagement as well as interaction and participation of students in learning (Smiciklas, 2021; Parveen & Husain, 2021). One

way to enhance student engagement is through infographic. This paper investigates the significance of infographic as catalysts for elevating student engagement and highlights their essential role in optimizing the learning process.

## **2. LITERATURE REVIEW**

### **2.1 Enhancing Student Engagement Through Visualization Tools**

A significant response to this need has been the increasing use of visualization tools. While the use of visualization techniques in learning isn't new, with a history dating back thousands of years in maps and drawings (Klerk, et al., 2013), modern tools now offer students a powerful way to understand complex information through visuals. Educators can use various types of visualizations, including images, slideshows, GIFs, graphics, photos, illustrations, charts, maps, diagrams, and videos. Graphic interfaces and videos are slowly taking the place of text-based courses (Gutierrez, 2014). This approach encourages a more interactive and engaging students. Indeed, the incorporation of visuals into educational settings has become more pronounced, signalling a profound shift towards a more visually oriented learning environment. Therefore, visualization helps students to draw direct attention, because human brain processes visual information much faster than plain text. A notable response aligns with the fact that around 40% of students respond better to visual information than to plain texts (Dineva, 2019). Thus, visualization attracts and encourages student's learning.

### **2.2 Transformative Role of Infographic in Education**

Among the diverse array of visual instructional tools, infographic has emerged as noteworthy contributors to this transformative shift. Infographic, as instructional visualizations, plays a pivotal role in bolstering student engagement. Originally, infographics were used for information graphics in a media context. As Krum (2014) explains, infographic has evolved to include a new definition that combines data visualization, drawings, text, and images in a format that narrates a story. Infographics consist of three stages, including a stage for visualizing information or data, a design stage that includes illustrations, text, and images, and a storytelling stage by combining these elements on a single canvas (Elaldi & Çifçi, 2021).

In recent years, infographics have become more popular because they can grab attention, engage people, and simplify complex information (Abilock & William, 2014; Bradshaw & Porter, 2017; Brigham, 2018; Falik, 2016; Haverkamp, & Vogt, 2015; Kline & Kellgre, 2018; Martin, 2018; Otten et al., 2015; Wright, 2016). Through their adept use of various visual elements and strategic spatial layouts, infographic have the ability to captivate student interest and elevate their active participation in the learning process. For instance, research has shown that infographic have become a regularly used and tested tool for informing people about health and risk information (Damman et al., 2018; Lazard & Atkinson, 215; Upshaw, 2021). In recent years, infographic have been gaining popularity, partially due to their ability to capture attention, engage, and make complex data, concepts, or knowledge understandable. Infographic use visuals and clear messages to tell a story and grab the reader's attention.

### **2.3 A Comprehensive Look at Student Engagement in Education**

"Student engagement", as defined by Axelson and Flick (2010), represents the degree to which students actively participate and show interest in their learning. This concept encompasses various dimensions, including cognitive engagement, which emphasizes students' concentrated efforts in learning; emotional engagement, which pertains to their feelings about the learning experience; and behavioural engagement, encompassing observable behaviours that contribute to student success, such as attendance and active participation.

### 3. CONCLUSION

In conclusion, the integration of infographic into education, as highlighted through the literature review, indeed represents a promising avenue for enhancing student engagement. As educational institutions continue to adapt to new challenges and opportunities, infographic stand as a powerful tool for educators to promote active learning, simplify complex information, and ultimately foster more meaningful educational experiences for students. The results expected from this conceptual paper align with the growing body of research indicating the transformative potential of infographic in education.

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**IMPLEMENTING INTERCULTURAL COMMUNICATIVE COMPETENCE TEACHING MODULE IN  
COLLEGE ENGLISH COURSE IN CHINA**

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### **ABSTRACT**

The current surge of interest in intercultural education has sparked substantial debates among foreign language learners and instructors, particularly in the aftermath of the epidemic, which poses a novel challenge for Sino-foreign cooperative educational institutions in China. Drawing from key guidance documents such as China Education Modernization 2035, China National Modernization, and the new policy on internationalization of the curriculum, the College Foreign Language Teaching Steering Committee of China has recognized the significance of fostering students' intercultural communicative competence (ICC). Consequently, the implementation of the new curriculum and syllabus for College English in China should emphasise the incorporation of intercultural education within language education. The overarching aim is to enhance learners' comprehension of diverse local and global communities, cultivate their ability to interact effectively in intercultural settings and foster their ICC. Despite the recognition of this imperative, most discussions in this domain have remained theoretical, with limited pedagogical practices on how to effectively integrate ICC into lesson plans and the overall curriculum framework of English as a Foreign Language (EFL). This shortfall could hinder the development of ICC among students. Therefore, this conceptual paper addresses this gap and advocates for the explicit integration of ICC-based curriculum framework, syllabus, and lesson plans in college English teaching in China.

**Keywords:** English as a foreign language, intercultural communicative competence, intercultural education.

## **1. INTRODUCTION**

The 20th National Congress of the Communist Party of China in 2023 highlighted the increasing global instability and shared challenges resulting from factors like multi-polarization, social informatization, economic globalization, and cultural diversity. To address these challenges, the Chinese government is advocating for the creation of a global community and the promotion of cultural and intercultural exchanges.

In terms of education, China's Education Modernization 2035 (The State Council of the People's Republic of China, 2019), National Medium- and Long-term Education Reform and Development Program (The Central People's Government of the People's Republic of China, 2010), and College English Curriculum Requirements (College Foreign Language Teaching Steering Committee, 2020) emphasize the importance of international engagement. They call for the establishment of robust cultural exchange mechanisms, the nurturing of internationally-minded talents well-versed in global

affairs, and enhanced intercultural education. This involves helping students understand differences in worldviews, values, and thought patterns between China and other nations, fostering intercultural awareness, and improving their socio-linguistic and intercultural communicative competence (ICC).

Furthermore, there is a consensus that the internationalization of curricula and the cultivation of students' ICC skills are now a priority for China's College Foreign Language Teaching Steering Committee. This new policy has sparked extensive discussions among second language learners and teachers, particularly in the post-epidemic era, presenting a fresh challenge for government-funded international institutes in China.

## **2. METHODOLOGY**

In this research, a mixed-methods approach (Creswell, 2015) is employed. This approach integrates both quantitative and qualitative methods, allowing the researcher to investigate the project comprehensively. More specifically, quantitative data is gathered through questionnaires, while qualitative insights are obtained through semi-structured interviews and focus groups.

The participants are selected using convenience sampling and consist of Chinese EFL (English as a Foreign Language) students and users of English as a foreign language at a recently established international institute. The total number of participants amounts to 300 individuals. Additionally, the research includes interviews with 10 English language teachers who teach both General English and Academic English. Furthermore, there are 5 participants in focus groups. These focus groups encompass not only the experiences of teachers and students across various academic disciplines but also ensure that the researcher can effectively conduct both quantitative and qualitative analyses.

To adopt a longitudinal and developmental perspective on intercultural communicative competence, data is collected from students and teachers at multiple points in time—prior to, during, and after their teaching and learning experiences.

The research questions, which were formulated in alignment with the purpose statements, can be summarized as follows:

1. What is the impact of an English teaching module centred around intercultural communicative competence (ICC) on students' development of intercultural communication skills?
2. How do students view the effectiveness of the ICC-based English teaching module in enhancing their intercultural communicative competence?
3. What are the perspectives of teachers regarding the effectiveness of the ICC-based English teaching module in fostering students' intercultural communicative competence?

## **3. FINDINGS AND DISCUSSION**

The prominence of Intercultural Communicative Competence (ICC) in international higher education has been widely acknowledged. However, while numerous studies have focused on international students studying abroad (Bodis, 2021), there is a noticeable scarcity of research on Chinese students pursuing higher education within international institutes. This trend has gained momentum, particularly in the post-pandemic era, as more students opt to receive high-quality international education within their home countries, seeking an experience akin to that of international students.

The urgency lies in equipping these students with ICC, a vital skill set enabling effective interactions across diverse intercultural settings. It is imperative to recognize that ICC is not naturally acquired through English Language Teaching (ELT) programs, as highlighted by Mai (2018). Language and culture studies must serve as the platform for teaching ICC competencies. Here, structured Intercultural Competence programs play a pivotal role by offering students opportunities to engage on a global scale, eliminating the need for overseas experiences while nurturing their intercultural skills, ultimately fostering global citizenship (Habacon, 2014).

Teachers play a crucial role in facilitating concrete experiences within the classroom and seamlessly integrating ICC skills into the curriculum framework. This focus on global citizenship aligns with the priorities of education sectors and workplaces alike (Nadeem et al., 2020). ICC is increasingly recognized as an essential skill for 21st-century learners, with global corporations acknowledging the advantages of culturally literate employees (Organization for Economic Cooperation and Development, 2018). The consensus is ICC is a fundamental component in the education landscape, essential for students and highly valued by global enterprises.

#### 4. CONCLUSION

This paper has underscored the status of Intercultural Communicative Competence (ICC) instruction in China and emphasized the significance of incorporating ICC-focused teaching modules into the English as a Foreign Language (EFL) curriculum and syllabus. The objective is to enhance the ICC skills of Chinese students. Given the multifaceted nature of ICC and its pressing relevance, the integration and exploration of ICC-centred English modules are not only valuable but also essential for nurturing ICC among Chinese students. This underscores the importance of formulating and executing ICC-oriented curriculum and syllabus components within the EFL programs of Chinese international institutes.

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**TEACHERS' PERCEPTIONS OF USING DIALOGUE JOURNAL WRITING AND PROCESS WRITING  
APPROACH IN ESL WRITING CLASSROOMS**

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### **ABSTRACT**

This study investigates the teachers' perceptions of using dialogue journal writing and process writing approaches in ESL writing classrooms in Malaysia. In this study, 36 English teachers' perceptions were sought via a questionnaire survey and descriptive analysis was used to analyse the data. In general, the use of dialogue journal writing is known as a technique that integrates a process writing approach as students will focus on the writing process itself, rather than focusing on the final written product. In the context of the Malaysian ESL classroom, the process writing approach is chosen as one of the teaching approaches that should be practised in ESL classrooms as stated in Malaysian Education Blueprint (2013-2025) as it promotes a pupil-centred learning environment. The findings show that due to time constraints, the majority of the teachers did not implement dialogue journal writing in the writing classrooms although they agreed that it is a useful method to be practised. Besides, they also highlighted that the process writing approach was a beneficial method to be applied as it managed to guide the students to do well in writing as well as motivating them to write. Therefore, the findings from this study suggest teachers implement the practice of dialogue journal writing and process writing approach in ESL writing classrooms due to the positive effects that it offers. By using a pupil-centred teaching approach, students are given opportunities to take charge of their own learning by expressing their thoughts, feelings, and opinions freely throughout the practice of dialogue journal writing and process writing approach.

**Keywords:** dialogue journal writing, process writing approach, teachers' perceptions, ESL writing classroom.

## **1. INTRODUCTION**

Generally, in teaching ESL writing, two teaching approaches usually used by teachers are the product writing approach and the process writing approach. However, the product writing approach was perceived as a more popular approach used by teachers (Sarala, et. al, 2015). In Malaysia, due to the adoption of CEFR in the new English curriculum, teachers are encouraged to integrate the process writing approach in teaching ESL writing as it focuses on encouraging the students to write independently rather than to write accurately. The primary aim of implementing the process writing approach in ESL writing classrooms is to train students to write based on three main steps known as planning, drafting, and revising (Medwell et al., 2011). As the process writing approach involves activities that happen during written text production (Bayat, 2014), the use of dialogue journal writing is considered one of the tools that apply the process writing approach in helping teachers create a supportive environment (Graham & Sandmel, 2011). Instead of evaluating the students' written product, teachers will give written feedback through the use of dialogue journals (Peyton & Reed,

1990). However, looking at the current classroom situation in Malaysian schools, teachers are still relying on conventional teaching strategies to teach writing (Helmie, 2019). As the use of dialogue journal writing can be a method for improving students' writing competency (Denne-Bolton, 2013), this study attempts to investigate to what extent teachers are using it as well as considering using it and applying a process writing approach in teaching ESL writing.

## 2. METHODOLOGY

The aim of this study is to investigate to what extent teachers are practising dialogue journal writing and process writing approaches in ESL writing classrooms. The quantitative research method is applied in this study. According to Johnson and Christensen, (2012), one of the advantages of using a quantitative research method is the process of analysing data “is relatively less time-consuming since it uses statistical software” (p. 40).

A total of 36 English teachers teaching at twelve secondary schools in Temerloh, Pahang were selected as participants in this study. Random sampling was utilized for the selection of the teachers. According to Altunisik et al. (2010), a sample size as small as 30 at a 5% confidence level is generally adequate for many researchers. A set of questionnaires were distributed to investigate whether the teachers are familiar with the concepts of dialogue journal writing and process writing approach in teaching ESL writing. The questionnaire that was used was adapted and edited from the study conducted by Widianingsih (2010) since it had several similarities in terms of the purpose and objective of the study. The total item of the questionnaire is 22 items which consists of three sections which are Section A, Section B, and Section C. The Likert scale was used in acquiring the data. Finally, the descriptive survey is used to summarize a collection of data in an understandable way as the main purpose of the study was to investigate the teachers' perceptions of using Dialogue Journal Writing and Process Writing Approach in ESL Writing Classrooms.

## 3. FINDINGS AND DISCUSSION

### 3.1 To What Extent Teachers Are Practising Dialogue Journal Writing in ESL Writing Classrooms?

Three questions scored the highest mark (Agree = 97.2%) which are Q2, Q3 and Q4. These questions show that the majority of the teachers have a positive perception towards the use of dialogue journal writing and they rated it as an appropriate method to be practised in ESL writing classrooms. Meanwhile, Q7 recorded the lowest mark (Agree = 83.3%) which shows that the majority of the teachers did not practice dialogue journal writing in writing classrooms because they did not have enough time. Table 1 below summarizes teachers' perceptions toward the practice of dialogue journal writing in ESL writing classrooms:

*Table 1: Teachers' Understanding of the Practice of Dialogue Journal Writing*

No.	Questions	Percentage (%) / Respondents [people]		
		Agree	Neutral	Disagree
<b>Q1.</b>	I understood what dialogue journal writing was.	94.4 [34]	5.6 [2]	0 [0]
<b>Q2.</b>	I think that practising dialogue journal writing will create good communication between students and	97.2 [35]	2.8 [1]	0

	teacher.			[0]
<b>Q3.</b>	Dialogue journal writing is an appropriate method to be practised in writing classrooms.	97.2 [35]	2.8 [1]	0 [0]
<b>Q4.</b>	I believe that my reply in dialogue journals will motivate my students in writing in English.	97.2 [35]	2.8 [1]	0 [0]
<b>Q7.</b>	I don't practise dialogue journal writing in my writing classrooms because I don't have enough time.	83.3 [30]	8.3 [3]	8.3 [3]

### 3.2 To What Extent Teachers Are Practising the Process Writing Approach in ESL Writing Classrooms?

Three questions score the highest mark (Agree = 100%) which are Q1, Q2, and Q3. These questions show that the majority of the teachers have a positive perception towards the practice of process writing approach and they rated it as an appropriate method to be practised in ESL writing classrooms. Meanwhile, Q9 recorded the lowest mark (Agree = 22.2%) which shows that some of the teachers did not apply the process writing approach in ESL writing classrooms because they do not think that it is a good method for teaching writing. Table 2 below summarises teachers' perceptions toward the practice of process writing approach in ESL writing classrooms:

*Table 2: Teachers' Understanding of the Practice of the Process Writing Approach*

No.	Questions	Percentage (%) / Respondents [people]		
		Agree	Neutral	Disagree
<b>Q1.</b>	I understood what the process writing approach was.	100.0 [36]	0 [0]	0 [0]
<b>Q2.</b>	I think that practising the process writing approach will guide the students to do well in writing.	100.0 [36]	0 [0]	0 [0]
<b>Q3.</b>	The process writing approach is an appropriate method to be practised in writing classrooms.	100.0 [36]	0 [0]	0 [0]
<b>Q4.</b>	I believe that the process writing approach will motivate my students to write in English.	97.2 [35]	2.8 [1]	0 [0]
<b>Q9.</b>	I don't practise the process writing approach in my writing classrooms because I don't feel that it is a good method to teach writing.	22.2 [8]	13.9 [5]	63.9 [23]

## 4. CONCLUSION

The findings revealed that the majority of the teachers welcomed the use of dialogue journal writing in ESL writing classrooms due to the benefits it offers. This concurs with previous findings in a study done by Safari (2020) who pointed out that dialogue journal writing had been proven to offer a lot of benefits to the language teachers if they were to implement it in the EFL writing classroom. However, the findings of this study also highlighted that due to time constraints, the majority of the teachers did not implement dialogue journal writing in the writing classrooms. Similarly, the challenge experienced

by the teachers in implementing dialogue journal writing was also highlighted by Hapsari et. al (2018) in which it was difficult for teachers to manage their time in handling the students' dialogue journal entries, especially when it comes to giving responses appropriately to advanced students. Besides, the process writing approach is also considered as a useful method which will contribute towards students' overall development in writing. As Li & Razali (2019) suggested, practising the process writing approach in an ESL writing classroom offered abundant benefits to both teachers and learners. To conclude, as teachers comprehend the need to inculcate CEFR and the benefits of practising dialogue journal writing and process writing approach in ESL writing classrooms, it is advisable for them to try introducing dialogue journal writing by managing their time well by having a timetable in deciding on the suitable period for them to read the dialogue journals and give appropriate feedback.

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## THE USE OF FLIPPED CLASSROOM APPROACH AMONG TESL STUDENTS, UKM

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### ABSTRACT

The emergence of the internet and its widespread use are apparent, demanding more tech-savvy teaching methods implementation. The flipped classroom technique is one of the most recent technology-based teaching models. This research aims to identify students' (TESL Students of the Faculty of Education, UKM) satisfaction levels and perceptions about learning through the flipped classroom approach. 100 respondents (TESL Students of the Faculty of Education, UKM) participated in this mixed-method research through a questionnaire. Eight respondents were selected for a semi-structured interview. The data analysis was conducted using SPSS. The best results showed that generally, the respondents' feedback on satisfaction levels in learning when the flipped classroom approach is implemented is proven to be positive with an overall mean score of 3.90. The data reveals that students perceive flipped classrooms as a beneficial teaching tool. Finally, there are some suggestions for future research in the flipped classroom context.

**Keywords:** flipped classroom, satisfaction level, perceptions, TESL students, teaching tool.

### 1. INTRODUCTION

The research aims to identify students' satisfaction levels with the flipped classroom approach and explore students' perceptions of the flipped classroom. Thus, the following research questions are answered:

1. How satisfied are students in flipped classrooms?
2. What are student's perceptions of flipped classrooms?

The flipped classroom is used in UKM as a teaching and learning tool among educators and learners. It has been used as it exposed learners to the topic prior to entering classes. A few subjects that adapted flipped classroom approaches are social media in Learning (SMILE), Teaching of Literature: Reading the Word and the World and Teaching Writing Skills in the Context of English as a Second Language. All the respondents who took part in the research learned these subjects during their undergraduate days. Thus, they possess first-hand experience in flipped classrooms.

Sarkar et al. (2020) stated that flipped classrooms as a pedagogical innovative teaching modality. In a flipped classroom students acquire introductory course topics outside of the classroom, while class time is devoted to active problem-based learning and practice exercises, according to the approach (Love et al., 2014). The in-class learning activities that were designed in the flipped classroom were a successful

way to engage students on a deeper level, increase the students' curiosity, and engage them to develop higher-order thinking skills (HOTS) (Ansori and Nurun, 2019).

Flipped classroom models are many such as mastery flip, traditional flip, and in-class flip. Mastery flip is an efficient model that could be practised in teaching and learning. The use of the mastery flip model encourages students to desire to research more information in a more participatory, relationship-rich setting. This strategy provides students with a structured atmosphere in which they can succeed (Buchner, 2018). With reference to the traditional flip model, which emphasizes homework where students watch video lectures before class; this task is intended. With reference to traditional education to introduce or preview the content, the students will require the following day (Brown, 2016). The in-class flip model provides a different option for flipping outside the classroom. Rather than giving direct teaching that students may access from home, the actual flipped content is completed in the school through station rotation work (M. R. C. Ramírez, 2019).

The station rotation is composed of three elements: a) online instruction, b) collaborative activities and stations, and c) teacher-led instruction.

## **2. METHODOLOGY**

The mixed method research design selected for this research is described along with the rationale of the selection.

### **2.1 Research Design**

The research used a mixed method approach; qualitative and quantitative methods to describe the result of the research. Therefore, 100 students (TESL Undergraduates, UKM) were involved. The research used 11 close-ended questions as research instruments to investigate the students' satisfaction levels in a flipped classroom. The 5-point Likert scale was used to help answer the research questions. Quantitative data provides a narrow-angle lens; and tests specific hypotheses (Apuke, 2017). This type of data can be verified and conveniently evaluated. This approach is also useful for respondents to express their views and identify their satisfaction levels in learning in a flipped classroom. Moreover, a semi-structured interview has been conducted to explore the perceptions of students towards the flipped classroom approach.

This research was conducted in a public higher learning institution located in Selangor, Malaysia. The location was selected as it was easily accessible. This location was selected as the respondents involved were well exposed flipped classroom approach.

Purposeful sampling was used and TESL UKM students were selected as the population. There were a few justifications for selecting TESL students from this varsity as the research population. Firstly, they were more easily accessible compared to students from a different higher learning institution or a different course. Next, since this research aimed to focus on flipped classrooms, UKM TESL students were a suitable choice as they are exposed to flipped classroom practice. Hence, this research was interested in identifying the satisfaction levels and perceptions of students in flipped classrooms. Cost, time, and cooperation of the participants towards the research were considered as possible restraints to the research. Thus, purposeful sampling was used in order to reduce the cost of travelling and the time required to collect data.

### 3. FINDINGS AND DISCUSSION

#### 3.1 Students' Satisfaction Levels in the Flipped Classroom Approach

The questionnaire is distributed to 100 respondents (n=100) to obtain the data to answer the first aim; To identify students' satisfaction levels in the Flipped Classroom approach. The following table (Table 3.1) summarizes all responses in the form of percentages and means.

*Table 3.1: Students' Satisfaction Levels in the Flipped Classroom Approach*

		Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean
1	I was able to learn from the course materials in the flipped classroom.			15	60	45	4.1
2	I was stimulated to complete additional readings or research on topics discussed in the flipped classroom.		6	12	60	22	3.98
3	Discussions in the flipped classroom assisted me in understanding other points of view			15	49	36	4.21
4	As a result of my experience with flipped classroom(s) in past, I would like to take another flipped classroom course in the future	3	3	31	41	22	3.76
5	Flipped classroom was a useful learning experience.			21	52	27	4.06
6	I invested a great deal of effort to search about topics on the internet to increase my participation.			26	62	12	4.14
7	My level of learning that occurred in flipped classroom was of the highest quality		9	29	46	16	3.69
8	This flipped 20 classroom course met my learning expectations.		3	27	58	12	3.79
9	The flipped classroom helped me learn more		9	40	31	20	3.62

	than I would have if we had completed traditional lessons						
10	The flipped classroom has improved my learning outcomes.		3	24	58	15	3.85
11	I found it easy to pace myself successfully through this flipped classroom.		6	40	31	23	3.71
	Overall mean score						3.90

Generally, the respondents' feedback on students' satisfaction levels in learning when the flipped classroom approach is implemented is proven to be positive with an overall mean score of 3.90. Based on Landell (1997) mean score interpretation, the mean values for all the items except item 9 on satisfaction levels in learning when the flipped classroom approach is implemented can be interpreted with a high score of mean value.

It was found that the highest mean score ( $M=4.21$ ) for students' satisfaction levels in a flipped classroom is for the item 'Discussions in the flipped classroom assisted me in understanding other points of view'. This might be due to the fact that flipped classrooms usually foster communication skills via online discussion.

### 3.2 Students' Perceptions of the Flipped Classroom

The students were asked how much time they studied outside the classroom. The hours students spend studying outside the classroom differ for each. On average, students allocate 5-6 hours per week for studying. Apart from that, the students were questioned about the positive parts of the flipped classroom. One of the students said that he/she likes the fact that a flipped classroom offers students a chance to know the topic of a lesson before class, enabling them to engage in classroom activities without the need to go through lectures. Some of the respondents (three of them), reported that flipped classrooms helped them to enhance their understanding of the topics. Furthermore, one of the respondents highlights that he/she considers a flipped classroom as an effective teaching tool as it enables students to learn at their own pace.

## 4. CONCLUSION

The results showed that the students recorded a high level of satisfaction in a flipped classroom, showing their preference towards flipped classrooms in general. Next, the qualitative data from semi-structured interviews reveals that students perceive flipped classrooms as a beneficial teaching tool. Taking into consideration on limitations of this research, future research can be conducted within large groups to acquire better findings on this particular topic. This article will be expanded to a full paper in the near future.

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## PERSUASIVE LANGUAGE USED IN E-COMMERCE BY TIKTOKERS IN CHINA

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## ABSTRACT

TikTok is the world's most popular short-form video platform, and due to the low cost of traffic and the rapid spread of information, TikTok has opened huge marketing possibilities for businesses and their audiences. In China, as TikTok is already well established, persuasive language is having an increasing impact on e-commerce. Not only that, but video creators also don't post videos blindly; rather, they increase sales by using persuasive language. Although persuasive language is used a lot in practice, on the academic side, research on persuasive language is in its infancy, and to fill this gap, we will discuss how the language of persuasion is presented and used in TikTok's e-commerce. The methodology of the review includes screening influential TikTokers in China, searching for keywords and key sentences with persuasive language, and analysing popular comments. The search will gather information from text, topics, and comments. The study shows that by using persuasive language and directing comments effectively, e-commerce can achieve higher sales results.

**Keywords:** Persuasive Language, Slogan, TikTok, Video Commerce, Influencer.

## 1. INTRODUCTION

Due to social media's expansion, it is now a viable medium for marketers to generate qualified leads, introduce new goods, engage with target audiences, and develop brand awareness quickly and effectively. As the number of TikTok users burgeons, China has already started to see a rise in TikTok-driven purchases. Further underscoring this shift, influencer marketing on platforms like TikTok and Instagram has grown year-on-year, becoming a vital tool for business-to-consumer companies and giving rise to an entire industry of social media influencers and marketing agencies (Haenlein et al., 2020).

Douyin (TikTok's Chinese counterpart) has diversified its commerce activities to include not only product sales but also service offerings and diverse content forms. By 2021, over 934 million short-form video users, equating to 90.5% of China's internet users, were recorded. This trend is projected to continue with Shake.com poised to amass more than 835 million Chinese users by 2025 (Yang & Lee, 2022). It is posited that online shopping generates a unique phenomenon, empowering consumers to circumvent physical market limitations, and consequently amplifying the likelihood of impulsive purchases (Chan, Cheung & Lee, 2017). In fact, Fadillah and Kusumawati (2021) note that impulsive purchases constitute approximately 40% of total online consumption.

E-commerce is continually evolving in the digital age, shifting from traditional print advertisements to a multitude of elements, including background music, voiceover, video, camera language, and comments, all of which become instrumental in product promotion (Berthon et al., 2012). In the backdrop of the ongoing pandemic, Sajid et al. (2021) anticipate a surge in online shopping. However, despite the shared global trend, distinct consumption habits persist in different countries.

This study will delve into China's Douyin platform to investigate whether sales of videos with goods are influenced by persuasive language, as well as to conduct an in-depth analysis of online shopping habits and persuasive factors. Despite the limited research on persuasive factors in online shopping, this review aims to reveal how persuasive factors manipulate shopping behaviours and hopefully yield insightful findings.

## **2. METHODOLOGY**

Social media platforms have revolutionised digital marketing. Influencers on platforms such as TikTok are especially instrumental in shaping consumer behaviours, and this study investigates three beauty influencers on TikTok with followings of 15 million, 2 million, and 20,000, respectively, to ascertain which language strategies were utilised during promotional videos on these influencers and assess their effect on e-commerce sales.

### **2.1 Research Approach: Qualitative Research**

Due to the complex and multilayered language employed by influencers, this study requires an in-depth investigation of how influencers use language and strategies that have an effect on influencers; consequently, a qualitative research approach was deemed most suitable. As highlighted by Lee et al. (2021), qualitative research provides methodological guidelines for studying communities and cultures on online social media platforms, as well as offering a comprehensive lens for exploring phenomena within context - making this strategy particularly suited for media studies where context matters so strongly.

Given TikTokers' growing influence in beauty e-commerce, it's vital to gain a comprehensive understanding of their persuasive strategies. Comment Analysis was chosen as its case study design because it allows for a more nuanced insight into how persuasive language differs depending on followership and can impact sales by targeting one influencer specifically.

## 2.2 Sampling

TikTok: Zhang KaiYi (Fans:15.226 million)	列1	列2	Sales volume : 53,000
Coment Type	Code	Example	Total comments:6055
Persuasive comments	P	Useful/ Good Job!/Highly recommend	2422
Objective comments	O	This product is blue and fits true to size	733
Questioning comments	C	Is this product really as good as you say?	1900
Denigrating comments	D	Not worth the price!Not Good/ Useless	1000
TikTok: Hao Ping Jing De JieJie (Fans:2.08 million)	列1	列2	Sales volume :82,000
Coment Type	Code	Example	Total comments:3205
Persuasive comments	P	Useful/ Good Job!/Highly recommend/Trustworthy	1923
Objective comments	O	This product is blue and fits true to size	160
Questioning comments	C	Is this product really as good as you say?	998
Denigrating comments	D	Not worth the price!Not Good/ Useless	124
TikTok: Shen Xian Yao (Fans:37,000)	列1	列2	Sales volume:46,787
Coment Type	Code	Example	Total comments: 61
Persuasive comments	P	Useful/ Good Job!/Highly recommend	25
Objective comments	O	This product is blue and fits true to size	18
Questioning comments	C	Is this product really as good as you say?	17
Denigrating comments	D	Not worth the price!Not Good/ Useless	1

Figure 1: Sampling

In this study, three influential bloggers with different follower counts are used as samples. We carefully selected 2 high-selling promotional videos per influencer to illustrate the richness of data in qualitative research and understand its depth. Videos were chosen not randomly but for their relevance to beauty products - the primary topic of our investigation - and popularity factors, ensuring our sample included different content types and levels of audience engagement.

At the core of our study lies data collection. A key source was user comments made on each video. As part of this process, authentic comments were captured via transcription, while user responses were catalogued systematically for cataloguing purposes - this ensured we captured both the persuasive strategies used by influencers and the immediate audience reactions in our study.

## 2.3 Data Analysis

Our analysis phase relies on content analysis, an approach well known for its ability to sort through large volumes of textual data and extract meaningful patterns, making it suitable for this study. Each video and its accompanying comments underwent a coding phase where markers representing distinct persuasive strategies were identified before being aggregated into broad categories for subsequent analyses. These analyses were designed to establish which strategies were most prevalent and, more importantly, evaluate their effect on audience behaviour.

## 3. FINDINGS AND DISCUSSION

### 3.1 Influence of Follower Count on Engagement and Sales

Correlation Between Follower Count and Comment Volume: Zhang KaiYi leads in follower count with 15.226 million and in comment volume with 6,055, boasting the highest figures in both categories. In contrast, Hao Ping Jing De JieJie, with 2.08 million followers, has 3,205 comments, while Shen Xian Yao, with only 37,000 followers, has the smallest comment volume at just 61 comments. This analysis indicates a clear relationship between follower count and comment volume.





Figure 2: Correlation Between Follower Count and Comment Volume

Comment Volume and Sales Analysis: Zhang KaiYi had more comments, yet her sales volume (53,000) is lower than that of Hao Ping Jing De JieJie (82,000), suggesting that a higher comment volume doesn't directly translate to better sales performance. Conversely, Shen Xian Yao's sales volume (46,787) significantly outpaces her comment volume, indicating an effective sales or content strategy.

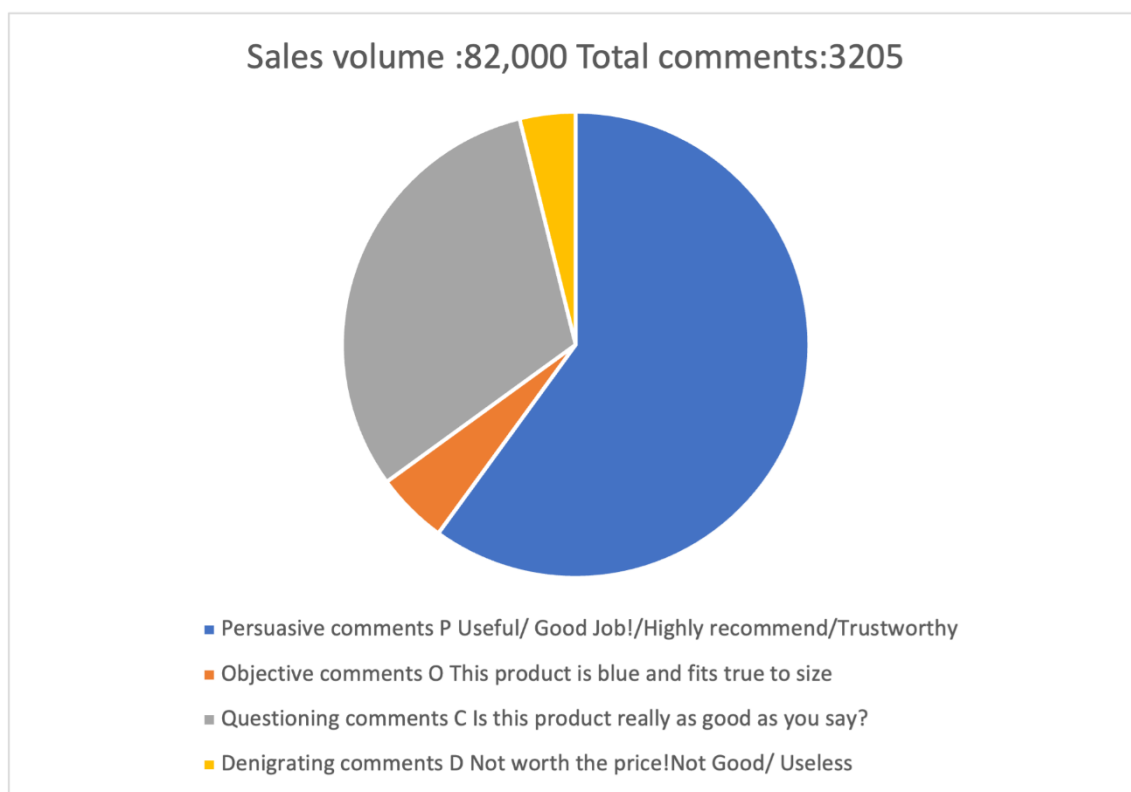


Figure 3: Comment Volume and Sales Analysis

Discussion of Follower Count and Engagement: The data suggests that having more followers tends to increase the number of comments. However, this does not necessarily lead to increased sales.



Figure 4: Discussion of Follower Count and Engagement

### 3.2 Analysis of Comment Types and Their Impact

Distribution of Comment Types: TikTokers show a more favourable reception for products they promote compared to competitive TikTokers such as Zhang KaiYi and Hao Ping Jing De JieJie. Shen Xian Yao received only one negative comment. Shen Xian Yao maintains an almost even balance between objective and query-provoking comments, suggesting a more neutral position from his audience.

