IRCWELS

International Research Conference & Workshop in English Language Studies

PROGRAM BOOK

International Research Conference & Workshop in English Language Studies (IRCW-ELS) 2021

Theme:
"Advanced Teaching & Research in English Language Education"

26th – 27th August 2021

Organized by:
UNIVERSITY COLLEGE OF YAYASAN PAHANG (UCYP)

UCYP
University College of Yayasan Pahang
An Adaptive University

INTERNATIONAL RESEARCH CONFERENCE WORKSHHOP – ENGLISH LANGUAGE STUDIES (IRCW-ELS) 2021

“Advanced Teaching & Research in English Language Education”

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INTRODUCTION

In Collaboration with:

Assalamu'alaikum Wr.Wb.

Distinguished Keynote Speakers
Invited Speakers, Delegates
Presenters, participants, and committee

Welcome to International Research Conference and Workshop in English Language Studies (IRCW-ELS) 2021.

It is a wonderful moment to extend my warm wishes on behalf of University College of Yayasan Pahang (UCYP). I would like to convey my heartfelt gratitude to the Keynote Speakers for accepting the invitation and presiding over this conference on "Advanced Teaching & Research in English Language Education".

It gives me immense warmth and great pleasure to grace all of your presence in the interest of the entire committee. It also gives me tremendous contentment to be presenting the welcome speech amongst the most esteemed personalities who have won accolades in their respective fields.

Before we begin this conference, I would like to express my heartfelt gratitude to all of you who sincerely committed to this event to make it a success. This event would have been impossible without the support of each and every one present here.

Seminars are organized and conducted for the general audience to gain insight and information that would remain effective in their life, exercises, and work. Each topic for presentation and discussion for these two days' conference was chosen, keeping in mind the interest of experts.

Through this conference, an individual is given an international platform to share their knowledge, research findings and ideas, and to publish their papers in international reputable journals, which are indexed such as in Scopus, International Copernicus Index (ICI) and/or DOAJ.

I hope you will enjoy the hospitality during this virtual conference. I also would like to thank the committee members who have great effort to make this event well-organized. Then, we do hope that this conference can give beneficial contributions in order to underpin the development teaching and research in English Language Education.

Thank you.

Assalamu'alaikum Wr.Wb.

Prof. Emeritus Dato' Dr. Ahmad bin Hj Zainuddin
Vice-Chancellor
University College of Yayasan Pahang

Good day

Distinguished Keynote Speaker and Invited Speakers
Distinguished guests from some universities
Presenters, participants, and committee

It is my utmost pleasure to welcome all participants to the International Research Conference and Workshop in English Language Studies (IRCW-ELS) 2021.

The theme for the conference is "Advanced Teaching & Research in English Language Education". English language is a global language and plays an important role as a channel of communication. Therefore, teaching English has been an important issue and is facing a lot of challenges especially in the countries where English is not their first language. Research on looking for useful strategies or techniques on teaching should always been conducted. We hope that this conference will provide an excellent platform and ample opportunity to share research ideas related to the current issues. These insightful research results, hopefully, will be able to provide comprehensive, adaptive, creative, and innovative solutions to deal with the issues. Furthermore, the participants will have the privilege to gather and exchange knowledge and establish networking through this platform.

In this virtual conference, we are honored to have 3 distinguished keynote speakers and 3 speakers for workshops, namely Dr. Paul Robertson from Australia, Assoc. Prof. Dr. Adelina Asmawi from Malaysia, Dr. Robbie Lee Sabnani from Singapore, Prof. Dr. John Adamson from Japan, Dr. Custodio Martins from Macau and Dedi Sanjaya from Malaysia. Three workshops regarding publication techniques in the reputable journal will be conducted at this conference. We are also delighted to receive approximately 24 presenters from various countries such as Malaysia, Indonesia, Thailand, Brunei, Canada, India and many more.

On behalf of the organizing committee, I would like to take this opportunity to express my sincere appreciation to the EFL International Journal (Previously known as Asian EFL Journal, TESOL International Journal, The Journal of English as an International Language, ESP International Journal (Previously known as Asian ESP Journal), Association of Language Teachers in Southeast Asia (ALTSA), Universiti Malaya, Nanyang Technology University and University of Nigata Prefecture for the collaboration in organizing this conference. Our sincere thanks should also be conveyed to all the keynote speakers and workshop speakers for their willingness to present their knowledge and ideas at the conference. Besides that, I would like to take this opportunity to express my heartfelt appreciation to all parties who have directly and indirectly contributed towards the success of this auspicious event, especially the committed and passionate committee members.

Lastly, wish you all the best in sharing ideas and benefiting from the conference. Thank you very much for your participation and hope to see you at our future event.

Asst. Prof. Dr. Tan Li Pin
Deputy Vice Chancellor Office of Research & Industry Linkages
University College of Yayasan Pahang

RUNDOWN

Thursday, 26 August 2021
First Day

RUNDOWN
INTERNATIONAL RESEARCH CONFERENCE & WORKSHOP IN ENGLISH LANGUAGE STUDIES (IRCW-ELS) 2021
Advanced Teaching & Research in English Language Education
26th – 27th AUGUST 2021
(Malaysian Time)

First Day
Thursday, August 26th, 2021

09.30 am – 10.00 am	**Registration** **Video Messages** UCYP Corporate Video Sponsorship Promo **Doa Recital**	
10.00 am – 10.30 am	**Remarks, UCYP Malaysia Vice Chancellor** Professor Emeritus Dato' Dr. Ahmad bin Haji Zainuddin **Remarks, Rector Universitas Sumatera Utara** Dr. Muryanto Amin, S.Sos., M.Si. **Remarks, Chairman Board of Governors UCYP** YBhg. Tan Sri Dato' Sri Professor Dr. Noorul Ainur binti Mohd Nur **Memorandum of Understanding (MOU) Signing Ceremony between Universitas Sumatera Utara (USU) & University College of Yayasan Pahang (UCYP)**	
10.30 am – 11.00 am	**Invited Speaker I** Dr. Paul Robertson Chief Executive Editors & Founder Academic Education International Journals Q&A Session	
11.00 am – 12.00 pm	**Workshop I** Professor John Adamson University of Niigata Prefecture, Japan Chief Editor of EFL International Journal Q&A session	
12.00 pm – 14.00 pm	**Break**	
14.00 pm – 17.00 pm	**Paper Presentations with Q&A (Parallel Session)**	
	Room A **Moderator:** **Mdm Khairunisa Dato' Mohad Khazin**	**Room B** **Moderator:** **Mdm Nur Azlin Fatesah Azaddin**
14.00 pm – 14.20 pm	**Minor Clause in Preschool Interaction in Aceh Darussalam (Indonesia): A Classroom Discourse Analysis** **Siska Eka Syafitri** **T. Silvana Sinar** **Mulyadi**	**An Exploratory Investigation into Classroom Discourse and Teaching in A Bruneian University** **Shana Mat Salleh** **Dr Nena Padilla-Valdez** **Dr Lee Kok Yueh** Universiti Teknologi Brunei

