Advance

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About **Advance**

Advance is the official e-research magazine published annually by the Centre for the Advancement of Language Competence (CALC), Universiti Putra Malaysia. It was founded in 2020.

The e-research magazine aims to provide a platform for the exchange of information and ideas among language practitioners who want to stay informed of developments in language education.

Topics covered in **Advance** include, but are not restricted to, language education, applied linguistics, language assessment, innovation in teaching and learning, educational technology, and translation and editing.

Advance is published in English as well as in Malay Language, and it is open for submission by language teachers from higher education institutions in Malaysia. The e-research magazine is peer-reviewed, open-access, and available on the CALC's website (http://www.calc.upm.edu.my).

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Foreword

On behalf of the Centre for the Advancement of Language Competence (CALC), I congratulate the Research Management and Publication Committee for publishing the third issue of **Advance**, an e-research magazine. Despite some challenges remaining in the post-pandemic era, it is uplifting to see **Advance** continues its quest to propel language education forward.

Advance offers a platform for language practitioners from Malaysian higher education institutions to showcase their language teaching and learning as well as research activities. I believe the exchange of knowledge, experiences, ideas, and opinions among language practitioners will help address some pressing issues and challenges in language education and improve learning outcomes.

I am also confident that **Advance** readers will have the opportunity to be inspired and gain new knowledge and ideas from the contributors. **Advance** is indeed apt to showcase the works of language practitioners for a better future.

I extend my heartfelt gratitude to the contributors to this issue, and I hope the contributors will continue to lend their support for upcoming issues. Moreover, I express my appreciation to the team of **Advance** editors for their dedication, unwavering support, and resilience in producing this issue and affirm that CALC is supportive of research and writing activities that advance language education.

To all the readers, enjoy reading this issue, and I sincerely hope that **Advance** brings value and impact to everyone who reads it.

Iza Dura Abdul Manan

Director
Centre for the Advancement of Language Competence (CALC)
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From Advance Editors

Welcome to the third issue of **Advance**.

In this issue, readers will find a collection of 23 articles related to language education. The first five articles showcase research and perspectives of language practitioners on the issues of teaching and learning.

Following that, eight articles propose teaching solutions using different technology tools, such as the Microsoft Teams Breakout Rooms, Social Networking Sites, Padlet, and Flip.

The final ten articles feature personal accounts and studies related to English and global languages, including Spanish and Malay.

These articles were written by 30 language teachers from four Malaysian public universities. These universities include Universiti Malaysia Pahang, Universiti Kebangsaan Malaysia, Universiti Sains Malaysia, and Universiti Putra Malaysia.

We would like to take this opportunity to thank the Centre for the Advancement of Language Competence (CALC) for its continuous support of **Advance**, and we would like to extend our sincerest appreciation to the contributors of this issue.

Happy reading!

Tan Wee Chun (Dr.)

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Using SERVE Framework in Promoting Vocabulary and Lexical Knowledge among Low-Proficient ESL Undergraduate Learners

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Abstract

Vocabulary has proven to play a pivotal role in boosting learners' verbal ability, reading and writing skills regardless of proficiency levels, and it is one of the core fulcra of success in second language learning. This study aims to discover the effectiveness of Blinkist mobile application in improving low-proficient learners' vocabulary acquisition and lexical knowledge using Systematic Extensive Reading for Vocabulary Enhancement (SERVE) Framework. SERVE Framework is formed based on Bialystok's Model of Second Language Learning, Rumelhart's Interactive Reading Model, and a Multi-faceted Comprehensive Vocabulary Instructional Program (MCVIP). These three form the theoretical underpinnings for using Blinkist application as a tool to increase vocabulary gain and enhance lexical knowledge. The analysis of this study was elicited from three sources: weekly vocabulary tasks, an essay writing, and a survey questionnaire. ESL undergraduate classes participated in this study, forming 321 students in total. The findings indicate that students have demonstrated a significant improvement in their vocabulary gain and lexical knowledge overall, resulting in the good use of high-level vocabulary and properly used word choice in their essay writing.

Keywords: systematic extensive reading; vocabulary acquisition; lexical knowledge

Introduction

A Systematic Extensive Reading for Vocabulary Enhancement (SERVE) Framework was developed to alleviate low-proficient undergraduates' vocabulary acquisition and lexical knowledge. SERVE Framework is established based on Bialystok's Model of Second Language Learning, Rumelhart's Interactive Reading Model, and a Multi-faceted Comprehensive Vocabulary Instructional Program (MCVIP). The Model of Second Language Learning (Bialystok, 1978) was designed to provide a rationale for variances in individual achievement and achievement in other strands of L2 learning. Based on this model, there are two levels of processes: language input and knowledge in language use. The Language Input level explains the language exposure while the Knowledge-in-Language-Use level accounts for three types of knowledge that are involved in second language learning: Explicit Linguistic Knowledge, Implicit Linguistic Knowledge, and Other Knowledge. The Language Input level delineates the linguistic context where an exposure to the target language takes place. The exposure provided in this study is extensive reading through Blinkist book summaries. Noticeably salient language experiences and exposures usually can be noticed and what the potential effects they entail. In this research, the use of reading materials of diverse topics in the Blinkist application provides a linguistically rich environment and authentic language experience that may have a positive impact on language learners' proficiency.

The Interactive Reading Model (Rumelhart, 1977) presents stages of how words are captured and processed in the mind during reading. The model postulates that during reading activities, words are captured and stored in a visual information store (VIS). Following this, the information gathered from VIS is extracted by a feature extraction device—decoding important features needed by the pattern synthesizer. These decoded features act as the sensory response to a pattern synthesizer that provide information about the orthography (spelling and strings of words/characters), lexis (morphological and lexical properties), syntax (structures of sentences), and semantics (contextual and pragmatic information). The Multi-Faceted Comprehensive Vocabulary Instructional Program (MCVIP) was designed and introduced by Graves (2006).

This framework was later refined and developed by Baumann et al. (2007) to tailor the 4th and 5th grades. MCVIP fusion of four different components has brought an instrumental change to the way how vocabulary instruction should be carried out in a classroom setting. It outlines four-ply vocabulary plan for boosting students' vocabulary growth: (1) provide rich and varied language experiences, (2) teach word learning strategies, (3) teach individual words, and (4) foster word consciousness. The figure below is a graphical representation of SERVE Framework in which three language models are placed to depict how these three models form the strong foundation of using Blinkist to boost learners' vocabulary acquisition (breadth of vocabulary) and lexical knowledge (depth of vocabulary).

Systematic Extensive Reading for Vocabulary Enhancement (SERVE) Framework

Figure 1. SERVE Framework.
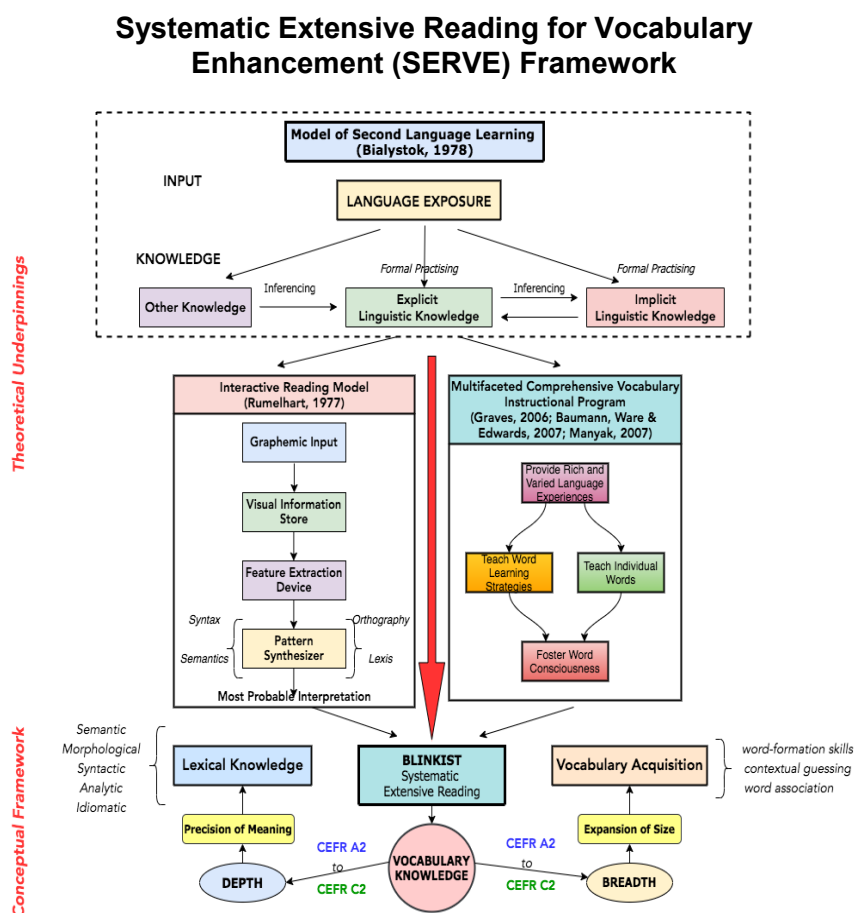
The study explored the effects of using Blinkist application in improving L2 learners' vocabulary acquisition and lexical knowledge using SERVE Framework. With the nature of Blinkist being a linguistically rich platform in providing an extensive reading practice to learners, this study sought to fill the gaps that may exist in this area of vocabulary development by answering the following research questions:

1. To what extent does Blinkist reading aid L2 learners' vocabulary acquisition?
2. To what extent does Blinkist reading improve L2 learners' lexical knowledge?

The subjects were composed of 321 undergraduate students taking an elementary English course called LMCE1052 Bridging English, an integration of reading, speaking, and writing skills. They were sampled from intact classes of the same level of English proficiency. They students' level of English proficiency is at CEFR level A2, an equivalent to MUET Band 2 (basic level).

Study Materials

Blinkist application was used as an intervention in this study. Blinkist is a book-summarising service application that provides both free and a premium service to its users. Students were required to use the free version of the application so as to easily control and monitor the same daily reading materials for all students. The free version of Blinkist releases the reading article for every 24 hours. Students read five Blinkist reading entries per week, accumulating 35 reading entries for a period of seven weeks. Each Blinkist entry will change after 24 hours, and readers will not be able to access the missed entry for the previous day.

Data Collection and Procedures

Data were elicited from three corpora: weekly vocabulary task sheets, one essay writing, and a survey. The vocabulary task sheet is a part of the reading task sheet that the students had to fill in every time they read a Blinkist entry. It was a journaling practice to record their reading activities over a period of six weeks. There are two sections in the task sheets: reading comprehension section and vocabulary section.

Weekly vocabulary task sheets
The weekly vocabulary tasks consist of three sections: (1) list of new words they learned, and the original sources taken; (2) definition of the new words; and (3) sentence formation using the new words. Students were required to fill in the vocabulary task sheet indicating the new words they learned, the word definition, the original sentences, and the sentences that they composed.

Essay writing
The essay questions are very reflective of students' experience in the class; there were four prompts given and they only need to select one for the essay writing test. Besides, a structured essay outline was provided to guide them in writing the essay. The essay follows a five-paragraph format with one introductory paragraph, one concluding paragraph, and three main body paragraphs—forming five paragraphs in total. Students were required to write approximately for 350-400 words in two hours.

Survey
A survey questionnaire was administered to 321 students taking the course. The survey merely focused on four major questions: (1) overall student feedback on Blinkist; (2) usefulness of Blinkist; (3); perceived learning outcome on vocabulary acquisition; and (4) perceived learning outcome on lexical knowledge.

Findings and Discussion

Based on the data, there is a notable improvement in vocabulary acquisition and lexical knowledge.

First, the results of the weekly vocabulary task sheets showed that the students had learned a great deal of new vocabulary, from low-level to advanced-level words. They were noted to be able to use the vocabulary in proper contexts and with correct semantic usage. The significant improvement is noticeably apparent in their vocabulary acquisition and lexical knowledge — a huge leap from A2 to B2 vocabulary level. This is likely due to the fact that the students were given considerable opportunity to practice using the new vocabulary in a variety of tasks and activities. In addition, they were provided with feedback on their performance, which helped them to identify any errors and correct them. This suggests that such an approach is effective in helping learners to expand their lexical knowledge and improve their language skills.

Second, the essay writing data presented in this study showed evidence of significant improvements in students' lexical knowledge. This was observed in their use of proper word formation, such as derivation and inflection, as well as in their use of correct word order in sentence structures. In addition, their contextual and semantic use of vocabulary also showed improvement. Although there were some cases of errors in word formation, especially in tense conjugations, the overall lexical knowledge and vocabulary acquisition in their essay writing yielded significant improvements in their essay writing performance. These results suggest that teaching lexical knowledge and vocabulary acquisition through essay writing can be an effective way to help students improve their language skills.
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Third, survey from the students reported the following four key findings:

1) overall student feedback on Blinkist: 91.4% agreed that the use of Blinkist has met the course objective in teaching reading, and the whole experience in using Blinkist has indicated success in alleviating their English proficiency in general.

2) usefulness of Blinkist: 88.2% found that Blinkist is useful in promoting all linguistic skills (reading, speaking, writing, and vocabulary) needed at this level.

3) perceived learning outcome on vocabulary acquisition: 93.7% agreed that the use of Blinkist has helped them acquire new vocabulary both at their level and advanced level.

4) perceived learning outcome on lexical knowledge: 81.5% agreed that the use of Blinkist has increased their lexical knowledge in general.

Conclusion

All things considered, having attained a considerable amount of vocabulary and lexical knowledge at this level, students will be able to equip themselves and upgrade their English proficiency to a higher level when they take a higher-level English course in the following semester/year. Teacher guidance and feedback are also instrumental in helping these students develop their vocabulary and lexical knowledge so they can move on to higher-level English courses. Through exposure to new words and concepts, students will be able to develop a deeper understanding of the language and how it is used. In addition, by providing guidance and feedback, teachers can help students learn how to effectively use the new vocabulary and apply it in their own writing. Ultimately, teacher guidance and feedback are essential for helping low proficient learners develop the necessary skills to succeed in higher-level English courses.

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Students' Perceptions of the Use of Graphic Novels in ESL Classroom

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Introduction

Reading is one of the language skills to help students to learn new words and enrich their vocabulary. However, some students face difficulties and challenges when reading materials that are not suitable for them. When they face these kinds of problems, they will feel demotivated and unwilling to read the materials. Teachers need to introduce a variety of reading materials in the class to help and cater to the needs of the students.

Literature Review

The use of graphic novels in language classrooms as materials for reading activities can be one of the initiatives by the teachers to attract students' interest and motivation. Instead of using written and traditional text as the reading materials, teachers can introduce graphic novels to the students. The selection of reading materials is very important, especially in language classrooms. This is to make sure the students feel motivated and interested to read the materials. Graphic novels can be used as an alternative text in teaching compared to traditional texts (Suriani, 2017). The pictures and images in graphic novels are used to help the readers to visualise and to convey information related to the story. Just like novels or story books, graphic novels contain a story with plots.

Graphic novels can be used not only as teaching material but also as a means of motivation, especially in language classrooms where reading comprehension might become a major challenge for some students

(Askin, 2013). With graphic novels, teachers can engage reluctant readers and help them to read. Meanwhile, for advanced readers, they will have a great chance to think critically when they read the materials in a fascinating way (Scholastic Editor, 2020).

Methodology

This article documented the perceptions of the students in reading a graphic novel. There were 26 students involved, and they were categorised into three (3) categories according to their English grades in the Malaysian Certificate of Education or Sijil Pelajaran Malaysia (SPM) in Bahasa Malaysia. The categories are 'Upper intermediate', for students who scored A, A+, and A-, 'Intermediate' for students who scored B+ and B, and 'Low intermediate', for students who scored C+ and C in SPM. There is no student who scored D, E, or G for English in SPM involved in this study. Hence, there is no category for that group.

The students were given a Google form with some questions related to Graphic Novels for them to share their perceptions of Graphic Novels. Their feedback was then analysed according to the category in order to discover if there are any differences in their perceptions based on their proficiency.

Discussion
Upper Intermediate Students

The students in this category are the students who scored A, A+, and A- in English in their SPM. They have good proficiency in English.

Many of them agreed that they like to read graphic novels in class. There are many reasons stated by the students why they like graphic novels. Some of the reasons are it is easier to understand the story as there are graphics and images to help them visualise the story. They can read the story without being bored, and they can understand the story better. In addition, the interesting graphics also help them to get some ideas about the theme and setting of the story.

However, there is one student in this category that does not like graphic novels. The reason shared by him is he prefers to watch movies as he easily gets bored when reading. He also feels that it is interesting and exciting to watch rather than to read.

Intermediate Students

Next, the perceptions shared by the students in this category. They are the students who scored B+ and B in English in SPM. Again, most of the students in this category like to read graphic novels. The graphics and illustrations in graphic novels make their reading more exciting because there are more pictures and fewer sentences compared to written texts. These help them to understand the story and recognise the characters in the story easily.

There is one student in this category who shared he does not like to read graphic novels. The reason shared by this student is simply that he does not like reading.

Low Intermediate Students

Students in this category are students who have lower proficiency compared to the two categories. They scored C+ and C in English in SPM. Just like the other two categories, the majority of them like graphic novels. Most of the students in this category shared that graphic novels are more fun to be read because it is easier for them to understand. Furthermore, the images in graphic novels help the students understand the story by referring to the images if they do not understand the story. One student shared that he could understand the story even without reading the dialogue by looking at the images, as he does not know many English words. The pictures in it also help students to imagine the situation.

There is also one student in this category shared he does not like to read because he prefers to listen rather than read. According to this student, reading takes a lot of time to understand the story instead of only listening.

Conclusion

The majority of the students like to read graphic novels as it is more fun and interesting because they contained pictures and images. They were attracted to the illustrations which helped them to boost their motivation to read (Abu Yazid et al., 2020). They can visualise the characters and actions in the story, and these help them to understand the story, especially for low proficiency students. Some of them really depend on the graphics to understand the story. Overall, graphic novels attract students and increase students' motivation to read. The pictures and images in graphic novels play important roles in helping students to understand the story better.

Despite many positive perceptions shared by the students, it is worth noting that there were several problems and challenges that were encountered by students during the reading activities using graphic novels (Pishol & Kaur, 2015). However, only very few of them shared they do not like to read graphic novels. In this study, the students did not share the disadvantages of graphic novels, instead, they shared that they do not prefer reading activities. This is where the teachers need to play the roles to attract and encourage them to read and involve in reading activities.

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The Dangers of Imposing Overly Standardised Course Content and Materials on Teacher Creativity and Autonomy

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Creativity has always been regarded as an important element in classroom teaching. Teaching and learning (TnL) activities that are creatively designed offer many benefits to students. They enhance understanding, motivate learning, engage student participation, prolong attention span, and develop creativity. Since creativity is an important element in TnL, teachers are exposed to various theories on creativity and ways to apply creativity when designing classroom activities from their teacher training days and throughout their teaching career through various enhancement courses. Teachers, regardless of whether they are in schools or higher education institutions, are expected to apply their creativity in TnL activities, and in most educational institutions, creativity remains one of the assessment criteria to determine teaching effectiveness and its impact on student academic performance.

Nevertheless, creativity is slowly losing its importance in TnL, particularly when hundreds or even thousands of students enrol in the same course, resulting in the number of teachers teaching the course to soar. In the case of Universiti Putra Malaysia (UPM), English proficiency courses are offered by the Centre for the Advancement of Language Competence (CALC). Each semester, more than six thousand undergraduate students enrol in the 11 English language courses offered. For instance, in Semester 2, 2021/2022, a total of 122 groups, consisting of 25 students per group, were opened for LPE2301 (Academic Interaction and Presentation), 33 groups for LPE2501 (Academic Writing), and 35 groups for CEL2103 (Academic Writing Text) in Semester 2 2021/2022 with a total of 3024, 782, and 743 students enrolling in each of these courses, respectively, and more than 30 teachers were assigned to teach each of these courses.

Due to the huge number of students and teachers in each course, standardisation is inevitable. In TnL, standardisation is a common measure in education when TnL involves a large number of students and teachers as it is viewed as an effective way to protect students' educational experiences by ensuring consistency across groups. Standardising TnL content, course materials, and activities is also viewed as an act to ensure achievement of the learning outcomes (LOs). In many educational institutions, course coordinators or heads of subject are responsible for preparing TnL content and materials such as the teaching plan (RPM) that specifically outlines the content to be covered, lecture notes, course modules, handouts, classroom activities etc. They are also expected to brief the teachers on what and how to teach using these pre-prepared materials.

As such, it is not surprising that creativity is slowly losing its significance. It now plays a less significant role in TnL and is underappreciated in many formal education environments (Kaplan, 2019). This is

particularly true when teachers are supplied with overly prescribed materials for TnL. Teachers may feel or begin to assume that they are no longer required to prepare their own TnL materials and may feel compelled to utilise the given materials without having to personalise them to suit the needs of the students. Hence, creativity, which was once highly valued as a means to make learning fun and engaging or solve classroom constraints, is slowly becoming insignificant in heavily standardised classrooms.

Teachers' beliefs and values on language use in TnL, institutional needs, and effective teaching methodology influence their view on the concept of creativity (Erez & Nouri, 2010). If teachers hold the view that effective language learning can take place by solely depending on the standardised TnL materials provided, and that this is what is required by the institution, then creativity will have little value to them. Too much emphasis on conformity and collectivism allows little room for teachers to explore new approaches to deliver their teaching. Thus, despite the benefits that standardisation offers, standardisation could backfire and result in negative implications.

Many researchers have investigated the impact of overly prescriptive content and materials on TnL activities (Nodding, 2013; Pelfry, 2011; Colucci, 2014; Erez & Nouri, 2010). Past studies have also shown that over prescriptive TnL content and materials imposed on teachers through standardisation lead to many negative implications. One significant effect is it greatly undermines creativity, and by limiting creativity in teaching, teachers are being deskilled and de-professionalised (Bloom, 2019). Bloom also claimed that teachers who were pressured to conform to a standard or content prescribed by 'experts', would become passive. As a result, instead of being promoters of personalised teaching to cater to student needs, they spread passivity that could become

pervasive in the TnL environments. In the long run, the overall quality of the TnL and LOs expected of a course would be affected (Maley & Kiss, 2018).

In contrast, promoting creativity in TnL creates teachers who are engaged with the content (Davis, 2018). Creative teachers do not merely accept given content and materials, instead, they explore alternative ways to teach using these materials. Takahashi (as cited in Tan, 2013, p. 30) stated that "Cultivating creativity refers to the effort made by the educators (teachers, teacher educators) to move beyond the conventional educational objectives that end at acquiring knowledge and skills". This implies that creative teachers have much to offer to students rather than just those listed in the curriculum, as their teaching is not limited to achieving only the LOs. In addition, creativity scholars such as Scott Barry Kaufman and Carolyn Gregoire, who wrote a book titled "Wired to Create" stressed that a person can handle any crisis if he or she has a creative spirit (Kaufman & Gregoire as cited in Davis, 2018). This idea is also supported by Richards (as cited in Haidar, 2019), who described creativity as a person's ability to solve problems in original ways, see new meanings and relationships in things, and use past experience to create new learning possibilities, which clearly describe the positive effects of creativity in teacher personal and professional development. It is also interesting to note that a study published in the Journal of Positive Psychology suggests that engaging in creative activities could lead to a positive state of mind, so creatively fulfilled teachers may also be happier (as cited in Davis, 2018).

Although standardisation is important to ensure the consistency and quality of a course, it is also imperative to ensure that creativity is not sacrificed along the way. Teachers should be allowed to exercise their autonomy in exploring creative approaches to teaching and,

at the same time, apply pedagogies that empower them to develop autonomy through creativity. Teachers should be reminded that the TnL content and materials prepared and provided are merely guidelines. They are not the ultimatum on how to teach. In addition, teachers should receive sufficient support in the form of financial and technical assistance and other forms of resources to create comprehensive and stimulating TnL environments. As stressed by Sternberg (2006, p 88) "Nurturing imagination and innovation requires an environment that is supportive and rewarding of creative ideas. A person could have all of the internal resources needed to think creatively, but absent the environment where creative risk-taking is nurtured and rewarded, the creativity that a person has within him, or her might never manifest itself".

To sum up, creativity is an important element in TnL. The ability to create, which refers to creativity, is even placed at the pinnacle of higher-order thinking skills in Bloom's 2001 revised Taxonomy. Nevertheless, an overly structured teaching environment makes it challenging for creativity to flourish. Teaching is a creative profession, so let it remain that way.

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Perceptions of ESL Students to Shift from Online Learning to Face-to-face Learning

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Introduction

Online learning has been imposed on students for two years since the beginning of the COVID-19 pandemic. From novice online learners, students are currently familiar with and content with online learning. They can be considered experts in joining online classes, completing assignments, and doing online assessments. Most students describe online learning as their rollercoaster journey as entering this phase abruptly has affected them physically, emotionally, and technically. According to Cho and Kim (2021), the unexpected transition to online classes caused students to struggle as there was no preparation period. Time flexibility enables students to attend classes in their comfort; however, it makes students experience lesser engagement compared to real class activities. In addition, students also experience a lack of communication between their teachers and classmates which affects their personalities. It is evident that the role of online education is emphasised during the pandemic, yet the crisis has subsided, and now we are emerging back towards face-to-face (f2f) education. What would be the perceptions of students who can be considered experts in online learning to shift back to f2f learning?

Keywords: Online learning, face-to-face learning (f2f), and perceptions

Literature Review

Online Learning

Ehlers and Pawlowski described online learning or e-learning as using online platforms to improve learning and provide access to online services (cited in Almahasees et al., 2021). With online learning, the role of a teacher is shifted from teacher-centred to student-centred education. Student-centred education has currently benefited from many new platforms for sharing, transferring, and extending knowledge as e-learning resources are updated frequently (Yuhanna et al., 2020).

Advantages of Online Learning

Online education grants 24/7 convenient access to education platforms at their time preferences. Rosell (2020) mentioned that online learning offers flexibility where students can access materials and feedback on the assigned courses asynchronously at any time. Additionally, it also encourages self-learning for the students. Firmansyah et al. (2020) explained that students are able to adapt to diverse learning styles, which makes it easy for them to discuss tasks given by their teachers. Besides, with asynchronous online courses, students can enjoy flexible schedules that conveniently fit their time and location, which can reduce the cost of education. Indeed, students can stay at home and save on travelling and other expenditures (Dung, 2020).

Drawbacks of Online Learning

Some of the technical issues that students face with online learning are poor internet connection and difficulties downloading online applications/materials (Adedoyin & Soykan, 2020). In addition, Im and Im (2021) suggested that online learning should be short to avoid distractions. With long online lectures, their concentration will decline, and engagement in learning will be lower due to distractions such as social media, online games, YouTube videos, and others. Besides, learners who experienced a sudden transition to online classes during the COVID-19 pandemic experienced low levels of motivation (Oh & Hwang, 2020). Other drawbacks include inefficient time management, decreased concentration, difficulty in adapting, and the limitations of communication between the learners and the teachers (Jeon, 2020). Furthermore, Dung (2020) also reiterated the same issue whereby online learning cannot completely replace f2f learning, as many students shared their concerns about the limitations of social exchange and interaction among them.

Face-to-face Learning (F2F Learning)

Face-to-face learning is an instructional mode where courses are taught by a teacher (real-time) to students. Students must meet their teacher at regularly scheduled times (synchronous learning), mainly in a fixed venue, and they are expected to be physically present in face-to-face courses throughout the semester (Mpungose, 2020).

Advantages of F2F Learning

F2f learning ensures a real-time interaction between students and teachers, and among students themselves. Students get to ask questions and get the answers and feedback spontaneously to maintain social relationships in the classroom which make them stay motivated. This is proven when Cho and Kim (2021) clarified that the teacher's role was more efficiently achieved in the f2f class. Also, various social skills can be improved when attending f2f sessions that lead to productive students. F2f learning additionally reduces distractions as students must focus on the lessons, and they need to adhere to the deadline sets by the teacher. In other words, students are "forced" to wisely plan their lessons. F2f education also allows students to interact with their friends by joining extra-curricular activities, sharing notes, planning for study groups etc. Besides, students do not have to fear technical issues with f2f learning as the teacher will start to share his/her lesson, continue with discussions, and distribute assignments or class materials.

Drawbacks of Face-to-face Learning

F2f learning requires students to follow the class schedules strictly. This situation is inconvenient to them as they face difficulties balancing their daily tasks, extracurricular activities, and classes at the same time. Not only that, the pace of learning is also determined by the teachers and the majority. Some students can grasp the content well while others have difficulties to understand them; yet they need to go with the pace of the majority. In addition, f2f learning can be expensive. Tuition fees are high especially in a reputed university, and other expenses also need to be included, namely transportation, food, and other necessities apart from the existent educational expenditure that can be burdensome to students. Moreover, f2f lessons have fixed times that make them inflexible in the event of personal occasions (illness, university events, family problems, etc.), which result in students missing the lessons (no recorded lessons) or tests (opt for replacement tests).

Methodology

This research involved 288 students from different faculty (Semester 2, 2021/2022) who have engaged in various English courses (LPE, CEL and LAX) at UPM. The researcher developed a self-administrated online questionnaire using Google Form in August

2022. The questionnaire included two parts which are the demographic details and concerns regarding f2f learning. The first part of the survey asked students for demographic details, while in the second part, students were asked to rate their concerns on f2f learning using the Likert Scale from 1 to 5 (1 = Strongly disagree, 5 = Strongly agree). This research has limitations because it is only carried out in UPM involving classes conducted by the researcher and only focuses on the advantages and disadvantages of f2f learning.