Relation of Comment Types to Sales Volume: Although persuasive comments appear most frequently among all TikTokers, their impactful nature doesn't directly correlate with sales. This observation suggests that other aspects, such as product quality or pricing, could play a more significant role in driving sales growth.

Impact of Derogatory Comments: While such negative remarks might appear only occasionally, they could still have a disproportionately negative effect on potential buyers. Further investigation should explore any correlation between such remarks and sales outcomes.

### 3.3 Influence and Limitations of the Study

Influence of Smaller TikTokers: Data collected by Shen Xian Yao indicates that TikTokers with smaller follower bases may still achieve significant sales due to an intimate connection with their target audience or a more tailored product selection.

**Limitations of This Study:** These findings are drawn from data derived from three TikTok users and may not generalize across all TikTok users. Future studies could take into account larger sample sizes and other factors such as the content of videos uploaded, duration, or posting time when exploring TikTok use.

#### 4. CONCLUSION

This research explored the persuasive strategies employed by TikTok influencers with various follower counts to create promotional videos and their effect on audience reactions and sales volumes.

Initial studies demonstrated a correlation between follower count and the volume of comments. This finding indicated that an increase in follower counts might prompt greater interaction and feedback. However, increased comments did not translate to increased sales, likely reflecting other factors like product quality, pricing, or the credibility of the influencer. Persuasive comments were most frequent across all influencers, perhaps reflecting positive views towards the products recommended. Yet, there did not appear to be any correlation between persuasive remarks and sales volumes.

Notably, some influencers with smaller follower counts were still capable of reaching high sales volumes, owing to either closer relationships with their followers or offering products that resonate more with target markets. At TikTok influencers' fingertips are multiple approaches and effects used for persuasion that depend on numerous variables. Further research could examine these aspects more deeply to enhance the impact of promotional videos.

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**REPRESENTATION OF VICTIMS AND PERPETRATORS OF SEXUAL HARASSMENT IN MALAYSIAN  
ONLINE NEWSPAPERS**

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### **ABSTRACT**

According to estimates, a significant proportion of women in Malaysia have encountered sexual harassment at least once during their lifetime. The prevalence of sexual harassment in Malaysia has been observed, albeit with limited exploration. Over the course of time, there has been a significant escalation in the incidence of sexual harassment cases in academic institutions in Malaysia. This research aims to create understanding and consciousness in the society at large to empower them to contribute to preventing sexual harassment. Using self and other schemata, this research aims to provide insights into the ways in which linguistic tools are used in newspaper articles that report on individuals who have experienced sexual harassment within Malaysia. This qualitative study looks into diverse and reputable online newspaper websites such as New Strait Times, The Star, and The Rakyat. The collected data was subsequently analysed using the Social Actors Network framework proposed by Van Leeuwen. The results of this study will contribute to raising awareness and providing practical insights to practitioners involved in addressing sexual harassment issues in Malaysia.

**Keywords:** preventing sexual harassment, self and other schemata, online newspaper and linguistic tools.

## **1. INTRODUCTION**

Harassment is defined according to the Cambridge Dictionary in Business English section as an illegal behaviour towards a person that can cause mental or emotional suffering which may include repeated unwanted contact without a reasonable purpose, insults, threats, touching or offensive language. Sexual harassment is a branch of harassment that covers sexual actions that are unwanted and non-consented which may come through sexual advances, innuendos, favors and physical harassment of a sexual nature (Kebirungi, 2021). Sexual harassment is a pervasive issue that exists globally and is not limited to any specific country. However, this study focuses on sexual harassment happening in Malaysia in media as it has been gradually increasing as years go by (Sondaram & Sondaram, 2023). People often believe in the news that is leaning towards their perspectives, assumptions and beliefs (Enders et.al., 2021). Hence, we need to change the culture of silencing on issues related to sexual harassment in Malaysia.

As the years go by, harassment cases have increased, which portrays how people with power cannot be touched and the victims are scared to be vocal. The #MeToo movement is better if it was someone that people admire or if the cases went viral. Otherwise, the victims were still facing threats, blame, and more on their hands. Many victims who have been harassed felt insecure after reporting as they know

they must face many challenges especially if the perpetrators are someone with power (Cheung, Baum & Hsueh, 2017).

## 2. METHODOLOGY

The newspaper articles are all from Malaysia's official online newspaper websites. The researcher collected articles in both languages which are English and Malay as it was difficult to find articles that discussed such topics. For the English language, the researcher found 16 online newspapers that talked about the cases that were brought to the court to be judged. For the Malay language, the researcher was able to find 44 newspaper articles which will be translated into the English language. The time frame of the data collection is from October 2022 up until December 2022. The newspapers are chosen if they clearly mention sexual harassment where it can be to raise awareness of cases. If it is about cases of sexual harassment, it needs to mention the charges and situations to be accepted.

*Table 1: Cases of Sexual Harassment*

No.	Date	Newspaper Company	Title
1.	3/10/22	Free Malaysia Today	Religious teacher pleads not guilty to raping 2 siblings
2.	3/10/22	Free Malaysia Today	Witness denies trying to damage Ebit Lew's reputation
3	3/10/22	Weird Kaya	Miss Universe M'sia Finalist Claims Influencer Lim Shang Jin Sexually Harassed Her in Viral IG Post
4	3/10/22	Hype	Lim Shang Jin Apologises For Sexually Harassing Miss Universe Malaysia Serene Claire
5	3/10/22	Weird Kaya	MOH blasted over sexist article which linked women's appearance to sexual harassment
6	3/10/22	The Star	Dewan Rakyat passes Anti-Sexual Harassment Bill
7	3/10/22	Free Malaysia Today	Sexual Assault victims stay silent for fear of derision, says expert
8	3/10/22	Free Malaysia Today	Cops on hunt for man who groped woman in Cyberjaya

9	3/10/22	News Straits Times	Tamarind Square assault suspect nabbed
10	3/10/22	The Sun	Lawyer in sexual harassment case receives demand notice from suspect
11	3/10/22	Free Malaysia Today	Lawyer sues ex-firm, partner for alleged sexual harassment
12	3/10/22	Malay mail	#MakeSchoolASaferPlace:: Not just students, Ain's father says female teachers reveal they're victims of sexual harassment too
13	3/10/22	The rakyat post	Ain Husniza and Family were forced to move due to backlash from School and Neighbourhood
14	3/10/22	Free Malaysia Today	Ain, dad accuses ex-teacher of sexual harassment, criminal misconduct
15	3/10/22	The Sun	Quran teacher charged with 17 counts of rape, sexual assault on two sisters
16	3/10/22	Weird Kaya	Outgoing preacher Ebit Lew claims sexual harassment charges 'a test from God'
17	3/10/22	Free Malaysia Today	Do not take sexual harassment lightly, victim's dad tells parents
18	3/10/22	The Star	Hot and bothered: Shouting match in Dewan Rakyat during Anti-Sexual Harassment Bill debate
19	3/10/22	The Star	Disgusted with Tajuddin's poor conduct
20	3/10/22	Focus Malaysia	Ahmad Faizal: Draft of Act to combat sexual harassment in sports ready by year-end

### 3. FINDINGS AND DISCUSSION

Based on the data above, the researcher believes that there are three types of subjects, victims, perpetrators and others. The subjects will then be analyzed based on the wording of the newspaper, whether the newspaper represents the victims/perpetrators/others in a good manner or vice versa. The researcher follows the self and other schemata whereby Wodak (2009) states that whenever the newspaper outlet emphasizes positive information about victims, it automatically emphasizes negative

information about perpetrators and sometimes others. This also works when suppressing positive information about victims, they are suppressing negative information about perpetrators.

The data conveys that online newspaper outlets often agentivize perpetrators to show their actions towards the victims. There are also some mitigation strategies found to suppress negative information about the perpetrators. The victim's acts of protecting themselves were intensified. This is to intensify the act of unconsented sexual harassment. The Others are portrayed as either supporting or rejecting the victims.

Below are some examples of analysis. The tables are divided into different columns for subjects, activation, passivation and intensification/mitigation strategies.

*Table 2: Data Analysis 1*

	Subject	Activation	Passivation
victim	Miss Universe contestant, Serene, she, her	accused influencer gave her number yelled at him	kissed her on the cheeks, touched her
perpetrator	Youtuber Lim Shang Jin	asked for her number kissed her on the cheek and asked for a selfie invited her to come over touched her shortly after	
other	his friends	told her to stay out his way whenever she saw him	

*Table 3: Data Analysis 2*

	Subject	Activation	Passivation
victim	Her, Belarus	stepped back and sternly told him no pulled her arm away	slapped her buttocks, pulled her arm

perpetrator	Drunk man, he	asked for a kiss directly between her and the door grumbled something and pulled her hand suddenly slapped her buttocks	
other	the hotel management	could have come and aid her but did not	

#### 4. CONCLUSION

To conclude, this research focuses on the representation of victims and perpetrators of sexual harassment in online newspapers in Malaysia. The objective of this research is to create understanding and consciousness in the society at large to empower them to contribute to preventing sexual harassment. The method of analyzing is through social actors Van Leeuwen Theory whereby the victims and perpetrators are analysed using exclusion strategies (activation, passivation and beneficialisation). Based on the data collected, the victims, perpetrators and others are active. Perpetrators were foregrounded while the activation of victims was mainly to protect themselves. Others, in this case, are foregrounded as giving support or rejecting victims. The researcher recommended having a wider sample and conducting semi-structured interviews with the experts and victims would enrich the data. However, there are a few limitations in this research which are limited to the Malaysian context only, it does vary across online platforms and does not investigate gender fluidity.

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**COMMUNICATIVE APPROACH IN EFL CLASSROOM: A STUDY ON CHINESE ENGLISH TEACHERS' VIEWS ON  
CLT AND THEIR DIFFICULTIES IN IMPLEMENTING CLT IN EFL CLASSROOM**

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### **ABSTRACT**

Despite widespread support for the communicative approach in textbooks and curricula across the world, the majority of teachers who seem to be devoted to the approach actually employ more conventional ways of teaching English in the classroom. In light of China's recent curriculum reform, an increasing number of researchers have discovered the advantages of communicative language instruction in teaching English, acknowledged the value of this approach in developing students' communicative competence, and expanded their research on this topic. The researchers surveyed 15 English teachers in a public high school in Zhuhai, Guangdong Province, China, by using a Likert questionnaire to learn more about their attitudes toward CLT teaching. Additionally, this study included structured interviews with 2 Chinese English teachers with diverse teaching backgrounds to acquire a deeper understanding of the difficulties in their actual instruction in the EFL context. In general, teachers had a favourable outlook on CLT, but the three primary challenges—the test-driven educational system, large class sizes, and the wide range of student academic abilities—were challenging for instructors to overcome. Consequently, despite being aware of the benefits of CLT, traditional classroom teaching approaches continue to be favoured among a great number of Chinese teachers.

**Keywords:** Communicative Language Teaching (CLT) ; Teachers' attitudes ; Difficulties in implementing CLT.

## **1. INTRODUCTION**

With the development and popularization of the Communicative Approach, the discussions not only concern the theoretical basis of the Communicative Approach but also involve the practical implementation in classroom activities. During the lively debates on the implementation of CLT, the attitudes of teachers and students toward CLT in Chinese English classes deserve particular attention (Rao, 2002). Educators and researchers have conducted extensive studies on macroscopic views like the status of CLT in China (e.g., Campbell and Zhao, 1993) and different kinds of means to facilitate CLT in China (Rao, 2013).

Although most of the studies have shown that the application of CLT can bring positive effects on English classes, EFL teachers in China find it difficult to apply CLT to English classes (Burnaby and Sun, 1989). They have also explored the microscopic view like Chinese teachers' perception of CLT (e.g. Hu, 2002; Li, 2004; Zhang, 2013). Additionally, Bao (2019) noted that attempting to directly implement CLT practices that originated in the West in China would be futile and ineffective without

taking into account the country's unique context. From the above research, we can see that although Chinese teachers recognize the advantages of CLT, they generally believe that it is difficult to adopt CLT in different classroom environments, which involves educational, social, economic, administrative, and cultural aspects.

According to the literature on curricular innovation and implementation, teachers' attitudes may be a factor in the gap between recommended theory and classroom practice. Thus, the researchers took 15 English teachers in a public high school in Zhuhai, Guangdong Province as the research objects, and distributed questionnaires to 15 English teachers in this school in order to figure out teachers' attitudes towards CLT teaching. Additionally, in order to gain a deeper understanding of the challenges faced by English teachers in actual classroom teaching, the researchers designed structured interviews with two teachers to better perceive teachers' views on the challenges faced in implementing CLT in their classes.

## 2. METHODOLOGY

With a mixed mode of quantitative and qualitative design, questionnaires and interviews were employed as research instruments in this study. The questionnaire, which was adapted from Karavas-Doukas (1996), consisted of 24 statements with a 5-point Likert scale, ranging from (1) strongly disagree to (5) strongly agree. The interview questions, which were adapted from Coskun (2011), could be divided into four sections: basic information, the role of teachers and students in the CLT classrooms, teachers' opinions on the implementation of CLT, and challenges with the implementation of CLT.

As Creswell (2012) pointed out, purposeful sampling enables the researcher to select sites and participants who can best facilitate an understanding of the phenomenon. Therefore, this study adopted purposeful and convenient sampling, in order to allow the researcher to choose individuals who have the necessary knowledge, the time, and the willingness to engage in the study. In order to explore the teachers' fundamental opinions on the application of CLT. The researchers chose 15 English teachers from a particular high school to fill out a questionnaire. In an effort to specifically figure out the issues teachers faced at various stages when they adopted CLT, the researchers selected two teachers with different teaching years to participate in the interview—interviewee 1 has two-year teaching experience, while interviewee 2 has ten—in order to ensure the heterogeneity of the interviewees.

Research Objectives:

1. To explore Chinese English teachers' attitudes towards CLT
2. To figure out the challenges that Chinese English teachers face when implementing CLT in their classrooms

## 3. FINDINGS AND DISCUSSION

### 3.1 Quantitative Data Analysis

For quantitative data analysis, this section focused on 5 main aspects of the communicative approach, namely error correction, the status of grammar, group work, teachers' role, and learner role. For each aspect of CLT, one favourable statement and one unfavourable statement for each aspect were given according to the views of Chinese English teachers, as shown in the table below:

Table 1: Teachers' Attitudes Towards CLT

		Strongly disagree	disagree	average	agree	Strongly agree
error correction	All grammatical mistakes that students make should be corrected by the teacher.	0%	26.67%	0%	40%	33.33%
	Time is wasted when there is a lot of correcting.	6.67%	60%	13.33%	6.67%	13.33%
The status of grammar	Grammar is not a guarantee of linguistic proficiency.	0%	20%	0%	66.67%	13.33%
	Direct education in grammatical rules and vocabulary is crucial.	0%	20%	20%	40%	20%
Group work	Activities involving teams are crucial.	0%	6.67%	0%	40%	53.33%
	Group projects are seldom useful.	20%	60%	6.67%	13.33%	0%
Teachers' role	Transmitting knowledge is only one of the many different roles that teachers play	0%	6.67%	20%	46.67%	26.67%
	Teachers' sole responsibility is to disseminate knowledge	6.67%	20%	6.67%	60%	6.67%
Learners' role	Students are unable to offer the subject content or activities that would be most beneficial to them.	20%	53.33%	26.67%	0%	0%
	In order to meet the requirements of the pupils, tasks and activities should be discussed and modified, not forced.	0%	13.33%	6.67%	53.33%	26.67%

In terms of grammar correction, 73.33% of the surveyed Chinese English teachers held a positive attitude towards the correctness of grammar, which was in sharp contrast to the CLT teaching method, and 66.67% of the surveyed Chinese English teachers held a negative attitude towards the lack of emphasis on error correction in English teaching. This shows that Chinese English teachers attach great importance to error correction in language teaching.

As for the cognition of the importance of grammar, 60% of Chinese English teacher respondents also believed that learning grammar rules through direct teaching was also very important, while 80% of the English teachers believed that knowledge of language rules did not determine the functional use of language, which indicates that most teachers in this school realized the limitations of focusing only on grammar teaching in English teaching.

For the perception of group work, 93.33% of the surveyed Chinese English teachers held a positive attitude towards the use of group work in CLT classrooms as a means to promote cooperative learning and increase student interaction. Thus, this suggests that both groups of respondents tended to use group work in CLT classes.

For the perception of the role of the teacher, 73.34% of Chinese English teacher respondents had positive attitudes toward the multi-roles that teachers played in the classroom. However, 66.67% of the respondents of Chinese English teachers held a positive attitude towards the statement that " The role

of the teacher in the language classroom was to impart knowledge ", which was opposite to the result of the previous statement, indicating that teachers were still uncertain about their role positioning.

In terms of cognition of students' role and contribution, 73.33% of Chinese English teachers held a negative attitude towards the lack of learner-centred attitude in language classrooms. This indicates that respondents all attached importance to the role of learners in language teaching and learning. 80% of Chinese English teacher respondents believe it is important to adapt to students' needs through tasks and activities.

### 3.2 Qualitative Data Analysis

The findings from the interviews indicated that the three primary difficulties that instructors faced during the implementation of CLT were the test-driven educational system, class size, and the wide range of students' learning levels.

First, under the influence of a test-oriented education system, most examinations mainly focused on vocabulary, grammar application, reading skills and writing skills, and there was no relevant examination specifically to check students' communicative ability. When implementing CLT in class, there was no unified standard to measure teachers' teaching results and students' learning results, which made it difficult for teachers to evaluate students in CLT class. The pertinent quotes from two interviewers were as follows:

Interviewee 1: "Most examinations mainly focus on vocabulary, grammar application, reading skills and writing skills, and there is no relevant examination specifically examining students' communicative ability. As a result, neither teachers nor students are overly enthusiastic about CLT activities, which are merely utilised as a garnish for studying and taking exams after regular hours."

Interviewee 2: "In many cases, if teachers spend a lot of time on CLT, the ultimate outcomes of students' academic performance (testing scores) will not be satisfying at the end. ... they (students) are all finished by presentation and graded by the teacher according to his subjective opinion, which is of no direct significance to the teacher's performance assessment and students' learning results."

Second, when implementing CLT, Chinese teachers all had negative perceptions of Chinese class sizes, agreeing that class sizes (at least 40 students per class) made it more difficult for teachers to monitor learners' progress and assess their outcomes. Considering that CLT activities were mainly communicative in group discussions and other communicative interactions, teachers believed that it was difficult to ensure classroom discipline by implementing such a flexible approach among 40 students. For example, interview 1 mentioned "I have tried, but I did not use CLT for the whole class. I only used CLT when I finished a unit of course and carried out unit cultural-themed activities, which usually took about 20-25 minutes. (Each class is 40 minutes long.). Interviewee 2 likewise stated that "the control of group activities on classroom discipline is also worth the attention."

Finally, both two teachers showed concerns about the results of the implementation of CLT, and they both believed that it would lead to a larger gap between students with different levels, that was, students with higher English levels exercised more, while students with late English level were more passive due to language barriers, as mentioned in interview 1 "...because they (students) cannot effectively

participate in the class activities due to the confusion of not knowing what to do.”, while interviewee 2 mentioned “...students with good level become more and more active in participating, while students with poor level don't understand the tasks and their incentive to participate is getting weaker.”

#### 4. CONCLUSION

As the findings of the current study suggested, teachers in ESL classrooms did have a positive attitude towards CLT. However, despite being aware of the merits of CLT, instructors still tended to favour traditional methods of instruction in class due to constraints on students' learning levels and class size as well as the need to conform to current test scoring norms. Future studies are expected to explore the evaluation criteria and specific implementation steps of CLT. Diversified and quantifiable assessment can help English teachers clearly implement specific activities in CLT classes. Additionally, further study can also look into how students perceive CLT learning in English classrooms and understand students' actual requirements from a multilingual standpoint to help enhance CLT assessment criteria.

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## DISCOURSE OF CHINESE ON CLIMATE CHANGE: APPRAISAL SYSTEM ANALYSATION

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## ABSTRACT

China consistently prioritizes climate change. The government has implemented a development plan to address climate change issues in recent years. This approach emphasizes individual actions in resource conservation, environmental protection, and sustainable consumption. The Center for Climate Communication and Risk Governance (CCCRG) at Tsinghua University performed a poll among the general audience. The poll was centred around the subject of climate change, specifically examining duty-bearers and individuals' propensity to participate in climate action. The Chinese Public Climate Narratives survey data has been made publicly available on the internet. The objective of this study is to analyse the public discourse pertaining to climate change, with a specific emphasis on three key aspects: attitude, engagement, and graduation. The examination will be carried out utilizing Martin's Appraisal System as a theoretical framework for evaluating the assignment of responsibility for the impacts of climate change and the inclination of individuals to engage in climate-related actions. The findings of the study indicate that there is a significant level of consistency and critical evaluation in public perceptions about climate change. However, there is a tendency towards more negative and divisive attitudes when it comes to discussions about the allocation of responsibility and people's propensity to take personal climate action.

**Keywords:** climate change, Appraisal system, Chinese public, climate action.

## 1. INTRODUCTION

The Chinese government is concerned about climate change. Climate change threatens human life and development, affecting global economic and political affairs. The Ministry of Ecology and Environment of the People's Republic of China's National Adaptation Strategy 2035 stressed climate change adaptation, green consumerism, and climate-resilient lifestyles. This requires creative communication strategies. To achieve this goal, everyone must participate and support.

Since the Chinese government considers climate change adaptation a prerequisite for development planning, previous survey data do not reflect public perception changes, and no corpus has been published. Social surveys are a good way to learn about people's views on climate change and their willingness to act. Systemic Functional Linguistics views language as an externalized expression of a person's psychological state. Language also affects psychology and behaviour. The Tsinghua University Climate Communication and Risk Governance Research Center's "The 2023 Climate Narratives for the Chinese Public: Six Segments and Narrative Principles" is the most recent and comprehensive study on public climate change in China. This study provides deep insights and makes part of the research corpus

public. Appraisal system analysis helps us understand language's semantic meaning and interpersonal interactions. This will help us answer the following questions:

1. How do Chinese people view climate change?
2. How do the Chinese view their role in climate change adaptation?

## 2. METHODOLOGY

This study used a descriptive qualitative analytical approach to examine the climate change rhetoric gathered from Chinese residents. According to Martin's Appraisal System, the attitude resources, engagement resources, and graduation resources present in the discourse are identified and classified using statistical methods. Descriptive conclusions are then derived from this analysis.

### 2.1 Data Collection

The research material for this study was derived from the public discourse presented in “The Climate Narratives for the Chinese Public: Six Segments and Narrative Principle.” The corpus consists of 45 sentences in the Chinese language, comprising a total of 3879 words. The Chinese dialogue is rendered into English through translation. The conversation pertains to three overarching concepts. A. The perception of climate change; B. The attitude towards governmental duty in mitigating and adapting to climate change; C. And the perceptions of self-climate behaviour.

### 2.2 Data Analysis Procedure

The analysis procedure is listed in the following Figure 1. The corpus will be categorized according to attitudinal and engagement resources and the respective percentages will be counted, which will be combined with the analysis of the occurrence of graduation resources to obtain evaluative discourse results for respondents' answers on the three topics.

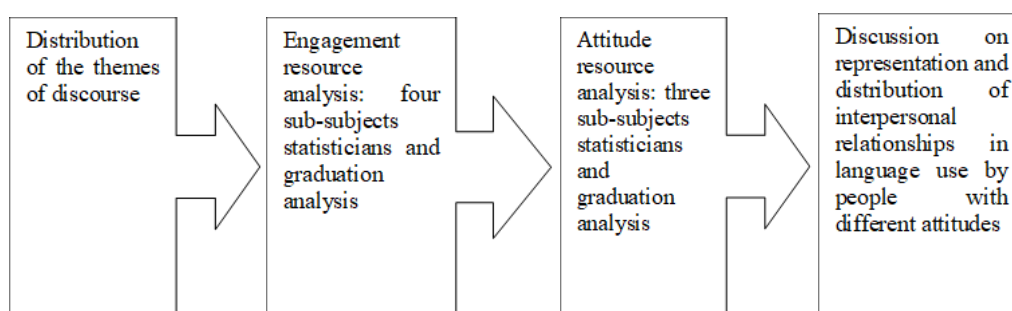


Figure 1: Data Analysis Procedure

## 3. FINDINGS AND DISCUSSION

According to statistical analysis of discourse attitude resources, attitudes are usually described by words that judge and describe events. Fewer words describe direct subjective feelings, favoring the third-person, or external, perspective. This indicates that more respondents saw climate change as an objective phenomenon and did not see themselves as affected. If the country wants to achieve climate-resilient development strategies by mobilizing the entire population for climate action, data like this suggests that not enough has been done to publicize the impact of climate change on individuals.

Within the three overarching themes, compressive dialogic spaces outnumber expansive ones for engagement resources. It is important to distinguish between these two dialogic spaces. Theme A, which addresses climate change perception, has more compressive than expansive dialogue, suggesting that most people believe in it. The discourse in Theme B (government duty) and Theme C (self-climate behaviour) is negative and polarized. Additionally, conversations are expansive rather than compressive. These findings suggest a heated climate change blame debate. Graduation resources also increase controversy and discursive space, which affects climate change action.

#### 4. CONCLUSION

In this research, we adopt the attitude framework of Martin's (2005) appraisal system to analyze people's attitudes towards climate change in the investigation provided by the Climate Communication and Risk Governance Research Center of Tsinghua University. The survey found a constant critical view of climate change. By analyzing the appraisal system of climate discourse, we get the people's conception of climate and their psychological distance from climate issues when they are expressing them. We found that the majority of the public viewed climate change as an objective fact and did not display a large victim mentality. This attitude carries over to the issue of climate responsibility attribution and personal climate action willingness, reflecting polarization. Governments and companies, the main actors in climate change, might be discussed more openly. Contractive dialogic elements and sharp graduation exist with expanding dialogic elements coexist with softened graduation discourse, which suggests governments should prioritize individual climate action willingness. The purpose of this paper is to determine whether the encouragement of individual behaviour in the government's climate adaptation policy can be effective based on the characteristics of the public's climate discourse, and from the conclusions we have obtained in this study, it seems that these initiatives may not be able to obtain the expected results.

Further research should focus on gathering dialogue from remote rural places. This project intends to help local governments better understand public sentiment and establish successful climate policy. To deepen understanding of people's viewpoints, ask about their everyday lives. Optimizing graduation system use may provide further information.

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The data resource is available at <https://max.book118.com/html/2023/0505/8102000044005064.shtm>. We would like to express our gratitude to Tsinghua University, School of Journalism and Communication, Climate Communication and Risk Governance Research Center for providing the survey and data.

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## THE IMPLEMENTATION OF ACTIVE LEARNING STRATEGIES IN ESL CLASSROOM: STUDENTS' PERSPECTIVES

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### ABSTRACT

Student participation plays a critical role in fostering an efficient learning process within an ESL classroom. One innovative approach to promote learning engagement is the integration of active learning strategies into classroom activities. Even though an active learning approach can potentially improve students' engagement and learning outcomes, there is a lack of understanding of students' perspectives on the efficacy of these strategies and the overall language learning experience. Therefore, the main objective of this study is to explore students' perspectives regarding the efficacy of employing an active learning approach in ESL classroom learning activities. To facilitate this investigation, the active learning approach was implemented over eight weeks among diploma-level students with diverse English proficiency levels. The primary data source was an open-ended survey administered using Google Forms. The responses received from 68 participants were mostly positive feedback, and the results were analysed using thematic analysis. The findings substantiate that many students preferred incorporating active learning activities, which benefits them in many ways throughout their learning experience. Subsequently, the implications of this study have spread into the broader field of instructional methods, leading educators to think about a paradigm change to more interactive and dynamic teaching strategies. Teachers can enhance their professional growth by seeking training and support to integrate active learning strategies into their ESL classrooms. Thus, future studies must examine the potential improvements that can further enhance the impact of active learning in ESL classrooms.

**Keywords:** Active Learning; ESL Classroom; Student Perspectives.

### 1. INTRODUCTION

In the realm of education, the landscape of language teaching has undergone significant transformations, with educators continually seeking innovative methods to enhance the efficacy of pedagogical practices. Among these methods, active learning has garnered substantial attention due to its potential to foster deeper understanding, engagement, and critical thinking among students. With a growing body of research supporting the advantages of active learning across various disciplines, its integration into the ESL classroom warrants careful exploration. According to Tezer and Besgul (2014), in active learning, the teacher guides the students, eases learning, and pays attention to the student's needs while the students are being active by thinking, researching, discovering, producing, deciding, relating to previous and new learning and structuring the information. By actively involving students in the learning process, educators aim to create an environment that promotes interaction, collaboration, and the application of knowledge. Research within the broader educational context has shown that active learning methodologies can lead to improved retention of information, higher-order cognitive

skill development, and increased student satisfaction (Freeman et al., 2014). However, the extent to which these benefits translate to ESL classrooms and students' perceptions within these settings remain areas of inquiry. Recent findings have suggested that active learning strategies can be effective in ESL contexts. Munna and Kalam (2021) found that students' cognitive learning and emotional behaviour could be improved by adopting practical techniques like gamification, collaboration, and peer learning, which would increase their level of engagement. In addition, Khaled and Jehad (2022) highlighted how the active learning approach positively influences students' satisfaction and supports the moderating role of the classroom environment. These studies underscore the potential of active learning to create a dynamic and enriching ESL classroom experience.

Given the evolving paradigm of language education and the diverse students' English proficiency levels present in ESL classrooms, it is imperative to understand students' perceptions of the learning process facilitated by active learning approaches. Exploring their viewpoints can shed light on the alignment between educational goals, instructional strategies, and student preferences. By capturing the perspectives of ESL students, this study contributes to the ongoing discourse surrounding effective pedagogy and curriculum design within the realm of language education. In light of these considerations, this study investigates ESL students' perspectives regarding the learning process when facilitated through active learning approaches. The research questions formulated in the current study are:

1. What is the students' preferred learning approach in an ESL classroom?
2. What are the students' perspectives on the active learning approach used in their language learning process?

## 2. METHODOLOGY

This section presents the research design, participants, data collection procedures, and data analysis techniques employed in the study.

### 2.1 Research Design

A mixed-methods research design was employed in this study to comprehensively investigate students' perspectives on the language learning process by implementing an active learning approach in an ESL classroom. This design integrated both quantitative and qualitative data collection and analysis methods that allow for an exploration of the research questions.

### 2.2 Participants

The study was conducted among diploma-level students enrolled in an ESL course, encompassing varying levels of English proficiency, thereby capturing a diverse range of experiences and viewpoints. The participants were purposefully sampled and comprised 68 students, who voluntarily participated in the study. The demographic insight provides a comprehensive characteristics overview of the participants involved in the study, including their age, gender, ethnicity, and English proficiency levels.

*Table 1: Demographic Information of Respondents (N = 68)*

Item	Statement	Percent (%)
Age	18-20 years old	80.6
	21-23 years old	16.4
	24-26 years old	3.0
Gender	Female	37.3

Ethnicity	Male	62.7
	Malay	85.1
	Chinese	9.0
	Indian	4.5
	Others	1.5
SPM CEFR Level	A1	1.5
	A2	6.0
	B1	43.3
	B2	43.3
	C1	6.0

Table 1 presents the age distribution in which the majority of participants (80.6%) fell within the 18-20 years old category, while 16.4% were between 21-23 years old, and a smaller proportion (3.0%) were aged between 24-26 years. Regarding gender distribution, the study included 37.3% female and 62.7% male participants. The ethnic makeup of the respondents reflects a predominant Malay representation (85.1%), followed by Chinese (9.0%), Indian (4.5%), and other ethnicities (1.5%). The respondents' proficiency levels, as determined by the SPM CEFR (Common European Framework of Reference for Languages) classification, indicate that only a minor portion of participants were at the A1 (1.5%) and A2 (6.0%) levels. In contrast, most respondents (86.6%) were situated symmetrically within the B1 or B2 proficiency levels, with a smaller portion (6.0%) falling within the C1 level.

### 2.3 Data Collection

The primary data source for this study was a close-ended and open-ended survey administered using Google Forms. The survey was designed to elicit participants' perspectives based on their experiences and reflections on the learning process during eight weeks of active learning implementation. It comprised a series of statements and questions that encouraged participants to articulate their thoughts in their own words. The survey was distributed electronically to the participants, who had the flexibility to respond at their convenience. Ethical considerations were upheld throughout the research process. Participants were informed about the study's purpose and their voluntary participation. Informed consent was obtained from all participants, and their confidentiality and anonymity were ensured during data collection, analysis, and reporting.

### 2.4 Data Analysis

In terms of the data analysis procedures, descriptive statistics were used for quantitative data, including demographic information, to provide a comprehensive overview of the participants' characteristics and to answer Research Question 1. Meanwhile, thematic analysis was employed to answer Research Question 2 to derive meaningful patterns and themes from the collected responses. According to Braun and Clarke (2012), thematic analysis is a technique for methodically locating, classifying, and providing an understanding of patterns of meaning (themes) throughout a dataset. While the study aimed to capture diverse perspectives, the findings may be influenced by the specific context of the ESL course and the participants' characteristics. The subsequent sections will investigate the respondents' perspectives on the active learning approach implemented in the ESL classroom.

## 3. FINDINGS AND DISCUSSION

### 3.1 Students' Preference for Learning Approaches in ESL Classrooms

Students' responses to the question regarding the preference between active learning and teacher-centred style in an ESL classroom varied. On the one hand, a significant number of respondents, around

58.9 per cent, expressed a preference for active learning in class. The result is comparable to those of earlier studies, such as Dilmaç's (2021) discovery that 21st-century students want to be active learners and take charge of their education. Some students believe that active learning can improve critical thinking skills, as it allows for free discussion and interaction with peers. Active learning is seen as a more engaging and participatory approach, where they are not just passive listeners but active participants in the learning process. It is also considered less boring and more versatile, making the class more fun and exciting. Some individuals mentioned that active learning helps them to be more disciplined and focused, as it requires active thinking and involvement. Moreover, others appreciate the opportunity to improve their speaking and social skills through active learning.

On the other hand, 26.5 per cent of respondents preferred a teacher-centred style in class. They believe that a teacher, with their knowledge and experience, can adequately teach and guide students. They appreciate the face-to-face interaction and the ability to ask questions directly to the teacher. The traditional lecture is still the preferred method in most college and university settings despite a wealth of evidence indicating that it is not the most effective way to promote learning (Al Basheer & Almazrou, 2021). The teacher-centred style is seen as a more guided and structured approach, where everything is explained and directed by the teacher. Some individuals mentioned that they learned better when the teacher is in front of them, and they can receive more knowledge in this way.

Additionally, about 14.7 percent of respondents preferred a combination of both active learning and teacher-centred style in class. They believe both methods have advantages and disadvantages, and it is reasonable for teachers to use both methods in class. Their stance is underscored by recognising that each method harbours distinct advantages and limitations (Svinicki & McKeachie, 2014). They appreciate the benefits of active learning, such as improved critical thinking and independent learning, as well as the benefits of teacher-centred styles, such as clear delivery of information and more opportunities to learn from the teacher. They believe that a balance of both methods can provide a better understanding of the lessons.