	Masdiana Lubis Faculty of Cultural Studies, Universitas Sumatera Utara, Indonesia Abstract No 1	Abstract No 10
14.20 pm – 14.40 pm	**Effects of WhatsApp as Vocabulary Instructional Tool for Distance Learning among Tertiary Students** **Kasturi Sivabalan** Widad University College, Pahang **Zuraina Ali** University Pahang Malaysia Abstract No 2	**Sarcastic Utterances in North Country Film** **Mulyadi** Universitas Sumatera Utara, Indonesia **Denni Iskandar** Universitas Syiah Kuala, Indonesia **Mohd. Fauzi** Universitas Lancang Kuning, Indonesia Abstract No 11
14.40 pm – 15.00 pm	**Collaborative Reasoning in Online Classroom: A Dialogic Approach to Improve Literacy and Argumentation of College Students** **Firman Parlindungan** **Refanja Rahmatillah** Universitas Teuku Umar **Mursyidin** Universitas Teuku Umar Universitas Malikussaleh Abstract No 3	**Integrating Multiple Intelligences Theory to Enhance English Language Competency among L2 Learners** **Aman Shahni** Assistant Professor, GLA University, Mathura Abstract No 12
15.00 pm – 15.20 pm	**"My Proofreader's Taken Care of that": The Academic Dilemma on the Use of Proof Readers for Academic Assignments** **Mas Ayu Mumin** Universiti Teknologi Brunei Abstract No 4	**The Utilization of MOOC using Kahoot and Student Engagement using in Digital Learning During Covid-19 Pandemics** **Rakhmat Wahyudin Sagala** Universitas Muhammadiyah Sumatera Utara, Indonesia Abstract No 13
15.20 pm – 15.40 pm	**Experiential Meanings Analysis of Teacher Verbal Abuse in Aceh School** **Muzir** **Tengku Silvana Sinar** **Eddy Setia** Fakultas Ilmu Budaya, Universitas Sumatera Utara, Indonesia **Amrin Saragih** Fakultas Bahasa dan Seni, Universitas Negeri Medan, Indonesia Abstract No 5	**The Opinions of EFL Undergraduate Students towards the Effectiveness of an Asynchronous Online Learning in the Basic English Course** **Tiptida Bootchuy** Phetchaburi Rajabhat University, Thailand Abstract No 14

15.40 pm – 16.00 pm	**English Language in Language Teaching** **Siamir Marulafau** Faculty of Culture Sciences, University of North Sumatra, Medan-Indonesia Abstract No 6	**Thematic Complexity and Markedness in EFL Tertiary Learners' Expository Text** **Rohani Ganie** **T. Silvana Sinar** **Muhammad Yusuf** Universitas Sumatera Utara, Medan, Indonesia Abstract No 15
16.00 pm – 16.20 pm	**Cultural Manifestation in Tertiary English Textbook: A study of Culture-Related Content Analysis** **Giovanni Oktavinanda** **Firman Parlindungan** **Endah Anisa Rahma** Universitas Teuku Umar, Indonesia Abstract No 7	**Perception of Teacher and Students Toward Whatsapp Use for English Foreign Language Distance Learning** **Amzah** **Mujahidah** **Arif Rahman** English Education Department, Faculty of Tarbiyah, State Islamic Institute of Parepare (IAIN PAREPARE) **Areski Wahid** Universitas Negeri Makassar Abstract No 16
16.20 pm – 16.40 pm	**Professional Learning Community and Classroom Action Research for School Teachers: A Case Study of English Teachers in Phetchaburi** **Thatsanaphan Phaisannan** Phechaburi Rajabhat University, Thailand Abstract No 8	**International Postgraduates' Perception on Academic Writing: A Lesson on Criticality** **Mas Ayu Mumin** Universiti Teknologi Brunei Abstract No 17
16.40 pm – 17.00 pm	**The Surface Strategy Taxonomy as A Foundation for Students' Writing Errors During the Covid-19 Pandemic: A Descriptive Qualitative Study** **Irawansyah** Universitas Islam Negeri Raden Intan Lampung, Indonesia Abstract No 9	**Learning English Language through Various Genres of Video Games: A Multimodal Perspective** **T. Silvana Sinar** **T. Thyhaya Zein** Universitas Sumatera Utara, Medan, Indonesia **Balazs Huska** Universiti Brunei Darussalam, Bandar Sri Begawan, Brunei Darussalam **Sa'eda bte Buang** Nanyang Institute of Education, Singapore, Singapore Abstract No 18
17.00 pm	**End of Parallel Session 1** **End of Day 1 Program**	

RUNDOWN

Friday, 27 August 2021
Second Day

Second Day
Friday, August 27th, 2021

09.00 am – 09.30 am	**Invited Speaker 2** Assoc. Professor Dr. Adelina Binti Asmawi Faculty of Education, University Malaya, Malaysia Q&A Session	
09.30 am – 10.00 am	**Invited Speaker 3** Dr. Robbie Lee Sabnani National Institute of Education, Nanyang Technological University, Singapore Q&A Session	
10.00 am – 11.00 am	**Workshop 2** Dr. Custodio Martins Chief Editor of TESOL International Journal Q&A Session	
11.00 am – 11.30 am	**Workshop 3** Mr. Dedi Sanjaya, M.A. Manager, Research Management Center, University College of Yayasan Pahang, Malaysia Q&A Session	
11.30 am – 13.10 pm	**Paper Presentations with Q&A (Parallel Session)**	
	Room A **Moderator:** **Mdm Khairunisa Dato' Mohad Khazin**	**Room B** **Moderator:** **Mr. Chin Kuo Ren**
11.30 am – 11.50 am	**A Development of a Word Guessing Game to Enhance Critical Thinking Skills and Learning Motivation for Junior High School Students** **Watchara Yenprem** **Veerakarn Kanokkamalade** Mahachulalongkornrajavidyalaya university, Thailand Abstract No 19	**Pre-service TESOL Teachers' Perceptions on Google Translate (GT) as a Tool of English Language Learning** **Ebrahim Panah** **Chin Kuo Ren** **Sivananda Sundralingam** University College of Yayasan Pahang Abstract No 24
11.50 am – 12.10 pm	**Understanding the Implementation of an At-Home Language Test: A Case of an Online Version of TOEFL-PBT** **Refanja Rahmatillah** **Endah Anisa Rahma** Universitas Teuku Umar, Indonesia **Rizki Fajrita** Universitas Syiah Kuala, Indonesia Abstract No 20	**The Intertwining of Time and Text Readability on Undergraduate Reading** **Mohamad Fadhili Yahaya** **Azrul Abdullah** **Norshamshina Mat Isa** Universiti Teknologi Mara, Malaysia **Rafizah Mohd Rawian** School of Languages, Civilisation and Philosophy Universiti Utara Malaysia, Malaysia Abstract No 25

12.10 pm – 12.30 pm	**A Movie Exploratory Study for Appropriate Cultural Contents to Enhance Thai EFL Students' English-Speaking Skills and Intercultural Communicative Competence** **Piyaporn Chaya** Phetchaburi Rajaphat University, Thailand Abstract No 21	**Analysis of Mobile Apps for Learning Grammar by Using Mobile Assisted Language Learning Approach** **Ebrahim Panah** **Hafizan Matsom** University College of Yayasan Pahang Abstract No 26
12.30 pm – 12.50 pm	**Male and Female Students Compliment Responses: A gender Perspectives** **I Wy. Dirgeyasa** Universitas Negeri Medan, Indonesia Abstract No 22	**A study of the language used in academic written feedback** **Lee Kok Yueh** Universiti Teknologi Brunei Abstract No 27
12.50 pm – 13.10 pm	**EAL Instructors' Attitudes towards Game-based Learning Adoption in Education: Opportunities** **Muhammad Yasir Babar** Thompson Rivers University, Canada Abstract No 23	**Engaging Literary Appreciation and Comprehension Via A Big Book** **Rafizah Mohd Rawian** School of Languages, Civilisation and Philosophy Universiti Utara Malaysia, Malaysia **Mohamad Fadhili Yahaya** Universiti Teknologi Mara, Malaysia Abstract No 28
13.10 pm	**Closing** **Deputy Vice Chancellor (Research & Industry Linkages)** Assoc. Prof. Dr. Tan Li Pin University College of Yayasan Pahang, Malaysia **Virtual Photo Session** **Program Ends**	