Results

The findings can be divided into three main concerns, which are adaptability, social and technicality. 70.2% of students prefer online learning rather than f2f learning, most probably because they are accustomed to online learning, while 29.8% of students are eagerly waiting to experience f2f learning. Most of the perceptions are concurrent with the aforementioned advantages and drawbacks of f2f learning.

Adaptability
Most of the students who have never experienced f2f learning are concerned with reaching class on time. They must find the right venues and manage their time well, especially if the venues need them to travel, so they would arrive at the next class on time. Transportation is another issue as they need to wait for the bus if they do not own one, and this requires good time management. As for LAX students, they still prefer online meeting rather than f2f meeting as it is convenient for everyone to meet especially involving different faculty and timetables. Besides, students are concerned with understanding and catching up with every lesson in the classroom as there will be no longer recorded lectures. They have to answer questions when being posed to them as opposed to online learning where they can remain silent if being called, and they are observable to discuss in pairs or groups (no more passive responses). In addition, they need

to commute with books, modules, and other required class materials. In short, students need to prepare themselves physically and mentally to face this f2f learning.

Social
Some students are excited to meet their lecturers and classmates f2f, while some others are concerned about their safety as COVID-19 is still prevalent though no longer critical. They worry of getting sick easily, especially in a confined environment. Students are also concerned about their readiness to socialise directly in a new environment, as they have been online for two years.

Technicality
In terms of technical aspects, students are concerned with the different tasks to be completed as not all assignments are handed in online. For instance, discussions and presentations need to be conducted physically as well as tests/examinations. They need to adhere to the scheduled times and be there physically to take the tests. Internet is no longer the main concern as lesser time is spent in front of computers/laptops. Assignments during these f2f sessions might have to be submitted in hardcopy forms depending on teachers. Nevertheless, they still hope that the submission of assignments can be done online (softcopy) as it is more convenient (save time and money).

Conclusion

In conclusion, students have various concerns to deal with when facing f2f learning specifically adaptability, social and technicality. As they have managed to adapt to online learning over time, the same is expected of them to deal with f2f learning. Teachers who also need to readapt might have to consider all these issues to make both parties have worthy experience in facing f2f learning.

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Pembelajaran Secara Dalam Talian atau Bersemuka: Sikap dan Persepsi Pelajar Bahasa Sepanyol Universiti Kebangsaan Malaysia

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Pengenalan

Pandemik koronavirus yang melanda dunia pada tahun 2019 telah memberi impak yang amat besar dalam dunia pendidikan di seluruh dunia. Kesan terhadap corak pendidikan ini dialami oleh pelajar dan pendidik di semua peringkat pengajian, samada sekolah (menengah dan rendah) mahupun institusi pengajian tinggi. Antara perubahan penting yang telah berlaku ialah peralihan corak pengajaran dan pembelajaran, iaitu dari secara bersemuka kepada secara dalam talian (online). Artikel ini bertujuan mengupas sikap dan persepsi pelajar kursus elektif bahasa Sepanyol di Universiti Kebangsaan Malaysia terhadap pembelajaran secara dalam talian sepanjang wabak pandemik koronavirus iaitu dari tahun 2019 hingga 2022. Sehubungan ini, analisis dilakukan terhadap tiga aspek, iaitu sikap, persepsi, dan permasalahan (aspek negatif) yang dialami pelajar sepanjang berlangsungnya pembelajaran dalam tempoh pandemik tersebut. Untuk tujuan ini, soal selidik telah diedarkan kepada semua pelajar kursus elektif bahasa Sepanyol di Universiti Kebangsaan Malaysia yang mengikuti kursus bahasa Sepanyol. Bagi mendapatkan maklumat mengenai sikap pelajar terhadap pembelajaran bahasa Sepanyol secara dalam talian, penulis menggunakan kaedah tinjauan skala Likert. Bagi tujuan ini skala Likert yang dibentuk oleh penulis mengukur sikap pelajar berdasarkan skala 1 hingga 5; 1-2 (sangat suka/sangat setuju), 3 (neutral) 4-5 (kurang/tidak suka). Seramai 67 orang pelajar telah mengambil bahagian dalam soal selidik yang dijalankan. Data menunjukkan bahawa pelajar yang memberi reaksi positif terhadap pembelajaran secara dalam talian menunjukkan skor yang paling tinggi, iaitu sebanyak 86.6% (58 responden). Dari sudut aspek negatif, yakni cabaran yang dihadapi, majoriti pelajar menyatakan bahawa kesulitan utama yang dihadapi sepanjang mengikuti kelas secara dalam talian ialah capaian internet. Sungguhpun begitu, masalah tersebut dapat diatasi melalui rakaman kelas yang tersedia, serta alat bantu mengajar yang lain seperti nota dan latihan tambahan yang diberikan sepanjang berlangsungnya pembelajaran.

Kesan Pandemik Covid-19 Terhadap Institusi Pendidikan

Pandemik telah mengubah aktiviti harian manusia, termasuk sektor pendidikan. Pelajar tidak lagi boleh hadir secara fizikal di dalam bilik darjah kerana ancaman virus itu semakin berbahaya setiap hari. Penerimaan global terhadap dasar penjarakan sosial, seperti yang diumumkan oleh WHO sebagai satu langkah untuk mengekang penularan Covid-19, telah membuatkan sekolah terpaksa ditutup, dan ini telah menyebabkan gangguan yang tidak dijangka terhadap kaedah pengajaran dan pembelajaran tradisional (Adedoyin & Soykan, 2020). Manakala sebuah pertubuhan antarabangsa yang beribu pejabat di New York, Amerika Syarikat, telah membuktikan bahawa pendidikan merupakan salah satu sektor yang begitu terjejas akibat koronavirus.

Lebih teruk lagi, ia berlaku dalam tempoh yang pantas dan pada skala yang luas. Pelajar terpaksa belajar dari rumah kerana pembelajaran secara bersemuka dihapuskan untuk mencegah penularan Covid-19. Bagi meneruskan pengajaran dan pembelajaran sepanjang wabak Covid-19, kebanyakan institusi pengajian tinggi telah memperkenalkan serta membangunkan pelbagai platform pembelajaran dalam talian sebagai alternatif kepada pengajaran berasaskan kelas dan pembelajaran (Radha et al., 2020).

Menurut UNESCO, pada 1 April 2020, sekolah dan institusi pengajian tinggi (IPT) telah ditutup di 185 negara. Hal ini telah menjejaskan 1 542 412 000 pelajar, yang merangkumi 89.4% daripada jumlah pelajar yang berdaftar. Pada awal Mei, beberapa negara mengalami penurunan bilangan kes dan kematian, dan menyebabkan langkah perintah berkurung dihentikan dinegara-negara tersebut. Walau bagaimanapun, pada 7 Mei, sekolah dan institusi pengajian tinggi (IPT) masih ditutup pada 177 negara, yang menjejaskan 1 268 164 088 pelajar, iaitu 72.4% daripada jumlah pelajar yang mendaftar.

Menurut sebuah tinjauan yang dijalankan oleh *International Associations of Universities* terhadap beberapa negara utama didunia, terdapat beberapa isu dan cabaran utama yang dihadapi oleh institusi-institusi pendidikan sepanjang wabak pandemik Covid-19. Antara isu utama yang timbul ialah isu komunikasi. Walaupun hampir semua IPT (91%) mempunyai infrastruktur untuk berkomunikasi dengan pelajar dan kakitangan tentang Covid-19, namun responden melaporkan mereka terpaksa menghadapi cabaran secara serta merta bagi memastikan aliran komunikasi yang jelas dan berkesan dengan kakitangan dan pelajar. Selain itu, peralihan daripada pengajaran bersemuka kepada pengajaran secara dalam talian tidak semudah yang disangka, sebahagian besar institusi pengajian tinggi melaporkan mereka menghadapi masalah terhadap akses infrastruktur teknikal, kecekapan dan pedagogi untuk pembelajaran jarak jauh dan keperluan bidang pengajian tertentu.

Membuat keputusan terbaik untuk pendidikan semasa pandemik tidak selalu mudah, dan pembuat keputusan perlu mempertimbangkan pelbagai isu seperti kemahiran celik digital orang ramai, keupayaan teknikal mereka untuk mengakses bahan digital dan sokongan internet. Selain itu, kesihatan juga merupakan salah satu keutamaan yang tidak boleh diabaikan (Ginting et al., 2021). Bagi menyesuaikan dengan keadaan semasa, Universiti Kebangsaan Malaysia turut terpaksa menukar corak pengajaran secara bersemuka kepada secara dalam talian. Dalam perbincangan seterusnya, artikel ini akan mengupas keberkesanan dan perspektif pelajar elektif bahasa Sepanyol terhadap pembelajaran secara dalam talian yang berlangsung sepanjang wabak pandemik Covid-19.

Perbincangan
Sikap Pelajar UKM Terhadap Pembelajaran secara Dalam Talian
Berdasarkan keputusan soal selidik yang diperolehi, majoriti pelajar iaitu dengan jumlah lebih dari 86.6% (58 responden) telah memberi maklum balas yang positif terhadap pembelajaran bahasa Sepanyol secara dalam talian. Seperti yang dapat dilihat pada rajah 2, seramai 41 responden (61.2%) telah memilih skala 1-2 (suka/sangat suka), manakala 17 responden (25.4%) telah memilih skala neutral, dan selebihnya iaitu, sebanyak 9 responden (13.4%) menunjukkan sikap kurang positif terhadap pembelajaran secara online. Rajah 1 adalah tafsiran petunjuk skala Likert yang telah digunakan dalam kajian ini, manakala rajah 2

pula merupakan keputusan soal selidik yang diperolehi:

1: Sangat suka 2. Suka 3. Neutral 4. Kurang suka   5. Tidak suka

Rajah 1. Tafsiran Petunjuk bagi data 1,2,3,4 dan 5.

dapat meningkatkan kemahiran mereka dalam teknologi pembelajaran. Hal ini kerana tugasan yang mereka terima melibatkan hampir seratus peratus penggunaan teknologi internet. Responden turut memaklumkan bahawa pembelajaran secara dalam talian dapat membolehkan mereka mengulangkaji dengan lebih berkesan kerana mereka dapat menonton rakaman pengajaran secara berulang-ulang, selain dapat memaksimumkan pelbagai jenis sumber bahan untuk dirujuk di laman-laman web di internet.

NYATAKAN ADAKAH ANDA MENYUKAI PEMBELAJARAN SECARA ATAS TALIAN
67 responses

26 (38.8%)
15 (22.4%)
17 (25.4%)
5 (7.5%)
4 (6%)

Rajah 2. Sikap Pelajar UKM Terhadap Pembelajaran Bahasa Sepanyol secara dalam Talian.

Sehubungan ini, (sila rujuk rajah 3 di bawah) pelbagai maklumbalas positif telah diterima oleh responden yang mengambil bahagian dalam soal selidik mengenai pembelajaran secara dalam talian. Antara dapatan penting maklumbalas yang telah diterima ialah responden menyatakan bahawa pembelajaran secara dalam talian dapat menjimatkan masa mereka. Ini kerana mereka tidak perlu melakukan persiapan seperti memakai pakaian yang formal, dan tidak perlu hadir ke kelas. Hal ini membolehkan mereka memanfaatkan masa yang ada dengan sebaiknya bagi melakukan kerja-kerja lain. Selain itu, responden turut menyatakan bahawa kesihatan mereka lebih terjamin kerana tidak perlu keluar dan bertemu dengan orang ramai. Ini sekaligus dapat mengelakkan jangkitan Covid-19. Seterusnya responden turut menyatakan pembelajaran secara dalam talian

Selain itu, pelajar turut menyatakan bahawa pembelajaran secara dalam talian dapat meningkatkan kepercayaan diri mereka, selain berasa lebih selesa kerana mereka dapat menyesuaikan ruang pembelajaran berdasarkan citarasa mereka sendiri. Akhir sekali, responden turut menyatakan pembelajaran secara dalam talian dapat mengurangkan rasa malu dan rendah diri mereka apabila ingin berinteraksi. Ini kerana mereka tidak perlu berhadapan dengan rakan-rakan dan pensyarah secara bersemuka. Berikut merupakan perincian maklumat maklumbalas pelajar terhadap pembelajaran bahasa Sepanyol secara dalam talian:

Persepsi Terhadap Pembelajaran Bahasa Sepanyol Secara dalam Talian

- 21
- 17
- 2
- 12
- 7

- Menjimatkan masa dan fleksibel
- Memudahkan proses ulangkaji melalui rakaman
- Mencegah jangkitan Covid 19
- Mempelbagaikan pelbagai sumber teknologi dalam pembelajaran
- Meningkatkan keyakinan diri

Rajah 3. Persepsi Terhadap Pembelajaran Bahasa Sepanyol secara dalam Talian.

Aspek Negatif Pembelajaran Bahasa Sepanyol secara Dalam Talian

Disebalik reaksi positif yang telah dibincangkan, terdapat juga beberapa masalah yang dialami oleh responden sepanjang menjalani pembelajaran bahasa Sepanyol secara dalam talian.

Dalam hal ini, terdapat tiga masalah utama telah dikenal pasti, iaitu masalah capaian internet, kesukaran mengalami pembelajaran yang disampaikan, serta suasana pembelajaran yang tidak kondusif. Sila lihat rajah 4 yang berikut:

NYATAKAN ASPEK NEGATIF PEMBELAJARAN BAHASA SEPANYOL SECARA ATAS TALIAN
64 responses

- 25%
- 51.6%
- 23.4%

- SUKAR MEMAHAMI PEMBELAJARAN YANG DISAMPAIKAN
- INTERNET ATAU TALIAN TIDAK STABIL
- SUASANA PEMBELAJARAN TIDAK SESUAI/KONDUSIF
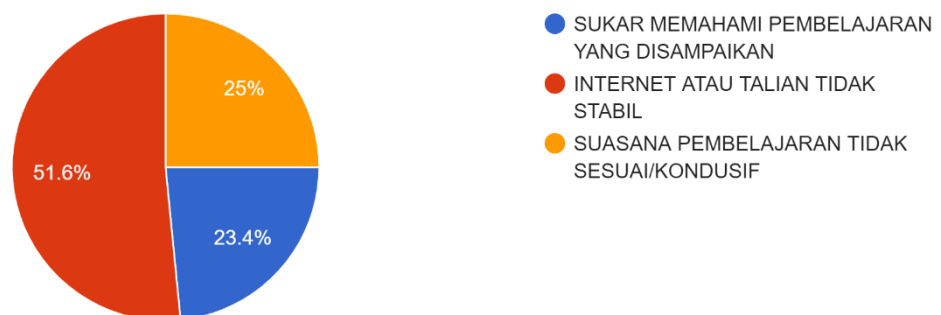
Rajah 4. Aspek Negatif Pembelajaran Bahasa Sepanyol secara dalam Talian.

Berdasarkan dapatan yang diperolehi, terdapat pelajar-pelajar yang mengalami kesukaran untuk memahami pembelajaran yang sedang berlangsung kerana capaian internet yang tidak stabil. Sungguhpun begitu, hal ini dapat diatasi pelajar dengan melihat semula video rakaman yang disediakan. Selain itu, pelajar turut mengajukan pertanyaan pada rakan sekelas dan penyarah sekiranya timbul keraguan tentang topik yang dipelajari. Seterusnya ialah masalah pembelajaran yang tidak kondusif. Berdasarkan tinjauan penulis, tidak semua pelajar mempunyai kemudahan yang selesa untuk belajar seperti bilik belajar, atau bilik tidur sendiri. Ada pelajar yang terpaksa keluar ke sesuatu tempat hanya untuk mendapatkan keselesaan belajar, malah ada juga yang terpaksa belajar di ruang tamu, di dapur dan sebagainya kerana tidak mempunyai pilihan.

Kesimpulan

Artikel ini telah melakukan tinjauan terhadap reaksi pelajar elektif bahasa Sepanyol di Universiti Kebangsaan Malaysia terhadap pembelajaran bahasa Sepanyol secara dalam talian. Dapatan kajian menunjukkan bahawa pembelajaran telah berlangsung dengan baik sekali. Disebalik segala cabaran dan permasalahan yang timbul, pelajar-pelajar dilihat telah berjaya menghadapinya dengan amat baik sekali. Kebijaksaan pelajar dalam menangani setiap permasalahan yang timbul dan kepekaan pengajar terhadap segala keperluan pelajar dilihat menjadi penyebab utama keberhasilan pengajaran dan pembelajaran yang telah berlangsung.

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Advancing Borderless Learning: Global Classroom Experiences in Tertiary Level Teaching and Learning

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Introduction

One of the shifts in the Malaysian Higher Education Blueprint 2015-2025 is the transformation from a general education instruction model to learner-tailored teaching innovations with technology. The dynamic change is undeniably propelled by IR 4.0, which demands that higher education institutions produce industry-ready graduates with current employability skills. This is supported by Kazancoglu and OzkanOzen (2018) whereby they have concluded that the rampant technological development in IR 4.0 has a profound impact on the economy. Indirectly, the teaching and learning ecosystem of higher education in Malaysia should be able to produce ideal graduates to play their part in the industry.

Addressing the reality that 'future-ready graduates are change-ready graduates', Experiential Learning and Competency-Based Education Landscape (EXCEL) emerged (MOHE, 2021). This framework aims to structure experiential learning and competency-based learning across the higher education institution curriculum. Moreover, EXCEL reported how globalisation had influenced graduate employability. The need for collaboration between the industry and community beyond geographical borders is becoming more evident (McMahon & Bhamra, 2012).

Graduate Employability and the Change in Teaching and Learning

Congruent efforts in improving the teaching and learning methods with the aid of new learning management systems and platforms have now become a substantial agenda within universities in Malaysia (Bokolo Jr, et al., 2020; Perera, et al., 2020). Educators can access a selection of educational technology such as the Microsoft Education software solutions, Google for Education suite, MOODLE etc. This is vital to bring learning experiences outside the traditional classroom walls and involve the global community.

Agility, leadership and resilience are deemed as the attributes which led to a higher graduate employability rate. Concurrently, in Malaysia, Singh and Singh (2008) pointed out that the industry as stakeholders have implored universities to "make more explicit efforts to develop the 'key', 'core', 'transferable', 'soft', 'employable' and/or 'generic skills' needed in many types of employment". Thus, the Centre of Instructional Resources & e-Learning (CIReL), Universiti Malaysia Pahang (UMP) has developed an integrated approach to online teaching to cater for these needs.

Global Classroom Initiative

The Global Classroom (GC) is an actively engaged teaching and learning partnership program initiated by CIReL, UMP. The program has been developed to expand the matrix beyond the conventional physical classroom

with the integration of an online learning platform, flip teaching and long-distance education regardless of geographical, time zone, language and cultural barriers. GC provides the platform to collaborate virtually while being mentored by international educators from partner institutions or industries through technology-integrated Collaborative Online International Learning, COIL. With GC, the development of a pedagogy-technology curriculum is possible. Beyond that are the embedded teachings of high-added values to students. Three types of GC initiatives are offered: i) Basic GC, ii) Standard GC, and iii) Advance GC.

Table 1. Types of GC (CIReL, 2022).

Types	Basic GC	Standard GC	Advanced GC
Learning Time	10% collaborative learning	30% collaborative learning	60% collaborative learning
Activity / material / assessment	10% activity/material	20% activity/material 10% Assessment	40% activity/material 20% Assessment

Table 1 explains the breakdown in student learning time (SLT), which involves the partner institution's engagement with the students. Students are to complete a minimum of 10% of learning activities to achieve the Basic GC. For Standard GC, 20% is allocated for shared activities and materials. This category allows students to complete 10% of the course assessment with the selected partner institution or industry. Meanwhile, Advanced GC demands students to complete 40% of course activities and 20% of course assessments.

Collaborative learning between students and partner institutions happens during learning time. They can receive mentoring from the course instructors during GC sessions. Figure 1 describes the flow of operation for a Standard GC.
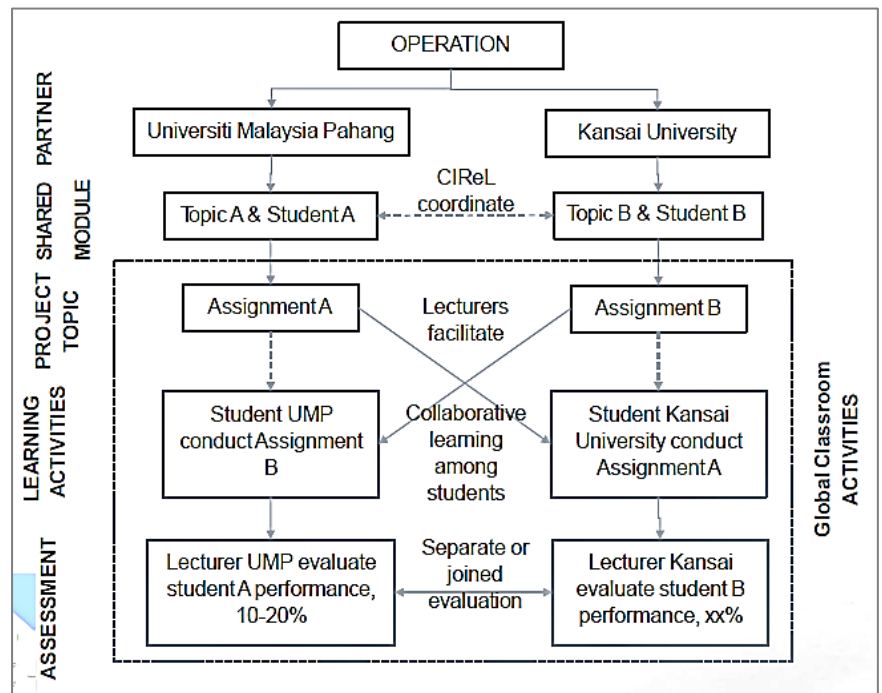

Figure 1. Global Classroom operation (CIReL, 2022).

A Basic GC session with an international industry partner generally involves the sharing of specific industry-related current trends and events. For example, one of the learning outcomes for the course UHL2432 English for Professional Communication is students are expected to display positive job interviewing skills. The appointed international industry partner is expected to share their expertise in recruiting university graduates. Moreover, Basic GC activities will include mock job interviewing skills and responding to frequently asked interview questions. During the mentorship, students are encouraged to explore global views on the subject matter. Figure 2 and Figure 3 show an example of a Basic Industry GC in session.
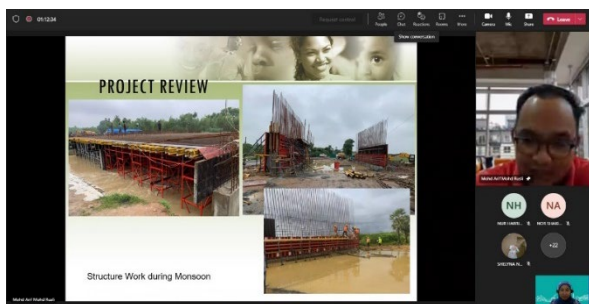
Figure 2. Basic Industry GC with Sunway RNS Construction, India.
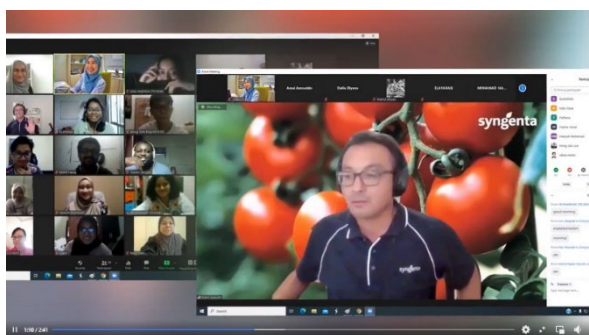
Figure 3. Basic Industry GC with Syngenta, Australia.

Global Classroom and its Benefits
Since 2020, several GC sessions were conducted in UMP with its partner institutions. It was observed that the program has led to several benefits for the university, students, and educators. Among them are internationalisation on campus, promoting student mobility, expanding international institutional partnerships, intercultural awareness and understanding as well as promoting Online Learning Courses offered by the institution. CIReL (2022) reported that GC provides a platform for authentic knowledge exchange in which students are exposed to cross-cultural global practices and needs. By collaborating with international industry partners, students are more aware to develop the skills needed for existing and future jobs.

Perception of Global Classroom
A 5-point Likert scale questionnaire was administered to gather the perception of Basic GC session among 23 Diploma of Computer Science students who enrolled in UHL2432 English for Professional Communication. The English course is mandatory for students. 73.9% of the respondents are very satisfied with their experience in the Basic GC session. Meanwhile, 26.1% of the students were satisfied with their learning. In terms of course content, 78.3% of the students were very satisfied with the content shared by the international industry partner, and the remaining 21.7% believed that the content was satisfactory. In addition, 82.6% of the students are very satisfied with the global view in preparing job application documents. However, data showed that 17.4% of the respondents felt that the global views shared by the industry partner were satisfactory.

Table 2. Students' perception of Basic Industry GC.

		Very satis fied	Satisfi ed	Neut ral	Dissati sfied	Very dissati sfied
1	Basic Industry GC learning experie nce	73.9 %	26.1%	0	0	0
2	Course content and activitie s	78.3 %	21.7%	0	0	0
3	Global view in subject matter	82.6 %	17.4%	0	0	0

Students reported that the Basic Industry GC provided the platform for them to be exposed to the added value in increasing the graduate employability rate. The majority were able to recognise the current skills which are highly valuable for the industry, namely agility (R4, R8, R9, R21, R22), adaptability (R4, R7, R8, R9, R10, R19, R21, R22), relationship (R2, R5, R6, R11, R21), leadership (R2, R5, R6), and accountability (R23).

Challenges

Despite the various benefits of GC for students, there are some challenges faced. One of the few challenges includes the time zones. For example, the GC conducted with Durham College in Ontario, Canada is 12:00 hours behind the time in Malaysia. This means that if it is 10:00 am in Ontario, it is 10:00 pm in Malaysia, making it difficult for students to stay wide awake during a scheduled GC session. However, selecting countries that do not have such a big difference in time zones may be an alternative.

Another challenge in conducting GC is language barriers, as L2 students are reluctant to be more open to ideas among an audience of English-speaking background participants. Hence, this sometimes hinders

communication, which dampens 21sts century skills such as critical thinking, social and creative skills, which are desired by employers in today's workplace. Cultural differences can also be challenging in certain aspects because local students seem to be easily intimidated by people of other cultural backgrounds. This leads students to be quieter during the sessions.

Moreover, the different backgrounds of the invited speakers can be perceived as a challenge. This includes their little to no previous experience in teaching and learning. Hence, it is important to review the materials that would be shared by the speakers to ensure that the objectives of GC are met within a more academic setting.

Conclusion

Given the GC program benefits, educators are encouraged to explore this method in delivering effective teaching and learning experience. Not only that it increases graduate employability, but it will also open doors to cross-border partnerships.

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The Use of Microsoft Teams Breakout Rooms to Encourage Collaborative Learning in Synchronous Online Classroom

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Introduction

Maintaining student engagement and providing chances for collaborative learning are two issues that online courses can pose for both students and instructors. Utilising breakout rooms, distinct virtual spaces where small groups of students can collaborate, is one method to overcome these difficulties.

Breakout rooms are one of the features available in Teams meetings. It is used to separate participants of a meeting into sub-group meetings. As noted, open dialogue and a fruitful exchange of views can sometimes be challenging in the main meeting room. As such, the use of breakout rooms enables students to gather in small groups for active discussion and brainstorming sessions during synchronous online classes.

Breakout rooms encourage students' active engagement and are beneficial in helping students to summarise and apply lecture materials making the class more interesting with the interaction among the students. Plus, they also will be able to listen to other opinions from their group members. In addition, since Office 365 and Teams are already connected, users can easily exchange files, search for files, collaborate, and back up their completed work across all Office 365 programmes, including Word, Excel, PowerPoint, Outlook, OneDrive, and SharePoint.

Previous research has proven the use of breakout rooms is deemed helpful from an instructor and a student perspective. As stated by Chandler (2016), the breakout room was where the students said they felt most at ease conversing. Additionally, breakout rooms provided instructors a chance to work with students individually when they were taking a break from presenting to a large audience in the main meeting. Another research done by Naik and Govindu (2022) specified that a smart approach to breaking up the boredom of viewing a screen or paying attention to an instructor is to use breakout rooms. In a virtual setting, breakout rooms allow students the chance to develop stronger relationships with one another. Similar to this, a study by Savvidou and Katarzyna (2022) found that breakout rooms gave some participants a chance to communicate with one another and build their peer networks while developing their content understanding.

In light of the discussion, the context of this study focuses on group work activities conducted in a virtual synchronous classroom of UHL2422 English for Technical Communication, Semester 2 2021/2022. The research objective of this study is to investigate the effectiveness of breakout rooms in Microsoft Teams in facilitating collaborative learning in online platforms. This study is guided by the following research question:

How do breakout rooms in Microsoft Teams facilitate collaborative learning in online platforms?

Literature Review
Use of Breakout Rooms in Online Learning
Numerous studies have shown the advantages of employing breakout rooms in online learning. According to Chandler (2016), breakout rooms promote collaborative learning and interactivity between students. The instructor can set up several breakout rooms where only those in attendance can participate in the discussions.

In addition, Saltz and Heckman (2020) examined the use of structured pair activities, in which students were given scripted role assignments that directed them to act as the "driver" or "observer" as they worked in pairs on issues. Predictably, it was discovered that students working on structured pair activities in breakout rooms performed better than those working on unstructured activities, indicating that students prefer clear directions for practical activities in breakout rooms.

Furthermore, a study by Naik & Govindu (2022) illustrates the advantages of breakout rooms in various contexts, such as students can interact freely, work together, and learn in breakout rooms. These sessions enhance peer interaction, learning, and error-checking. However, it should be noted that the instructor's presence is crucial as a way to monitor the students' participation, task explanation and to provide guidance to help the students feel more at ease in using breakout rooms (Savvidou & Katarzyna, 2022).