### **3.2 Students' Perspectives of the Active Learning Strategies Used in ESL Classroom**

The students' perspectives based on their experiences and reflection on the active learning activities conducted in ESL classes were highlighted into five themes: (1) Improvement in Language Skills, (2) Confidence Building and Social Skills, (3) Good and Positive Feelings, (4) Benefits of Active Learning, and (5) Concerns and Suggestions.

#### **3.2.1 Improvement in Language Skills**

Active learning is seen as a way to improve language skills. A student mentioned that through active learning, he/she can practice and apply the language skills in real-life situations. Activities such as transferring information into a mind map (note making) and presenting their note to their peers provide opportunities for students to express themselves, develop their study and speaking skills, and expand their vocabulary range. Chang and Huang (2018) figured that these active learning experiences, characterised by real-life language usage, are perceived by students as conduits for bolstering their communication proficiencies. From the feedback received, some students believe that active learning activities help them improve their communication skills and overall language proficiency. Below are some of the excerpts from students:

*S31: "... improved language skills: Through active learning, students can practice and apply their language skills in real-life situations..."*

*S47: "... improved language skills."*

*S57: "... active learning improves my English level."*

### 3.2.2 Confidence Building and Social Skills

Activities that promote active learning are also thought to build confidence and improve social skills. Students mention that active learning encourages them to interact with their peers, which helps them develop their social skills and become more confident in communicating with others. According to Jeong et al. (2019), using active learning methodologies not only significantly promoted positive emotions and self-efficacy beliefs but also positively impacted the students' learning outcomes. A few students appreciate the opportunity to exchange knowledge and explore new things through active learning activities conducted in the classroom. The excerpts from students' statements as below:

*S3: "... active learning activities can help improve critical thinking skills and communication skills."*

*S36: "A great way to improve knowledge and social skills."*

*S62: "... active learning activities are the things that are very helpful for students who are trying to develop their social skills and interact with others during class."*

### 3.2.3 Motivation and Positive Feelings

Some feedback highlighted a positive perspective on active learning methods in an educational context. The students praised that they could foster independence and autonomy in their learning process through active learning. This sentiment underscores the idea that such approaches encourage students to take initiative and responsibility for their education. A few other students expressed enthusiasm for active learning by associating it with enjoyment, specifically mentioning the desire to engage in speaking activities within the classroom setting and describing it as interesting and useful. These results concur with Betti et al. (2022), who discovered that students appear happier in an active learning environment. This suggests that active learning methods enhance the educational experience and create an environment where students feel motivated to participate and contribute actively. Below are some of the excerpts from students stating their motivation for having active learning activities in ESL classrooms.

*S5: "... active learning is very good as it encourages students to be more independent when doing their job."*

*S54: "It's fun. Honestly, it does make me want to try speaking English in class."*

*S55: "It's interesting and useful."*

### 3.2.4 Benefits of Active Learning

Many students expressed positive opinions about active learning activities. They believe that such activities increase student engagement, collaboration, critical thinking, and communication skills, as well as enhance language acquisition. In this respect, Okumus et al. (2020) discovered an excellent correlation between student collaboration and learning. The students valued the opportunities to actively participate in the learning process by learning new vocabulary. Moreover, they were becoming more disciplined and attentive in class, which promoted a deeper understanding of the subject matter. Aside from that, students also found that active learning activities could force them out of their comfort zones by fostering a culture of risk-taking. Here are a few sample excerpts from students:

**S8:** “... engage actively in the learning process, promoting participation, collaboration, and critical thinking. Such activities can enhance language acquisition, communication skills, and overall student engagement.”

**S34:** “... good to keep our body stay active so we do not get bored in class. Plus, we can understand better.”

**S41:** “... active learning pulls students out of their comfort zone by creating an environment where risk-taking is encouraged.”

### 3.2.5 Concerns and Suggestions

While the majority of opinions are positive, some concerns are raised regarding the effectiveness of certain active learning activities. A student mentioned that the problem lies in the peer group itself and not the concept of active learning. They might suggest that changing roles in respective groups may have a positive impact on students. Additionally, another participant mentioned that some students paid less attention to other groups' presentations on their subtopics, as they tended to be too focused on delivering their part. The concerns raised on the neglecting part among certain students and the lack of contributions to the other peers. Barkley et al., (2014) suggested that by taking heed of students' insights and embracing adaptive strategies, educators can harness the strengths of active learning while proactively mitigating any concerns or unintended consequences. Some of the excerpts from student feedback are included below:

**S15:** “... the problem lies in peer itself and not the concept of Active Learning. Rotating the group may positively impact the student rather than playing a quiet game where when the first people engage, the others join in as well.”

**S56:** “... but then when there's a group work where every group was given different sub-topics and we have to prepare it on the spot in class, there's a chance for a student to have a lack of focus on other group's subtopics because the students were too focused on what and how to deliver their part of simplified notes/ mind maps to the classmates.

**S64:** “It's good for students to independently learn for themselves so they can fully focus on learning, but some other students may be neglected or not put in a lot of effort in studying.”

## 4. CONCLUSION

The present research aimed to explore students' preferences for active learning in English classrooms and the result reveals a strong inclination toward active learning due to its benefits in fostering critical thinking, peer interaction, language skill development, confidence building, and social interaction. The study's findings resonate with the broader discourse on effective pedagogical strategies, affirming the importance of student engagement, interactive learning, and the cultivation of essential language skills. In essence, this research contributes to the ongoing dialogue surrounding language education methodologies by providing rich insights into student preferences and perspectives. By analysing their perspectives based on experiences and feedback, we aim to provide educators, curriculum designers, and language instructors with valuable insights that can inform the integration of active learning strategies into ESL classrooms. Through this exploration, we strive to enhance ESL education and further enrich the pedagogical practices employed in language classrooms. Future research in this area could delve deeper into the specific strategies and activities within active learning that yield the most substantial improvements in critical thinking, language acquisition, and social skills. Additionally, investigating the impact of different group dynamics and rotation patterns on student engagement and inclusivity could offer valuable insights for optimising active learning experiences. Comparative studies between various language subjects or across different age groups could further enhance our understanding of the efficacy and adaptability of active learning approaches. This research highlights the importance of a harmonious blend of active learning in the learning process to create a holistic and effective language education environment.

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**ENHANCING COMMUNITY COMPASSION THROUGH FACEBOOK: THE SOCIAL HERO  
FOUNDATION'S COVID-19 RESPONSE IN ISKANDAR MALAYSIA**

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### **ABSTRACT**

The COVID-19 pandemic undeniably shifted global attention to the roles and contributions of different societal players. Amidst this global crisis, the Social Hero Foundation (SHF), stationed in Iskandar, Johor, harnessed Facebook as a pivotal tool to enhance and convey its Corporate Social Responsibility (CSR) narrative. The emphasis of this research revolves around Malaysia's Movement Control Order—a regulatory response to the pandemic. Through this lens, the study meticulously unpacks SHF's Facebook interactions and communications, striving to ascertain how SHF infused the ideal of a compassionate and interconnected community, championed its CSR projects, and asserted its position as a responsible and transparent entity during these challenging times. This study leverages Fairclough's Critical Discourse Analysis to look deeply into SHF's digital outreach and its subtle layers. This analytical framework offers a window into the ways SHF frames societal concerns, engages in collaborative ventures with other entities, nurtures and maintains relationships with its stakeholders, and crafts solutions in harmony with its foundational principles. By doing so, the study illuminates the intricate interplay between the narratives carved out in the digital space and their influence in molding societal perspectives and promoting corporate goodwill. One significant insight this investigation offers is the revelation of the intricate and mutually beneficial relationship binding digital storytelling, societal ideation, and acts of corporate benevolence. This relationship serves to enhance and shape the contemporary dialogue surrounding CSR, especially within the non-profit sector. Such findings not only deepen our comprehension of the modern CSR landscape but also accentuate the transformative potential of non-profit organizations in reshaping and steering this discourse.

**Keywords:** COVID-19 pandemic, Critical Discourse Analysis, Non-Profit Organization, Iskandar Region, Corporate Social Responsibility, Facebook.

## **1. INTRODUCTION**

Corporate Social Responsibility (CSR), traditionally linked with for-profit enterprises, is being adopted by non-profit organizations to nurture a sense of community and bolster social initiatives, especially during times of crises like the COVID-19 pandemic. This research examines the CSR communication approach of the Social Hero Foundation, a non-profit entity in Iskandar Malaysia, on Facebook during the pandemic. Historically, research on CSR focused on corporate entities; thus, this study aims to bridge the knowledge gap by examining a non-profit's approach to CSR.

The Social Hero Foundation, dedicated to acknowledging social contributions in Iskandar Malaysia, became notably active in community support during the pandemic, ensuring vital supplies reached



vulnerable groups. Utilizing Facebook for CSR communication can provide insights into how non-profit organizations can leverage social media to foster a caring community. The research anchors on social construction theory, suggesting that social phenomena are products of interactive discourse influenced by cultural variables. We delve into discourse theory, emphasizing the role of language in constructing social reality.

Through the lens of Fairclough's critical discourse theory, this study will analyze how the Foundation utilizes discourse to shape its CSR identity on Facebook, aiming to create a caring community image. The research intends to understand the power dynamics, ideological battles, and social relationships constructed through their CSR communications during the pandemic. This analysis hopes to enhance our comprehension of non-profit CSR strategies and their societal implications in crisis scenarios.

While there has been extensive research on corporate CSR, a review of the literature on non-profit CSR communication reveals that there has been relatively little research on how non-profits use CSR communication to create a caring community.

As a result, this study is intended to fill this void by responding to research questions such as:

1. How does the Social Hero Foundation represent its purpose in society?
2. How well was the communication between SHF and stakeholders integrated on Facebook?

This thesis aims to elicit the various roles that Non-Profit Organizations play in CSR and to indirectly contribute to the development of CSR research in Malaysia, which will benefit practitioners, academics, and, to some extent, the public relations sector.

## **2. METHODOLOGY**

### **2.1 Research Design**

This study employs an inductive research approach, primarily focused on the Social Hero Foundation's communication of Corporate Social Responsibility (CSR) on Facebook. Recognizing the power of language in shaping social realities, this work relies on Critical Discourse Analysis (CDA) based on Fairclough's three-dimensional model to explore the linguistic nuances underpinning the CSR narratives.

### **2.2 Data Collection**

Data was sourced from the Social Hero Foundation's Facebook status updates between 18 March 2020 and 12 May 2020. These dates were chosen to capture contemporary CSR communication, especially during the pandemic. The research instruments centred on textual content, providing a holistic view of CSR messaging. The data was validated using the IMSHA Winners Network Awareness Report.

### **2.3 Research Instrument and Sampled Data**

Facebook was the primary platform for data collection, given its significance in Malaysia and its role as a communication channel for the Social Hero Foundation. The study aims to unpack CSR discourses, placing emphasis on linguistic representation rather than tangible activities.

## 2.4 Data Analysis Procedures

Using Fairclough's CDA, the analysis bridges textual phenomena and real-world contexts. The three-dimensional framework involves examining the text, understanding the discursive practices around its creation and reception, and linking it to broader societal practices. In essence, the analysis navigates from micro-linguistic details to macro-societal interpretations, shedding light on the interplay between language and CSR conceptualization.

## 3. FINDINGS AND DISCUSSION

The Social Hero Foundation's Facebook communications throughout the pandemic have exhibited an intricate mesh of caring, and solidarity discourses, signalling a deep-rooted commitment to the Iskandar Malaysia community. In navigating the challenges, the Foundation not only viewed them through a lens of opportunity but also rooted their actions in genuine concern and mutual respect. The caring and solidarity streams paint a picture of an organization intrinsically woven into the community fabric, emphasizing long-term change and collaboration.

However, the ebb and flow of engagement on the platform suggest an evolution in their communication strategy. Moments of silence or non-engagement underscore the significance of consistent, transparent dialogue in fostering genuine community relationships. As CSR communications can shape perceptions and foster trust, any lapses in this dialogue could undermine the Foundation's established goodwill.

Future research should explore the nuances of these discourses further, considering the evolving dynamics of online community engagement. Especially post-pandemic, it will be crucial to study how non-profit organizations like the Social Hero Foundation adapt their CSR strategies to sustain engagement, trust, and impactful action within their communities.

## 4. CONCLUSION

In today's digitized landscape, entities, whether for-profit or non-profit, wield significant influence in moulding public perceptions of CSR. The rise of platforms like Facebook means that organizations, including the Social Hero Foundation, are under continuous public observation, necessitating an ongoing, transparent dialogue for legitimacy.

The crux of this research lay in deciphering the nuances of CSR conceptions, accomplished through an in-depth examination of the Social Hero Foundation's Facebook communications during the pandemic. Our findings highlight prevailing discourses in CSR: caring, and solidarity. Interestingly, the Foundation predominantly emphasizes the caring discourse, framing CSR as an ethical, philanthropic pursuit.

This perspective, drawn from Mele and Garriga's (2004) CSR theories, sets the Foundation apart from entities that lean towards solidarity, seeing CSR as an intrinsic aspect of their identity. The study underscores that while there are universal CSR themes, their articulation is uniquely tailored by the communicating entity.

Entities like the Social Hero Foundation, through their vast outreach, shape CSR perceptions and determine which stakeholders dominate the discourse. Our analysis reveals CSR to be an evolving narrative, contingent on the sender's perspective and mission.

However, in examining interaction dynamics, we note inconsistency in the Foundation's engagement with the public. While many interactions foster open dialogue, moments of restricted communication challenge the principles of open discussion and participation inherent to deliberative discourses (Morsing & Schultz, 2006). This implies the Foundation might not fully harness the interactivity of social media.

In conclusion, this research offers a fresh lens on contemporary CSR conceptions, particularly through the prism of the Social Hero Foundation. Future research might explore the evolution of CSR discourses, comparing the Foundation's stance with other Malaysian entities, shedding light on how global events, like the pandemic, recalibrate CSR's essence over time.

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**THE INFLUENCE OF COGNITIVE PRESENCE, SOCIAL PRESENCE AND TEACHING PRESENCE ON  
STUDENTS' WILLINGNESS TO COMMUNICATE IN AN ONLINE GROUP DISCUSSION**

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### **ABSTRACT**

Community of Inquiry (CoI) Framework is a model that promotes deep and meaningful learning in an online learning environment. The CoI Framework consists of three elements that are interrelated which are Cognitive Presence (CP), Social Presence (SP) and Teaching Presence (TP) which encourage communication in English language learning to ensure meaningful learning. However, there is still a dearth of research on CoI framework and online language learning especially in Malaysian settings. Thus, this paper aims to investigate the influence of CP, SP & TP on students' willingness to communicate in online discussions as well as to compare the students' responses in online classrooms with and without the design of CoI Framework. The research is going to utilise the mixed method design where a survey is conducted to study the student's perception, an interview will be conducted with a number of samples to investigate deeper on the perception that cannot be obtained from the survey, and to compare the responses in the two different online classroom setting to determine whether or not the CoI Framework has any influence on the students' willingness to communicate. The result of the data will be run through SPSS and will be analysed using descriptive analysis, whereas the data for the interview and classroom observation will be coded. These findings will later be synthesised and tabulated for better interpretation.

**Keywords:** speaking reticence, willingness to communicate, Community of Inquiry, ESL, and online learning.

## **1. INTRODUCTION**

Language learning is known to be a complex process. It revolves around reading, speaking, listening, and writing. These processes are complicated. However, it is vital to understand what second language learners face in learning a second language to assist educators in rectifying the learning difficulties to produce better lessons and better language acquisition. Speaking reticence among students in an online setting is worrying. Classroom engagement and students' response in class is important to ensure that learning takes place, especially in ESL classroom as the mastery of speaking skills is depicted in the students' ability to use the language. This is also supported by Kashinathan & Abdul Aziz (2021) who asserted that to develop more proficient English speakers, students are encouraged to collaborate and engage in classroom discussion. Therefore, to encourage students' participation, the CoI framework is used as the underpinning theory of this paper as the CoI Framework promotes meaningful learning in online classrooms by presenting the three elements in the framework which are Cognitive Presence (CP), Social Presence (SP) and Teaching Presence (TP). Hence, this paper aims 1) to study the students' perception of CP, SP and TP in an online classroom and 2) to compare the ESL students' responses in online discussion with and without the presence of three elements in CoI Framework.

## 2. METHODOLOGY

This paper will utilise the mixed method design where both quantitative and qualitative methods are implemented. This research will employ surveys, interviews, and classroom observation. The mixed method research is employed to reduce a single-way method and to triangulate the data from different sources as stated by Creswell (2018).

### 2.1 Instruments

The data for the quantitative method will be derived from CoI survey. The CoI survey is an established and validated survey as stated by Stenbom (2018). Despite its reliability, the survey will still be piloted to suit the context of this study. As for the qualitative data, an interview will be conducted from the same samples. Lastly, a classroom observation will be done on two groups; the control group and the experimental group where 20 voluntary students will participate in the online discussion with and without the presence of CP, SP and TP.

### 2.2 Sampling

The sampling type that will be used in this research is purposive sampling. For the survey, 235 new intake diploma students will be used as respondents for the CoI Survey. From the survey, respondents will be called for interview and the number of interviewees will depend on the saturation point of the data. The same respondents will be used for the classroom observation.

## 3. FINDINGS AND DISCUSSION

### 3.1 Students' Perception

The research hopes to obtain a positive perception of the three elements in CoI framework. The interview also hopes to get more insight into how CP, SP and TP have any effects on students' willingness to speak in online discussions. These data are hoped to give the researcher information on whether these three presences are important to stimulate collaborative learning and communication. The data obtained from the survey and the interview will answer the research objective.

### 3.2 Students' Willingness to Communicate

The classroom observation will be conducted on two groups of students: the control group and the experimental group. The control group will not receive any improvisation, it will follow the normal monotonous synchronous discussion. However, the experimental group will have stimulating materials and facilitation from the teacher. Based on the online classroom observation, this research hopes to see more responses and student engagement in the experimental group. The responses from both groups will be recorded, transcribed, coded, and compared. The number of responses will be mapped to the three different presences as evidence of the efficacy of the framework.

## 4. CONCLUSION

In conclusion, this research hopes to provide teachers with the proper online classroom design to ensure learning that stimulates students' critical thinking, responses and collaborative learning. This is because classroom participation promotes meaningful learning, and in an ESL setting, giving a response polishes ESL learners' speaking skills. Additionally, this research hopes to contribute to bridging the knowledge gap that Malaysian educators have on the CoI Framework.

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## ECOLOGICAL DISCOURSE IN TED TALKS OF ENVIRONMENTAL TOPICS: A TRANSITIVITY PERSPECTIVE

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The environment is a global issue affecting sustainable human development. Language and ideology influence environmental behaviour. Language is the vehicle through which humans express and construct the world, so it is relevant to study environmental challenges through language. Discussions on environmental issues influence people's perceptions, attitudes, and actions, and contribute to the formation of environmental policies and laws. TED Talks, as a new media platform for the dissemination of ideas and scientific knowledge, have been translated into more than 100 languages and spread globally, with a wide range of influences and a high level of communication efficiency. However, there is limited research on how TED speakers on environmental topics use language to express ecological topics. The purpose of the study was to determine the speakers' transitivity processes and the ecological awareness included by employing Systemic Functional Linguistics (SFL) theory of transitivity processes to conduct a mixed analysis of the TED Talk environmental topic video "Why Lakes and Rivers Should Have the Same Rights as Humans". This study found that speakers select transitivity processes to construct content based on the topic, and that material, verbal, mental, relational, and existential processes were present in this talk. Behavioural processes however were not used during the speech, this is because the focus of the speech is on expressing thoughts, opinions, feelings and intentions rather than describing specific environmental behaviours or actions. By personifying the life and power of water, the speaker encourages people to rethink humanity's relationship with water and nature, to protect water resources, and to achieve social justice through legal and awareness-raising measures. This study contributes to a deeper understanding of the interplay between language and environmental awareness and reveals the potential impact of such speeches on public awareness and policy change.

**Keywords:** Ecological Discourse Analysis; Transitivity; Systemic Functional Linguistics; Ted Talks.

**1. INTRODUCTION**

Faced with increasing environmental challenges such as deforestation and global warming, Halliday (1990) advocated a pivotal role for linguistics in the field of environmental ecology and positioned it as a pivotal character. In SFL, the transitivity system is a framework used to analyze and describe the structure of clauses in terms of the participants and processes involved (He Wei, Gao Ran & He Jiaxuan, 2021). In the framework of SFL, transitivity theory allows for an in-depth study of language's description of real-world events and entities. In essence, it allows linguists to delve into how language represents behaviours and processes and their contribution to the meaning of a text or discourse.

The experiential function is one of the metafunctions of language (Halliday & Matthiessen, 2013) which refers to the variety of experiential activities in the world that can be characterised by language, the main means of which is the transitivity system, including the types of processes that are expressed in the clauses and the participant roles and circumstantial roles that they involve. (Wei He et al., 2007). Analysing discourse from an ecological perspective using the transitivity system is an effective way to raise ecological awareness and influence behaviour (He Wei, Gao Ran & He Jiaxuan, 2021). Therefore, applying the transitivity system in analysing environmentally themed texts is of significance as it reveals the intricate interplay between language and environmental awareness. This research makes a significant contribution to a deeper understanding of this interaction and its potential to influence public awareness and policy change.

In the contemporary digital landscape, platforms like TED Talks have emerged, transcending language barriers and bolstering global environmental awareness. The widespread popularity of TED Talks and the extensive scholarly discourse surrounding them (Berned-Mecho & Valeria's-Jurado, 2023) position them as influential arenas for exploring the intricate relationship between language and environmental consciousness, thereby fostering the emerging field of ecolinguistics. In this context, our research adopts a qualitative-quantitative mixed-methods approach, leveraging SFL's transitivity theory to analyze the TED Talk video titled "Why Lakes and Rivers Should Have the Same Rights as Humans." The research objective is to systematically explore the video's transitivity characteristics and illustrate the ecological awareness conveyed by its linguistic constructs.

## **2. METHODOLOGY**

### **2.1 Research Design**

There are two research methods employed in this study. One is the qualitative research method, which examines the ecological ideas embedded in the vignettes based on the components of transitivity. The other is quantitative research, which is adopted to analyze the distribution of the transitivity processes to show the statistical data. This research method is embodied by the UAM Corpus Tool 6. It is statistical software of corpus annotation for the analysis of transitivity systems and appraisal theory. Therefore, the author uses it to conduct manual annotation to annotate transitivity processes and types of ecological discourse to collect data and analyze data in the corpus selected from the Ted Talk video "Why Lakes and Rivers Should Have the Same Rights as Humans".

### **2.2 Research Procedure**

The research procedure comprises six steps. Firstly, open UAM Corpus Tool 6, create a new project, extend the corpus, and incorporate all files. Next, involves creating a new layer called a "transitivity system," designing a scheme with six processes (material, mental, relational, behavioural, verbal, existential), identifying process types in each clause, and annotating for statistical analysis. Moving forward to Step 3, establish the "participants" layer, design a scheme with different participant types, identify subjects in each clause, and annotate for statistical analysis. Step 4, introduces the "circumstantial elements" layer, determines the type of circumstantial element in each clause and annotates it. Next, delves into analyzing distribution statistics of process types, participants, and circumstantial elements in the Ted Talk video. Finally, explores ecological awareness embedded in the transitivity features of the text.



### 3. FINDINGS AND DISCUSSION

#### 3.1 Transitivity Features in the Video

##### 3.1.1 Distribution of Process Types

Table 1: Distribution of Transitivity Process

Process Type	Material	Mental	Relatioanl	Verbal	Existential	Behavioral	Total
Amount	104	52	50	11	17	0	234
Percentage(%)	44.44	22.22	21.38	4.7	7.26	0	100

In SFL, a multitude of activities can be expressed through different process types (Huang Guowen & Chen Minyu, 2021). Meanwhile, process types are among the core components of transitivity (He Wei, Gao Ran & Liu Jiahuan, 2021), respectively, material processes embodied by verbs that express the meaning of an action (doing, happening et al.); mental processes that express the internal activity of a living individual (seeing, feeling et al.); and relational processes that express the relationship that exists between things or concepts (behaving, feeling et al.). al.); relational processes (be, have et al.), which denote the relations that exist between things or concepts. In addition, the verbal process refers to the process of speaking, existential process refers to the process of something or someone existing, and the behavioural process refers to some body-related behaviour of an actor (breathe, sleep et al.). The material process plays an important role in the rate of knowledge acquisition of the audience listening to a lecture and is most used in lectures and presentations on behaviour in general (Kuswoyo & Rido, 2019). Table 1 shows the distribution of processes in this presentation, with material processes being the most used (44.44%) because of the importance the speaker placed on practical actions, events and phenomena related to water and ecological issues. The absence of behavioural processes indicates a tendency for speakers to use discussion and dialogue as the primary means of addressing ecological issues, rather than prescribing specific behaviours.

##### 3.1.2 Distribution of Participants

Table 2: Distribution of Participants

Participants	Process Types	Material	Mental	Relational	Verbal	Existential	Total	Percentage(%)
I		3	25	31	0	1	59	11.46
water		7	0	2	0	1	6	1.17
we		26	15	9	0	2	57	11.07
you		30	0	10	8	1	49	9.51
me		0	5	12	0	1	18	3.5
it		6	0	0	7	0	14	2.72
she		0	0	0	9	0	8	1.55
Physical Entity		30	0	0	0	2	32	6.2
Social Entity		125	0	144	0	3	272	52.82
Total		227	45	208	24	11	515	100

Table 2 shows the distribution of participants, which is also one of the core components of the transitivity system (He Wei, Gao Ran & Liu Jiahuan, 2021), which in this research is categorised into specific people as well as physical entities and social entities. Physical entity refers to natural factors

that exist in nature, such as rivers and trees. Social entity refers to social factors that exist in human society, such as associations, cultural practices, etc. (He Wei, Gao Ran & Liu Jiahuan, 2021). Different process types have different participants, which are relative to each other (Huang Guowen & Chen Minyu, 2021). Showing diverse participants in the speech, including human and non-human roles, emphasizes the breadth and inclusiveness of the speaker's concerns (Asad et al., 2019). Furthermore, water is given life and special roles, manifested as having its voice, memory, and rights, demonstrating the speaker's attempt to view water as a living being and to give it a legal personality.

### 3.2 Ecological Awareness Conveyed by the Video

The importance of the material process is well recognized in the speech. This indicates that the speaker emphasized practical actions and activities related to water, such as water resource management and environmental protection actions (Pearson et al., 2010). High-frequency use of material processes reflects her concern about the urgency of water conservation. Moreover, the relational process appears frequently in the speech, indicating that the speaker focuses on the relationship between humans and water and the natural world. This reflects her attempt to redefine the relationship between humans and water to promote environmental conservation (Adger, 2001), as the relational process plays an important role in ecological narratives (Jackson, 2013). The mental process's high-frequency use suggests that the speaker attempts to promote awareness and conservation of water resources by stimulating emotions and thoughts in the audience. This reflects her attempt to change people's attitudes and behaviours through interaction at the psychological level, and all of the above findings are consistent with previous research. The minor use of existential processes emphasized the existence and rights of water as life. This demonstrates in the presentation a profound ecological idea that water has the right to be treated as a living being (García-Gallego & GeorgantzísRobinson, 2011).

## 4. CONCLUSION

In this study, we delved into the ecological ideas in a TED Talk video, "Why Lakes and Rivers Should Have the Same Rights as Humans," through transitivity analysis. Examining the types of processes and the roles of the participants, we draw the following conclusions: first, the frequent occurrence of material process highlights the importance of water management and environmental protection actions, reflecting the speaker's call for practical measures to protect the water environment. Second, the use of relational and psychological processes suggests that the speaker guides the audience to rethink and redefine the interaction between humans and water, and the relationship between humans and nature, through emotion and reflection, thus promoting concern for and protection of water resources. Finally, the small use of existential processes highlights the existence and rights of water as life, reflecting profound ecological ideas. In summary, through the transitivity analysis, we reveal the ecological idea in the speech that water is a source of life and should be regarded as an entity with rights. This idea is important for promoting environmental awareness and action, which can trigger social and policy changes.

Our study provides an analytical framework for understanding ecological discourse in TED talks, which is expected to play a positive role in environmental initiatives and actions. We call for further research to explore this area in depth.

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## SOROTAN KAJIAN REKA BENTUK PERISIAN DALAM PEMBELAJARAN BAHASA MELAYU BERBANTU

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## ABSTRAK

Pembelajaran Bahasa Melayu berbantuan mudah alih (MALL) dan perisian perlu dibangunkan dan diperbanyakkan. Matlamat kajian adalah seperti berikut: (1) untuk membandingkan keberkesanan dua bentuk perisian mudah alih iaitu perisian yang dibangunkan sendiri oleh penyelidik dengan perisian komersial yang sedia ada dalam pembelajaran Bahasa Melayu; (2) untuk merumuskan kelebihan reka bentuk perisian mudah alih yang dibangunkan sendiri oleh penyelidik dalam pembelajaran Bahasa Melayu. Kajian ini mengguna pakai lima fasa kajian literatur sistematik dan lapan kajian lepas telah dipilih dan dikumpulkan sebagai data kemudian diolah secara terperinci. Dalam mengkaji pembangunan reka bentuk mudah alih, model ADDIE dilaksanakan sebagai rangka kerja. Dapatan kajian menunjukkan bahawa terdapat persamaan dari segi keberkesanan pada kedua-dua bentuk perisian mudah alih dan kebanyakan responden dalam kajian tersebut mempunyai persepsi dan penerimaan yang positif terhadap kedua-dua jenis perisian mudah alih dalam pembelajaran Bahasa Melayu. Namun, perisian mudah alih yang direka dan dibangunkan oleh penyelidik memberi kesan positif lebih besar kepada pelajar berbanding perisian mudah alih sedia ada sama ada dari segi peratusan, skor min dan pasca ujian. Kesimpulannya, kelebihan penggunaan perisian mudah alih yang dibangunkan sendiri oleh penyelidik didapati memberi impak yang lebih besar dari segi keberkesanan dalam pembelajaran Bahasa Melayu.

**Keywords:** Pembelajaran Bahasa Melayu, MALL, perisian mudah alih, dibangunkan oleh penyelidik sendiri.

## 1. INTRODUCTION

Pemeriksaan Bahasa Melayu berstrategikan teknologi digital memerlukan usaha yang lebih gigih bagi meningkatkan dan memperbanyakkan pembelajaran Bahasa Melayu berbantuan mudah alih (MALL). Satu kajian oleh Marene Mohammad, Zaliza Mohd Nasir (2022) terhadap penggunaan interaktif mudah alih membuktikan bahawa responden menghargai dan merasa sangat seronok mempelajari Bahasa Melayu dengan pautan boleh klik dan unsur-unsur multimedia seperti audio-visual, video, muzik, filem, permainan, dan kuiz. Penggunaan MALL dan perisian semakin meningkat dan pada masa akan datang terdapat kemungkinan ianya mampu mengatasi kaedah pendidikan tradisional dalam pelbagai aspek.

Kewujudan pembelajaran bahasa melalui perisian dan peranti mudah alih atau gajet secara komersial semakin meluas. Namun, menurut Catherine Regina et. al (2016), kelemahan aplikasi mudah alih komersial yang sedia ada adalah reka bentuknya tidak bersesuaian dengan tahap kemahiran pelajar secara individu dan tiada maklum balas yang jelas. Reka bentuk yang kurang bersesuaian pasti memberi

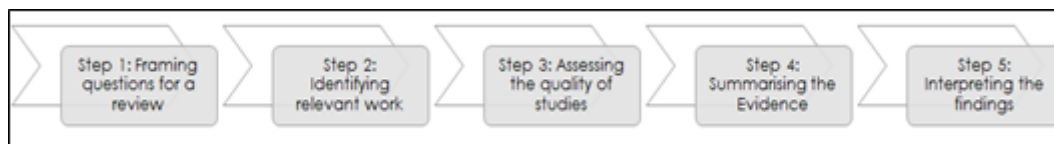
kesan negatif terhadap hasil pembelajaran bahasa. Nor Zuhaidah Mohamed Zain et al. (2020) dalam kajiannya mendapati guru-guru Bahasa Melayu masih bergelut dan menghadapi kesukaran untuk membangunkan bahan pembelajaran berasaskan perisian mudah alih kerana kekurangan kemahiran dalam pembangunan reka bentuk.

Pembelajaran Bahasa Melayu berasaskan MALL dan perisian mudah alih perlu dikaji semula dengan lebih terperinci dan diperbaiki agar reka bentuknya lebih memberangsangkan dan memberi keberkesanan yang lebih positif. MALL dan perisian mudah alih yang dibangunkan sendiri oleh penyelidik dan pendidik perlu diperbanyakkan dan dipertingkatkan agar dapat dimanfaatkan sepenuhnya bertepatan dengan keperluan dan matlamat pembelajaran Bahasa Melayu.

## 2. KAEDAH KAJIAN

### 2.1 Lima Fasa Kajian Literatur Sistematis

Kaedah sorotan kajian ini mengguna pakai dan diubah suai daripada kajian terdahulu (Rajah 1) yang dibentangkan oleh Thirumangai Rajendrana dan Melor Md Yunus (2021).



Rajah 1: Lima Fasa Kajian Literatur Sistematis.

#### Langkah 1: Merangka Persoalan Kajian Bagi Tujuan Sorotan

1. Apakah perbezaan and persamaan antara perisian yang dibangunkan sendiri oleh penyelidik dengan perisian yang sedia ada dalam pembelajaran Bahasa Melayu?
2. Apakah kelebihan reka bentuk perisian mudah alih yang dibangunkan sendiri oleh penyelidik?

#### Langkah 2: Mengenal pasti Kajian Berkaitan

Penyelidik mengumpulkan 35 makalah berkaitan penggunaan teknologi digital dalam pembelajaran Bahasa Melayu melalui pangkalan data daripada Scopus, MyCite, WoS dan Google Scholar.

#### Langkah 3: Menilai Kualiti Kajian

Kriteria Padanan dan Kriteria Berkecuali yang diterima pakai dan diubah suai bagi tujuan proses penapisan berdasarkan kajian oleh Thirumangai Rajendrana dan Melor Md Yunus (2021).

#### Langkah 4: Merumuskan Bukti Kajian

Sewaktu pencarian kajian berkaitan, kata kunci yang dimasukkan adalah 'e-buku/ buku elektronik Bahasa Melayu', 'perisian/perisian mudah alih Bahasa Melayu', 'Bahasa Melayu berbantu Mudah alih/MALL', 'teknologi digital Bahasa Melayu', 'pembelajaran Bahasa Melayu dalam talian'; dan juga 'Malay eBukus', 'Malay electronic book', 'Malay mobile application', 'Malay mobile-assisted MALL', 'Malay digital technology', and 'Malay learning online'. Setelah proses penapisan dilaksanakan, 35 artikel telah dipilih dan akhirnya, lapar artikel telah dikaji dengan lebih terperinci.

### Langkah 5: Mentafsir Dapatan Kajian

Bagi menjawab persoalan kajian, terdapat dua kategori kajian iaitu empat kajian berkaitan perisian mudah alih yang dibangunkan sendiri oleh penyelidik dan satu kajian berupa perisian mudah alih yang sedia ada. Tiga dari lapan kajian tersebut adalah berpandukan Kajian Pembangunan Berasaskan Reka Bentuk (Design-Based Development Research) yang mengimplementasikan model ADDIE (Analysis, Design, Development, Implementation, and Evaluation) dan satu kajian menggunakan MDA (Mechanics, Dynamics and Aesthetic). Berdasarkan lapan makalah terpilih, penyelidik mengkaji secara terperinci dari segi reka bentuk setiap perisian, pelantar perisian, kaedah kajian, responden dan kandungan bahan pembelajaran.