International Research Conference & Workshop of English Language Studies (IRCW-ELS)

Zoom Link, ID & Passcode

<table>
<tr><th colspan="3">26 August 2021 / DAY 1</th></tr>
<tr><td rowspan="2">Opening
IRCW-ELS
&
MOU
UCYP-USU
09.00 am – 12.00 pm</td><td colspan="2">Zoom Link, ID & Passcode</td></tr>
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https://bit.ly/IRCW-ELS_MOU-USU

ID: 885 4373 0190
Passcode: 420597</td></tr>
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https://bit.ly/RoomA_26August21

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Passcode: 112856</td><td>Zoom Link:
https://bit.ly/RoomB_26August21

ID: 986 9623 7876
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&
Workshop
09.00 am – 11.30 am</td><td colspan="2">Zoom Link:
https://bit.ly/IRCW-ELS_InvitedSpeakers-Workshop

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11.30 am – 13.10 pm</td><td>Zoom Link:
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Passcode: 875328</td><td>Zoom Link:
https://bit.ly/RoomB_27August21

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13.10 pm</td><td colspan="2">Zoom Link:
https://bit.ly/IRCS-ELS-Closing

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KEYNOTE AND INVITED SPEAKERS' ABSTRACTS

INTERNATIONAL RESEARCH CONFERENCE & WORKSHOP - ENGLISH LANGUAGE STUDIES (IRCW-ELS) 2021

"Advanced Teaching & Research in English Language Education"

26th – 27th August 2021 (Thursday – Friday)

University College of Yayasan Pahang (UCYP)

Evaluation in English Language Teaching Research in Publication

Paul Robertson

Academic Education International Journals

Abstract

The topic above is underpinned by more basic issues we need to address first. Over the last few years publishers have seen an exponential increase in authors seeking publication in Indexed journals as demands by Governments and education authorities place more pressure on academics to publish. Of course, without thinking, this has been a totally irrational move done without due diligence or care by governments and educational authorities. There are simply not enough academic journals in our sphere of education to cater to the demand. And to compound the problem, many journals are run by Associations who rely totally on volunteers. Thus one must ask, is it fair volunteers spend large amounts of free time to satisfy irrational government demands? Secondly, all this has achieved is to bring in the law of Supply & Demand with the logical result that prices (to get published) will skyrocket (and I am suggestion $1,500 is on the horizon- who pays is another issue too). Secondly, it will lead to corrupt publishing practices by both publishers and authors, many of which I have unfortunately observed in the last year. The next year will be very difficult for publishers on numerous levels; - overwhelming volumes of research papers seeking publication – volunteer editors who are becoming increasingly disenchanted at spending long hours working for free and large volumes of research papers "…that add nothing to the known publications…" being received by Publishers as academics are forced to write research papers in a field where there is not much left to research! (This is the subject of another speech I will give elsewhere on expanding research potential.) A final point that has been overlooked by Governments and Education authorities is that there are many excellent un-indexed journals that are shunned by authors due to the arbitrary restriction imposed by the lack of foresight of the aforementioned government and educational authorities. The answer is simple – there is a lack of approved Indexes! We need to build more Indexes that are approved for publication that include the excellent but non-indexed journals that abound in our profession. Otherwise we are arbitrarily building a vice like monopoly for the major two indexes. Finally I note our profession, I submit, is in the early stages of extinction, and unless we act now to advance, to save and solidify the SLA profession, the above will all be confined to the dustbin of our near future history.

Keywords: ELT, Research & Publication

Dr. Paul Robertson is the founder and CEE of Academic Education International Journals. He first founded the Asian EFL Journal of academic research journals in 1999. Over 759 academic editors and over 4,000 research articles have been published covering all areas of second language acquisition. In 1999 the journal group began running teacher training courses. Paul founded and owns the TESOL Asia brand, which has now moved into TESOL Academy.

EFL International Journal Substantial Content and Guidelines

John Adamson

Chief Editor of EFL International Journal

University of Niigata Prefecture, Jpaan

Abstract

This workshop is particularly intended for beginner researchers wishing to understand the submission and review process of EFL IJ. I will start with an overview of the review process and explain the significance of the 'screening' stage, that is, the decision-making criteria that the senior editors consider when receiving submissions. Advice will be given how to negotiate that first stage. I then move on to why papers are rejected and will give the audience various titles and extracts from papers for them to pass verdict upon and discuss. This will allow the audience a chance to see manuscript evaluation through an editor's eyes. I conclude with some key points concerning what editors themselves look for in submissions.

Keywords: EFLIJ, Review process, rejected papers, editor's view

John Adamson is a Professor at the University of Niigata Prefecture in Japan. As Chief Editor of EFL International Journal, he is active in editorial work. Having received his Ed.D. from the University of Leicester, he has pursued research in CLIL and EMI, self-access, academic writing and journal editing.

Advanced Methods for Online ELT in Higher Education during the Pandemic

Adelina Asmawi

Faculty of Education

University Malaya, Malaysia

Abstract

Pre-pandemic was about skills gap between education and industry, while pandemic 2020 was about sudden mass school and higher education institutions shutdowns. 2021 highlights the scramble for retrieval of months of education. In a very short time, schools and universities had to adapt the educational process for exclusive online teaching and learning. A review of research is carried out within the pandemic duration throwing light on issues affecting students, online remote education, ICT tools and ESL education. The instructional challenges overwhelm yet mark a different type of growth in ELT methods. The challenges of the accelerated online learning do not diminish the opportunities for advancing ELT methods. Real extracts from e-portfolios underline potentials reaped from well executed ELT methods. Research implications for universities and researchers highlight the need for more of such reports and records as empirical evidences for ELT.

Keywords: Method, ELT, Higher Education & Pandemic

Associate Professor Dr. Adelina Asmawi is currently Head of Department of Language and Literacy Education. She was the Deputy Dean of Undergraduate Studies and the Quality Manager at the Faculty of Education, University of Malaya from Aug 2014 - Aug 2017. She holds a PhD in Professional Development of Teachers, TESOL, and Instructional Technology from Melbourne Graduate School of Education, University of Melbourne, Australia. She has supervised 6 PhD students to completion.

Developing Metacognition: Planning, Monitoring and Assessing Speaking

Robbie Lee Sabnani

National Institute of Education

Nanyang Technological University, Singapore

Abstract

Speaking is an essential skill for language acquisition, the ability to scrutinise content and think critically about concepts enables English Language Learners (ELLs) to create meaning and extend their subject mastery. In addition to enhancing their academic skills, a good oral command facilitates their meaningful engagement in interactions to share ideas and add value to one another's inputs. Despite its significance however, speaking may sometimes be a source of stress to learners. This is in part due to cognitive and affective challenges in delivering and responding to messages coherently, clearly and confidently. This presentation discusses the value of scaffolding on planning and monitoring as well as multi-level assessment by teachers, peers and students themselves to develop metacognition for speaking. It shares approaches to deepen students' introspective awareness through facilitated feedback and evaluation in the classroom as well as digital learning space. Heightening learners' knowledge and skills about the processes of speaking enhances their communicative competence.