Collaborative Learning
According to Falcione et al. (2019), collaborative learning is defined as "students work with each other towards a shared goal, weaving together their independently prepared work. This results in a product or a learning experience that is more than the summation of individual contributions". It can be concluded that learners are not passive consumers of information. They actively participated in their process of acquiring knowledge by taking part in discussions, doing research, and exchanging ideas with their peers.

Furthermore, learning activities were designed to encourage interaction between student-student, student-teacher and student-content in a collaborative online learning environment. This is important in collaborative learning since a student's ability to construct knowledge depends on one another's contributions to the discussion, the learning process forges bonds between and among students (Brindley et al., 2009).

Methodology
Research Design
A descriptive qualitative approach was employed in this study. Students' learning experiences and engagement were observed via written conversation in the breakout rooms for task completion.

Research Samples
Purposive sampling was used in this study. 28 second year degree students taking UHL2422 English for Technical Communication Semester 2 2021/2022 were involved in this study. These students were engineering majors at Universiti Malaysia Pahang.

Research Instrument
In this study, the research instrument focused on the content analysis derived from the students' responses in Microsoft Teams i.e. written discussion in the breakout rooms. Content analysis is seen as appropriate as the analysis process involve "description and more interpretation, both inductive and deductive, danger of missing context, possibility of finding a theme based on the frequency of its occurrence, division of manifest and latent

contents, non-linear analysis process" (Vaismoradi et al., 2013).

Data Collection Procedures

In this study, the data collection was done following these steps:

Students were assigned to separate rooms consisting of 5 students per room. They were required to complete the task assigned on the point of comparison by completing the template provided. During the discussion session in the breakout room, students were allowed to communicate freely in a language of their preference, share the screen, discuss ideas, and annotate shared screens to complete the template provided. They can provide necessary feedback on their peer's work.

During each breakout session, the instructor joined each of the different breakout rooms, observed the student in each breakout room, and documented those observations. Each room was observed for 3–5 minutes at a time, and each room was visited 2–3 times during the class session. Instructors were to join each room to see each room's progress and provide feedback where necessary. The aim was to observe the discussion among the group members and the utilisation of the breakout room in completing the task assigned.

Data Analysis Procedure

To analyse the data, manual data analysis was conducted to answer the research question. To find potential meanings of the raw data, all written discussions in the breakout rooms were read and studied repetitively during analysis. Later on, pertinent themes were created. All data were analysed using thematic analysis. Thematic analysis as an independent qualitative descriptive approach is mainly described as "a method for identifying, analysing and reporting patterns (themes) within data" (Braun & Clarke, 2006 as cited in Vaismoradi et al., 2013).

Three broad themes were derived based on the analysed data:

Theme 1: Group interaction
Theme 2: Peer-to-peer support
Theme 3: Collaborative learning

Results and Analysis
RQ: How do breakout rooms in Microsoft Teams facilitate collaborative learning in online platforms?

Data from the written discussion in the breakout rooms will further elaborate students' responses in answering the research question. Three broad themes were identified based on the analysed data; i) group interaction, ii) peer-to-peer support and (iii) collaborative learning.

Group Interaction

Students appeared to be more at ease and ready to interact with one another during and after the time spent in breakout rooms. They were working together by asking for clarification of the task instructions and also seen giving explanations and information needed for task completion. Their responses included:

S2: "… so our group is screen recording software?"

S1: "… I thought air purifier"

S3: "… yeah I think ours is air purifier also"

S4: "… okay then how many models we should put?"

S1: "… I think 2 only?"

S3: "… 2 models and then we compare with 4 aspects"

S2: "… which model to choose?"

S5: "… We compare between storm and lombok 3?"

This finding echoed Savvidou and Katarzyna (2022), indicating that more than half of all participants in their study reported making friends or getting to know their classmates in breakout rooms, which suggests that breakout rooms have the potential to foster a feeling of community among students. Moreover, their study also revealed that through peer-to-peer engagement, breakout rooms gave some participants a chance to increase their knowledge of the subject matter and build their personal identity.

Furthermore, according to Saltz and Heckman (2020), research also indicated that structured and specific activities lead to efficient interactions in breakout rooms. In addition, Read et al. (2022) also suggested similar results whereby the respondents agree that using breakout rooms require them to be constantly engaged with the tasks.

Peer-to-peer Support
Having breakout rooms allows students to support one another. For distance learning students, who rarely get the chance to interact with their peers in person, this is very helpful. Students were helping each other, especially those with slow internet connection and without proper gadgets for online learning. Their responses included:

S3" "… nice. who are going to share screen?"

S4: "… I can't able to share since I'm using phone. Sorry."

S5: "… Actually I'm using phone too, sorry."
S1: "… guess i'll share then."

S2: "… Hi there, for now im using phone so someone please share your screen. Thank you."

S1: "… Okay."

Similarly, it was reported in (Savvidou & Katarzyna, 2022), several problems were encountered with students' personal gadgets, their unstable internet connections, and the interface's usability.

Collaborative Learning
Students were seen using online collaborative tools such as Google Docs to synchronously annotate the template given. Since students' ability to build knowledge depends on another's contributions to the discussion, this is significant in collaborative learning. Their responses included:

S3: "… we can just use the Google Doc to write the document together."

S1: "… S2 you can go fill in your part from the link given just now."

This is also supported by Saltz and Heckman (2020), stating that students mentioned their learning, coordination and collaboration improved through structured activities using breakout rooms. Furthermore, findings from Naik and Govindu (2022) also supported the collaborative element offered by breakout rooms whereby they allow students the possibility to develop closer relationships with one another in a virtual setting. They become deeply involved in group activities and generate conversation.

In addition, this is also supported by Brindley et al. (2009) who were against emphasising grades above teaching students' collaborative skills, such as how to deal with group members who are unable to fully participate in the process. Both high achievers and poor achievers can express their thoughts and ideas on their experiences of their learning in the breakout rooms if a structured learning environment were provided.

Conclusion

Summary of Findings

This study has identified the benefits of using breakout rooms to enable small group work in terms of facilitating group interaction, peer-to-peer support and collaborative learning. The tasks assigned were successfully completed by the group members and later presented in the whole class session after the breakout rooms session ended for small group discussion. These findings suggest that students' have positive attitudes towards online learning and the use of breakout rooms in conducting group work activities synchronously to facilitate collaborative learning and students' interaction as a substitute to the usual face-to-face group work activities although not exactly the same, but there is also a place for the similar activity being undertaken in an online format (Read et al., 2022).

Recommendations for Further Study

There is a ton of room for research in this area, which might look at the benefits and drawbacks of collaborative activities conducted virtually compared to face-to-face sessions. Additionally, it would be fascinating to examine the conversation that occurs in breakout rooms and how it differs from that which takes place during face-to-face sessions. Such research may provide insight into the most effective ways to plan and carry out lessons that will enhance instruction and ensure that students acquire digital transferable skills that will be useful to them in future employment.

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Exploring the Use of Social Networking Sites (SNSs) for Learning English among Malaysian ESL Undergraduates

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Introduction

Language learning in universities is being affected by the rapid change of technology, and this has almost taken over roles that were once taught exclusively through classes. The rise of digital natives has caused a shift which means today's students must learn how to adapt with new methods for studying English at their disposal; they are no longer limited solely on what can be accomplished behind the classroom walls anymore—even if those classrooms remain just as important. The Internet and social media have had a significant impact on how students learn English. Social media platforms such as Facebook, TikTok or Twitter can be used as a powerful educational tool. These new forms of learning have almost taken over what was once only possible in classrooms with physical teaching materials such as books and whiteboards; now even digital natives teach themselves English by using these resources online instead.

Language Learning Using Social Networking Sites (SNSs)

The uses of social media in the classroom have been gaining momentum over recent years, as it is now an avenue for lifelong learning. Teens are dominating these sites and using them to connect with one another while also exploring new ideas from around the globe—what they learn on these platforms can be applied later when pursuing higher education or employment opportunities. The benefits of social networking sites are vast and complex, with one major

factor being how it allows people from different linguistic communities or even worldwide to communicate. These platforms are linguistically rewarding for users as these media interactions are bound to take place either within the same linguistic communities or across different ones and have tremendously increased social interaction, information and knowledge sharing (Slim & Hafedh, 2019). The four most popular social networking sites that provide users with the opportunity to learn English include Instagram, Facebook Twitter and TikTok. These platforms offer authentic language content as well as learner generated materials which can boost self-efficacy and confidence, and motivation through collaboration (Badri et al., 2017).

Use of Instagram in Learning English

Instagram is the easiest way to reach young learners as they are mostly on Instagram for socialisation (Tekulve & Kelly, 2013). It has helped language learners improve their overall language skills, including vocabulary knowledge and communication skills (Gonulal, 2019). It is also an effective tool for students' interactions and learning engagement in the discussion of task-related activities, such as reading and writing skills apart from communication skills (Akhiar et al., 2017) and an effective tool for vocabulary and grammar learning platform (Aloraini, 2018). Instagram has become a successful learning platform for learning grammatical accuracy of word class among foreign learners and inculcated motivation and engagement for learning

English among L2 learners (Khalitova & Gimaletdinova, 2016).

Use of Facebook in Learning English
According to a study by Wang and Chen (2013), it was found that people who used Facebook as a method of learning English performed better than those who did not. Previous research has shown that Facebook has provided many benefits for students' language development as it is used to enhance students' socio-pragmatic competence (Blattner & Lomicka, 2012), improve their communication and various linguistic skills (Derakshan & Hasanabbasi, 2015), acquire better oral proficiency (Faryadi, 2017), vocabulary, and syntactic complexity, and boost their external (environmental) motivation, learning achievement and learning collaboration, communication skills with peers, participation, collaboration, peer support, commitment in educational activities (Tiryakioglu & Erzurum, 2011).

Use of Twitter in Learning English
Twitter is a popular microblogging and social media platform that allows one to share and read tweets on any device, and it has become one of the famous platforms for micro-teaching (Aitchanov et al., 2013). Twitter has a positive impact on informal learning, class dynamics, motivation, as well as the academic and psychological development of learners (Dhir et al., 2013). Twitter is used diversely in language education settings that promote interaction and communication, potentially with native speakers, to build community in the language classroom, develop language skills and competencies and encourage noticing and negotiation of meaning (Hattem & Lomicka, 2016). It has become a platform that promotes student engagement, interpersonal relations, and class participation, as well as learner autonomy in language learning (Rosell-Aguilar, 2020).

Use of TikTok in Learning English
TikTok is widely used to create short videos using music tracks, doodling over the video and adding filters, as well as short music, lip-sync, dance, comedy and talent videos of 3 to 15 seconds, and short looping videos of 3 to 60 seconds (Si, 2020). With the popularity of this application, it is often used as a positive medium for business promotion, sharing educational videos and various other creative videos (Mhalla et al., 2020). Many students enjoy watching short videos on TikTok to understand all the content related to basic English skills (Pratiwi et al., 2021).

All in all, the growth of social media sites like Facebook, Twitter and Instagram has been a driving force behind the rise in active learning. These platforms have facilitated teaching and learning in ways beyond our imagination, offered engaging, interactive, and collaborative task-based learning, as well as remodelled the teaching and learning of English in a global, modern world.

Research Objectives
The objectives of this research are twofold:

1. To identify the online platforms for learning English that the students use to improve their English language skills.
2. To find out whether these online platforms assist them to improve their English language skills.

Research Questions
1. What are the SNSs used by English language learners to learn English?
2. To what extent do these SNSs assist the students to improve their language skills?

Methodology
An online survey questionnaire with multiple choice questions and open-ended questions was distributed to collect quantitative and

qualitative data. The study focused on university ESL learners at a public university in Malaysia, composed of various majors and levels of proficiency. The online questionnaire was disseminated using Google Forms to facilitate the process of data collection.

Participants

The participants in this study consist of 555 undergraduate students at the Universiti Kebangsaan Malaysia (UKM). They are composed of students from Year 1 until Year 4, with a total number of 269 males and 286 females, respectively.

Instrument

The survey questionnaire 'Online Technology Use for Learning English' consists of two main sections: (1) Use of Online Platforms for Learning English; (2) Use of Online Platforms for Learning English.

Data Collection and Analysis

Data were analysed descriptively using frequency count and percentage distribution. The survey did not aim to establish relationships but to provide descriptive data that show the background information and trends of technology use among learners. Therefore, basic descriptive analyses have sufficed the need of the research in highlighting the trends of use of online tools and applications among university learners.

Findings and Analysis
Types of Online Sites

As can be seen in figure 1 below, social networking is the most popular type of website used by 75.3% of respondents. This is followed by an online translation (72.5%), emails (71.0%), search engines (68.1%) and Online Wiki (67.7%). While all of these types of websites are used by a majority of respondents, there are some clear differences in popularity. File sharing services are used by 52.4% of respondents, online shopping (50.7%), and voice/video chatting (43.1%). Other types of websites are also used, though not as popular such as video/audio downloading, blog/online space, instant messaging, collaborative editing, English learning, video sharing and photo sharing, which range from 19.5% to 39%. Forums and social bookmarks are the least popular, used by only 9.9% and 5.3%, respectively, while a small percentage (10.8%) indicate 'other' types of websites. Consequently, the most popular types of websites appear to be those that allow users to communicate and connect with others or provide easy access to information and resources.
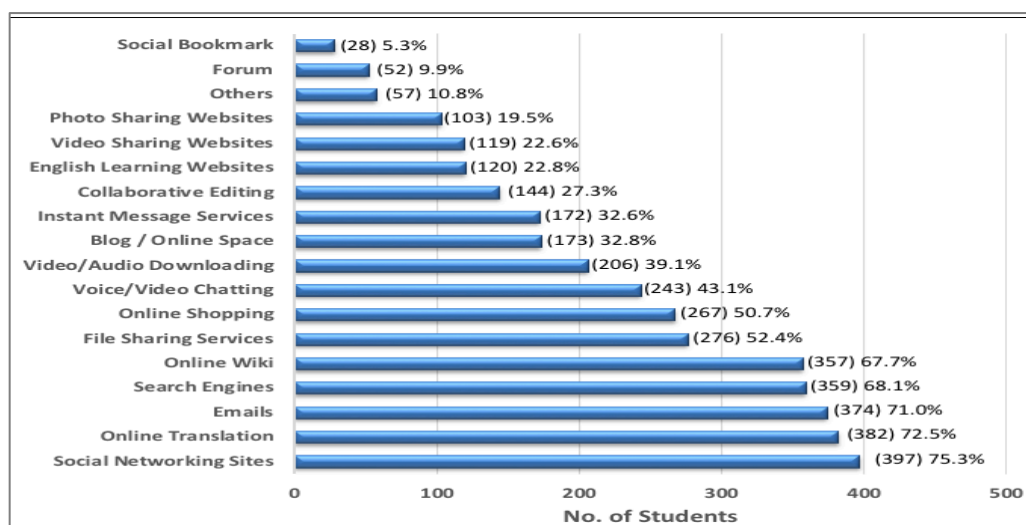

Figure 1. Types of Websites.

Uses of Online Sites for Learning English

As shown in figure 2 below, of the 538 responses, the most popular uses of the Internet for learning English are for obtaining information (82.7%) and for completing assignments (81.8%), followed by preparing for tests and exams (71.4%), obtaining learning materials (64.5%) and pursuing interests and entertainment (60.6%). Other uses are less popular. In descending order, these are practising what was learned, sharing information, storing learning information, sharing learning materials, exploring western culture, and collaborating with others, which range from 45.7% to 22.7%. Only 11.7% use it for finding learning partners, while a small percentage (10.4%) indicate 'other' uses. Upon closer inspection of the data, it becomes evident that the majority of survey respondents use the Internet primarily for academic purposes, such as completing assignments and preparing for tests. However, a significant number also use it for leisure activities such as exploring western culture or pursuing interests and entertainment. This suggests that the Internet is playing an increasingly important role in language learning, providing both educational and recreational opportunities for learners around the world.

Discussion

While it is not surprising that students are increasingly connected to the Internet, the findings provide valuable insight into how they are spending their time online. It was gathered that, in general, students spent a high number of hours online, but a considerable amount of it was consumed by social networking sites. It is prominent to note that they spend most of their time in general on social networking sites. In addition, students also spent time on email and search engines such as Google and Yahoo. Although some students did use various types of educational sites to learn English, such as Grammarly, Wikipedia, Podcast, and YouTube, they did so minimally. Moreover, the study found that, despite having spent plenty of hours online, the students rarely used it on learning English deliberately; instead, they spent time online more frequently on completing tasks and assignments, searching for information, sending emails, preparing for tests, and for entertainment.
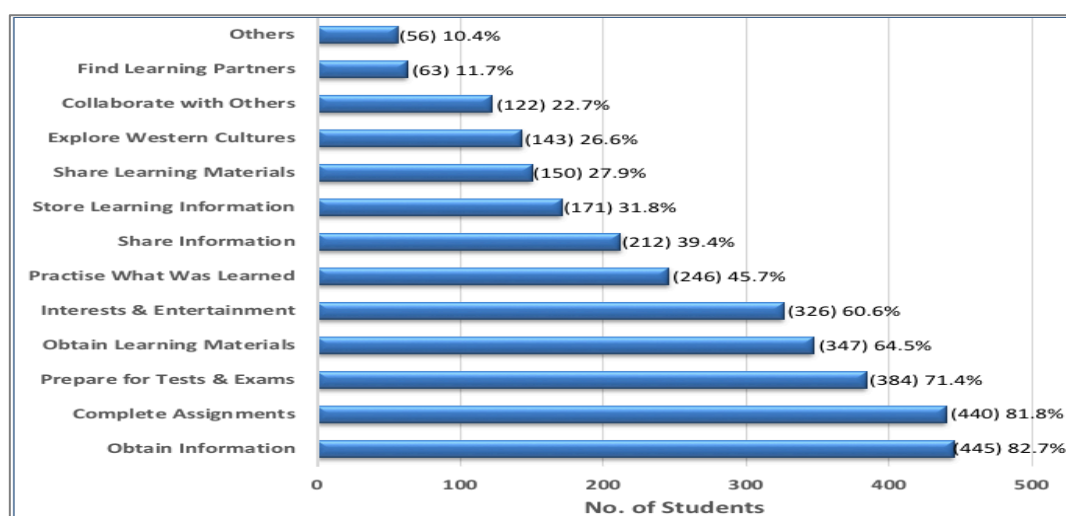

Figure 2. Uses of the Internet for Learning English.

Conclusion

Social networking sites (SNSs) have become increasingly popular among university students in recent years. While there is a great deal of research on the use of SNSs for social purposes, there is relatively little focus on their potential as a learning tool. The current study seeks to explore the trend in using SNSs for learning English among university ESL learners outside the classroom and whether the use of such SNSs helps them improve their overall language learning. It can be concluded that there are new trends of language learning that take place outside the classroom setting on SNSs, and SNSs remain a favoured choice among ESL students, particularly for the purpose of learning English. Social media have become an increasingly popular tool for both socialising and learning English among students. While there are dedicated language-learning websites which focus specifically on formal language instruction, students have found social networking sites to be more convenient and learner-friendly. This is likely due to the fact that social media platforms provide a more real-world context for language use, as well as being more accessible and user-friendly than more traditional learning materials.

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The Use of Padlet in Supporting Creativity and Interaction among Peers

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Introduction

The process of learning during the Covid-19 pandemic could be tiring, and some might be facing difficulties with online platforms. Unstable internet connectivity due to bad coverage or harsh weather in certain areas contributed to the teaching and learning challenges. However, language instructors still need to figure out any possible solution to ensure learners keep on engaging with the lesson. At present, the educational resources that are available online such as Padlet, are among the main learning platforms employed to assist students in their learning process. Jarrah and Alzubi (2021) found that students' positively perceived the usefulness towards utilisation and effectiveness of using Web 2.0 in the English language learning process. Therefore, in this study, Padlet is chosen as one of the alternatives utilised in English classes.

Figure 1 shows the looks of the Padlet dashboard. Users can create a different Padlet for different classes or activities and then upload, organise, and share the relevant content to these boards. They can also export this digital board in a variety of formats, including pdf, image, and csv to keep a record of their learning activities.

The benefits of immediate feedback and the features offered by Padlet can grab students' interest and enhance learning outcomes. According to Chen (2022), when Padlet or Kahoot apps were utilised for class activities, students' impressions of online learning were magnified. This shows that incorporating online learning tools into the classroom somewhat could greatly improve students' opinions of the entire lesson since they have the chance to convey their ideas, speak more effectively, and improve their communication skills.
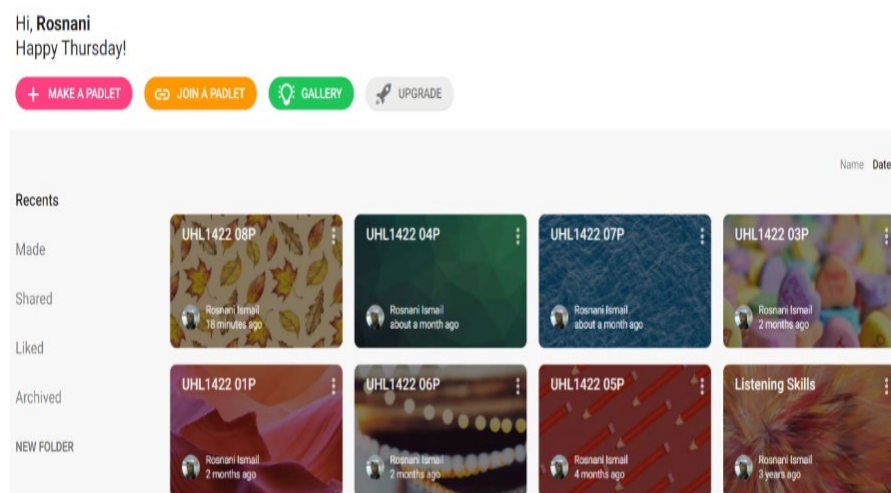

Figure 1. Padlet Dashboard.

Literature Review

Creativity has grown in importance, and everyone has the means to improve their own creative abilities (Hokanson, 2018). The traditional teaching approach has shifted from being teacher-centered to being student-centered as a result of the advent of Padlet as a learning tool. Padlet is a virtual bulletin board that can be used in a variety of ways depending on the creativity of the instructors. According to Mahmud (2019), there is evidence in the classes where the instructors have included Padlet in their instruction, such as in the English writing class. Padlet is a good learning tool for students by adding innovative English programs and activities to it. However, Bereczki and Karpati (2021) discovered that some instructors encountered difficulties while attempting to educate students on how to use technology tools in a way that would encourage creativity. They also mentioned that one of the potential causes of this was instructors' lack of faith in students' creativity, which had an impact on how frequently technology-based creativity was used in instruction. With the utilisation of technology in education, it is crucial to consider how those tools might foster creativity within the context of the instructor. As a result, using Padlet as a teaching tool encourages students to work together to learn in groups and develops creativity.

Aside from creativity, this study focused on students' interaction and collaboration, which are crucial abilities for this century. Mulligan and Garofalo (2011) demonstrated that collaborative writing exercises are able to improve student engagement in EFL classes, reduce anxiety from working alone, and boost self-confidence in students. Greenstein (2012) clarified that effective collaboration entails developing teamwork skills, considering various viewpoints, interacting by offering ideas, listening to others, and offering support. Additionally, student collaboration during cognitive and social interactions can promote higher-order thinking for the generation of new knowledge (Dewitt, Alias, Siraj, & Zakaria, 2014). For students to understand and participate in a learning environment, classroom activities are crucial. One method of increasing student participation in the activities and motivating them to engage in active learning is through Padlet. Bugawa and Mirzal (2018) figured out that web 2.0 technologies are made to improve student engagement, peer interaction, cooperation, and involvement. It is also mentioned by Nachimuthu (2018) that enhancing cooperation, communication, and knowledge generation are advantages of using technology in the classroom. Zainuddin et al. (2020) found that active learning through Padlet has a significant effect in improving students' engagement during classroom activities.

Methodology

The objective of this study is to investigate the effectiveness of Padlet as one of the platforms to support learners' creativity as well as encourage students' interaction among peers during the sessions. Figure 2 shows the activities carried out in the previous semester. It started with ice breaking activity at the beginning of the semester and continuously used the Padlet for some more activities by sharing the relevant information and completing the task given with various methods such as attaching the files, images, or videos. Instructors also provided constructive feedback at the comment on the posts throughout the semester and encouraged the other students to do that too to enhance interaction among them.

Figure 2. Activities Conducted in Padlet.

After going through the learning process using Padlet for 14 weeks (about three months), 84 respondents successfully completed the questionnaire at the end of the semester. The feedback given by the students was then analysed using a thematic analysis method. The data were coded into categories based on the themes which emerged from the raw data collected. There were two (2) main items asked for respondents' honest feedback in terms of creativity and interaction. For creativity, their responses can be categorised into two (2) main themes, which are supporting creativity and developing extra skills. The second part of the finding in terms of the interaction among students can be classified into four (4) main themes, including sharing information, ease of use and convenience, enhanced comprehension, and other positive responses.

Result and Discussion
Students' perceptions of the use of Padlet based on their experiences throughout the semester in English class will be reported in this study. In relation to the research objective stated, all feedback from the students involved was taken into careful consideration and classified into few categories. The respondents were asked for their honest opinions on two (2) primary questions: creativity and interaction.

Students' Perceptions of the Use of Padlet for Creativity Enhancement
Their comments on creativity can be divided into two (2) key themes: encouraging creativity and learning new abilities.

Theme 1: Supporting Creativity
There were about 26 similar responses showing that the students agreed that Padlet does help them in being more creative and inspiring in completing the activities given by the instructor. They mentioned that they could get some more ideas after looking at their friends' posts and making them think of another point of view in responding to the task given by the instructor. Some may show their hidden ability and creativity by showing appropriate emotion and gesture (might be through the video recording) to a certain activity conducted. Some of the excerpts from them are:

"... makes me think outside of the box while at the same time answering the question".

"... we can be creative in showing our emotion and gesture".

"... I can show my talent too".

"... gave me so much inspiration after I saw my friends post".

Theme 2: Developing Extra Skills

Another common theme that can be captured from 10 similar responses has to do with their ability to develop extra abilities, such as being critical and acquiring new technological skills during the learning process. Excerpts from the students were demonstrated:

> "... I believe that constructive critic could shape up a person".

> "... improve my skills on using an application".

> "... learn a new thing about technology".

In general, the results showed that the tool helped students support and develop their creativity and hidden talent in other areas. In fact, the findings showed that students positively perceived the use of Padlet in enhancing their English learning session. Prior to the use of Padlet in teaching and learning process, it could improve both students' learning skill and learning element such as creativity, collaboration, engagement, relationship, and self-evaluation (Mulyadi et. al., 2021).

Students' Perceptions of the Use of Padlet for Encouraging Interaction

The second finding focuses on how students engage with one another, and it can be categorised into four (4) key themes: information sharing, ease of use and convenience, improved comprehension, and other positive reactions.

Theme 1: Knowledge Sharing

The highest number of similar responses, about 41 responses, revealed that students were able to share information, ideas, and opinions with peers on specific topics or issues when they use the Padlet since it allows them to leave comments for the posts. By responding to the post shared, they could also apply social skills accordingly. Examples of excerpts are:

> "Comment section is I think the easiest method to actually give our response to our friend's content. Despite that, we can see the comment right away and thus give our feedback right away which can actually improve our social approach skills with the comment".
> "... I can read all my friends' opinions and I can comment too".

Theme 2: Ease of Use and Convenience

About 17 of the respondents stated that Padlet is easy to manage and accessible for the users to use at their own convenient time. Students reported on the perceived ease of use of the application as in the remarks below:

> "... the platform is only available for us through some link and the post is easy to be managed".

> "... the content is still there where we can see whenever we want".

Theme 3: Comprehension Enhancement

Among the responses received, 8 of them mentioned that Padlet could help them to enhance their comprehension in completing the activities asked by the instructor. The students were recorded to give feedback such as:

> "... helps us to get the major idea and brainstorming".

> "... helps a lot in understanding the particular topics."

> "... it is a way that we as a friend or as a classmate can correct the mistake...".

Theme 4: Variety of Positivity to the User

There were 31 responses which can be said as in the grey area and included in this theme. Some respondents agreed that Padlet does help them in lots of areas such as developing friendships, peer support, engagement in

learning and the Padlet interface itself. Some interesting comments that were given:

> "... user friendly, make the student be more creative when using this platform".

> "... my peers can comment and give support".

> "... it makes study more interesting".

> "... we can get to know each other even more".

Overall, regardless of race or gender, the responses received were unanimous with positive feedback where all the participants mutually agreed that Padlet had made their learning process become more interactive as well as meaningful because they can complete all the activities and tasks given within the time frame. According to Ali, Abdul Malek, Zainal Abidin, and Mohd Razali (2018), Padlet enabled students to share ideas among themselves as it helped them to brainstorm their ideas. Similar advantages were noted in Nadeem's (2021) study, where some students felt that using Padlet in the classroom may foster a positive learning environment and provide possibilities for collaboration to improve communication skills.

Conclusion

From this study, there are a few implications, especially for the teachers and students in relation to the use of Padlet as one of the Web 2.0 tools. Lots of new educational tools were developed and can be utilised to make teaching and learning processes become more interesting and enough to cater to the learners' needs. There should be no harm in applying innovative approaches to our teaching and learning process if that can help our students to be in a better learning setting. Thus, educators should look for alternatives that suit their situations and purposes so that the teaching and learning process can be something that the learners look forward to. Padlet can reach as far as our imagination. It is on us as the instructor or facilitator that makes these educational applications powerful.

