Advance

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4 QUALITY EDUCATION

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 publishes articles in English as well as in Malay and Global languages, 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

Assalamualaikum Warahmatullahi Wabarakatuh, and Greetings!

It is with great honour that I extend my warmest congratulations and heartfelt appreciation to all of you for your unwavering support and engagement with our e-research magazine, Advance.

As Advance embarks on its fourth issue, it has become a beacon of knowledge and a testament to the collective efforts of language practitioners from Malaysian higher education institutions. The dedication of these language practitioners in showcasing their research in language teaching and learning, along with their experiences, continues to be the driving force behind the success of this magazine.

As you read through the pages of this issue, I am confident that you will not only find inspiration but also discover practical activities and ideas that can enhance language teaching and learning. It is through our collective efforts that we continue to build a sustainable future for language education.

I would also like to acknowledge the magazine's editorial team for working tirelessly to ensure that each issue mirrors excellence and innovation. Their commitment to upholding the highest editorial standards is indeed commendable.

To all our readers, may you derive both enjoyment and value from this issue, and I sincerely hope that Advance will leave a lasting impact on each of you who reads it.

With warm regards,

Husnita Habsah Yon (PhD)
Director
Centre for the Advancement of Language Competence (CALC)
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From Advance Editorial Team

Greetings!

Welcome to the fourth issue of Advance.

In this issue, readers will find a collection of 15 articles related to language education. From the exploration of cutting-edge technologies such as ChatGPT, Google Jamboard, and audio e-books, to discussions on pedagogical approaches like active learning and the use of captioned videos, this issue is designed to captivate and inform.

Furthermore, this issue covers topics on English literature, reading programme, and the potential of video résumés for employment. For the first time, this issue includes an article written in the Chinese language. Additionally, the integration of Sustainable Development Goals (SDGs) within English language Teaching (ELT) is addressed.

These articles were written by 30 language teachers from five Malaysian universities. These are Universiti Malaysia Pahang Al-Sultan Abdullah, Universiti Malaysia Terengganu, Universiti Pendidikan Sultan Idris, Universiti Kuala Lumpur, and Universiti Putra Malaysia.

We express our gratitude to the Centre for the Advancement of Language Competence (CALC) for its steadfast support and extend our heartfelt appreciation to all contributors of this issue. To our readers, we hope you enjoy reading this issue and look forward to bringing you many more issues in the future.

Happy reading!

Tan Wee Chun (PhD)
Chief Editor of Advance

ChatGPT: Should ChatGPT be Embraced or Rejected by Academia?

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Introduction

Since its public release at the end of 2022, ChatGPT – the artificial intelligence chatbot developed by Open AI has experienced rapid growth and widespread use. However, its role in education, remains a topic of contention amongst educators globally. Some educators believe that education should follow the times and since ChatGPT is the latest trend in education, students should be given ample opportunity to elevate their learning experience. However, others in academia are sceptical about this new trend as it is rife with potential risks and challenges. Hence, what is the truth? As educators, we should explore all aspects of ChatGPT in the educational sphere specifically the pros and cons before embracing or rejecting Chat GPT entirely.

Advantages

Just like any other technological tool, ChatGPT was created for the main purpose of improving human lives across the board. This means that it has the potential to make positive impacts in the field of education and change students' lives for the better.

Firstly, ChatGPT is beneficial as it can provide quick access to information; so, it can assist students with their queries promptly as they no longer have to spend excessive amount of time reading many irrelevant articles just to grasp the ideas or concepts that they are looking for. This is because ChatGPT has moved away from current indexing, retrieval and sorting models which have many weaknesses. Instead, it has adopted a keen understanding of the meaning of keywords and the purpose of queries made by users and offers feedback that is well-arranged, almost human-like and is continuously evolving as a result of past feedback (Deng & Lin, 2023).

Secondly, ChatGPT is available 24 hours a day and 7 days a week. Thus, students are able to access learning materials outside of the classroom, and this will further enhance their education. For instance, students do not have to wait for their friends, teachers, parents, etc, to gain knowledge, to get feedback or to help them brainstorm ideas, especially when they are working on homework and assignments.

Thirdly, ChatGPT offers individual learning experiences where students are given learning materials, suggestions that are specifically designed based on their individual needs and learning style such as auditory learning style. This could prove useful for students as teachers are often unable to accommodate their preferred learning style in the classroom. Hence, students who are keen to improve themselves can rely on ChatGPT and be independent learners, and they can excel rapidly beyond the classroom.

Next, ChatGPT can help teachers diminish the gap created by the unequal distribution of educational resources between urban and rural areas or developed and undeveloped countries (Holmqvist, 2019). Thus, ChatGPT can help these underprivileged teachers with the needed educational resources which can be used to manage students, assess students, meet students' learning needs, improve students' efficiency and grades and improve teaching quality significantly, ensuring that the students in rural areas are at par with the students in urban and developed areas. Consequently, this will lift the social development of rural areas as there will be more literate and educated students.

Finally, ChatGPT can help to enhance student engagement via virtual educational environments and virtual teachers (Yu, 2023). Teachers who want

their introverted, shy, or weak students to improve in areas such as discussions, debates, or problem-solving scenarios, can resort to ChatGPT as it is a valuable tool that can stimulate active participation amongst students. As a result, these students will shed their fears and get used to mingling with other people and will become more confident and successful in the future.

Disadvantages

Despite its numerous benefits, the emergence of ChatGPT has raised concerns among academia. Deemed artificial intelligence at its prime, Chat GPT may shape the future standard of education, globally.

A major concern in academia is the role of ChatGPT in influencing academic integrity. Although some may defend that this AI serves to assist students and academics in gaining more substantial and accurate information or ideas, others may question the authenticity of the idea. In other words, the wide use of ChatGPT blurs the line between authenticity and integrity which negatively impacts educators.

According to Yu (2023), based on a survey, close to 90% of tertiary level American students employ ChatGPT to complete their assignments. Moreover, almost 50% of the students employ ChatGPT during examinations and close to

25% of the students employ it to generate paper outlines. These students were able to complete their assignments with high scores; however, it was challenging for teachers to determine whether the assignments were original or produced by AI. This could also lead to students completing their assignments with a limited understanding of the task or the context of the task.

Additionally, several educators are resistant towards the use of ChatGPT as it promotes academic dishonesty and ethical issues among students. Assignments that were produced or generated by ChatGPT are often gone undetected by similarity detection software. ChatGPT skilfully rephrases responses that are regenerated in a way that is not detected by similarity detection software (Alafnan et al., 2023). With sources and assignments not properly cited or flagged for plagiarism, students will be able to pass this work as their own without any ethical considerations. Unfortunately, this leaves room for many sources being used without proper citations where the ISBN and DOIs are bypassed.

Other than that, incorporating AI as a part of a syllabus or academia could also affect students' interpersonal skills and behaviour. A heavy reliance on AI can lead to students being overly dependent on technology, which affects their creativity, intelligence and thinking capabilities. Yu (2023) believes that the application of

ChatGPT in education may lead to problems such as lack of communication, limited understanding ability, inaccurate training data, lack of innovation, insufficient understanding of context, and privacy leakage. With more students depending on ChatGPT, we may be facing a future generation of non-thinkers or robots.

Conclusion

The discussion brings us to the question of whether ChatGPT should be embraced or opposed by educators. Based on the advantages and disadvantages of ChatGPT mentioned above, it can be deduced that Chat GPT has an array of impacts in the world of academia.

In the writers' opinion, with clear objectives and thorough planning, ChatGPT can be incorporated in the curriculum for teaching and learning purposes without affecting academic integrity. Hence, it is imperative that the following steps are considered prior to incorporating ChatGPT for teaching.

Firstly, all members of the academia should be comprehensively trained on the AI software. In order for ChatGPT to be incorporated in lessons, educators should be well versed of ChatGPT with multiple training and trial runs provided by their respective educational institutions.

Secondly, educators must have a clear objective for incorporating ChatGPT in the curriculum. Programmes and curriculum incorporating ChatGPT should serve as a student companion tool, not replace students' roles in learning, causing an over reliance. In order to ensure this objective is met, the programmes should be developed by teachers themselves who will be able set a clear objective, instruction and the expected outcome for students.

Thirdly, all software to detect similarities or plagiarism should be updated with ChatGPT or AI detection technology. This will help uphold academic integrity and serve as a deterrent to students.

Finally, in the era of teachers being piled on with immeasurable workload, Chat GPT can be used to reduce some of this teaching workload. For example, ChatGPT can further assist educators in writing and updating a more needs based learning objective and retaining students' engagement. ChatGPT can also help educators provide personalised feedback to students, identifying areas for improvement and providing suggestions for how to improve their work (Tajik & Tajik, 2023). These will reduce the response time needed in getting back to students and will significantly reduce the teaching workload. With ChatGPT slowly shifting the dynamics of education, educators find themselves

competing against artificial intelligence. In our opinion, it is crucial to neither completely embrace nor oppose ChatGPT. Instead, educators could slowly learn and integrate ChatGPT to be used whilst still upholding the core principles of teaching and learning.

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Exploring Students' Engagement through Active Learning in the English as a Second Language (ESL) Classroom

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Introduction

Getting students to pay attention during a learning session is never easy. Most of the time, the instructor would be the only one doing the talking part without receiving any responses. Only a few students, occasionally fewer than five, would reply. Everyone's voice was only audible to the instructor once the class was over, and they walked out to the door and said, "Thank you, madam". Students' participation and engagement in class were not up to expectations.

One of the reasons behind the low engagement and participation may be the traditional learning methods that rely on memorisation, lecture, and textbook readings, where students are primarily passive recipients of information. This method is stereotypical, boring, and lacks active students, making knowledge transfer difficult (Ezeh et al., 2021). Because of these reasons, teachers must find a new strategy to increase student engagement.

Active learning is one of many strategies the instructor can implement in the lesson activities. Based on the zone of proximal development (ZPD) theory, the best way to learn is by facing tasks that are slightly more challenging than the learner's current ability level but can still be accomplished with some guidance (Vygotsky, 1978). Active learning encourages instructors to scaffold their teaching to meet learners in their ZPD, providing support and opportunities for growth.

Engaging students in learning is crucial for effective language acquisition and development. One innovative approach to foster student engagement is through active learning strategies. In this context, active learning refers to an approach where learners engage in class activities that require them to actively participate in the learning process rather than passively receive information. According to Johnson and Smith (2020), active learning techniques have been demonstrated to increase student

engagement and knowledge retention. Active learning strategies encourage students to actively participate and collaborate with peers and promote a deeper understanding of English lessons. One such strategy used in this ESL classroom, which is an information transfer activity, namely, a mind-map, offers a dynamic and interactive approach to enhance student engagement and comprehension of specific lessons.

In light of these considerations and in order to understand further whether this method is suitable for students, researchers should consider students' perspectives to determine the effectiveness of the method. Therefore, this study explores how ESL students perceive an active learning approach to support the learning process and the strategies used to carry out active learning activities in the classroom. The research questions formulated in the current study are as follows:

1) What are the students' perspectives on the active learning approach used in their language learning process?
2) What are the students' strategies for the active learning activities conducted in the ESL classroom?

Methodology

This study employs an action research methodology as it allows the instructor to take the role of the researcher to investigate how to improve teaching. The samples of this study were 68 diploma and degree students who enrolled in two English language courses during Semester 2, 2022/2023, at one of the technical universities in Malaysia. These students were taught by the same instructor, the principal researcher of this study. The study was conducted from Week 2 until Week 9 of the semester. Throughout that period, the students were instructed to interact and work collaboratively with their team members during classroom activities to complete the task assigned. The detailed implementation of the said activity is illustrated in Figure 1.

This study employed classroom observation and survey as the means of data collection. The survey was conducted towards the end of the study to elicit students' feedback on the benefits of having several information transfer activities using mind maps in the classroom. The survey was conducted online via Google Form, consisting of two sections. The first section was respondents' demographic information, and the second section comprised five Likert-type items on a five-point scale ranging from 1 (Strongly disagree) to 5 (Strongly agree) to assess the respondents' perceived benefits of having the active learning activity in English class.
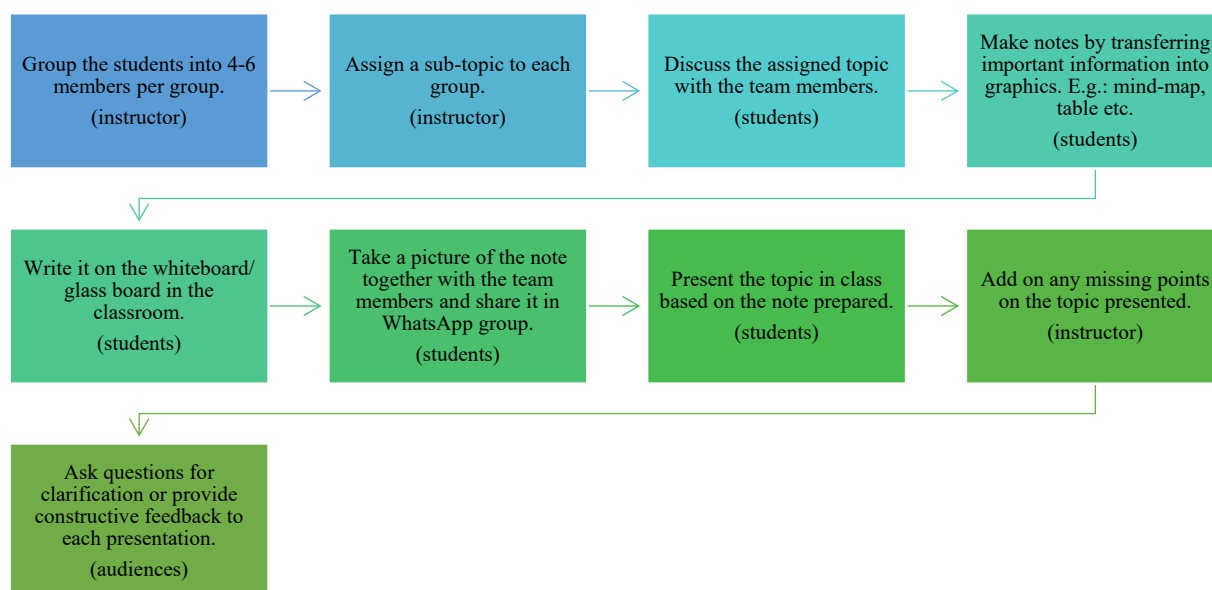
Figure 1. ESL Class Activity Implementation.

Findings and Discussion

An analysis was performed for each item to determine students' perception of active learning conducted in ESL classrooms. The result showed that many respondents (97%) reported a positive perception of active learning in ESL classrooms, meaning that they believe this teaching method is effective and engaging. Only a tiny percentage of respondents (1.5%) said they did not prefer this method, while another 1.5% were unsure about it. Hartikainen et al. (2019) found that five previous research projects on active learning from the viewpoint of student learning outcomes have been primarily positive. Thus, this has supported the role of active learning as a superior approach compared to content-centred approaches such as lecturing.

Table 1 indicates that students reported positive perceptions of active learning in ESL classrooms. The results suggested that students displayed a high level of preference for using an active learning approach during the lessons. Among the items used to look for students' perceptions of active learning, Item 5, which states, "Working with peers helps me to develop my social skills, i.e., helps me communicate better and have better relationships with my classmates." ranked the highest mean score of M = 4.24 with SD = 0.971.

Item	Mean (M)	Std. Deviation (SD)	Practice Level
1. I learn best when my lessons involve active learning.	3.93	1.063	Medium High
2. Active learning helps me to remember the knowledge better.	4.07	.990	High
3. I enjoy lessons more if they involve active learning.	4.03	1.029	High
4. I learn better when I work with my peers.	3.93	1.049	Medium High
5. Working with peers helps me to develop my social skills, i.e., helps me communicate better and have better relationships with my classmates.	4.24	.971	High

Table 1. Students' Perceptions of Active Learning

Meanwhile, Item 1, which states, "I learn best when my lessons involve active learning." and Item 4 ", I learn better when I work with my peers." received a medium-high score with M = 3.93, SD = 1.063, M = 3.93, SD = 1.049 respectively. Azley and Shah (2016) state that active learning pedagogy must be used in teaching and learning since it fosters positive attitudes and optimistic views towards learning. Thus, this survey signaled that active learning can be a valuable approach to enhance students' engagement and participation in ESL classrooms.

In the meantime, when employing an active learning approach for class activities, the instructor identified a few circumstances related to the students' strategies in the ESL classroom. When they were first given a task, the students divided it among themselves and completed it under the instructor's guidance within the allotted class time. Nguyen et al. (2021) illustrated that once activities in class have started, engagement is ensured through a facilitation strategy, including working one-on-one with students. This shows that the students could manage their time effectively and work collaboratively with peers to achieve the task.

Additionally, based on the module they referred to in class, students could make graphical notes using mind maps. This indicates that the active learning approach helped them not only understand the content better but also present it in a visually appealing manner.

Correspondingly, Chai and Kong (2017) implied that educators should create a learning environment that supports students in creating their own understanding, which could broaden learners' creativity. Besides, students could cooperate well with each other to transfer those infographics to the whiteboard or glass boards provided in the class. This reveals that the students could communicate effectively and share their ideas.

While conducting the activity, some proactive students asked the instructor for further information and clarification to prepare for their presentation. This shows that the students were motivated to learn more and were actively engaged in the learning process. During the presentation, the instructor found that some students used additional information not stated in the module to describe and explain further their points. They might be using their prior knowledge or doing a quick search for specific information to make sure audiences understand better from their presentation. This suggests that students could apply their critical thinking skills and use external sources to support their explanations. Hartikainen et al. (2019) figured out that a few studies saw students' construction of knowledge as a crucial part of active learning, and that interactive work with others was connected to active learning through collaboration and engagement.