### 3. DAPATAN KAJIAN DAN PERBINCANGAN

Kajian ini membincangkan penggunaan perisian mudah alih yang dibangunkan oleh penyelidik sendiri yang terdiri dari (i) Marene Mohammad, Zaliza Mohd Nasir (2022 e-Buku interaktif 'Learn Malay With Rene' (ii) Teo Siew Fang et al. (2022) gamifikasi 'Eja2BM' (iii) Nur Ainul Husna et al. (2022) skrin papan putih 'Mahir Nama' dan (iv) Siti Khadijah Ali, Nur Syafiqah Azmi (2019) realiti terimbu 'Learning Malay Language'. Penggunaan perisian sedia ada pula terdiri dari (v) Simah Mamat et al. (2021) 'Schoolology', (vi) Amirul Mukminin Mohammad (2020) 'Quizizz', (vii) Norliza Idris, Norah Md Noor (2019) 'Coggle' dan (viii) Mardian Shah Omar, Mashrom Muda (2019) laman web komersial dan media sosial.

Persamaan pada kedua-dua jenis perisian adalah responden mempunyai persepsi dan penerimaan yang positif terhadap perisian mudah alih untuk pembelajaran Bahasa Melayu dan membantu meningkatkan kemahiran bahasa mereka. Elemen-elemen interaktif dan multimedia adalah mesra pengguna dan mudah digunakan. Penggunaan perisian mudah alih dapat memperbaiki kemahiran Bahasa Melayu pelajar dan sekaligus meningkatkan minat dan motivasi mereka untuk mempelajari Bahasa Melayu. Terbukti perisian mudah alih yang dibangunkan oleh penyelidik sendiri menunjukkan kesan positif lebih tinggi dan ternyata memberi impak yang lebih besar. Dapatan menunjukkan mempunyai skor min, peratusan dan pasca ujian yang lebih tinggi berbanding penggunaan perisian mudah alih sedia ada. Perisian perisian mudah alih yang dibangunkan oleh penyelidik sendiri telah berjaya mengukuhkan pembelajaran Bahasa Melayu dari segi pencapaian, sikap dan motivasi pelajar atau penutur pada tahap yang lebih tinggi.

### 4. KESIMPULAN

Bagi memperkasakan Bahasa Melayu dalam era teknologi digital ini, bilangan dan kepelbagaian penggunaan perisian dan peranti perlu dipertingkatkan dan diperbanyakkan bagi menambah keterlibatan dan keseronokan di kalangan pelajar atau penutur dalam pembelajaran Bahasa Melayu. Buktinya, dalam kesemua lapan kajian, perisian mudah alih berjaya dibangunkan oleh penyelidik atau yang sedia ada adalah berkesan dari segi pencapaian dalam pembelajaran dan peningkatan minat serta motivasi dalam pembelajaran Bahasa Melayu. Dalam kalangan penutur asing pula, perisian tersebut juga membantu mereka berkomunikasi dengan penduduk tempatan serta menyesuaikan diri dengan budaya Malaysia.

Kemahiran dalam mereka bentuk perisian mudah alih perlu dipertingkatkan dalam kalangan pihak yang berkepentingan khususnya para penyelidik dan pendidik Bahasa Melayu. Bagi memastikan reka bentuk perisian mencapai tujuan dan matlamat pengajaran dan pembelajaran, pembangunan reka bentuk instruksional perlu dilaksanakan sepenuhnya. Terdapat beberapa model boleh diguna pakai seperti

ADDIE (Analysis, Design, Development, Implementation, and Evaluation) dan MDA (Mechanics, Dynamics and Aesthetic).

Bagi menyumbang kepada perisian mudah alih berasaskan pembangunan reka bentuk, penyelidik kajian ini mencadangkan reka bentuk perisian 'EBMAMLL13' iaitu berupa penyepaduan dua teknologi digital iaitu interaktif eBuku yang dipertingkatkan (EBMALL) yang digabungkan dengan antar muka eBuku (e-Reader). eBuku ini akan merangkumi ciri interaktif dan elemen-elemen multimedia termasuk audio-visual, animasi, realiti terimbuh, permainan dan kuiz yang melibatkan semua kemahiran berbahasa. eBuku 'EBMAMLL13' diharapkan dapat meningkatkan keterlibatan secara aktif dan menambah keseronokan di kalangan pengguna atau pelajar dalam pembelajaran Bahasa Melayu.

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**VISUAL STORYTELLING IN ACADEMIA: AN INVESTIGATION INTO STUDENTS' EXPERIENCES WITH PECHA  
KUCHA PRESENTATIONS IN ENGLISH FOR CREATIVE COMMUNICATION**

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### **ABSTRACT**

This study explores the perspectives of undergraduate students on the use of the Pecha Kucha style of presentation in an English for Creative Communication course. Pecha Kucha is a concise and visually driven presentation format gaining popularity in diverse educational settings. It involves presenting 20 slides for 20 seconds each, limiting presentations to 6 minutes and 40 seconds. This study is significant as it emphasises the necessity of current teaching methods that are dynamic and appealing to students, particularly in fields like creative communication. It contributes to the pedagogical discourse by offering empirical proof of the effects of alternate teaching formats by concentrating on a distinct presentation style. The study employed a self-administered survey to gather data from students who have experienced using Pecha Kucha in the classroom. From 99 students who answered the survey, results indicated several benefits of Pecha Kucha. However, the study also identified some challenges of this method. Regarding future use, a majority of respondents expressed interest in applying Pecha Kucha in various academic disciplines. They believed that the skills acquired, such as concise communication and creative storytelling, were transferable and valuable beyond the English for Creative Communication class. The findings suggest that, despite some challenges, Pecha Kucha offers unique benefits that can enhance students' communication and creative abilities, making it a promising addition to their skill set for application in other academic contexts.

**Keywords:** Pecha Kucha, English for Creative Communication, Presentation Style.

## **1. INTRODUCTION**

Effective communication and creative storytelling are vital skills, particularly in disciplines such as creative communication. The Pecha Kucha (PK) presentation style, characterized by its succinct and visually captivating nature, has gained traction as a potential avenue for enhancing communication and creative abilities. This study investigates the integration of Pecha Kucha presentations within an English for Creative Communication (ECC) course, aiming to provide empirical insights into its impact on students and its applicability in broader academic contexts.

Astrid Klein and Mark Dytham invented PK in 2003. Pecha Kucha, which means "chit chat," is a Japanese word. The slides are created using Microsoft PowerPoint or other programmes of a similar nature. Students must concentrate on the message being delivered through each presentation slide, which lasts for 20 seconds, when using the PK presentation technique (Beyer, 2011). This presentation format has recently gained popularity in the academic sector as a way to showcase assignments or projects. According to Beyer (2011), the presentation quality is higher for students who use PK. In a



different study, it was discovered that PK is significantly more effective than the conventional presenting style in terms of students' explaining skills (Widyaningrum, 2016). In the field of language learning and teaching, some recent studies are using the PK presentation style. Most of these studies are set in the context of English as a second or foreign language (Tomsett & Shaw 2014, Nguyen 2015, Shiobara 2015 & Murugaiah, 2016).

This study seeks to address these research questions:

1. What are the perceived benefits and challenges of utilizing the Pecha Kucha presentation style within an English for Creative Communication course?
2. To what extent do students believe that the skills gained through Pecha Kucha presentations are transferable to other academic disciplines?

## **2. METHODOLOGY**

### **2.1 Sampling Method**

The study employed a purposive sampling method, targeting undergraduate students enrolled in an ECC course that incorporated PK presentations. Purposive sampling was chosen to ensure that participants had first-hand experience with the presentation format within the specific academic context under investigation.

### **2.2 Survey Development**

A self-administered survey instrument was carefully developed. Demographic information collected included participants' gender, academic year, and prior experience with Pecha Kucha. It also included a combination of Likert-scale questions, multiple-choice questions, and open-ended questions to capture both quantitative and qualitative data. In this paper, the qualitative data from the open-ended questions are analysed to answer both research questions.

### **2.3 Survey Administration**

The survey was administered electronically to ensure ease of participation and data collection. Participants were provided with clear instructions for completing the survey, and anonymity and confidentiality were assured.

### **2.4 Data Analysis**

Quantitative data from the Likert-scale questions were analysed using descriptive statistics to determine trends in participants' responses. Qualitative data, in which this paper focuses on, were taken from the open-ended questions and were subjected to thematic analysis, allowing for the identification of recurring themes and patterns in participants' qualitative responses.

### **2.5 Theoretical Framework**

The constructivist and experiential learning theories' tenets serve as the foundation for this investigation. Students actively participate in producing and presenting succinct, visually driven presentations in the framework of PK presentations, which is in line with constructivist concepts of active learning. According to Kolb's (1984) theory of experiential learning, learning is a continual process that is based

on experience and reflection. Pecha Kucha presentations provide a tremendous chance for experiential learning.

### 3. FINDINGS AND DISCUSSION

#### 3.1 Respondents

The research encompassed 99 participants, primarily undergraduate students from the ECC course. A significant discovery was that 80.8% of the participants had no prior experience with PK presentation style before.

#### 3.2 Advantages of Using Pecha Kucha

The responses revealed 9 distinct themes highlighting the advantages of the PK presentation style. The findings underscore that students who have embraced this format in ECC courses perceive it as highly beneficial. Importantly, these identified advantages are consistent with previous research on PK (Shrivastava 2021, Courtney Klentzin, 2021 & Solusia 2020). The style's positive influence on confidence, engagement, and communication skills, align seamlessly with the documented benefits of this presentation approach.

*Table 1: Advantages of Using Pecha Kucha*

NO	THEME	NO OF RESPONSES	PERCENTAGE (%)
1	Confidence building	27	27.27
2	Engaging, attention-grabbing & audience-centered	20	20.20
3	Improved communication skills	14	14.14
4	Spontaneity, freedom to talk and express ideas	12	12.12
5	Conciseness and clarity	8	8.08
6	Time Efficiency	8	8.08
7	Creative expression	4	4.04
8	Visual appeal	3	3.03
9	Flexibility and adaptability	3	3.03
	<b>TOTAL:</b>	<b>99</b>	<b>100%</b>

#### 3.3 Disadvantages of Using Pecha Kucha

While this style has several advantages, it also has certain drawbacks. Based on the responses, there were 8 themes/disadvantages students perceived in PK presentation style, and there are also a number of respondents who did not record any disadvantages. These findings align with existing research on PK (Ruiz, 2016, Anderson & Williams, 2012), which often highlights the format's time constraint/limitations as both an advantage and a challenge, and students also felt anxious and had fewer opportunities to explain the details, verbally.

*Table 2: Disadvantages of Using Pecha Kucha*

NO	THEME	NO OF RESPONSES	PERCENTAGE (%)
1	Time constraint/limitation	32	32.32
2	Anxiety and nervousness	12	12.12
3	Lack of verbal explanation	12	12.12
4	Lack of depth and details	7	7.07
5	Lack of suitable content or topics	5	5.05
6	Over emphasis on visual aids	4	4.04
7	Audience engagement and understanding	3	3.03
8	Audience distraction	3	3.03
9	Did not respond	21	21.21
	<b>TOTAL:</b>	<b>99</b>	<b>100%</b>

### 3.4 Future Use of Pecha Kucha

The responses indicate that most students are willing to embrace the PK presentation style in the future due to its time-saving attributes, engagement potential, and confidence-building effects. Nevertheless, a subset of students showed concerns, primarily related to time constraints and limited adaptability for topics requiring deeper exploration or audience interaction. Regarding the transferability of PK skills to other academic domains, although not explicitly addressed, the acquired skills in effective communication, concise presentation, and creative expression appear adaptable to diverse academic and professional contexts.

## 4. CONCLUSION

Students' experiences with PK presentations provide a broad understanding of the style's benefits, drawbacks, and potential for skill transferability. The students' unwavering trust in the transferability of PK-acquired skills to a wide range of academic subjects is particularly noteworthy. Their stories highlight the importance of PK in developing confidence, perfecting concise communication skills, and mastering audience engagement - qualities that extend beyond the classroom.

However, there are several difficulties with PK presentations, particularly the strict time restraints and topic suitability restrictions. However, students recognise that these abilities may transcend disciplinary boundaries, which is a perspective that is consistent with earlier studies.

This study represents the ongoing investigation of cutting-edge presenting and teaching techniques. When used carefully, PK presentations become a powerful tool that gives students abilities that go beyond their immediate academic contexts. Future research should go into greater detail to improve the PK strategy, correct its shortcomings, and clarify the precise processes by which it promotes skill transferability. As educators navigate the changing landscape of pedagogical practises, PK presentations continue to be a promising avenue for equipping students with skills necessary for the dynamic communication demands of the twenty-first century, with an emphasis on visual aids and clear, effective delivery that resonates across various fields.

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## COMPARISON BETWEEN TEACHING ENGLISH AND JAPANESE

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## ABSTRACT

Japanese and English are among the most widely spoken languages in the world. Teaching a language like Japanese or English can be intriguing and challenging at the same time. It requires teachers or instructors to be creative and innovative in disseminating knowledge and skills so that students' learning is effective and meaningful. This study explores the teaching methods employed in teaching Japanese and English. It involves language teachers in a public university in Kuala Lumpur and the data is gathered via semi-structured interviews. The gathered data is analysed using NVivo14. This analysis is done to gain more understanding of the teaching methods employed by the respondents. Another analysis conducted in this study is the document analysis. This analysis is conducted on reports of students' comments and feedback regarding their teachers' teaching methods. This document analysis is important in gathering insights from students on the innovative teaching methods that they find appealing and interesting, thus making learning the language meaningful to them. Findings reveal that students of both English and Japanese classes enjoy lessons that empower them to optimise their potential and abilities. To do this, the teachers employ active learning and problem-based learning approaches that use real-life contexts and the latest technologies. Besides, students also enjoy lessons that enable them to use the language meaningfully as in interactions with native speakers face-to-face or virtually. This study is crucial in providing knowledge and insights into language teaching methods, especially in teaching Japanese and English. These will help involved parties to improve teaching methods and employ the most effective approaches to optimise the language learning process among students.

**Keywords:** innovative language teaching, meaningful language learning, active learning, problem-based learning.

## 1. INTRODUCTION

Teaching a second or a foreign language can be challenging for teachers or instructors. These challenges come in many forms. Among them are lack of resources, limited support, language barrier, and lack of time. In addition, teachers or instructors also need to address issues regarding the teaching and learning methodologies (Moreno-Guerrero, et. al., 2020). To address these, teachers or instructors need to be creative and innovative in their teaching methods. The use of effective teaching methods in teaching a second or foreign language has long been discussed. There have been many studies conducted on the use of these methods, and there are always two sides of the coin when we discuss these teaching methods. In teaching languages which are English and Japanese to undergraduate students of various backgrounds, teachers at Malaysia Japan International Institute of Technology (MJIIT), UTM Kuala Lumpur have identified the most preferred teaching methods among students that they taught. This is gathered from the action research that they conducted at this school.

## 2. METHODOLOGY

The design of this study is based on the set objectives. The objectives are to explore the teaching methods that are employed by language teachers or instructors in teaching English and Japanese and to determine the most liked methods among students in learning English and Japanese at MJIIT, UTM Kuala Lumpur. To achieve the objectives, the researchers employed a semi-structured interview and document analysis. A semi-structured interview is an exploratory interview used most often in the social sciences for qualitative research purposes or to gather clinical data (Magaldi and Berler, 2020). The semi-structured interview was designed to gain information on the methods employed by teachers or instructors in teaching English and Japanese. Meanwhile, the document analysis was conducted to determine students' choices of teaching methods employed by the instructors or teachers in teaching the two languages to them. The number of participants who were involved in the semi-structured interview was four. They are the language teachers or instructors who have had more than ten years of teaching experience in English and Japanese languages at UTM Kuala Lumpur. The documents analysed were reports taken from the Lecturers' Assessment of the classes or sections that were taught by the respondents, between November 2022 and April 2023. These reports were analysed and interpreted according to the themes agreed before the document analysis. The researchers also employed NViv014 in analysing the data extracted from the semi-structured interview and the document analysis. Therefore, the work done in gathering and analysing the data helped the researchers in achieving the set objectives.

## 3. FINDINGS AND DISCUSSION

### 3.1 The Methods Employed by Teachers or Instructors in Teaching English and Japanese

Active learning and drilling methods score the highest percentage of methods employed by the participants. Active learning method is used by both English and Japanese teachers or instructors and drilling is used mainly by the Japanese teachers or instructors. Based on the interview, one of the participants mentioned that she employed active learning because this method improved students' confidence and collaboration in acquiring the target language. Another instructor mentioned that active learning helped her students master language skills and enhance their proficiency in a non-threatening learning atmosphere. Table 1 shows the statements made by the participants on the active learning method.

*Table 1: Participants' Statements on Active Learning Method*

Participant	Statement
A	<i>Active learning improves my students' confidence in acquiring English language skills and helps them to collaborate more with one another in learning the English language.</i>
B	<i>This method is good because it helps students to feel at ease in mastering Japanese. They feel empowered to learn the language at their own pace.</i>
C	<i>I like to use the active learning method in my class because it gives the students some freedom to learn the language. Freedom here means they have ample chances to use the language with their friends, and not to worry much about making mistakes or being reprimanded if they make mistakes.</i>

D	<i>The strategy I employ in using this method is the three-step interview. This strategy helps my students to develop their confidence and enhance their proficiency in Japanese.</i>
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Based on Table 1, the participants provide positive responses to the active learning method. Active learning is suitable for higher education institution like MJIT UTM Kuala Lumpur which faces many challenges in teaching students the skills for learning, skills for life and skills for work (Sewagegn, & Diale, 2019). This method is designed to empower learners by providing them with more autonomy, ownership, and responsibility for their learning. When learners are empowered in their learning, this would give them a sense of confidence, competence, and self-esteem (Stewart, 2022). This will enable them to cope better with challenges in learning, life or work later. Active learning then, is important in teaching a language that is considered as a second or foreign language to learners because of this.

Another method employed among the Japanese teachers or instructors is drilling. Drilling is a classroom technique used to practise a new language. It involves a teacher modelling a word or a sentence and learners repeating it (Mendrofa, & Wijaya, 2022). Drilling is also a way of standardising the pronunciation of a language item and developing fluidity, which is the ability to introduce language quickly and easily. The Japanese teachers or instructors choose this method to teach Japanese because Japanese is a foreign language to many local and international students at MJIT UTM Kuala Lumpur and hence, drilling seems to be the best method to develop fluidity which is crucial for students to acquire the language within several months. Besides, drilling can also assist students to enhance their pronunciation especially when the target language is not inland. As mentioned by Do (2021), many scholars have agreed that pronunciation training in classrooms is essential in the field of teaching foreign languages. Hence, this method is the choice for the participants who teach the Japanese language at MJIT, UTM Kuala Lumpur.

### 3.2 The Students' Feedback and Responses on The Teaching Methods Employed by Their Teachers or Instructors

Based on the reports, the analysis show that students give positive feedback on the methods employed by their teachers or instructors. This can be seen via their choice of emotive words in praising their teachers. Words like “kudos”, “best”, “amazing”, “enjoyable”, “fun” are employed by students in their comments on their teachers or instructors’ teaching. They feel that the classes conducted have helped them to master the language taught in a non-threatening manner and at their own pace. These positive emotions reflect their acceptance of the methods employed, and then, it can be said that these students feel contented in learning the language, let it be English or Japanese. This acceptance is important in ensuring that the learning which takes place in classrooms becomes more meaningful and enjoyable. Table 2 depicts some of the comments taken from the reports analysed.

Table 2: Students' Comments Taken from Analysed Report

Student	Comment
1	<i>I really like your teaching sensei. I can understand the lesson well and you make me fell in love with Japanese language.</i>

2	<i>Kudos teacher X! I really like the role plays that we have in class. It feels good to be Queen of Great Britain...hehehe</i>
3	<i>Thank you, sensei, for making me feel at ease to learn Japanese. Your encouragement is golden. Thanks heaps!</i>
4	<i>Amazing class and awesome teacher! For the pen-pal activity, I really liked it. Now I have an Algerian American buddy who I can communicate with.! Thanks.</i>
5	<i>Thank you for such interesting and friendly Japanese lessons. Arigato gozaimasu!</i>

#### 4. CONCLUSION

This study explores the teaching methods employed by language teachers or instructors in teaching English and Japanese to undergraduate students at MJIIT UTM Kuala Lumpur. Teaching a second or a foreign language has many challenges and teachers or instructors must be creative in conducting lessons to make them more meaningful to students. Based on the findings, it can be said that first, English, and Japanese teaching methods applied by the participants who are the teachers or instructors are well-received by students. Students praised their teachers or instructors in their comments which are reflected in their choice of positive emotive words. Second, teachers or instructors of both languages apply an active learning approach in their teaching, but they have different teaching strategies due to the needs of the courses taught. Third, the drilling method works best in learning a target language that is less familiar to students or in an environment in which the target language is not widely spoken or used in writing. Finally, students like to be empowered in their learning and teachers or instructors should play the role of motivators instead of critics. All in all, it is hoped that this study provides insights into teaching and learning a second or a foreign language using effective and desirable methods by students.

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**THE EFFECTIVENESS OF USING Q SKILLS BOOKS' ONLINE RESOURCES TO IMPROVE SAUDI EFL  
LEARNERS' SPEAKING SKILLS**

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**ABSTRACT**

The purpose of this study was to investigate the impact of using the Q SKILLS books' online resources on the performance of undergraduate Saudi university EFL learners in English language speaking skills. The study included 40 male undergraduate students from One of the Saudi Universities in Riyadh, Saudi Arabia. From all of the groups, two were chosen. Section A, which consisted of 20 students, was chosen at random as the control group. Section B consists of 20 students considered as an experimental group. Section C served as a pilot study. The Q SKILLS books' online resources were employed in teaching both the control and experimental groups. To gauge the students' initial level of English language speaking skills, a pre-test was administered before the start of the experiment. Following this, a period of 16 weeks was dedicated to teaching and data collection, during which students' progress and interaction with the online resources were continually monitored. At the end of the 16 weeks, a post-test was conducted to measure any changes in the students' English-speaking skills. The results indicated that while both groups have shown improvements, the experimental group exhibited a significantly higher degree of development. The findings underscored the efficacy of the Q SKILLS books' online resources in enhancing the students' English language speaking skills.

**Keywords:** English, speaking skills, computer-assisted, foreign language, learners.

## 1. INTRODUCTION

Due to the evolution of education in the universe, the entire Teaching English as a Foreign Language (TEFL) organization is now entering a new area of collaborative learning with new technologies. EFL teachers benefit from computer-assisted language learning, which is one of the technological world's features. Over the last two decades, technology has evolved and changed the dynamics of many aspects of life. Furthermore, it has influenced the way people live and work. This rapid advancement and expansion of knowledge technology have resulted in improved and novel teaching methods. Computer-based communications are new types of emerging technologies that provide language educators with low-cost tools to create learning environments that encourage purposeful communication among students. Although English is the most widely taught foreign language, it is difficult to speak and communicate with, particularly among Saudi students (Liu et al., 2019). It is a required subject in Saudi Arabia's educational curriculum. Many activities-based curricula are used to assist learners to improve their communication skills. Improving their speaking skills will improve their communication, allowing them to express themselves freely and effectively (Al-Mansour, 2012). Furthermore, effective communication skills enable them to succeed in job interviews, job training, and other situations. In

English language learning, Information and Communication Technology (ICT) plays a critical role in increasing the learner's autonomy (Ng et al., 2020). Listening, writing, reading, and speaking are the fundamental skills for English language development (Hussain, 2018). The advancement of technology benefits educational stakeholders in their teaching and learning activities (Abdullah et al., 2019). Both teachers and students will find these more convenient and accessible. Furthermore, English language learning will have a positive impact on the student's academic performance, as technological advancements have increased the students' opportunities to improve their skills (Ng et al. 2020). Q SKILLS books' online resources is an iTools digital classroom that includes audio and video integration features for student books and classroom support (AL-Garni & Almuhammadi, 2019). The rest of the article discusses various related studies on English language teaching, research questions addressed, methodology then goes over the results and discussion, and finally the study's limitations and conclusion.

## **2. METHODOLOGY**

### **2.1 Participants**

The study was conducted during the second semester of the academic year 2020-2021 at One of the Saudi Universities in Riyadh, Saudi Arabia. The study's participants were 40 undergraduate male students. The study's participants were randomly divided into two groups: the experimental group, which learned the target language skills and areas via wiki, and the control group, which used the traditional method of teaching. There were 20 students in the experimental group. There were 20 students in the control group as well.

### **2.2 Design of the Study**

This is a quasi-experimental study in which students took a pre-test to ensure that both groups were performing at the same level of English language proficiency. They were separated into two sections. Section A was randomly assigned as an experimental group that was taught using the Q SKILLS books' online resources, while Section B was assigned as a control group that was taught the same skills and areas using the traditional instruction method. The course researcher taught the control group using regular instruction, whereas she taught the experimental group using the Q SKILLS books' online resources three days per week. Both groups were taught the same subjects from the school textbooks. Then, a post-test was administered to both groups to measure the development of their achievement. Finally, the students' scores were analyzed to see the effect of the teaching method (Q SKILLS books' online resources vs. regular instruction) on the student's English language abilities.

### **2.3 Procedure**

The nature of the study was explained to the students by the researcher. Before beginning the experiment, students in both groups took an achievement test at the start of the second semester of the academic year 2020–2021 to determine their current level of English proficiency. A post-test was administered to the experimental and control groups after the experiment to determine their progress in the English language after the experiment. To achieve the purpose of the study, the researcher selected speaking topics to show the effect of using the Q SKILLS books' online resources on the experimental group students' achievement. For a total of 16 weeks, each group received instruction three times per week. The researcher assessed the student's speaking skills using pre-test and post-test. The test measured the student's progress and the outcome of teaching-learning activity using both Q SKILLS books' online resources and regular instruction.

To achieve the study's objectives, statistical analyses were used. To answer and accomplish the study's questions and objectives, the statistical package for social sciences (SPSS) software was used to analyze data and evaluate any statistically significant differences between the scores of the two groups. The mean values and standard deviations were computed. A T-test was used to find differences in English language skills in pre-and post-tests that could be attributed to the study's treatments, which included methods (Q SKILLS books' online resources vs. regular instruction).

### 3. FINDINGS AND DISCUSSION

A quasi-experimental design was used to compare the pre-test and post-test results of both the control and experimental groups. The researcher used the descriptiveness and one-sample t-test.

The pre-test results show no significant difference between the control and experimental groups. Around 75% (15) of the students were poor, 15% (3) were average, and only 10% (2) were good. This score indicates that the students' speaking abilities were limited during the pre-test.

The post-test results of control group students showed a slight improvement when compared to the pre-test results. Here, 10% (2) were poor, 55% (11) were average, 25% (5) were good, 5% (1) were very good, and 5% (1) were excellent. This indicates that the students' speaking ability has improved slightly because of regular instruction practices.

The post-test results of experimental group students showed a significant improvement when compared to the pre-test results. Here, 15% (3) were average, 35% (7) were good, 20% (4) were very good, and 30% (6) were excellent. This indicates that the students' speaking ability has significantly improved after using the Q SKILLS books' online resources.

The mean score of the pre-test is 1.35, which is lower than the mean score of the post-test, which is 2.4. The SD scores are also 0.671 and 0.940, respectively. This indicates that there is a significant difference in the control group students' pre-test and post-test mean scores in their English language speaking ability.

The mean score of the pre-test is 1.35, which is lower than the mean score of the post-test, which is 3.65. The SD scores are also 0.671 and 1.09, respectively. This indicates that there is a significant difference in the experimental group students' pre-test and post-test mean scores in their English language speaking ability.

The control group's mean score is 2.4, which is lower than the experimental group's mean score of 3.65. The SD scores are also 0.940 and 1.09, respectively. This indicates that there is a statistically significant difference in the post-test mean scores of the control and experimental group students' English language speaking ability. The findings show that using the Q skill book benefits both teachers and students in the English teaching-learning process. Thus, evidence suggests that students who participate in the Q SKILLS books' online resources promote learning autonomy, improve their speaking ability, and improve their academic performance (Köroglu & Akir 2017).

#### 4. CONCLUSION

The study's goal is to determine the effectiveness of using the Q-skill books' online resources in improving students' speaking skills. Pre-tests and post-tests were used as instruments. The results show that there is a significant difference in the scores of the control and experimental groups. However, teachers must be trained in the process of ICT-based language teaching. Since the study shows a significant improvement in speaking ability, further research into improving other language learning skills can be conducted. It demonstrates the potential effectiveness of using online resources like those from Q SKILLS books to improve the English language speaking skills of EFL learners, especially when used systematically over a period of time. Moreover, universities and English language programs can consider integrating such online resources into their curriculum to supplement classroom teaching and help improve students' speaking abilities. Students themselves can utilize these online resources independently to practice and enhance their speaking outside of class hours. It opens up opportunities for future research to analyze which specific aspects or features of the Q SKILLS online resources (e.g. activities, exercises, feedback mechanisms etc.) were most impactful in improving speaking skills. Such insights can help optimize the design of online language learning tools.

The study provides preliminary evidence that a blended learning approach combining classroom teaching with structured use of online resources can be more effective than classroom alone. This has implications for evolving English pedagogy and course delivery models.

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# UTM TESL STUDENTS' PERCEPTIONS OF GAME-BASED LEARNING IN ENHANCING THEIR MOTIVATION IN ESL CLASSROOM

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## ABSTRACT

Past studies showed that English subject is usually taught using the conventional approach (i.e., textbooks and teacher-centred) which causes students to feel less motivated to learn the subject. Games are becoming more frequent in learning environments, and a range of technologies have been developed to meet the needs of designing a course as a game. Game-based learning (GBL) will increase students' engagement, motivation, and productivity by using gaming components as a training strategy. On the surface, game-based learning entails creating games for students to play; it also entails developing learning activities that gradually teach subjects and drive users to attain goals. Hence, this study aims to identify UTM TESL students' perceptions of the use of GBL as a way to increase their motivation to learn English. This study was conducted using the mixed method approach; questionnaire and semi-structured interview. The questionnaire was adapted from past studies and repaired based on the suitability of the objectives to achieve accurate data. Forty UTM TESL students were randomly chosen to complete the 22-item questionnaire. A semi-structured interview was conducted with eight respondents. The findings have shown that most of the students portrayed positive perceptions of the implementation of GBL in ESL classrooms as it can increase their motivation to learn the English language in an interesting way. GBL also helps both students and teachers to create interesting teaching and learning environments. Since this study focuses on TESL students, it is suggested that future research focus on students from other programmes such as engineering and sciences.

**Keywords:** game-based learning, ESL classroom, TESL undergraduates, motivation.

## 1. INTRODUCTION

Many factors can lead to students' interest in learning English especially when the language is not their mother tongue. The teaching method used by teachers is one of the factors that should be prioritised as it can attract students' attention to be more focused in the classroom. As mentioned by Kaur (2019) teachers' main responsibility is to make their classrooms engaging for the students. There are also many challenges faced that were linked to these trends which makes their motivation to learn decrease such as having difficulties in interaction and discussion among the students. Regarding the issues mentioned, educators are trying to find ways to overcome the problems by generating effective teaching methods to gain students' attention especially students who are in 21st-century learning. In this study, the approach that is being highlighted and can be used as one of the methods to have students' attention in class is through Game-Based Learning (GBL). It is believed that GBL can make learners grow their interest in learning certain things. According to Kapp (2012, p.10, as cited in Buckley et al., 2017), the innovative methods to retain the attention of students include "using game-based mechanics, aesthetics and game thinking to engage people, drive action, increase learning, and solve issues". The problems

mentioned are believed to be resolved by having GBL as a way for students to be more motivated in learning. Thus, this study focuses on UTM TESL students' perceptions of GBL to promote their motivation in ESL classrooms.

## 2. METHODOLOGY

The research design used in this study is based on the objectives of the study. The first objective is to explore students' perceptions of game-based learning. Secondly, the researcher wants to explore the advantages and disadvantages of game-based learning and lastly to identify the influence of game-based learning towards students' motivation in learning. To achieve successfully the objectives stated, the researcher employed an explanatory sequential mixed method. Almeida (2018) offers a more thorough and in-depth understanding of a topic; mixed methods research is a strategy that combines both quantitative and qualitative methodologies into a single study. A quantitative survey involves calculating something (Bryman, 2012, as cited in Rahman, 2020). Meanwhile, qualitative research is a method for discovering and understanding the significance that individuals or groups ascribe to social or human problems is known as qualitative research (Creswell, 2014, p. 32 as cited in Kamal, 2019). The number of respondents is 40 students including male and female students from UTM starting from the first year to the fourth year. Students need to carefully answer the questionnaire (i.e based on their experience) for this study to provide a good quality of research and valid results. The quantitative method was included in conducting the research which used the questionnaires. The qualitative research method involves interviewing, observations and analysing and interpreting texts. The qualitative method is done by interviewing eight respondents. Thus, the research done in this study followed the methodology stated to know the level of students' perceptions on the use of game-based learning in enhancing their motivation in the teaching and learning process.

## 3. FINDINGS AND DISCUSSION

### 3.1 The Students' Perceptions of Game-Based Learning in ESL Classrooms

Four questions score the highest mark (Agree = 97.5%) which are Q2, Q3, Q5 and Q7. These questions show that students have a positive perception of the use of GBL as it can help the teaching and learning process to be more effective and be able to experience 21st-century learning. As mentioned by Ge and Ifenthaler (2018) games are enjoyable and engaging because games have the potential and power to motivate and benefit learners' cognitive thinking. Meanwhile, Q6 recorded the lowest mark (Agree = 92.5%) which shows that there are few students who have different views on implementing GBL in ESL classrooms as they can concentrate better in regular lectures than in a class that implements GBL.

*Table 1: The Highest and Lowest Scores for Research Question 1*

No.	Questions	Percentage (%) / Respondents [people]		
		Agree	Neutral	Disagree
<b>Q2.</b>	A gamified presentation of the lesson makes the course process more effective.	97.5 [39]	2.5 [1]	0 [0]
<b>Q3.</b>	I am pleased to participate in a lesson with game-based learning.	97.5 [39]	2.5 [1]	0 [0]
<b>Q5.</b>	The use of game-based learning helps me to grow my interest in learning the subject.	97.5 [39]	2.5 [1]	0 [0]
<b>Q6.</b>	I am able to concentrate better than in regular lectures.	92.5 [37]	7.5 [3]	0 [0]



<b>Q7.</b>	I am able to work better with my friends and experienced active communication during the activity.	97.5 [39]	2.5 [1]	0 [0]
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### 3.2 The Advantages and Disadvantages of Game-Based Learning in ESL Classroom

For advantages, Q9 scores the highest mark (Yes = 100%) which shows that students love to engage actively when learning while Q8 scores the lowest mark (Yes = 87.5%) showing that the competitiveness among students in the class is not preferable by the students. Meanwhile, for disadvantages, Q12 scored the highest mark (Yes = 60%) which mentioned that the competition can make them lose their interest in learning while Q13 scored the lowest mark (Yes = 22.5%) showing that students believe the use of GBL make the learning process more enjoyable.