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E-Learn@USM: Kaedah Inovasi Pengajaran dan Pembelajaran Era Zaman Pandemik

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Bermulanya pada tahun 2019 telah menyaksikan dunia telah dilanda pandemik Koronavirus atau dikenali sebagai COVID-19. Kehadiran COVID-19 ini telah mengubah keseluruhan kehidupan masyarakat di dunia dengan norma kehidupan baru. Bidang pendidikan turut terjejas akibat penularan virus ini sekali gus telah menukarkan kaedah pengajaran dan pembelajaran secara bersemuka kepada pembelajaran dalam talian. Pembelajaran dalam talian ini telah menyebabkan pelbagai kaedah inovasi pengajaran dalam talian digunakan secara optimum. Walaupun kini penularan virus COVID-19 telah berada di fasa endemik dan terkawal namun kaedah inovasi pengajaran dalam talian kian giat dikembangkan oleh semua tenaga pengajar di negara ini.

Universiti Sains Malaysia merupakan salah satu universiti awam yang menyokong perkembangan kaedah inovasi pengajaran dalam talian. Hal ini demikian dibuktikan dengan penggunaan Platform E-learn@USM secara menyeluruh oleh tenaga pengajar dan pelajar di universiti ini. Platform E-learn@USM ini memiliki pelbagai aplikasi pembelajaran dalam talian yang menjadikan pengajaran dan pembelajaran lebih menarik dan berkesan. Menurut Norah et.al (2013), penggunaan media di dalam proses pembelajaran akan menambah pemahaman pelajar lebih mendalam dan menjadikan aktiviti pembelajaran yang lebih pelbagai.

Platform ini merupakan platform digital yang hanya boleh diakses oleh pelajar dan tenaga pengajar di Universiti Sains Malaysia. Setiap pelajar dan tenaga pelajar akan dibekalkan alamat emel yang telah didaftarkan bagi mengaskses platform ini. Platform ini dilengkapi pelbagai alat bantu mengajar menarik seperti H5P Interactive content, forum, kuiz, ruangan sembang, ruangan maklum balas dan lain-lain (rujuk Rajah 1).
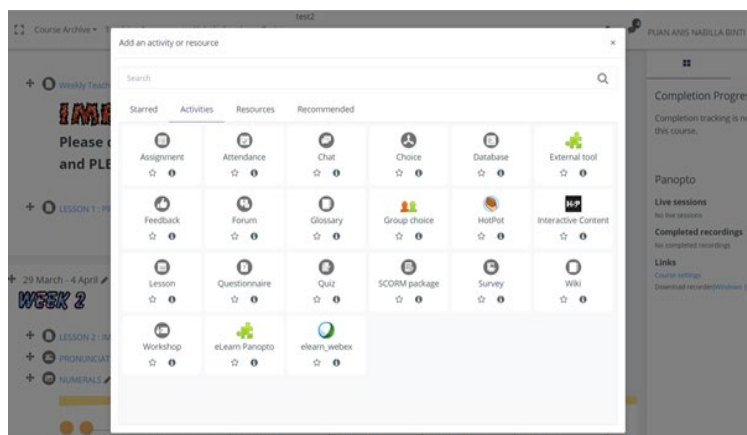

Rajah 1. Alat bantu mengajar di E-Learn@USM.

Penulisan makalah kali ini akan hanya memberi tumpuan terhadap penggunaan aplikasi kuiz di Elearn@USM. Aplikasi kuiz ini merupakan salah satu aplikasi yang menarik untuk digunakan sepanjang semester bagi menguji kefahaman para pelajar. Sistem yang dibangunkan juga sangat membantu dan memudahkan tenaga mengajar mengenalpasti tahap kefahaman pelajar. Aplikasi kuiz Elearn@USM mempunyai beberapa pilihan buat pengajar untuk memilih bentuk soalan yang ingin digunakan. Aloraini (2012), menyatakan bahawa kelainan dan kepelbagaian yang terdapat dalam bahan pengajaran akan membantu pelajar mendapatkan maklumat yang lebih jelas dan tepat. Antara pilihan bentuk soalan adalah aneka pilihan (multiple choice), jawapan pendek (short answer), benar dan salah (true and false), padan suai (matching), karangan (essay) dan banyak lagi (rujuk Rajah 2).

Kebiasaanya pengajar menyediakan set soalan secara bercetak dan pelajar akan menjawab di dalam kelas.

Namun begitu, berbeza apabila tenaga pengajar mengunakan kaedah inovasi ini dalam pengajaran kerana tenaga pengajar hanya perlu menyediakan set soalan secara dalam talian di platform ini. Perkara yang lebih menarik berkaitan dengan bentuk-bentuk soalan ini di Elearn@USM ialah tenaga pengajar perlu menyediakan set soalan bersama jawapan secara terus. Secara tidak langsung dengan kata lain jawapan pelajar akan terus disemak oleh sistem tanpa kesilapan teknikal yang biasa dilakukan oleh manusia. Pelajar akan dapat melihat dan mengulang kaji topik atau soalan yang diajukan secara terus dan langsung seusai selesai menjawab soalan kuiz bentuk ini. Sistem akan menunjukkan jawapan yang betul dan salah bagi setiap soalan.
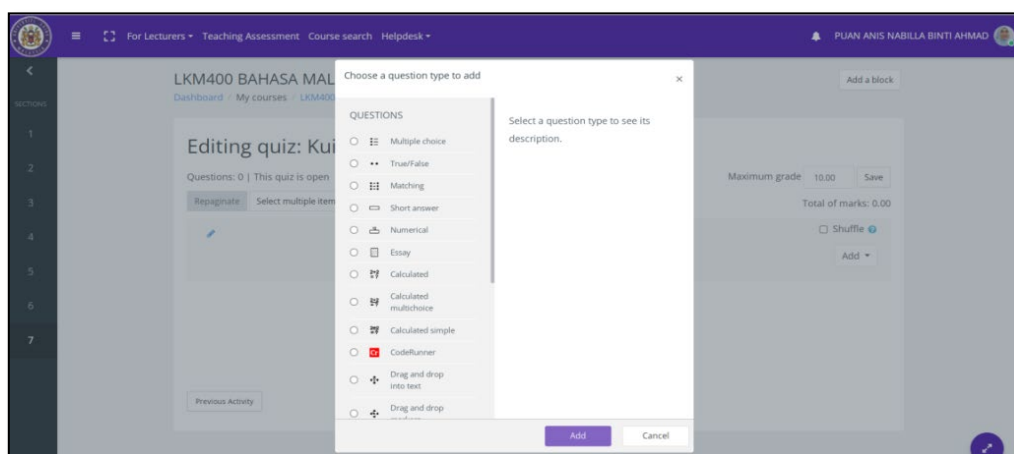
Rajah 2. Pilihan Bentuk Soalan Kuiz di E-Learn@USM.

Kali ini penulis akan mengupas tiga bentuk pilihan kuiz di Elearn@USM. Antaranya adalah aneka jawapan(multiple choice), jawapan pendek (short answer) serta jawapan benar dan salah (true and false) . Ketiga-tiga bentuk soalan ini sudah sinonim dan sangat kerap digunakan semasa pengajaran dan pembelajaran secara konversional iaitu ketika bersemuka.

Tenaga pengajar bebas menyediakan jumlah soalan yang ingin diutarakan. Soalan-soalan yang disediakan oleh tenaga pengajar juga boleh disimpan dalam aplikasi ini iaitu di bank soalan. Hal ini akan memastikan soalan tersebut tidak hilang dan dapat digunakan semula pada masa hadapan. Soalan-soalan di bank soalan dapat digunakan secara berulang mengikut kesesuaian dan pilihan tenaga

pengajar. Sekiranya tenaga pengajar tidak mahu menggunakan soalan di bank soalan, tenaga pengajar boleh menyediakan soalan baru. Penggunaan bank soalan ini akan menjadikan pengurusan masa tenaga pengajar kemas,teratur dan efisen. Hal ini turut disokong oleh Kalish (1979), yang menyatakan bahawa pengurusan masa yang teratur merupakan satu proses menguruskan kerja untuk mendapat hasil yang lebih baik.

Selain itu, aplikasi ini juga akan menunjukkan jumlah soalan di setiap paparan pelajar. Paparan nombor soalan ini akan menjadi peringatan kepada pelajar sekiranya terlepas pandang berkaitan soalan kuiz yang belum dijawab. Setiap nombor soalan yang telah dijawab akan berubah menjadi warna biru dan sekiranya pelajar tidak menjawab warnanya akan menjadi kelabu (rujuk Rajah 3). Paparan ini juga akan menjadi penanda aras kepada pelajar dan tenaga pengajar menyemak soalan dan jawapan. Selepas pelajar menghantar jawapan sistem akan terus menyemak jawapan pelajar dan paparan nombor ini akan berubah warna mengikut jawapan pelajar. Jawapan betul akan berwarna hijau, jawapan salah akan berwarna merah, jawapan separa betul berwarna jingga dan jawapan tidak berjawab berwarna kelabu. Setiap nombor boleh diulang lihat kembali soalan dan jawapan pelajar.
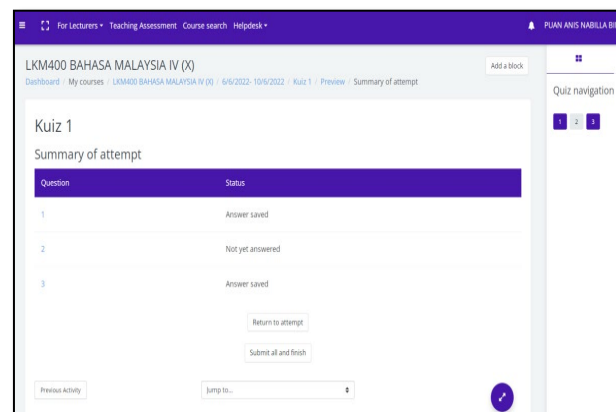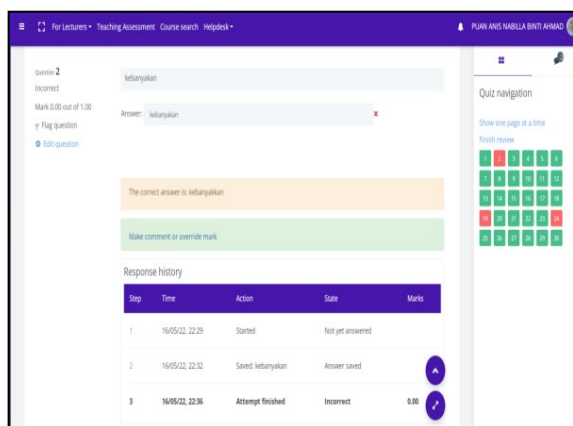
Rajah 3. Paparan Nombor Soalan.

Berkaitan markah pula, tenaga pengajar boleh menetapkan markah secara genap mahupun secara ganjil. Kebiasaanya bagi bentuk kuiz aneka pilihan dan benar/salah markah akan ditetapkan secara tetap dan sama bagi setiap soalan. Namun setiap pengajar masih bebas menetapkan markah tersebut. Bagi soalan jawapan pendek pengajar dapat menetapkan markah bersesuaian dengan soalan. Sekiranya terdapat pengurangan atau penambahan markah bagi soalan jawapan pendek tenaga pengajar boleh mengubah markah mengikut kesesuaian berdasarkan markah maksimum yang telah ditetapkan. Selain markah pengajar juga boleh menyatakan maklum balas atau komen bagi setiap soalan yang diingini. Maklum balas atau komen ini sangat penting buat pelajar terutamnya ketika pembelajaran atas talian hal ini demikian kerana Maklum balas merupakan salah satu elemen yang penting dalam sistem pembelajaran berasaskan web. Maklum balas merupakan satu alat yang berkuasa yang mampu mempengaruhi pembelajaran dan juga pencapaian (Ramlah et al., 2021) rujuk Rajah 4.
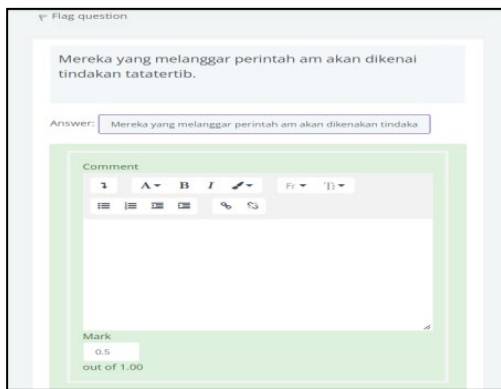
Rajah 4. Ruangan Maklum Balas dan Pengubahan Markah.

Seterusnya sistem kuiz ini juga dilengkapi dengan laporan lengkap secara automatik. Laporan lengkap ini pastinya akan menjadi salah satu motivasi kepada para pelajar untuk terus berusaha dengan lebih gigih. Azizi dan Jaafar Sidek (2006), turut menyatakan bahawa motivasi dianggap sebagai unsur penting yang menyumbang kepada penglibatan aktif pelajar dalam proses pengajaran dan pembelajaran. Laporan ini akan memaparkan jumlah pelajar yang menjawab kuiz, jumlah markah pelajar, dan keseluruhan markah pelajar berdasarkan gred. Oleh hal yang demikian tenaga pengajar dapat menyemak dan mengenalpasti tahap perkembangan pelajar berdasarkan laporan yang disediakan oleh sistem ini rujuk Rajah 5.
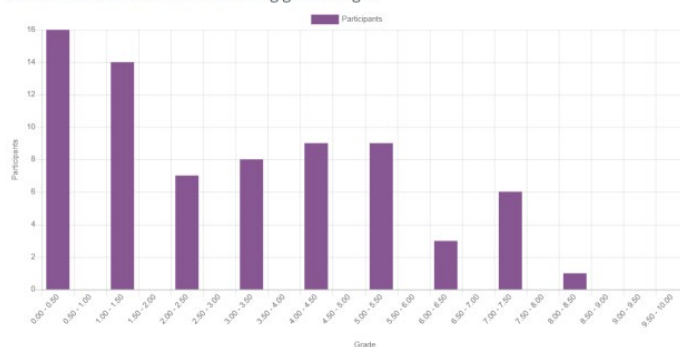
Akhir sekali, bagi memastikan pelajar tidak tercicir dan terus mengikuti perkembangan pembelajaran sistem ini juga membolehkan tenaga pengajar mengkategorikan setiap kuiz berdasarkan kelas, tarikh dan waktu untuk menjawab. Tenaga pengajar boleh menghadkan penghantaran kuiz sekali sahaja untuk setiap pelajar, masa menjawab dan tarikh menjawab kuiz. Penetapan secara tetap ini akan membuatkan pelajar lebih peka dan perlu menjawab kuiz tersebut mengikut waktu yang telah ditetapkan. Pelajar juga akan mendapat hebahan dan peringatan mesra berkaitan kuiz secara terus ke e-mel melalui sistem Elearn@USM ini.

Kesimpulannya penggunaan bentuk soalan kuiz di Elearn@USM banyak mendatangkan kebaikan kepada tenaga pengajar dan pelajar. Melalui sistem ini pelajar dapat mengakses kesemua kuiz tanpa halangan walau di mana sahaja. Kepelbagaian menyediakan soalan kuiz ini sudah pastinya menarik minat pelajar untuk terus mendalami ilmu yang dipelajari. Hasilnya peratusan peningkatan markah juga berlaku kepada semua pelajar yang menggunakan sistem ini secara berkesan. Tambahan pula, bentuk soalan kuiz ini bukan sahaja memudahkan dan menjimatkan masa tenaga pengajar malah juga merupakan salah satu bentuk penjimatan kertas paling efisen sekali gus menyokong dasar kerajaan iaitu Dasar Teknologi Hijau Negara 2009.
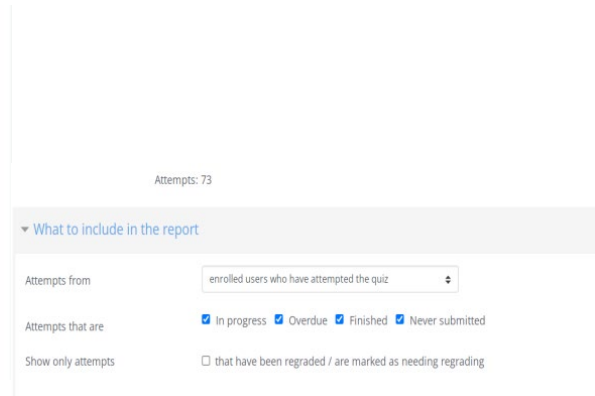
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Enhancing Students' Social Presence in Online Learning through Flip: An Action Research Overview

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The Covid-19 pandemic had forcibly transformed the traditional face-to-face classroom interaction into a total digital learning, and the shift was not entirely smooth sailing. Limited internet bandwidth was found to be the most significant setback faced by students, which resulted in limited classroom interaction. This also had evidently taken its toll on the students' social presence experience in online learning, whereby they were left to feel less 'sociable'. Bearing this in mind, the Fundamentals of English Language instructors felt the need for an intervention, hence decided to employ Flip – a video discussion tool from Microsoft – in their lesson plans. Through this asynchronous video-based discussion platform, students were able to connect and interact with other students and teachers by expressing their opinions, emotions and feelings on a multitude of discussion topics whilst preparing themselves for the final assessment; Oral Presentation. In short, the inclusion of Flip was not only effective in boosting their social presence but also in providing them with the space to practice oral communication skills.

Keywords: Social Presence, Oral Communication, Online Learner Engagement

Introduction

The Coronavirus disease came as a complete shock when it took the world by storm in 2020. It caught us quite a while to digest the full impact of the outbreak on the world of education, and when reality started to sink in, online learning, which was first thought of as a makeshift, has become the way forward. Although the transition in its entirety was far from perfection, we learned that we must take measures to help students in adjusting and adapting to a new learning environment (Pokhrel & Chhetri, 2021). If we fail, they are the ones who will have to pay the price. Online learning brings forth opportunities as well as challenges. One of the challenges faced by us, was the speed and quality of the internet connection which contributed to a limitation of classroom interaction. Not only that, socially anxious students could also be at disadvantage as they saw online learning as the perfect way for them to stay silent behind the screen. From our observation, students who lacked social engagement with educators and peers had a higher tendency to regress in their online learning of, which at a point could be one of the factors hampering one's academic and social life.

Objective

The main purpose of this study was to explore the usefulness of Flip, previously known as Flipgrid, in enhancing the Fundamentals of English Language (FEL) students' social presence. Flip was first introduced to students enrolled in FEL, Semester I Session 2020/2021, due to experiencing poor student engagement in online learning in the previous semester, which was Semester II Session 2019/2020.

Methodology

Data were collected and analysed qualitatively through participant observation and structured interviews. Participants were assigned weekly Flip assignments for six consecutive weeks starting from Week 8 of the semester. On a weekly basis, they needed to video record themselves for 2 minutes, giving their opinions or views on a multitude of discussion topics covering the themes of environmental issues, food and health on top of participating in in-class discussion routinely organised since Week 1 of the semester. The students were still observed by their instructors during these in-class discussion sessions even after the commencement of Flip assignments. The final video that they had to submit was their self-reflection on the whole course in general. Surprisingly, many of them spoke up their minds constructively on Flip and oral communication skills.

Findings

The findings revealed that there was an increase in the number of student participation during the weekly in-class discussion sessions after commencing the Flip assignments in Week 8. Moreover, there was also a gradual rise in the total number of Flip assignment submissions throughout the assigned period. For the record, Flip assignments were ungraded just to encourage students to become independent learners who could work on their ideas freely (Guberman, 2021). The only crucial role assumed by the instructors at this phase was just to motivate the students to complete the assigned Flip tasks as that would be advantageous for their final assessment.

Additionally, the students' confidence level seemed to have steadily enhanced as they did get a little bit cosy from week to week and looked very much at ease when completing the assigned tasks; in-class discussion and video submission. They exhibited a more relaxed and composed manner in the subsequent videos as compared to the first one, and when prompting and probing during in-class discussions. It is not an exaggeration to say that both tasks were complementary in nature and managed to help students feel comfortable and experience an exciting free flow of ideas.

Lastly, student motivation was evident through their improved communication skills. It is believed that they felt motivated to improve their communication skills because they wanted their audience and other fellow interlocutors to understand and take their opinions seriously. Moreover, constructive feedback and comments written by the instructors and friends on Flip made them excited and looked forward to completing their weekly tasks. In the same vein, students were more present during the face-to-face synchronous sessions because to them, every opinion mattered, and they valued others' feelings the way they wanted to be valued. Apparently, by engaging more in learning, students could learn better and increase learning productivity (Khan et al., 2022; Ho & Nguyen, 2021; Deng, 2021).

Conclusion

The inclusion of Flip was not only effective in boosting the students' social presence but also in providing them the ample space to practice oral communication skills. It seemed that those who religiously posted their Flip videos scored better in their final assessment, and there was a rise in the number of students who scored average to high marks in the final assessment; Oral Presentation, compared to the previous semester. Overall, it is safe to say that enhancing social presence can help learners experience and improve online learning as well as learning on the whole. Similarly, the link between social presence and online learning was also disclosed in a study conducted by Jamil and Tasir (2014).

Flip has garnered the attention of language teachers as it serves as a multipurpose tool in teaching and assessing speaking skills. Additionally, this online video discussion tool is deemed essential in providing a positive learning environment for students as it allows them to express their creativity through video creation and experience velocity in delivering their perspectives and feelings with their peers (Edwards, 2022; Vorholt, 2019). The absence of traditional classroom interaction due to COVID-19 restrictions was not really felt in FEL with the use of this platform throughout the learning activities. All in all, this asynchronous video-based discussion platform did not only help the students to become involved digital citizens by airing their opinions, emotions and feelings on a series of discussion topics, it also had prepared them for their final assessment, which was Oral Presentation. What could be more rewarding than being able to kill two birds with one stone, right?

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Improving Listening Skills in English through Songs via LyricsTraining: A Review

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Introduction

Listening is as important as any other skill, especially when learning English as a second language, and it is totally different from typical listening practices because, in Malaysia, English is not the first language for many students. They face various listening difficulties because there are sounds which are hard to understand especially when the speaker uses different accents and unfamiliar words. Activities in the classroom usually focus more on writing, reading, and vocabulary. Listening is only a small sub-skill in many course contents or textbooks and most teachers always concentrate on or highlight other skills in their teaching and learning process. Therefore, it would be beneficial for students to find ways to do self-study on how to solve their problems in listening and improving listening comprehension abilities.

LyricsTraining

There are a lot of self-study websites that can help students to improve their listening skills. One of the interactive websites that provides authentic materials for the development of ESL listening skills is LyricsTraining. LyricsTraining can be used directly from the browser (website), or it can be downloaded to smartphones through Google Play Store or Apple Store. Users only need to prepare technological devices such as computers, laptops, tablets or even smartphones and a good Internet connection to use this website. The materials provided in this platform are suitable for adult users, and the songs used can be considered authentic materials, up to date and interesting as they consist of music videos from YouTube. LyricsTraining is a technological tool that uses music videos in a variety of languages with song lyrics and modern technology that goes along with each word. Users can find single lines of the phrases from the chosen song on the screen as it uses the time-stamping system and will slowly scroll up from the bottom as the music video starts. All songs available in the platform are categorized into four levels of difficulty which are beginner, intermediate, advanced, and expert. The aim of this platform is to support users by improving their listening skills through songs and games. There are two different modes of games where users need to complete the lyrics of a song. The modes available are type mode and choice mode. This platform also provides one added feature namely as 'Karaoke' mode where users can watch the video played together with the lyrics of the song, and it is a great sing-along experience for users.
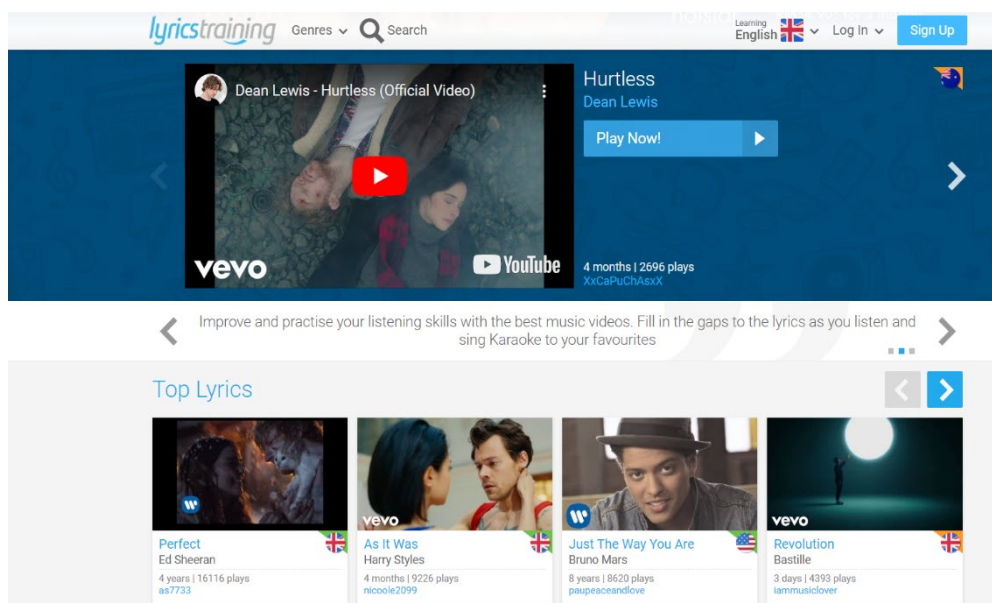
Figure 1. LyricsTraining interface.

Theory Related to the Use of LyricsTraining

Vygotsky's constructivism theory reflects the use of this platform to help improve student's listening skills. According to the Constructivism Theory, the essence of study is the active construction of each student based on their own existing input and information. Instructional scaffolding is provided using the karaoke mode where users can preview the song before playing a game and utilizing other functions in the platform such as simultaneous translation. As mentioned before, this application can be downloaded to smartphones. By using the karaoke mode, users can stop for a while or even begin the song by clicking on the screen of the smartphone or rewind by clicking on the line of the lyrics. The full lyrics are previewed, but the mobile application highlights the lyrics by using different colours in each sentence. As the music video progresses, the lyrics continue to move as the line is time-stamped to the video. In addition, users have the authority to adjust the time of lyrics delivered by pressing

and selecting the specific line to rewind and sing along. Learning becomes easy and fun as users can listen to their favourite songs and engage with it while learning, which indirectly improves listening skills. The primary goal of this platform is to assist and allow users to enjoy their chosen songs by applying listening comprehension and pronunciation practice. While the user listens to a song, the tool automatically stresses the lyrics as it appears on the screen and strengthens new information to users.

Figure 2. Game mode in LyricsTraining.

Additionally, the video that comes together with the song in LyricsTraining serves as additional material to users in the CALL environments. According to Jamieson (2005), the CALL environments are prepared by accommodating learners with paralinguistic and extralinguistic information. When navigating through the application, instant feedback is required since users must correctly type in the missing word for the game before they can move to the next blanks or gaps. Additionally, automatic response is given when the session is over with a use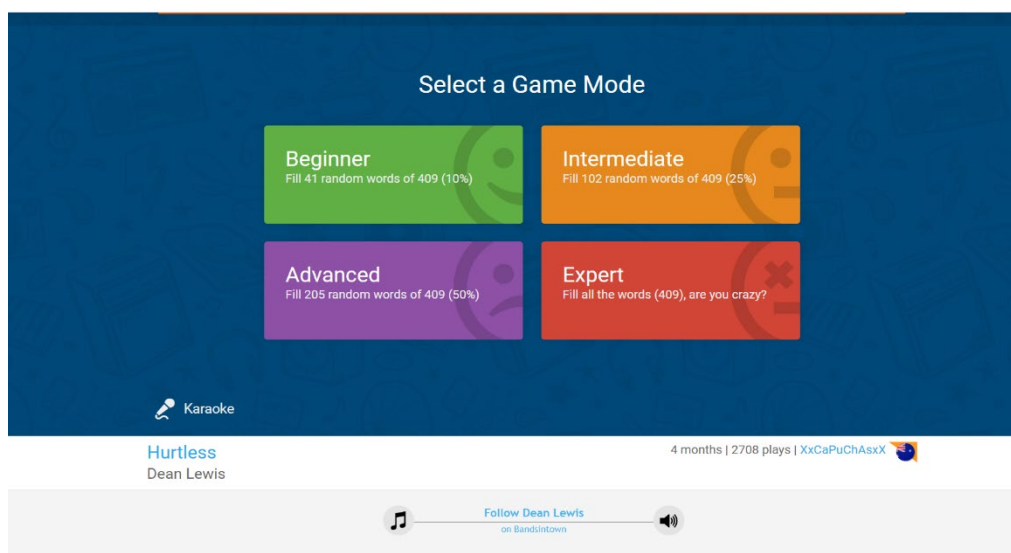r-friendly scoring system. This score is then calculated and updated for the users' account and may provide additional motivation as users can track their own record of scores in a quantifiable way. According to Hwang and Wu (2012), LyricsTraining helps to increase student interest, motivation, and performance through the gamified nature of the learning activities. While the user is listening to a song, they can type the lyrics. They will gain points if the answer is correct, but they will lose points when there are too many mistakes. There are four features that measure the progress of users such as the score, the number of missing words depending on the level of difficulties, hits, and misses. Thus,

scores are awarded to users in terms of speed and accuracy.