Furthermore, each team member participated in the presentation in order to allow everyone to contribute to the team. This exhibits that the students could participate equally and were allowed to showcase their skills. Initially, the students felt scared and overwhelmed when participating in the class activity. However, after practising it in several lessons, they became more comfortable and enjoyed the sessions with their classmates. This demonstrates that the active learning approach helped the students overcome their fears and become more confident in their abilities.

Conclusion

This study seeks to contribute to the field of ESL education by exploring the advantages of active learning approaches to increase student involvement in the ESL classroom, such as collaborative learning through group discussion, creativity in note-making, and constructive learning through peer teaching and feedback. Likewise, in a collaborative setting, support and encouragement from peers and instructors aid ESL learners in gaining confidence because such an environment makes learners feel less hesitant to engage, owing to active learning features (Arumugam et al., 2013). Students could work together in groups to discuss and share their ideas, which helps enhance their understanding of the subject matter and promotes creativity in note-making. Besides, the learning process, such as

peer teaching and peer feedback, could help reinforce students' understanding of the subject matter and promote constructive learning.

Implementing student-centred learning approaches in ESL classes can encourage students to participate actively during lessons. This learning approach, which focuses on the student and their learning needs, encourages them to actively participate in the learning process and take responsibility for their own learning. ESL instructors can benefit from the findings of this study, as it provides valuable insights to improve their teaching methods and enhance their students' learning experience. It is important to note that individual perceptions and experiences may differ, and the effectiveness of active learning can be influenced by various factors, including the instructor's teaching style, the specific context of the learning environment, and the student's prior knowledge and preferences.

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Penggunaan E-book beraudio bagi Meningkatkan Kemahiran Membaca dalam Kalangan Pelajar Bahasa Perancis UPSI

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Pengenalan

Kemahiran membaca adalah aspek penting dalam mempelajari bahasa asing seperti bahasa Perancis. Namun, pelajar bahasa Perancis khususnya pelajar di UPSI menghadapi cabaran ketika membaca dalam bahasa tersebut, termasuk kesulitan memahami teks, pengucapan yang tidak tepat, dan pembacaan yang lambat. Penyelidikan ini bertujuan untuk menyelidik dan menganalisis permasalahan yang dihadapi pelajar dalam membaca bahasa Perancis dan bagaimana penggunaan ebook beraudio dapat membantu mengatasi cabaran-cabaran ini. E-book beraudio dianggap sebagai strategi inovatif yang berpotensi untuk meningkatkan kemahiran membaca dan memberikan dorongan kepada pelajar dalam memahami teks bahasa Perancis dengan lebih baik. Sehubungan itu hasil kajian ini akan memberikan pemahaman yang mendalam tentang bagaimana e-book beraudio dapat menjadi medium yang efektif untuk meningkatkan kemahiran membaca dan mengatasi masalah yang dihadapi oleh pelajar UPSI ketika membaca dalam bahasa Perancis.

Membaca bermaksud memindahkan tulisan kepada suara bahkan menangkap makna dan memahami apa yang dibaca. Seseorang pelajar yang boleh memindahkan tulisan kepada suara, walau bagaimana lancar sekalipun, jika tidak memahami perkara yang disuarakan maka pelajar itu tidak dikira sebagai pandai membaca. Oleh itu, dapat dinyatakan di sini bahawa membaca ialah menyuarakan tulisan, mengambil isi dan fikiran yang tertulis dan memahamkan kandungannya. Membaca merupakan satu proses yang berkait rapat dengan bahasa dan sebagai pembaca memerlukan kemahiran membaca yang betul akan dapat meningkatkan pemahaman dengan lebih berkesan (Baharom Mohamad et al., 2012).

Bukan itu sahaja, membaca juga merupakan proses kemahiran yang aktif bagi mengintepretasikan makna dan mendapatkan pengetahuan daripada bahasa tulisan dan visual. Tiga konsep asas membaca yang pernah digunakan

ialah membunyikan perkataan demi perkataan, pengenalpastian perkataan demi perkataan dan memperoleh maknanya dan memberikan makna kepada teks yang dibaca serta memahami teks tersebut. Membaca juga dikatakan sebagai keupayaan seseorang mengecam bentuk visual dan menghubungkan antara bentuk dengan bunyi dan melalui pengalaman serta berupaya mentafsirkan maksudnya. Pemahaman bacaan bergantung pada gabungan dari segi pengetahuan bahasa, gaya kognitif, dan pengalaman membaca (Awatif Abdul Rahman et al., 2014). Bukan itu sahaja, menurut Carrilho et al. (2018), membaca merupakan proses mengubah teks bercetak kepada pertuturan (tingkah laku ini biasanya berlaku semasa pelajar membaca teks bercetak) atau teks bercetak kepada pernyataan yang bermakna.

Dalam proses pembelajaran bahasa kedua, ketiga dan seterusnya, membaca juga sebahagian daripada komunikasi selain kemahiran mendengar, bertutur, dan menulis. Menurut Mohd Hazli et al. (2019), kemahiran membaca merupakan antara kemahiran bahasa yang utama dalam aktiviti pengajaran dan pembelajaran (PdP) bahasa yang digambarkan sebagai proses yang kompleks berlaku dalam minda pembaca yang berkait rapat dengan kefahaman. Justeru, dalam mempelajari bahasa asing, membaca merupakan proses yang agak sukar bagi pelajar kerana pelajar perlu faham penyebutan sesetengah kosa kata. Sehubungan itu bagi mencapai tujuan pembelajaran teknik dan bahan bacaan penting supaya pelajar dapat berlatih membaca dengan penyebutan serta intonasi yang betul. Selain itu, dalam pembelajaran bahasa asing, membaca bahasa kedua merupakan proses yang kompleks dan memerlukan komunikasi aktif antara pembaca dan teks (Izan Mohd Yusoff & Nik Mohd Rahimi Nik Yusofff, 2020). Ditambah pula dengan pernyataan oleh Nooraihan Ali et al. (2020) bahawa strategi kemahiran membaca merupakan salah satu cabang ilmu Strategi Pembelajaran Bahasa (SPB). Bukan itu sahaja, kemahiran membaca juga dikatakan mempunyai hubungan yang erat antara bahan bacaan, proses membaca dan berfikir.

Pengenalan kepada E-book Beraudio

Sejajar dengan perkembangan teknologi dalam alaf baharu ini sedikit sebanyak telah mengubah landskap media secara drastik. Secara tidak langsung bahan bacaan bagi pendidikan boleh dihasilkan dengan menggabungkan teks dengan grafik, animasi, video, imej dan audio. Sehubungan itu, medium ini mempengaruhi pemilihan pembaca. Bukan itu sahaja, dalam menguasai kemahiran membaca, bahan bacaan yang dipilih juga haruslah bersesuaian dan dapat membantu meningkatkan kemahiran tersebut. Sehubungan itu e-book beraudio bertajuk *Moi C'est Loulou* (MCL) dan *Moi C'est Rosetta* (MCR) dijadikan bahan

pembelajaran tambahan bagi digunakan oleh pelajar bahasa Perancis. MCL dan MCR digunakan sebagai bahan bacaan bagi memantapkan kemahiran membaca dalam kalangan pelajar bahasa Perancis. Melalui e-book ini pelajar boleh mendengar dan meniru bacaan yang terdapat di dalam audio e-book tersebut. Selain itu, pelajar boleh merujuk terjemahan yang disertakan bagi memahami teks yang dibaca.

Gambar 1. Muka depan Ebook MCR (1) dan MCL(2).

Gambar 2. Contoh isi kandungan MCL dan MCR

Penggunaan Multimedia Interaktif Membantu Peningkatan Kemahiran Membaca

Membaca merupakan salah satu sumber kepada pengetahuan dan asas pembentukan diri ke arah memperoleh ilmu pengetahuan. Tujuan membaca ialah memahami teks yang dibaca dan kandungan teks memberi makna kepada pembaca (Yahya Othman, 2005). Menurut Siti Fatimah Datu Ali Nafiah (2021), Pemahaman dalam proses pembacaan memerlukan strategi bagi menetapkan tujuan dan meningkatkan fokus pembacaan khususnya dalam perkembangan pembelajaran kendiri. Sehubungan itu, penulis memilih kaedah ini adalah kerana pelajar biasanya amat sukar menyebut beberapa kosa kata dalam bahasa Perancis. Oleh itu, rasional menggunakan ebook beraudio ialah:

- Meningkatkan kefahaman dan penguasaan pelajar terhadap bacaan dalam bahasa Perancis
- Meningkatkan motivasi pelajar untuk membaca kerana dalam e-book ini juga terdapat audio
- Menggalakkan pembelajaran kendiri dalam kalangan pelajar
- Bahan yang mudah diakses

Pelajar bahasa Perancis di UPSI yang menggunakan e-book beraudio ini pada awalnya sudah mengenali beberapa kosa kata dalam bahasa Perancis, namun agak sukar bagi mereka sekiranya kosa kata tersebut berada dalam satu teks. Seiring dengan apa yang pernah diujarkan oleh Mohd Hazli Yah et al. (2019), keupayaan individu semasa membaca sama ada dari aspek pengetahuan sedia ada, pemerolehan bahasa, kecekapan penggunaan kosa kata, pengetahuan komponen struktur ayat serta penggunaan strategi menjadi antara faktor yang mempengaruhi tahap penguasaan kefahaman bacaan.

Penulis telah mendapatkan respon daripada 17 orang pelajar sebagai responden yang telah menggunakan e-book beraudio sebagai bahan bacaan tambahan. E-book ini membantu mereka meningkatkan kemahiran membaca mereka. Penulis juga telah mengedarkan soal selidik bagi mendapatkan maklum balas pelajar terhadap latihan bacaan mereka menggunakan e-book beraudio. Penulis mendapati bahawa penggunaan e-book beraudio ini dapat meningkatkan

kemahiran membaca pelajar serta mendapat penerimaan yang positif dalam kalangan pelajar yang dipilih. Hal ini ditunjukkan melalui dapatan iaitu majoriti responden iaitu (88.2%) menyatakan bahawa penggunaan e-book beraudio ini sesuai dijadikan sebagai bahan bacaan dalam pembelajaran bahasa Perancis. Selain itu dari segi kelebihan ebook ini pula,responden mengakui terdapat pelbagai kelebihan penggunaan e-book ini termasuk kemudahan aksesibiliti (82.4%), peningkatan pemahaman teks (76.5%), peningkatan kosa kata (64.7%), dan peningkatan minat membaca (70.6%).

Dapatan ini menunjukkan bahawa e-book ini memberikan manfaat penting dalam membantu kemajuan membaca bahasa Perancis. Responden juga dapat memberikan kerjasama menghantar bacaan awal dan bacaan selepas mereka mendengar semula audio seterusnya memperbaiki penyebutan mereka. Penulis mendapatkan maklumbalas dari segi persepsi terhadap keberkesanan penggunaan e-book beraudio dalam meningkatkan kemahiran bacaan mereka. Majoriti responden bersetuju (76.5%) bahawa penggunaan e-book beraudio merupakan idea yang baik. Tuntasnya, melihat kepada penerimaan yang positif dalam kalangan pelajar terhadap ebook beraudio MCL dan MCR ini, penulis berpendapat bahawa penggunaan e-book ini merupakan alternatif yang terbaik bagi mengatasi masalah membaca dalam kalangan pelajar bahasa Perancis. Kebanyakan responden (88.2%) bersetuju

atau sangat bersetuju bahawa penggunaan e-book sesuai untuk meningkatkan kemahiran membaca dalam konteks pembelajaran bahasa Perancis. Ini menunjukkan keyakinan pelajar terhadap relevansi e-book beraudio ini dalam konteks pembelajaran bahasa.

Kesimpulan

Kajian ini menggariskan bahawa penggunaan e-book beraudio sebagai panduan membaca bahasa Perancis mendapat sambutan baik dari pelajar bahasa Perancis di UPSI. Terutamanya, aplikasi e-book beraudio MCL dan MCR terbukti efektif dalam membantu pemahaman teks, meningkatkan perbendaharaan kata, dan memacu minat membaca dalam kalangan pelajar. Respon positif ini memperjelas potensi besar e-book beraudio sebagai alat yang amat berharga dalam membimbing pelajar UPSI mencapai tahap kecekapan membaca yang diinginkan dalam bahasa Perancis.

Oleh itu, bukti ini mengukuhkan bahawa e-book beraudio merupakan inovasi yang praktikal dan bermakna untuk meningkatkan kemahiran membaca bahasa Perancis dalam kalangan pelajar khususnya pelajar UPSI, dan seterusnya, dapat diintegrasikan dalam konteks pembelajaran bahasa yang lebih meluas.

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EL RESALA.ARABIC: Pemanfaatan Teknologi dalam Inovasi Pengajaran dan Pembelajaran *Arabic for Beginners* di Universiti Malaysia Pahang Al-Sultan Abdullah

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Pengenalan

Pengajaran Bahasa Arab telah bermula di Malaysia sejak dari kedatangan islam. Tujuannya adalah untuk memahami pengajaran islam dan melaksanakan ibadah. Pengajaran bahasa Arab mendapat sambutan daripada masyarakat islam khususnya dalam mempelajari al-Quran. Bahasa Arab juga merupakan salah satu bahasa yang digunakan sebagai alat komunikasi baik di negara-negara Arab mahupun di peringkat antarabangsa dan diiktiraf sebagai bahasa dunia atau istilah lain bahasa global. Di Universiti Malaysia Pahang Al-Sultan Abdullah (UMPSA) bahasa Arab merupakan bahasa yang sering mendapat sambutan dalam kalangan pelajar. Umum mengetahui bahawa bahasa Arab merupakan bahasa yang agak sukar untuk dipelajari dan dikuasai dalam waktu yang singkat, sebagaimana yang diperuntukan pertemuan di dalam pengajaran dan pembelajaran (P&P), hanya dua jam pertemuan setiap minggu bagi kursus bahasa Arab. Hal ini menyebabkan pelajar sukar untuk mengingati kosakata bahasa Arab yang dipelajari di dalam kelas. Terdapat dua peringkat kursus bahasa Arab yang ditawarkan di Jabatan Bahasa Asing, Pusat Bahasa Moden. Pelajar wajib mengikuti kedua-dua peringkat ini. Peringkat pertama ialah kursus Arabic *for Beginners*. Jika pelajar telah lulus peringkat pertama maka mereka layak untuk mendaftar kursus bahasa Arab seterusnya iaitu peringkat kedua *Arabic for Intermediate*.

Pernyataan Masalah

Berdasarkan kepada pemerhatian ke atas pelajar yang mengambil kursus bahasa Arab *Arabic for Beginners* ini, didapati sebahagian besar pelajar tidak dapat bertutur di dalam bahasa Arab dengan fasih dan lancar. Majoriti dalam kalangan pelajar mempunyai masalah dalam menyebut sesuatu perkataan atau ayat dan juga mereka sukar untuk mengingati kosa kata Arab yang diajar ketika sesi pembelajaran, dan ini menyebabkan mereka tidak mampu bertutur di dalam bahasa Arab ketika sesi pengajaran dan pembelajaran (P&P) dijalankan. Hal ini

meyebabkan timbulnya sikap tidak yakin dalam kalangan pelajar. Apabila timbul ketidakyakinan dalam kalangan pelajar, pelajar akan gugup ketika sesi pembelajaran dan seterusnya mereka tidak dapat membaca petikan di dalam bahasa Arab dan juga mereka tidak boleh bertutur di dalam bahasa Arab ketika sesi tutur spontan dijalankan di dalam kelas. Apabila nama mereka dipanggil ketika sesi pengajaran, pada kebiasaannya mereka akan mendiamkan diri.

Menurut Ishak Mohd Rejab (1992) merumuskan bahawa pembelajaran bahasa Arab di Malaysia tidak mencapai objektifnya kerana permasalahan dalam pengajaran bahasa Arab yang berlaku dikatakan berpunca daripada kekurangan kemahiran dalam mempelbagaikan teknik pengajaran. Ia juga berpunca daripada kaedah pengajaran yang digunakan oleh guru tidak tepat, kurang sesuai dan kurang berkesan. Hal yang demikian menyebabkan situasi pembelajaran akan berjalan secara hambar dan tidak produktif kerana pelajar akan hilang minat dan keyakinan untuk menuturkan bahasa ini dengan sebaiknya. Pelajar juga tidak dapat menguasai bahasa Arab yang dipelajari dengan baik dengan peruntukan masa pengajian kursus bahasa Arab *Arabic for Beginners* adalah selama dua jam dan pertemuan hanya 14 kali sepanjang satu semester.

Dalam pembelajaran bahasa, kemahiran yang paling utama bagi mencapai keberkesanan pembelajaran ialah pemahaman. Pemahaman sesuatu bahasa yang dipelajari adalah sangat penting kerana bahasa digunakan sebagai medium perantaraan penyampaian sesuatu maklumat atau informasi. Mengikut *Acquisition-Learning Hypothesis* Krashen, (1994), penekanan utama diletakkan pada input difahami *comprehensible input* bahasa yang didedahken kepada pelajar. Pemahaman input bahasa lisan dan bertulis dilihat sebagai satu-satunya mekanisme yang menyebabkan peningkatan kecekapan linguistik asas.

Komunikasi dua hala antara pengajar dan pelajar juga akan berjalan dengan lebih baik dan lancar jika sekiranya kedua-dua pihak memahami bahasa yang dituturkan antara satu sama lain, maka dalam situasi ini pelajar perlu memahami bahasa yang digunakan oleh pengajar atau pendidik agar mereka dapat mendengar, menerima, dan pada masa yang sama dapat menterjemah seterusnya memahami maklumat atau informasi yang disampaikan.Walaupun pengajar merupakan bukan penutur jati bahasa Arab namun, ketika sesi pengajaran terdapat arahan ataupun dialog yang diketengahkan ketika sesi (P&P) adalah dalam bahasa Arab sepenuhnya. Oleh yang demikian sewajarnya pelajar memahami asas dan kosa kata bahasa

Arab agar poses pembelajaran berjalan dengan lancar.