Keywords: English Language Learners (ELLs), speaking, language acquisition, metacognition, collaborative learning, scaffolded instruction and communicative competence

Dr Robbie Lee Sabnani is a language teacher educator. Her academic interests include speaking and listening, metacognition in learning, innovation in teaching and the development of expertise in language instruction. Robbie publishes on pedagogical practice and language education research. She has presented at several international conventions and been invited to deliver keynote speeches at regional conferences on language teaching and learning. Robbie teaches a range of higher degree, pre-service and undergraduate courses in the areas of Professional English, Practical Pronunciation, Communication Skills and Language Studies at the National Institute of Education, Nanyang Technological University, Singapore.

Publishing and Perishing?

Custodio Martins

Chief Editor of TESOL International Journal

Abstract

In particular, Higher Education (HE) institutions have been putting pressure on staff to publish to assess productivity but mainly to conquer the desired spot in the ranking system (Gruber, 2014). As a result, research on applied linguistics, second language acquisition, and language teaching has been prolific in recent decades. However, this publication 'frenzy' comes at some cost, sometimes. This presentation discusses the extent to which SLA research can inform second or foreign language teaching. Considering the growing body of research on second language and language teaching and learning in classroom contexts in the past decades, it is pertinent to discuss the scope of SLA research and its relevance and implications for the language classroom. The discussion focuses on the proposed impacts for language teaching of some recent empirical studies and their validity by examining the research questions, the literature review, the methodological procedures and design, the theoretical underpinnings, and the research context.

Keywords: SLA, Research and Publication

Dr. Custódio Martins is an independent researcher in Second Language Acquisition and Applied Linguistics. He has been teaching in Asia for the past taught 29 years. He taught English in Portugal, Malaysia and Thailand. He has been teaching Portuguese as a Second and Foreign Language, as well as Applied Linguistics and Second Language Acquisition in Macau for the past 26 years. His research interests focus on Applied Linguistics, Second Language Acquisition, Bilingualism, and Second Language Processing. He is Senior Associate Editor of the Asian EFL Journal and Chief Editor of the TESOL International Journal.

Research Papers towards Reputable International Journals: Substantial Contents and Guidelines

Dedi Sanjaya

Research Management Centre

University College of Yayasan Pahang, Malaysia

Abstract

This paper aims to describe how the conference papers (International Research Conference & Workshop in English Language Studies – IRCW-ELS) meet the quality standard of reputable international journals (Academic Education International journals AEIJ). In this case, actual contents; introduction, methodology, result/findings and discussion (IMRaD) and Guidelines; citation, references, originality, number of words, language standard, and mechanism are explained in detail so that the authors have a clear direction on how to write the full papers after above said conference. Moreover, the flow of the publication process; submission, first screening, reviewing & revising, language & layout editing, and production, is elaborated so that authors know precisely what to do and how long the papers take from submission to publication. Of course, the actual contents and guidelines may differ from one academic journal to the others, but in this workshop, the authors are trained to write research papers based on actual contents and guidelines of the journal under the academic education international journals group.

Keywords: Research Paper, Academic Journals, Content, and Guidelines

Dedi Sanjaya is the Manager of Research Management Centre, University College of Yayasan Pahang. He has been an internal editor of the EFL International Jornal group (Academic Education International Journals), previously known as the Asian EFL Journal group, since 2015. He has been reviewed and edited over 200 papers in English Language Studies. Now, Dedi is the Chief Editor of Southeast Asia Language Teaching and Learning (SALTeL) Journal and Managing Editor of Asian Social Science and Humanities Research Journals (ASHReJ), the Journal of UCYP Press).

SELECTED ABSTRACTS

INTERNATIONAL RESEARCH CONFERENCE & WORKSHOP – ENGLISH LANGUAGE STUDIES (IRCW-ELS) 2021

"Advanced Teaching & Research in English Language Education"

26th – 27th August 2021 (Thursday – Friday)

University College of Yayasan Pahang (UCYP)

No.	Paper's Title & Author (s)	Abstracts
1	**Minor Clause in Preschool Interaction in Aceh Darussalam (Indonesia): A Classroom Discourse Analysis** **Siska Eka Syafitri[1],** [1]Ph.D. Scholar, Doctoral Program in Linguistics, Faculty of Cultural Studies, Universitas Sumatera Utara, Medan, Indonesia **T. Silvana Sinar[2*], Mulyadi[2], Masdiana Lubis[2]** [2]Doctoral Program in Linguistics, Faculty of Cultural Studies, Universitas Sumatera Utara, Medan, Indonesia Corresponding author: siskaekasyafitri@students.usu.ac.id tengkusilvana@usu.ac.id	**Abstract:** In discourse analysis minor clause (MiCl)is discussed in limited domain but major clause (MaCl) is mostly brought into discussion. This study was conducted in the context of pre-school interaction (PsI) in Indonesia. This study aimed to discover individual preschool student minor clause that convey meanings. Systemic functional linguistics (SFL) as the theory of this kind of discourse analysis has conducted the researcher to analyze the minor clause in interpersonal function. There are four kinds of minor clause found in the data transcription of the instructional process of pre-school interaction. The kinds of minor clauses are calls, greeting, exclamations, and alarms. Each kinds of minor clause show the functions that deliver by the speaker which can help the speaker to have a conversation in the class as an important process of stimulation of brain connections [1]. Students in pre-school which have a very simple way of speaking usually use this kind of clause to initiate or respond to the whole participants – children and educators - in the class [2]. In the teaching-learning process, the teacher also taking a role in the minor clause as the way of building the linguistic activity to her golden age students. **Keywords:** SFL, interpersonal meaning, minor clause, pre-school
2	**Effects of WhatsApp as Vocabulary Instructional Tool for Distance Learning among Tertiary Students** **Kasturi Sivabalan** Widad University College, Pahang **Zuraina Ali** University Pahang Malaysia Corresponding author: kasturi25485@gmail.com zuraina@ump.edu.my	**Abstract:** The reality of Malaysia is no longer the same after COVID-19. Most of the sectors were affected due to pandemic and that includes the education field. Therefore, the Malaysian government had imposed the Movement Control Order (MCO) to curb the pandemic, which eventually disrupts teaching and learning process. The psychical distancing has altered the traditional classroom meetings to distance learning or online learning using electronic tools. Mobile phones can be utilized to conduct e-learning because teachers can communicate with their students through text messaging applications. The use of the instant messaging application has become popular among teenagers nowadays. Therefore, the current study attempts to examine the effects of WhatsApp as an instructional tool without having a physical meeting with the students. A quasi-experimental study was conducted for six (6) among 33 undergraduates Psychology students from a