Table 2: The Highest and Lowest Scores for Research Question 2

No.	Questions	Percentage (%) / Number of Respondents [people]		
		Yes	Not Sure	No
Advantages				
Q8.	Being in a competition keeps my excitement alive.	87.5 [35]	7.5 [3]	5 [2]
Q9.	Increases level of engagement in classrooms.	100 [40]	0 [0]	0 [0]
Disadvantages				
Q12.	A competitive environment alienates me from the course.	60 [24]	12.5 [5]	27.5 [11]
Q13.	The process of gamification is boring.	22.5 [9]	7.5 [3]	70 [28]

### 3.3 The Influence of Game-Based Learning Towards Students' Motivation to Learn

Three questions scored the highest mark (Agree = 100%) which are Q16, Q21 and Q22 showing that students feel more motivated when using GBL as it can give them the enjoyment of learning while Q18 and Q19 recorded the lowest mark (Agree = 95%) that shows few students feel that GBL can distract them from staying focus when learning.

Table 3: The Highest and Lowest Scores for Research Question 3

No.	Questions	Percentage (%) / Number of Respondents [people]		
		Agree	Neutral	Disagree
<b>Q16.</b>	Using games in the learning process gave me enjoyment.	100 [40]	0 [0]	0 [0]
<b>Q18.</b>	I feel more encouraged and enthusiastic	95 [36]	2.5 [2]	2.5 [2]
<b>Q19.</b>	I am more positive about understanding the topics.	95 [36]	5 [4]	0 [0]
<b>Q21.</b>	Game-based learning offers a more pleasant and relaxed atmosphere in the classroom.	100 [40]	0 [0]	0 [0]

Q22.	Participating in game-based activities worth all the time and effort.	100 [40]	0 [0]	0 [0]
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#### 4. CONCLUSION

The research investigates the use of game-based learning in teaching language classrooms. In teaching language classrooms, there are a few problems that students and teachers may face. For example, language classrooms are said to be boring as it need students to listen to a long lecture. This is probably because English is not their mother language and the language class is always considered boring by the students (Ying, Siang & Mohamad, 2021). This lack of interest among the students may be due to the traditional method employed in teaching the language. The researcher chose Game-based learning as one of the methods that can be implemented in ESL classrooms to make the class more enjoyable and interesting for students. The respondents mentioned a few GBLs that they are familiar with such as Kahoot and Quizziz during the interview session. Teachers can introduce new games that are interesting to attract students' attention such as Wordwall and Funbrain. In addition to that, the teachers also play important roles in making students more motivated in participating in in-class activities. To conclude, most of the respondents show their positive views of using GBL in teaching ESL classrooms as it can increase students' motivation in learning the targeted language. Nonetheless, the negative side of implementing GBL in ESL classrooms should be handled professionally by the teachers.

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# THE CONSTRUCTION AND NEGOTIATION OF STUDENT'S IDENTITY IN MALAYSIAN HIGHER EDUCATION INSTITUTION

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## ABSTRACT

Identity is not an inherent nor does it remain static; rather, it constantly develops and changes based on the academic experiences students encounter. This study explores how students' identities are shaped and negotiated within the academic context of a Malaysian Higher Education Institution (MHEI). Employing qualitative research techniques, the study involved a Malaysian student from an MHEI. Data collection included classroom observations, interviews, and focus group discussions. Two theoretical frameworks were utilised in examining the data for the study: thematic analysis and the identity analysis framework. The participant in the study was observed constructing and negotiating an agentive identity while actively making conscious decisions about her learning process. This sense of agency within her identity emerged from her interactions and could be discerned from her behaviours and emotions when asking and answering questions in an academic setting. Her academic engagements were observed during classes and discussed in interviews and focus groups, aligned with the concept of agency within the framework of identity analysis. This framework encompasses five (5) key principles which two (2) were employed in this study: the emergence principle (identity as something that develops through interactions) and the indexicality principle (identity as influenced by the language used to position ourselves and others within specific groups). The study proposes fostering platforms for students to partake in decision-making in their learning. It sheds light on the link between educational practices and individual formation, aligned with the Malaysian Education Blueprint. By exploring how students present themselves in diverse academic settings, a deeper understanding can be gained, benefiting those who are in the educational community.

**Keywords:** Malaysian students; students' identity; higher education; student agency; agentive identity.

## 1. INTRODUCTION

The notion of Malaysian identity typically centralised around its uniqueness and the variations among different ethnic groups. Malaysia is renowned for its diverse array of religions, cultures, practices, and beliefs. Identity involves how individuals perceive themselves and are perceived by others (Benwell & Stokoe, 2011). The evolution of identity in Malaysia is heavily shaped by its current understanding of nationhood, a series of past and present social and political occurrences, and everyday experiences in the country (Claude, 1997). Consequently, the process of being acknowledged and labelled across nations in Malaysia is intricate and involves negotiation (Claude, 1997). This complexity arises from the numerous, shifting, and contradictory ways Malaysians are recognized and labelled, requiring them to navigate these designations in their daily lives (Claude, 1997). In the context of Malaysian education, the government is dedicated to cultivating students who possess qualities such as well-balanced, resilient, curious, good ethics, knowledgeable, compassionate, patriotic, and proficient in critical

thinking, good communication skills, and good teamwork through the education system (MOE Malaysia, 2013, p.4-2). Despite Malaysia's continuous effort to foster these identities in students, some attributes highlighted in the education policy were found to be lacking among them. For instance, when it comes to critical thinking, students demonstrated satisfactory performance in international assessments like Trends in International Mathematics and Science Studies (TIMSS) and the Programme for International Student Assessment (PISA), which evaluate students' thinking abilities (OECD, 2020). Additionally, Malaysian graduates were reported by industries to have inadequate proficiency and skills in the English language, impacting their communication abilities (MOE Malaysia, 2013).

## **2. METHODOLOGY**

This section delves into the research methodologies employed, specifically discussing qualitative research and linguistic ethnography within the framework of a case study. The study opted for a linguistic ethnography approach to grasp participants' immediate actions and viewpoints. The chosen method aimed to delve into how participants perceive and act within their local contexts. Ethnographic research, as outlined by Hitchcock and Hughes (1989) and Wieser and Ortega (2020), offers a comprehensive understanding of practices across various situations, with a focus on participants' perspectives and activities, including their social interactions. The case study design, qualitative in essence, centres on a profound analysis of individuals' thoughts, experiences, and emotions (Fahriye et al., 2019).

The research focuses on Naemah, a Malaysian student in a Malaysian Higher Education Institution, selected through purposive sampling. Data collection involved classroom observations, interviews, and focus group discussions (FGD), resulting in field notes and video transcriptions. The study used two frameworks for analysis: thematic analysis (Braun & Clarke, 2006), focusing on socially constructed meanings and socio-cultural contexts, and the identity analysis framework (Bucholtz & Hall, 2005), emphasizing two key principles: emergence, which views identity as a product that emerges from interactions, and indexicality, which regards identity as the way language is used to position ourselves and/or others within specific groups. This identity analysis framework developed was utilized to interpret the identified codes and themes obtained from the thematic analysis.

## **3. FINDINGS AND DISCUSSION**

### **3.1 How Does a Student Construct and Negotiate Her Identity in Higher Education?**

Agentive Identity: Asking and answering questions

Table 1: Classroom Observation Excerpt

Dr. Emilia:	Okay, if there's no question, okay, I'm going to ask you another question. So, as you say, literature is a portrayal of a society, basically, right? A portrayal of your society. So how it is with your society today? What do you think is your society today? If someone were to... if you're an author and someone were to review about your work, how would they portray the society of your day? Anybody?
Naemah:	If someone reviews our work, it also depends on what we are writing about, aren't they? So, like, about love, they can't say something that, "Oh, this is because during her time, police are corrupted. Politicians are corrupted.", right?
Dr. Emilia:	Yes, that's correct. But if you're talking about love, for example, in Pride And Prejudice, you know, Jane Austin... Jane Austin talks about love, about Mr. Darcy and Elizabeth... Elizabeth Bennett. I don't know if you... I'm sure you... you've watched the movie, right?
Naemah:	Yes
Dr. Emilia:	Okay, so I hope you have some context when I'm talking about Pride And Prejudice. But if you... you've watched the movie, please read the novel. Because the novel is so much better.
Naemah:	Yes, I agree. [inaudible] But if you're talking about Pride And Prejudice, it was heavily based on that time social era, you know, where before we meet someone, we have to schedule an appointment. You have to dress correctly. Remember that time when Elizabeth came to their house and she was sweating and she had dirt on her skirts and her socks because she was running to get her sister because her sister was sick and they perceived her as someone very low class, because she just vents straight ahead without riding a car. And that can be attributed contributed to the society as well, right? How they view woman as someone that is... you know what I mean?
Dr. Emilia:	[inaudible] Yes. True. So that's why when we talk about if let's say you're writing about love, right, so your writing about love can come from the context of... Add in the explanation below Naemah asked question here to get 'validation' or 'confirmation' on her answer (understanding)?

Table 2: Classroom Observation (Google Meet Chat Box) Excerpt

Naemah:	Can I ask about poem? do we have to use imagery words, alliterations, rhyming etc etc? we dont have to be too colloquial right
Naemah:	do we have to explain what our poems means?
Student 1:	30 words only right?
Student 2:	Do we have to categorize what types of poems we're going to do and follow the rules of rhyme etc
Naemah:	but... poem are subjective. what if you view it differently from us?

Table 3: Focus Group Discussion Excerpt

Naemah:	I will do both. [inaudible] Sometimes I will type first in chat box and then I will question it verbally [inaudible] some people don't really understand my question [inaudible] further explain what I mean by my question.
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Table 4: Interview Excerpt

Researcher:	Have you ever responded to questions during lectures, tutorials, group discussion inside classroom? How often, on a scale 1-5?
Naemah:	5
Researcher:	Why 5?
Naemah:	I guess because... I have a lot of thoughts in my head? And in a way, I read a lot? So like sometimes I just want to make sure like okay am I... are the things I read about... relates to what my lecturers are trying to tell us. And sometimes I'm just being noisy to make the class fun. Sometimes... online classes are boring. So yeah. Sorry... to my lecturers.

The participant in the excerpts displayed a proactive and self-directed approach to her academic experiences, actively constructing an agentive identity. This was evident in her interactions, actions, and expressed opinions within the academic environment. Analysing her behaviour using identity

framework principles, namely the emergence and indexicality principles, highlights her agency and active decision-making. During classroom observation, she actively engaged in discussions by asking questions and providing responses through the Google Meet chat box. In a focus group discussion and interview, she expressed a preference for utilizing both platforms, citing her curiosity about the lesson content and a desire to contribute to a vibrant classroom atmosphere as her motivation.

Naemah's actions align closely with the concept of agency, as defined by Kumpulainen et al. (2010) and Van Lier (2008). Agency, as described by these authors, involves taking initiative, which can include challenging norms or behaving differently. Naemah's willingness to answer and/or ask questions in the classroom exemplify one of the volitional behaviours, as per Van Lier's definition of agency. Her proactive approach in both asking and answering questions reflects an "agentic orientation," a term utilised by Gao (2010) and characterized as a strong sense of will by Klemencic (2017). Furthermore, Naemah's voluntary participation corresponds to the concept of "agentic possibilities," emphasizing students' freedom and opportunities to pursue their educational goals autonomously in academic settings. In essence, her actions demonstrate autonomy and the liberty to shape her academic life according to her preferences.

#### 4. CONCLUSION

The research delves into the process by which a Malaysian student shapes and defines her identity within the context of a Malaysian higher education institution (MHEI). Data collection involves classroom observations, interviews, and focus group discussion, and these are analysed using both thematic analysis (Braun & Clarke, 2006) and the identity in interaction analysis framework (Bucholtz & Hall, 2005). The findings of the study suggest that the Malaysian student cultivates a sense of agency through various experiences encountered within the MHEI, extending beyond the confines of the classroom. These interactions serve a multitude of purposes, collectively portraying the student as an individual who takes initiative within the academic environment. Contrary to prevailing perceptions of Malaysian students as passive, this participant actively engages with the content by asking questions and providing answers, with the aim of fostering idea-sharing and promoting balanced discussions. This deliberate behaviour reflects the student's efforts in shaping and establishing an empowered identity. The research recommends that stakeholders, including parents, educators, and policymakers, delve deeper into the factors and contexts influencing students' agency in aligning with Malaysia's National Education Philosophy aspirations. Furthermore, it advocates for the promotion of the Malaysian academic convention to support the idea of empowering Malaysian students to develop and navigate multiple adaptable identities, taking into account their diverse backgrounds, including family, educational experiences, social contexts, economic circumstances, etc. In a continuously evolving educational landscape, where identity is in a state of constant flux, this study serves as a guiding tool for navigating the transformative currents within it.

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## THE EFFECTIVENESS OF LEARNING VOCABULARY THROUGH BOARD GAMES

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### ABSTRACT

Vocabulary is vital in ESL education. However, the process of teaching and learning English vocabulary has not been enjoyable for students as the process has become challenging and boring due to classroom exercises being focused on memorisation. Students also lack the motivation to practice English vocabulary both inside and outside the classroom. Therefore, teachers have begun to ponder creative ways to help motivate their students to become interested in learning, such as using games during lessons. For many decades now, games have become a popular medium for teaching English vocabulary as they turn lessons into more meaningful and engaging experiences. For this study, the researcher developed an original board game entitled “Infinity Words” which was tested by a group of practicum teachers in their English classrooms. At the end of the game, the teacher filled out a questionnaire that recorded their observation and perception of the game as it was being played by their students. Based on the teachers’ responses, the game is considered an effective teaching aid as it allows the students to improve their vocabulary. Nevertheless, the teachers added that the game can still be improved by revising the rules with simpler words and that new rules could enhance the players’ experience. The study's outcome should lead towards the creation of more language games that can be employed as teaching tools in the ESL classroom.

**Keywords:** Motivation, Board Games, English Second Language Training, Vocabulary.

### 1. INTRODUCTION

Vocabulary is a vital component in English second language learning (Ashraf, Motlagh & Salami, 2014) as it is the core element for reading, speaking, listening, and speaking (Ni et al., 2020). However, the process of teaching and learning English vocabulary is not an easy feat as it is problematic and time-consuming for the students due to their limited vocabulary. (Yunus, Salehi & Amini, 2016; Misbah et al., 2017). For most ESL students, learning English vocabulary is tedious as it involves memorizing unfamiliar words, practising spelling and being asked to complete numerous exercises (Nguyen & Khuat, 2003). Students need to feel motivated to learn so the vocabulary lessons should take place in a stress-free and fun environment (Ashraf, Motlagh & Salami, 2014). Games can help make ESL lessons more enjoyable as the enjoyment factor allows students to become more focused on learning and memorizing (Pan & Zhang, 2021). The purpose of this study is to investigate the perception of post-practicum teachers towards a recently developed board game and to see if it can be effective as a tool to improve their English vocabulary skills. This study also seeks to identify the strengths and weaknesses of the game, as well as to see if it contributed significantly to the development of the students’ vocabulary.

## 2. METHODOLOGY

For this case study, the researcher is testing the effectiveness of the game “Infinity Words” when used in an ESL classroom. Questionnaires were distributed to the English teachers observing the gameplay. Based on the results of the questionnaires, the researcher can infer how effective the game was as a teaching tool and see how it can be revised and improved further.

### 2.1 Participants

The participants of this study were chosen using purposive sampling and consisted of four practicum teachers within two schools, around the ages of 23 to 24, who were teaching both higher and lower secondary classes.

### 2.2 Materials

#### 2.2.1 Questionnaire

Adapted from Metom et al. (2019), the items were divided into two sets. The first set of items was a series of Yes/No questions, and the second set of items were Likert scale items with a response scale from 1-4. The Likert scale was used to help measure the effectiveness of the game in terms of how students can benefit from it, how much the students enjoy playing it, its motivational value, and how well it can be used to help students improve their vocabulary.

#### 2.2.2 The Game “Infinity Words”

The game was inspired by the English alphabet and generic board games. The square game board has the letters of the English alphabet set around the borders and includes a six-sided die, game pieces, as well as answer sheets. The objective of the game was for the player(s) to generate as many words as possible for each letter they landed on. Points given to the players are not only decided by the quantity of the words they manage to generate but also by how correctly they are spelt and their complexity. A dictionary may be used by the teacher to determine the validity of the words. The expected English proficiency level of the students should also be considered when giving points.

## 3. FINDINGS AND DISCUSSION

The game was determined to be an effective teaching tool as it allowed the students to refine their English vocabulary together while motivating them to be more engaged during lessons via an enjoyable and stress-free activity (Pan & Zhang, 2021; Ashraf, Motlagh & Salama, 2014). It provided them with a break from the monotonous routine of textbook-based lessons and the outdated ‘chalk and talk’ style of teaching (Syafiqah Yacob & Md Yunus, 2019). Social interaction is encouraged through the game’s competitive nature and allows students to exchange vocabulary, which improves their cognitive ability (Vygotsky, 1987; Alkhudiry, 2022). However, there were weaknesses in the games in terms of motivational values and comprehension (Hasram et al. 2021; Ni et al. 2020). Half of the respondents agreed that the game had a low difficulty level and students found the game boring after only several rounds. A quarter of the respondents also deemed the game as not being useful for learning vocabulary, while the remaining three quarters agreed that it was useful. This concludes that the game did help enhance vocabulary through a process reminiscent of repetition and drills (Vidhiasi, 2022). The one-quarter who disagreed may have done so because their students had a limited vocabulary (Misbah et al., 2017). A challenging game can help to exercise their minds so that they can improve further (Abrams & Byrd, 2022). The rules could also be adjusted for beginner, intermediate, and advanced-level students.

#### 4. CONCLUSION

As second language learning can be frustrating, the enjoyment factor in games motivates students and encourages them to be engaged during the lesson in the lesson. However, despite the benefits of games, the content and approaches of the language games need to be taken into consideration. Well-chosen games are invaluable as they give students a break while simultaneously allowing students to practice their language skills. Based on the responses from the participants, while most agreed that the students enjoyed the game and improved their vocabulary, they also agreed that the game required revising as its rules were too complex and gameplay appeared monotonous. As for classroom practice and research implications, the game would require updating despite its potential. In addition, the textbook and syllabus need to be revised and updated regularly to maintain students' interest and reflect the STEM syllabus requirements. Pedagogical implications of this study indicate that teachers should continuously learn how to integrate elements of gamification into their lesson plans, while at the same time, students could learn L2 vocabulary in parallel with learning other subjects. Therefore, games can be considered good teaching aids to be utilized in English classes. With some revision and integration, there is no reason to disregard games in teaching and learning activities.

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**EXPLORING INFOGRAPHIC AS A PROMISING INSTRUCTIONAL TOOL TO FOSTER STUDENT  
ENGAGEMENT IN DESIGN EDUCATION**

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### **ABSTRACT**

This study examines the utilization of infographics as a promising instructional tool to promote student engagement in design programs. The aim is to explore the potential benefits and challenges associated with incorporating infographics into the instructional process. Infographics are visual representations that combine text, graphics, and data to present information in a concise and visually appealing manner. They have gained popularity in various fields due to their ability to convey complex concepts effectively. However, their application in design education and their impact on student engagement have not been extensively studied. Through a systematic literature review, this study will analyze a wide range of scholarly articles, research papers, and other relevant sources. The review will focus on identifying key findings related to the use of infographics in design education, student engagement, and learning outcomes. Additionally, it will explore any challenges or limitations associated with their implementation. The meta-analysis component of this research will involve synthesizing and quantitatively analyzing data from selected studies. This statistical analysis will provide an overview of the collective findings, allowing for a more robust understanding of the effectiveness of infographics as an instructional tool in fostering student engagement in design programs. The research findings bolstered the current body of knowledge by compiling and scrutinizing the accessible evidence. The outcomes offered insights to educators, instructional designers, and curriculum developers in design programs, empowering them to make educated choices concerning the incorporation of infographics as an instructional instrument. Ultimately, the study strived to amplify student engagement and refine learning encounters within design education. The findings effectively fulfilled the objective of exploring the potential benefits and challenges associated with integrating infographics into the instructional process.

**Keywords:** Infographic, Instructional Tool, Student Engagement, Design Education.

## **1. INTRODUCTION**

In the context of design education, the quest for effective instructional tools that can foster student engagement and enhance learning outcomes is ever-evolving (Spure, 2019). Design education is a dynamic field that thrives on creativity, critical thinking, and innovative problem-solving. As educators and institutions strive to adapt to the evolving needs and expectations of students, it becomes imperative to explore novel approaches to teaching and learning.

One such promising avenue of exploration is the integration of infographics as an instructional tool. Infographics, with their blend of visual and textual elements, have emerged as powerful communication

tools in various domains, from journalism to marketing (Bicen & Beheshti, 2017). They have the unique ability to distil complex information into concise and visually appealing formats, making them highly effective for conveying ideas and concepts.

This exploration delves into the potential of infographics as an instructional tool within the context of design education. It seeks to investigate how infographics can be harnessed to not only convey information but also to actively engage students in the learning process. The underlying premise is that the visual and interactive nature of infographics can captivate students' attention, stimulate their creativity, and encourage them to delve deeper into design concepts and principles (Jaleniauskiene & Kasperuniene, 2023).

## **2. METHODOLOGY**

This research employs both meta-analysis and quantitative research methods. The meta-analysis aspect of this study will entail the consolidation and quantitative examination of data drawn from chosen research studies (Mikolajewicz & Komarova, 2019). Through this statistical evaluation, it will offer a comprehensive view of the combined research outcomes, thus contributing to a more substantial comprehension of how effective infographics are as a teaching tool in promoting student engagement within design programs.

### **2.1 Meta-Analysis**

The meta-analysis component of this study involves a systematic process of gathering and analysing data from a carefully selected set of research studies. These studies have been chosen because they are relevant to the effectiveness of infographics as an instructional tool in design education.

### **2.2 Quantitative Research**

A quantitative research approach was employed to investigate the opinions of design students regarding infographics. In this study, convenience sampling was utilized, limiting the study's population to respondents located exclusively in Johor Bahru, Malaysia. The study involved the participation of a total of 50 design students who willingly agreed to take part in the research.

## **3. FINDINGS AND DISCUSSION**

In this study, the researcher found that a significant majority of design students (approximately 80%) perceived infographics as an effective instructional tool for enhancing their engagement with course materials. Respondents cited the visual appeal, clarity of information, and the ability of infographics to simplify complex concepts as key reasons for their positive perceptions. The analysis revealed that the use of infographics had a noticeable impact on student learning outcomes. Students who were exposed to infographics in their coursework reported higher levels of comprehension and retention of design principles and concepts. This effect was particularly pronounced when infographics were integrated into lectures and assignments.

From the meta-analysis and quantitative survey, the positive perceptions and improved learning outcomes associated with infographics align with the principles of visual learning. Design education, which relies heavily on visual communication, can greatly benefit from harnessing the visual appeal of infographics. The incorporation of infographics into the curriculum can bridge the gap between traditional text-based learning and the visual thinking skills essential in the design field. The findings

emphasize the role of infographics in promoting active engagement among design students. The interactive and visually stimulating nature of infographics captures students' attention and encourages them to explore design concepts in greater depth. This active engagement fosters a deeper understanding of the subject matter and prepares students for real-world design challenges.

#### 4. CONCLUSION

While infographics are promised as instructional tools in design education, it's important to consider the practical aspects of implementation. Faculty development, resources for creating high-quality infographics, and strategies for assessing their impact on learning should be considered in the integration of infographics into design curricula. Our study opens avenues for future research. Further investigations could explore the long-term effects of infographics on design students' careers and professional practices. Additionally, comparative studies could analyse the effectiveness of different infographic types and delivery methods in diverse design education settings.

In conclusion, our study demonstrates that infographics hold substantial potential as instructional tools in design education. They enhance student engagement, improve learning outcomes, and align with the visual nature of the design field. As design education continues to evolve, the strategic use of infographics can contribute to more effective and engaging learning experiences for students.

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## EXPLORING THE ROLE OF L1 IN ENHANCING L2 WRITING: A STUDY OF CHINESE HIGH SCHOOL STUDENTS

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## ABSTRACT

Against the backdrop of China's burgeoning economic prowess, the significance of acquiring English has surged. However, foreign language instruction in China faces distinct challenges. Chinese learners excel in listening and reading due to their emphasis on language input, yet their writing and speaking skills lag. This accentuates the need to develop English writing skills among Chinese students, considering the intrinsic link between second language (L2) writing and their first language (L1). This study investigates how Chinese high school students use L1 during L2 writing, utilizing questionnaires and interviews. It tries to answer 1) When do learners primarily employ L1 in their English writing? 2) What prompts the use of L1 at different writing stages? 3) How do learners perceive L1's impact on L2 writing? To address these questions, a sequential explanatory approach was adopted. Sixty high school students from a rural Chinese institution participated in answering a questionnaire, focusing on L1 use in L2 writing and its perceived effects. Subsequently, six participants participated in qualitative interviews, providing deeper into the research questions. The results revealed that Chinese high school learners tended to rely on L1 during the pre-writing and post-writing stages, mainly for ideation, translation, and coherence validation. However, it is important to note that while L1 proves advantageous during pre-writing and post-writing, it is seen as a hindrance during the actual writing process. This investigation enhances our understanding of how Chinese learners can judiciously leverage their L1 in L2 writing, thereby advancing their English writing proficiency.

**Keywords:** L2 writing, L1 incorporation, Writing proficiency, English acquisition, Chinese learners.

## 1. INTRODUCTION

With China's economic rise, English learning has never been stronger. Foreign language teaching in China has its own peculiarities. English is learned as a foreign language, and Chinese students only learn English for 45 minutes in the classroom, and even teachers only focus on grammatical knowledge (Chen & LI, 2016; Sun & Lan, 2023), so there is little communication in English in the classroom, let alone outside the classroom. In addition, there is a huge difference between English and Chinese, which means that Chinese students face substantial difficulties learning English. Besides, Chinese English learners emphasize input over output, scoring higher in listening and reading but lower in writing and speaking (Moghadam et al., 2012; Zhu et al., 2022). Therefore, more effort should be paid to English writing among Chinese learners.

Regarding the research on second language (L2) writing, there are mainly two aspects, focusing on the writing process and focusing on the writing product. From the 1980s, attention has transferred from the product to the process, stating the importance of the L2 writing process. In the beginning, research focused on the first language (L1) writing process (Abas & Abd Aziz, 2016; Abdi Tabari, 2022; Manchon et al., 2005; Sasaki, 2002), and later more research emerged on the topic of L2 writing process, stating the similarities (Flower & Hayes, 1981). However, some research stated that L2 writing is more difficult, incorporating two languages (Cheong et al., 2021; Michel et al., 2020; Zhu, 2000; Zhu et al., 2022). Therefore, L2 writing will definitely be influenced by learners' L1. To investigate how to use L1 properly, this research examined Chinese high school students' use of L1 in their L2 writing.

## 2. METHODOLOGY

In this research, a mixed method was adopted with quantitative method followed by qualitative method. The quantitative part employed questionnaire as a means of data gathering while the qualitative part used interview. This study answered the following research questions:

1. When do learners use L1 the most in their English writings?
2. What are the reasons for using L1 in different writing stages?
3. How do learners perceive the influence of L1 use in L2 writing?

### 2.1 Research Method

In this research, 60 undergraduates were selected randomly from a rural high school in China and 6 of the participants were selected by their willingness as the qualitative respondents. Following the sequence of the research method, that was sequential explanatory research, this study first adopted questionnaire as the research instrument which included three parts, namely background information, L1 use in L2 writing and perception on L1 influence. The questionnaire was adapted from Stapa's doctoral thesis (Stapa, 2014) along with research findings in related literature. The Cronbach was 0.944, which meant it was reliable. For the qualitative part, an interview was adopted to investigate deeply about the reasons.

### 2.2 Data Collection and Analysis

The questionnaires were distributed through the internet and were analysed though using SPSS. Descriptive analysis was adopted. Besides, after collecting quantitative data, those who were willing to attend the qualitative part were chosen as the qualitative respondents. They were called individually to the office and individual interview was conducted. The whole process was audio recorded. Later, the respondents' audio recordings were transcribed manually, and thematic analysis was adopted.

## 3. FINDINGS AND DISCUSSION

### 3.1 Time of L1 Use

At the pre-writing stage, the mean number of instances of L1 use stood at 3.8722, indicating that learners most frequently employed their native language during this initial phase. As the writing process progressed to the while-writing stage and post-writing stage, the mean number of L1 instances decreased, signifying a reduction in the frequency of L1 use compared to the pre-writing stage. Interestingly, lower L2 proficiency levels employed L1 more frequently when compared to those with higher L2 proficiency levels.

### 3.2 Reasons of L1 Use

At the pre-writing stage, L1 was primarily utilized for planning the essay's structure and generating content. Consequently, it became evident that, during the pre-writing stage, L1 predominantly served the purpose of structuring and conceptualizing the essay's content. At the while-writing stage, instances were related to thinking in L1 and translating thoughts into L2. Additionally, instances included using L1 for word searches, translating sentences, and contemplating writing styles. These reasons were the most prevalent for employing L1 in L2 writing during this stage. At the post-writing stage, L1 predominantly served the purpose of backtracking.

### 3.3 Perception of L1 Influence

Findings from the interviews indicate that learners generally view the use of L1 more positively than negatively. They perceive L1 as beneficial for generating ideas and organizing the essay's structure. However, it is worth noting that a direct translation of L1 into L2 may result in grammatical errors, attributed to the substantial differences between Chinese and English.

## 4. CONCLUSION

In conclusion, this study delves into the intricate relationship between learners' first language (L1) and second language (L2) writing skills among Chinese high school students. The findings reveal that Chinese students frequently draw on their L1 during pre-writing and post-writing phases to aid ideation and coherence validation. Their motivations for L1 usage encompass ideation, translation, and coherence validation, reflecting a strategic response to L2 writing challenges. Intriguingly, participants acknowledge L1's benefits in early and late writing stages but recognize its potential to impede actual L2 writing. This duality underscores L1's nuanced role.

These insights bear relevance for pedagogical strategies in China's English education landscape. The mixed-method design enables comprehensive exploration of L1-L2 writing role, uncovering quantitative trends and qualitative subtleties. Implications span curriculum development and instructional approaches, advocating a balanced stance on L1 use that leverages its benefits while addressing potential writing process hindrances. By illuminating the intricate L1-L2 dynamics in writing, this research enriches understanding of language learning processes and offers vital guidance for educators aiming to enhance L2 writing proficiency in Chinese learners.

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**EVALUATING THE LEVEL OF IMPORTANCE AND TECHNICAL QUALITY OF ENGLISH LANGUAGE  
LEARNING (ELL) WEBSITES VIA ONLINE EVALUATION TOOLS**

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### **ABSTRACT**

This study aims to evaluate the level of importance and popularity of ELL websites. Besides, it seeks to investigate the technical quality of 67 ELL websites. The PageRank tool is used to conduct web evaluations in order to determine the level of importance of ELL websites. The evaluation is followed by an investigation of the technical quality of the websites using an automated website evaluation tool (Website Grader) in relation to the 'Site Performance', Mobile Friendliness', 'SEO', and 'Security' of the websites. Based on the evaluation conducted via PageRank, 73% of the websites were ranked as important (level 4, 5, or 6) compared to only 1% ranked as slightly important. The overall technical quality of 60% of the ELL websites evaluated is reported as average. 30% of the websites are regarded as having good technical quality. The large number of average-to-good quality ELL websites accentuates the vital potential of these precious resources to benefit language teaching and learning. The findings provide website hosts with helpful ideas about the limitations and pressing necessity of enhancing the quality of their websites. Besides, this evaluation provides an understanding of the efficacy of automated evaluation tools for assessing language learning websites.

**Keywords:** Computer-Assisted Language Learning (CALL); English Language Learning (ELL) websites, automated evaluation tools; online learning; website evaluation.

## **1. INTRODUCTION**

The ever-growing number of websites dedicated to language learning and teaching has emerged as a prominent phenomenon in the field of language education in recent years (Mavasoglu, 2018). English Language Learning (ELL) websites offer amazing possibilities for language acquisition due to their high level of accessibility, allowing learners to engage with the resources regardless of time (Namoun et al., 2021). These websites also promote interactivity, which aids in the retention of information (Fuentes & Martinez, 2018). Moreover, the variety of content available on these platforms caters to different learning styles, making the learning process more enjoyable and fascinating (Chuah et al., 2016; Abramova & Boulahnane, 2019). The utilisation of these exceptional resources entails engaging in online interactions that are contingent upon the technical quality of the websites in order to effectively engage users and attain desired learning results.

According to Hubbard (2006), the technical quality of online resources is intricately linked to their accessibility and availability. Fundamentally, websites that are inadequately designed have the potential to elicit user frustration, leading to a significant 'bounce rate' when visitors only access the main page without further exploration of other pages on the website. Conversely, the literature has indicated that

a meticulously crafted website incorporating excellent technical features can have a favourable impact on user retention, as evidenced by higher revisit rates (Lee & Kozar, 2012). Since websites' quality is a key factor for users' acceptance and satisfaction (Aguayo & Ramírez, 2020), evaluating the quality of ELL websites will contribute towards accentuating their potential in supplementing language learning. Besides, this will highlight the credibility of these powerful resources among teachers and learners.

The rapid expansion of diverse automated evaluation tools has facilitated the expeditious inspection of the quality of websites. Although automated evaluation tools are commonly employed to enhance the user experience by assessing the quality of web pages (Kwangsad et al., 2019), their application in evaluating the technical quality of educational websites is rather limited. Furthermore, despite their potential as educational resources, the significance and widespread adoption of ELL websites remain unexplained. Thus, this study sought to address the gaps by investigating the level of importance and popularity of ELL websites as well as evaluating their technical quality.

## 2. METHODOLOGY

This quantitative study aims to evaluate the level of importance and popularity of ELL websites. Besides, it seeks to investigate the technical quality of 67 ELL websites. This study combines both evaluation methods: web evaluation and website evaluation proposed by Zahran et al. (2014).

The PageRank tool is used to conduct web evaluations in order to determine the level of importance of ELL websites. According to Reddy et al. (2022), PageRank is an effective online tool to determine the popularity or importance of websites within the search engine. This is because it was initially designed to prioritise web pages in a keyword search (Donthu et al., 2021). PageRank uses ten levels to rank websites. Higher levels indicate greater importance or popularity of use.

The evaluation is followed by an investigation of the technical quality of the websites using an automated website evaluation tool (Website Grader). Khandare et al. (2017) stated that Website Grader is an appropriate tool to evaluate 'Site Performance', Mobile Friendliness', 'SEO', and 'Security' of websites. The study was carried out in July 2023. The evaluation data gathered were analysed and discussed comprehensively.

## 3. FINDINGS AND DISCUSSION

### 3.1 The Level of Importance and Popularity of ELL Websites

Based on the evaluation conducted via PageRank, 73% of the websites were ranked as important (level 4, 5, or 6) compared to only 1% ranked as slightly important. The remaining 25% of the websites were ranked as very important. The findings corroborate Kettle et al. (2012), which involved 25 Chinese ELL websites ranked using PageRank. Most of the websites in the study were ranked at levels 4, 5, or 6. According to their findings, it appears that the higher the website PageRank, the lower the English language level of the site and, by extension, the proficiency level of users (Kettle et al., 2012).