Inovasi EL RESALA.ARABIC

Pembelajaran bahasa Arab juga kini seiring mengikut arus kemodenan pembelajaran global. Terdapat pelbagai teknik pembelajaran yang boleh digunakan untuk membantu seseorang individu itu memperoleh kemahiran berbahasa asing ini. Hal ini kerana pembelajaran menerusi teknologi *Information and Communication Technology* (ICT) dapat menawarkan persekitaran pembelajaran yang menyeronokkan (Jamalludin & Zaidatun, 2003) dan merupakan cara yang efektif untuk menarik perhatian dan berpotensi menjadikan pembelajaran lebih ceria dan menarik (Aminordin, 2007; Abd Rashid et al., 2012) oleh itu, satu kaedah yang menarik perlu digunakan dalam sesi pengajaran dan pembelajaran (P&P) bahasa Arab. Bahan bantu mengajar (BBM) yang berbentuk dinamik seperti penggunaan internet adalah sangat perlu dalam pengajaran bahasa khususnya bahasa Arab. Penyediaan bahan media yang mempunyai pelbagai elemen yang boleh memantapkan kefahaman serta menyuntik minat dan motivasi dalam kalangan pelajar perlu digunakan semasa proses pengajaran dan pembelajaran.

Menurut Sharifah Fatimah (2013), ini kerana dengan menggunakan bahan pelbagai media atau multimedia, kesemua deria penting seseorang boleh dirangsang secara bermakna serta berfungsi dengan lebih berkesan berbanding penggunaan bahan yang berbentuk satu hala dan statik. Menurut Azniwati Abd Aziz (2020), bahan media dapat meningkatkan aktiviti P&P dari aspek daya penarik yang mampu mengelakkan rasa bosan belajar. Media yang baik melibatkan penglibatan pelajar yang maksimum dan dapat menggalakkan pembelajaran kendiri kerana perasaan ingin tahu dapat ditimbulkan. Suasana pengajaran dan pembelajaran (P&P) yang lebih berkesan dan menyeronokkan, seterusnya menggalakkan penyertaan dan penglibatan pelajar dalam pembelajaran.

El Resala.Arabic merupakan laman sesawang bagi pembelajaran bahasa Arab secara interaktif. Laman sesawang interaktif ini dapat membantu pelajar mempelajari bahasa Arab dengan lebih mudah melalui kandungan dan paparan nota visual yang akan membantu pelajar mengingati dan menghafal kosa kata Arab dengan lebih baik. Dengan penyediaan nota berbentuk visual *3D*, *flip-note* dan pelbagai elemen interaktif mampu menarik minat dan juga memupuk tenaga positif ketika sesi pengajaran dan pembelajaran dilakukan. Penggunaan media di dalam proses pendidikan akan menambah proses pemahaman pelajar lebih mendalam dan menjadikan aktiviti pembelajaran yang lebih pelbagai (Norah et al., 2012).

Penggunaan multimedia dalam pengajaran dan pembelajaran (P&P)

merupakan antara kaedah yang banyak digunakan di semua peringkat pendidikan. Mayer (2001) mendefinisikan multimedia sebagai persembahan bahan pengajaran menggunakan perkataan dan gambar. Secara mudah dapat difahami bahawa pemanfaatan multimedia didalam proses pengajaran dan pembelajaran perlu sekurang-kurangnya melibatkan dua komponen bahan iaitu perkataan dan gambar yang dipersembahkan secara menarik dalam bentuk elektronik.
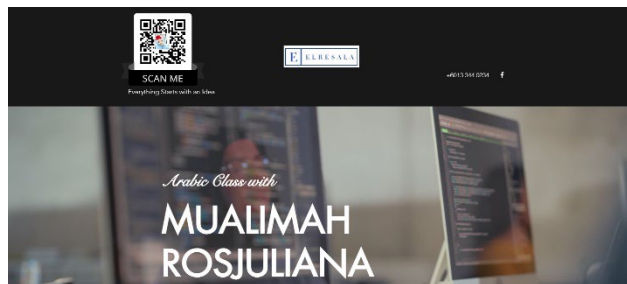
Rajah 1. Gambar muka depan laman web El Resala.Arabic

Rajah 2. Gambar Kod 'QR' yang perlu diimbas oleh pelajar menerusi telefon pintar bagi mendapatkan *Flip-note* topik pembelajaran mengikut minggu yang telah ditetapkan.

Menurut Yahya dan Dayang Raini (2011), penggunaan bahan bantu mengajar yang menarik akan mewujudkan suasana pembelajaran yang menggembirakan. Dalam penyampaian sesuatu pengajaran khususnya pengajaran bahasa Arab, penggunaan kaedah yang sesuai dan menarik dilihat sangat penting. Ini membantu para pelajar untuk menguasai bahasa Arab dengan lebih berkesan (Wan Azura & Lubna Abd Rahman, 2006). Oleh yang demikian, *El Resala.Arabic* dilihat sebagai salah satu alat bantu pembelajaran yang menarik dan interaktif untuk digunakan oleh pelajar bahasa Arab kursus *Arabic for Beginners* di UMPSA.

Rajah 3. Pelajar sedang mempelajari bahasa Arab menerusi telefon pintar ketika di dalam kelas.
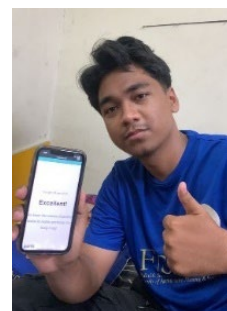
Rajah 4. Pelajar menunjukkan keputusan kuiz bahasa Arab yang diikuti ketika melayari El Resala.Arabic dan lokasi pelajar adalah di kolej kediaman siswa.

Maklumbalas yang diperolehi oleh pelajar kursus berkenaan menerusi *El Resala.Arabic* ini antaranya ialah, aksesibiliti kerana laman web seperti *El Resala.Arabic* boleh diakses di mana-mana mereka berada samada menerusi telefon pintar ataupun komputer riba dan sebagainya. Ini membolehkan pelajar belajar bahasa Arab pada bila-bila masa dan di mana-mana sahaja mengikut jadual dan juga keperluan mereka. *El Resala.Arabic* ini juga menyediakan pelbagai jenis bentuk nota pembelajaran, termasuk teks, audio, dan video. Ini membantu memperkayakan pemahaman bahasa Arab dari pelbagai sudut dan membantu meningkatkan kemahiran mendengar, bertutur, membaca, dan juga menulis.

Pengajaran dan pembelajaran secara interaktif *El Resala.Arabic* menawarkan pembelajaran yang interaktif dan membolehkan pelajar berlatih untuk memahirkan bahasa Arab mereka secara langsung menerusi paparan video dan juga audio di laman tersebut. Selari dengan perkembangan trend pendidikan yang telah berganjak daripada *supply-driven* kepada *demand-driven* menekankan pelajar mampu belajar dalam persekitaran yang kaya maklumat dan berdikari untuk belajar tanpa mengambil kira tempat dan waktu. Penguasaan seseorang terhadap bahasa Arab bermakna kebolehan atau kewibawaannya untuk bertutur dan berkomunikasi dalam bahasa Arab secara lancar dan spontan. Tanpa keupayaan ini, maka proses komunikasi dan interaksi antara individu dan juga masyarakat tidak akan terlaksana dengan sempurna.

Dengan mempelajari bahasa Arab melalui laman web *El Resala.Arabic,* pelajar berpotensi untuk meningkatkan kemampuan bertutur di dalam bahasa Arab. Laman web tersebut menyediakan pelbagai bahan pembelajaran yang berstruktur dan interaktif, seperti teks, audio, dan video, yang dapat membantu pelajar memahami dan seterusnya memberi pengetahuan dan melatih diri mereka untuk bertutur di dalam bahasa Arab.
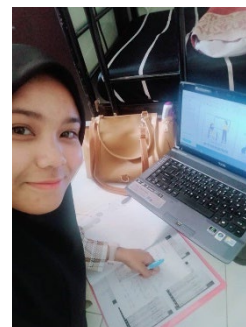
Rajah 5. Pelajar sedang melayari laman El Resala.Arabic dan pelajar berada di kolej kediaman siswi.
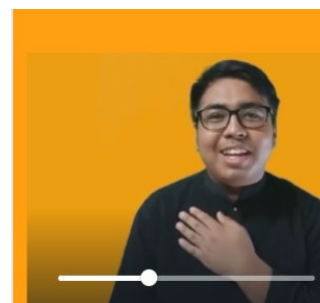
Rajah 6. Rakaman video pelajar bertutur didalam bahasa Arab.

KOMEN E-PAT DARI PELAJAR YANG MENGIKUTI KELAS BAHASA ARAB
BERSAMA MUALIMAH ROSJULIANA BAHASA ARAB DI UMP

Banyak guna kemudahan seperti qr code, youtube dan sebagainya yang sangat menarik. Satu pendekatan yang sangat baik di samping mempelajari bahasa arab
anonymous

Give good visuals and example in class and make students more understand and feels enjoy with the class
anonymous

I really like the way she teaches us with a soft spoken. The way she teach like our mother who always take care of the student also she is very creative. I hope this creativity when teaching Arab be maintained because i want study Arab for Intermediate with the same lecturer. Kind
anonymous

Rajah 7. Maklumbalas pelajar yang telah menggunakan platform El Resala.Arabic dalam pembelajaran bahasa Arab.

Pembelajaran secara interaktif, dengan akses yang mudah juga dapat membantu pelajar berlatih dan meningkatkan kemahiran berbicara dalam bahasa Arab di mana jua mereka berada. Pelajar dapat mengulangi latihan dan melibatkan diri dalam interaksi menerusi video dan audio yang disediakan di laman web tersebut untuk meningkatkan kemahiran lisan mereka. Oleh itu, penggunaan teknologi ini juga telah terbukti dapat meningkatkan minat dan motivasi para pelajar dalam mempelajari bahasa Arab. Dengan *El Resala.Arabic* pembelajaran bahasa Arab menjadi lebih menarik dan efektif. Hasil dari maklumbalas pelajar, mereka berpendapat pembelajaran menerusi *El Resala.Arabic* amat membantu meningkatkan motivasi mereka untuk mempelajari bahasa Arab

dan juga pemahaman mereka terhadap bahasa ini. Ini adalah satu perkembangan yang baik dalam usaha memperluaskan akses dan meningkatkan mutu pendidikan bahasa Arab melalui platform digital seperti *El Resala.Arabic*.

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Click, Click, "Happy Birthday"

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Di Universiti Malaysia Pahang Al-Sultan Abdullah terdapat dua peringkat kursus bahasa Sepanyol, iaitu *Spanish for Beginners (UHF1151*) dan *Spanish for Intermediate (UHF2151).* Pelajar diwajibkan untuk lulus kursus *Spanish for Beginners* terlebih dahulu sebelum mengikuti kursus *Spanish for Intermediate*. Kedua-dua kursus ini merupakan kursus bahasa asing yang boleh dijadikan pilihan kepada para pelajar universiti ini untuk mempelajari bahasa asing dan syarat wajib bergraduasi. Kita sedia maklum bahasa digunakan sebagai medium perantaraan penyampaian sesuatu maklumat atau informasi. Komunikasi dua hala diantara pengajar dan pelajar akan berjalan dengan baik sekiranya kedua-dua pihak memahami bahasa yang dituturkan antara satu sama lain, maka dalam situasi ini pelajar perlu memahami bahasa yang digunakan oleh pengajar atau pendidik agar mereka dapat mendengar, menerima, dan pada masa yang sama dapat menterjemah seterusnya memahami maklumat atau mesej yang disampaikan.

Pelbagai kaedah dan teknik pengajaran digunakan dalam meningkatkan penguasaan para pelajar terhadap bahasa ini khususnya untuk berkomunikasi menggunakan bahasa Sepanyol. Berdasarkan pengamatan yang dilakukan para pelajar yang mengikuti kursus *Spanish for Beginners* mengalami kesukaran untuk menghafal dan mengingati kosa kata dan makna kosa kata tersebut dalam bahasa ini. akibatnya mereka tidak mempunyai keyakinan untuk berkomunikasi menggunakan bahasa ini. Kelemahan yang ketara adalah mengingati kosa kata dan maknanya. Sebahagian daripada pelajar susah mengingati dan menghafal kosa kata dalam pembelajaran di dalam kelas. Apabila susah mengingati kosa kata pelajar mula tidak berkeyakinan dalam berkomunikasi dalam bahasa sepanyol. Kosa kata yang ingin ditekankan disini menjadi fokus agar pelajar dapat menguasai kosa kata tersebut. Pelajar memerlukan teknik tambahan dalam memudahkan mereka mengingati kosa kata seperti objek di dalam kelas, pakaian, makanan dan lain-lain.

Rajah 1. Sebelum pelaksanaan. Pelajar bosan dan berasa susah belajar bahasa Sepanyol.

Salah satu cara untuk mempertingkatkan daya ingatan ialah menggunakan elemen nyanyian. Menurut Kraus (2014), latihan muzik boleh meningkatkan keupayaan daya berfikir untuk memproses bunyi. Penggunaan lagu dalam pembelajaran bahasa meningkatkan ingatan hafalan. Ini dibuktikan dalam beberapa kajian yang menunjukkan lagu dan irama dapat meningkatkan ingatan hafalan pelajar

bahasa asing (Serafina et al, 1984; Borchgrevink, 1982). Menurut (Hamisan Salim (2010), muzik dan nyanyian juga dapat memupuk minat belajar, prestasi dan kesediaan belajar, membina keseronokan mengikut *mood* dan keadaan, dan menambahbaik hasil kerja serta daya ingatan pelajar. Muzik juga mampu memberikan kesan yang mendalam kepada pelajar memandangkan elemen ini menyentuh mengenai keseronokan dan kegembiraan. Teknik yang digunakan adalah khas untuk pelajar yang mengambil kursus *Spanish for beginners* iaitu teknik menggunakan lagu. Lagu yang digunakan adalah lagu 'Happy Birthday' dengan menukar lirik bahasa Sepanyol. Lagu *'Happy Birthday'* digunakan kerana lagu ini merupakan sebuah lagu yang popular dan melodinya senang diingati. Bahkan ianya biasa didengari oleh golongan kanak-kanak, orang muda dan golongan orang tua.

Melalui lagu pelajar mudah mengingati kosa kata yang dipelajari di dalam kelas. Pelajar juga dapat meningkatkan keyakinan berkomunikasi dalam bahasa Sepanyol ketika sesi pembelajaran. Pelajar juga dapat meningkatkan penguasaan kosa kata bahasa Sepanyol dengan menggunakan lagu keraian " Happy Birthday". Objektif teknik ini memotivasikan pelajar iaitu tidak bosan, lebih gembira, tidak mengantuk dan sentiasa senyum ketika sesi pengajaran dan pembelajaran. Pelajar juga dapat

meningkatkan penguasaan kosa kata, menambah jumlah hafalan kosa kata di mana sebelum ini hanyalah 10 kosa kata dan setelah mempraktikkan penggunaan lagu tersebut pelajar berupaya mengingati 50 kosa kata (Rajah 2).

Berdasarkan teknik yang digunakan, iaitu menggunakan lagu 'Happy Birthday' dengan lirik Bahasa Sepanyol untuk kursus *Spanish For Beginners*, dapat disimpulkan bahawa teknik ini memiliki potensi keberkesanan yang tinggi dalam membantu pelajar memahami dan menguasai bahasa Sepanyol. Ini kerana relevansi konteks lagu *'Happy Birthday'* ini adalah lagu yang sangat popular dan melodinya mudah diingati.

Penggunaan lagu dalam pembelajaran bahasa Sepanyol akan membantu pelajar untuk mengingati kosa kata dan frasa dengan lebih efektif, kerana melodi dan ritma mampu membantu memperkuat memori. Maka penggunaan elemen muzik adalah amat disarankan sebagai alternatif menjadikan kaedah pembelajaran dan pengajaran tidak mendatar dan membosankan pelajar. Justeru itu, penggunaan lagu dalam pengajaran kosa kata bahasa Sepanyol memberi kesan positif dalam meningkatkan penguasaan kosa kata bahasa Sepanyol di kalangan pelajar di UMPSA.

Rajah 2. Pelajar mula menyanyi menggunakan melodi Lagu *"Happy Birthday"* menggunakan kosa kata bahasa Sepanyol.

Rajah 3. Reaksi pelajar selepas menggunakan teknik lagu "Happy Birthday". Pelajar gembira, ceria dan berkeyakinan.

Kesimpulannya dengan kaedah teknik ini dapat membantu pelajar menguasai kemahiran bahasa Sepanyol, Menjadikan kelas lebih menarik, pelajar lebih ceria serta gembira dan juga menyuntik kesoronokan mempelajari bahasa Sepanyol di kalangan pelajar UMPSA. Peningkatan dalam penggunaan teknik ini dijangka dapat membantu pelajar dalam menguasai kemahiran bahasa Sepanyol seterusnya dapat meningkatkan pencapaian akademik mereka. Oleh itu, penggunaan teknik ini akan menyediakan peluang yang lebih baik untuk pelajar menguasai bahasa Sepanyol kerana setiap pelajar mempunyai kemampuan yang pelbagai. Disamping itu, sikap pelajar terhadap bahasa Sepanyol perlu diubah agar mereka bukan hanya sekadar menganggap ia sebagai subjek yang perlu lulus. Pelajar perlu bersikap positif dengan berusaha untuk mengusai sebaik mungkin bahasa Sepanyol.

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A Superficial Discussion on the Feasibility of Implementing Semi-Distance Teaching in Malaysian Universities in the Future

马来西亚的大学未来落实半远程教学可行性的粗浅探讨

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Abstract

Due to the outbreak of the new crown epidemic in 2019, the global teaching model was forced to enter a new century of online teaching. With the improvement of the epidemic situation and the gradual recovery of physical classes, semi-distance teaching and online teaching modes are still adopted by many universities around the world. There are so many discussions on the pros and cons of online and physical class teaching that it is difficult to choose. In February 2023, the Minister of Higher Education of Malaysia intends to implement semi-distance teaching in universities. This article will discuss the feasibility of the goal of semi-distance teaching by comparing the advantages and disadvantages of physical teaching and semi-distance teaching, as well as the feedback from college students.