Advantages of LyricsTraining

LyricsTraining is an interesting platform that equips users with materials which are original, up-to-date, and interactive. According to Tomlinson (1998), effective materials should achieve impact with the use of various factors such as novelty, attractive presentation, and appealing content. Lyrics Training caters to this need due to the vast selection of songs, singers, and genres available. In addition, users can easily adjust content to their own levels of ability. They can see the development as they progress through the game and track their own scores. According to Reinders & Pegrum (2016), the general pedagogical design is concerned with "traditional pedagogical approaches (behaviourism), progressive approaches (social constructivism), 21st-century skills, situated, embodied, student-centered, and informal learning. With the framework of the general pedagogical design and the features available on the platform that are user-friendly, users are automatically prepared for learner-centred

environments. The features of the mobile application in LyricTrainings are very simple, and users only need basic mobile skills, including the ability to swipe right or left, type in the search engine bar, play and pause songs, and move around different sections on the website. According to Engh (2013), the use of music in English language learning slowly prepares the users to learn the target language's culture, and Stansell (2005) added that it indirectly motivates users to learn and apply the grammatical rules of the language. The use of LyricTrainings also helps to enhance the retention of vocabulary (Forster, 2006) and thus reinforces pronunciation as well (Stansell, 2005).

Furthermore, the application offers chances for users to expand vocabulary especially when they go through the lyrics and encounter new words, which indirectly allows them to learn grammatical rules and immerse themselves in the culture of the target language. The use of mobile technologies in this platform offers features that connect users on a local and international level. When the users play the game in LyricsTraining, they can compete in the multiple-choice mode either with local users or users from different countries.

This would indirectly enhance users' motivation in language learning. Listening comprehension is viewed as an interactive process in which learners are involved in a dynamic construction of meaning. According to Saraswaty (2018), receivers understand the spoken information through sound discrimination, existing information of vocabulary, grammatical structures, stress, and intonation, linguistic, paralinguistic, or nonlinguistic clues in contextual utterance. The use of LyricsTraining can help in various ways as the website is interactive, and users can learn many new vocabulary and grammatical structures through words in the lyrics and games provided in it.
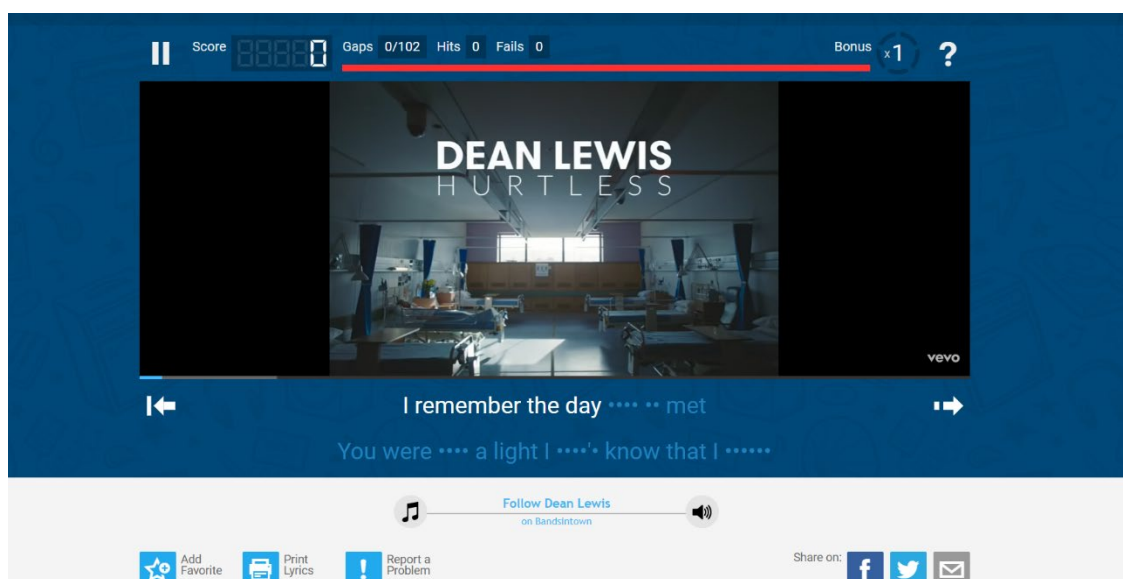
Figure 3. Write mode activity in LyricsTraining.

Conclusion

To conclude, LyricsTraining could help in improving listening comprehension as it offers interesting ways to learn English through songs. The website provides authentic materials, and it is interesting to retain motivation as it is a user-friendly website with simple features. Teachers can also use it as one of the interactive activities in the classroom or to prepare a flexible learning environment for students outside the class hours. Users can use LyricsTraining independently if learning time is restricted by time or location. All in all, the use of LyricsTraining offers innovative and motivating learning resources that strengthen and supplement English language learning. It also facilitates self-directed learning, which promotes learning confidence, and independence as well as improves users' listening comprehension.

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Flip: Pelantar Baharu Latihan Bertutur untuk Pelajar Bahasa Melayu dan Bahasa Jerman

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Pengenalan

Kursus bahasa Melayu dan bahasa Jerman yang ditawarkan di Universiti Malaysia Pahang terdapat dua peringkat, iaitu peringkat *Beginners* dan *Intermediate*. Pelajar antarabangsa wajib mengambil kursus bahasa Melayu di kedua-dua peringkat ini manakala untuk pelajar tempatan mereka boleh memilih untuk mengambil kursus bahasa Jerman sebagai salah satu pilihan kursus bahasa asing yang ditawarkan. Kursus ini ditawarkan di Jabatan Bahasa Asing Pusat Bahasa Moden. Kursus ini seperti proses mempelajari bahasa-bahasa lain yang terbahagi kepada empat komponen utama iaitu kemahiran mendengar, membaca, menulis dan mendengar. Pelajar perlu menguasai keempat-empat komponen ini supaya mereka dapat menguasai bahasa-bahasa ini dengan baik.

Akibat daripada pandemik COVID-19 sektor pengajian tinggi juga menerima kesan. Kementerian Pengajian Tinggi (KPT) menyarankan semua universiti awam melaksanakan proses pengajaran dan pembelajaran secara dalam talian sepenuhnya, termasuk Universiti Malaysia Pahang. Pengajaran kedua-dua kursus bahasa ini juga dijalankan sepenuhnya secara dalam talian. Hal ini merupakan landskap terbaru yang berlaku dalam kaedah pengajaran dan pembelajaran dan memberi pengaruh yang baharu bukan sahaja untuk tenaga pengajar tetapi juga untuk para pelajar.

Perbincangan Persepsi Pelajar Bahasa Melayu dan Bahasa Jerman

Perbincangan penulisan ini adalah berkaitan dengan persepsi pelajar bahasa Melayu dan bahasa Jerman yang menggunakan pelantar dalam talian yang dikenali sebagai Flipgrid sebagai medium pembelajaran mereka. Flipgrid kini dikenali sebagai Flip merupakan pelantar dalam talian yang memanfaatkan fitur gaya media sosial yang signifikan dalam membangunkan kemahiran komunikasi pelajar secara maya. Berikut merupakan gambar simbol perubahan Flipgrid ke Flip:
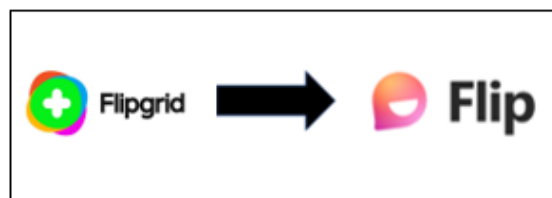
Rajah 1. Simbol perubahan Flipgrid ke Flip.

Melalui pelantar ini tiada batasan kepada guru dan pelajar untuk terus berinteraksi dan melatih kemahiran bertutur dalam pembelajaran bahasa Melayu dan bahasa Jerman di luar norma pembelajaran bahasa secara tradisional. Teknologi yang dibangunkan oleh Microsoft ini membolehkan rakaman video pelajar dapat ditonton oleh guru dan pelajar secara terus dari seluruh dunia termasuk berhubung dengan penutur natif sesuatu bahasa yang dipelajari.

Berdasarkan tinjauan yang dilakukan kepada para pelajar bahasa Melayu dan bahasa Jerman mereka mempunyai persepsi awal bahawa pelantar ini akan menyebabkan mereka perlu menggunakan ruang yang banyak dalam telefon bimbit mahupun komputer riba mereka kerana platform Flip ini memerlukan mereka membuat rakaman video dan menghantarnya melalui platform ini. Namun demikian dengan pelantar ini pelajar hanya perlu mempunyai email yang berdaftar dan terus boleh menggunakannya tanpa menggunakan ruang yang banyak. Berikut merupakan contoh muka depan untuk para pelajar memasuki pelantar ini:

melihat rakaman-rakaman video rakan sekelas mereka. Hal ini menambahkan idea kepada mereka untuk menghasilkan rakaman video mereka yang seterusnya. Menurut Yahya dan Dayang Raini (2011) pembelajaran yang menyeronokkan juga berkait rapat dengan penggunaan alat bantu mengajar yang digunakan oleh guru. Alat bantu mengajar yang menarik akan mewujudkan suasana pembelajaran yang menggembirakan dalam kalangan pelajar. Oleh yang demikian, Flip dilihat sebagai salah satu alat bantu pembelajaran yang menarik untuk pelajar bahasa Melayu dan bahasa Jerman mempelajari bahasa asing.

Rajah 2. Gambar muka depan untuk masuk ke pelantar Flip.

Pelajar Berasa Seronok

Seterusnya pelajar bahasa Melayu dan bahasa Jerman yang menggunakan pelantar Flip ini menyatakan mereka mula seronok menggunakannya. Walaupun pada mulanya mereka berasa malu untuk membuat rakaman video mereka bertutur bahasa yang baru mereka pelajari tetapi akhirnya mereka seronok berbuat demikian. Para pelajar dapat menghantar video mereka sebaik sahaja rakaman dilakukan. Lazimnya mereka akan menghasilkan video-video rakaman berdasarkan topik-topik yang mereka pelajari sebagai latihan menyebut dan berkomunikasi menggunakan bahasa tersebut. Selain itu, mereka berasa seronok kerana mereka dapat

Pelantar Menarik untuk Berlatih dan Maklum Balas

Selain itu, pelajar juga mempunyai persepsi bahawa Flip ini merupakan pelantar yang menarik untuk mereka terus berlatih menggunakan bahasa Melayu dan bahasa Jerman. Dengan penggunaan Flip pelajar kedua-dua bahasa ini berpeluang untuk berinteraksi dengan pelajar lain menggunakan bahasa yang baru dipelajari ini. Interaksi ini berlaku di mana mereka dapat menerima dan memberi maklum balas secara terus kerana Flip menyediakan ruang maklum balas di setiap rakaman video yang dihantar.

Maklum balas merupakan tindakan yang sekiranya digunakan dengan betul akan dapat mempengaruhi para pelajar secara positif. Menurut Hattie (1992) maklum balas juga merupakan sesuatu yang amat berkesan dalam meningkat prestasi para pelajar. Dengan memberikan maklum balas secara terus oleh guru para pelajar yang mempelajari bahasa Melayu dan bahasa Jerman dapat meningkatkan motivasi mereka yang mempengaruhi hasil kerja mereka. Oleh itu, penggunaan Flip dalam pengajaran dan pembelajaran dapat mewujudkan interaksi berterusan dalam kalangan pelajar dan guru kedua-dua kursus ini.

Maklum balas yang diberikan oleh rakan sekelas dan guru secara berterusan sepanjang menggunakan Flip ini sudah semestinya menjadikan para pelajar lebih peka terhadap pembelajaran kedua-dua bahasa ini. Melalui cadangan dan saranan yang diperolehi para pelajar dapat menghasilkan satu hasil akhir yang sepatutnya mereka kuasai. Para pelajar kedua-dua bahasa ini dapat melalui pembelajaran bahasa yang interaktif kerana melalui Flip wujudnya persekitaran pembelajaran bahasa dengan pelajar berasa dibantu dan dinilai. Guru akan membantu pelajar lebih memahami tujuan mereka belajar dan cara mereka mengaplikasikannya. Dengan itu, akan berlakunya proses perkembangan idea terhadap topik-topik yang dipelajari oleh pelajar kerana interaksi yang berterusan ini. Dengan penghasilan video-video latihan di dalam Flip yang menggunakan bahasa Melayu untuk pelajar antarabangsa dan bahasa Jerman untuk pelajar tempatan pengalaman menggunakan bahasa ini secara terus dapat dilakukan walaupun hanya secara dalam talian.

Boleh Diakses Berulang-Kali untuk Latihan
Para pelajar juga menyatakan bahawa mereka boleh berulang kali melihat kembali video rakaman mereka dan rakan-rakan mereka sekiranya perlu. Hal ini demikian kerana Flip merupakan pelantar yang boleh diakses secara bila-bila masa dan di mana sahaja. Pelajar yang mempelajari bahasa asing sebenarnya boleh menggunakan strategi pembelajaran, iaitu memperhatikan keberhasilan pembelajaran orang lain melalui Flip. Selain itu, mereka juga berpeluang mendengar dan berlatih menyebut sebutan dan bertutur menggunakan struktur ayat yang betul untuk berkomunikasi tentang sesuatu topik yang ingin diperkatakan. Kemahiran mendengar dan bertutur merupakan dua kemahiran yang penting dalam pembelajaran bahasa. Menurut Abu Talib (1993), penguasaan pelajar terhadap kemahiran mendengar dan bertutur adalah sangat penting kerana penguasaan kedua-dua aspek ini dengan baik secara langsung akan mendorong pelajar menguasai kemahiran lain dengan lebih mudah.

Seterusnya, dengan latihan bertutur, mendengar dan maklum balas yang secara berterusan menjadikan para pelajar kedua-dua bahasa ini dapat mengurangkan kebimbangan mereka untuk mempelajari bahasa asing. Perasaan seperti takut melakukan kesalahan, risau tersalah sebut sesuatu perkataan, tidak ingat perkataan yang ingin diperkatakan dan tidak mempunyai keyakinan bertutur menggunakan bahasa Melayu dan bahasa Jerman dapat di atasi. Para pelajar yang mula menggunakan Flip secara tidak sedar mula lebih yakin dan berani menggunakan bahasa Melayu dan bahasa Jerman yang mereka pelajari. Penghasilan video-video yang semakin menarik sepanjang semester menunjukkan perubahan yang positif dalam usaha mereka menguasai kedua-dua bahasa ini. Berikut merupakan contoh rakaman video di Flip oleh pelajar bahasa Melayu dan bahasa Jerman yang menggunakan pelantar ini sebagai medium pembelajaran mereka.
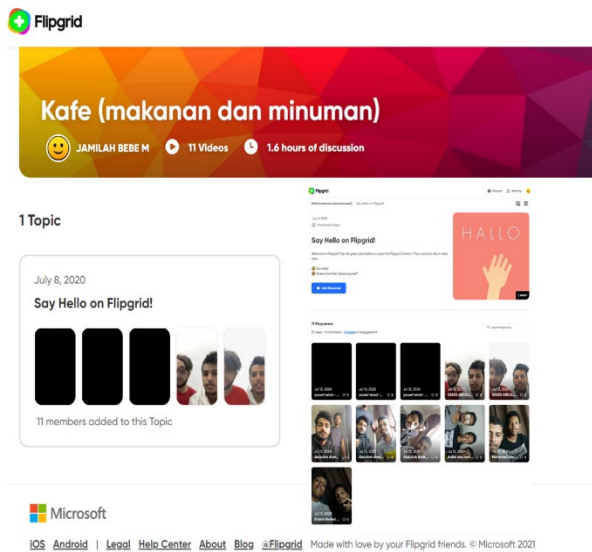
Rajah 3. Contoh rakaman video oleh pelajar antarabangsa yang mempelajari bahasa Melayu sebagai bahasa asing.
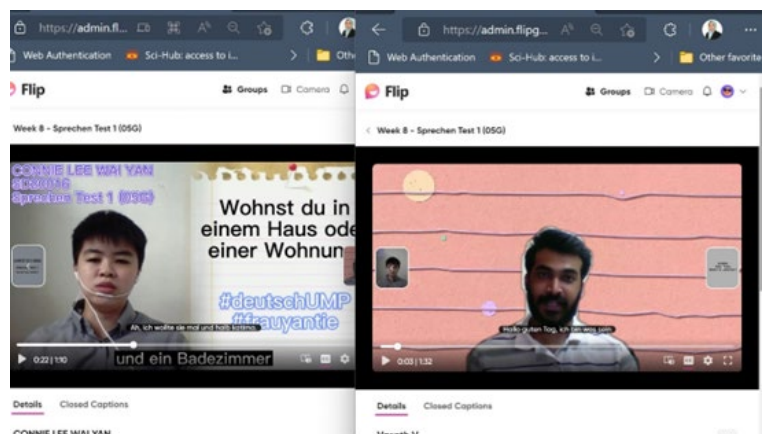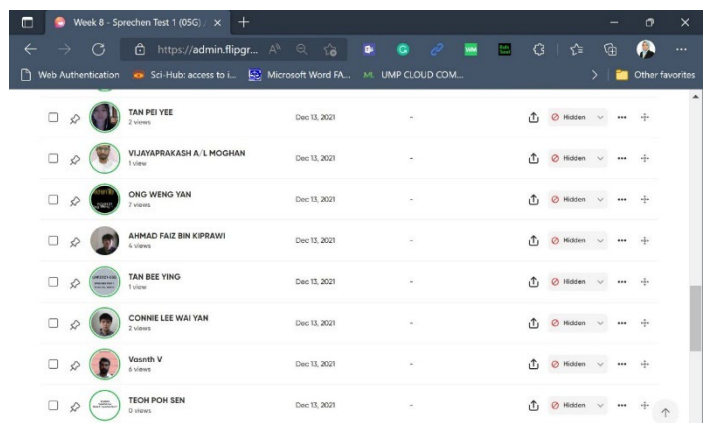
Rajah 4. Contoh rakaman video oleh pelajar antarabangsa yang mempelajari bahasa Melayu sebagai bahasa asing.

Penutup

Sebagai kesimpulannya, guru dan pelajar sebagai dua individu yang saling berinteraksi dalam usaha menjayakan proses pembelajaran bahasa asing khususnya bahasa Melayu dan bahasa Jerman hendaklah bertindak secara sesuai dalam memaknakan tujuan sebenar pembelajaran bahasa asing kepada para pelajar khususnya ketika dilaksanakan secara dalam talian. Pemilihan pelantar Flip sebagai medium sokongan dalam proses pengajaran merupakan satu strategi dalam menjayakan proses pengajaran dan pembelajaran bahasa Melayu dan bahasa Jerman. Kepelbagaian dan kelainan alat bantu mengajar bukan sahaja dapat menarik minat pelajar tetapi juga guru dalam mencuba sesuatu yang baru sesuai dengan keadaan ketika itu. Menurut Aloraini (2012) pelajar akan lebih cepat dan jelas memahami sesuatu topik yang mereka pelajari sekiranya bahan pengajaran yang digunakan pelbagai dan menarik. Guru yang kreatif akan menggunakan pelbagai kaedah dalam proses pengajaran dan pembelajaran mereka termasuk pengajaran bahasa asing. Oleh yang demikian jelaslah bahawa dengan memanfaatkan kepelbagaian alat bantu mengajar yang wujud dapat memberikan pengalaman pembelajaran yang lebih menyeronokkan dan terkini.

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Muzik Sebagai Alat Mengajar Bahasa Sepanyol

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Pengenalan

Muzik dapat meransang dan mempengaruhi minda manusia dalam pelbagai aspek. Dalam pembelajaran, muzik dipercayai dapat memberi kesan yang amat positif. Dalam tinjauan yang berbeza, guru-guru menyatakan bahawa muzik mampu memberi kesan yang positif terhadap pengajaran bahasa asing, dari aspek-aspek kemahiran bahasa, motivasi serta aspek budaya. Selain itu, muzik juga dapat mewujudkan keseronokan, menenangkan serta dapat mengurangkan tekanan (Degrave, 2019).

Nilai pendidikan muzik terletak pada nilai muzik itu sendiri. Ini kerana, muzik sebagai unsur estetika mempunyai banyak ciri berharga dan penting. Ianya tersembunyi di dalam struktur, bentuk, emosi dan estetika muzik. Oleh sebab itulah, falsafah estetika muzik melihat muzik sebagai objek, juga sebagai matlamat (Reimer 1989; Swanwick 1987 dalam Kaarina Marjanen, 2018). Muzik dikatakan boleh merangsang pemikiran seseorang. Filem muzikal pula boleh memberi impak positif kepada daya ingatan dengan bertindak sebagai petunjuk untuk rangsangan dan kesesuaian mood (Boltz et al., 1991).

Kajian Keberkesanan Muzik dalam Pembelajaran Bahasa Asing

Linh et al. (2020) telah menjalankan tinjauan terhadap keberkesanan muzik dalam pembelajaran bahasa asing. Berdasarkan dapatan yang diperolehi, 80% responden berpendapat bahawa muzik telah membantu meningkatkan sebutan, perbendaharaan kata dan tatabahasa kemahiran, manakala 36.2% orang berpendapat bahawa muzik boleh membantu komunikasi berlaku dengan lebih lancar. Berdasarkan dapatan tersebut, mereka menegaskan kepentingan muzik dalam pembelajaran bahasa asing, terutamanya kepada golongan muda. Menurut mereka, muzik ialah alat yang berkuasa untuk meningkatkan keupayaan untuk mendengar, bercakap, membaca dan menulis apabila mempelajari bahasa asing.

Barnhardt dan Redmond (2007) menjalankan kajian keatas kelas bahasa Sepanyol. Menurut mereka, guru bahasa Sepanyol bersetuju bahawa muzik memainkan peranan yang penting dalam pembelajaran bahasa asing dan mereka menggunakan muzik di dalam bilik darjah mereka untuk pelbagai tujuan. Temu bual dan pemerhatian yang dijalankan menunjukkan bahawa antara fungsi-fungsi utama muzik adalah sebagai alat bantu ingatan, sebagai strategi untuk mempromosikan minat terhadap bahasa Sepanyol melalui minat terhadap muzik, menjadi jambatan antara bahasa dan budaya, dan juga sebagai alat pengajaran untuk mengajar konsep bahasa tertentu. Selain itu, maklumbalas dan pemerhatian juga menunjukkan bahawa muzik digunakan di semua peringkat bagi memantapkan semua aspek pengajaran bahasa Sepanyol, termasuk ketika bercakap, mendengar, membaca, menulis, dan sebagai alat pengembangan pengetahuan budaya. Selain itu, muzik turut berfungsi secara maksimum dalam memberi

keseronokan kepada pelajar, selain dapat membantu mengajar kosa kata dan/atau konsep tatabahasa di peringkat sekolah rendah dan menengah. Dapatan turut menunjukkan kepentingan muzik dalam memenuhi keperluan pelajar yang pelbagai. Secara kesimpulanya, mereka berpendapat bahawa secara keseluruhannya muzik ialah alat dan sumber pengajaran yang berkesan dan sesuai untuk semua peringkat umur dan peringkat.

Kajian McCarthy (2009) pula mendedahkan bahawa pelajar yang menggunakan lagu untuk pembelajaran bahasa Inggeris, menumpukan pada aspek pendengaran dan perbendaharaan kata. Aktiviti mengisi tempat kosong (aktiviti yang digunakan secara meluas dalam bilik darjah) merupakan aktiviti yang paling popular di kalangan pelajar. Manakala kajian Stroblova dan Luberto (2021) pula menunjukkan bahawa muzik sesuai digunakan dalam pembelajaran secara atas talian dan telah memberi manfaat dalam peningkatan motivasi dalam diri pelajar dari pelbagai peringkat kursus, tanpa mengira bahasa yang dipelajari.

Aktiviti Pembelajaran Melalui Muzik Di Institut Cervantes

Instituto Cervantes (Institut Cervantes) yang berpusat di Madrid giat mengadakan aktiviti seumpama ini. *Aprender español con la música* merupakan salah satu program yang dijalankan. Program ini dilaksanakan untuk pelajar Instituto Cervantes. Dalam aktiviti ini, pelajar memilih lagu dan penghibur yang telah membantu mereka dalam mempelajari bahasa Sepanyol, selain mempelajari tentang budaya negara-negara berbahasa Sepanyol yang ada. Bagi tujuan ini, Institut Cervantes akan menyediakan senarai *playlist* (senarai main) dalam akaun Spotify RBIC (Red de Bibliotecas del Instituto Cervantes) dengan tajuk yang di pilih pelajar, iaitu yang disifatkan penting dalam pembelajaran mereka. Antara objektif aktiviti ini ialah berkongsi aktiviti ini dengan semua

pengikut Institut Cervantes serta bagi membolehkan semua pihak mengetahui apakah pengaruh muzik terhadap pendekatan dan minat dalam bahasa dan budaya Sepanyol.

Naranjo (2020) telah memetik kenyataan Raquel Caleya, yang merupakan sub pengarah kebudayaan di Institut Cervantes pada ketika itu " latihan melalui lagu dan muzik adalah amat penting bagi mengukuhkan kemahiran bahasa Sepanyol". Sehubungan ini juga, bahagian akademik Instituto Cervantes mempunyai pelbagai bahan pengajaran bahasa Sepanyol berkaitan muzik dan mereka sentiasa membangunkan bahan dan sumber-sumber pengajaran lain untuk guru dan pelajar. Perkara yang harus dititikberatkan oleh pelajar ialah memilih lagu yang mampu difahami, iaitu bukan sahaja terhadap kefahaman dan sebutan. Jika pelajar dapat memahami unsur budaya yang ada pada lagu, mereka sebenarnya sudah menunjukkan tahap kecekapan yang tinggi.

Gambar 1. Promosi aktiviti *Aprender Español con La Música* oleh Institut Cervantes.
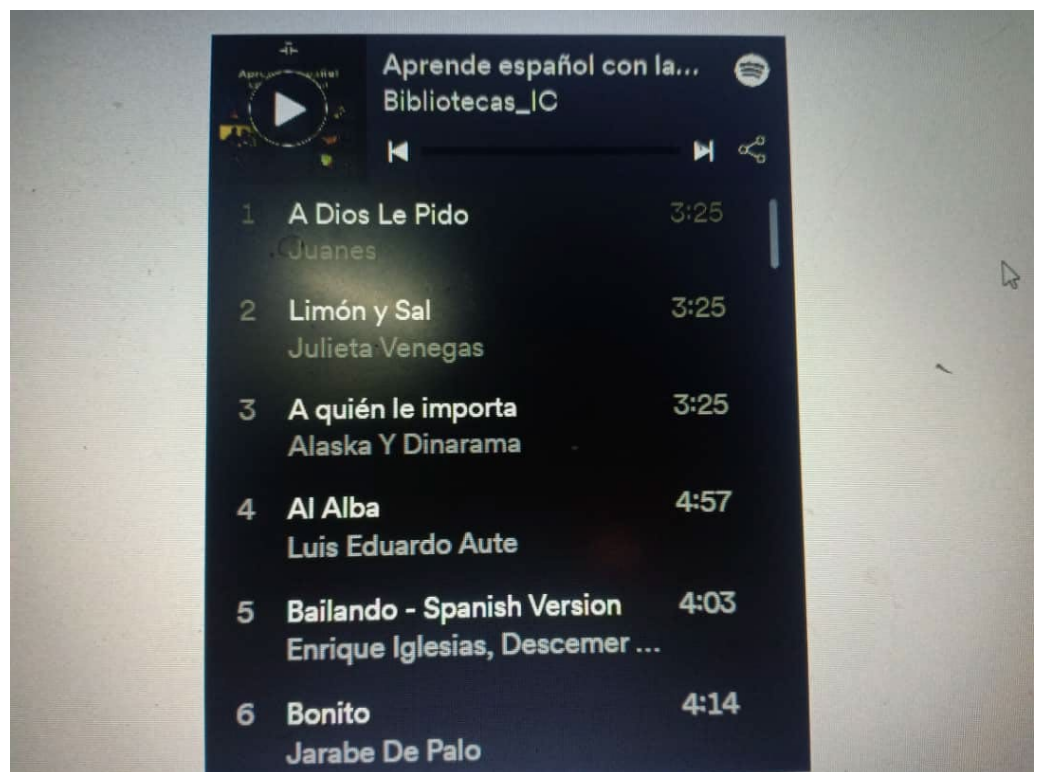
Gambar 2. Salah satu senarai playlist/senarai main.

Cadangan dan Saranan

Artikel ini ditulis bertitik tolak dari tinjauan dan soal selidik yang penulis jalankan terhadap pelajar-pelajar yang mengikuti kursus bahasa Sepanyol di Universiti Kebangsaan Malaysia. Berdasarkan maklumbalas yang penulis perolehi, ramai pelajar yang menyarankan agar diperbanyakkan latihan melalui lagu. Berdasarkan pengamatan penulis yang dilakukan secara tidak langsung juga mendapati pelajar begitu teruja dan bersemangat apabila diberikan latihan menggunakan muzik dan lagu. Melalui muzik (lagu) pelbagai aspek pembelajaran bahasa dapat ditingkatkan seperti kemahiran mendengar, sebutan, tatabahasa dan juga kosa kata. Sehubungan ini, penulis menyarankan agar diperbanyakkan aktiviti melalui muzik di dalam kelas bahasa Sepanyol.

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Teaching IELTS Academic Writing: Selected Research Studies of 2022

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Introduction

The International English Language Testing System (IELTS) is generally accepted by university admissions as proof of English proficiency. It is one of the most widely used large-scale, high-stakes ESL tests, which includes a writing component. Compared with IELTS speaking, reading, and listening scores, the writing scores consistently ranked lowest in many countries (Test taker performance 2021, n.d.). This indicates that IELTS academic writing is a challenging component for test takers.

In this article, I offer three teaching tips for English language teachers to prepare their students for IELTS academic writing, specifically on Task 2 (Essay). Three studies on IELTS academic writing published in 2022 provided the data.

3 Tips

Tip 1: Raise L2 writers' awareness of metacognitive strategies

A recent study by Hosseinpur and Kazemi (2022) shows a difference between the writing strategies employed by high-performing and low-performing Iranian EFL writers. The researchers recruited a total of 84 male and female Iranian EFL students for the study and employed the concurrent think-aloud procedure to obtain data for the study. The researchers found that high-performing writers were more strategic than low-performing writers, who employed more writing strategies than low-performing writers.