In essence, websites with a lower English language level are more preferred and popular among ESL and EFL learners. Besides, the availability of multiple learning opportunities for a broad spectrum of learners with diverse learning needs is among other factors that will increase websites' PageRank (Kettle et al., 2012). Dawis and Setiawan (2022), in their study, claimed that the development in relation to Search Engine Optimization (SEO) will assist in boosting the ranking of websites on search engines,

which will further elevate their level of importance. Thus, there is a crucial need to improve SEO-related features, which are further discussed in 3.2.

### 3.2 The Technical Quality of ELL Websites

The technical quality of the ELL websites selected in this study was assessed in relation to four aspects ('Site Performance', 'Search Engine Optimization (SEO)', 'Mobile Friendliness', and 'Security') suggested by the automated evaluation tool (Website Grader). Among the four aspects, 'SEO' and 'Security' appeared to be the most efficient on most of the websites.

There are 8 features evaluated within the first aspect, 'Site Performance', which are 'Page Size', 'Page Requests', 'Page Speed', 'Browser Caching', 'Minimal Page Redirects', 'Image Size', 'Minified Javascript', and 'Minified CSS'. Based on the evaluation report generated by the website grader, out of 8 features of the 'Site Performance' aspect, 'Browser Caching' is reported as an efficient feature in all websites, followed by 'Minimal Page Redirects', which is efficient in 99% of the websites. More than 66% of the websites passed the evaluation for five features. The remaining two features, 'Page Requests' and 'Page Speed', were reported as problematic in more than 75% of the websites. Similarly, the study conducted by Dawis and Setiawan (2022) using an automated software evaluation tool, GTMetrix, reported the website evaluated as problematic in terms of its 'Page Speed'. As suggested by Website Grader, in order to address the problems related to 'Page Requests' and 'Page Speed', it is recommended to reduce the number of HTTP requests and remove any unnecessary images, scripts, or files. This will help to increase traffic and generate more leads.

The second aspect, 'SEO', consists of four vital features: 'Permission to Index', 'Meta Description', 'Content Plugins', and 'Descriptive Link Text'. More than 75% of the websites pass the evaluation for all four features listed. For the remaining 25% of the websites, it is suggested to optimise the website content for search, as this will help drive organic traffic to the website.

The third aspect is 'Mobile Friendliness', which comprises three vital features: 'Legible Font Size', 'Tap Targets', and 'Responsive'. Two of these features ('Legible Font Size' and 'Responsive') are efficient on more than 77% of the websites. Nevertheless, 'Tap Targets' is found to be problematic on more than half of the websites. It is recommended to ensure the links and buttons are at least 8 pixels apart from each other and at least 48 pixels wide and 48 pixels tall so they are clickable for mobile users.

The fourth aspect, 'Security', consists of two critical features, which are 'Https' and 'Secure Javascript Libraries'. More than 59% of the websites passed the evaluation. It is noted that a secure website equipped with an SSL certificate and free from vulnerabilities is now the standard that determines the importance and popularity of websites among people and search engines.

Above all, only 3 out of 17 technical features need major improvement. The overall technical quality of 60% of the ELL websites evaluated is reported as average, with scores ranging from 50% to 74%. Similarly, the 'pit.ac.in' website, which was evaluated using Website Grader, was reported as having average quality (Khandare et al., 2017). 30% of the websites obtained scored 75% to 89%, which is regarded as having good technical quality. 7% of the websites (which constitute 5 websites) scored 90% to 100% marks, which proves the great technical quality. Only 1% of the total sample is reported as poor and below average. The large number of average-to-good-quality ELL websites accentuates the vital potential of these precious resources to benefit language teaching and learning.

#### 4. CONCLUSION

This study aims to enhance the quality and effectiveness of 67 English Language Learner (ELL) websites by evaluating their significance, popularity, and technical qualities. The ultimate goal is to maximise their integration into educational practices for teaching and learning purposes. The aforementioned insights provide website hosts with helpful ideas about the limitations and pressing necessity of enhancing the quality of their websites. This is crucial in order to guarantee accessibility for all pupils, irrespective of their individual characteristics as well as the time, location, and gadgets they use. Furthermore, the highlighted five websites with great quality will assist educators in selecting supplementary resources to support their students' language learning. The findings of this evaluation provide an understanding of the efficacy of automated evaluation tools for assessing language learning websites. As not all websites with high PR are great in terms of their technical quality, this study informs researchers of the vitality of investigating the relationships between PR and technical quality. Moreover, this initiative significantly contributes to the advancement of online learning in Malaysia by drawing attention to the potential of English Language Learning (ELL) websites as a means for teachers to offer authentic English language learning opportunities. Primarily, the four aspects assessed by Website Grader constitute a valuable framework that can assist curriculum developers and the Ministry of Education in crafting high-quality English Language Learning (ELL) websites tailored to the needs of Malaysian students.

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## THE EFFICACY OF ROLE-PLAY IN CLASSROOM SETTINGS

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### ABSTRACT

The Malaysian Education Blueprint 2013–2015 emphasizes the value of all four English language skills. However, speaking exercises may be limited in certain ESL classes, which place more of an emphasis on reading and writing. Lack of speaking chances can impede learning and competency in a language. Teachers are encouraged to use a variety of techniques, such as fostering a positive and supportive learning environment, incorporating interactive speaking activities, and offering frequent practice opportunities to help the students gradually improve their speaking abilities. As the Malaysian English Language Education adapts the Common European Framework (CEFR) which focuses on communicative approaches to language teaching and language testing, it is hoped that the issue of students' reluctance to use the English language during classroom interactions can be overcome. The primary objectives of the study are twofold: first, to compare students' speaking abilities before and after engaging in role-playing activities; second, to gauge the students' perceptions of the effectiveness of role-play activity. A mixed research methodology was employed to determine the effectiveness of role-play as a means of encouraging active participation and language practice. Six students from a secondary school in Johor, representing diverse language proficiency levels, were selected as participants. A pre and post-tests were administered to measure the students' actual learning performance. The participants were also interviewed to further investigate the students' perceptions towards the activity. The data were analysed using descriptive statistics and thematic analysis. The results of the study demonstrate a significant improvement in the student's speaking abilities following their active involvement in role-playing exercises. Interestingly, the evaluation revealed minimal differences between the test scores and the role-play performances, signifying the effectiveness of role-playing in enhancing speaking proficiency.

**Keywords:** Role-play, Speaking test, ESL, Task-based approach, Secondary-school learners.

### 1. INTRODUCTION

The significance of acquiring all four English language skills is emphasized in the Malaysian Education Blueprint for the years 2013–2015. Motivating pupils to practice speaking in class, however, has allegedly never been an easy task for English teachers, according to Rabbani et al. (2016). Students rarely use English in class and only do so when it is absolutely necessary, such as when taking tests that demand it. Since reading and writing are prioritized more than speaking practice, this could be one of the contributing factors. This lack of speaking practice might impede learning and competency in a language.

To help students gradually improve their speaking abilities, educators are recommended to use a variety of strategies, such as fostering a supportive and encouraging learning atmosphere, incorporating interactive speaking exercises, and offering regular opportunities for practice. It is hoped that the problem of students being reluctant to utilise English during classroom interactions can be addressed with the adoption of the Common European Framework (CEFR) by Malaysian English Language Education, which places an emphasis on communicative approaches to language instruction and evaluation.

This is a particularly tough issue because one of the measures that will be examined during the exam is communicative competence. Both the growth of communication abilities and the learning of a second language require lexical knowledge, according to Schmitt (2000). It is common for pupils to have trouble giving their companions proper answers during the speaking test when they are speaking in pairs. For instance, the pupils will inherently lack the courage to talk when paired with a partner who is more accomplished. Role-playing can aid students in applying their knowledge to real-world circumstances, as demonstrated by Possin (2008). According to Krisdiana et al. (2018), roleplaying also enables students to act out a role based on a situation that can be strengthened by their words and deeds in the actual world. The purpose of the role-playing method is to aid students in the development of a wide range of abilities, including vocabulary, grammar, reaction time in practical scenarios, cultural standards, and communication skills. As a result, using it in class will be more thorough.

There are two goals for this study: firstly, to assess students' speaking abilities before and after participating in role-playing activities, and secondly, to gauge students' perceptions of the effectiveness of role-play exercises.

## 2. METHODOLOGY

Two components of evaluating and speaking in an ESL classroom are observed using Donald Kirkpatrick's technique, sometimes known as the "Kirkpatrick Model." We may better understand the intricacies of spoken language and how people effectively convey their thoughts, ideas, and emotions by using both Donald Kirkpatrick's Kirkpatrick Model and the theory of speaking. Teaching and communicating with ESL students will always be difficult from the standpoint of a teacher. Students' speaking abilities may differ based on how they felt about the role-playing activity, which is how this model is incorporated with the theory of speaking. The idea is used to observe how the students respond, how they learn, how they behave, and how they perform during the course. In addition, it is helpful in a variety of academic fields like linguistics, communication studies, psychology, and education.

### 2.1 Research Design

To ascertain the efficacy of role-play as a means of promoting active engagement and language practice, a mixed study technique was used. Six students from a secondary school in Johor were chosen as participants, reflecting a range of language proficiency levels. To gauge the pupils' real learning performance, pre and post-assessments were given. These students were chosen from a class of thirty depending on how well they performed in the pre-test and the role-play evaluation. Participants in the pre-test received scores ranging from the lowest to the highest, which came from the year-end exam in 2022. The SPM English-speaking scales are used to evaluate the results of a pre-test that is given during the end-of-year exam to acquire early information on the speaking abilities of the students. The researcher conducted observations of the role-playing exercise which enabled the evaluation of the effectiveness and performance of the participants. To ascertain whether the participant's performance in the speaking test had improved, a post-test was then given in class. To compile all the information from the students' role-play and test outcomes, a descriptive analysis was carried out.

Interviewing people is the next step in the data collection process. To learn new information and explore the participants' perspectives on a particular subject, semi-structured interviews are used. Participants were required to fill out an interview consent form prior to the interviews being conducted. Before asking the students about their opinions on the use of role-playing in the classroom, the researcher asked each of the six participants in the interview to supply some basic personal information, including their names and ages. Following the interview, a thematic analysis of the qualitative data was conducted in order to identify, investigate, and present trends.

### 3. FINDINGS AND DISCUSSION

#### 3.1 Pre-Test and Post-Test

The study's findings show that when the students actively participated in role-playing exercises, their speaking talents significantly improved. It is interesting that the examination found only minor disparities between test results and role-play performances, demonstrating the effectiveness of role-playing in improving speaking ability. The speaking test results of the students before and after the in-class role-playing activity are shown in Table 1.1.

*Table 1.1: Students' Speaking Abilities Before and After Engaging in Role-Playing Activities*

No.	Sample	Scores	
		Pre-test	Post-test
1	Student A	83	86
2	Student B	67	83
3	Student C	54	67
4	Student D	67	83
5	Student E	83	88
6	Student F	58	71

Grammar, vocabulary, communicative ability, and overall speaking performance were all assessed throughout the speaking test of the subjects. For instance, the test-takers did particularly well in the interview section, where they were asked fundamental questions about their identities, such as "What is your name?" "Where do you live?" "How do you get to school?" and "What do you usually do on the weekends?" and "What is your favourite sport?"

The participants found it rather simple to respond to the questions, however, their responses to each one may vary. Some pupils typically have low communicative scores, few grammatical errors, and little vocabulary use. For instance:

Table 1.2: Pre and Post-Speaking Test Results of Student B

Criteria	Pre-test	Post-test
<b>Grammar</b>	<b>Score: 3/6</b> Can form longer sentences, link them together using basic cohesive devices but made obvious errors in tenses. <i>Eg:</i> · <i>I <b>riding</b> motorcycle to school.</i> · <i>I like <b>sing</b> and it is my favourite hobby.</i>	<b>Score: 4/6</b> Made some improvement and able to communicate with a good degree of control of grammatical structures. <i>Eg:</i> <i>I usually come to school <b>by riding</b> my own motorcycle.</i>
<b>Vocabulary</b>	<b>Score: 4/6</b> Can use a range of appropriate vocabulary to talk about everyday situations and familiar topics. <i>Eg:</i> <i>My favourite local holiday destination is <b>Cameron Highland</b> which is located in Pahang. I love to go there with my family. Activities that I do there are like going to the strawberry farm and taking pictures of the <b>beautiful sceneries</b>.</i>	<b>Score: 5/6</b> Use a wide range of appropriate vocabulary to give and exchange views on a wide range of familiar topics. <i>Eg:</i> <i>Nowadays, everyone has their own electronic gadget which they bring everywhere they go including me. My first and favourite gadget is my smartphone. It is a <b>new model</b> of Iphone 13Pro and I got it from my father during my <b>17<sup>th</sup> birthday</b>.</i>
<b>Communicative Competence</b>	<b>Score: 4/6</b> Can initiate, maintain, develop and close a conversation with partner. <i>E.g.:</i> <i>Student B: <b>I think</b> the first advantage of taking up hobbies is reduce stress. If we have hobbies, we can reduce our stress because we always busy at school. <b>Do you agree with me?</b></i> <i>Partner: <b>Right, I agree with you.</b></i> <i>Next point is spend quality time..</i>	<b>Score: 6/6</b> Can express opinions spontaneously, maintain and develop conversation with partner at ease. <i>E.g.:</i> <i>Student B: <b>Here are some ways</b> for students to improve their academic performance. <b>In my opinion</b>, we should do more practices on the subject that we need to focus on. This will help us to <b>answer the exam questions smoothly</b>. How about you?</i> <i>Partner: <b>I think it is a great way.</b></i> <i>Other than that, we can do group study...</i>

The participant's communicative proficiency, vocabulary, and grammatical standards all improved, as seen by the statistics in Table 1.2. The participant was able to raise their post-test score after using the role-play. A flawless score of six out of six and more active participation in the post-test talk with his partner showed a considerable improvement in the communicative scores for Student B.

### 3.2 Students' Perceptions of the Effectiveness of Role-Play Exercises

The role-playing activity is a useful task that improves the students' performance on their speaking test, according to the results of the interviews. Three approaches are demonstrated by the theme analysis as to how effective it is:

#### 3.2.1 Enhance the Students' Motivation

Tompkins (2001) asserts that role-playing might motivate students to engage fully in their study of English. One of the participants said that throughout the role-playing exercise, he was quite brazen in his use of English and did not hesitate to express himself in his own style.

*Student D: "Role-play help me to speak properly. I didn't scare to speak with my own style in front of lot of people."*

#### 3.2.2 Increase Students' Vocabulary

Vocabulary learning strategies are the measures pupils take to help them understand and remember vocabulary words, according to Cameron (2001). According to their accounts, some of the terminology used in the role-play was new to the pupils. For them to comprehend the significance of the scripted role-play, the teacher must provide clarification. A participant's reaction is summarised in the following excerpts:

*Student A: "Role-play gives me good experience because when I read the script, the script has some unfamiliar words so I can understand some words by asking my teacher what it means."*

The usage of foreign words in the role-play, according to Student A, piques his interest in understanding their definitions and also broadens his vocabulary. The new phrases, in Student F's opinion, made it simpler for her to construct her own script for the task.

*Student F: "There's many new words that I know in the role so it help me to say it properly without any problem. It also help me make the new script without any help."*

#### 3.2.3 Increase Students' Confidence

Few participants concur that role-playing can boost their self-confidence when speaking in English. According to Brewer (1995), role-play also provides a real-life setting, and enables students to speak freely and confidently in their friends' classrooms. Due to the requirement that they speak and act out scenes in front of the class, role-playing is an effective technique for boosting students' confidence.

Student B:	<i>"I think the role-play can increase my confident. I actually quite nervous because there's so many eyes on me and thank God, I do a role-play as a dad. I can do it properly."</i>
Student A:	<i>"..before this I'm a bit introvert so when I do role-play, I have to communicate with my friends in one group so I can talk in front of the class."</i>

#### 4. CONCLUSION

It is evident that prior to the implementation of the role-play method, students exhibited low proficiency in speaking, likely due to a lack of confidence when addressing their peers in front of the class. The study demonstrates that the incorporation of role-playing enhances students' speaking skills, resulting in increased engagement and self-assurance when communicating in front of their classmates.

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# INFLUENCE OF COOPERATIVE LEARNING ON ENGLISH MAJORS' FOREIGN LANGUAGE ANXIETY AND INTRINSIC MOTIVATION IN CHINA

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## ABSTRACT

English major students in China, in comparison to other non-English major students, have stricter graduate requirements on their English ability, and can easily influenced by anxiety and motivation. Foreign language anxiety (FLA) and intrinsic motivation (IM) are extensively researched in EFL, but studies focusing on English major students are few, and methods to reduce foreign language anxiety and promote intrinsic motivation are limited. Besides, the relationship between these two affective factors is also worth exploring. Cooperative learning is widely used in foreign language teaching and learning, but little research focuses on its influence on foreign language anxiety and intrinsic motivation. Through exploring related research, it is clear that for Chinese students, the English-speaking ability is the most difficult practical ability for them, and few research focus on the English-speaking learning of English major students in China. Therefore, the current study involved a total of 100 English major students from one ordinary university in China, using questionnaires and cooperative learning course construction as research instruments. All students were asked to complete the questionnaire before and after a 10-week' English-speaking course. All participants were divided into two groups-- the experimental group and the control group, with the experimental group using the cooperative learning course construction in the English-speaking course. There are two findings of this research: Firstly, there is a negative correlation between foreign language anxiety and intrinsic motivation in English-speaking learning. Secondly, the cooperative learning method can reduce foreign language anxiety and promote intrinsic motivation in English-speaking learning.

**Keywords:** Intrinsic motivation; Foreign language anxiety; Cooperative learning method; English major students.

## 1. INTRODUCTION

Researchers like Chow and Wong (2017) as well as Liu and Wu (2021) proved that a negative correlation exists between foreign language anxiety and language learning results and performance. Besides, Liu (2019) also pointed out that the comparative studies of foreign language anxiety are limited. In addition, current research showed that foreign language anxiety interacts with other variables such as motivation or self-confidence (Dewaele & Dewaele, 2017). Therefore, the relationship between foreign language anxiety and intrinsic motivation is worth exploring. In terms of intrinsic motivation, Ryan and Deci (2017) argued that intrinsic motivation drives a person to constantly pursue better performance based on one's interest in the discipline and desire to meet the need for competence and autonomy, as behaviour stimulated by intrinsic motivation is the action of learners' free choice, their perceived interests and enjoyment in learning. Although the research on motivation is well established, there is little research on the motivation of English major students in China. Besides, many researchers



like Leong and Ahmadi (2017) proved that cooperative learning methods can positively influence foreign language learning. As Johnson et al. (1998) proposed, cooperative learning is a teaching and learning method, in which students cooperate through group learning, which works as a factor in improving learning efficiency. However, although cooperative learning is widely researched in foreign language anxiety, its influence on students' foreign language anxiety and intrinsic motivation is still empty. Therefore, two research questions will be explored in the current study:

1. What is the relationship between students' foreign language anxiety and intrinsic motivation?
2. What is the influence of cooperative learning on students' foreign language anxiety and intrinsic motivation?

## 2. METHODOLOGY

### 2.1 A Quantitative Research Method with Experiment Research Design

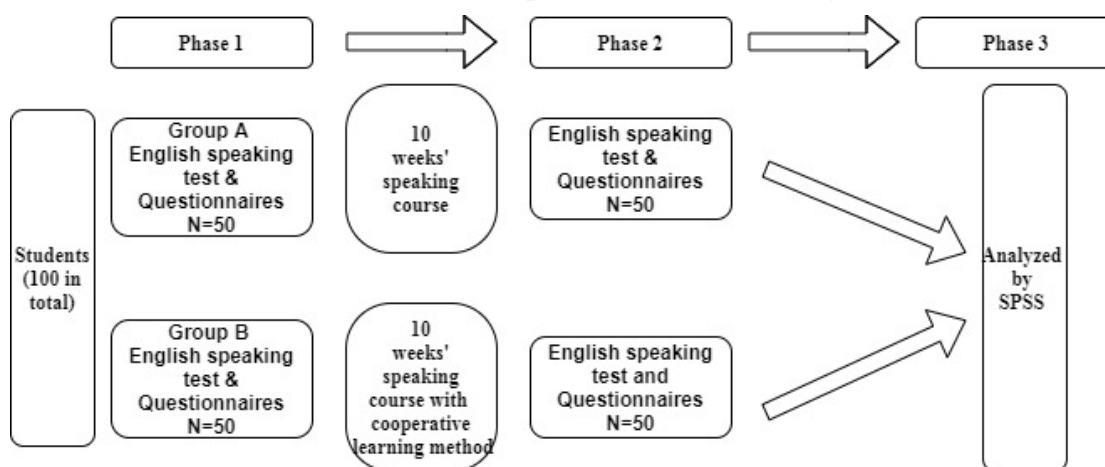


Figure 1.0: Grouping of the Students

In this study, the quantitative research method with experiment was used to achieve the research objectives. Figure 1.0 explains the grouping of the students where they were divided into two groups, the control group (Group A) using the normal learning method in their course and the experimental group (Group B) using the cooperative learning method. An English-speaking test and a questionnaire aimed to explore students' FLA and IM are required for all students before and after their courses. Finally, the data was collected and analysed by SPSS.

### 2.2 Research Instruments

The foreign language classroom scale (FLCAS) developed by Horwitz and Joann Cope was adapted in the current study. FLCAS consists of 33 questions which related to 5 factors of FLA (Liu, 2019). Besides, it is divided into four dimensions: worry, nervousness, fear of speaking English and fear of being asked in class (Wang et al., 2023). In the current study, 10 questions in FLCAS were selected and modified from FLCAS to cover 5 factors and 4 dimensions and measure students' foreign language anxiety in English-speaking courses. Besides, measuring intrinsic motivation, 8 statements are selected to measure the degree and changes of participants' intrinsic motivation from the English motivation scale developed by Clement et.al (1994). All the Cronbach's Alpha was more than 0.9 and the test coefficients of KMO and Bartlett were all more than 0.8, indicating that the foreign language anxiety and intrinsic motivation scales are reliable and of good structural validity.

### 3. FINDINGS AND DISCUSSION

From the descriptive statistical results of foreign language anxiety, compared with the mean value in phase 1, the mean value in phase 2 of both groups A and B was reduced. A more significant decrease was shown in the data of group B indicating that students' foreign language anxiety decreased significantly after the students learned the English-speaking course with cooperative learning method. Besides, from the descriptive statistical results of the intrinsic motivation scale part, the mean value of intrinsic motivation of both groups A and B is expected to increase, and a more significant increase is shown in the data of group B, indicating that students' intrinsic motivation improved significantly after using the cooperative learning method in their course. In addition, for the analysis between FLA and intrinsic motivation, the Pearson correlation coefficient between anxiety and motivation is expected to be a significant negative correlation in both phases 1 and 2.

In terms of foreign language anxiety, group B students' overall foreign language anxiety level in phase 2 was significantly lower than that of students in group A, which shows the cooperative learning method can decrease students' foreign language anxiety. This finding is consistent with previous research of Jiang (2016) and Nejad and Keshavarzi (2015) which proved that cooperative learning could help alleviate anxiety when learning a foreign language. For intrinsic motivation, the overall level of intrinsic motivation increased in phase 2 and the overall speaking English score of group B students was significantly in comparison to group A. It is clear that intrinsic motivation has a positive correlation with the cooperative learning method. Furthermore, the current study reveals that foreign language anxiety is negatively related to intrinsic motivation. As proved that affective factors in foreign language learning can have effects on each other, correlated with the research of Aydin (2020), Namaziandost (2019), Elaish (2019) and Fandiño (2019) which showed that anxiety and motivation can influence each other in the foreign language learning.

*Table 1: Phase 1 & Phase 2*

	Phase 2 FLA level compare with Phase 1	Phase 2 IM level compare with Phase 1	Test score come Compare with pre-course test
Group A	Decrease	Increase	Increase
Group B	More significant decrease	More significant increase	More significant increase

### 4. CONCLUSION

The current study quantitatively researched the influence of the cooperative learning method on English major students' foreign language anxiety and intrinsic motivation in a 10-week teaching semester. The main findings showed that:

1. Cooperative learning can truly help reduce foreign language anxiety and promote the intrinsic motivation of English major students in the English-speaking learning process.
2. A negative correlation is shown between foreign language anxiety and intrinsic motivation.

These findings indicate that the cooperative learning method has an impact on intrinsic motivation and foreign language anxiety. However, foreign language anxiety is negatively related to intrinsic motivation.

Therefore, for the course construction, it is important for the teachers to be aware of the affective factors that are of great importance for English learning. Cooperative learning methods like group learning

activities can be integrated in the course construction to help decrease foreign language anxiety and increase intrinsic motivation.

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**PROFESSIONAL TRANSLATORS' SELF-PERCEPTIONS OF THE TRANSLATION PROFESSION AND THE  
ENLIGHTENING ON CHINESE MTI PROGRAMS**

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### **ABSTRACT**

This paper aims to discuss the status quo of professional translators' practising in China and their self-perceptions of the translation profession, including their perceptions of the core sub-competences of translator competence required for a professional translator. The research was motivated by the current situation of Chinese MTI (Master of Translation and Interpreting) programs, which have been carried out and developed quickly since 2007, aiming at cultivating high-level and application-oriented professional translators and interpreters for society. However, previous research has shown that most Chinese MTI graduates do not choose to work as professional translators or interpreters. Many Chinese MTI graduates' translator competence cannot meet the market demands, which calls for reflections on the current status of the translation profession in China. Therefore, this research will focus on professional translators' self-perceptions of the translation profession in China and the core sub-competences of translator competence required for a professional translator. An empirical qualitative-oriented approach known as hermeneutic phenomenology is applied in this research, including some basic quantitative measures. Three research instruments were adopted to collect the data: document review, survey questionnaires, and interviews. Finally, based on the findings from this research, a new Translator Competence Model has been formulated and a market-oriented approach has been proposed, aiming at cultivating high-level translation talents for society.

**Keywords:** professional translator; self-perceptions; the translation profession; translator competence; Chinese MTI program.

## **1. INTRODUCTION**

Chinese MTI (Master of Translation and Interpreting) programs have been carried out and developed quickly since 2007, aiming at cultivating high-level and application-oriented professional translators and interpreters for society. However, some research has shown that most Chinese MTI graduates do not choose to work in fields directly related to translation, and they are not capable of working as professional translators or interpreters (Wang & Peng, 2012; Peng, 2017; Zhao & Xu, 2017). Many Chinese MTI graduates' translator competence cannot meet the market demands, which calls for reflections on the current translation profession and MTI programs in China. This study endeavours to conduct in-depth research into the current situation of professional translators' practising in China and their self-perceptions of the translation profession, including their perceptions of the core sub-competences of translator competence required for a professional translator. Chinese MTI students' education backgrounds, learning motivation and learning needs will be investigated, so as to identify whether disciplinary education is disconnected from market needs in Chinese universities with MTI

programs. The enlightening on how to cultivate Chinese MTI students' translator competence will also be discussed from the perspective of market demands. This empirical qualitative-oriented research is based on the kernel principle of "Reality-Cognition-Language" of the Embodied Cognitive Linguistics (ECL) (Lakoff & Johnson, 1999; Wang, 2014), Pluralism of Linguistic World Outlook (Wang, 2007), the Model of Cognitive Functional Context in Translation (He, 2016) and Hermeneutic Phenomenology (Fuster, 2019).

## 2. METHODOLOGY

An empirical qualitative-oriented approach known as Hermeneutic Phenomenology is applied in this research, with the inclusion of some basic quantitative measures.

### 2.1 Research Instruments

Three Research Instruments are adopted to collect the data, including document review, survey questionnaires, and interviews.

#### 2.1.1 Document Review

The documents '*Annual Report on the Development of Chinese Translation Talents (2022)*', '*A Survey of China's MTI Education and Employment Nationwide in 2017*' (Cui, 2017), and '*A Survey Report on the Coordinated Development of the Language Service Industry in the Beijing-Tianjin-Hebei Region*' (Cui, 2021) was reviewed.

#### 2.1.2 Survey Questionnaires

The questionnaires cover the following areas: demographic information; details of professional status and practice; professional translators' perceptions of their profession, the core sub-competence of translator competence required for a professional translator; and the role of education and training in their profession. Chinese MTI students' educational backgrounds, learning motivation, and learning needs will also be investigated by questionnaires. Most questions in the questionnaire are close-ended items, which were set against the 1-5 point Likert scale. Only one open-ended response question was adopted at the end of the questionnaire to elicit written comments from respondents. In addition, there are 30 professional translators and 90 Chinese MTI students who have agreed to become the respondents.

#### 2.1.3 Interviews

Interviews was conducted with several professional translators.

### 2.2 Triangulation

Methodological triangulation will be applied to increase the reliability and validity of the data to be collected.

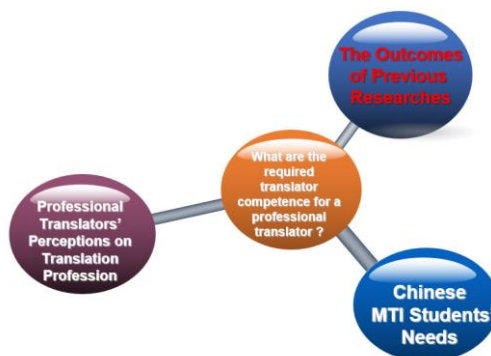


Figure 1: Method of Triangulation

### 3. FINDINGS AND DISCUSSION

#### 3.1 Data Collection

The following are some parts of the data collected by questionnaires from 3 professional translators, 1 translation expert (a Chinese MTI teacher, who is a professor), and 90 MTI students from different Chinese universities in a pilot study. Such data show the views of different respondents on the core sub-competences of translator competence required for a professional translator.

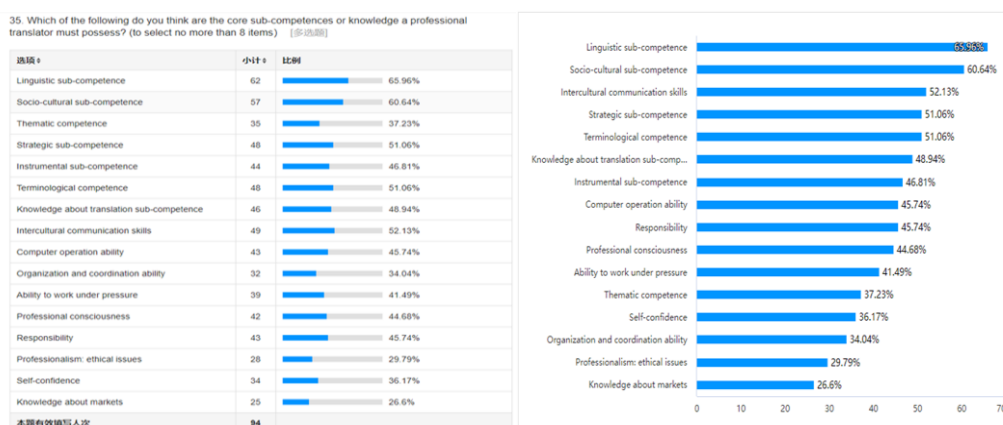


Figure 3.0: The Perceptions on the Core Sub-Competences of Translator Competence

#### 3.2 Data Analysis

The questionnaires were analyzed using Microsoft Excel to tabulate and present the numerical data for this research. Data is presented in descriptive statistics.

All interviews were transcribed. The participants' quotes revealing salient issues are presented in thematic clusters.

Based on Hermeneutic Phenomenology, in order to illustrate the use of the fusion of horizons, the findings for each aspect will be summarized in a table that will present the past horizon, present horizon, and the interpretation and implications of these horizons when fused together.

### 3.3 Expected Outcomes

Based on the data collected and the findings from the research, a new Translator Competence Model will be formulated. A market-oriented approach will be proposed on how to cultivate Chinese MTI students' translator competence.

## 4. CONCLUSION

Currently, in Chinese MTI programs, the phenomenon which cultivates the objectives is disconnected from market demands. It is necessary to further probe into the influential factors that impede the cultivation of Chinese MTI students' translator competence from different perspectives, such as the cognitive perspective, the perspectives of market demands, and the high education system in China.

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# A SYSTEMATIC REVIEW OF ONLINE COLLABORATIVE LEARNING AMONG GENERATION Z LANGUAGE LEARNERS

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## ABSTRACT

The introduction of information and communications technology (ICT) in higher education has led to more accessible, productive, and engaging online collaborative learning in recent years. Generation Z (those born between 1997 and 2012) anticipates current educational standards based on new technologies, innovative learning styles, and new teaching methods. Despite substantial research into online collaborative learning (OCL) over the years, a limited amount of research has been undertaken on online collaborative learning among Generation Z (also referred to as Gen Z) language learners. This review aims to determine whether research on OCL among Gen Z has been conducted in language learning between 2019 and 2023. A total of 20 articles from the Web of Science and Scopus databases will be reviewed on OCL among Gen Z language learners. The review examines collaborative learning methods, research methods, participants, intervention duration, and experiences. It is evident from the review that most studies conclude that OCL can benefit Gen Z learners. In addition, it improves students' participation and engagement in language learning. Despite OCL's positive effects on learning, studies revealed challenges and deficiencies. These challenges and deficiencies are particularly relevant to achieving collaboration. Several main challenges are identified, including a lack of understanding of the education paradigm shift. In addition, there is a lack of exposure and knowledge of ICT integration and a lack of educator awareness of technology tools availability. This review provides an overview of OCL experiences among Gen Z language learners. OCL has contributed to positive learning experiences. The findings of this study contribute significantly to future research on OCL impact. It also highlights the benefits of technology integration in online courses and Gen Z language learners' experience with OCL.

**Keywords:** Online Collaborative Learning, Generation Z, Language Learners, Review.

## 1. INTRODUCTION

Online collaborative learning (OCL) is a well-established method of distance education wherein learners collaborate to exchange ideas and viewpoints, foster a mutual understanding of particular topics, and collaboratively create outputs. Additionally, it has been suggested that OCL can effectively support learners in collaboratively constructing new knowledge and cultivating a range of abilities (Lei, Medwell, & Wray, 2021). OCL is widely acknowledged as a beneficial approach to facilitating student-teacher interaction and establishing a social presence, which is often lacking in remote learning experiences (Lei et al., 2021).



In recent years, there has been a significant increase in the amount of research conducted on collaborative learning in the field of language education. This increase in research can be attributed to the growing recognition of the constructivist social dimension of learning within the field of language education. Studies have shown that OCL can benefit language learners (Jeong, 2019). The current generation envisions a new set of educational standards grounded in technology, innovative learning approaches, and modern practices. Gen Z, in particular, has embraced digital technology as an integral part of their daily routine, challenging the established norm. Thus, Gen Z demonstrates unique learning characteristics that distinguish it from previous generations (Alruthaya, Nguyen & Lokuge, 2021).

OCL has contributed significantly to students' learning in past studies but has various obstacles and shortcomings. The challenges encompassed in this context pertain to the lack of experience in utilising online learning platforms, specifically in relation to student participation, interactivity, and engagement. Additionally, individuals may face difficulties due to their unfamiliarity with commonly employed information technology platforms. Limited internet access further compounds these challenges. Moreover, the absence of a systematic approach for evaluating the outcomes of online learning and the lack of experience in developing online course content or transitioning courses from offline to online formats over an extended period of time are additional obstacles that individuals may encounter (Al-Kumaim, Alhazmi, Mohammed, Gazem, Shabbir, & Fazea, 2021; Yusuf, 2020; Lukas & Yunus, 2021). Al-Kumaim et al. (2021) identified two significant challenges within university culture, including the limited engagement of students in online classrooms and the prevalence of social dissatisfaction among students.