摘要

因为 2019 年新冠疫情爆发，全球的教学模式被逼跨入网络教学新世纪。随着疫情的好转，实体课的逐渐恢复，半远程教学和网络教学模式却依然被全球众多大学采用。网络与实体课教学的利弊讨论众多，难以取舍。在 2023 年 2 月马来西亚高教部部长，欲拟定在大学实行半远程教学。文章将通过对比实体教学和半远程教学的优点与缺点分析，以及大学生的反馈，探讨半远程教学目标的可行性。

关键词：实体课、半远程教学

一、研究背景

2019 年新冠疫情爆发，2020 年全球教育系统普遍受到冲击，学校纷纷采取了居家学习模式。马来西亚各所大学在 2020 年 5 月前后纷纷从传统的实体教学模式转向线上网络教学。这些大学通过各自的高层会议选择了不同的网络教学平台。目前，马来西亚各所大学选择的网络教学平台包括 Zoom、Microsoft Teams、Google Classroom 等。根据联合国教科文组织 (UNESCO, 2020) 指出，远程学习策略的有

效性取决于多方面的准备工作，包括国家远程教育方案的技术准备、课程和辅助内容的准备、教学和居家学习支持的准备，以及监测和评估的准备情况。各个国家的教育部和各所大学负责前期教学设计和网络平台准备工作，而处于一线的教师则负责后期授课、教学活动以及评估学生的学习成果。

二、研究目的

本研究采用定性研究方法，旨在对吉隆坡大学外语课的半远程课与实体课进行优劣分析。我们与大学授课老师进行了对谈，同时也收集大学学生对这两种课程类型的反馈。研究的主要目的是探讨未来马来西亚的大学从传统的实体教学正式转型到半远程教学的可行性，以供各位大学教育工作者参考。

三、研究对象

本研究的研究对象为吉隆坡大学 2023 年外语初级中文一和二课程的学生。这两门课程提供了半远程课和实体课两种教学模式。2023 年，吉隆坡大学商学院要求会计课程的学生必须上实体课，因此，外语初级中文一和二课程在相同的教学大纲、教学活动和考试评估下，分成了两种课程类型，即实体课及半远程课。这两种课程在同一个学期内进行，共计 14 周。中文一课程共有 203 名学生，其中半远程课程有 6 个班级，共 176 名学生，实体课程则有 1 个会计

班学生，27 人。中文二课程总共有 163 名学生，其中半远程课程有 4 个班级，共 129 名学生，实体课程则有 2 个会计班学生，34 人。这些课程由 5 名教学导师负责，他们同时教授中文一和中文二课程。

四、半远程课与实体课的优势对比分析

尽管马来西亚的大学目前已全面恢复实体课教学，但是由于新冠疫情的反复爆发，以及众多国际学生依然滞留在国外，许多大学开始采用半远程教学模式。关于网络教学与实体教学的讨论众多，其中许多涉及网络教学以及实体教学的优点以及缺点进行讨论。值得注意的是，马来西亚高等教育部在今年 2 月提出了可能在未来实行半远程教学模式的计划。本文将通过分析网络教学与实体教学这两种模式的优缺点来深入探讨这一话题(Luo, 2023) 。

课程的灵活性

课程的灵活性一直是各种网络教育平台备受推崇的优势之一，因为它消除了时间与空间上的最大限制。在各种情况下，如教师或学生生病、遇到不可预测的事故，或者身处遥远地方无法出席，半远程课程通过网络直播或预先录制的方式，能够顺利进行教学。然而，在新冠疫情仍然不断波动的情况下，实体课在灵活性方面可能会受到限制。但值得主要的是，网络教学的灵活性亦有其弱点，主要体现在它更适用于那些具有自主学习能力的学生。有些学

生可能会分心，比如睡觉、玩游戏或与同学聊天，这使得教师难以监督学生的真实学习情况。尽管如今网络教学平台的工具越来越完善，教师已经能够更好地掌控学生的实时动态，但对于那些没有积极参与的学生来说，仍然存在一定难度。相比之下，实体课在教师监督学生学习方面具有明显的优势。

课堂师生互动

实体课程可以提供更多的互动性是毋庸置疑的。学生可以和教师以及其他学生进行面对面的交流和提问，有助于学生们更好地理解和掌握课程内容。半远程课程固然也能通过直播实现面对面进行交流和提问，但是它依然存在一些限制。由于时间限制和网络状况，半远程课程不能同时允许多人发言，因此学生有时无法与教师和其他同学充分互动。半远程课程的师生互动程度更多地依赖学生的主动参与，然而，随着学生上了多次的网课后，特别是在下午的时段，他们已经累得不想互动了。相比之下，实体课的教师则可以实时了解学生的学习情况，通过讲笑话、玩个小游戏等方式来激发学生的学习兴趣。

学生综合素质的提升

作者通过自身在一线教学经验以及与其他大学的教育工作者的对话，发现目前的趋势大都认为网络教学无法替代实体教学。因为实体教学过程中，学生的学习效率更

高，他们的综合素质得到更全面的提升，而且更有利于培养学生的社交能力(Zhong, 2021)。 特别是在体育课程中，教师通常在课堂结束后与学生进行闲聊，了解他们的学习状态以及他们在大学生活或家庭环境方面遇到的困难。大学是社会的缩影，它不仅是知识的学习场所，还是学习如何与他人沟通的关键阶段。半远程课程教学在很大程度上制这了这种社交发展的机会，学生与教师以及其他同学之间的关系难以变得亲近。

五、学生对半远程课程以及实体课程的反馈

通过与多位不同年级的学生交谈，以及从其他教师那里听取他们与其他学生的反馈，可以明显看出，学生们对半远程课程和实体课的喜欢与厌恶有着明显的差异。

喜欢半远程课程的学生

那些具备较强自主学习能力学生，大部分更倾向于喜欢网课。吉隆坡大学的学生普遍认为，当他们因为某些事故无法来校园上课时，他们可以通过教师预先录制的课程内容，在事后进行自主学习。吉隆坡大学的学生中，一些学生也更因为会计课程要求必须上实体课，而选择转到其他半远程课程班级。例如，在外语初级中文一的课程中，原本由一个会计班的学生过 30 人，而在外语初级中文二课程中，原本有两个会计班，原本每班人数为 30 人，总共

60 人。然而，当商学院发布必须上实体课程后，走了一半的人数。半远程课程的学生，因为某些小考是网课，更利于学生集体作弊，教师们只能在考题上以及考试期间尽全力监督。

喜欢实体课程的学生

吉隆坡大学的学生大部分都喜欢网课，但是这不等同于他们希望所有的课程都变成网课，而是更倾向于半远程课程。与其他大学学生的采访结果不同，马来亚大学的学生，尤其是那些已经上过网课的学生，更向往实体课，因为他们更愿意体验丰富多彩的大学生活。大同韩新学院学的生也倾向于实体课，他们认为这更容易抓重点，能够直接向老师咨询问题，并且可以和朋友在一起讨论作业 (Oriental Daily News, 2021)。

六、执行半远程课程的可行性结论与建议

作者通过对半远程课程和实体课程优劣进行比较，并与其他教师们进行对话，同时也听取了学生们的反馈，得出了一种不同的观点。作者认为目前在执行半远程课程时存在一个盲点。作者认为，教育工作者和高等教育部门所提出的半远程课程在定性与认知上存在差异。因此，对于讨论半远程课程的可行性，最重要的是对半远程课程的定义和认知进行明确定义。

学术人员认知中的半远程课程

大学教师对于半远程课程的认知是，一个学期共计 14 周的课程，其中执行网络课程和执行实体课程的比例可能是 5:5 或 3:7。总之，在一个学期内，大学教师可以充分突出网课以及实体课的优势。基于这种认知及定性的理解，作者认为，大多数大学的教育工作者都会认为半远程课程具有绝对的可行性。

高教部认知中的半远程课程

根据最新的报道(Luo, 2023)，关于高教部部长在 2023 年 2 月提出的未来大学可能实行半远程教学的提议，作者认为，高教部的认知可能与大学教职人员的认知有一些差异，作者从以下三个方面进行了探讨。

首先，部长解释这一建议旨在节省学生的开支，减轻他们的经济压力，而将大学生的半数学时改为远程教学。因此，在未来大学的学制中，学生可能在三年的学习期间有一年半的时间进行远程学习。

其次，部长认为这一举措可以缓解大学宿舍和教学设施不足的问题。

最后，高教部解释这一提议也受到了学生的建议影响。学生认为，在新冠疫情期间可以在家远程学习，并认为这种模式在日常教学中也可以继续采用。

对于以上的三点，作者有一些不同的意见。

首先，在节省学生开支方面，让学生在家学习一年半的建议可能会对大学食堂的经营者、宿舍管理人员及清洁工造成困难。这在疫情封锁期间，当学生们都在上网课时已经经历过一次。食堂经营者、宿舍管理人员及清洁工通常都是按日薪或月薪工作的人，他们也是社会的一部分，应该得到关心和体恤。在马来西亚，大多数的大学生不论是就读公立或私立大学，都有各种奖助学金和资助计划的支持。因此，在节省学生开支的问题上，应该考虑更全面的方案。

其次，高教部认知中的半远程课程的执行可行性不高，因为它在长达三年的时间内，完全凸显了网课及实体课的不足之处，在这段时间里，师生将无法体会实体课的互动性，同时也无法享受到网络课程的灵活性。这可能会导致教学和学习的不充分体验，从而影响教育质量。

最后，作者认为高教部有必要认真审视和研究半远程课程的认知与定义。这是因为高教部是否正确理解了学生对半远程课程的定义？学生是否真的愿意在一年半的时间里进行纯远程学习，而失去了实体

课的互动性。然后又完全转为实体课而失去了网课的灵活性。因此，作者认为高教部所计划执行的半远程课程的可行性可能较低。作者建议，在半远程课程的推行过程中，有必要作深入探讨和明确定义半远程课程的认知和定义。

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Google Jamboard: Engaging Digital Interactive Whiteboard in Face-to-Face and Online Classrooms

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Introduction

The COVID-19 pandemic has not just impacted our personal life but also our career routine ever since it existed in 2020. Nevertheless, I see that circumstance as a blessing in disguise because I managed to push myself out of my comfort zone and become more innovative in my teaching approaches while keeping my students active and engaged in my online class activities. During that time, I tried numerous teaching online tools and meeting platforms to support my online classes such as Google Classroom, EdPuzzle, Google Form, PearDeck, Google Jamboard, Webex, Zoom and Google Meet. Each of these tools has its own wonderful benefits, but one that I believe gives me more tremendous satisfaction is Google Jamboard. Upon witnessing the fun elements that Google Jamboard gave to me and my students during our previous online class sessions, I decided to further use it in my face-to-face classroom sessions when the students came back to campus to continue their academic lectures and assessments. Surprisingly, my face-to-face classroom sessions have been so engaging and fantastic ever since. Hence, this short essay will share with you the goodness that Google Jamboard can offer you and your students for a better classroom experience.

Google Jamboard: How does it affect students' engagement in class?

Google Jamboard is an interactive virtual whiteboard that is accessible via a desktop browser or a mobile device. It promotes collaborative learning experiences for students in an online class setting (Khoiriyah, 2022). Incorporating Google Jamboard in my class has given me the chance to get all of my students involved in the discussion synchronously and asynchronously. Besides, Google Jamboard also provides multiple features (Allen-Pennebaker, 2023). Among them are : 1) Editing and Annotation : Free-form drawing options, sticky notes, upload image, laser, eraser, insert text and shape, 2) Jams are shareable via links, 3) 20 frames per jamboard, 4) Customisable frame backgrounds, 5) Jams can be

copied, downloaded and saved in the form of images. All of these features somehow open doors of creativity and participation to the students.

The following are some screenshots of the students' activities (work) during our synchronous and asynchronous classroom sessions using Google Jamboard and my feedback on their answers.
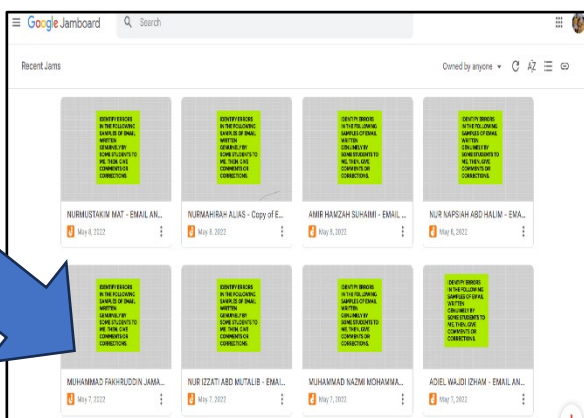
Figure 1
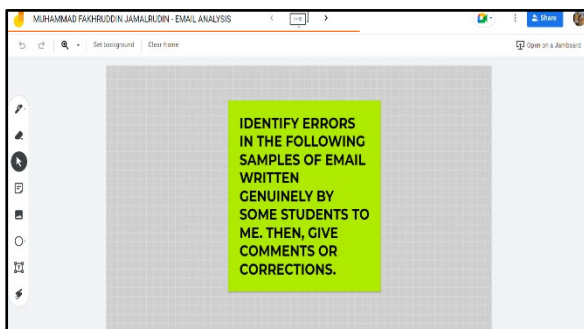
Figure 2
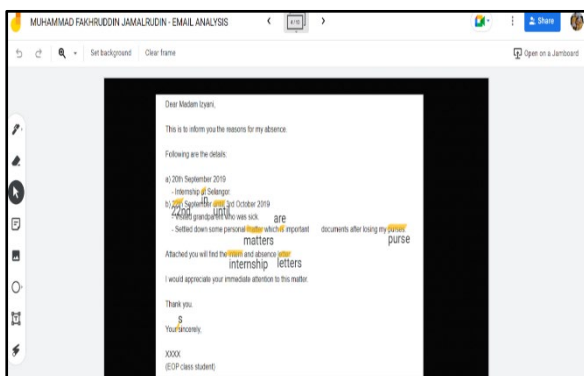
Figure 3
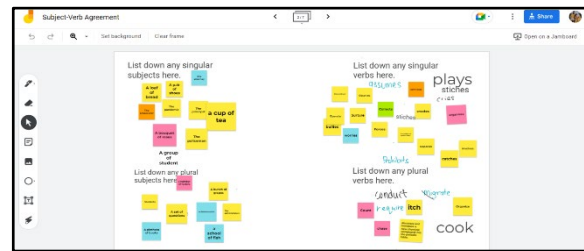
Figure 4
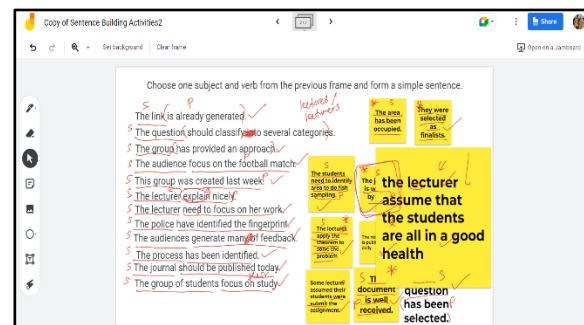
Figure 5

Discussion

Figure 1 shows the list of Jamboard copies that I made individually for each of my students for their asynchronous class session. I could every now and then check the progress of the task and remind those who have not done it yet to complete it before our next meeting, so that all of us would have a good discussion. Next, Figures 2 and 3 illustrate a sample of how the task was done or answered by a student. This student chose a few editing and annotation features available from the left pane of the Jamboard. Besides using Google Jamboard for my online classes, I have also been using it for my face to face (offline) classes as well. Figure 4 is an example of the in-class activity that I did with my students using this tool to teach them the Subject-Verb Agreement topic. I only put the question on the frame, then I shared the Jamboard link with all my

students who were present in the class at that time. Once they clicked the link, they were able to edit the Jamboard. You could see that most of them used the sticky note and text box features to edit it. Lastly, you could see from Figure 5, a sample of how I gave feedback to my students. I used the pen editing feature to mark their answers together with them during our synchronous online class. This is one of the many things that I like about this tool - giving feedback immediately!

Towards the end of Semester 1 in 2021, my research team distributed an online questionnaire to 149 bachelor's degree students to identify their perception of using Google Jamboard in the classroom. According to the results, more than half (86.6%) of the students believed that using Google Jamboard in teaching and learning sessions was such a good idea and that they were very much satisfied with its usage. Besides, 88.7% of them also agreed that the tool is suitable to be adapted in today's learning environment. This is probably because of the user-friendly elements the tool provides to its users, which made 73.9% of the students to agree that they did not need to have high technology knowledge to operate it.

To conclude, it is clearly seen that Google Jamboard is able to supply you with abundant benefits in your class. Sweeney et al. (2021) also claimed that Jamboard gives freedom for the educators to explore more options in collaborative virtual education. Despite all the advantages, we know that involvement of technologies in class sometimes have a few drawbacks. To be able to use this tool, both students and teachers require a stable internet connection and a good electronic device. Those who struggle with these requirements may not be able to enjoy or experience the goodness of it completely. However, these are just minor drawbacks, and they will not outweigh the advantages of the tool. Thus, I strongly encourage fellow teachers and educators who have been facing problems with passive students and less engagement in class to start embedding this user-friendly, free and certainly impressive tool in their classes for more meaningful learning experiences.

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Analysing the Influence of Captioned Videos on Learner-Related Factors in Second Language (L2) Learning: A Review of Two Studies

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Introduction

Individual differences can predict various phenomena in second language acquisition, including language aptitude, motivation, personality, learning style, and language proficiency level. These individual differences can affect how efficiently and effectively a person can acquire a second language and the rate and outcome of their progress. Numerous second-language studies have focused on audio-visual input with captions or on-screen text (Vanderplank, 2016). Captioned videos can be defined as videos with built-in reading input to the video's visual and audible input. A captioned video combines written and spoken language of the same language. Thus, it gives viewers access to the video's spoken dialogue (Hariffin & Said, 2019).