		private university. The students undertook a vocabulary pre-test before receiving instruction through WhatsApp and took a post-test at the end of week six (6). The paired sample t-test analysis revealed that the use of WhatsApp had significantly improved students' knowledge. It is clear now that WhatsApp is an effective instructional tool for online learning and should be utilized efficiently during critical times like COVID-19. **Keywords:** WhatsApp, Instructional Tool, Covid-19, E-Learning, Vocabulary
3	**Collaborative Reasoning in Online Classroom: A Dialogic Approach to Improve Literacy and Argumentation of College Students** **Firman Parlindungan** Universitas Teuku Umar **Mursyidin** Universitas Teuku Umar Universitas Malikussaleh **Refanja Rahmatillah** Universitas Teuku Umar Corresponding author: firman@utu.ac.id mursyidin@utu.ac.id mursyidinza@unimal.ac.id refanjarahmatillah@utu.ac.id	**Abstract:** Literacy and argumentation are two skills that must be mastered by students, especially to compete globally in the era of industrial revolution 4.0. Numerous studies have found that dialogic teaching as an approach to small group discussion play a pivotal role to improve not only students language skills, but also their thinking skills. Collaborative Reasoning (CR) is a learning approach that promotes dialogue in expanding communication opportunities in a classroom. However, since the global COVID-19 pandemic, the traditional classrooms no longer become accessible for everyone. Most teaching and learning process is conducted virtually. The use of interactive and dynamic pedagogy is needed to maintain the quality of learning. This study fills the gap in the existing literature of whether CR as a dialogic approach affects the literacy and argumentation skills of undergraduate students during online learning. Specifically, this research aims to examine whether there are differences in students' literacy and argumentation abilities before and after the implementation of CR approach. A quasi-experimental one group pretest-and posttest design was employed. A total of 40 students taking gendered communication course involved in this research. We developed a Reading Comprehension Test (RCT) to collect literacy skills of the students. We also adapted Cognitively Based Assessment of, for, and as Learning (CBAL) Argumentation Progression (Deane & song, 2014) to measure argumentation skills. The gathered data was analyzed statistically. Using a paired samples t-test, the literacy and argumentation scores of the students before participating in CR were compared to their scores after participating in CR. was significantly different. The literacy and argumentation scores were significantly higher after participating in CR. This

		finding indicates that there is an increase in literacy and argumentation scores over time that was not likely to be due to chance. **Keywords:** Collaborative Reasoning, Dialogic Teaching, Literacy, Argumentation
4	**"My Proofreader's Taken Care of that": The Academic Dilemma on the Use of Proof Readers for Academic Assignments** **Mas Ayu Mumin** Universiti Teknologi Brunei Corresponding author: Masayu.mumin@utb.edu.bn	**Abstract:** It is a well-known idea that Non-Native English Speakers (NNES) often try to find ways to assist writing. Perhaps, the most common assistance would be feedback from their supervisors or support from their peers. However, certain students with means, would go the extra mile of employing proofreaders to help improve their writing. This study is part of a longitudinal narrative study involving five international postgraduate students in a UK university where the theme of proofreader and/or proofreading had become an academic dilemma on whether it should be permitted at all. The findings showed both positive and negative assumptions from the participants. A participant who scored well with the help of proofreaders learnt the university's writing conventions from her 'mistakes'. Another participant who was academically weaker however, expected her writing to be 'translated' into the university's writing conventions along with grade improvements. Other participants deemed such gesture as immoral and blamed the university for not banning such services, putting less financially able students at a 'disadvantage'. Participants' opinions on other outlet for writing support is also discussed. **Keywords:** Academic writing, NNES, Proofreading, Narrative study, International Students. Postgraduates.
5	**Experiential Meanings Analysis of Teacher Verbal Abuse in Aceh School** **Muzir** Faculty of Cultural Sciences, Universitas Sumatera Utara, Indonesia **Tengku Silvana Sinar** Fakultas Ilmu Budaya Universitas Sumatera Utara, Indonesia	**Abstract:** This study focuses on verbal violence in Acehnese Language by teachers against students. Verbal violence is violence that harms feelings, issuing harsh words without physical contact, in doing so dominantly teachers use material processes. The research objectives were to (1) describe the type of transitivity (process, participant, and circumstance) and the logical meaning contained in the verbal abuse of teachers against students in schools in Aceh. The data of this research are the teachers' speech to students representing verbal violence during studying at the school. This study used a qualitative descriptive

	Eddy Setia Fakultas Ilmu Budaya Universitas Sumatera Utara, Indonesia **Amrin Saragih** Fakultas Bahasa dan Seni Universitas Negeri Medan, Indonesia Corresponding author: muzirhusin@gmail.com tengkusilvana@usu.ac.id eddy12457@yahoo.com amrin_saragih@yaho.com	approach with the research data were verb groups (process), noun groups (participants), and prepositional phrases/adverb phrases (circumstances) that contained verbal violence in Acehnese Language. The results showed (1) it was found that 203 process data contained verbal abuse from teachers to students in schools in Aceh. Material process is the most dominant type of process, namely 103 data or 51%, 63 goal participants became the dominant one used, 78 data or 28%, the circumstances found were 37 data or 21% with the dominant location circumstances used, the logical meaning It was found that as many as 100 data with suprasegmental logical meanings were dominant, namely 46 data or 49%. This language in the field of discourse is realized by the realm of experience which is manifested by material processes, as many as 48 data or 23%. **Keywords:** Transitivity; Verbal Abuse, Aceh School
6	**English Language in Language Teaching** **Siamir Marulafau** Faculty of Culture Sciences, University of North Sumatra, Medan-Indonesia Corresponding author: penyairdcm2@gmail.com	**Abstract:** This writing aims to describe how English language is applied in Language teaching. English language as a language of English people spoken and written in England need application to be taught for students in Universities and teachers as a reference for teaching as well. The writer of this scientific paper use descriptive qualitative method in library research and internet based on the data, which was taken as a proof collected from the library itself. The writer feels sure that by using this method, the problem being discussed will be easier to solve. Teaching English language is one of the most important things in the field of teaching language since the language is widely used as an international communication in all over the world. The reason why the writer uses English language as the source of teaching language is to familiarize EFL teachers with the effectiveness of using English as an important medium in the globalized world. English language in this research will expand and develope the teachers' knowledge in mastering English in the classroom activities. **Keywords:** applied, discussed, teaching, develope, mastering
7	**Cultural Manifestation in Tertiary English Textbook: A study of**	**Abstract:** In light of the naked truth that language and culture are intertwined in teaching and learning

	Culture-Related Content Analysis **Giovanni Oktavinanda** Universitas Teuku Umar, Indonesia **Firman Parlindungan** Universitas Teuku Umar, Indonesia **Endah Anisa Rahma** Universitas Teuku Umar, Indonesia Corresponding author: giovannioktavinanda@utu.ac.id firman@utu.ac.id endahanisarahma@utu.ac.id	process, textbook as the primary fount of language is expected to successfully expose the culture. This study scrutinizes cultural manifestation in the "Tertiary English Textbook", a textbook designed for undergraduate students. Cultural manifestation in the present study comprises three aspects; cultural disseminations, cultural senses, and cultural dimension. Culture Categories Framework by Cortazzi and Jin (1999), Four Senses of Culture Framework by Adaskou, Britten, and Fahsi (1990), and Cultural dimensions by Moran (2001) are employed sequentially to unveil those aspects. The findings reveal the facts that 60% of cultural contents refer to the target culture, following by source culture with 35%, and international culture in 5%. Then, the cultural senses are represented by the aesthetic senses (20,83%%), the sociological sense (16,66%%), the pragmatic sense (29,16%%), and the semantic sense (33,33%). The cultural dimensions are performed by product (30%), person (50%), community (10%), practice (5%), and perspective (5%). At in all, the diversity of cultural manifestations represented in this textbook ecstatically enrich the English language and exhibit the culture. **Keywords:** English textbook, cultural disseminations, cultural senses, cultural dimensions
8	**Professional Learning Community and Classroom Action Research for School Teachers: A Case Study of English Teachers in Phetchaburi** **Thatsanaphan Phaisannan** Phechaburi Rajabhat University, Thailand Corresponding author: tphaisannan@gmail.com	**Abstract:** Currently, professional learning community and classroom action research are highly promoted for collaborative solving problems in English language teaching in Thailand. This study aims to investigate English teachers' perceptions towards the training program focusing on classroom action research and professional learning community supported by Phetchaburi Rajabhat University. Also, students' change of their English language learning via innovation of the classroom action research was examined. Seven volunteered English teachers and their forty-five purposively-selected students from three schools participated in this study. Mixed-method and program evaluation (Owen & Rogers, 1999) were applied for research method. Structured-interviewed checklist was used to collect quantitative data while observation notes, group interview, and teachers' research reports were three main sources of qualitative data. When mean and standard deviation were employed for quantitative data analysis, qualitative data were analyzed by grounded theory