Moreover, high-performing writers employed cognitive strategies more frequently than other strategies. Other strategies employed by high-performing writers included rhetorical strategies, meta-cognitive strategies, communicative strategies, and socio-affective strategies.

In comparison, it was found that high-performing writers employed more metacognitive strategies than low-performing writers. High-performing writers controlled their writing process consciously by planning, monitoring, and evaluating. Therefore, for low-performing writers, it is recommended that they use metacognitive strategies more frequently.

Tip 2: Use model essays along with noticing

For second language (L2) learners, writing has been found to be the most challenging of all the four skills of English, a study by Nguyen and Le (2022) suggests. It is possible to improve students' writing performance by combining the noticing hypothesis with model essays.

The researchers collected data from 52 EFL Vietnamese undergraduates. A quasi-experimental design was adopted with a pretest and a posttest, followed by a semi-structured interview. The study aimed to investigate the effectiveness of using noticing-model essays as feedback to improve students' writing scores in IELTS task 2 writing.

The study yields three promising results. Firstly, learners overall writing scores in IELTS task 2 significantly improved with the use of model essays. Secondly, using noticing and model essays helps boost learners' performance in using lexical resources accurately. Thirdly, it was found that the students did not significantly improve task responses, grammatical range and accuracy, and cohesion and coherence.

Hence, language teachers should create a plan that includes model essays, focus on one or two linguistic aspects in each lesson, and provide students with feedback on their writing.

Tip 3: Teach lexical bundles

Lexical bundles (LBs) consist of three or more recurrences in speech and writing. Some examples of written lexical bundles include on the other hand, as a result of, in conclusion, among many others. In order to improve students' cohesion and coherence and lexical resources, explicit teaching of lexical bundles has been found to be effective.

That is the main takeaway from a study by Saadatara et al. (2022) that examined lexical bundles, with an aim to enhance the writing performance of learners in IELTS. The researchers conducted a corpus analysis of the writing texts of IELTS candidates and investigated the effect of teaching selected lexical bundles used by high achievers. The researchers found an improvement in learners' writing when the lexical bundles were taught explicitly and argued the pedagogical benefits of teaching lexical bundles.

"It appears that LBs can still remain a thriving and promising research area given the constraints and untapped potentials of LBs' investigation within the genres of high-stakes examinations" (p. 40), the researchers conclude.

Conclusion

In spite of the fact that there are other studies on IELTS academic writing published in 2022, the three selected studies reviewed in this article have pedagogical implications for English language teachers to include explicit instruction on metacognitive strategies, use model essays in conjunction with noticing, and teach lexical bundles. Additionally, language teachers can identify the challenges and problems their students face when writing IELTS essays to help them improve.

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Article Review: Conversation Analysis of Teacher Talk and Learners' Involvement in a Pakistani ESL Classroom

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Teacher talk refers to the conversation that takes place within a classroom context. It is vital for two main reasons, which are language acquisition and classroom organisation. Given that it is an avenue for language learners to acquire the target language as well as have a platform to use it; henceforth, the review of the article benefits educators to introspect the amount of teacher talk that is present in the context of a Malaysian ESL classroom.

The title of this study is "Conversation Analysis of Teacher Talk and Learners' Involvement in a Pakistani ESL Classroom". This study was written by Ahmad et al. (2020) and has been published in the Pakistan Journal of Educational Research and Evaluation (PJERE). The field of study of this research is conversational analysis in an ESL classroom. Subsequently, the purpose of this study is to examine the quantity of teacher talk, commonly asked teacher questions, as well as the quality of teacher talk in a context of an EFL classroom from the perspective of language acquisition facilitation. Next, the research gap that the researchers were seeking to fill is the amount of teacher talk that takes place in the classroom and the types of questions that are commonly used by ESL educators in Pakistan as literature has indicated it contributes to language acquisition. Additionally, the significance of the research is to shed light on classroom practices of teacher talk within the Pakistani ESL classroom context as highlighted by Mercer (2010) it is vital to comprehend classroom practices. The researchers in the study proposed four research questions: (1) What is the amount of teacher talk in a Pakistani secondary school level ESL classroom? (2) Is the teacher talk facilitative in language acquisition as practised in a Pakistani secondary school level ESL classroom? (3) What type of teacher questions are frequently asked by the teacher in a Pakistani secondary school level ESL classroom? and (4) Do the questions, asked by the teacher in a Pakistani secondary school level ESL classroom, facilitate learning?

The researchers adopted a descriptive research design and a qualitative method of study. The participants were one teacher and fifty-three ESL learners from a public secondary school in Grade 10. The respondents came from a diverse social status in central Punjab, Pakistan. Data were elicited through classroom observation which was audio recorded with a recorder. After this, the recorded data was transcribed, organized and categorized according to a systematic search and arrangement of Bogdan and Biklen's (1992) process of data analysis. Subsequently, a conversational analysis (CA) was carried out based on Mercer's (2010) method of transcription of the data and the quantity and quality of teacher talk were analysed according to the principles of Nunan (1991) while including a comparison with other studies. The findings of the study reported that teacher talk dominates and directs the lesson; content-based and limiting response questions are typically used by the teacher, and teacher talk

obstructs the ESL classroom's engagement and negotiation course.

The article by Ahmad et al. (2020) had several strengths as the scholars addressed the issue at hand and answered the research questions. Next, the methodology of the study was well elaborated and provided relevant justification of the opted choice of analysis that is most apt for the study such as the justification for the use of the conversational analysis (CA) method. Moreover, the researchers had taken into account ethical considerations as they attained prior consent before recording the lesson. Subsequently, the anonymity of the participants of the study was also maintained. Additionally, the researchers were able to present their findings with a well-delivered discussion while relating it to past research findings and justifying the use and definition of the amount of teacher talk as well as types of teacher questions that should exist within an ESL classroom context. Next, there were considerable recommendations provided by scholars on how teacher talk can be balanced out within an ESL classroom with the aim of language acquisition.

To conclude, the article deems beneficial and relatable within the Malaysian context of an ESL classroom as it draws attention towards educators to focus on the lens of classroom practices in finding the right balance of teacher talk to facilitate language acquisition. Following this, the review of the article highlighted that the optimal ratio of teacher talk and student talk cannot be determined with absolute certainty and proposes a governing ratio of fifty per cent of both to create the right balance (Hatzelein, 2016). Thus, educators in Malaysia may reflect on their classroom practices to ensure that there is sufficient teacher talk present while providing an opportunity for language learners to use the target language in the classroom.

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Reasons Why Some Students Cannot Seem to Retain Knowledge on Sentence Errors and Some Recommendations for Teachers

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Abstract

This study aims to find out whether students have retained the knowledge on sentence errors which was previously taught to them in a different academic writing course; to know the reasons why the students could not retain the knowledge on sentence errors and to offer some recommendations to teachers on how to solve the problem of knowledge retention amongst students specifically on sentence errors. The participants of this research were 15 Bachelor of Science (Food Service Management) students who were completing their final semester in Universiti Putra Malaysia. The research took place in the BBI2412 Writing for Academic Purpose classroom. In the first class, the participants were given a pre-test on Sentence Errors. Results of these tests are then discussed in terms of students' ability to identify and correct errors based on their prior knowledge; and the teacher then asked the students why they could not retain the knowledge on sentence errors even though sentence errors were previously taught to them. Next, the researchers recommended a few ways to solve the problem of knowledge retention amongst students, specifically on sentence errors.

Keywords: sentence errors, error analysis skills, sentence structure, error identification and correction

Introduction

Research has shown that having knowledge on different types of sentence errors (such as fragment, comma splice, run-on and non-parallel structure) improves students' writing ability. While error analysis is a method or tool for teachers and students to identify common errors that occur while writing and how to correct them. Both sentence errors and error analysis are taught in LPE2501(Academic Writing Skills) and BBI2412 (Writing for Academic Purpose) classrooms as they both focus on academic writing skills.

In this study, the researchers would like to determine the following:

a)   Do the students still remember error analysis after they were taught previously in the LPE2501 (Academic Writing) classroom in semester 4?
b)   What were the reasons the students could not remember the error analysis?
c)   What were the recommendations for teachers to ensure knowledge retention on error analysis amongst students?

Literature Review
Error Analysis and Significance of Error Analysis

Error analysis is defined as the technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by a learner. Such analysis informs learners' errors, and thereby, notifies the competence

that the learners have attained (Sinha, 1997; Cited by Rahman, 2018).

Meanwhile, Khatter (2019) stated that since making errors is a natural language developmental process, students' errors are excellent sources for improving both teaching and learning. James (1998; cited by Khatter, 2019) strongly supports Corder (1967), who indicated that errors are significant in three ways. First, they tell the teachers how far towards the goal the learners have advanced and what remains for them to learn. Second, they provide the researchers with evidence of how language is learned and what strategies the learners are employing. Third, they are indispensable to the learners because making errors can be regarded as a device they have used to learn.

Students' Ability to Retain Knowledge on Previously Taught Writing Components and Errors

Knowledge retention could be enabled so long as students engage in learning through collaboration and are actively engaged in the learning process, and through chunking, word associations, recall by category, stimulus or cue selection, verbal and visual coding (Allison, 2014). The studies in which the impact of cooperative learning has been investigated reveal that cooperative learning enables knowledge retention (Eskitürk, 2009; Moore, 2008; Slavin, 2011; Tran, 2014; Webb, 2008). In addition, the study conducted by Korkmaz and Tay (2016) reports that cooperative learning and systematic teaching enable knowledge retention in social studies. Given the findings of these studies, the way teaching is carried out in classes is a precursor of whether students can retain what is covered in lessons. One of the approaches that can be resorted to on the purpose of stimulating knowledge retention is brain-based learning approach in that the principles through which brain-based learning is applied to classroom environment could support students in retaining knowledge (Lucas, 2003).

Methodology

The study was carried out on the Writing for Academic Purposes (BBI2412) students in their semester 9. The classroom consists of 15 Bachelor of Science (Food Service Management) students who were completing their final semester at Universiti Putra Malaysia.

The researchers carried out the study for 7 weeks, and a Pre-test was administered to students. During the pre-test which was conducted in Week 1 students were provided a text that contained four sentence errors of the following categories: fragment, comma splice, run on and non-parallel structure. The students were then required to identify and correct the sentence errors.

After tabulating the results of the pre-test, the researchers discovered that the students did poorly in the pre-test. Therefore, the researcher asked the students why they did not perform well even though they were taught sentence errors and error analysis in Semester 4. The researchers then recorded the top three reasons for students' poor performance in the pre-test.

Finally, based on the top three reasons for the poor performance in the pre-test, the researcher decided to read and analyse research articles that offered recommendations for teachers to help improve the students' knowledge retention in sentence errors and error analysis.

Discussion

Once the students completed the pre-test, the results of the pre-test were recorded (Table 1).

Table 1. The results of the pre-test.

	Number of students	Percentage of Students
Ability to identify Run-Ons	8	53%
Ability to identify Non-Parallel sentences	5	33%
Ability to identify Fragments	2	14%
Ability to identify Comma Splices	0	0%

The results above show that the students could not retain the knowledge on sentence errors and error analysis as the ability to identify non-parallel sentences, fragments and comma splice were below 50%. On the other hand, the ability to identify Run-Ons was slightly higher than 50%, but the result was not very significant.

Next, the researchers tabulated the reasons why students could not retain the knowledge on sentence errors and the recommendations for teachers and this can be seen in Table 2.

Table 2. The reasons why students could not retain knowledge on sentence errors and recommendations for teachers.

No	Reasons Why Students Could Not Retain Knowledge on Sentence Errors	Recommendations for Teachers
1	They could not remember what was taught previously	1. Ask students to read on sentence errors and error analysis and present in class 2. Have a quiz on sentence errors and error analysis after the presentation.
2	Lack of opportunity to apply error analysis	1. Provide more relevant exercises where students can apply error analysis (E.g., Lab reports etc.)
3	They found sentence errors difficult	1. Assign writing activities in pairs where students are required to do peer editing (with guideline from the teacher). Students will be more familiar with the text and may find it easier to learn sentence errors and error analysis this way. 2. Use interesting visuals to explain sentence errors as this would promote knowledge retention.

The researchers decided to investigate the reasons for the poor performance in the Pre-Test by asking the students why they performed badly in the Pre-test. This is important because only the students would know why they could not perform well in the pre-test. Also, the researchers believe that by knowing the real reasons, only then the researchers could find recommendations for these reasons, and this can be seen in Table 2.

Conclusion

The results of the Pre-test show that the previous teaching methods were not effective for students as they could not retain their knowledge on Sentence Errors and Error Analysis. Hence, an investigation is needed to find the reasons why the students could not retain their knowledge on sentence errors and error analysis. Finally, the researchers believe that the following recommendations would help teachers to solve the problem of knowledge retention on sentence errors and error analysis. These recommendations include student presentation followed by a quiz; providing relevant exercises; assigning writing activities in pairs with peer-editing and using interesting visuals to promote knowledge retention.

Future Studies

This study only involved 15 students across 7 weeks. This is regarded as a small-scale study. To get better results, a bigger sample study should be used in future studies. In addition, future researchers should also conduct the studies for a longer duration and a post-test should be conducted in the future to find out whether the recommended teaching methods could help students retain knowledge on sentence errors and error analysis.

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Fokus, Minat dan Kebolehan Mempraktiskan Bahasa Melayu dalam Kalangan Pelajar Antarabangsa

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Pengenalan

Kajian ini merupakan sebuah kajian tentang fokus, minat dan kebolehan mempraktiskan bahasa Melayu dalam kalangan pelajar antarabangsa di Universiti Malaysia Pahang (UMP). Secara amnya kursus Bahasa Melayu merupakan kursus wajib yang perlu diambil oleh semua pelajar antarabangsa Universiti Malaysia Pahang sebagai syarat untuk bergraduasi. Terdapat dua kursus yang perlu diambil oleh pelajar antarabangsa, iaitu Malay For Beginners (UHF1161) dan Malay For Intermediate (UHF2161). Para pelajar ini hendaklah lulus kursus Malay For Beginners (UHF1161) terlebih dahulu sebelum mengambil kursus Malay For Intermediate (UHF2161). Akibat dari pengistiharan situasi pandemik Covid-19 oleh Pertubuhan Kesihatan Sedunia (WHO) maka segala aktiviti pembelajaran secara bersemuka telah ditangguhkan. Kementerian Pengajian Tinggi (KPT) telah mengumumkan kesemua aktiviti pembelajaran akan dilakukan secara dalam talian. Penularan pandemik ini telah menyebabkan berlakunya perubahan dalam kaedah pengajaran dan pembelajaran dan sebagai kesannya telah wujud pengaruh tertentu dalam kalangan pelajar antarabangsa yang mempelajari bahasa Melayu di UMP.

Menurut Hamzah Nun (1990) gaya pembelajaran haruslah sesuai dan tepat bagi memenuhi kehendak pelajar untuk mempelajari sesuatu. Oleh itu aktiviti pembelajaran lazimnya bergantung kepada kesediaan pelajar untuk mempelajarinya. Persediaan pelajar merangkumi pelbagai aspek termasuk kaedah pengajaran dan pembelajaran yang mereka akan lalui. Umumnya kaedah pengajaran dan pembelajaran akan memberikan pengaruh terhadap pelajar. Pembelajaran secara bersemuka ialah pengajaran dan pembelajaran yang dilakukan secara fizikal di antara guru dan pelajar di dalam sebuah kelas yang telah ditetapkan. Guru dan pelajar boleh berinteraksi antara satu sama lain. Manakala menurut Hrastinski (2019) pengajaran dan pembelajaran dalam talian sebagai kaedah pembelajaran secara tatap muka yang menggunakan perantaraan peralatan komputer. Pelajar dapat melihat dan mendengar guru dan pelajar lain dari jarak yang jauh. Kedua-dua kaedah pengajaran dan pembelajaran ini didapati memberikan pengaruh terhadap fokus, minat, serta kebolehan pelajar antarabangsa di UMP dalam mempraktiskan bahasa Melayu yang dipelajari.

Latar Belakang dan Responden Kajian

Berdasarkan soal selidik yang diberikan kepada 24 orang pelajar antarabangsa kesemua mereka menyatakan terdapat pengaruh terhadap kaedah pengajaran dan pembelajaran yang mereka lalui ketika mempelajari bahasa Melayu. Berikut merupakan jadual 1, iaitu taburan pelajar antarabangsa yang menjadi responden kajian ini. Jurang perbezaan responden di antara pelajar lelaki dan perempuan disebabkan kerana populasi pelajar antarabangsa lelaki adalah lebih tinggi berbanding dengan pelajar antarabangsa perempuan di Universiti Malaysia Pahang.

Pelajar	Negara	Jumlah Pelajar
Lelaki	Yemen	7
	Bangladesh	6
	Sudan	3
	China	2
	Jordan	2
	Pakistan	1
	Tanzania	1
Perempuan	India	2
Jumlah		24

Jadual 1. Taburan Pelajar Mengikut Jantina dan Negara.

Kesemua responden kajian juga telah mengikuti kursus bahasa Melayu secara bersemuka ketika peringkat Malay For Beginners (UHF1161) dan mengikuti kursus bahasa Melayu secara dalam talian ketika Malay For Intermediate (UHF2161). Pengalaman mereka mengikuti kedua-dua mode pengajaran dan pembelajaran bahasa Melayu menunjukkan pengaruh terhadap fokus pelajar ketika mempelajari kursus bahasa Melayu.

Fokus Pelajar Antarabangsa Terhadap Pembelajaran Bahasa Melayu
Kedua-dua kaedah pembelajaran ini mencatatkan seramai 12 orang (50%) pelajar antarabangsa mengatakan tahap fokus mereka meningkat ketika belajar kursus ini. Pembelajaran yang mereka ikuti secara bersemuka meningkatkan fokus mereka kerana mereka boleh berhubung terus dengan guru yang mengajar, rakan-rakan sekelas dan penutur jati bahasa Melayu di negara ini. Persekitaran sekeliling mereka mempengaruhi mereka untuk lebih fokus belajar bahasa Melayu ketika belajar secara bersemuka kerana mereka dapat mempraktiskan bahasa Melayu secara terus pada bila-bila masa sepanjang di UMP. Dapatan kajian McCarthy & Carter (1994) juga menyatakan bahawa dalam mempelajari bahasa interaksi dengan dunia luar untuk menganalisis bahasa dari aspek

budaya, situasi dan persekitaran adalah sangat penting. Seterusnya, menurut Zulkifley (2014) proses penguasaan sesuatu bahasa juga menjadi lebih mudah melalui pergaulan sosial dalam persekitaran tidak formal. Manakala ketika proses pembelajaran secara dalam talian berlangsung fokus mereka dapat dikekalkan kerana pelbagai kaedah dan teknik baru yang digunakan oleh guru mereka seperti nota kuliah interaktif, kuiz dan latihan yang fleksible, serta pengenalan pelbagai perisian yang menarik. Menurut Charles & Ling (2020) peranan bahan bantu mengajar dan persekitaran maklum balas adalah penting dalam menentukan kualiti pembelajaran pelajar. Oleh itu, kepelbagaian alat bantu mengajar yang digunakan guru semasa proses pengajaran secara dalam talian mampu mewujudkan tumpuan dalam kalangan pelajar sepanjang proses pembelajaran mereka.

Minat Pelajar Antarabangsa Mempelajari Kursus Bahasa Melayu
Pengaruh terhadap minat pelajar ketika mempelajari kursus bahasa Melayu ialah sebanyak 21 orang (87.3%) pelajar mengatakan bahawa minat mereka mempelajari bahasa Melayu bertambah ketika mengikuti kursus ini secara bersemuka pada peringkat Malay For Beginners (UHF1161). Manakala hanya 3 orang (12.7%) pelajar sahaja yang mengatakan minat mereka bertambah untuk mempelajari bahasa Melayu ketika mempelajari bahasa ini dalam talian pada peringkat Malay For Intermediate (UHF2161). Selain faktor seperti dapat berhubung terus dengan guru, rakan sekelas dan penutur jati bahasa Melayu minat mereka untuk mempelajari bahasa Melayu ketika bersemuka adalah kerana mereka dapat terlibat dengan pelbagai aktiviti bahasa dan budaya Melayu. Aktiviti seperti mengunjungi pasar malam dan bermalam di rumah keluarga angkat membolehkan para pelajar ini lebih mendalami gaya hidup masyarakat Melayu. Selain itu, mereka juga berpeluang untuk

mempelajari permainan tradisional, tarian dan persembahan masyarakat Melayu. Contohnya seperti permainan gasing, batu seremban, tarian zapin, persembahan nyanyian serta bacaan puisi dalam bahasa Melayu. Seterusnya, minat para pelajar antarabangsa dapat ditingkatkan ketika pembelajaran secara dalam talian adalah kerana sikap pelajar itu sendiri. Pelajar sebegini didapati mempunyai minat yang mendalam dalam mempelajari bahasa Melayu yang mendorong kepada motivasi yang berterusan dalam menguasai bahasa Melayu. Penyediaan video-video pembelajaran bahasa Melayu dan rakaman-rakaman setiap kelas dijadikan sebagai bahan rujukan utama mereka. Menurut Mohd Afifi (2019) kebergantungan pelajar kepada guru dapat dikurangkan kerana pelajar mempunyai masa yang fleksible untuk mengulang kaji input yang diberikan oleh guru secara dalam talian. Hal ini juga memberikan peluang kepada pelajar untuk menerokai pelbagai kaedah lain yang terdapat untuk mempelajarai dan menguasai bahasa Melayu. Menurut Jamaluddin dan Zaidatun (2003) pensyarah yang kreatif khususnya dalam penyediaan video pengajaran kepada pelajar mampu menarik minat pelajar, meningkatkan motivasi dan memberikan pengalaman belajar yang seronok kepada pelajarnya.

Kebolehan Pelajar Antarabangsa Mempraktiskan Bahasa Melayu

Seramai 23 orang (95.8%) pelajar mengatakan bahawa mereka boleh mempraktiskan bahasa Melayu yang mereka pelajari melalui kaedah pembelajaran bersemuka dan hanya seorang (4.2%) pelajar sahaja mengatakan beliau boleh mempraktiskan bahasa Melayu yang beliau pelajari secara dalam talian. Rata-rata pelajar menyatakan mereka tidak dapat menggunakan bahasa Melayu ketika proses pembelajaran dalam talian kerana persekitaran mereka langsung tidak memerlukan mereka menggunakan bahasa ini. Mereka lebih banyak

menggunakan bahasa Inggeris ketika menghadiri kelas-kelas lain dan menggunakan bahasa ibunda mereka untuk komunikasi harian. Bahasa Melayu hanya digunakan ketika proses pembelajaran bahasa ini berlangsung. Hal ini berbeza ketika mereka mempelajari bahasa ini secara bersemuka kerana mereka sememangnya dapat mempraktiskan bahasa Melayu dengan lebih mudah. Contohnya mereka dapat mempraktiskan bahasa Melayu di perpustakaan, di kafe, di makmal dan di pusat sukan ketika melakukan sebarang aktiviti harian. Pelajar juga menyatakan bahawa mereka lebih senang untuk mempraktiskan bahasa Melayu ketika berada di negara ini kerana majoriti penduduk di Malaysia walaupun berbeza agama dan bangsa mereka masih menguasai dan menggunakan bahasa Melayu untuk berkomunikasi di antara satu sama lain. Hal ini mendorong pelajar untuk terus belajar menggunakan bahasa ini. Selain itu, bahasa Melayu merupakan bahasa yang mudah untuk dikuasai dan dipraktikkan.

Penutup

Sebagai kesimpulannya, pengajaran dan pembelajaran bahasa Melayu secara bersemuka dan secara dalam talian sememangnya mempunyai pengaruh yang tertentu terhadap fokus, minat dan keupayaan para pelajar antarabangsa untuk mempraktiskan bahasa ini. Walaupun kedua-dua kaedah ini ternyata berbeza antara satu sama lain namun kedua-dua kaedah ini jika dimanfaatkan secara baik sudah pasti dapat membantu para pelajar untuk mempelajari dan menguasai bahasa Melayu dengan baik. Menurut Karimi dan Tunku Badariah (2003) gabungan kedua-dua kaedah ini dikenali sebagai pendekatan gabungan. Jelaslah bahawa gabungan kaedah tradisional dan penggunaan teknologi maklumat pada masa kini akan menjadikan proses pengajaran dan pembelajaran lebih sesuai dengan keperluan para pelajar dan situasi masa kini.

Rajah 1. Gambar contoh pelajar antarabangsa yang mempelajari bahasa Melayu di UMP.

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Persepsi Pelajar Terhadap Komunikasi Lisan Bahasa Asing dalam Permainan Bahasa

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Pengenalan

Permainan bahasa merupakan gabungan antara pembelajaran bahasa dan elemen permainan dalam aktiviti pengajaran dan pembelajaran dalam kelas. Lazimnya proses pembelajaran bahasa asing dalam kelas yang menggunakan metodologi pengajaran tradisional menghadapi pelbagai halangan dalam mencapai hasil pembelajaran yang optimum. Pengajar bahasa asing memerlukan usaha dan daya kreativiti yang tinggi untuk mengekalkan fokus pelajar dalam persekitaran interaktif yang secara langsung dapat meningkatkan tahap pembelajaran bahasa asing pelajar. Oleh yang demikian, permainan bahasa merupakan salah satu teknik dan prosedur yang boleh digunakan oleh pengajar bahasa asing dalam memotivasikan pelajar untuk mempelajari komunikasi lisan bahasa asing, meningkatkan perbendaharaan kata bahasa asing mereka dan mengamalkan komunikasi bahasa asing.

Permainan bahasa juga sesuai untuk pelajar berkemahiran rendah mempelajari bahasa asing dengan cara yang menyeronokkan kerana mereka tidak akan merasa tertekan semasa belajar bahasa asing. Justeru itu, mereka berasa lebih santai dan bebas untuk menerima input daripada guru atau pengajar. Pelajar pasif boleh mendapat peluang untuk bercakap di dalam bilik darjah melalui permainan bahasa. Pengajar harus memerhatikan pelajar dan mengambil tindakan jika pelajar tidak bekerjasama dengan rakan sepasukan mereka. Melalui situasi ini pelajar dapat mempelajari nilai bekerjasama. Ia juga memberi peluang kepada pelajar untuk bergaul dengan rakan sebaya mereka. Permainan boleh direka bentuk untuk memenuhi keperluan pelajar. Terdapat beberapa faktor yang perlu dipertimbangkan oleh pengajar sebelum menggunakan permainan bahasa dalam aktiviti pembelajaran bahasa asing. Sebelum kelas dimulakan, pengajar perlu mengetahui permainan manakah yang sesuai dengan hasil pembelajaran pada hari tersebut (Harris, 2009). Hal ini disokong oleh Mackenty (2006) yang menyarankan agar pengajar dapat memadankan objektif permainan dengan hasil pembelajaran dalam kelas. Pada akhir pembelajaran, matlamat permainan dan pembelajaran harus dapat dicapai oleh pelajar. Pengajar harus menggunakan permainan yang sesuai yang memenuhi kemahiran bahasa, contohnya, bermain permainan berpapan (*boardgame*) untuk meningkatkan kebolehan bertutur pelajar.

Permainan bahasa ini akan mencapai hasil pembelajaran yang dirancang oleh pengajar apabila pelajar dapat memiliki tahap penguasaan bahasa tertentu. Selain daripada itu guru atau pengajar perlu membuat peraturan permainan bahasa yang bersesuaian dengan keupayaan pelajar dalam kelas. Pengajar perlu memberi penerangan yang jelas sebelum sesi permainan bahasa dimulakan agar matlamat hasil pembelajaran yang dirancang dapat dicapai oleh pelajar.

Selain daripada itu maklum balas daripada pelajar selepas sesi permainan bahasa juga penting kerana merupakan elemen utama permainan bahasa yang berjaya. Bagi kajian ini, permainan bahasa dirujuk kepada penggunaan permainan berpapan (Dam Ular) dan permainan blok (Jenga) dalam pembelajaran bahasa Jepun, bahasa Sepanyol dan bahasa Melayu. Seterusnya dibincangkan dari perspektif pengaruh permainan bahasa dalam memotivasikan pemain untuk mempelajari komunikasi lisan bahasa asing, meningkatkan perbendaharaan kata bahasa asing mereka dan mengamalkan komunikasi bahasa asing mereka.

Sorotan Kajian

Prabhu (1987) menyatakan dua faktor utama penggunaan permainan bahasa dalam aktiviti pembelajaran bahasa asing dalam kelas. Faktor pertama merupakan interaksi spontan yang terhasil dalam diri pelajar apabila bermain permainan bahasa. Ini boleh diperjelaskan dengan faktor psikologi pelajar yang dirangsang oleh lima deria mereka sewaktu berinteraksi dengan permainan bahasa. Manakala, faktor kedua merupakan sokongan luaran yang tercipta antara pelajar dengan pelajar sewaktu bermain permainan bahasa tersebut. Hal ini disebabkan oleh interaksi pelajar dengan pelajar kurang memberi tekanan berbanding interaksi dengan guru mereka.