This review examined two articles that used captioned videos to study the effect of learner-related factors on second language (L2) learning. The first article, Incidental L2 vocabulary learning from viewing captioned videos: Effects of learner-related factors, was written by Teng (2022). The second article was written by Pattemore & Muñoz (2020), and it was titled Learning L2 constructions from captioned audio-visual exposure: The effect of learner-related factors. This review may cast light on the efficacy of captioned videos for L2 learning and provide insight into how various learner-related factors, including age, language proficiency, and cognitive abilities, impact outcomes. This analysis is essential for progressing our comprehension of L2 acquisition and enhancing language education practices.

Both studies use captioned videos to focus on learner-related aspects of second language acquisition. However, the emphasis on language skills is different. While Teng (2022) concentrates on vocabulary learning, Pattemore & Muñoz (2020) focus on grammar learning. Both studies try to address the gaps in knowledge about individual differences in learning a second language (L2) by utilising

captioned videos from a television (TV) programme. Teng (2022) investigated the degree to which language aptitude and L2 English proficiency are correlated with the amount of incidental vocabulary learning that occurs while viewing documentaries on television, while Pattemore & Muñoz (2020) aimed to explore the functions of L2 English proficiency, working memory (WM) capacity, linguistic aptitude, and captions play in learning L2 abstract grammar constructs.

Summary

Teng (2022) examined how individual differences such as language aptitude and L2 English proficiency affect incidental vocabulary learning while watching a long documentary TV show. The primary goal was to determine whether viewing a captioned video improved participants' incidental vocabulary learning.

Similarly, Pattemore and Muñoz (2020) aimed to investigate the influence of learner-related factors, such as proficiency, working memory capacity, and language learning aptitude, on second language acquisition. This study, however, focuses on whether L2 abstract grammatical structures can be learned via watching full-length, captioned or non-captioned TV series episodes, which is a different skill focus.

Both studies are rooted in cognitivism theory, which concentrates on learners
constructing their understanding of the world through experiences and interactions, adapting their thinking to accommodate new information, and organising, storing, and retrieving knowledge. It uses the mind as a mental computer for processing information. As a result, cognitivism views learning as a mental activity that occurs internally and goes beyond observable behaviours. In addition, both studies reside on the same learning theory, which are the Dual Coding Theory (Paivio, 1990), the Cognitive Theory of Multimedia (Mayer, 2014) and the Cognitive Load Theory (Sweller, 2011).

The Dual Coding Theory posits that the human mind processes information in two distinct and separate codes or channels: verbal (language-based) and nonverbal (image-based). According to the theory, when information is presented in verbal and nonverbal codes, it is more likely to be remembered than when it is presented in only one code. The Cognitive Theory of Multimedia Learning proposes that people learn better from multimedia (text and graphics) than from text alone. According to Mayer (2014), people have limited cognitive processing capacity, and multimedia can help reduce cognitive load and make learning more efficient. Cognitive Load Theory is a theory of learning that focuses on the capacity of working memory and how it affects the learning process. According to Sweller (2011), working memory has limited capacity, and too much

information at once can overload it, making it difficult for learners to process and retain information.

Both studies examined the effects of employing captioned videos as a technology integration tool with three input sources (audio, visual, and captioned text). Therefore, employing captioned videos as audio-visual input prevents cognitive overload and encourages learning because the three input sources may balance each other out in reducing cognitive processing loads.

Teng (2022) concentrated on vocabulary learning, while Pattemore and Muñoz (2020) focused on grammar as the primary language skill. The individual differences or learner-related variables were the same for both studies: L2 English proficiency and language aptitude with the addition of the working memory (WM) variable in Pattemore and Muñoz's (2020) study.

Videos with captions were used in both studies as a technology integration tool. Participants from both studies could access the captioned videos while viewing a television (TV) programme. Teng (2022) employed caption videos from an authentic full-length TV programme to examine students' possible incidental vocabulary learning gains. The programme was a 51-minute BBC documentary. On the other hand, Pattemore and Muñoz (2020)

participants were exposed to captioned videos of ten TV series episodes (227 min) of the first season of the American TV series, The Good Place.

It should be noted that both studies included experimental and control groups that watched videos with and without captions, respectively. The findings from both studies demonstrate the potential for vocabulary and grammar acquisition through captioned videos. However, there were disparities in the effects of learner-related variables on the learning process.

Teng (2022) asserted that language aptitude influences incidental vocabulary learning while viewing captioned videos. Students with high language aptitude fared noticeably better than their peers when recognising and memorising word form and meaning from captioned videos due to their ability to strategically self-regulate vocabulary learning. As a result, this study confirms the benefit of captioned videos in improving incidental vocabulary learning, specifically in recognising and recalling word form and meaning. This study also showed that L2 proficiency level and language learning aptitude can influence incidental vocabulary learning via captioned videos.

On the contrary, Pattemore and Muñoz's (2020) findings revealed that language aptitude had no significant effect on grammar construction learning. The

target constructions were never explicitly mentioned or taught by the instructor. The LLAMA test extensively measures explicit aptitudes. Therefore, the difference in settings could have impacted the interaction with aptitude. Thus, it is still unclear from this study to what extent language aptitude may be linked to L2 grammatical constructions from captioned videos. However, other learner-related variables used in the study, such as proficiency and working memory, were found to mediate grammar construction learning through captioned videos.

In short, integrating technology, such as captioned videos, has positively impacted vocabulary and grammar learning in both studies. While language aptitude is essential in language learning, it may not be the only determining factor in grammar learning using captioned videos.

Analysis and Synthesis

Main areas and issues raised by the studies

Studies demonstrating the advantages of captioned videos for second language (L2) learning have primarily concentrated on vocabulary learning and content comprehension. Meanwhile, research on the effects of grammar learning through captioned videos is lacking (Pattemore & Muñoz, 2020). Therefore, despite having the same theoretical foundation and technology integration, the studies under consideration have diverse skill foci.

Recent research has also used captioned videos considering individual differences in L2 learning. Since each person learns vocabulary and grammar differently through captioned videos, both studies have attempted to measure these disparities.

Individual differences can predict language aptitude, motivation, personality, learning style, and proficiency level in second language acquisition. Individual differences can also influence a person's capacity to acquire a second language, progress rate, and achievement outcomes. Although the extent of this influence is unknown, research has shown that learners' proficiency level may considerably impact learning from captioned audio-visual content (Danan, 2004). On the other hand, working memory and aptitude are two instances of individual cognitive differences that have not been extensively studied (Teng, 2022).

Thus, from my point of view, examining language acquisition through the lens of individual differences is pertinent to the current literature's demands, especially the effect of language aptitude in acquiring L2. Furthermore, using caption videos from TV programmes is relevant to the current situation, given that viewers and learners typically do not have access to modified captions through the mainstream press, streaming service

TV shows such as Netflix, or even premium TV networks such as Astro.

Theories, principles or framework grounding the studies

Next, both studies suggested some valuable perspectives regarding the issues discussed. First, the results highlight the potential of incidental vocabulary and grammar learning through captioned videos. Second, in both studies, L2 English proficiency level was a mediating factor affecting vocabulary and grammar learning from TV shows. While captioned TV shows may be advantageous for students with higher proficiency levels, those with lower proficiency levels may find it challenging to process audio-visual input in real time. As a result, instructors must carefully select captioned audio-visual materials based on the learners' proficiency levels.

Thirdly, instructors need to be aware that learners' language aptitude differs. Captions may be especially helpful for students with lower aptitude levels. Processing audio-visual input without captions calls for a higher level of aptitude. The captioned group performed considerably better than the non-captioned group in both studies, emphasising how crucial captions are for learning vocabulary and grammar.

Finally, it is essential to note that the individual differences addressed included working memory. It takes more working memory to process audio-visual input that does not include captions. Captions in the input can compensate for lower working memory capacity, allowing learners to get more out of the captioned input in the audio-visual materials provided (Pattemore & Muñoz, 2020).

It can be concluded that using captioned videos has positively impacted vocabulary and grammar learning by providing both verbal (spoken language and captions) and nonverbal (visual) codes, making them practical tools for language learning according to the Dual Coding Theory (Paivio, 1990). In addition, people have limited cognitive processing capacity, and multimedia can help reduce cognitive load and make learning more efficient (Mayer, 2014).

Furthermore, captions help learners process and retain new vocabulary words through visual and auditory representation of the word. Plus, captions also provide a written form of the grammar structures used in the video, which can help learners internalise the grammar structures and increase their understanding of how they are used in context. In short, captioned videos can support vocabulary and grammar learning in a manner aligned with the principles of Cognitive Load Theory (Sweller, 2011).

The methodology employed in the studies

Based on the review, it can be stated that both studies used the experimental research method as both studies have a control group and an experimental group. Furthermore, both studies have the same variable, the captioned videos, and can be manipulated by the researchers. The control group in both studies watched the TV shows without captions, and the experimental group watched the TV shows with captions.

It was identified that participants from both studies were from random sampling, and English is the participants' second language. In Teng (2022), the participant's first language is Chinese, while in Pattemore and Muñoz (2020), the first language is Spanish or Catalan. Regarding English proficiency level, Teng (2022) participants were at B1-B2 Common European Framework of Reference (CEFR) level, while for Pattemore and Muñoz (2020), the proficiency level was based on the Oxford Placement Test, and the level is from A1 to C2, with a mean of B2.

The procedures conducted were almost similar for both studies. Participants will have to take the pre-test and aptitude tests for both studies. However, Pattemore & Muñoz (2020) participants must also take the working memory (WM) test. After a few weeks of treatment sessions and, ultimately, during the last week of the experiment, participants took the post-test.

Both studies fill pertinent information gaps in the field using the described methodology. Teng (2022) offers insight into how incidental vocabulary learning can be attained through watching captioned videos and how learner-related variables influence such learning by examining the outcomes of a full-length television programme. Similarly, Pattemore and Muñoz (2020) found that after obtaining much exposure (227 min) to the TV series, the understanding of L2 structures improved dramatically. The fact that the group that watched the materials with captions outperformed the group without captions further demonstrates the value of captions for grammar learning.

Conclusion

It can be concluded that individual differences affect second language acquisition based on the goals and conclusions of the two studies. Videos with captions give the target language an audible and visual representation, which makes it easier to acquire grammar and vocabulary in the target language. It is important to note that while both studies show that L2 proficiency level affects second language learning success, language aptitude has little to no impact on grammar learning compared to vocabulary learning.

In addition, the review suggests that if captioned videos are to be used to enhance L2 learning, exciting TV programmes and documentaries should be used so that students appreciate the content and remain motivated to learn. Start with videos featuring diverse, slowed speech for beginner and intermediate learners. For instance, children's programs or educational content can be an excellent starting point for these learners. In addition, it can be observed that learning through captioned videos involves repeated viewing. This is essential, as each viewing can reinforce the student's comprehension and help them acquire new vocabulary and grammatical structures.

It is advised that future research examine the effect of caption quality on learning from captioned videos in light of its beneficial effects in enhancing second language learning. Captions' accuracy, completeness, and synchrony should be assessed, and their impact on learning outcomes should be investigated.

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Insufficient Reinforcement of the English Literature Component Subject in Malaysian Schools: Insights from Teaching Experience

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Summary

This article is written based on my teaching practicum in a secondary school located in the Klang Valley. At present, as numerous ideas and policies are being infused into our Malaysian education system, we find ourselves moving towards an educational landscape where schools emphasise exams and seem to have forgotten the importance of including literary works amidst these dynamic changes. Teenagers in schools are not taught how to deal with their emotions and feelings or how to appreciate history and insights primarily derived from the hours spent studying literary works. We are losing a significant means to cultivate a holistic generation. This insight aims to remind us of the powerful role of literature in the curriculum and the necessity to preserve it in our educational system.

Introduction

In 2017, I embarked on a five-year journey at Universiti Putra Malaysia (UPM) Serdang campus to pursue Bachelor of Education in Teaching English as a Second Language (TESL). In October 2022, I, along with my classmates, overcame various challenges, including the COVID-19 pandemic. Despite these hurdles, we successfully graduated and assumed roles as teachers in secondary schools, polytechnics, and universities. UPM provided us with immersive education in the English literature, spanning from Old English to contemporary works. This experience felt akin to entering the enchanting realm of Hogwarts, where knowledge flowed freely, and magic seemed ever-present. Our purpose was clear: to equip ourselves with a profound understanding of the English language and literature in preparation for our teaching careers.

Our lecturer, Cikpah, emphasised viewing our time at UPM as training rather than mere learning and graduation, instilling a collective commitment to becoming exemplary English teachers. Our English literature courses, facilitated by three distinct lecturers, opened doors to new facets of our identities. Dr. Habsah introduced us to short stories, Madam Juridah incorporated dance, drama, and

theatre, while Dr. Husniah immersed us in the world of novels. These classes transformed us, nurturing emotional intelligence, empathy, and self-awareness. They encouraged us to embrace life's nuances, set our own pace, and articulate our emotions. Most importantly, they imparted invaluable skills for teaching the ostensibly tedious English language and its literary works.

The Power of Literature in English Language Learning

The core message here underscores how literature enhances the process of learning the English language. Unfortunately, Malaysian schools have taken a troubling turn, inadequately reinforcing the literature component of English education. My admiration for literature lies in its capacity to connect us with our humanity, shedding light on the past and fostering emotional intelligence. However, relegating English literature to a secondary role in the curriculum has hindered language acquisition.

In our final semesters of degree, we embarked on teaching practicums in Klang Valley schools. To my dismay, I discovered that English literature was no longer assessed in exams, leaving teachers ill-equipped to use literature as a teaching tool. This revelation was disheartening, as I had a strong passion for teaching literature and yearned to share the joy of learning English through literary works with my students. My lecturer once emphasized that "English teachers are the greatest storytellers," highlighting the power of literature in teaching. Removing the literature component has made English learning seem dry and focused solely on grammar and structure. This restricts opportunities for students to use the language creatively, stifling their engagement with English. Literature, with its interactive activities like dramatic readings, poem recitations, and drama acting, encourages students to understand texts and use the language effectively. Teaching English to Malaysian students, for whom English is a second language, presents unique challenges. However, it is perplexing that the educational system contradicts the Ministry of Education's National Education Blueprint (2013-2025), which emphasises literature's role in enhancing language fluency and 21st-century skills development. Integrating literature into the curriculum contributes to holistic education, addressing intellectual, spiritual, and physiological dimensions and fostering well-rounded individuals.

Promoting Literacy Skills and Emotional Expression

A poignant moment during my teaching experience involved taking my Form 3 students outside for an outdoor lesson. I asked them to find a stone, a dried leaf, a stick, and a flower, items we had used in a previous class to create a short text. The task aimed to encourage students to

express their inner thoughts and feelings, particularly as they navigate adolescence and seek answers about relationships, sexuality, and family dynamics. Regrettably, most students struggled to put their thoughts on paper, revealing a glaring gap in literacy skills. The ability to articulate thoughts and ideas is vital, not just for academic success but also for emotional well-being. When students lack this skill, they may resort to disruptive behaviour to cope with unresolved emotions. Empowering students to express themselves can alleviate this burden, improving their mental focus and enhancing their learning experience.

The Role of the Literature in Cultivating Reading Habits

Literature also plays a crucial role in fostering a reading habit, a fundamental skill for language acquisition. Current classroom practices often involve passive reading and barking at texts and fail to encourage extended reading at home. ESL instructors should promote literature as an engaging and relevant means of learning, utilizing elements such as poetry, novels, and short stories to enhance students' language competence (Ukat & Ismail, 2022). By incorporating literature into the curriculum, teachers can create an environment where students develop reading as a hobby. Reading forms the foundation for language acquisition, enabling students to grasp language forms and structures with confidence. Literature enables readers to connect concepts, events, and emotions in the text to their own experiences, enriching their understanding of the language.

Conclusion

In conclusion, the diminishing emphasis on the English literature component in Malaysian schools represents a missed opportunity to enhance language learning, foster literacy skills, and promote emotional expression among students. Literature is a powerful tool that can engage students, encourage reading habits, and develop language competence. By reinstating and reinforcing the literature component in English education, Malaysian schools can empower students to become proficient English speakers and well-rounded individuals, as envisioned in the National Education Blueprint.

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Reviewing Teachers' Beliefs in Developing a Digital Pedagogical Framework Using the SAMR Model for Undergraduate English Language Learning by Iman Al-Khalidi

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Introduction

Dr. Ruben Puentedura developed the SAMR model in 2019, which is used to characterize and categorize the integration of digital technology into instructional methods. In the article titled 'Examining Teachers' Beliefs on Developing A Digital Pedagogical Framework Based On The SAMR Model For Undergraduate English Language Learning', Iman Al-Khalidi (2021) produced a framework based on SAMR that is suggested for English language instructors in order to assist them integrate technology more successfully, which could result in a more productive learning environment. The article outlines a statement of the problem in the introductory paragraphs that emphasises why English language instructors must be prepared with efficient strategies to incorporate technology into instructional practices The statement of the problem was included in the abstract section of the article and the specific problem was discussed directly later in the article. This article is a review of Al-Khalidi's (2021) study where she sought to learn more about how instructors feel about using technology in the classroom using the SAMR model as a measurement tool.