Despite substantial research into online collaborative learning (OCL) over the years, a limited amount of research has been undertaken on online collaborative learning among Generation Z language learners, especially in the Malaysian context. This systematic review examines existing empirical studies focused on online collaborative learning (OCL) among Generation Z language learners to address this research gap.

This review aims to ascertain whether any study has been undertaken on OCL among Generation Z in the context of language education from 2019 to 2023.

## 2. METHODOLOGY

This review was conducted to examine research on OCL among Generation Z in the field of language education. The literature search began with the following four keywords: online collaborative learning, language learning, language learners and Gen Z. The search was restricted to articles published between 2019 and 2023, and the process adhered to the inclusion and exclusion criteria specified in Table 1.0.

*Table 1.0: Articles Retrieved, Included, and Excluded*

Database	Number of papers retrieved	Number of papers reviewed	Inclusion Criteria	Exclusion Criteria
1) Scopus 2) Web of Science	400	20	1) qualitative, quantitative, or mixed-method (qualitative and quantitative) design  2) OCL experience	1) language lecturers' experiences of OCL  2) OCL experiences in the other field

			3) Language learners	
			4) Gen Z language learners	

Inclusion/exclusion criteria were applied to determine the most relevant and significant articles. The review utilises inclusion criteria for studies that a) used qualitative, quantitative, or mixed-method (qualitative and quantitative) approaches in their designs, b) focused on OCL experience, c) centred on language learners, and d) concentrated on Gen Z language learners. The remaining articles were excluded because the studies were not written and were not focused on OCL experiences in language education. Besides, the research did not use data collected from language learners' or Gen Z language learners' experiences of OCL. The total number of papers retrieved was 400, but after the inclusion and exclusion criteria were applied, the remaining paper for this preliminary review was 20.

### 3. FINDINGS AND DISCUSSION

Previous studies have indicated that online language learning benefits language learners in a number of ways, such as increasing student participation and engagement in language learning, providing online peer feedback, and improving learners' behavioural, cognitive, social, and emotional engagement with language learning. (Li, 2023; Hoang et al., 2022; Su et al., 2022; Koşar, 2021; Chen et al., 2021; Zhang et al., 2021; Zou et al., 2020; Such, 2019; Alghasab et al., 2019). Additionally, previous studies have shown that OCL has a positive impact on learners' language skills. (Li, 2023; Manegre et al., 2023; Saeed et al., 2023; Hoang et al., 2022; Li et al., 2022; Chen et al., 2021; Such, 2019). Despite OCL's positive effects on learning, studies revealed challenges and deficiencies. These challenges include students continuing to face challenges with participation through online collaboration, students' learning, mixed opinions about the enjoyment of collaborating through a collaborative tool (Google Docs), and gender participation issues in an online collaborative learning setting (Wu et al., 2023; Hoang et al., 2022; Saeedakhtar et al., 2021; Such, 2019). It is hoped that this paper will provide a new perspective on Generation Z's learning styles and preferred learning approach during online courses, as well as some references for future researchers on collaborative online language learning among Generation Z learners.

### 4. CONCLUSION

Online collaboration enhances language learning. It provides the students with more in-class collaboration and interaction opportunities, leading to more time and space for active learning and improving learners' language skills. This review increases our understanding of OCL and how it can be implemented in an online language course. The findings will be helpful to language educators and Gen Z learners about the importance of the OCL approach in today's educational setting. However, very little is known about OCL among Gen Z language learners in Malaysia. Thus, further research in this area is necessary in the Malaysian context.

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# ENHANCING CRITICAL LITERACY AMONG ENGLISH AS A SECOND LANGUAGE LEARNERS IN A PAKISTANI UNIVERSITY USING MULTIMODAL APPROACH

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## ABSTRACT

This study presents an examination of a multimodal approach as a means to foster critical literacy among Pakistani ESL university students. A mixed-method design was implemented to assess the impact of integrating visual images and written texts into the ESL curriculum, with the aim of enriching students' abilities to critically analyze the multimodal text. Data was collected through two primary research instruments: pre and post-tests and an observation checklist. The pre and post-tests were used to assess changes in students' critical literacy skills before and after the implementation of the multimodal approach during an intervention. The intervention included 6 interactions of 2 hours each, making 12 hours altogether. Lastly, an observation checklist was used to document students' engagement with multimodal text. Preliminary findings suggest that the multimodal approach led to significant improvements in students' critical literacy skills, with post-test results showing enhanced critical literacy. Observation data revealed increased student engagement in the classroom when exposed to multimodal texts. The research also identified potential challenges, notably the need for resource availability and the requirement for technical expertise to effectively utilize a multimodal approach. The findings underscore the potential of the multimodal approach in enhancing critical literacy skills among students setting the foundation for future research in this field.

**Keywords:** ESL, Critical Literacy, Multimodal Approach, Multimodal Text.

## 1. INTRODUCTION

English holds a significant position in Pakistan as the second most widely studied language and the official language since the nation's inception. Pakistani students undergo a comprehensive English language education from early school years through senior secondary, intermediate levels, and university education. However, despite prolonged exposure, critical literacy development remains inadequate due to an overemphasis on grammatical structures.

This research addresses this critical gap by implementing a multimodal approach to enhance critical literacy among university students. Multimodal literacy, as proposed by (Kress & Van Leeuwen, 2020), goes beyond traditional text-based learning by incorporating visual elements to deepen language comprehension and its socio-cultural implications. The framework for this approach, focusing on visual images or multimodal texts, is derived from Serafini's "Reading the Visual," which explores images in news reports—a relevant context for examining political injustices in Pakistani society.

English's evolving role in Pakistan, extending beyond communication with native speakers to a tool for social, academic, and professional success (Hattam, 2023), underscores the research's significance. Traditional teaching methods in public schools, notably the grammar-translation method (Nasim & Stegman, 2022), impede students from grasping societal injustices and power dynamics inherent in the language.

Integrating Freire's theory of critical literacy (1968) and Giroux's assertion that critical literacy fosters social awareness (2021), this study empowers freshman graduates at the Federal Urdu University, Islamabad. It equips them to actively and critically engage with English language texts through the multimodal approach, enabling them to decipher the complexities of power, injustice, and inequality woven into human relationships via language. This research contributes to a deeper understanding of English language education's role in nurturing critical literacy skills in the Pakistani context.

## 2. METHODOLOGY

This study involved 12 convenience-sampled students from the Computer Science department at the Federal Urdu University, with a total of six interactions, each lasting 2 hours, totalling 12 hours. Informed consent was obtained before the intervention, which included pre-tests and post-tests to gauge the impact on critical literacy. A five-point Likert scale was used, denoted as A, B and C, representing varying levels of agreement and satisfaction (A for Poor and Weak, B for Average, and C for Good and Excellent). Pre-tests and post-tests evaluated six specific categories, demonstrating improved comprehension and engagement in diverse forms of communication. The mean critical literacy score across these categories reflected overall progress. To measure behavioural engagement, an observation checklist, based on Lane and Harris (2015), was employed. It included five items: (1) Discussion/Recalling, (2) Familiarization with new terms, (3) Conceptualization, (4) Recap, and (5) Activity. Observers had access to the instructor's lesson plan and recorded engagement discreetly, coding students as Engaged (E), Disengaged (D), or Uncertain (U). For example, "8/10 students are engaged" described each student's behaviour during the observation.

### 2.1 Intervention

The intervention phase started from introducing the students with multimodal text. The teacher familiarized the ESL learners with the picture books. The lesson plans were taught during the intervention. In the beginning of the intervention phase the teacher explained and discussed the theory of multimodality with the ESL learners, the concepts as discussed by Kress and Van Leeuwen. In order to make the students understand the concept practically, the teacher then explained the picture books to them. They were taught how to comprehend a picture book and what elements and dimensions to consider. The teacher showed the students the unusual title of the book named "Piggy Book." Teacher asked the class how to identify various visual, design, textual elements and codes of picture books. An inventory of visual, textual, design and multimodal elements is the first step towards understanding critical literacy using the multimodal text. Picture book codes were explained to the students that are position and size, perspective, frame, line and color. After the basic concepts and terms regarding analyzing the picture books were developed then the students were exposed to the multimodal text. Simultaneously, students were explained what news reports are and how they are utilized in meaning making and constructing various paradoxes. Later, the multimodal texts both visual images and written texts from the news reports from Pakistani context were shown to the students. The teacher collected a sizeable selection of news reports and images to consider, in both print and digital formats. Students needed to be exposed to a wide variety of news images if they are going to develop a sense of how these images are used. Furthermore, the teacher assisted the students in identifying and categorising these reports into subgenres or content categories, for example, political events, sporting events or daily news reports. While teaching these various visual images and accompanying text the teacher explored the images using various techniques like: Comparing images and perspectives, comparing covers, winners

and losers in sports and emotional images. Examples of a few multimodal images that were used during the intervention phase are as shown below:

1. Pakistani journalist Arshad Sharif murdered while in Kenya.
2. Pakistan losing the twenty-twenty cricket world cup 2022 against England.
3. Electricity break-down in Pakistan, January 2022.
4. Imran Khan, prime minister of Pakistan, speech in UN 2022.

Along with the class lectures and introducing new terms to the students the teacher assigned the class tasks, asked the students to make power point presentation and various group activities to make the session an interactive one.

### 3. FINDINGS AND DISCUSSION

In this study, we examined the impact of a multimodal approach on critical literacy development among 12 Computer Science students at Federal Urdu University. The initial pre-test revealed limited critical literacy skills, with participants averaging a score of 2.5 on a five-point Likert scale. Following the intervention, the post-test showed a remarkable improvement, with an average score of 4.2. This significant increase underscores the effectiveness of the multimodal approach in enhancing critical literacy.

Additionally, behavioural engagement during the intervention was observed using a checklist based on Lane and Harris (2015). The data revealed a shift in students' engagement levels from Disengaged or Uncertain to Engaged across various classroom activities, including Discussion/Recalling, Familiarization with new terms, Conceptualization, Recap and Activity.

The findings underscore the effectiveness of the multimodal approach in promoting critical literacy skills among university students. The significant improvement in post-test scores across categories aligns with the theoretical frameworks of critical literacy proposed by Freire (1968) and Giroux (2021). The observed increase in behavioural engagement during classroom activities indicates active participation and supports the idea that critical literacy fosters social awareness.

While these results are promising, it is important to acknowledge the study's limitations, such as the small sample size and the need for long-term effects assessment. Nevertheless, this research highlights the potential of multimodal strategies to transform English language education and enhance students' critical literacy abilities, emphasizing the importance of incorporating these approaches into language teaching practices.

### 4. CONCLUSION

This study features the transformative potential of a multimodal approach in cultivating critical literacy skills among university students. The substantial improvement in post-test scores across critical literacy categories demonstrates the effectiveness of this pedagogical approach, aligning with the theoretical frameworks of critical literacy proposed by Freire and Giroux. Moreover, the observed increase in behavioural engagement during classroom activities reflects active participation and reinforces the idea that critical literacy fosters social awareness.

However, it is crucial to acknowledge the study's limitations, including the small sample size. Future research should focus on larger and more diverse samples to further validate these findings. Additionally, long-term effects and the integration of multimodal strategies into broader educational contexts warrant exploration. By embracing these challenges, educators can continue to refine language teaching practices and empower students with the critical literacy skills essential for their academic and societal endeavours.

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**TRANSLATION COMPETENCE DEVELOPMENT OF UNDERGRADUATE TRANSLATION MAJOR STUDENTS  
AND CURRICULUM OPTIMIZATION IN HENGSHUI UNIVERSITY**

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### **ABSTRACT**

As economic and cultural exchanges between China and other nations become frequent and common, qualified translators and interpreters are in great demand in China. Faced with the urgent demand, 301 universities set up undergraduate translation majors (BTI), and more than half are municipal universities. Much research has been conducted on BTI programs; however, scholars neglect the fundamental role of municipal universities with BTI programs due to factors like geographical locations, underdeveloped economy and other reasons. Therefore, this paper tends to explore how these municipal universities develop the translation competence of BTI students and modify their curriculum with a case study of BTI programs at Hengshui University. Based on Hutchinson and Water's model of needs analysis, different questionnaires are designed for different respondents to obtain their needs and views toward the translation competence level and the curriculum on translation competence development. In-depth interviews will be conducted with teachers of BTI students to gather their interpretation of translation competency development and curriculum optimization. By collecting and analysing the data, the researcher concludes that Hengshui University, as one of the municipal universities in China, should reinforce the translation competence development of BTI students to meet the students' needs and serve the local economy and the authorities should take the needs of students, the needs of language service market into consideration. This research mainly focuses on Hengshui University, so it will not represent the situation and applied to other municipal universities with BTI programs, further and deeper studies are demanded.

**Keywords:** translation competence development; curriculum; needs analysis.

## **1. INTRODUCTION**

Faced with the urgent demand for professional translators and interpreters in China with frequent economic and cultural changes, there are 301 and 316 Chinese universities that have already set up Bachelor-level (BTI) and Master-level (MTI) translation and interpretation programs respectively according to the statistics from the official websites till the year of 2022. In cultivating talents, translation competence should be taken as a priority because it is the essential competence for professional translators and interpreters.

To pursue this goal, many Chinese university scholars design their specific teaching curriculum. Due to the changes and development of the language service market, the school authorities should also change and optimize their teaching curriculum and teaching plans according to different situations to improve the competence of their students.



In recent years, many municipal universities have applied for BTI programs. Their graduates will either get a position locally or apply for MTI programs. Many of those municipal universities follow the ways of English majors or the BTI programs methods in top universities to cultivate their students. However, it may be not so suitable or applicable to municipal universities. How to help them develop their translation competence and design a proper teaching curriculum for them needs to be discussed. In this case, the researcher wants to conduct research on the BTI curriculum at Hengshui University, a municipal university in Hebei Province of China, and to explore a better way to adjust the teaching curriculum on translation competence development in those universities to meet with the academic and professional needs with the assistance of needs analysis.

### **1.1 Background of the Study**

In the past few years, many scholars and experts have studied translation competence development and translation curricula from different perspectives at bachelor-level and master-level in and out of China. Researchers try to explore the development of translation competence training from the cognitive perspective of the translation learners to know how to improve translation competence and find proper teaching methods (Komeili & Daraghi, 2019). Similar empirical research focused on improving the students' translation competence based on distinctive thinking can benefit the students' translation competence and provide some guidance for the teachers (Zhang, 2018). Translation competence also needs to meet the market needs, the workplace-oriented definition of translation competence and the extent of the awareness of the students of translation were explored and emphasized the importance the employability in translation competence training (Aly, 2017). Additionally, institution educators should keep pace with the time and take advantage of advanced technology and improve translation competence in the traditional sense then they can construct a better curriculum with the help of technology by analysing the elements of modern translator's technical competence (Li, 2018) though the improvement relies on persistence and integration of translation skills and needs further evidence to testify its effect.

The translation training educators, mostly university teachers, realise the changes and challenges, and they try to make changes in their teaching curriculum accordingly. Some scholars integrated the topic of audiovisual translation into the curriculum for translation education and find it necessary to modify their courses to make them more relevant to the current market needs (Niken, P & Yasmin, 2017). Others studied the training translators based on the competence-based curriculum design and analysed many translation approaches (Albir, 2014). A case study of INSTB was conducted by a group of researchers to find the relationship between curriculum professionalisation and employability from the perspective of authentic experiential learning (INSTB, 2017). Exploration of the adoption of a Mix-teaching mode in teaching English-Chinese translation courses can also be found conducted by Chinese scholars (Wu et. al, 2021). From these researches, there is no doubt that the curriculum should be optimized following the professional and academic demands of colleges and universities.

### **1.2 The Statement of Problems**

Geographical locations, the levels of the regional economy and many other reasons lead to diverse situations of colleges and universities which establish BTI programs. The municipal universities in China still have a long way to go in cultivating BTI students because of many reasons. First, they concentrate more on courses on language skills instead of translation competence as the usual way they teach English majors with quite a few translation professionals. Second, after graduating from municipal universities, it is not easy for students to find a proper job or go further study in MTI programs because of fewer translation competence practices and systematic training.

Due to these situations, the research tends to explore how to develop the translation competence of BTI students in municipal universities, and further optimize their curriculum to satisfy the needs of the language service market or academic purposes of pursuing postgraduate study of BTI students. Moreover, it can help to draw a clearer map of the professional development of translation majors in municipal universities in China. To pursue the research aim, some perspectives need to be clearer and improved further, i.e., the needs and urgencies (i) for more research on translation competence development in BTI programs in municipal universities of China; (ii) for more concentration on the gap between the curriculum requirement of *BTI Teaching Guide* and BTI curriculum in municipal universities; (iii) for more exploration of the connection of the demand of the language service market and BTI students and BTI curriculum adjustment on their translation competence development. Therefore, in the following section, detailed research objectives will be illustrated.

### 1.3 Research Question

In accordance with the research objectives, the research questions emerged based on current research gaps and previous studies as follows:

1. What are the translation competence levels amongst BTI students at Hengshui University?
2. What are the gaps between the curriculum requirements of the national teaching guide on translation competence development for BTI students and the curriculum of Chinese municipal universities, i.e. Hengshui University?
3. What is the relationship between the needs of the language service market, the demand of BTI students and the adaption of the teaching curriculum to develop the translation competence of BTI students?

### 1.4 Conceptual Framework

In this research, an investigation of BTI students' translation competence level and the relationship between the BTI curriculum and the needs of market and BTI students in municipal universities of China will be conducted through a few perspectives. As shown in Figure 1.1 below, the conceptual framework is demonstrated clearly.

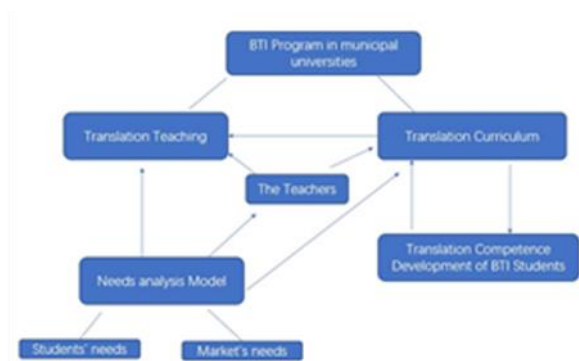


Figure 1.1: Conceptual Framework

BTI programs in municipal universities cannot proceed smoothly without the guidance of curriculum and professional translation teaching. In the whole process, teachers are both curriculum designers and course instructors. The curriculum is the foundation of translation teaching and provides the direction for the translation competence development of BTI students. Therefore, when designing the curriculum to cultivate the translation competence of translation talents, educators in municipal universities should

take the students' needs and the market's needs into account. The model of needs analysis provides a good way to know those needs. With the assistance of needs analysis, it will clarify the gap between the demand of both the market and BTI students and then teachers, the core of translation teaching and curriculum optimization, can make modifications to the curriculum to develop BTI students' translation competence to meet the needs.

## 2. METHODOLOGY

In this section, a detailed description of the research methodology is provided according to the study.

### 2.1 Research Design

To answer the research questions, data collection is conducted through different methods. In order to measure the translation competence level amongst BTI students at Hengshui University, the researcher will adopt the Scale of Translation Competence in China's Standards of English Language Ability. Students can assess their levels of translation competence with reference to the detailed description of Level 5 to Level 9 of the scale mentioned above. By collecting the data, the researcher can roughly know the translation competence level of BTI students and conduct the following research. For the second question, the researcher will draw a chart and compare translation competence development between the curriculum at Hengshui University, one of the municipal universities in China and the curriculum requirements of the BTI Teaching Guide and then try to find the gaps to modify the curriculum. To know the relationship between the needs of the language service market, and the demand of BTI students, the researcher will conduct questionnaires and interviews based on the model of needs analysis. Specific questionnaires are prepared for BTI students and potential employers. This way, the researcher can acquire the needs of the language service market better and consider those needs when optimising the curriculum. Besides this, the researcher will also conduct in-depth interviews with teachers at Hengshui University who are now teaching BTI students to gain a better understanding of the curriculum from the teacher's aspects. After collecting and analysing the statistics, the faculty can adjust the BTI curriculum accordingly.

### 2.2 Data Collection

According to the research questions, qualitative data will be collected in the form of questionnaires, interviews and documentary reviews.

The translation competence scale will adopt the model in China Standard of English on translation competence issued by the Ministry of Education in 2018. The self-assessment scale will adopt a 5-point Likert scale. There are six aspects which vary from Level 5 to Level 9 which will be equal to 1 to 5 in this research.

In order to collect the quantitative data more accurately and conveniently, it will be designed in Chinese language and collected on wenjuanxing, an online platform.

All the respondents of the questionnaires will get a series of questions, either closed or open-ended questions. These questions are closely related to the research. For the purpose of storage and convenience, the respondents can answer the questions of the questionnaires through the survey link that the researcher has designed on <https://www.wjx.cn>, a very reliable and popular questionnaire-collecting website.

Before the interview, the researcher will explain the purpose of the interview and ask for permission to record the whole process. The interviews involve open-ended questions on translation competence development and the BTI curriculum.

In this specific research, the documents include the recent recruitment advertisement in mainstream job-hunting official websites, which can help to know the recent demand of the job market. The researcher selects several most popular job-hunting websites or cell phone applications, namely, zhaopin.com, 51job.com, and liepin.com.

### **2.3 Reliability and Validity**

Knowing the factors which might affect the credibility of the research, the researcher adopts mixed research methods. Since the research intends to explore the translation competence development of BTI students and curriculum modification in municipal universities in China, a detailed and systematic description of the data through careful coding and categorization is conducted to confirm the result of the research. The statistics of the questionnaire will be confirmed or challenged by the responses from the interview. Different data collection methods can ensure the consistency of the whole research and avoid bias.

The researcher will select many respondents to read through and fill in the questionnaires and attend the interview, but the result will be not included in the results that are analysed in Chapter 4. It can help to polish and perfect the contents of the questionnaires to obtain more accurate and clear statistics. The modification can help improve the reliability before the actual study. A similar revision of the interview question was also done. Feedback was also sought to ensure the questions in the interview were clear enough for this study.

## **3. FINDINGS AND DISCUSSION**

By the self-assessment of BTI students at Hengshui University, the researcher finds out that BTI students in the municipal do not finish translation tasks very well and they even write and translate Chinglish. Due to many reasons, they have few opportunities to participate in real translation tasks which leads to failure in dealing with translation difficulties. After conducting the questionnaires toward BTI students, BTI graduates and employers and collecting the views of teachers who teach BTI students in the form of an interview, the researcher gets some perceptions for optimizing the translation curriculum to develop the translation competence of BTI students in municipal universities.

1. The teachers should change their traditional way of teaching. In the process of teaching, teachers should update their teaching methods and pursue the improvement of the translation competence of BTI students with the pace of professional and social needs. They can cooperate with local companies and provide more chances for BTI students to join in and experience real translation tasks.
2. The curriculum should design some characteristic courses according to the diversity of geographical locations and cultural features. For example, Hengshui University have more fame in Dong Zhongshu studies. In this case, the teachers and students of undergraduate translation majors can try to design relevant courses and select some outstanding students to participate in the research and help spread it in international communication.
3. The university can try to establish professional courses that are taught by lecturers from language service companies. They can bring in the latest information and the most practical skills that are beneficial for the students when they begin to work.

#### 4. CONCLUSION

In future studies, faced with the rapid change of the needs of the language service market and BTI students in municipal universities, teaching curricula should be optimised with regards to them to develop BTI students' translation competence and cultivate qualified translation talents for the regional economy where municipal universities are located.

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## UTILIZING PROCESS APPROACH IN TEACHING WRITING FOR L2 LOW PROFICIENCY LEARNERS

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## ABSTRACT

The benefits of utilising a process approach, as opposed to product approach, for teaching writing across various genres to low proficiency learners have been widely acknowledged by numerous scholars over the years. However, there is a notable dearth of empirical studies examining the performance of L2 learners within such a context. This research aims to bridge this gap by exploring the impact of the process approach on enhancing the writing skills of L2 low proficiency learners. Adopting a qualitative case study design, this investigation engages with five low proficiency learners who are undergoing L2 writing instruction. The study focuses on understanding the practical implementation and experiential perspectives of learners in relation to three out of the eight stages of the Process Approach. The learners' experiences in integrating these stages, despite their proficiency challenges, are closely examined. Data for this research is collated from various sources. Individual interviews with the participants and analyses of their written essays form a major part of the data collection. Additionally, video-recorded classroom observations, structured observation checklists, reflective journals, semi-structured interviews, and learners' written texts further enrich the dataset. This research aims not only to justify the chosen methodologies but also to encourage the development of more independent writers, particularly among low proficiency learners. By investigating the practical implications of adopting three stages from the process approach in writing, this study hopes to enhance our understanding of its effectiveness and contribute to the academic discourse surrounding L2 writing strategies.

**Keywords:** Process approach, writing strategies, low proficiency learners.

## 1. INTRODUCTION

English writing, particularly for second language learners, holds paramount significance in the globalized world. The Process Approach to teaching writing has emerged as a holistic method, emphasizing the writer's journey from brainstorming to editing, and has been advocated for its potential benefits across various genres, especially for low-proficiency learners (Ghaith Saleh Mahdi, Mahmood Shaalan Atiyah AL-Shlmani, & Ali Abbas Jasim Mohammed, 2022). However, despite there exist academic consensus, it also has its conspicuous gap in empirical studies scrutinizing the performance of L2 learners within this context. This research seeks to address this void by delving into the practical implications of the Process Approach, especially concerning three of its eight stages. The focus is on understanding the experiential perspectives of low-proficiency learners and how they integrate these stages despite their proficiency challenges. Such research is pivotal, having that the low proficiency L2 learners seem to grapple with frequent grammatical errors and inappropriate language use, even after years of learning (Sabariah Abd Rahim & P. Jaganathan, 2022). By shedding light on the practicalities

of the Process Approach, this study aims to contribute to academic discourse surrounding L2 writing strategies and cultivate the growth of more independent writers among low-proficiency learners.

## 2. METHODOLOGY

This research employed a qualitative case study design to delve into the intricacies of the Process Approach in writing for low-proficiency learners. The study's primary focus was on L2 learners, particularly those facing challenges in writing due to limited proficiency in the English language. The methodology was informed by similar studies, such as the one conducted by Amanpreet Singh and Mahendran Maniam (2020), which examined the influence of first language syntax (L1) in writing English (L2) essays among Form Two secondary students in Malaysia. Their study utilized document analysis and interviews to gather data from low-proficiency students, providing insights into the challenges faced by these learners.

In the present study, data collection encompassed a variety of sources. Individual interviews with participants and analyses of their written essays formed the core of the data collection process. Incorporating a multifaceted approach to data collection, this study employed a combination of video-recorded classroom observations, structured observation checklists, reflective journals, semi-structured interviews, and an analysis of learners' written compositions. These diverse methods were strategically chosen to provide a comprehensive and in-depth understanding of the subject matter, ensuring a robust and enriched dataset (Creswell, 2014; Merriam & Tisdell, 2015). This comprehensive approach to data collection aimed to capture the holistic experience of learners as they navigated the Process Approach in writing. The objective encompassed not only discerning the pragmatic ramifications of this methodology but also nurturing the development of autonomous writing capabilities among learners with low proficiency.

## 3. FINDINGS AND DISCUSSION

The exploration of the Process Approach in writing for Low Proficiency Learners (LPL) has yielded significant insights. A study by Rahim and Jaganathan (2022) found that while Written Corrective Feedback (WCF) is commonly used to address grammatical errors in LPL's writing, its effectiveness remains inconclusive. Their research emphasized the role of 'Written Language' (WL) as a mediational tool to enhance WCF's effectiveness but found that LPL's writing accuracy improved primarily with teachers' WCF alone, without the need for WL (Rahim & Jaganathan, 2022).

Furthermore, Budianto et al. (2020) investigated the impact of direct and indirect corrective feedback on EFL students' writing proficiency. Their results revealed that direct corrective feedback was more effective than its indirect counterpart, irrespective of the student's proficiency level. This suggests that feedback type plays a crucial role in enhancing writing skills among LPLs (Budianto et al., 2020).

Zhang (2018) explored the change in EFL learners' self-efficacy following process-genre academic writing instruction. The study found a significant improvement in participants' self-efficacy after the instruction, indicating the potential of the process-genre approach to boost learners' confidence in academic writing (Zhang, 2018).

In a concluding study conducted in a suburban secondary institution in Sarawak, it was evidenced that the process-oriented methodology significantly aided students in crafting argumentative compositions, reflecting a mean enhancement of 4.8% (Jee & Aziz, 2021).

#### 4. CONCLUSION

The exploration of the Process Approach in writing for Low Proficiency Learners (LPL) has unveiled significant insights into the challenges and potential solutions for enhancing L2 writing proficiency. The research underscores the importance of understanding the intricacies of the writing process, particularly for LPL, and the potential of the Process Approach in writing to address these challenges (Sabariah & Jaganathan, 2022). The study also highlights the role of Written Corrective Feedback (WCF) and its potential to improve writing accuracy among LPL, emphasizing the need for tailored strategies that cater to individual learning needs (Maniruzzaman & Mahmud, 2021). Apart from that, the significance of L1 in the L2 writing process has been identified, suggesting that a blend of L1 formulation with a structured framework can significantly enhance the quality of L2 texts (Tsuji, 2021). As the field of L2 writing continues to evolve, it is imperative for educators and researchers to remain adaptive, integrating evidence-based strategies and methodologies to foster the growth of more independent and proficient writers. Future research should delve deeper into the nuances of the Process Approach in writing, exploring its applicability across diverse educational contexts and its long-term impact on LPL's writing proficiency.

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**TEACHER'S MOTIVATIONS FOR CODE-SWITCHING IN ENGLISH PROFICIENCY CLASSES IN A MAINLAND  
CHINA UNIVERSITY**

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### **ABSTRACT**

Code-switching is a tool used by teachers to facilitate target language acquisition and classroom interactions in educational contexts. While existing studies have examined the motivations for teachers' code-switching in various English as Foreign Language (EFL) teaching and learning contexts, little attention has been given to the research context in mainland China, where EFL learning is emphasised, but the medium of instruction remains unclear during classroom interaction. Therefore, a qualitative research method was employed in this study to investigate the motivations triggering teachers to switch the codes between English and students' first language (L1) in English proficiency classes at a university in mainland China. Twelve well-experienced Chinese-English teachers and their students were selected as participants from one private university in mainland China. The data collection methods were classroom observations with audio recordings and one-on-one interviews with teachers using semi-structured questions. Thematic analysis was applied to analyse the motivations driving teachers' code-switching practices. The results revealed two key influencing motivations for teachers' code-switching between English and Mandarin: students' limited English proficiency levels and teachers' belief. These findings provide support for a deeper understanding of classroom code-switching practices in the context of Chinese-English education settings.

**Keywords:** motivation; code-switching; bilingual education; communication.

## **1. INTRODUCTION**

Code-switching in English as a Foreign Language (EFL) teaching and learning settings has been widely discussed in the past few decades. Code-switching refers to educators and learners switching languages (students' mother tongue and English) to achieve their teaching and learning goals during classroom interaction (Lin, 2013). In classroom interaction, various pedagogical and communicative motivations trigger teachers to switch the codes. Previous studies suggested that these motivations could be students' low English proficiency levels, teachers' beliefs, and differences between English and students' first language (L1) in various EFL classes, such as in Surakarta and Ethiopia (e.g., Bista, 2010; Paramytha et al., 2019; Temesgen & Hailu, 2022).

However, little attention has been given to motivations for teachers' code-switching in EFL classes in mainland China, where Chinese (Mandarin) serves as the primary language for official and daily interactions, while English is learned as a foreign language. In past decades, EFL education has been

concentrated on, particularly at the university level, due to the reform and opening-up policy in the 1980s in mainland China (Reinders et al., 2017). Despite the enhancement of English teaching, there is an absence of a clear policy related to the medium of instruction in EFL classes in most Chinese universities (Du, 2016). The ambiguity may lead that teachers employ Mandarin as part of their instructional language without consciously understanding or being aware of the motivations for code-switching. Therefore, studying the motivations for teachers' code-switching is beneficial to provide reference about the language of instruction in EFL classes in Mainland China.

Hence, the primary objective of this study is to explore the motivations that prompt Chinese-English teachers to switch between English and Mandarin in university-level EFL classes in Mainland China. Specifically, the research question in this study is: What are the motivations for teachers to switch the codes between English and Mandarin in English proficiency classes? Through this investigation, valuable insights into code-switching practices in Chinese-English contexts will be provided, which will assist in shaping language education practices and policies in mainland China.

## **2. METHODOLOGY**

A qualitative research approach is adopted as the methodology in this study. According to Creswell (2012), qualitative methodology can obtain a deep understanding of a phenomenon, such as answering questions of how and why. This study aims to figure out the motivations for teachers' code-switching. Hence, qualitative research is well-suited for this research.

### **2.1 Participants**

Two groups of participants were selected in this study. The first group was twelve English teachers from a private university in mainland China. The participants were selected by purposeful sampling. Purposeful sampling in qualitative research refers to selecting individuals with the purposes to facilitate an effective exploration of the central phenomenon (Creswell, 2012). Hence, these teachers were chosen based on three criteria: 1) they have high levels of English proficiency, as evidenced by successful completion of the TEM-8 (Test for English Majors-Band 8) or IELTS test with scores ranging from 7 or above, 2) all participants held at least a master's degree in Teaching English to Speakers of Other Languages (TESOL), Applied Linguistics, or other relevant English and English teaching majors, and 3) all participants are well-experienced teachers (at least three years teaching experience) with the qualification for English teaching at university level.

The second group of participants were undergraduate students in their second semester of English proficiency classes taught by the twelve teachers, as the main researcher (the first author) was permitted to access the classes for second-semester students only. Each class consists of approximately 50 students aged between 17 and 19. These students exhibit English proficiency levels ranging from A2 to B1, as determined by their performance in the college entrance examination in English subject and Common European Framework of References (CEFR) for Language (CEFR, 2001). According to CEFR (2001), this proficiency level demonstrates students' capacity to understand the central ideas of both concrete and abstract texts, and they can produce basic academic writing.

### **2.2 Data collection**

Data was collected through three stages, including obtaining informed consent from teachers, conducting classroom observations of audio-recorded lectures, and conducting one-on-one interviews with teachers using semi-structured questions. Firstly, the twelve teachers were given the informed consent form to ensure their willingness to participate in classroom observations and one-on-one

interviews. This step was taken based on ethical considerations, as qualitative research mainly concentrates on an individual's beliefs and behaviours in the social world, which inevitably includes ethics (Dornyei, 2007).

Secondly, with the participants' agreement, classroom observations were conducted with audio-recording within two months. Twelve teachers and their students were observed in four lectures, and each lecture session lasted one and a half hours. When conducting classroom observations, to minimise the negative influence on the teaching and learning process (Creswell, 2012), the main researcher sat at the back of the classrooms and only used a clip-on microphone to record the phenomenon without engaging students' and teachers' activities. Descriptive field notes related to teachers' code-switching were also taken to supplement the analysis of code-switching instances.