Sugar (2002) menekankan bahawa permainan bahasa memberikan pilihan kepada guru untuk menambah variasi dan fleksbiliti kepada menu pengajaran mereka. Ini disebabkan oleh tekanan yang dihadapi oleh guru yang terbeban dengan kurikulum yang sedia ada dan perlu bekerja keras untuk menghasilkan idea baharu dan aktiviti menarik. Manakala pada pihak pelajar pula, mereka tertekan dengan anggapan bahawa mereka perlu menguasai bahasa sasaran yang tidak diketahui oleh mereka. Selain itu, pelajar menjadi juga bimbang dikritik dan dihukum oleh guru mereka apabila mereka melakukan kesalahan dan kesilapan dalam proses pembelajaran bahasa mereka Permainan bahasa adalah berfaedah pada tahap ini kerana ia dapat mengurangkan kebimbangan, meningkatkan perasaan positif dan meningkatkan keyakinan diri kerana pelajar tidak takut dengan hukuman atau kritikan semasa mempelajari bahasa asing dengan santai dan penuh bermakna. Neuman dan Copple (2004) melihat hubungan bermain dengan kemahiran literasi yang melibatkan simbol, struktur bunyi dan bahan bercetak. Kemahiran bahasa dan literasi dapat dipupuk melalui permainan bunyi bahasa, simbol-simbol dan konsep bahan bercetak.

Aktiviti bermain adalah penting dalam pengajaran dan pembelajaran terutamanya bahasa. Christie dan Roskos (2009) berpandangan terdapat hubungan aktiviti bermain dengan persekitaran permainan dalam pemupukan kemahiran literasi. Bahan bacaan bertulis dalam ruang permainan misalnya gerai piza yang diletakkan papan tanda, menu dan nama pekerja dapat meningkatkan kemahiran literasi dengan berkesan. Bukti juga menunjukkan persekitaran bermain yang diperkayakan dengan kemahiran literasi dapat meningkatkan pengetahuan dan kemahiran kanak-kanak tentang fungsi perkataan bertulis, keupayaan mengenal perkataan bertulis, keupayaan menggunakan strategi kefahaman seperti memastikan dan membetulkan sendiri perkataan bertulis yang dilihat.

Kajian Christie dan Roskos (2009) juga selari dengan hasil kajian Liu, Vadivel dan Rezvani (2021) yang menyatakan bahawa bermain permainan bahasa di dalam kelas boleh memberi kesan yang signifikan terhadap kesediaan 60 pelajar yang mempelajari bahasa Inggeris sebagai bahasa asing di Iran untuk berkomunikasi.

Metodologi

Kajian ini merupakan kajian kualitatif. Kajian ini dijalankan di dalam bilik kuliah yang terdapat di Universiti Putra Malaysia pada minggu ke-13. Sejumlah 60 orang pelajar yang dipilih secara rawak terdiri daripada 20 orang pelajar yang mempelajari subjek bahasa Sepanyol, 20 orang pelajar bahasa Jepun dan 20 orang pelajar bahasa Melayu. Pelajar diberikan dua jenis permainan bahasa iaitu jenga dan dam ular bagi menggalakkan mereka bertutur dalam bahasa sasaran antara satu sama lain selama dua jam. Setelah mereka selesai bermain permainan tersebut, pelajar diberikan soal selidik terbuka bagi meneliti persepsi mereka terhadap komunikasi lisan bahasa asing dalam permainan bahasa. Mereka diminta untuk menyelesaikan soal selidik tersebut dalam tempoh 15 minit. Soal selidik tersebut terbahagi kepada dua bahagian iaitu demografi dan empat soalan terbuka. Soalan demografi terdiri daripada nama, umur, jantina, bangsa, fakulti dan kursus bahasa asing yang dipelajari. Empat soalan tersebut adalah mengenai persepsi pelajar terhadap komunikasi lisan bahasa asing dalam permainan bahasa. Antaranya ialah:

1. Kepentingan kemahiran komunikasi lisan dalam pembelajaran bahasa asing
2. Masalah yang dihadapi semasa mempraktikkan komunikasi lisan
3. Manfaat yang diperolehi daripada aktiviti permainan bahasa
4. Cadangan meningkatkan kemahiran komunikasi lisan

Jawapan pelajar mengenai persepsi komunikasi lisan bahasa asing dalam permainan bahasa dianalisis dan dikategorikan kepada linguistik, bukan linguistik, kombinasi linguistik dan bukan linguistik, konteks formal dan tidak formal, faktor dalaman dan luaran.

Dapatan dan Analisis Kajian

1. Kepentingan kemahiran komunikasi lisan dalam pembelajaran bahasa asing

Jadual 1 memaparkan maklum balas pelajar berkenaan kepentingan kemahiran komunikasi lisan dalam pembelajaran bahasa asing. Dapatan telah dikategorikan kepada tiga iaitu iaitu linguistik, bukan linguistik serta kombinasi linguistik dan bukan linguistik. Bagi kategori linguistik kebanyakan pelajar menyatakan bahawa kemahiran komunikasi lisan sangat penting dalam mempertingkatkan kosa kata dan tatabahasa serta dapat memperbaiki penggunaan perkataan, ayat dan sebutan. Bagi kategori bukan linguistik, pelajar menganggap komunikasi lisan penting untuk meningkatkan keyakinan bertutur dan kemahiran berkomunikasi, menambah rakan untuk berkomunikasi, menunjukkan kebolehan bertutur dalam bahasa sasaran, mempraktikkan bahasa yang dipelajari serta berkomunikasi dengan orang lain/penutur bahasa sasaran. Bagi kategori kombinasi linguistik dan bukan linguistik didapati pelajar dapat menambah pengetahuan budaya dan bahasa sasaran. Menurut Fatimah Mansur (2009), dengan belajar bahasa lain seseorang itu dapat memahami dengan lebih luas serta mendalam tentang budaya orang lain dan bagi beliau, satu bahasa asing tidak semestinya bahasa yang datang dari luar negara, kerana Malaysia mempunyai masyarakat majmuk yang mempunyai berlainan bahasa.

Dapatan ini selari dengan kajian Liu et al. (2021) yang menyatakan pelajar terdorong untuk berkomunikasi lebih banyak di dalam kelas, berkongsi maklumat serta pengalaman bersama rakan mereka berbanding tidak bermain permainan bahasa.

Bil	Linguistik	Bukan linguistik	Kombinasi linguistik dan bukan linguistik
1.	Tingkatkan kosa kata dan tatabahasa	Tingkatkan keyakinan bertutur	Menambah pengetahuan bahasa dan budaya
2.	Memperbaiki penggunaan perkataan, ayat dan sebutan	Tingkatkan kemahiran berkomunikasi	
3.		Menambah rakan untuk berkomunikasi	
5.		Menunjukkan kebolehan bertutur dalam bahasa sasaran	
6.		Mempraktikkan bahasa yang dipelajari	
7.		Berkomunikasi dengan orang lain/penutur bahasa sasaran	

Jadual 1.

2. Masalah yang dihadapi semasa mempraktikkan komunikasi lisan

Dari Jadual 2, jawapan responden mengenai masalah yang dihadapi semasa mempraktikkan komunikasi lisan dikategorikan kepada linguistik dan bukan linguistik. Faktor bukan linguistik dipecahkan kepada dua seksyen iaitu faktor dalaman dan luaran.

Dari sudut linguistik kebanyakan responden menyatakan bahawa masalah yang dihadapi oleh mereka adalah dari segi kosa kata yang terhad, tidak mengingati kosa kata, tidak dapat menyebut perkataan dengan tepat, sukar menyusun struktur ayat, sukar menggunakan tatabahasa yang betul serta sukar menyebut perkataan yang panjang.

Dari sudut bukan linguistik pula, masalah faktor dalaman yang dihadapi terdiri daripada tiada keyakinan diri, tidak memahami perkara yang dituturkan dalam bahasa sasaran, bimbang, risau, malu, takut serta rendah diri semasa mempraktikkan komunikasi lisan bahasa asing. Menurut Siti Hajar (2017) permainan bahasa adalah salah satu strategi atau cara untuk meningkatkan kefasihan berbahasa dan meningkatkan keyakinan diri.

Masalah faktor luaran yang dihadapi oleh responden ketika mempraktikkan komunikasi lisan dalam permainan bahasa adalah terpengaruh dengan bahasa ibunda, tiada rakan untuk bertutur bahasa sasaran, diketawakan oleh orang lain. Selain daripada itu, kekangan masa, kurang latihan dalam berkomunikasi, tiada bahan rujukan yang sesuai serta penutur natif bertutur dengan

kadar cepat juga merupakan faktor luaran yang dihadapi oleh responden. Kesukaran bertutur dalam bahasa asing merupakan masalah yang ditekankan dalam kebimbangan mempelajari bahasa asing (Horwitz et al. 1986, p.126). Malah, kebimbangan untuk berkomunikasi juga adalah sebahagian daripada sikap pemalu yang ada pada diri seseorang pelajar. Kajian ini mendapati bahawa kebimbangan yang melibatkan komunikasi semasa mempelajari bahasa dapat dikaitkan dengan personaliti pelajar itu sendiri sama ada mereka berada dalam kelompok extravert ataupun berada dalam kelompok pelajar introvert.

3. Manfaat yang diperoleh daripada aktiviti permainan bahasa

Antara manfaat yang diperolehi daripada aktiviti permainan bahasa dikelaskan kepada dua kategori juga iaitu linguistik dan bukan linguistik. Faktor bukan linguistik pula dipecahkan kepada dua juga iaitu faktor dalaman dan luaran.

Dari sudut linguistik, responden menyatakan bahawa manfaat yang diperolehi daripada aktiviti permainan bahasa ialah mengukuhkan kosa kata dan tatabahasa, mempelajari kosa kata dan tatabahasa yang baharu, mempelajari cara membuat ayat dan ungkapan yang betul.

Bil	Linguistik	Bukan linguistik	
		Faktor dalaman	Faktor luaran
1.	Kosa kata terhad	Tiada keyakinan diri	Pengaruh bahasa ibunda
2.	Tidak ingat kosa kata	Bimbang/risau	Tiada rakan untuk bertutur bahasa sasaran
3.	Sebutan tidak tepat	Malu	Diketawakan orang lain
4.	Sukar menyusun struktur ayat	Takut	Kekangan masa
5.	Sukar menggunakan tatabahasa yang betul	Rendah diri	Kurang latihan dalam berkomunikasi
6.	Sukar menyebut perkataan yang panjang	Tidak memahami perkara yang dituturkan dalam bahasa sasaran	Tiada bahan rujukan yang sesuai
7.			Penutur natif bertutur dengan kadar cepat

Jadual 2.

Responden menyatakan bahawa manfaat yang diperolehi daripada aktiviti permainan bahasa adalah seperti memperoleh/merangsang keyakinan bertutur, tidak malu menggunakan bahasa sasaran, meningkatkan kemahiran berkomunikasi, meningkatkan kemahiran mendengar dalam bahasa sasaran, memperbaiki kelemahan bertutur dalam bahasa sasaran. Jawapan ini dikategorikan sebagai faktor dalaman.

Dari segi faktor luaran pula, responden menyatakan manfaat yang diperoleh daripada aktiviti permainan bahasa ialah dapat menjalin/merapatkan hubungan dengan rakan, mengaplikasi perkara yang telah dipelajari, berpeluang bercakap/berinteraksi dalam bahasa sasaran, berkongsi dan bertukar idea dan pengetahuan, mengurangkan tekanan mempelajari bahasa sasaran serta memperoleh keseronokan/tidak bosan dan tidak mengantuk.

4. Cadangan meningkatkan kemahiran komunikasi lisan

Jadual 4 menunjukkan cadangan responden bagi meningkatkan kemahiran komunikasi lisan yang terdiri daripada konteks formal dan konteks tidak formal.

Dari segi konteks formal responden mencadangkan agar pelajar kerap bercakap dengan pensyarah dalam bahasa sasaran dan memperbanyak aktiviti lisan seperti dialog, drama di dalam kelas untuk meningkatkan kemahiran komunikasi lisan.

Bil	Linguistik	Bukan linguistik	
		Faktor dalaman	Faktor luaran
1.	Mengukuhkan kosa kata dan tatabahasa	Memperoleh/merangsang keyakinan bertutur	Menjalin/merapatkan hubungan dengan rakan
2.	Mempelajari kosa kata dan tatabahasa yang baharu	Tidak malu menggunakan bahasa sasaran	Mengaplikasi perkara yang telah dipelajari
3.	Mempelajari cara membuat ayat dan ungkapan yang betul	Meningkatkan kemahiran berkomunikasi	Berpeluang bercakap/berinteraksi dalam bahasa sasaran
4.		Meningkatkan kemahiran mendengar dalam bahasa sasaran	Berkongsi dan bertukar idea dan pengetahuan
5.		Memperbaiki kelemahan bertutur dalam bahasa sasaran	Mengurangkan tekanan mempelajari bahasa sasaran
6.			Memperoleh keseronokan/tidak bosan/tidak mengantuk

Jadual 3.

Dari segi konteks tidak formal pula, responden menyarankan supaya pelajar bercakap dengan rakan-rakan dalam bahasa sasaran, bermain permainan bahasa di dalam kelas dengan kerap, menonton video dalam bahasa sasaran, mendengar muzik, lagu dalam bahasa sasaran, menyanyi lagu dalam bahasa sasaran, berkomunikasi lebih kerap dengan penutur bahasa sasaran menerusi sosial media atau bersemuka, mewujudkan hari bahasa asing sehari dalam seminggu, memperbanyak bacaan dalam bahasa sasaran dan berkawan dengan lebih ramai penutur natif bagi meningkatkan kemahiran komunikasi lisan . Tambahan pula, pengajar bahasa asing perlu menggunakan pengajaran strategi pembelajaran bahasa (PSPB) yang berkesan di dalam kelas iaitu menggunakan kaedah "belajar-cara-belajar" yang bertujuan untuk mempertingkatkan pembelajaran bahasa Melayu dengan lebih mudah, cepat dan berkesan (Fa'izah et. al 2010).

Kesimpulan

Dapatan keseluruhan menunjukkan persepsi pelajar ke atas empat persoalan kajian iaitu kepentingan kemahiran komunikasi lisan dalam pembelajaran bahasa asing, masalah yang dihadapi semasa mempraktikkan komunikasi lisan dan manfaat yang diperolehi daripada aktiviti permainan bahasa tertumpu kepada faktor linguistik dan bukan linguistik (dalaman dan luaran). Walaupun responden menghadapi beberapa masalah ketika mempraktikkan komunikasi lisan namun responden berasa seronok, gembira dan bebas ketika bermain permainan bahasa. Permainan bahasa dapat mengukuhkan kemahiran bahasa, di samping membolehkan pelajar mengembangkan kemahiran sosial dan hubungan baik semasa mereka berinteraksi antara satu sama lain di dalam kumpulan serta salah satu pendedahan budaya dan masyarakat bahasa sasaran.

Bil.	Konteks formal	Konteks tidak formal
1.	Bercakap dengan pensyarah dalam bahasa sasaran	Bercakap dengan rakan-rakan dalam bahasa sasaran
2.	Memperbanyak aktiviti lisan seperti dialog, drama di dalam kelas	Bermain permainan bahasa di dalam kelas dengan kerap
3.		Menonton video dalam bahasa sasaran
4.		Mendengar muzik, lagu dalam bahasa sasaran
5.		Menyanyi lagu dalam bahasa sasaran
6.		Berkomunikasi lebih kerap dengan penutur bahasa sasaran menerusi sosial media atau bersemuka
7.		Mewujudkan hari bahasa asing sehari dalam seminggu
8.		Memperbanyak bacaan dalam bahasa sasaran
9.		Berkawan dengan lebih ramai penutur natif

Jadual 4.

Oleh itu, permainan bahasa seperti dam ular dan blok (Jenga) boleh dikekalkan digunakan semasa aktiviti pengajaran dan pembelajaran di dalam kelas bahasa asing. Permainan harus dilihat sebagai elemen proses pengajaran dan pelajar harus mendapat manfaat daripada permainan tersebut. Permainan membantu mewujudkan kepelbagaian dan membantu mengekalkan minat dan motivasi mereka berkomunikasi dalam bahasa sasaran.

Manakala, persoalan kajian yang terakhir iaitu cadangan meningkatkan kemahiran komunikasi lisan, responden menyarankan beberapa aktiviti berbentuk formal dan tidak formal. Guru bertanggungjawab mencipta suasana pembelajaran yang menarik melalui pembentukan dan pemilihan pelbagai aktiviti yang menarik dan baharu seperti Kahoot, Quizlet, Trello dan sebagainya. Hal ini penting bagi memperoleh perhatian dan minat dari pelajar. Menggalakkan pelajar untuk lebih melibatkan diri di dalam kelas sudah tentu membantu mereka memperbaiki kemahiran komunikasi dalam bahasa sasaran mereka.

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Vetting: Towards a Better Practice

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Introduction

Apart from teaching, teachers in general are responsible to develop course materials, set exam papers and review them. To ensure and maintain high quality standards of course materials and assessments that are prepared by teachers, reviewing or commonly known as vetting is an essential practice and considered mandatory in any teaching institutions. Vetting is a crucial tool to identify errors or flaws that could affect the quality and effectiveness of course materials or assessments. According to Gopalakrishnan and Udayshankar (2014), even experienced item writers could commit mistakes in the work they construct. Hence, any assessments and materials should be reviewed and examined by a vetting committee to eliminate errors and improve clarity in the best possible way.

Literature has highlighted the significance of establishing standard procedures and principles in regard to how vetting is conducted. The common vetting procedures involve materials and assessments prepared by item writers or material developers to be reviewed and evaluated by other members of the teaching staff. In most teaching institutions, a vetting committee is established consisting of senior teaching staff with expertise in assessments and material development (Rethinasamy & Cuah, 2011). The role of vetters has been emphasised in literature due to their significant impact on the success of a vetting process. Vetters are responsible to examine materials and assessments according to specified criteria with the goal of identifying flaws and reviewing items' reliability, formatting and content-related validity across the courses in curriculum (Hassan et al., 2016). Besides that, vetters are also expected to screen for technical and language errors to ensure accuracy (Hassan, 2015). Feedback and suggestions provided by the vetting committee would help teachers to revamp, revise and eliminate errors detected in their materials or assessments. Ultimately, the purpose of vetting is to ensure all the reviewed items are not only free from technical and language problems but are also appropriately matched to the intended cognitive level. However, to achieve high quality items, the vetting committee must be on the same page in making decisions. Most importantly, they should aim to produce error and problem-free items and must adhere to the vetting protocol and procedures set by the institutions (Hassan et al., 2016).

Drawing on the writers' experience and involvement in the vetting process, the purpose of this small-scale study is to examine teachers' attitude and perceptions towards the current vetting practice and procedures. It also focuses on eliciting teachers' suggestions on the effectiveness of a vetting process. In brief, the aim of this study is to answer the following questions:

1. What are the teachers' attitudes and perceptions towards the current vetting practice?

2. What are the factors that may influence the effectiveness of a vetting process?

Method

The respondents of this study were 6 English teachers selected based on their number of years in teaching as well as their role in the vetting process. To collect the data, semi-structured interviews were employed focusing on gathering in-depth opinions and perspectives of the respondents with regard to the vetting practice and procedures they have experienced. The interviews were conducted in a semi-structured and informal approach on Zoom and also face-to-face which lasted between 25-30 minutes. They were also recorded for analysis purposes. During the interview, the respondents were asked a set of guiding questions to elicit responses regarding their understanding of vetting and its importance as well as their views on the effectiveness of the current vetting practice.

Findings

The responses gathered from the interviews are divided into two categories which are: 1) vetting and its importance; and 2) factors influencing the effectiveness of vetting.

Vetting and its Importance

Based on the interview, it can be gathered that respondents in general have a clear understanding of what a vetting is and its purpose. Vetting is basically viewed by the respondents as a process in which materials and exam papers are examined and validated in order to achieve items of high quality standards which meet the learning objectives of the courses as expressed in the following responses:

> *".....to make sure the materials and exam papers are up to the standard and aligned to the course objectives set"*

> *".....looking for errors, checking for validity, reliability of the exam papers"*

> *"....validity in regards to the content, to the appearance, validity is in terms of the questions…."*

> *"...the primary objective of a vetting is to ensure a paper meets the objectives of a course, in other words, it has to match the learning objectives of a course.."*

> *"...it reflects the curriculum, it reflects the syllabus, the objective…"*

The importance of vetting in ensuring high quality papers or materials, has been acknowledged by all respondents. They all agreed that vetting serves as the second pair of eyes where the item writers/material developers and vetters would collaboratively detect errors for amendments and examine the items' reliability and validity. The basic reasons for any teaching institutions to establish a vetting unit and conduct a vetting process have generally been mentioned by the respondents as follows:

> *"Of course it is important….we need a second opinion"*

> *"So having this new perspective would improve in terms of the quality of our products"*

> *"....vetters are just teaching but not preparing the materials, so different pair of eyes"*

> *"To ensure the test is free from errors…. manage to test what it needs to test, assess what it needs to assess"*

> *"...gain knowledge and learn how to meet the standard"*

Factors Affecting the Effectiveness of Vetting

Based on the findings obtained from the interview, it could be deduced that there are several factors that could affect the effectiveness of a vetting process which are vetting competency, feedback and vetting procedures.

i) Vetting Competency

One crucial factor that could affect the effectiveness of a vetting process is having reliable and competent vetters. According to all respondents, the topmost quality that an individual should have to qualify as a competent vetter is vast knowledge, expertise and fundamental understanding on a variety of courses and topics. In other words, not only do vetters should have a vast amount of experience in teaching, they should also be well-versed in all aspects related to the course content and learning objectives to ensure that papers and materials are rightfully evaluated.

Apart from being experienced and knowledgeable, some respondents also highlighted other important qualities vetters should possess such as open mindedness and meticulousness. Being open minded was defined by one of the respondents as vetters' willingness to share their thoughts and opinions and value those of others. Not only should they be firm and confident in presenting arguments, they should also be able to stand by their stance and open to the ideas and suggestions of others.

Another respondent stressed that vetters should be meticulous as they need to pay extreme attention to details as in the following remarks:

> *"...I think it has to be someone who is meticulous. Because when you vet a paper, you have to look at every aspect of the paper….*

not only the content of it, the test items….you also need to look at the face validity of the items or the paper…

In another respondent's remarks, "*The vetters need to also have a keen eye for small errors, small mistakes*", it is gathered that vetters should have an eye for detail when examining the materials or assessments. Besides being meticulous, patience is another significant quality that one respondent highlighted during the interview. Vetters' role is not limited to checking the face and content validity of test papers, but also includes reorganising texts, rewriting items and providing suggestions. In other words, vetters are expected to act as mentors who would guide teachers to produce high quality test papers or materials as what is expressed in the following excerpt:

> *"…some papers can be very challenging perhaps due to the inexperienced test setters. So they have to be patient and you also need to be, I think nurturing at the same time. You know, guiding them…"*

Having the same individuals in the committee to vet items of the same course is claimed by a respondent as a useful method to observe the progress made by item writers/material developers. In this way, both vetters and item writers could benefit from the process.

ii) Feedback

To offer meaningful and impactful feedback, vetters need to be well-equipped with professional knowledge and skills. Besides that, almost all respondents highlighted the importance of being objective and impersonal when giving feedback. Experienced teachers especially, believed that in some instances, personal preferences may influence the outcome of a vetting process. For instance,

vetters should avoid offering recommendations for amendments based on their preference as expressed by a respondent in the following excerpt:

> "*Vetters should not include their own preference such as "I don't like this kind of paragraph". The word "like" doesn't fit the situation."*

The respondent further added that vetters should put more emphasis on determining the reliability and validity of the vetted items instead of judging based on their personal preferences.

Other than providing objective and impersonal feedback, almost all the respondents stressed on the importance of feedback to be delivered in a polite manner as to avoid misunderstanding between the vetting committee and item writers/material developers. They also believed that item writers/material developers should have an open mind and positive attitude during the vetting process. Being thoughtful of others and adding *"human touch"* when highlighting errors or making recommendations could avoid item writers/material developers to be *"offended"*, thus, making the process more productive and less intense. Their comments on this are presented in the following excerpts:

> *"…we need to have someone who is open minded, who's willing to share his or her opinion...sometimes even though it might be hurtful, of course we have to be able to say it politely…"*

> *"...and the item writers, don't take the critics personally. It's all about work."*

Another significant point drawn from the findings of the interview is the attitude of vetters. Many respondents have formed an opinion that vetters' behaviour during the vetting process is the key factor in determining the effectiveness of a vetting process. They believed that during the process, discussion and decision-making should not involve emotions or personal bias. Suggestions or advice offered should not belittle or antagonise item writers/material developers as this may cause them to feel intimidated by the presence of vetters. It was also claimed that this negative vetting environment could have an impact on the whole vetting process. The process would unlikely be effective when teachers feel discouraged to share their thoughts and stand with the committee. The respondents' thoughts and opinions regarding vetters' attitude were expressed as follows:

> *"Vetting should not be personal. It should be based on facts and justifications of the team. It has to be related to the course outline and facts related to the course.*

> *"It can get very intimidating…..you can't help but to limit yourself from voicing out what is important or defending what is being produced by your team."*

iii) Vetting Procedures
Despite the presumption that online vetting would be the preferred method, the majority of the respondents claimed that physical vetting could be more effective due to several reasons.

The respondents believed that physical vetting sessions would be more effective when item writers and material developers get the opportunity to discuss and clarify uncertainties face-to-face as expressed in the following:

> *"It would be easier to explain the intention …. to me it's easier for us to communicate when we are sitting face to face."*

In addition, one respondent expressed her preference in using hard copies during the vetting process for ease of annotation and error spotting. In the response below, she explained the reason for hard copies to be preferred over soft copies. As soft copies are not the final version of the paper, there is still room for technical errors.

> *"If it's physical usually we have a vetter, we have a hard copy and then they would do corrections on the paper"*

> *"....if you do it online,....we are vetting the soft copy which means that it is still not the final product"*

Physical vetting is also preferred due to time-efficiency and productivity. Some respondents stated that "*synchronous online vetting is more challenging".* Among the challenges faced in online vetting is that it is extremely time consuming which could undermine vetters' attention span, thus reducing productivity.

Another point indicated by a respondent is how a vetting process is conducted individually instead of group vetting. The respondent expressed her dissatisfaction over individual vetting as it lacks clarity in many ways. She believed that "*vetters should sit together and vet together with the team".* If the vetting is conducted individually, "*things are not clarified"* and it eventually *"affects the effectiveness and the process itself".*

The effectiveness of a vetting session could also be influenced by how prepared the vetters are. Another respondent stressed on the importance of vetters to "*do their homework before the vetting process*". In other words, they need to be well-equipped with the necessary knowledge about course content, learning outcomes as well as weekly schedule before participating in any vetting sessions. Being well-prepared could help the vetting process to be more effective and productive as vetters would be able to offer meaningful discussion and suggestions.

Conclusion and Recommendations

This paper discusses several issues related to vetting and the significant role it holds in ensuring high quality standards of course materials and assessments. Generally, vetting is a process where materials and assessments undergo a second check to determine items' reliability and content validity as well as technical accuracy.

The analysis of this study indicates that to improve the efficiency and effectiveness of a vetting process, there are several factors that need to be taken into consideration. Firstly, elected vetters should have an extensive educational expertise and experience in material development and assessments. Besides, they should be able to evaluate critically and think rationally as both are the key in making effective decisions. However, having vast knowledge and expertise does not guarantee an effective and meaningful vetting outcome. Apart from knowledge and experience, vetters should display empathy in a professional manner throughout the process and provide constructive and impersonal feedback. Thoughts and justifications from all parties should also be welcomed professionally. Thus, this would create a supportive and conducive vetting environment where item writers/material developers would be motivated to share their views and justifications.

From the respondents' point of view, physical vetting is a preferable method due to several reasons. A face-to-face setting allows item writers/material developers to receive immediate feedback and clarification from the

vetters. Besides that, the use of hard copies in physical vetting enables item writers/material developers to easily notice vetters' annotations and corrections. Furthermore, physical vetting is also preferred due to its time efficiency and productivity. Online vetting is time consuming as it requires longer time to complete the process. This leads to longer screen time that could consequently reduce attention span and negatively affect the output.

Vetting sessions are regularly held in teaching institutions; hence, there needs to be effective collaboration between vetters and item writers/material developers. The vetting outcome and effectiveness depends on how the vetting committee and item writers/material developers adhere to their commitment. To achieve this, all parties must have a sense of responsibility by establishing clear protocols and structure of the vetting practice and encouraging positive communication among vetting team members. The roles and responsibilities of all vetting members should also be clearly defined as to avoid conflict situations and misunderstandings. Vetting is essentially a collaborative effort between experts of the course, material developers as well as item writers in guaranteeing high quality course materials and assessment. Therefore, it is important to note that any flaws and errors detected in the materials and assessments are not a reflection of teachers' lack of understanding or knowledge (Schuwirth & Pearce, 2014). Instead, vetting should be viewed as learning opportunities for all parties involved in the process.

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English Language Teacher Identity Formation

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Introduction

Given the enormous implications on prospective and in-service language teachers' effectiveness and the standard of teaching and learning, teacher identity development is among the most crucial matters in educational organisations globally. As a result, a significant series of studies have been conducted to examine this development (Muoz & Chang, 2007; Park & Lee, 2006; Stronge, 2018). Ethnographic, which encompasses one's gender, ethnicity, age, and level of education, as well as socio-cultural, sociopolitical, economical, and organisational influences all, plays a role in (re)forming teacher identity development (Caihong, 2011; Duff & Uchida, 1997; Gedik & Hart, 2020; Li, 2020).

As several scholars have focused on teaching the English language, it is being repeatedly questioned, researched, and analysed from the perspective of global Englishes and categorising relevant speakers (Burt, 2005; Jenkins, 2006; Mollin, 2006). English language teachers experience a substantial amount of emotional and identity-related issues (Gedik & Hart, 2020). As a result, various studies have been carried out to investigate the established binary and its consequences (Peker et al., 2020).