In her 2021 study, Iman Al-Khalidi delved into the realm of educational technology integration by leveraging Dr. Ruben Puentedura's SAMR model as a foundational framework. The article, titled 'Examining Teachers' Beliefs on Developing a Digital Pedagogical Framework Based on the SAMR Model for Undergraduate English Language Learning,' revolves around Al-Khalidi's innovative approach to empower English language instructors in their quest to seamlessly integrate technology into their pedagogical practices. This review aims to comprehensively analyse and synthesize Al-Khalidi's study, elucidating its significance in addressing the challenges faced by educators in embracing digital tools effectively. Specifically, it explores how educators perceive and adopt technology within the classroom,

employing the SAMR model as a pivotal yardstick to gauge their attitudes and practices. By shedding light on Al-Khalidi's research, this review contributes to the broader discourse on digital technology integration in education and its potential to foster more conducive and productive learning environments.

SAMR Model

The initial 'S' stands for Substitution, 'A' for Augmentation, 'M' for Modification, and 'R' for Redefinition represent different levels and specific uses. To improve their teaching practices and professional growth, the author mentioned that instructors should find the model useful. Even though the SAMR model is a framework for integrating technology; it is not a panacea for enhancing pedagogy or instructional design. To deliver high-quality training, the original content and lesson plan are crucial. However, the SAMR Model can be a real game changer for reimagining instructional possibilities in the digital age when combined with the potent edtech tools offered. If properly implemented, these changes will serve to enhance and improve students' educational experiences and better align instructional technology with classroom instruction.

Objective

The objective of this paper is to investigate instructors' practices and attitudes on the idea of incorporating technology into their instruction as well as how much they actually do so. This work further honed its focus to build a model specifically created for teaching language courses to undergraduate students that may be used by instructors in the TESOL field based on theoretical perspectives related to the SAMR model and Bloom's taxonomy. The author raised two research questions on how much TESOL teachers use digital technology in the classroom based on the SAMR model and how teachers feel about integrating technology using the SAMR model in the TESOL classroom. It is clearly stated by the author that the model caters to instructors specifically teaching English. The research proposes a model that is in line with the SAMR model based on theoretical viewpoints and the examination of teachers' perspectives in this case study. More significantly, the learner-centred approach's guiding principles are used to shape and direct the model. The concept is viewed as a chance for instructors to independently experience using digital tools and abilities in their teaching practices.

Literature Review

The literature review on technology integration was also addressed by the author, with a focus on the SAMR model to gauge how much technology is being used by teachers. The primary objective of this research is to enhance the understanding of the literature by creating a model of technology integration that is specifically customized to the context and influenced by both theoretical and practical viewpoints.

The author chose pertinent works that appeared between 1994 and 2020. He performed at a satisfactory level of performance emphasising prior research on subjects relevant to their own and, when appropriate, even presented comparisons of the literature. The author also includes a summary, a synthesis of the data, and his thoughts on the implications of the study. The SAMR model and Bloom's taxonomy are two examples of common themes that the researchers documented in a succinct thematic literature review.

Authentic technology-based instruction does not aim to replace the instructor with machinery. Instead, it should concentrate on creating technology that adapts to the needs of the student, enabling the redesign and expansion of learning activities as well as the development of new, previously unattainable learning opportunities. The SAMR shows that students actively engage in every ICT-based learning assignment, and that their involvement in fostering independent learning increases with level. For each level of the SAMR model, the article's technological integration was described. The model started with Substitution, which refers to switching from manual to digital tools. For instance, as digital delivery methods, smartboards, overhead projectors, or laptops are used in place of whiteboards or printouts of materials (Aliva, 2019).

The second stage, Augmentation, is indicated by the statement "tech functions as a direct tool substitution, with functional improvement." The augmentation process, though comparable to the substitution process in some ways, allows students access to a variety of technical elements. The practice of writing skills using Microsoft Word is an example of a teaching activity for the augmentation level. Other examples are using Grammarly, thesaurus online or Google Translate. If the previous levels concentrated on improving learning tasks, the succeeding levels were more concerned with changing learning tasks, necessitating the use of higher-order cognitive abilities. The author mentioned in the article that instructors use technology in their teaching and learning process up until these two levels only. The majority of the instructors did not proceed to the next level in this model.

The third stage, Modification, refers to "major task redesign made possible by technology." At this level, the use of technology involves more than just adding new technological features; ICT also gives students access to a variety of learning assignments. For instance, students may be assigned a job that requires them to write together in a team using Google Doc, after which they provide online peer feedback on the same platform. Google Doc is adapted to function as a collaborative platform in an online setting in addition to serving as a digital writing

platform. The second example involves students creating a poster presentation for a writing assignment using Canva, a website with graphic design tools. Students are pushed to write in a succinct yet thorough manner during the poster-making process, as well as to make the poster attractive by including pertinent photos to help readers understand the content in the poster.

In this process, the student's learning activity is changed by giving them different learning tasks in addition to writing down specific thoughts, particularly when they are summarizing or looking for images. The highest level of integration, Redefinition, means that "previous impossible tasks can now be created" using technology. More creativity is stressed in the learning exercises for the pupils at this level. The use of technology is encouraged so that students can practice their language skills in a variety of settings that may be difficult to execute without it. To reach a global audience, for example, students learning speaking skills are told to create videos and post them to YouTube. Alternatively, instructors may set up video conferences with native English speakers so that their students can practice speaking in real-world situations. The author stated how this model can help instructors move towards effective technology integration that may lead to a more effective learning environment.

Methodology

The study employed a case study as a strategy that is in conjunction with the interpretivism paradigm underpinning this qualitative study and serves as the theoretical framework. It was conducted at a community college in Toronto in 2020. The participants involved are not clear; the author first mentioned at the beginning of the research design that the participants were from a group of three teachers. However, later, the author discussed the reflection reports which were provided by six teachers. The numbers of participants mentioned are not the same. Additionally, the number of participants was too small. The researcher can use a bigger sample to collect more data.

There are two instruments mentioned in the article: open-ended questions and reflective reports. However, the description of these two instruments is also lacking in detail. It is not explained why the author determined this test to be the most appropriate measure, how many questions participants were asked, and validity and reliability were not discussed.

The study used the analytical process using a three stages model by Miles and Huberman (1994) when analysing the reflective reports that were collected as the data of the study. The process is explained as follows:

Stage	The analytical process
Stage 1 Data reduction	The data was initially arranged according to the two RQs. Several themes and phrases that described the instructors' beliefs about integrating technology and the extent of their integrating it in accordance with the SAMR model emerged under each category.
Stage 2 Data display	Groups of emerging themes were identified, characterized, and presented.
Stage 3 Conclusion drawing/verification	To determine which segments of the transcribed data inside each specific answer of each interview have vital information to include and which segments contain irrelevant information to omit, the coding process begins with a word-by-word and line-by-line evaluation of the data. Each word or segment was given a code or label to describe an aspect of the material after being reviewed and thought about in relation to the transcribed data.

Results

The analysis process using this three-stage model is stated clearly in the study and rich and in-depth data were collected through the reflection reports provided by the samples. The process is easy to read and understand, and summarises the steps taken during analysis, but the author did not list the themes or keywords emerged from the analysis. Later in the Results and Discussion section, the author mentioned and highlighted several themes or keywords and discussed them in detail by using a few excerpts from the participants' self-reflection reports.

The author also mentioned the correlation between the SAMR model and Bloom's taxonomy. It has been the foundation of the framework or educational perspective that the models of technology are developed upon in the context of technology education. Both frameworks are designed to give students the fundamental knowledge they need to learn at their maximum potential. A lot of reflection is necessary when designing instructions. Instructors start by defining the precise learning objectives that will serve as the foundation for the construction of their lesson plans.

The Result and Discussion sections in the article are combined in one section. It is not unusual to find articles in scholarly social science journals where the author(s) have combined a description of the findings with a discussion about their significance and implications. This portrays that the author has many experiences in writing

research papers because she can organise the article properly without separating the Result and Discussion sections. The outcomes of the data analysis point out that instructors integrate technology more frequently at the Substitution and Augmentation levels than at the more advanced levels of Modification and Redefinition. Hence, the author comes out with samples of integrating the SAMR model in English language learning as reference for instructors. She developed a model specifically designed for teaching language courses among undergraduate students that can be utilised for instructors in the TESOL area. The three samples included in the study are listed below:

1. SAMR Model for Teaching the English Literature
2. SAMR Model for Teaching English Essay Writing
3. SAMR Model Based Rubric

It is clear that instructors who have never come across the SAMR model would have understood how this model works and can implement it in their lesson plan. The reason author provides this example because he mentioned that instructors usually only integrate technology in the first two levels of the SAMR model only. Hence, by using the samples as a reference, they can easily fill in the rubric to match their lesson plan and integrate the technology used in the classroom systematically according to the framework of digital pedagogy.

Conclusion

The findings of instructors' attitudes on technology integration in the classroom are consistent with theoretical viewpoints that stress this aspect of classroom instruction. Experts in the field of teaching English as a second language support the use of technology in the classroom, basing their arguments on the idea that it helps students become more engaged, interactive, and motivated—three key components of student-centred learning. These experts include Brown and Lee (2015) and Chapelle (2013). Hence, it's crucial to realize that not every class necessitates the same degree of technology integration. Some learning tasks just require basic memory to promote academic development. Not every lesson calls for a thorough integration of technology tools, just as not every lesson has a Depth of Knowledge (DOK) level of 4, which would signify the autonomous generation of new ideas and high levels of critical thinking. Because of this, SAMR is still an effective example of how to use technology in a classroom. When using technology in the classroom, the SAMR Model can be used to decide whether a certain software is appropriate. The SAMR model focuses on evaluating how well a piece of technology fits into the overall educational objectives of a learning endeavour. What SAMR offers is a framework for successfully and deeply

integrating technology into instructional design, regardless of the curriculum. The flexible and adaptable notion enables educators to think critically as they use technology to accomplish specific objectives. It enables educators to design, produce, and enact digital learning experiences that are technologically based.

However, applying the SAMR model does not ensure efficient learning. Instructional design is essential for efficient instruction. If technology is employed in a way that maximizes its potential to support meaningful learning, it will depend on the instructor's abilities. The SAMR paradigm also cannot be applied independently of educational theory. The impacts of employing a particular technology for teaching and learning should be considered when assessing an instructor's technological integration expertise (Salomon, Perkins, & Globerson, 1991). Instructors can utilize technology to increase "cognitive residue" and enhance teaching and learning. The SAMR model places a stronger emphasis on technologically oriented outcomes than does the TPACK model (Mishra & Koehler, 2006), which is focused on teacher expertise in technology integration. To examine what they can and perhaps should accomplish, Puentedura (2012) challenges instructors to make a distinction between old and new technologies.

The instructional goal that was set by the study is described in the implication section. The study makes some recommendations for technological integration. One repercussion is that TESOL instructors are urged to utilise the SAMR model as a benchmark or criteria to assess how well they have included technology in all phases of a lecture or course design. The author emphasises that after becoming more used to the methods and tools of technology integration, instructors will be able to incorporate technology into increasingly challenging activities. In conclusion, this paper describes a limited scope research carried out in a constrained setting with a small sample pool. The generalisability requirement may be impacted by this. This study may have a limitation due to the lack of comprehensive background data on the difficulties faced by instructors and the variables influencing their usage and integration of technology. If more people take part in this study, our understanding could be improved.

The SAMR model is not a magic bullet for improving pedagogy or instructional design; rather, it offers a framework for integrating technology. The original material and lesson plan are essential for delivering high-quality training. When paired with the effective Edtech tools available, SAMR can be a true game changer for reinventing educational potential in the digital age. To sum up, the

educational experiences of students will be improved and enhanced if these changes are correctly implemented, and instructional technology and classroom instruction will be more effectively aligned.

Reflection

Considering the insights gleaned from this reviewed article, language educators can extract several valuable lessons and considerations for their pedagogical practices in the digital era. Embracing technology in language education aligns with contemporary educational theories, as scholars like Brown and Lee (2015) and Chapelle (2013) have highlighted its potential to enhance student engagement and motivation. To make the most of the available technology, language educators should tailor its integration to specific learning objectives, recognizing that not every lesson requires the same level of tech involvement. The SAMR model provides a framework for this assessment, allowing educators to design digital learning experiences aligned with their curricular goals.

However, the effectiveness of technology-enhanced learning depends on instructional design and the ability to bridge the gap between technological expertise and pedagogical knowledge, as emphasized by the Technological Pedagogical Content Knowledge (TPACK) framework. Moreover, technology integration is an evolving process, and

language educators should continuously adapt to new tools and pedagogical trends, staying up to date to benefit both instructors and learners. In conclusion, this reviewed article sheds light on the potential benefits and challenges of integrating technology in language education. While the SAMR model offers a structured approach, its success depends on thoughtful instructional design and educators' ability to align technology with learning objectives. By using technology strategically, language educators can create more engaging and effective learning environments, ultimately enhancing the educational experiences of their students in the digital age. However, it is crucial to acknowledge the limitations of any study and the need for ongoing research and adaptation in the ever-evolving landscape of educational technology.

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Incorporating Sustainable Development Goals in English Language Teaching and Learning: Why and How

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Introduction

As English language teachers, should we focus solely on teaching language skills, such as grammar, vocabulary, speaking, and writing in our classroom? Or should we also foster critical thinking skills and awareness of global issues among learners? In this article, I describe the Sustainable Development Goals (SDGs), discuss the rationale for incorporating these goals into English Language Teaching (ELT), and provide two practical strategies for language teachers to incorporate these goals into their classrooms to develop global citizens.

Sustainable Development Goals (SDGs)

I believe many would have seen the colourful picture of the United Nations (UN) Sustainable Development Goals and possibly included them in publication materials without truly pausing to think about their significance. For illustration, the 17 SDGs are shown in Figure 1.

Beyond the colourful picture, the SDGs constitute a framework of goals collectively established by all nations within the UN in 2015, aiming to create a better world for everyone to live in. According to the UN, the goals are "an urgent call for

Figure 1. The 17 SDGs.

action by all countries—developed and developing—in a global partnership. They recognise that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests." (United Nations, n.d.). In brief, these goals are also known as the global goals set to tackle pressing issues affecting our world.

English Language Teaching (ELT)

English language teaching (ELT) can be significantly enriched through the incorporation of the SDGs. Firstly, the SDGs provide rich and meaningful topics for language learning, anchoring language lessons to real-world issues. By connecting language instruction with global challenges, such as poverty, climate change, and inequality, learners can be provided with a platform to share diverse perspectives on world issues. Therefore, language teachers should empower learners with the language skills and ideas necessary for active engagement in discussions.

Secondly, the incorporation of SDGs into ELT serves as a catalyst for critical thinking and problem-solving skills. Crookes (2019) argues that adopting a critical pedagogical perspective can be transformative, encouraging learners to analyse, question, and engage with complex social and global issues. By

framing language lessons around SDGs, language teachers can encourage learners to work together to explore solutions for the community and environment. This collaborative approach also fosters a sense of empathy and kindness among learners.

Two Strategies for Incorporating SDGs in ELT

Recognising the significance of the SDGs in language education, here are two strategies for English language teachers to get started.

Firstly, language teachers can review existing course materials to determine whether any topics, materials, or activities are related to the SDGs. Otherwise, language teachers may make small changes to the course materials to increase their focus on the SDGs. Authentic materials such as news articles, interviews, and videos related to the SDGs should be used to provide exposure to real-world issues. However, language teachers should not overwhelm learners with too many issues and goals at once without losing sight of the fact that the class is fundamentally a language class.

For example, language teachers could concentrate on a specific goal, such as "Climate Action" (Figure 2), in a single lesson or spread it across a few lessons. The topics covered may include global warming consequences, solar radiation, and climate change. Teachers may start

the lesson by showing pictures related to climate change (Figure 3) and conducting think-pair-share activities.

Figure 2. Sustainable Development Goal 13 – Climate Action.

Figure 3. Pictures related to Climate Change.

Other possible activities for such focused lessons include discussions, class-sharing sessions, and collaborative projects. Importantly, language teachers should contextualise the chosen goals, relating them to the local context to ensure they are relevant and meaningful for their learners.

Secondly, language teachers may adopt existing SDG-related materials or develop their own SDG lessons. There are plenty of resources and activities available for diverse learners, whether young learners, teenagers, or adults. One notable resource book is from the British Council titled "Integrating Global Issues in the Language Classroom: With Reference to the United Nations Sustainable Development Goals" by Maley and Peachey (2017). Within the book, Chapter 22 (pages 195-203) is highly recommended for university teachers and learners. This chapter highlights three activities designed for undergraduate students in the English for Academic Purposes class. These activities aimed to develop essential language skills, including oral fluency, discussing strategies, pronunciation skills, and public speaking, while focusing on some SDGs.

Furthermore, language teachers interested in conducting online SDG lessons may refer to a recently published article by Ugalingan et al. (2023). Their article shared three lessons designed to

help ESL learners develop communication skills. These lessons revolve around the development of advocacy presentations using technology. The article outlines the procedures for planning, creating, and delivering a presentation centred on a topic related to a specific SDG. These lessons benefit language teachers seeking a guide to integrate SDG-related activities and lessons in their online classrooms.

Conclusion

Language teachers should play a role by integrating Sustainable Development Goals (SDGs) in English Language Teaching (ELT), anchoring lessons to real-world issues. This approach empowers learners to develop language skills through engaging in discussions on pressing global concerns. By weaving SDGs into their lessons, language teachers not only help individuals become proficient in the language but also nurture them to become global citizens capable of addressing our world's challenges.

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Video Résumé: Do Students have What it Takes?

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Introduction

Video Résumé (VR) is a platform for job seekers to create and share information about their skills, experience, achievements, and personality, in an interesting and attractive video to attract future employers' interest (Jain, 2023). Traditional résumés are so competitive nowadays that even applications or Artificial Intelligence can prepare complete and impressive résumés for job seekers until future employers cannot really differentiate if the résumés are prepared by job seekers or if they are generated by Artificial Intelligence. This new type of résumé (video résumés) provides other alternatives for job seekers to showcase their skills, qualifications, and achievements in other ways rather than submitting only traditional résumés.