		(Strauss & Corbin, 1999) and summarizing technique. Findings revealed that the English teachers positively changed their perceptions towards the innovative training program. They had demonstrated their change in four aspects that were increasing confidence, applying innovation, using technology, and sharing atmosphere in professional learning community. Regarding the students' change, findings showed that their use of English language both in written and in oral mode had changed positively and significantly. However, a whole well-designed program, school visits, and communication after each training phase are recommended for the most effective training program and professional development. **Keywords:** Professional learning community, Classroom action research, Perception, Professional development, English language teaching
9	**The Surface Strategy Taxonomy as A Foundation for Students' Writing Errors During the Covid-19 Pandemic: A Descriptive Qualitative Study** **Irawansyah** Universitas Islam Negeri Raden Intan Lampung, Indonesia Corresponding author: iirawansyah54@gmail.com	**Abstract:** The goal of this study is to determine the percentage of students' errors based on the frequency and percentage of errors according to the surface strategy taxonomy. The descriptive qualitative method is used in this study. The research participants were 26 Indonesian undergraduate university students from the State Islamic University (UIN) Lampung, Indonesia, who were majoring in English Education. This was a descriptive qualitative study. Starting with identification, classification, and computation, the writer went through a series of procedures in assessing students' blunders. The findings demonstrate that students' writings contain 347 items of four categories of errors: omission (28 items, or 8%), addition (50 items, or 14%), misformation (263 items, or 76%), and misodering (263 items, or 76%). (7 items or 2%). The study's conclusion was that by understanding the faults, students' writing difficulties could be assessed and their triumphs proven. Furthermore, the writer advised English teachers to correctly implement grammatical rules in order to assist students in reducing their English errors, particularly in writing. **Keywords:** error analysis, descriptive qualitative, surface strategy taxonomy,
10	**An Exploratory Investigation into**	**Abstract:** The paper inquired into the discourse

	Classroom Discourse and Teaching in A Bruneian University **Shana Mat Salleh** Universiti Teknologi Brunei **Dr Nena Padilla-Valdez** Universiti Teknologi Brunei **Dr Lee Kok Yueh** Universiti Teknologi Brunei Corresponding author: Shana.Salleh@utb.edu.bn Nena.Valdez@utb.edu.bn Kokyueh.Lee@utb.edu.bn	practices in classroom teaching in a State university in Brunei Darussalam. Respondents comprised of four (4) local Bruneian lecturers from two (2) academic streams: STEM-driven and entrepreneurship programmes. Subjected to data saturation, teaching observations of each respondent were shadowed over several weeks. Data were recorded, transcribed and analysed using the Classroom Discourse Observation Protocol (CDOP) to determine the types and frequencies of teacher- student utterances. Findings showed that the students were provided insufficient opportunities to interact meaningfully and that the lecturers who were leaning toward conventional teaching did minimal attempts to engage the students, failing to utilise appropriate prompts and basic questioning techniques believed to facilitate critical thinking and deep learning. Classroom discourse was propelled by a corresponding approach in teaching; hence continuous readiness in classroom teaching need be sustained, should students' quality of learning be improved. **Keywords:** Classroom communication, teaching approaches, Brunei, tertiary students, teaching observation, classroom discourse.
11	**Sarcastic Utterances in North Country Film** **Mulyadi** Universitas Sumatera Utara, Indonesia **Denni Iskandar*** Universitas Syiah Kuala, Indonesia **Mohd. Fauzi** Universitas Lancang Kuning, Indonesia Corresponding author: mulyadi@usu.ac.id denniiskandar@fkip.unsyiah.ac.id fauzi@unilak.ac.id	**Abstract:** The purpose of this study is to analyze the use of sarcastic utterances in North Country Film. This study's data are words, phrases, clauses, and sentences containing the sarcastic utterances that sourced from the North Country film. There are two problems of his research, namely (1) How are the category of sarcastic utterances, and (2) and what are the purposes of sarcastic utterances contained in the North Country Film. Data analysis used descriptive qualitative technique. The results showed that there are many sarcastic utterances faced by the main character, Josey. She is a single mother who struggles to work in a mining company to support her family. Every day she gets ridiculed by rude and obscene statements from the people around her, such us bitch, panties, discount blowjobs, slacker, damn, I am just fucking with you, screw that, what a fucking asshole, etc. These expressions show the linguistic phenomenon that Josey received. In terms of categories, propositional sarcasm is the most dominant faced by the characters in the film. In the context of the purpose, there are sarcastic utterances with the aim of group affiliation, the purpose of style,

		the purpose of evaluation, the purpose of politeness, the purpose of persuasive effect, and the purpose of recall. This fact is one form of language practice among people in America that is important for English learners to know. By understanding varieties of language used by American societies, it will make it easier for readers to understand english language, and to deepen reader's understanding on American's culture and social life. **Keywords:** sarcasm, utterances, category, film, social life.
12	**Integrating Multiple Intelligences Theory to Enhance English Language Competency among L2 Learners** **Aman Shahni** Assistant Professor, GLA University, Mathura Corresponding author: aman.shahni@gmail.com	**Abstract:** Some people become aware about their potential than others at a young age and other people need some kind of help from external sources. So every person possesses the talent or capacity of doing various tasks but, it depends on his/her individual intelligence and personal interest one possesses to explore complete or full potential. One way of doing it is with the help of a theory called Multiple Intelligences (MI). Multiple Intelligences theory was developed by Howard Gardner in his book "Frames of Mind: The theory of Multiple Intelligences" in the year 1983. Howard Gardner's theory debunks the idea of a single intelligence quotient (IQ). His theory proposes that each individual possess multiple intelligences through which one can learn, understand and comprehend what they are taught. There are eight intelligences and each of these intelligences represents specialized ways of processing and interpreting information, and the most significant is learning and acquiring. It is important that we allow our dominant intelligence to learn things which are related to other intelligences. Therefore, MI is very popular among Kindergarten learners where learners are young and are starting to learn to explore their intelligence and style of learning. Young learners are taught by singing, dancing, playing, jumping etc. but, the same obviously cannot be done with adult learners. Hence, one can use a different approach to integrate MI in a classroom with teenagers and adults. This paper would like to introduce some of the approaches/methods one can adopt in their language classrooms to enhance and teach English language skills and also make the classroom creative, innovative and inclusive. Hence, this paper aims to prove that MI theory is a brilliant and excellent way to make the classroom learner centered and