Teacher Identity Reflected in Classroom Practice

A reciprocal, as well as intertwined relationship amongst novice educators' identity formation as well as classroom practice modification, was discovered (Kanno & Stuart, 2011). Classroom activities allowed educators to develop their identities, which then, in turn, assisted to construct their teaching methods as reported by the researchers. Parallel to behaviourist, cognitivist, as well as socio-constructivist theories, educator identity development in three stages was investigated: current, developing, and freeing identities (Kaya & Dikilitas, 2019). They discovered classroom practice is crucial in identity formation because the teacher participation transitioned from a behaviourist to a socio-constructivist identity whilst being within a nurturing environment in which professional growth is valued in the programme of the language.

On the other hand, the aspect of imagining as well as engagement through educator identity at play was examined (Golombek & Klager, 2015). The scholars discovered a contradiction involving learners' aims for knowing grammar and prospective teachers' aims for imparting it in teacher identity-in-activity. They asserted that by constructing an intermediary avenue, educators may "play" with visuals of their previous encounters and educational training on genre-oriented learning; as a result, they imagine a varying identity at play to report learners' requirements through automated thought processes pertaining to teaching practices. Teacher identity, according to Morgan (2004), maybe a foundation for classroom activities. The concern of "visual text" enhanced proactive and bilateral identification in his research, and it was

directed to educational practises and teacher identity tactical execution in response to immobile structures adopted by precise students. A link between perceived positionalities and the setting in which educators' function was identified (Guihang & Miao, 2019). Teaching practitioners, as well as researchers, learners, and entrepreneurs, are among the three identities recommended for Business English educators. Peker et al. (2020) investigated actual encounters among four teacher assistants of a foreign language in the United States through the Foreign Language Teacher Assistant Programme. The researchers reported when teacher assistants were practising in the classrooms, they encountered the following factors that enabled them to develop their identities: pedagogical change, cross-cultural consciousness, difficulties, and objectives and expectations.

Considering educator identity by way of a commodity as well as its significant correlation to classroom practises as well as instructional settings, several educators, according to Werbiska (2017), even convey their identities by job promotion evaluation. The research reveals five compositions utilising a generic educator identity framework (Affiliation, Autonomy and Attachment): exam orientated, self-placement, compassion towards others, transformation, as well as weighing a difference. Within the exam-based repertoire, examination takers focused on current and dynamic teaching techniques. They positioned themselves above or below other educators in the self-positioning repertoire according to the test parameters. They demonstrated that throughout the caring-for-other repertoire, teachers consider the needs of the learners. Additionally, they indicated a great percentage of optimistic transformation once they began coaching as well as stated a desire to have an influence towards the students as well as create a mark in both the elements. These elements might attitude by way of self-evaluation of their capacity towards

communicating their identities and seeing their duties as educators.

In accordance with a review of past studies on teacher identity reflected in classroom practice, the vast majority of studies pertaining to classroom practice forming an echo of educator identity failed to incorporate detailed teaching activities, the extent to which it affects educator identity development, or in what way educators can contemplatively adapt through identity conflicts in using a specific practice.

Conclusion
In conclusion, educator identity development is a circumfluent, multi-branched phenomenon that is affected by meandering mediation, classroom practises as well as sociocultural variables throughout time. Thus, English language educators strive to construct their own professional identity.

Suggestions for Future Research
Future research should investigate in greater detail adopting a quantitative and qualitative longitudinal research utilising various research tools as well as theories are necessary towards penetrating extensively pertaining to English educator identity development, reflection conducted in classroom practises as well as critical pedagogical practices, according to the review of the literature. The majority of previous research has yet to investigate English language educator identities utilising a thorough as well as complete psychoanalytic perspective towards identity development. However, the development of professional identities for English language educators is a distinctive process.

As the English teacher identity development is a multi-faceted and complicated phenomenon, it has been studied often using a qualitative method. It also contains the teaching and learning encounters' biographies, values, beliefs, sentiments, and

emotional involvement in the ongoing learning and organizational growth of educators. Nevertheless, there are just a few longitudinal studies that have employed several data-collecting techniques to examine these phenomena and provide fresh insights into handling identity-related conflicts from various angles.

There is also considerable opportunity for the need to conduct quantitative research on educators' dedication, actualization, efficacy, job image, job contentment and inspiration (Hanna et al., 2019). Through employing quantitative psychometrical measurements, researchers may investigate the relationship between identity and agentive behaviours in English language educators' well-being as well as mental health.

As a result, further studies will benefit other educators throughout the world in coping with the pressures and emotional labours that come with teaching English. The more educators participate in discussions concerning identity formation and associated emotional labours, clarifying the complexities with regards to their distinctive professional identity, as well as encouraging denotative behaviour in order to effect organisational as well as a social transition, the better it would be.

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The Perception of Teachers on the Manifestation of Professional Learning Community in CALC

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Introduction

Professional Learning Community (PLC) is acknowledged as an effective strategy for promoting long-term professional development for educators (Watson, 2014; Turner et al., 2018). The core concept of PLC is in-site collaborative learning within the community of practice. Learning collaboratively encourages teachers to be actively learning and building knowledge for their professional development. Scholars advocate that teachers need to be equipped with lifelong professional learning and development programmes (Fullan & Hargreaves, 2016; Hargreaves & Fullan, 2012; Nolan & Molla, 2017). They further highlight that these training programmes may be well-designed, but attending a good quality course or training alone may not be effective to ensure a sustainable knowledge building; instead, teachers must be actively engaged in the professional development processes that are collaborative (Harris & Jones, 2017; OECD, 2020; Thoonen et al., 2011). On this note, it is clear that knowledge building is the most effective when teachers discover knowledge actively. There are five attributes that characterises collaborative learning in the PLC framework, and they are:

- supportive and shared leadership
- collective creativity
- shared values and vision
- supportive conditions
- shared personal practice

(Hord, 1997)

Cordingley (2015) similarly believed that PLC demonstrated another aspect of effective professional development in which collaboration with colleagues 'in a community' is highlighted. Other researchers similarly support the notion that effective professional development is (among others) collaborative and collegial as well as practice oriented and combining working and learning (Darling-Hammond et al., 2009). In fact, these are qualities that outline the key features of a PLC framework.

The Material Development Committee (MATD) In CALC

CALC establishes a team that monitors the quality of the course materials that is known as the Material Development Committee (MATD). At present, the MATD committee members consist of eight teachers with various academic backgrounds and have been teaching in CALC between 8 to 15 years. Generally, the main role of MATD members is to assess the materials used for teaching and to provide substantial, constructive and practical advice to the course developers.

A typical discussion between the course developers and the MATD committee includes ensuring the:

- organisation and relevance of the teaching content;
- suitability of the assessment plan;
- teaching and learning material quality; and
- classroom practices are appropriate.

During the discussion, both teams strive to understand, explain and justify the materials prepared. The discussion usually ends with a conclusion on whether the materials need further revision or are accepted for approval.

Collaborative Learning through the Professional Learning Community (PLC) Framework

Recent findings consistently prove that a teacher's professional development continues to grow positively when there is a shared practice. For example, Gore and Rosser (2020) investigated if teaching pedagogy is better acquired when there is an opportunity of collaborating with diverse colleagues across grade/subject boundaries, and the effects on teaching quality and practices are found to be positive. In another study conducted in the United States of America, the collaboration across districts involving two institutes of higher education has initiated a network for rural teachers to engage in STEM learning which will increase their content and pedagogical content knowledge (Thiele & Bogdon, 2022). Drawing on what has been learned about professional development (PD) in an Irish context, Sugrue (2011) emphasises the importance of teacher empowerment gained through collaborative learning as essential to any PD initiative.

Teacher empowerment literature, reviewed by Dierking and Fox (2012), suggests that perceptions of power, support, autonomy and efficacy each interlink and shape each other. They propose that for teachers to feel empowered, they must believe they can influence all aspects of their students' lives through active engagement in decision making that impacts their classrooms, teaching and student learning. It was noted that teachers' increased perceptions of power and self-worth changed when engaged in a PD context where knowledge was co-constructed (Dierking & Fox, 2012), which is in line with the belief that empowerment depends on teachers' commitment to professional learning and growth.

As language teachers in a higher learning institution, the common way to develop professional learning is by attending training. The training is usually targeted to enrich teachers' knowledge on topics that are relevant with the current learning needs. The knowledge obtained from these training sessions is highly valuable; however, there is always a gap in knowledge building, especially in contextualising the topics to the teaching practice in CALC. There are instances where teachers feel unsure and inadequate in putting the knowledge into practice. Based on the understanding that an effective manifestation of PLC primarily includes active, collaborative and reflective practices among teachers in the community (Dallas, 2006; Borrero, 2010; Linder et al., 2012; Gore & Rosser, 2020 and Thiele & Bogdon, 2022), this study aims to explore the way in which PLC practices are operationalised in CALC. The guiding questions of the study are:

1. What is the teachers' attitude on the way the professional learning community is operationalised in CALC?
2. In what way can the professional learning community practices be improved in CALC?

Method

The data of this study is gathered through a semi-structured interview involving five English Language teachers in CALC. The participants were selected based on their teaching experience and their willingness to participate in the study. The interview was conducted in groups to allow a discussion among the participants as they share their thoughts and arguments. The sets of interview data are transcribed and analysed using thematic analysis to generate themes emerging from the data.

Discussion of the Findings

The responses gathered from the interview are divided into two categories:

1. The attitude of the participants on the way the professional learning community is operationalised in CALC; and
2. The suggestions to improve the operation of the professional learning community in CALC.

The analysis of their responses is presented in themes as described below.

The Perception on the Top-down Approach on the Process of Course Material Development

Based on the analysis of data, the respondents feel that the operation of PLC through the discussion with the MATD committee does not encourage collaborative learning. This is illustrated in the way that the materials prepared by the course developers are subjected to the approval of the MATD committee. Some of the comments include the following:

> *"If the course developers feel that their materials fulfil the course requirement, they should justify it during the discussion with the MATD committee".*

> *"We (course developers) prepare the materials and present them during the discussion, they (the MATD committee) can give approval".*

The excerpts above show that the course developers depend on the decisions made by the MATD committee members. This practice shows that there is a limited collaborative practice during the discussion.

Another respondent, on the other hand, feels that the discussion with the MATD committee promotes collaborative learning because the discussion was constructive and effective as the comments from the MATD committee members helped the course developers to prepare the materials. The comment received was as follows:

> *"... it was effective where everybody was sharing their opinions, their experiences, and the team helped us a lot".*

Despite the importance of building knowledge in a constructive manner, there are teachers who feel that the MATD committee members should be authoritative during the discussion. This approach certainly develops their professional learning better than constructing the knowledge independently. Their comments are as follow:

> *"The instructional approach assists novice teachers as they need help… They will find this especially helpful with the right instructions and guidance".*

> *"if you are dealing with the new teachers, it's good if it's more instructional…".*

The Importance of Establishing Framework for the Course Material Development

The perceived implication of a top-down instruction in the course material development seems to limit teachers' creativity. Therefore, the respondents suggested that the MATD committee members prepare a framework that outlines the course objective at the start of the course material development process. They said that,

"They (MATD committee members) prepare a guideline on how they envision the course should be developed"...

"There should be a clear guideline or instruction from the beginning to ensure a smooth process of course material development".

The Importance of Establishing a Constructive Professional Discussion

Almost all respondents feel that the top-down, instructional approach of the discussion reduces the impact of teachers' voice during the discussion. The respondents hope that there is a meaningful dialogue between the course developers and the MATD committee members to help them develop the course materials efficiently. Some of the responses gathered are:

"We need some guidance to clarify our understanding. There should be a two-way interaction…"

"The MATD committee members prepare a framework…Then, it's good to also ask what the team thinks about it".

"The improvements or changes that emerge from the course debriefing should be informed to teachers to keep the teachers in the know of the current situation".

On another note, the respondents also feel that giving emotional responses in a discussion does not help in establishing a collaborative learning environment. During the discussion, both course developers and the MATD committee members should demonstrate a positive mindset and attitude to create a comfortable and less intense discussion. They commented that,

"What's important is, you have to have the right mindset when participating in

the discussion…If you get emotional, we're not able to decide the best practice for our courses".

"It comes with the attitude that we are having this discussion to develop the course together, not pointing out mistakes…"

The Significance of Empowering Teachers' Role in Professional Development and Learning

The respondents suggested ways to build an effective professional learning which empowers the role of teachers. The respondents strongly feel that there should be a fair opportunity for all teachers to attend training where they can share the knowledge with other teachers. Particularly, relevant training on the course development should be made apparent to all teachers as suggested below:

"We can invite speakers and expose everybody to learn the taxonomy or CEFR and other relevant programmes…"

It is believed that by giving an equal exposure to relevant training sessions, teachers can develop the course materials effectively. This is expressed by one the respondents as follows:

"If everyone gets the exposure, we're going to come up with a better syllabus or content".

In fact, the training sessions may not be a formal one. A sharing session by other teachers in the community should suffice as perceived by one of the respondents.

"The brown bag session should be re-introduced…We can share a tool or technique or approach we use with our students and share it with other people, especially the effective ones".

Most importantly, the training sessions need to be designed in a way that allows the knowledge to be put into practice. This way, the respondents feel connected during the training session. Some of the comments gathered are as follows:

> "*The training should be in context with the material development*".

> "*If you want us to develop the course outline according to CEFR, we need to have a workshop that focuses only on this aspect*".

> "*We have to ensure that the conduct of the training or workshop allows for the application of knowledge on our courses so that we can connect with it*".

Conclusion

Professional Learning Community (PLC) is a framework that develops teachers' professional development and learning that are sustainable (Watson, 2014; Turner et al., 2018). Essentially, the core concept of PLC is reflected in the way that teachers learn from each other, emphasising on practices that are practical and relevant within their context. The attributes of PLC do not sit well with the off-site training design in which the knowledge may not be relevant and important within a particular community of practice. Important PLC practices include shared understanding of vision and mission, collaborative learning as well as shared practices (Hord, 1997); these qualities encourage teachers' empowerment in leading their professional development.

In the Centre for the Advancement of Language Competence (CALC) UPM, the establishment of the Material Development Committee (known as MATD) is to steer the course development process. The committee members should share with the teachers the right information to ensure a high-quality production of the course materials. The MATD committee members consist of senior teachers with a diversified background. Their background and experience may be able to create a meaningful, supportive environment during the discussion. Therefore, it is timely to investigate if the discussion between the MATD committee members and the course developers reflects the attributes of the professional learning community (PLC) which can empower teachers' professional development.

The analysis of the data in this study indicates that the respondents feel that having a discussion with the MATD committee does not develop their professional learning in a collaborative way. There are generally three reasons to support this.

First, the MATD committee is perceived as a group with a sense of authority. This suggests that there is a notion of power play between the MATD committee members and the course developers. In this case, the discussion tends to be instructional which reduces the promotion of collaborative professional learning. However, there are respondents who perceived the discussion with the MATD committee as effective because during the discussion, they were able to engage actively in the knowledge sharing process. This is in line with Gore and Rosser (2020)'s findings that teaching pedagogy is better acquired when there is an opportunity of collaborating with diverse colleagues across grade/subject boundaries.

Essentially, teacher empowerment is an important aspect in developing an effective PLC practice where the practitioners feel empowered with their knowledge building process. Sugrue (2011) highlighted that teacher empowerment gained through

collaborative learning is important in the initiative of professional development. Though there are respondents who suggest that the MATD committee prepares a framework for developing the course materials, it should not be viewed as instructional. Instead, this can be a 'scaffolding' approach (Vygotsky, 1978) where the course developers receive guidance from the MATD committee members by expanding the existing knowledge with new knowledge. This approach that is situated within the sociocultural perspective is indeed an initiative to collaborative professional learning.

Building a collaborative professional development practice should focus on teachers' voices. There should be a meaningful dialogue between the course developers and the MATD committee members to allow teachers to actively engage in the process of developing the course materials. Furthermore, having the right attitude and mindset should be central in leading the discussion. Therefore, being emotional during the discussion may hinder teachers from participating actively in the discussion.

In addition, the respondents highlight the importance of contextualising the training sessions within the community of practice. This way, the respondents will feel connected with the knowledge gained during the training session; hence, they are able to improve their teaching practices that ultimately improves students' academic performance.

In conclusion, the findings of this study have shed a light on the way the Professional Learning Community is operationalised in CALC. It can be concluded that the teachers view top-down instructional approach does not promote professional growth in a collaborative manner as suggested in the PLC framework. Teachers feels motivated to be involved in the course materials development process if they are given the opportunity to engage in the discussion. Therefore, it is vital for course

developers, the material development committee and leaders in CALC to explore diverse strategies that can promote collaborative learning that builds teachers' professional development and learning. This is in line with what scholars advocate in which a sustainable knowledge building can be manifested through active engagement of teachers in collaborative professional development processes (Harris & Jones, 2017; OECD, 2020; Thoonen et al., 2011).

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Exploring Gender Stereotypes in Two Different English for Nursing Purposes (ENP) Course Books

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Abstract

The term "nurse" in English is not gender-specific but unfortunately most people have the tendency to assume that nurses are females. Consequently, a new term such as male nurse was created to specify the gender of this profession. The present study focuses on comparing two types ENP course books in terms of the male and female references used in both books. On the other hand, they study will also look at the gender roles behind the term "nurse" in both books. The two books are (1) Nursing Your English and (2) Oxford English for Careers: Nursing 1. Wordsmith 7.0, the software used in this study is able to provide elemental knowledge on the capability of the writers to maintain a balance and to avoid gender bias in the textbook.

Introduction

Looking back to the past history, there was not any particular gender specification on the occupation of nursing. However, when the world is going into the 20th century, the nursing profession is dominated by the females and in contrast; the males have started to show disinterest in this field. In Western nations, male nurses are about 10% (Azadi et al., 2017). The percentage is about 1 to 2% in China (Carnevale & Priode, 2018).

Nowadays, various studies have been carried out in search of discriminations or stereotypes towards gender in most of the main occupations and regrettably this occurs even in developed countries. According to Ross (2017), male nurses were detached from the nursing career, they are preferred in the field of psychiatry. The conception that female nurses being more feminine and male nurses being more masculine is deceptive, especially when there is no convincing confirmation that gender influences caring behaviour (Liu et al., 2019). Research that was done in the western countries concluded that male students face persistent obstacles, and this have changed slightly over time. According to Rabie et al. (2021), research reveals that unfavourable stereotypes impact male nurses' wellbeing, resulting in negative actions, and to the extent of quitting from the profession. Even though some development towards better gender diversity has been done, males in nursing continue to be less presented (Kub et al.,2017). Nevertheless, this discrimination starts way before they get into the job, which is from the time, they were in nursing colleges.

There are many reasons why male students could not cope in the nursing field and one of them is the influence of textbook towards them. Such job-related gender prejudice exists in course books caused career stereotypes for undergraduates (Rong et al.,2021) This shows that a textbook plays an important role for a student, and this should not be dealt easily. Therefore, this study will look into the aspects of gender bias in two types of course books used for the Intensive English for nurses in our country in hope of showing the society how it is implemented in ENP course

books. Gender bias occurs in the textbook, which "not only inhibit male and female students' connections with individuals of the other gender but could also limit the conceptualization of their current and future personalities (Goyal & Rose, 2020)

Objectives of the Study

This study serves the purposes as follow:

1. To determine and compare the male and female references to identify the stereotypes in both ENP course books.
2. The present study also determines the gender role representing the word 'nurse'.

In order to accomplish these objectives, WordSmith 7.0 software is used to determine the frequency of male and female references. Also, the gender role representing the word 'nurse' is analysed using the 'Concord' feature from the same software.

Research Questions

The questions this study proposes to answer are as follows:

1. What are the frequencies of the male references used in course book 1?
2. What are the frequencies of the female references used in course book 1?
3. What are the frequencies of the male references used in course book 2?
4. What are the frequencies of the female references used in course book 2?
5. What are the frequencies of male gender associated with the word 'nurse' in course book 1?
6. What are the frequencies of female gender associated with the word 'nurse' in course book 1?
7. What are the frequencies of male gender associated with the word 'nurse' in course book 2?
8. What are the frequencies of female gender associated with the word 'nurse' in course book 2?

Methodology

This course books were photocopied, scanned and converted into computer text files before they were analysed using WordSmith 7.0 Tools. The wordlist and concordance programmes analysed each course books separately.

Course book 1 was printed locally. This book consists of 377 pages. The book has 12 units, which are; Unit 1: nouns and adjectives, Unit 2: verbs and adverbs, Unit 3: pronouns and prepositions, Unit 4: conjunction and interjections/exclamations, Unit 5: the simple present tense, Unit 6: the simple past tense, Unit 7: The continuous tense (the present continuous tense & the past continuous tense), Unit 8: The simple future tense, Unit 9: perfect tense (the present perfect tense & the past perfect tense), Unit 10: Modals & Gerunds and Infinitives, Unit 11: Comparisons: Adjectives and adverbs (comparatives, superlatives, articles), Unit 13: Question forms (Yes / No questions, WH-Questions, Tag-questions).

Course book 2 was published in the United Kingdom. This book has 135 pages and has 15 units, which are; Unit 1: the hospital team, Unit 2: in and around the hospital, Unit 3: hospital admissions, Unit 4: accidents and emergencies, Unit 5: pain, Unit 6: symptoms, Unit 7: caring for the elderly, Unit 8: nutrition and obesity, Unit 9: blood, Unit 10: death and dying, Unit 11: hygiene, Unit 12: mental health nursing, Unit 13: monitoring the patients, Unit 14: medication, Unit 15: alternative treatments.

Significance of the Study

As the world is leading to a more advanced lifestyle, it is undeniable that computer technologies have facilitated humans with many ways. Due to that, a more holistic and retrospective evaluation could be carried out with the application of computer technologies. Using this method, this study will help educators to choose the best material for their students and also to enlighten educators to

maintain and have a balance of gender reference in order to avoid stereotype.

Results and Discussion

Comparison of male and female references in course book 1

Table 1. Course book 1- *Nursing Your English*.

MALE		FEMALE	
REFERENCES	**FREQUENCY**	**REFERENCES**	**FREQUENCY**
BOY	15	GIRL	13
HE	168	SHE	315
HIM	48	HER	279
HIS	154	HERS	4
HIMSELF	4	HERSELF	6
MALE	6	FEMALE	11
MAN	46	WOMAN	53
TOTAL	**441**	**TOTAL**	**681**

Table 1 refers to the male and female references in course book 1. From this table, it is clear that the females are more dominant than males based on the references used for respective gender. Below are the examples of 2 of the highest frequency female references which are associated with the word 'nurse' extracted from course book 1:

Example:
i) "Staff *Nurse* Betty is the opposite. **She** is careless and lazy."
ii) "*Nurse* Suzaini has already finished **her** night shift."

In this book also, it is discovered that there is only one example of male reference which is associated with the word 'nurse' and surprisingly the reference is gender bias.
Example:

i) "The **male** *nurse i*s observing the patient's …"

Comparison of male and female references in course book 2

Table 2. Course book 2- *Oxford English for Careers Nursing 1*.

MALE		FEMALE	
REFERENCES	FREQUENCY	REFERENCES	FREQUENCY
BOY	13	GIRL	13
HE	209	SHE	171
HIM	40	HER	86
HIS	98	HERS	0
HIMSELF	8	HERSELF	5
MALE	4	FEMALE	3
MAN	16	WOMAN	11
TOTAL	388	TOTAL	289

Table 2 refers to the male and female references in course book 2. This table indicates that there are more male than female references in course book 2.
Example of:

i) "I spoke to a *nurse* on the taxi radio and **she** gave me instructions …"

There is no example in the course book 2 that associates the word 'nurse' with male references.

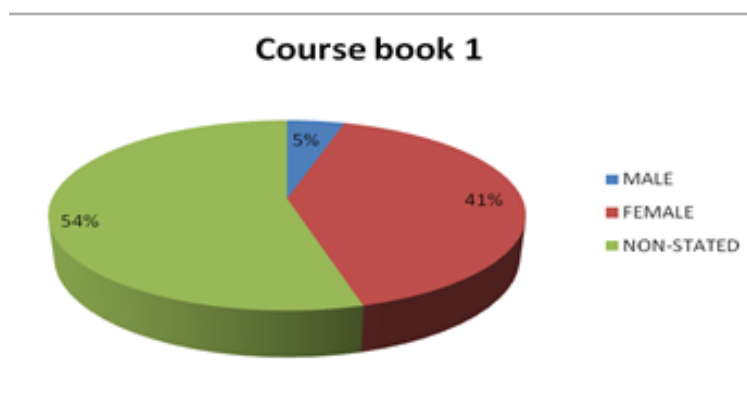Comparison of gender representation for the word 'nurse' in Course book 1

Chart 1. Nursing Your English.

Referring to Chart 1, the nurse character in course book 1 is mainly not represented by any gender which makes 54% from the total hits of 173. On the other hand, 41% of the nurse character in course book 1 is represented by female and only 5% is represented by male. Without considering the neutral character of nurse, it is obvious that female dominates the nurse character in course book 1.

Below are the examples of phrases extracted from course book 1 which mostly represented nurse characters as females. The phrases are obtained from the concordance feature of WordSmith 7.0.

Image 1. Concordance result for Course book 1.

Examples:

i)   "Staff *Nurse* **Noreena** monitor…"
ii)   "Staff *Nurse* **Rahmah** document the nursing…"
iii)   "Staff *Nurse* **Rani** is going to apply the…"
iv)   "Staff *Nurse* **Mastura** will…"
v)   Staff *Nurse* **Adibah** who has been working…"

Comparison of gender representation for the word 'nurse' in Course book 2
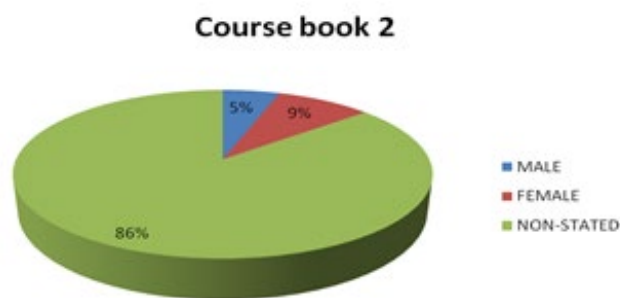
Course book 2

Chart 2. Oxford English for Careers.

Based on Chart 2, the writer of course book 2 managed to neutralize the nurse character up to 86%. Conversely, 9% of the nurse characters are represented by female and only 5% represented by male. Again, without taking into consideration the neutral characters, the difference between the number of male and female nurses in course book 2 is not significant. The writer managed to avoid gender bias in representing the nurse character in course book 2. Below are the examples of phrases extracted from course book 2:

Examples:
i)   "You remember the questions that the *nurse* asked…"
ii)   "The *nurse* applies the pads…"
iii) "Listen to the *nurse* gets personal details…"
iv)   "This *nurse* will make…"
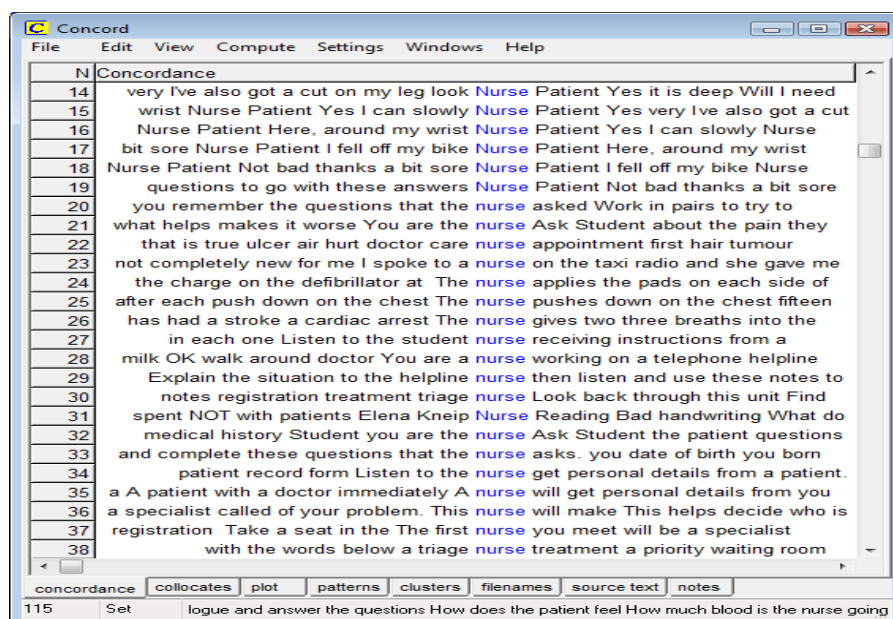v)   The first *nurse* you meet will be a specialist…"

Image 2. Concordance result for Course book 1.

Conclusion and Implications

From the findings, the comparison of male and female references used in both books is vice versa. In course book 1, the number of female references outcome the male references with a significant difference. However, in Book 2, the number of male references used is higher than the female references, but they are not significant.

On the other hand, the 'nurse' characters develop by the writers are mostly neutral in both course books. Nevertheless, without considering the neutral characters, the number of nurse character represented by the females dominate the males in Book 1 with a large difference. Conversely, the difference between the female and male representing the character nurse is small and insignificant.

Though the nursing profession is ruled by the females, we must understand that there are more males who are into the profession nowadays. The idea of stereotypes and gender-based profession affects the profession and suppresses the fulfillment in carrying out the duties (Sasa, 2019). In fact, there is a high demand on nurses who are males. So, it is important for a nursing course programme to avoid gender stereotypes as it can demotivate the male student nurses in their process of becoming nurses. Thus, a course book also plays a vital role in a programme as it is the ultimate resource for a student at any tertiary level education besides the teacher. Lastly, writers of course books should avoid gender stereotypes in their books to ensure the students don't get discouraged or offended with the content of the books. Measures should be taken to promote the nursing profession to males to solve the inequality issues (Arif & Khokhar, 2017).

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