Video résumés can be another way for future employers to see the other side of job seekers even before they meet them in person. There are many things that can be seen from video résumés even if it only takes a few minutes. Future employers can have a glimpse at future employers' personalities, confidence levels, language skills, and many more. Another thing that can be assessed from video résumés is the efforts by future employers. Some videos can be impressive, while some videos can be very dull. All of these depend on the efforts of the candidates. It is not too much to say that even though some candidates have very impressive academic qualifications, great skills, and high-profile job experiences, if video résumés do not stand out, they can affect the chances of getting a job.

Even though video résumés are not made compulsory for all job applications, we can see a rising trend of video résumés is required or requested by companies. This article reviews and explores the limitations or restrictions that students think they have when producing video résumés. By looking at these aspects, we can focus on the challenges that students encounter and help them to produce a good and effective video résumé.

Advantages of Video Résumés

Traditional résumés in hard copy form can provide information about candidates; however, they cannot show the candidate's

confidence (Broflowski, 2021). Video résumés can be the best option for future employers to determine whether candidates have the confidence level that they are looking for. This can help them in deciding whether they want to continue with the next step for the candidates.

According to Maurer (2021), video résumés are popular among the positions offered at the entry level. As we know, positions at the entry level are mostly applied by fresh graduates, especially Generation Z and younger Millennials. They are the people who have better technology and social media literacy compared to older generations. One of the popular social media platforms that can be used to produce video résumés is TikTok. The efforts taken to prepare VRs are solid proof that the candidates are up to date with technology and probably will not experience technical challenges (Broflowski, 2021). Therefore, this can be one of the qualities of the candidates that can be applied in a working environment.

Limitations in Preparing Video Résumés

Creating a video résumé can be overwhelming and confusing for some people, as there are many things to be prepared. Not only that, but it is also very different from preparing a traditional résumé as job seekers need to strategize how to put necessary information about themselves in the video and at the same

time engage viewers. As stated by Jain (2023), by following best practices, job seekers can produce a video résumé that is professional, engaging, and effective. This is aligned with one of the problems mentioned by Kleiman (2021), a résumé consultant at RésuméBuilder.com. Video résumés can be a problem for people who are not tech-savvy and have limited creativity and communication skills. Even though they have impressive qualifications, they have problems when it comes to showcasing them in the video.

Not to forget, those who are introverts might have problems displaying their personalities. Some of them are even too shy to record themselves and do not have social media. They need to step out of their comfort zone to capture future employers' interest in the videos. Morgan (2021) mentioned that with high competition among job seekers and the advancement of technology, job seekers can showcase their body language and expressions in video résumés. They are able to explain themselves with the use of video. This is like the first stage of meeting the future employers before they meet them in person if they are selected for an interview.

Challenges Faced by Students in Preparing Video Résumés

A simple survey was conducted by the author involving 48 students to know the challenges and limitations they faced when completing video résumés. These students

are taking a course to prepare them for a job interview and one of the assessments requires them to produce a video résumé. A Google Form was shared with all the students, and they were asked to share the challenges and limitations that they encountered when producing the videos based on their experiences when creating and producing the videos. Based on the list, the main challenge that most of the students faced was about creativity. They might have good content; however, many students felt that they were not creative enough when preparing the videos. Creativity is the most important part of a video résumé as it is what makes the videos different from each other and catches the interest of employers.

Next, students also felt that they were having difficulties with the content. They were not sure about the information that needed to be put in and if their content was good enough. With proper guidance and examples, these problems can be solved, and students will be able to produce a good video résumé with impressive and vital content. The third highest challenge listed by the students is about language, in this context, the language is English. This involves the tenses, grammar, pronunciation, and others. Language is very important in video résumés as students need to speak in the videos. A good video résumé is not only about showing the sentences but about speaking and delivering the message verbally as

well. That is why it takes lots of effort and time to produce a good video résumé, even before the shooting takes place. Candidates need to make sure there is no error in the language used and that they are pronouncing the words correctly.

Another challenge shared by the students is body language. This is good as they are aware that they need to deliver and show effective body language when recording. It is not simply to read and record, but to deliver a message with good expressions and body language. Remarkably, video editing skills and confidence levels are not listed as major problems when creating video résumés. Most students have no problems with editing skills. They have no problems recording and even know many applications that can be used to create videos, but still, they need more guidance to produce good and effective video résumés. In a study conducted by Tong et al. (2020), it was found that job seekers who are familiar with self-video shootings using mobile phones are more confident in preparing video résumés. In fact, they think that video résumés are a better platform to impress future employers.

Conclusion

Good preparation and great effort are important in preparing a video résumé, especially if it is required by the companies. Good video résumés obviously will give the candidates a significant advantage

compared to other candidates (Morgan, 2021). Overall, it is highly recommended that students or job seekers prepare good and effective video résumés as they not only can boost their confidence level and showcase their creativity but also play an important role in increasing their potential to get hired by future employers (Fazlind et al., 2020).

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The Reading Circle Programme (RCP): A Look Back on Nearly a Decade of Growth and Transformation

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Introduction

In this article, we reflect on our experience conducting an English Extensive Reading Project (EERP) known as the Reading Circle Programme (RCP) since its first debut in 2014. As part of the initiative to cultivate reading culture among the staff and students of Universiti Malaysia Pahang Al-Sultan Abdullah (UMPSA), the RCP serves as an avenue for the UMPSA community to continuously seek knowledge through highly interactive and constructive discussions of assigned reading in the pursuit of fostering critical thinking and socialisation skills as well as imparting open-mindedness. The two most fundamental steps involved in running the RCP are asking the students to read the assigned books and dividing them into small groups to discuss everything about the books. Even though it has been almost a decade, the RCP is still going strong, and being rejuvenated through a series of refinements. To eliminate ambiguity, we will call the earliest or original version of the RCP as the Pilot Reading Circle Programme (PRCP) and the version that gradually underwent modifications and revisions will be termed as the Improved Reading Circle Programme (IRCP).

Reading Materials

In terms of assigned reading, we believe that it is necessary to thoroughly select the reading materials and choose the ones that are of the students' 'size' to prevent them from feeling intimidated as intimidation could only lead to frustration and demotivation. In essence, if learner motivation increases, individuals can overcome their psychological restraints (Mehmood, 2018).

To date, the current IRCP assigned reading materials are comic books, a totally radical departure from the previously employed graded reader novels. Truth be told, this could not get any better since comic books seem to have this special appeal to young adults in addition to being regarded as a form of leisure activity by adults (Ogier & Ghosh, 2018). This brilliant strategy deserves applause for its capacity to make the most of this special relationship, which intends to curb reading discouragement. This is proven through the

students' ability to unfold their minds and pay attention to the plot details on top of gaining a deeper understanding of the conflicts presented in the comic books. Therefore, it is not exaggerating that the assigned comic books have heightened student engagement in the IRCP better than they did during the PRCP phase.

The IRCP

The shift to IRCP did not happen overnight. It took a few series for us to realise the need to modify the PRCP back then. Based on our observations and random dialogues with several colleagues and students during the running of the PRCP, the repercussions received were then summarised into one main concern; superficiality which subsequently resulted in futility. First off, the PRCP was deemed superficial because it was just a one-hour discussion programme with no sequel or follow-up. That was how the RCP was carried out in its pilot days. Just as a one-off event and students were expected to complete their reading of the assigned books prior to the grand gathering day (Figure 1). In groups of 10, students needed to analyse and discuss anything under the sun in relation to the story that they had read. An instructor, serving as a moderator was assigned to each group to lead the group discussion for about 30 minutes or so, and the students were expected to air their opinions, thoughts, and whatever that they wished to express freely as long as they refrained themselves

from touching sensitive issues like race, religion, and royalty.

Figure 1. Group discussion during the grand RCP gathering.

With so much to bring to the table within 30 minutes, it was truly unfortunate that some issues, ideas, or points could not be thoroughly discussed, hence defeating the objectives presented earlier. Additionally, the effort of using the discussion platform to develop critical thinking ended in vain since it occurred in a touch and go manner. The students could not actively engage their minds in in-depth discussion within so little time, and through such superficiality, the weight of futility became evident. Such a short period of discussion time could not accommodate 10 different perspectives from 10 different worldviews, thus there was no way that the PRCP could increase one's reading motivation or compel one to comprehensively analyse the story beforehand. Eventually, they would just

settle with a superficial understanding of everything due to the lack of intrinsic and extrinsic motivation to do so. Those with poor English proficiency were reluctant to read and let alone to discuss. When the most basic goal of instilling love for reading and promoting critical thinking was lost in that superficiality, it was high time for some modifications.

The first improvement made to the PRCP was a slight improvement. The students still convened in a maximum number of 10 members per group, on one specific day to discuss books which had already been assigned to them earlier. To inject reading motivation, the newly improved RCP came with a graded, meaningful task of poster making. In doing so, the IRCP could only focus on a particular group of students and at that juncture, the newly registered Diploma students of the 2017/2018 academic session taking Foundation English were seen as the perfect candidates for the mission. Each group had to craft a poster conveying a public service announcement message based on one of the moral values that they had discussed (Figure 2). Owing to this assignment, the traditional 1-hour RCP discussion has been extended into mini-series of class discussions, offering more time and space to discuss in length and depth particularly concerning moral values and many other intriguing elements found in the assigned books.

Figure 2. Samples of public service announcement posters.

The year 2022 saw another improvement made to the IRCP wherein poster making was substituted with video making, influenced by the trends in social media platforms such as TikTok and Reels mostly (Figure 3). As digital natives, video creation is certainly an activity that students nowadays hold great affection for, due to their extensive familiarity with various digital platforms and technologies (Jung, 2019). In short, the shift was timely and a downright good one to help Gen Z connect with their teachers, learn in a highly interactive environment, and become more enthusiastic about classroom content (Chong & Reinders, 2020).

While there are still some students who display substandard performance thus far, the number of exceptional visual artworks appears plausible in demonstrating that the IRCP has been brought to fruition. This improved teaching and learning innovation is considered successful at making the IRCP more meaningful and less superficial, on top of nurturing students' higher order thinking skills (HOTS) whilst expanding their creative skill sets by reaping the benefits of visual communication through crafting posters and videos. Indubitably, the blend produces outcomes that are many times greater than before.
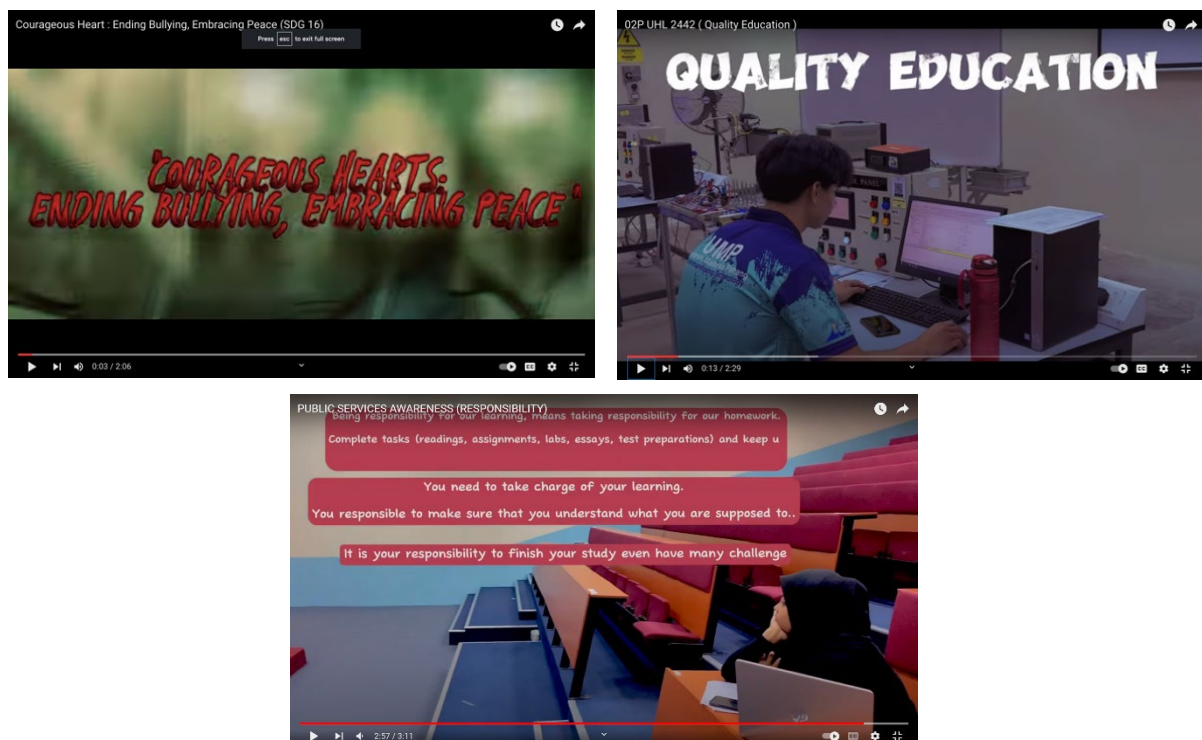
Figure 3. Samples of public service announcement videos.

Conclusion

In our humble opinion, visual arts and the RCP seem like a perfect combination because, in a way, it could help the students translate and communicate their thoughts through visual communication masterpieces, whether they are posters or videos. In a positive light, the issues, points, or ideas that were once limited to the scope of the books they read, have now evolved into more advanced and intricate subjects. It is hoped that the students will come to realise that reading goes beyond just being a hobby or class assignment, extending far down from the surface to reach the peak of their emotional satisfaction. These emotions are then expressed visually through their artworks in light of sharing knowledge to benefit the masses.

As we explore the potential of the IRCP, it becomes evident that there is room for growth and diversification of activities to make it even more meaningful. This may involve incorporating the programme into a course syllabus, making it an essential component of the students' learning. Additionally, inviting guest speakers or lecturers to share their thoughts and further enrich the academic journey can also be a beneficial addition. Hurrah! The RCP is not a one-hit wonder anymore; instead, it is a kick-start to a wholesome process of nurturing higher order thinking skills.

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Kalam Platform Komunikasi antara Pengajar dan Pelajar di Universiti Malaysia Pahang Al-Sultan Abdullah (UMPSA)

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Pengenalan

Komunikasi antara tenaga pengajar dan para pelajar merupakan aspek penting dalam memastikan proses pengajaran dan pembelajaran berlangsung secara sistematik dan berkesan. Menurut tulisan Byrnes (1975) dalam Abdul Mua'ti (2001), komunikasi merupakan sebuah proses interaksi antara manusia yang melibatkan pertuturan dan pertukaran pendapat, gerak isyarat atau simbol. Matlamat interaksi adalah untuk mencapai objektif bertukar-tukar maklumat, mempengaruhi tindakan, memberi arahan, menyampaikan maklumat serta medium rujukan. Menurut Kamus Dewan Edisi Keempat (2007), komunikasi merupakan perhubungan secara langsung atau dengan perantaraan yang bertujuan untuk bercakap, berbincang, bertukar-tukar pendapat serta menyebarkan atau menyampaikan maklumat. Berdasarkan pandangan ini, jelaslah bahawa komunikasi merupakan aspek penting dalam hubungan antara tenaga pengajar dan para pelajar. Semua universiti di negara ini dilihat mempunyai platform rasmi untuk tenaga pengajar berkomunikasi dengan para pelajar mereka.

Tinjauan Platform Komunikasi di Universiti di Malaysia

Tinjauan mendapati hampir kesemua universiti di Malaysia mempunyai platform rasmi untuk tenaga pengajar berkomunikasi dengan para pelajar mereka. Sebagai contoh, Universiti Sains Malaysia (USM) menggunakan platform yang dinamakan eLearn@USM. Platform ini menjadi portal rasmi *e-learning* dan pusat pembelajaran bagi tenaga pengajar dan pelajar di USM. Semua kursus yang ditawarkan oleh USM boleh didapati melalui portal ini. Portal eLearn@USM membantu urusan pentadbiran, penyampaian maklumat dan pengurusan kursus di antara tenaga pengajar, para pelajar dan pihak pentadbiran dengan lancar. Selain itu, ia bertujuan membantu para pelajar untuk melibatkan diri sebelum, semasa dan selepas kuliah (eLearn@USM, 2023).

Manakala di Universiti Putra Malaysia (UPM), platform ini dikenali sebagai *Putra Blended Learning System and Assistive Technology* atau PutraBLAST. Platform PutraBLAST ialah sistem pengurusan struktur maklumat dan penyampaian kandungan pembelajaran, penilaian pengajaran dan pembelajaran, pengesanan kemajuan dan pemantauan proses pembelajaran di UPM. Seterusnya, Universiti Malaya (UM) pula menggunakan platform yang dikenali sebagai Portal Pembelajaran Pelajar dan Sistem Pengurusan Pembelajaran. Platform ini menghubungkan para pelajar dan tenaga pengajar dengan membolehkan para pelajar mengakses semua maklumat berkaitan modul yang didaftarkan sebagai contoh maklumat modul, penyerahan tugasan, penilaian, dan lain-lain (Putra Learning Hub, 2016).

KALAM Platform Komunikasi di UMPSA
Di UMPSA, platform rasmi *e-learning* yang digunakan oleh tenaga pengajar dan para pelajar dikenali sebagai Knowledge and Learning Management System (KALAM). Platform KALAM merupakan sistem pengurusan pembelajaran yang digunakan oleh semua tenaga pengajar di UMPSA sebagai medium komunikasi rasmi untuk berinteraksi dengan para pelajar yang berdaftar di dalam kursus mereka. Setiap tenaga pengajar dan para pelajar dapat mengakses platform KALAM ini menggunakan email rasmi mereka

berserta kata laluan yang telah didaftarkan oleh mereka sendiri (KALAM, 2021).