Finally, the one-on-one interviews with teachers were conducted with semi-structured questions. Semi-structured questions with pre-prepared questions and an open-ended format can be a flexible approach to gain comprehensive insight on a particular phenomenon (Dornyei, 2007). In order to explore teachers' motivations and understandings of code-switching, the researchers used semi-structured questions to interview them. Specifically, the main researcher initiated the interviews by inquiring about the teachers' experiences with classroom code-switching. Subsequently, they discussed the specific motivations behind the utilisation of code-switching in their classes based on the classroom observations. Finally, the main researcher probed the teachers' understanding of and attitudes toward classroom code-switching. The length of each interview lasted between 40 to 60 minutes. During interview sessions, the teachers were allowed to answer the questions in Mandarin and English to accurately convey their ideas. Meanwhile, the teachers were interviewed using a mic-audio recording to ensure that the recording was of good quality.

### **2.3 Data analysis**

The recorded data from classroom observation and interviews were translated into English by the research. After that, this study used thematic analysis, adopted from King and Horrocks (2018)'s thematic analysis framework, to transcribe and analyse the data from teachers' interviews. This is because this framework is mainly used for interview data analysis (King & Horrocks, 2018). The process included with three steps: descriptive coding, interpretive coding, and overarching themes. In the first stage, transcripts were translated and thoroughly reviewed to establish familiarity with the data. The teachers' views and perceptions related to motivations for switching the codes were highlighted and defined as descriptive codes. After that, these descriptive codes were categorised and redefined as interpretive codes based on the research question in this study. Finally, two overarching themes emerged: 1) students' specific learning situations in English proficiency classes and 2) teachers' teaching ideology and experience. The coding and overarching themes were checked and discussed with the other researchers in this study.

### **3. FINDINGS AND DISCUSSION**

Based on the analysis, students' limited English proficiency levels in speaking and listening, and teachers' beliefs that code-switching can enhance students' learning interest were identified as the two main motivations for teachers employing code-switching between English and Mandarin in English proficiency classes.

### 3.1 Teachers' Code-Switching Because of Students' Limited English Proficiency in Speaking and Listening

Students' limited English proficiency in speaking and listening is a motivating factor for code-switching in the Chinese-English teaching and learning contexts. This finding is in line with the previous research (e.g., Köylü, 2018; Temesgen & Hailu, 2022), which emphasise students' limited English proficiency is the main motivation for using code-switching in EFL classes. Interestingly, the finding of this study indicated the specific aspects of limited English competence triggering teachers' code-switching, such as listening and speaking.

According to the classroom observations and interview sessions, all teachers agreed that due to students' limited English proficiency levels, particularly in speaking and listening, they tended to switch the language from English to Mandarin to explain knowledge and interact with students during lectures. For example, Teacher 1 (T1) switched from English to Mandarin in the reading comprehension class:

Extract 1:

**T1:** *How do people show concern about their body image in their everyday lives ?*

**Students:** *(silence)*

**T1:** *You can share your answer with us.*

**Students:** *(silence)*

**T1:** *How do people show concern about their body image ? Wèn de shì rénmen zài everyday life dāngzhōng how do they Guānzhù huòzhě shuō rúhé dānxīn body image ? (The question is people in their everyday lives, how do they concern or worried about their body images?)*

**Student 1:** *One starts back at a as when we look in the mirror, that's our actual body image...*

In Extract 1, T1 initially used English to inquire about people's concerns regarding body image. However, the students in the class did not provide feedback. Recognising the challenge, T1 switched the codes to provide students with the meaning of concern in Mandarin. It was noticed that after exchanging the language, one student gave T1 positive feedback and answered the question.

In the subsequent interview, T1 in Extract 1 explained the motivation behind this code-switching practice:

*Wǒ juéde xuéshēng méiyǒu gěi wǒ respond, yīnggāi shì tāmen méiyǒu dǒng zhège wèntí, Jù wǒ guānchá, kěnéng shì tāmen zài tīnglì shàng bǐjiào bóruò, ránhòu tāmen duìyú concern zhège dāncí, rúguǒ ràng tā qù yuèdù, tā kàn dào de pīnxiě yǔyán wénzì yǒu xíngxiàng de, tā kěnéng fǎnyìng guòlái, dànshì nǐ zhǐ gěi tā yīgè shēngyīn ràng tā qù tīng, yǒuxiē tóngxué tā kěnéng yíxià zì zhuǎnhuàn bùguò lái zhège sīlù. suǒyǐ wǒ jiù zhǐ néng huàn zhōngwén lái bāngzhù tā lǐ jiě le.*

*(I think the students didn't respond to me, and it should be because they didn't understand the question. According to my observation, this may be mainly due to their limited listening competence. For the word "concern", if they are asked to read it, they can understand by the visual spellings. However, only given them the pronunciation, some students may not be able to think of the word at once. That's why I can only exchange to Chinese to help understanding.)*

This indicates that students' difficulty in responding was attributed to their unfamiliarity with the vocabulary concern, particularly when encountering the word in listening. Due to students' low English proficiency levels in listening, T1 switched from English to Mandarin to explain the vocabulary to ensure students' comprehension.

Besides, T1 also expressed that students' limited speaking competence may affect her code-switching to encourage students to express their ideas. In the interview, she pointed out that:

*Xuéshēng kǒuyǔ biǎodá yǒu wèntí ... yòng zhōngwén gǔlì tāmen duō qù liànxí.  
(due to students limited English speaking competence, I may use Mandarin to encourage them to practice more in the classes.)*

Therefore, due to students' limited English listening and speaking proficiency levels, these teachers in the university find it necessary to switch the languages to ensure students' comprehension and encourage them to interact in the classes.

### 3.2 Teachers' Code-Switching Because Teachers Believe That Code-Switching can Enhance Students' Learning Interest

Another motivation triggering teachers to switch languages is their belief, referring that code-switching can enhance students' interest in English learning. This finding does not entirely support the previous research, which points out that teachers believe that explaining in students' L1 can help them effectively understand challenging words (e.g., Temesgen & Hailu, 2022).

In this study, five teachers held the belief that code-switching between English and Mandarin could effectively motivate students to learn a wide array of real-life-related knowledge. For instance, Teacher 2 (T2) switched from English to Mandarin to provide the example of plastic surgery:

Extract 2:

*T2: Plastic surgery jiùshì zhěngxíng shǒushù. Have you ever been to Korea? Rúguǒ nǐ qùguò dehuà, nǐ huì fāxiàn zài wǒmen chéngdū yǒu xiǎochī yītiao jiē duì bùduì? Zài hángguó yǒu zhěngxíng yītiao jiē.  
(Plastic surgery is plastic surgery. Have you ever been to Korea? If you have been there, you can find that there is a snack street in Chengdu, right? There is a plastic surgery street in Korea.)*

In Extract 2, after explaining the meaning of plastic surgery in Mandarin, T2 continued using Mandarin to provide a real-life example about plastic surgery. During that time, most students gave positive feedback to discuss plastic surgery with teachers or peers.

When interviewing, T2 rationalised why he switched from English to Mandarin:

*Wǒ yīzhí guàncuān wǒ de yīgè jiàoxué zōngzhǐ jiùshì yào ràng tāmen duì zhè mén kè yǒu xìngqù. Yòng zhōngwén jù yīxiē zhēnshí de shìqíng zuòwéi lǐzì, nǐ huì fāxiàn zhīqián dītóu de tóngxué yě kāishǐ táitóu zài tīng nǐ jiǎng gùshi, shuōmíng tāmen jiànlì qǐ duì zhè mén kèchéng de xìngqù. Nǐ shíxíng quán yīngwén shòukè, duìyú tāmen lái shuō zhǐ néng duì zhè mén kèchéng yuè lái yuè shīqù xìngqù.*

*(One of my teaching beliefs is to make students interested in this course. When using some real-life-related examples in Chinese, I can notice that most of my students give me feedback and listen to me carefully. It indicates that they have interest in it. If I teach all classes in English only, they may lose interest in this English course.)*

In this interview, it became evident that T2 believed that code-switching between English and Mandarin is an effective teaching method to attract students' attention and increase their interest, compared with using English only in classes. This is because using English only in class may lead to a less engaging learning environment (Obaidullah, 2016). Consequently, teachers' belief that code-switching can increase students' interest in English learning is another motivational factor for exchanging languages.

#### 4. CONCLUSION

In conclusion, this study aims to investigate teachers' motivations behind code-switching, particularly in English proficiency classes at university levels in mainland China. To be more specific, two motivations were identified for classroom code-switching between English and Mandarin: students' limited English proficiency levels in speaking and listening, and teachers' belief that code-switching can improve students' interest in English learning. These findings implicated teachers can measure whether code-switching is required to improve the learning experience and maintain students' engagement. This study contributes a re-evaluation of code-switching' roles by a deeper understanding of the motivations behind teachers' code-switching in Chinese-English university proficiency classes. Policy makers and educators may consider appropriate training programmes for teachers to switch effectively and purposefully between English and Mandarin in university level EFL classes in mainland China.

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## GAMIFICATION AND COLLABORATIVE LEARNING AMONG ENGLISH SECOND LANGUAGE CULINARY LEARNERS

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### ABSTRACT

Collaboration learning in the classroom is becoming increasingly common in educational institutions, especially in the culinary arts field of study. In English as a Second Language (ESL), this may be a problem where students' inadequate language skills are usually attributed to affecting causes and a restricted exposure to and use of the target language. So, the emergence of collaboration learning existed due to less of interesting in traditional approach of classroom learning among the students these days. Furthermore, the gamification enables students to take part in challenging activities such as missions and accomplish the desired objective within a short time. In addition, in the event of failure, games allow the user to repeat a certain mission. The recurring cause of failure lets students (users) analyse and fix previous errors. It shows that the games could promote positive attitude in learning and encouraged them acquire the knowledge and language by facing the difficulty at the temporary experience before success at the end of the event. The paper review Collaborative learning is the work of a community of people, learning by collective effort, taking into account what is learnt when pursuing a common goal. Collaborative learning activities take place effectively in both face-to-face and online courses. A foundation is required to better understand the importance of collaborative learning, based on its advantages and challenges. The chapter examined the related literature for the study of interactive learning through gamification learning. Research has been conducted in the context that students participating in collective groups have learned. The goal of collaborative learning was to offer students a true understanding of the basic rules and responsibilities that could be applied to the development of a study in a real context.

**Keywords:** Collaborative learning, gamification, culinary arts.

### 1. INTRODUCTION

The game mechanics and interface methods for non-game scenarios are known as gamification. Advances in ICT have enhanced games through real time feedback and instant communication, particularly in the English context. Gamification may provide benefits to English learners in terms of proficiency level and derived motivation to be involved in learning tasks, thereby increasing participation and reducing crowd anxiety. This can be a problem in (ESL) schools, where impaired speech skills are frequently caused by affective factors and poor exposure to the target language and its use. The power of video games to inspire innovative thought and productivity may contribute to new approaches to real-world problems. With the rapid technology in education, gamification is becoming a mainstream tools of learning process in most institutions. It can be argued that this mode is still infancy



stage for most educators and practitioners. Most studies on collaborative learning through gamification highlighted the motivation is one of the important elements to ensure to boost up the academic success and reducing the anxiety in front of crowds (Abramovich, Schunn, & Higashi, 2013; Buckley & Doyle, 2014).

## **2. LITERATURE REVIEW**

The chapter examined the related literature for the study of interactive learning through mobile gamification learning. Research has been conducted in the context that students participating in collective groups have learned. The goal of collaborative learning was to offer students a true understanding of the basic rules and responsibilities that could be applied to the development of a study in a real context.

Earlier literature has shown that the student's academic output is influenced both by cognitive factors and by affecting motivation factors (Pintrich and De Groot, 1990; Tous and Amoro's, 2007). The motivation of the student is regarded in this sense as an important part of training. This significance is due to the considerable impact motivation has on learning, both in the process and in the results. Motivation is not easy to tackle in the academic sector since it is addressed in many different ways by many factors, guidelines and models. This research is focused on the dual approach provided by the distinction between inherent and external motivation (Ryan & Deci, 2000).

The intrinsic motivation comes from people and causes people to behave as themselves because of the work itself and is fascinating and appreciated by people, and it is not a way of achieving other goals, but the end sought. The extrinsic motivation, on the other hand, is that which comes out of the world and leads people to an action that rewards or enables them to attain other goals (Deci & Ryan, 1985; Eccles & Wigfield, 2002).

### **2.1 Problem Statement**

Gamification could help English learners gain motivation and reduce anxiety in front of crowds, according to studies of Kolej Yayasan Pelajaran Johor (KYPJ) Culinary Learners. Advances in ICT have enhanced games through real time feedback and instant communication, particularly in the English context. Gamification may provide benefits for English learners in terms of proficiency level and derived motivation to be involved in learning tasks. This chapter explores the value of gamification as a social learning method and how it has risen in popularity among young people. The researcher's main goal was to look at ESL issues and see whether collaborative learning by gamification could have an effect on English learners or vice versa. Thus, given that each website, such as Facebook, Instagram, WhatsApp, YouTube, Twitter, and Tumblr, has its own set of priorities, functionality, and users, this chapter examines the importance of gamification as a technique of social learning and the surge in popularity among young people. All of these platforms were developed and continue to be developed with the goal of advancing education and learning, particularly in the English language. This can be a problem in ESL classrooms, where reduced speech abilities are typically the result of emotive factors and insufficient exposure to the target language and its use. Unfortunately, as a result of the school climate, students' anxiety levels rise during their college careers (e.g Darby, Longmire-Avital. Chenault & Haglund, 2013; Pan & Gauvain, 2012).

### **2.2 Collaborative Learning Theory**

The effect of gamification on teaching and learning is minimal in modern literature. The authors found that the gamification approach has a positive impact on student success, motivation and knowledge

transformation. Advances in ICT have enhanced games through real time feedback and instant communication, particularly in English context. This chapter explores the value of gamification as a social learning method and how it has risen in popularity among young people. The researcher's main goal was to look at whether collaborative learning by gamification could have an effect on English learners or vice versa.

To foster a climate conducive to collaborative learning, well-designed collaborative learning projects are critical. To ensure a good collaborative experience, it is critical to have diverse groups, controlled communication, grades or assessments, individual responsibility, and individual differences (Curtis & Lawson, 2001; Goodsell et al., 1992; Hathorn & Ingram, 2002). Heterogeneous groups of the appropriate size are required to ensure different debates, innovative issue solving, and maximum contribution. Additionally, communication must be streamlined to ensure that feedback and communication continue to advance the targeted learning objectives. Another critical component of cooperation is individual accountability for ensuring that each participant is heard, which is critical for group performance and helpful as a facilitator. Finally, individual characteristics must be taken into account, as individuals frequently refuse to comply.

## **2.3 Social Cultural Theory**

Vygotsky stated Sociocultural Theory (SCT) considers how learners are affected by their peers and how their ability to obtain knowledge impacts social scenarios. Theory suggests that the growth of the human cognitive and mental function stems from social experiences. SCT principles can also cover the acquisition of second language (SLA). Coughlan and Duff (1994) show that tasks are at least "blueprints" for behaviour and not constants. The individual speakers' orientation as human agents determine how tasks should be operationalized.

### **2.3.1 Learning Difficulties on Second Language Acquisition**

Taiwanese researchers examined the probable connection between Language Anxiety (LA) and learning difficulties among 1,187 technological and vocational educational system (TVES) students from 10 universities. The findings show that those who suffered at the lowest level are the most faced with the difficulties of LA in L2 learning. Learning difficulties are not only from the circumstance of learning process but also from the learners themselves. The research discussed about three variables where the English language history mainly touched on the learners where difficult to understand and received low grades lead to high level of Learning Difficulties (LA).

### **2.3.2 Gardner's Motivation Theory**

Sociological theory can also be used to examine the relationship between L2 motivation and social settings. Indeed, acquiring a second language is a process of identity creation and transformation that has an effect on language acquisition. Additionally, they propose three broad hypotheses for future research based on the three dimensions of integrative motivation, one of which asserts that learners who exhibit a higher level of integrative motivation develop strong interpersonal relationships, good physical health, and positive psychological characteristics such as hope, optimism, happiness, and life satisfaction. The relationship between L2 motivation and social circumstances can also be reinterpreted through the lens of sociological theory. After all, learning a second language is a journey of identity creation and transformation, which has an effect on language learning.

### 2.3.3 Anxiety in Second Language

There is one article investigates on the Language Anxiety (LA) among the Form 4 students in two selected schools. There are some effects among the students on L2 learning since the anxiety could lead to fearness, nervousness and any imbalance emotion. For Malaysian learners, they are using the School Based Oral English Test to develop their speaking skills but the problem of Malaysian learners could not reach the par will be the cause of LA. High-tech savvy students should not be treated like; give them embarrass or fear them with the language but we should close and appreciate them by giving some opportunities because it will guide to a successful learner. The schools should reduce the learners' LA and increase the achievement of the students. The students should have a space to communicate and texting in English in order to build up the confidence level.

### 2.3.4 Gamification in Education and Second Language Learning

Most students today are digital indigenous people, studying and processing knowledge differently (Prensky, 2001). Gamification is building support for professors and the time of adoption is around two to three years, according to the NMCHorizon Report (2014). For a few years now, the subject of L2 learning and SLA gamification was studied, debated and implemented. The aim of gamification is to offer students an enhanced and effective learning experience. Gamification enables L2 students to enhance their language education experience as well as to learn how to resolve tasks or challenges posed by their class, unit or subject.

### 2.3.5 Game Elements

Each Gamification component naturally improves L2 teaching and learning. A formal strategy is used in most games now known to the public. Every game feature meta-centered activity, rewards, and growth (Dickey, 2005). According to Smith-Robbins (2011), all games include meta-centered activities, where players are guided to a specific goal by beating obstacles and other situations. Moreover, each game has a different way of rewarding the player. Principals, honours or awards, and achievements are the key categories. Leaders are classified on the basis of their game success. The same idea is used in athletics, and it usually includes a leaderboard, which can be a powerful motivator. Prizes/awards encourage players to commit and participate more. Progression is a critical component of sports, according to Dickey (2005) It provides the player with a high degree of commitment and encouragement.



Figure 3.1: Principal Categories of Game Elements

### 3. DISCUSSION

The research approach is a data collection and analysis technique. Research approaches are mainly classified into approaches that are quantitative and qualitative. Qualitative research depends on contexts, meanings, and concepts, according to Creswell, (2008), and involves more exploration of journal entry, observations or semi-structured interviews, while quantitative research is defined by Guest et al. (2012) as any study that relies on measurements and includes data that do not specify ordinal values, and numerical data analysis. The research design comprises the methods and procedures that guide researchers from start to finish in conducting their studies. Yin (2009) defined research design as "the logical sequence that connects the empirical data to a study's initial research questions and, ultimately, to its conclusions". Finally, the Research Questions leads to the expected finding for future research and the researcher would be improvise the study gradually from time to time.

### 4. LIMITATIONS

One issue we faced during our literature search was the absence of a comprehensive explanation for the concepts of gamification and collaborative learning, as well as the specific sort of game chosen by prior researchers. Although the word "generic terms" is used differently throughout the articles, several of the aims are comparable enough to allow for comparisons of cooperation learning. There is just a limited amount of material from the literature that can be compared. The investigations used a variety of questionnaires, with some researchers generating their own and others use previously developed ones. As a result, statistical comparisons of the results of the research are impossible. The results may also have been influenced by the varying conditions in the various countries.

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# LANGUAGE LEARNING USING GOOGLE CLASSROOM AS AN ONLINE LEARNING PLATFORM: A SYSTEMATIC LITERATURE REVIEW

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## ABSTRACT

Google Classroom is newly introduced in 2014 through Google Apps for Education. Google Classroom is basically a Web 2.0 tool that provides different interesting applications and features to be used by users that own a Google account. The presence of Google Classroom can assist overall learning process and learning experience. In an English language learning situation, Google Classroom seems to be helpful in administering lessons and producing interactive and effective language learning environment. Thus, this study aims to discover the trends of applying Google Classroom in language learning and the possession of Google Classroom as an online learning platform. In this systematic article review, Google Classroom has been classified as the best online learning platform for an English lesson. Learners as the native users of technology in today's education method are familiar with the integration of online learning platform into their learning process. Conventional way of learning a language is turned into the exploration of innovative ideas using Google Classroom. Apart from that, Google Classroom improved learners' satisfaction in learning activity which allow them to have high-thinking order and robust experiment in their learning culture. The review reporting process was administered by standardized writing PRISMA (Preferred Reporting Items for Systematic Review and Analysis). In finding related resources and research articles needed for this systematic article review, three main databases which were Web of Science, Scopus and Science Direct, including one supported database Google Scholar were used. Narrowed methods which includes identification of studies, formulation of research questions, selection and analysis of theme and finally the reporting of the results were involved. This systematically reviewed study indicates that Google Classroom is essential for both teachers and learners.

**Keywords:** Google Classroom; language learning; learning English; online learning platform.

## 1. INTRODUCTION

In this era of technology, the development of digital technology is growing expeditiously. As part of the development, this type of technology has been widely applied in various institutions and programmes. Economics, Politics and Education have pertained the technology (Sukmawatie & Nensia, 2019). People eagerly became native users of technology where the adaptation of World-Wide Web and fast internet networking has connected people by space and distance. Digital technology assisting people in sending messages, sharing information, browsing new knowledge, digital purchases and online transaction which are fast, easy and unlimited access to the internet. People's daily activities were influenced by digital technology development as they have become avid users of digital technology.

Indirectly, the invention and progression of technology have led to the evolution of teaching and learning. Conventional methods and aspects of teaching and learning have changed parallel to the development of technology. The online learning platform has been introduced in a classroom setting. Educators and learners changed their learning known as blended learning or flipped learning. Alotumi (2022) suggested that blended learning is learning which combines face-to-face interaction and online learning where one online learning platform is involved in the process of learning. The new technology fundamentally has provided a Learning Management System (LMS) that allows educators to create, manage and deliver lessons to the learners. Google Classroom is widely used at the tertiary level (Bahri, et. al., 2021) as it is a free blended LMS which offers electronic instructions and meaningful pedagogical activities to the learners. In terms of language learning, Google Classroom seems to help assist learners in aspects of writing, reading, listening and speaking through special features provided in Google Classroom.

## **2. BACKGROUND**

### **2.1 Google Classroom as Web 2.0 Tool**

Google Classroom is a Web 2.0 tool with different interesting features and applications. Google Classroom is integrated with Google Apps for Education (GAFE), considered one of the best platforms for enriching workflow and integration of learning which mostly occurs collaboratively among the learners. It is a Language Management System (LMS) platform which most educators and learners use for class streaming and assignment submissions. In addition, Google Classroom has been found as user-friendly, free and easily accessible to anyone who owns a Google account (Kumar. et, al., 2020; Rahmawati. et, al., 2019). Both educators and learners will be able to access the stream when they are offline. This integrates active participation in assignment completion and the creation of feedback among the learners by using Google Classroom. Another best feature of Google Classroom is sharing from other apps such as Google Docs, Google Slide and Google Sheets. These apps can be linked together in Google Classroom and allow easy access to files and documents arranged in audio, video or written form. As these apps are effectively linked to Google Classroom, learners are open to expressing their ideas and creativity through the variation of these apps.

Google Classroom are helpful in language learning classroom where educators create a class announcement, and provide resources in files, links or videos. With these digital resources, learners maximize their resources to learn and allow intrinsic motivation to grow in congregating knowledge and experiences. Furthermore, Salam (2020) claimed that educators and learners will not be seeing each other directly which indirectly triggers the learners to acquire more questions about the lesson, discussing it with their peers and the educator will be able to control questions and answers from learners. This will also allow the educator to assign different phase projects, and different classroom instruction time and provides a variety of template for robust idea attained by learners. Google Classroom could provide high privacy protection in a paperless manner. The user of Google Classroom must obtain their own Google account, accessing files and documents require them to sign into their account. Hence, it is safe for them to share and keep the files with the accessible links provided. Apriyanti et, al. (2018) argued that learners understand the application of Google Classroom and deal with the learning process which is running through technology.

### **2.2 Research Questions**

In conveying the purpose of this systematic literature review, there are few research questions generated. Research questions help in finding the information and gist of knowledge on Google Classroom as an online learning platform in language learning.

1. How does Google Classroom effects learners in their method and process of learning?
2. What are the effects on the application of Google Classroom in language learning classroom?
3. What are learners' perceptions on the use of Google Classroom as an online platform?
4. Does Google Classroom provide suitable criteria as practical assessment tool in language learning?

### 3. METHODOLOGY

Systematic literature review (SLR) has been fully applied for this paper. SLR helps to gain the understanding of specific field of a study. This systematically reviewed literature also essential in organising relevant information and data in answering research questions provided for this paper. Preferred Reporting System Items for Systematic Review and Meta-Analysis (PRISMA) is applied to advance and report clarification in systematic review. Application of PRISMA basically cover the aspects of title, abstract, introduction, results, discussion and findings of a paper. This paper reviewed publications in applications and effects of Google Classroom, language learning by English learners through Google Classroom and Google Classroom as an online learning platform.

#### 3.1 Selection of Criteria

Criteria selections were made through databases such as Web of Science and SCOPUS. Google Scholar was also selected to browse and retrieve the papers of past studies as the sources of this systematic article review. A set of inclusion and exclusion criteria were provided for advanced search of manuscripts and articles published from previous studies. Inclusion and exclusion best to provide researcher in selection of appropriate and suitable article journals to be reviewed systematically.

*Table 1: Selection of Criteria*

<b>Inclusion</b>	<b>Exclusion</b>
Google Classroom as the main learning platform	Language and language learning are not the prior focus in the studies
Presenting the trends on the application of Google Classroom in language learning	Studies discussed more on educators' perceptions and acknowledgement
Participation from learners and towards students' learning centered	Keywords 'Google Classroom', 'language', 'language learning' found in the articles does not justify the targeted results and discussions
Journal publications of 10 years (from 2013 to 2023)	The evaluation and analysis on the use of Google Classroom does not answer research questions and research objectives
Sources gathered from journals articles, conference proceeding, indexed and non-indexed journal	Journal articles found in abstract form

#### 3.2 Conducting the Review

Before conducting the review, a total number of 87 articles were downloaded. Each article was carefully determined and read based on the selected criteria. Most articles met the selected criteria. Nonetheless, after the articles were analysed, inspected on the theme thoroughly and synthesized at the second stage,



only thirty articles were found eligible to be systematically reviewed in this paper. Keywords, theme and area of interest in Google Classroom, language learning using Google, Google Classroom as an online learning platform were derived for the eligibility of those articles.

### 3.3 Categories

The selection of journal publications ranged from 2013 to 2022. The timeline of 10 years of journal publications seems to be appropriate to synthesize and learn the trend of applying Google Classroom in language learning and the possession of Google Classroom as an online learning platform. All stages of education level; primary level, secondary level and tertiary level of using Google Classroom in language learning were reviewed in this systematic literature review.

## 4. FINDINGS AND DISCUSSION

The analysis clearly showed that 26 studies on the application of Google Classroom were applied by the tertiary level and the balance of four studies by the secondary school. Most tertiary level applied Google Classroom in their teaching and learning. On the element of positive effects and perspectives, 83.3% of studies agreed on this matter. As claimed by Janah and Fatma (2019), Google Classroom has empowered English internet-based learning media to improve simulations, ideas, interest, motivation and stimulation of learning activities. Indirectly assist learners to write better. Google Classroom have also provided greater learning environment and finer comprehension in receiving information.

24 studies prove improvement in learner participation and engagement in language learning. Google Classroom permits group works, provide better communication between the educator and learners and quick submission of task (Apriyanti, et, al., 2018). Besides that, Google Classroom is an effective and interesting tool to learn. In addition, another finding showed that exchanged of Q&A during a lesson amplifies learners' cognitive aspects when they participated and assimilated more in learning. As for that, learners' attitudes will gradually change with positive feedback provided by their peers and educators. As Google Classroom was practically applied in the classroom, it has become an effective assessment tool in learning. This alternative method or blended learning through LMS provides different techniques of assessment to be completed and submitted.

## 5. CONCLUSION

Based on the results obtained, the application of Google Classroom provides positive impacts and perspectives to learners, and educators too. Trends of teaching and learning by the application of online learning platform increased especially on Google Classroom. Google Classroom was assured to provide an easy access, cost-effective, user-friendly and time-saving online learning platform. The significance of this systematic literature is to elaborate prior knowledge and integrate new information on the essentials of Google Classroom as an alternative platform for teaching and learning. Both instructors and educators would benefit from the findings to polish their methods and approach to teaching. As for learners, exposure to Google Classroom as an online learning platform most likely presents them with enhanced perspectives on learning whether through physical classroom or virtual learning.

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**REPRESENTATION OF SOCIAL ACTORS IN ADELINA LISAO'S CASE: AN ANALYSIS OF MALAYSIAN ONLINE  
NEWS ARTICLES**

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### **ABSTRACT**

This research examines the portrayal of social actors in the media and the discursive strategies employed in an online news article from Malaysia that discusses the case of Adelina Lisao, an Indonesian domestic worker who tragically lost her life in Malaysia due to abuse inflicted by her employer. The individual's demise was attributed to the compounding effects of an untreated wound infection and subsequent failure of multiple organs. This study is significant, as it acknowledges the importance of language in newspaper discourse in shaping public perceptions of issues related to domestic workers in Malaysia, as evidenced by the portrayal of social actors in the media coverage of Adelina Lisao's case. Furthermore, this study employs a systematic approach to data collection by using selected keywords to identify relevant news articles pertinent to the case's timeline. This research utilises the Critical Discourse Analysis framework, specifically the Discourse-Historical Approach (DHA), to examine 39 online news articles pertaining to the Adelina Lisao case. These articles were sourced from Malaysiakini, which is currently the most widely accessed Malaysian news website as of the year 2023. The preliminary findings of this study revealed that Adelina Lisao was mostly represented as a poor and defenceless victim of abuse, while Ambika was mostly backgrounded in online news articles. The findings of this study significantly contribute to a better understanding of how social actors are portrayed on online websites and the discursive strategies within the context of domestic worker abuse cases in Malaysia.

**Keywords:** Social Actors, Discourse-Historical Approach, Domestic Workers, Media Representation.

## **1. INTRODUCTION**

The case of Adelina Lisao, a 21-year-old Indonesian domestic worker in Penang, bring a stark reminder of the pervasive social injustices faced by domestic workers in Malaysia. Adelina's tragic story unfolded when she passed away shortly after her rescue by Tenaganita, an organisation dedicated to protecting migrant workers. The horrors she suffered led to organ failure caused by malnutrition and untreated wound infections. Shockingly, her employer, Ambika Shan, was cleared of murder charges due to a lack of evidence, inciting outrage among justice advocates.

This case is indicative of a broader pattern of abuse encountered by domestic workers in Malaysia. It has drawn attention to the injustices they endure and the pressing need for change. Despite previous research addressing aspects of legal protection for Indonesian Migrant Workers in the case of Adelina Lisao (Putra, 2019; Omar & Ahmad, 2019; Kemala & Kusandarini, 2020; Nasrullah et al., 2023), a research gap remains regarding her portrayal in media narratives.

Carvalho (2008) stresses how social actors can shape meaning in discourse discursive strategies. Therefore, this study explores the media's role in shaping the portrayal of a victim and perpetrator in online news articles related to the Adelina Lisao case. It investigates how Adelina Lisao and Ambika Shan are depicted in these articles and the discursive strategies employed to construct meaning. Given the media's substantial influence in shaping perceptions, it is important to examine how they portray these social actors as victims or perpetrators in news articles.

## **2. METHODOLOGY**

### **2.1 Research Design**

This study employs a qualitative research design to understand social phenomena and language nuances in newspaper articles (Bhandari, 2020). Qualitative methods aid in exploring the meaning individuals attach to their experiences and identifying representation patterns (Ospina, 2004).

### **2.2 Data Sample**

The data was sourced from Malaysiakini, a highly visited online news portal in recent years (Malaysiakini, 2018). Unlike the government-regulated traditional media in Malaysia, Malaysiakini allows its journalists and editors the freedom to practice ethical journalism (Malaysiakini, n.d.). Despite not being a primary news source, Malaysiakini is the country's most popular online portal, making it a reliable data source for the study.

### **2.3 Data Collection and Data Coding**

The study employed a systematic approach to collect 39 comprehensive news articles covering the case of Adelina Lisao from Malaysiakini. Specific keywords related to the social actors involved, identifying "Adelina Lisao" as the victim and "Ambika Shan" as the perpetrator, were used in the data collection process. The data collection period spanned from February 2018 to March 2023, encompassing all key events and developments of the case. The article titles, source links, and publication dates are recorded to provide a chronological overview for analysis of media representation and discursive strategies throughout the case.

### **2.4 Data Analysis**

This study integrates two Critical Discourse Analysis (CDA) methods for data analysis, which are the Discourse-Historical Approach (DHA), which combines linguistic elements and extensive use of argumentative strategy, and Social Actor Analysis (SAA), which emphasises the importance of social representation ingrained in the behaviour of the society. This integrated strategy aims to reveal patterns of exclusion and inclusion in media narratives, providing support to a particular view or position (Lamb, 2013).

## **3. FINDINGS AND DISCUSSION**

Within the discourse in the case of Adelina Lisao, *topoi* is a critical component of argumentative strategy in the Discourse-Historical Approach (DHA) and is instrumental in shaping the narratives of the social actors.

### 3.1 Victim Narratives

Adelina Lisao is depicted as a victim, calling attention to her suffering and the injustices she endured. The inclusion by activation method places her at the centre of the narrative, accentuating the severe abuse she sustained. Simultaneously, her role as a passive recipient of the abuse is emphasised, underlining the vulnerability and limitation Tenaganita faced upon rescuing her.

#### 3.1.1 *Topoi* of Abuse

There is a detailed account of Adelina's injuries and the circumstances leading to her tragic death. These details are strategically incorporated to foster empathy and invoke deep concern from the readers, thus amplifying the narrative of abuse and victimisation.

#### 3.1.2 *Topoi* of Injustice

The Indonesian ambassador's statement highlights the perceived injustice in Adelina's treatment by the Malaysian government. Despite substantial evidence of her dire condition, the statement questions the accountability of those responsible and adds further weight to the narrative of abuse and injustice.

### 3.2 Perpetrator Narratives

In contrast, Ambika Shan is effectively backgrounded within the narratives. The focus predominantly centres on her legal proceedings related to the murder trial, refocusing attention away from her as a central figure of the case.

#### 3.2.1 *Topoi* of Law and Rights

The narrative regarding Ambika Shan centres around legal justification as she was consistently asserted of insufficient evidence to secure a murder conviction against her. This strategic emphasis frames Ambika Shan's role within a legal context, supporting her acquittal while minimising her potential stigma as an abusive employer.

## 4. CONCLUSION

In summary, the discourse surrounding Adelina Lisao's case displays strategic rhetorical choices and *topoi* to construct narratives that position Adelina as a victim deserving of sympathy and Ambika Shan as a beneficiary of legal considerations. These strategies are important in shaping public understanding of the case, underlined by the emphasis on relevant *topoi* for each social actor. The scope of future research may be expanded by conducting a comparative study of the same case within Indonesian and Malaysian online news articles. Consequently, it could highlight any potential discrepancies or disparities between the portrayal of victims and perpetrators in the news articles of both countries.

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