		constructive. **Keywords:** Multiple Intelligences, Language Education, adult learners, Language skills
13	**The Utilization of MOOC using Kahoot and Student Engagement using in Digital Learning During Covid-19 Pandemics** **Rakhmat Wahyudin Sagala** Universitas Muhammadiyah Sumatera Utara, Indonesia Corresponding author: rakhmatwahyudin@umsu.ac.id	**Abstract:** The Indonesian Higher Education Standards have published the formulation of learning outcomes included in one of the standards, namely the graduate competency standards, student's must-have elements of general attitudes and skills, and specific skills and knowledge. Thus, the Indonesian National Qualification Framework (KKNI) based curriculum is expected to be implemented properly to students so that graduates become professional teacher candidates who have characteristics from others. In 2018, the Indonesian Directorate General of Learning and Student Affairs (Dirjen Belmawa, Kemenristekdikti) conducted the preparation of the Higher Education Curriculum in the Industrial Era 4.0. The urgency of achieving massive ICT-oriented blended learning is applied due to the emergence of the Covid-19 outbreak phenomenon. The study carried out continues categorized into strategic issues for the development of education quality with research topics needed to develop the effectiveness and learning outcomes. This study seeks to analyze student-learning difficulties as a result of implementing MOOCs as a medium and infrastructure for learning in higher education. The qualitative case study employed a questionnaire and observations which involved 80 students enrolled in two departments that adopting MOOCs using e-learning and Kahoot as an additional application. The findings explain how MOOCs blends with Kahoot and student engagement can be monitored optimally **Keywords:** Massive Open Online Course, Kahoot, Student Engagement, Learning Difficulties, Digital Learning, Covid-19 Pandemics.
14	**The Opinions of EFL Undergraduate Students towards the Effectiveness of an Asynchronous Online Learning in the Basic English Course** **Tiptida Bootchuy** Phetchaburi Rajabhat University, Thailand	**Abstract:** The purpose of this research is to explore the opinions of Thai undergraduate students who participated in an asynchronous online learning in the Basic English Course during the Covid-19 pandemic at a Rajabhat university in Thailand. The study used a 5-point Likert scale questionnaire with open ended questions to collect data from 119 EFL Thai undergraduate students. The results showed that the

	Corresponding author: tiptida@yahoo.com	majority of the students preferred a synchronous online learning mode over an asynchronous mode because they needed to interact with the lecturer and be immediately able to ask the lecturers for further explanations when they did not understand about the lessons and the given assignments or tasks. However, the results also showed that most of the students agreed that learning English through an asynchronous learning mode helped them review the lessons that they did not quite understand, because they could review the lessons as many times as they needed, until they understood the lessons, especially when they had to study for exams. Most of the students agreed that an asynchronous online learning mode helped them enhance their English reading and listening skills, because they could practice their reading and listening skills as many times as they wanted, and whenever they were free to do so. Furthermore, most of the students also agreed that they felt less stressed out and less worried when they learned English through the asynchronous online mode when compared with the synchronous mode. Because the discussion presents the pros and cons of an asynchronous online learning mode in the EFL students' point of views, the present study provides recommendations which can be useful for teachers and lecturers who teach English as a foreign language in terms of blending an asynchronous online learning mode with their synchronous online teaching mode. **Keywords:** Students' opinions, Asynchronous online learning, English as a foreign language learning and teaching
15	**Thematic Complexity and Markedness in EFL Tertiary Learners' Expository Text** **Rohani Ganie** Universitas Sumatera Utara, Medan, Indonesia **T. Silvana Sinar** Universitas Sumatera Utara, Medan, Indonesia **Muhammad Yusuf** Universitas Sumatera Utara, Medan, Indonesia	**Abstract:** This present study brings the depiction of thematic complexity and thematic markedness in EFL tertiary learners' exposition text. This study was conducted by using qualitative approach through content analysis method. The source of the data was thirty exposition texts written by second-year EFL students of Universitas Sumatera Utara. The data were in the forms of word, phrase, and sentences. The results show that in terms of thematic complexity, simple and multiple themes were found in the data. The other part is marked and unmarked themes also appeared in the data. Those variations construct the themes in the form of marked simple Theme (MST), unmarked simple Theme (UST), multiple marked Theme (MMT), and unmarked multiple Theme (UMT).

	Corresponding author: ganierohani@gmail.com tengkusilvana@usu.ac.id yusuf_my@usu.ac.id	The multiple themes are realized by the use of textual, interpersonal, and topical Themes in a clause. The multiple Themes enable the writers to insert their comments or opinions to support their argument in expository text. In addition, textual Themes are functioned as maintaining and linking the arguments in expository text. **Keywords:** Thematic, complexity, markedness, expository, SFL
16	**Perception of Teacher and Students Toward Whatsapp Use for English Foreign Language Distance Learning** **Amzah** English Education Department, Faculty of Tarbiyah, State Islamic Institute of Parepare (IAIN PAREPARE) **Mujahidah** English Education Department, Faculty of Tarbiyah, State Islamic Institute of Parepare (IAIN PAREPARE) **Areski Wahid** Universitas Negeri Makassar **Arif Rahman** English Education Department, Faculty of Tarbiyah, State Islamic Institute of Parepare (IAIN PAREPARE). Corresponding author: amzah@iainpare.ac.id mujahidah@iainpare.ac.id Areskiwahidddd@gmail.com arifrahman123488@gmail.com	**Abstract:** The difficulty that students faced right now is student cannot adapt to Distance Learning started the network that they used. WhatsApp is only communication application, that is not learning media but they used it for the learning process. Based on problem above the researcher want to know teachers and students' perception about the using of WhatsApp as a media in English subject in teaching learning. The method that used in this research is Qualitative Descriptive approach, The respondents of the study were 1 teacher and 21 students as an informant. The data was collected by using an observation guide, interview guide, and documentation. The researcher found the data conducted from the data that Perception of Teacher's by using WhatsApp in the learning process more efficient and make students easily receive the material and apply their assignment but is not effective. There are pro and contra about the use of WhatsApp in students, points that student's pro such as helping students communicate with their teacher, the contra points such as the internet connection is unstable. Also, the advantages of WhatsApp such as there are no time and place restrictions, the disadvantages such as, prepare funds for purchasing quotas. **Keywords:** WhatsApp, English Foreign Language, Distance Learning.
17	**International Postgraduates' Perception on Academic Writing: A Lesson on Criticality** **Mas Ayu Mumin** Universiti Teknologi Brunei	**Abstract:** Academic writing has always been synonymous in higher education. However, academic writing could be more problematic for international students than native speakers of English (Mumin, 2020). They endure different struggles that ranged from language proficiency to effect on contextual

	Corresponding author: Masayu.mumin@utb.edu.bn	academic transition. This study is part of a longitudinal narrative study involving five international postgraduate students in a UK university. The findings demonstrated unique views of each participant with a concurrence that proficiency does not promise writing competency. This study also unveiled the participants' views on being a Non-Native English Speaker (NNES) in an anglophone country where 'criticality' seemed to be a crucial notion needed to be grasped in order to write according to the university's assessment writing conventions. Additionally, views on international students' writing support were also documented. **Keywords**: Academic writing, NNES, Criticality, Narrative study, International Students. Postgraduates.
18	**Learning English Language through Various Genres of Video Games: A Multimodal Perspective** **T. Silvana Sinar[1],** **T. Thyhaya Zein[1],** [1]Universitas Sumatera Utara, Medan, Indonesia **Balazs Huska[2],** [2]Universiti Brunei Darussalam, Bandar Sri Begawan, Brunei Darussalam **Sa'eda bte Buang[3]** [3]Nanyang Institute of Education, Singapore, Singapore Corresponding author: tengkusilvana@usu.ac.id	**Abstract:** Multimodal analysis in learning English language is meant to be an eye-opener for future research regarding video games, as it is one of the research objects that being low on research while the industry is keep growing in this multimedia era. The data sources of the study were taken from three different video game genres which are Role Playing Game (RPG), Multiplayer Online Battle Arena (MOBA), with two different titles for each genre. Taken from the data sources, the data were 58 elements in total used in this study. This research used interactive model of qualitative data analysis by Miles, Huberman, and Saldana (2014) that divided into three parts which are data condensation, data display, and drawing and verifying conclusion. The theory used in this research is visual grammar by Kress and Leeuwen to find the compositional features in the collected data from the respective footage of the video games. This study found that each genre has similarities and differences in terms of information value, salient and framing. In terms of similarity, these genres own more maximum disconnection framing than maximum connection. Meanwhile, the differences are that these students placed fighting genre and shooting genre elements without centered information value. The implications of the study towards English language learning are: firstly, video games can be one of the appropriate media in teaching the students language skill. Secondly, genres lead the players understand the English language learning by the games unconciously and video game genres has been effective media in