KALAM merupakan medium rasmi komunikasi yang digunakan oleh tenaga pengajar dan para pelajar di UMP., Status penggunaan dan pengisian maklumat di platform KALAM ini perlu mencapai tahap *blended learning* dengan kriteria-kriteria tertentu. Antara kriteria yang dititikberatkan dan perlu dimuat naik oleh tenaga pengajar di platform ini adalah sinopsis kursus dan maklumat berkaitan kursus yang diajar. Sinopsis dan maklumat kursus ini biasanya merangkumi silibus, topik-topik pembelajaran, rancangan pembelajaran, tugas-tugasan, hasil pembelajaran dan ringkasan penilaian serta bahan-bahan bacaan yang dapat membantu para pelajar membuat rujukan (Fink, 2012).

Berikut merupakan gambar muka hadapan platform KALAM dan status yang menunjukkan KALAM mencapai tahap *blended learning*:
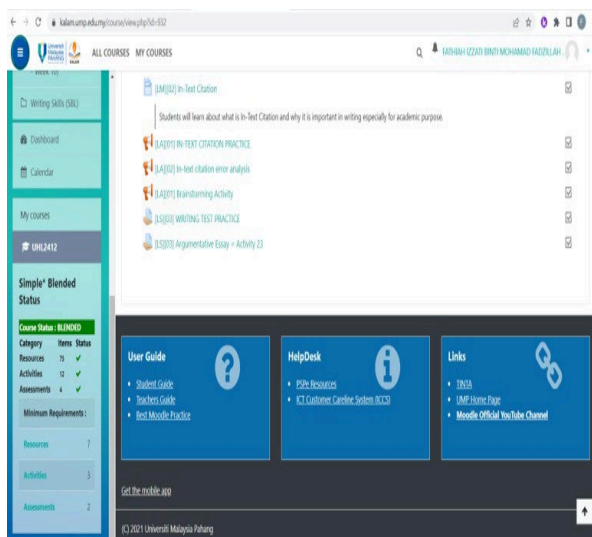
Selain itu, elemen lain yang boleh dimuat naik di platform ini ialah slaid-slaid yang digunakan semasa kelas secara bersemuka, video pembelajaran serta nota-nota tambahan yang dirasakan perlu sebagai keperluan kursus tersebut. Dengan memasukkan slaid-slaid, video pembelajaran serta nota-nota ini, pelajar boleh mengakses maklumat pada bila-bila masa sahaja tanpa perlu menghubungi tenaga pengajar kursus tersebut. Para pelajar hanya perlu muat turun slaid, video dan nota yang mereka perlukan dan terus

boleh menggunakannya. Berikut merupakan contoh slaid, video dan nota-nota yang dimuatkan dalam platform KALAM. Menurut Lombardi (2004), nota-nota yang diberi dapat membantu para pelajar dalam membuat persediaan untuk tugasan atau penilaian. Para pelajar dapat membaca terlebih dahulu nota-nota yang diberikan atau membacanya berulang kali sekiranya mereka tidak faham. Melalui pembacaan awal ini, para pelajar boleh menyediakan beberapa soalan tertentu berkaitan topik untuk mendapatkan maklumbalas daripada tenaga pengajar dengan lebih terperinci .

Seterusnya, tenaga pengajar boleh menggunakan medium KALAM untuk dijadikan sebagai salah satu platform bagi mengadakan latihan secara berterusan kepada para pelajar . Hal ini demikian kerana tenaga pengajar boleh memuat naik latihan tertentu untuk setiap topik yang telah dipelajari untuk menguji tahap penguasaan para pelajarnya. Latihan ini boleh dilaksanakan secara terus selepas tamat sesi kuliah kerana pengajar boleh menetapkan masa dan jumlah soalan terlebih dahulu sebelum sesi kelas secara fizikal. Para pelajar dengan mudah boleh menggunakan telefon mudah alih mereka untuk menjawab soalan-soalan latihan ini dalam satu tempoh waktu yang telah ditetapkan.

Selain itu, penilaian formatif juga boleh dilaksanakan menggunakan platform

KALAM. Tenaga pengajar hanya perlu memuat naik soalan-soalan penilaian dan para pelajar boleh menjawab mengikut format dalam tempoh masa yang ditetapkan. Selain itu, penilaian yang berbentuk aneka pilihan soalan membolehkan para pelajar memperoleh markah sebaik sahaja selesai penilaianmanakala, penilaian berbentuk terbuka dan subjektif seperti esei, rubrik pemarkahan juga disediakan untuk panduan para pelajar. Oleh hal demikian, pelajar akan lebih bermotivasi dan bertanggungjawab dengan proses pembelajaran mereka (Banditvilai, 2016).

Forum juga merupakan salah satu fitur di platform KALAM yang boleh dimanfaatkan oleh tenaga pengajar dan para pelajar untuk kekal berinteraksi walaupun di luar waktu kuliah. Fitur ini membolehkan tenaga pengajar dan para pelajar berbincang topik-topik yang disetkan sebagai topik perbualan forum ketika itu. Aktiviti forum ini boleh dilakukan pada bila-bila masa sahaja mengikut perbincangan di antara tenaga pengajar dan para pelajar. Para pelajar juga boleh memberi respon dan pandangan mereka ketika sesi ini dijalankan. Lazimnya, sesi ini dilakukan secara bertulis apabila tenaga pengajar atau para pelajar memulakan perbincangan dengan bertanyakan soalan-soalan tertentu kemudian dijawab oleh tenaga pengajar atau para pelajar lain. Sesi forum juga adalah penting untuk penilaian rakan sekelas dan menjadikan

mereka lebih peka terhadap tugasan atau penilaian dalam kursus (O'Dwyer, Imig & Nagai, 2014). Selain itu, sesi forum juga merupakan medium komunikasi untuk para pelajar cuba untuk menyampaikan pendapat mereka, bertukar pandangan dan belajar cara berkomunikasi dengan pengajar dan pelajar lain.

Hubungkait KALAM dan Pembelajaran Bahasa

Kewujudan platform KALAM mempunyai kebaikan dan kelebihan yang jelas sama ada kepada tenaga pengajar dan para pelajar terutamanya dalam pembelajaran bahasa. Di Pusat Bahasa Moden UMPSA, penawaran kursus bahasa dikendalikan oleh Jabatan Bahasa Inggeris dan Jabatan Bahasa Asing. Kursus bahasa yang ditawarkan ialah kursus bahasa Inggeris, bahasa Melayu, bahasa Jepun, bahasa Sepanyol, bahasa Jerman, dan bahasa Mandarin. Pembelajaran bahasa yang dibantu oleh platform digital seperti KALAM adalah salah satu kaedah pembelajaran yang lebih anjal dan sesuai pada masa kini. Menurut kajian Omar dan Yaacob (2020), pembelajaran yang dilakukan secara dalam talian dapat memberi manfaat untuk memahami kandungan akademik khususnya dalam pembelajaran bahasa kerana tenaga pengajar dan para pelajar dapat berinteraksi secra kolaboratif. Selain itu, melalui proses pembelajaran bahasa, penggunaan KALAM dapat membantu para pelajar menguasai kemahiran

berbahasa melalui video-video yang dikongsikan oleh tenaga pengajar.

Menerusi video tersebut para pelajar dapat melihat secara berulang kali tentang sesuatu topik, atau mendengar sebutan sesuatu perkataan serta menulis pelbagai bentuk struktur ayat. Hal ini akan membantu mereka untuk lebih memahami apa yang mereka sedang pelajari dan seterusnya dapat meningkatkan pencapaian dan penguasaan mereka kursus ini. Pandangan ini selaras dengan pendapat Terzioğlu dan Kurt (2022) yang menyatakan penggunaan platform dalam talian dapat meningkatkan kefahaman dan keyakinan kemahiran mendengar kerana para pelajar dapat memberi tumpuan kepada input yang sahih dan jelas dalam kandungan platform ini. Selain itu penggunaan KALAM sebagai medium pembelajaran mempengaruhi persepsi pelajar. Menurut kajian Taysi dan Basaran (2018), persepsi pelajar terhadap pembelajaran dalam talian adalah positif dan dapat memupuk kemahiran berbahasa mereka. Hal ini demikian kerana, mereka dapat menggunakan pelbagai elemen multimedia. Selain itu, tenaga pengajar boleh mencipta dan menyusun bahan kursus dengan mudah seperti menyusun nota kuliah, kuiz, tugasan dan sumber multimedia secara berpusat dan tersusun. (Abdulrahman, Faruk, Oloyede, Surajudeen-Bakinde, Olawoyin, Mejabi, Imam-Fulani, Fahm, & Azaar, 2020).

Oleh itu, para pelajar yang mengikuti pengajian secara dalam talian dapat menerima manfaat apabila mempunyai masa yang tidak terhad seperti di dalam kelas untuk memahami kandungan akademik dan proses ini menunjukkan tenaga pengajar dan para pelajar mempunyai kolaborasi yang lebih meluas. Selain itu, Yunita (2020) pula menyatakan proses pembelajaran dalam talian merupakan satu kaedah pembelajaran untuk melengkapkan kaedah pembelajaran tradisional yang terhad atau tidak diajarkan di dalam bilik kuliah. Selain itu, pelajar juga dapat menggunakan kemahiran bahasa yang mereka pelajari secara aktif di luar bilik kuliah termasuk secara dalam talian.

Kesimpulan

Sebagai kesimpulannya, proses pengajaran dan pembelajaran bahasa pada masa kini tidak lagi terhad di dalam kelas kerana proses ini dapat dilaksanakan secara lebih meluas, fleksibel, dan anjal. Komunikasi di antara tenaga pengajar dan para pelajar juga menjadi lebih mudah. Secara keseluruhannya, penggunaan platform KALAM sebagai platform rasmi menjadikan pembelajaran bahasa di Pusat Bahasa Moden, UMPSA lebih sistematik dan efektif kerana semua maklumat dan nota dapat diakses dimana-mana sahaja tanpa mengira waktu.

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Challenges and Impacts of Using Artificial Intelligence (AI) Tools in Academic Writing

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The reactions of language teachers, particularly those who specialise in academic writing, to the growth in popularity of AI-powered tools in the classroom are both positive and negative. Where AI and its gradual 'encroachment' into academic writing classroom is concerned, teachers' views could generally be divided into two categories: (1) those who think that AI apps and software such as ChatGPT should be fully prohibited in the classroom; and (2) those who think that the use of these apps should be allowed in the classroom.

The non-advocators of using AI-powered tools in the classroom believe that we are producing a generation of non-critical thinkers, and this concern is not without its basis. A common and critical issue faced by teachers in most academic writing classrooms nowadays is their students' inability to generate and organise ideas into an outline which is potentially caused by their lack of deep thinking. Teachers, despite of their relentless efforts at motivating and boosting their students'

confidence, are at times compelled to 'do the thinking' for their students to ensure that their academic writing texts fulfil the set requirements. Otherwise, the quality of students' work is at stake which can eventually affect their grade. Furthermore, these teachers also feel that such intervention is a way of guiding students in completing their task. Therefore, the dismissive attitude displayed by these teachers towards AI is completely understandable as permitting AI to penetrate the classroom, according to them, would only aggravate the current situation.

On the other hand, supporters of using AI in the classroom feel that AI-powered tools would eventually be a widespread use in education. Similar to many other technological advancements, AI could only benefit students and teachers alike if it is utilised in a responsible and ethical manner. For example, AI could assist teachers to perform multiple teaching duties more efficiently such as making lesson plans and evaluating

students' work which otherwise would consume a great deal of time and effort. Additionally, using AI-powered tools in the classroom could also lessen the workload of teachers as it encourages autonomous learning. In the context of producing written texts, students can employ various AI tools that enable them to expand ideas, receive feedback and make corrections independently and in real time too. As much as these arguments are true, it can also raise another concern which is related to the readiness of both teachers and students to embrace AI responsibly and ethically to fully garner the benefits of using AI in facilitating the learning process. In short, the mixed views of teachers on the use of AI-powered tools in the classroom are equally relevant and logical. In this article, we would like to investigate the perception of teachers on the use of AI-powered tools in an English as a Second Language (ESL) classroom as well as its implications for teaching and learning practices.

The General Perception of Using AI in English as a Second Language (ESL) Classroom

As mentioned before, the integration of Artificial Intelligence (AI) into academic writing classroom has raised several concerns among teachers. One of the most pressing issues regarding the use of AI in academic writing is the lack of originality in students' work. This is often observed when students produce academic texts in which the drafts adopt AI-generated templates. Using AI to produce academic texts certainly reduces students' effort to produce content as they do not engage with the subject matter or are able to display their unique perspectives effectively. As a result, the authenticity of their academic work becomes indistinguishable from one another as the depth and breadth of ideas are not the products of individual thought processes.

Moreover, the pervasive use of AI can potentially undermine students' critical thinking abilities. When students heavily rely on AI tools, they may struggle to grasp the complexities of their topics or fully comprehend the materials they are working with. It is evident during consultations with teachers where students have difficulty articulating their points coherently. Particularly, students often fail to explain the rationale behind their arguments or discuss the depth of their topics. It occurs to the teachers that students may have not carried out research to understand the topic; instead, they resort to using AI to generate the arguments. Therefore, their lack of critical thinking is believed to have caused by being over-dependent on AI-generated tools. As university students, it is certainly important to hone these critical thinking skills as they help them develop valuable personal values in producing competitive individuals in the future.

Another serious concern related to the use of AI in academic writing is that teachers may soon find that teaching students to develop their language proficiency skills less relevant. At present, teachers are often in dilemmas when assessing students' work as their original and provocative thought processes are not clearly manifested. As teachers, it is rather intuitive that they are able to distinguish between students' original work and those that are AI generated. Typically, teachers rely on their wealth of experience to identify cases of AI-generated content. As they detect the misuse of AI among students while producing their assignments, they often feel discouraged. They feel as though they have failed to impart valuable knowledge and skills to their students. Additionally, they do not feel connected with students' thoughts and arguments as those arguments are computerised and not personalised. It is particularly disheartening for teachers who are passionate on nurturing creativity and fostering critical thinking skills among their students which are deemed important skills for future leaders.

The Broader Implications of AI-powered Tools for Human Intelligence and the Teaching Profession

On that note, it is important to discuss the implications of using AI for human intelligence and the teaching profession. The widespread use of AI tools in academic writing may negatively impact human intelligence and the livelihood of the teaching profession. Human intelligence is seriously challenged because AI-driven writing tools may lessen the opportunity for students to develop critical thinking and problem-solving skills. It is often argued that teaching exceeds the process of merely transmitting information to students because comprehensive and effective teaching approaches would include the development of other soft skills too. As students enjoy the convenience that AI-generated tools bring to their learning, they gradually lose the essence of knowledge building. It seems as though the goal of learning is translated to merely about completing a task without the need to develop relevant language skills pertaining to it. If this trend of learning persists, human intelligence will become less significant than artificial intelligence, and this can change the livelihood of future generations.

On a more serious note, teachers may also experience a shifting landscape due to the escalating presence of AI tools. With the growth of generative AI, the traditional role of teachers may diminish. In the past, teachers were viewed as the sole expert in the classroom, but this important role that teachers play in the classroom may have changed now. Furthermore, the rise of AI in academic writing raises significant questions about the future employability of teachers. Potentially, there will come a time in the future where the number of teachers needed in educational

institutions becomes smaller. This is due to the capability of AI to perform tasks of a teacher such as imparting knowledge and grading students' work. Though it is undeniable that AI can aid in grading and administrative tasks, the human touch remains indispensable for providing personalised guidance and mentorship. This, at least, brings relief to teachers. However, the use of AI tools in education may redefine the role of teachers which potentially can impact the employment prospects of teachers in the future.

Despite the arguments around the use of AI-powered tools in language classrooms, this situation seems inevitable. These changes should be embraced to ensure progress, and other teachers are advised to accept it too. One of the ways includes the need for teachers to start focusing on developing expertise in areas where AI falls short such as nurturing creativity, emotional intelligence and personalised learning. It is perceived that these are the values of learning that remain relevant in which artificial intelligence could not achieve. Hence, teachers must draw on innovative pedagogical methods to ensure that students are well-equipped with those skills for a dynamically evolving job market.

Despite the global initiatives to incorporate AI into classroom practice, the question is to what extent can the AI-powered tools truly assist students in their learning process? The aim of developing writing skills is not just to produce written texts for grading; it is a process which students communicate their thoughts and ideas in a logical manner. However, with the existence of AI, this process is challenged because students have the alternative to employ AI-powered tools such as ChatGPT and Grammarly to complete a task. Students only need to construct a clear command on the AI webpage, and they will receive a complete work generated by the AI.

This does not only hamper students' creativity or thinking process, but it also hinders them from learning to construct grammatically correct sentence structure. Furthermore, this technology may also eventually develop a generation that depends on technology to even construct a logical, grammatically correct sentence. Hence, assessing students' progress and ability in writing skills can be more difficult as their work is not original and unlikely demonstrates their true ability. As being emphasised by Evan Selinger, a philosopher, AI reduces the real writing function which is a form of mental activity and personal expression as it stops human from thinking (cited in Imran & Lashari, 2023). Similarly, an American author, Jennifer Llep also shares the same view after she used one of the AI technologies, *Sudowrite*. According to her, the final product of the text made her feel that it does not belong to her (cited in Imran & Lashari, 2023). Besides making it more

difficult to assess students' knowledge, the use of AI in writing may also affect students' attitude towards learning since completing assignments becomes much simpler. Attending writing classes can become a waste of time because they do not see the relevance of learning to foster writing skills. As a result, students become less critical (cited in Ahmad et al.,2023). They may even become lazy as the assignment can still be completed without having to go through the complex process of writing.

In summary, concerns regarding the use of Ai-powered tools in academic writing extend well beyond worries about originality and critical thinking. They encompass broader implications for human intelligence, the role of teachers and the future of the teaching profession. AI is a powerful tool which could tremendously transform the overall landscape of language teaching and learning especially in an academic writing classroom. Most importantly, AI should not be approached with fear. While its ability in performing tasks with remarkable precision is undeniable, it will never fully replicate human intelligence. Striking a balance between harnessing the benefits of AI and preserving essential human qualities in education will be a pivotal challenge for teachers and policymakers in the coming years.

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