		composing location, lay outs in literacy reading to make the students enjoy the learning process **Keywords:** Language Learning, Image, Multimodal, Video game, Composition.
19	**A Development of a Word Guessing Game to Enhance Critical Thinking Skills and Learning Motivation for Junior High School Students** **Watchara Yenprem** Mahachulalongkornrajavidyalaya university, Thailand **Veerakarn Kanokkamalade** Mahachulalongkornrajavidyalaya university, Thailand Corresponding author: w.yenprem@gmail.com vee.veerakarn@gmail.com	**Abstract:** The objectives of this study were; 1) to develop the "Word Guessing" game which can improve critical thinking skills and learning motivation of the junior high students, and 2) to evaluate the learning satisfaction of the junior high students towards the "Word Guessing" game in terms of critical thinking skills and learning motivation improvement. The research samples were 50 junior high school students of Watphraphutthabath Khaolukchang School (Phiphitphatthananukroh), Phetchaburi Province, Thailand. The sample group was selected by purposive sampling. A questionnaire with the IOC of 0.90 was used for data collection. From the study, it was found that the "Word Guessing" game presented with PowerPoint software consists of 8 questions with 5 clues that require the students playing in teamwork system to think critically in order to give the correct answers under the set of rules and using the game itself motivates them to like learning. The students had a positive attitude in critical thinking skills and learning motivation improvement at a high level (=3.94 - 4.62). **Keywords:** English learning games, critical thinking skills, learning motivation
20	**Understanding the Implementation of an At-Home Language Test: A Case of an Online Version of TOEFL-PBT** **Refanja Rahmatillah** Universitas Teuku Umar, Indonesia **Endah Anisa Rahma** Universitas Teuku Umar, Indonesia **Rizki Fajrita** Universitas Syiah Kuala, Indonesia Corresponding author: refanjarahmatillah@utu.ac.id endahanisarahma@utu.ac.id rizki.hasballah@gmail.com	**Abstract:** The COVID-19 pandemic has forced the education system to be delivered digitally, including the delivery of language testing. An at-home test is a unique mode of language test delivery as a result of the prohibition of mass gathering. Despite this unique phenomenon, little is known on how to effectively implement an at-home test. This study aims to provide a deeper understanding about the implementation of an at-home language test. The implementation of online version of TOEFL-PBT test carried out by the Language Center of Syiah Kuala University was examined by interviewing the test providers. They were asked to share their experience and opinions related to Isbell and Kremmel's (2020) considerations for selecting and using an at-home proficiency test, which include technological resources, security and

		validity concerns. The results of this study reveal that the Language Center used Safe Exam Browser to carry out the online test. While the test takers used laptop/computer to do the test, they were also required to open Zoom via their phone for the test proctors to supervise. The proctors could stop the test if they found something suspicious and immediately privately investigate the test takers using Zoom Breakout feature. The validity of the test is not found as a concern since the test providers used the same form of questions as the offline version. In addition, the Language Center expressed their exhaustion in carrying out the online test, thus suggesting to develop a less complicated procedure of an at-home test. **Keywords:** At-Home Test, TOEFL, Technological Resources, Security, Validity
21	**A Movie Exploratory Study for Appropriate Cultural Contents to Enhance Thai EFL Students' English-Speaking Skills and Intercultural Communicative Competence** **Piyaporn Chaya** Phetchaburi Rajaphat University, Thailand Corresponding author: piyaporn.chay@mail.pbru.ac.th	**Abstract:** Currently, English is regarded as the global language used in communication by people in multicultural backgrounds, and language and culture are inseparable. Therefore, teaching and learning English need to address the cultural knowledge and develops the learners' skills of intercultural communicative competence through authentic texts. Movies provide rich cultural content with real language used for communication contexts. This paper intends to investigate problems and needs of Thai EFL students in developing English speaking skills and intercultural communicative competence (ICC), and to explore appropriate English movies with cultural contents for enhancing students' English speaking and intercultural communicative competence. The participants, 65 in total are divided into three group involving experts in movie fields, English teachers, and students in undergraduate level who enrolled for English for Communication. The research instruments employed in this research consists of the Needs Analysis Survey Questionnaire for Teaching and Learning English and Intercultural and Movie Exploratory Survey Questionnaire. The results revealed that the students realized the importance of learning English and culture and they indicate that they would feel more confident in communicating in English in reality. However, they lacked opportunity to expose to using English in the real context. The study also found top ten English movies which provide fruitful English language

		communication and cultural contents in the movie scenes for developing Thai EFL students to learn English speaking and intercultural communicative competence. EFL teachers, course designers, or language educators can make use of these findings for developing the curricula or revise existing English curricula to suit needs and problems of students and integrating the list of movies with cultural contents for enhancing Thai EFL learners' communicative competence. **Keywords:** English movies, English speaking skills, intercultural communicative competence, cultural knowledge
22	**Male and Female Students Compliment Responses: A gender Perspectives** **I Wy. Dirgeyasa** Universitas Negeri Medan, Indonesia Corresponding author: wayandirgayasa@yahoo.com	**Abstract:** The purpose of this study is to investigate a) the types of compliment responses (CR) among male and female students, b) the meaning of the compliment responses realized by male and female students, and c) the syntactical patterns of the compliment responses. The respondents of the study were the English Department student of second semester of academic year 2020/2021. The total respondents of the study were 27 students consisting of 12 males and females 15 taken by random sampling technique. The Discourse Completion Test (DCT) is used to collect the data. The data are analysed by descriptive qualitative. The results of the research show that a) Almost all types of compliment responses are used by male and female except the comment history type but they are different in types and frequencies, b) Like the types of compliment responses, male and female students also use different way in order to realize the meaning of compliment response, especially in terms of frequency, for example more female use comment acceptance than male, and c) the syntactical patterns of the compliment responses used are slightly different between the male and female students. **Keywords:** compliment response, meaning, and syntactical patterns.
23	**EAL Instructors' Attitudes towards Game-based Learning Adoption in Education: Opportunities** **Muhammad Yasir Babar**	**Abstract:** The objective of the current study is to explore teachers' attitudes towards game-based learning (GBL) as well as opportunities in English as additional language (EAL) context. The study used a survey and interview to collect data. The survey data

	Thompson Rivers University, Canada Corresponding author: yk16135@gmail.com	was gathered from eight university EAP teachers. Four of the survey respondents participated in interviews to explore the opportunities of using GBL. The quantitative data was analyzed using descriptive statistics and the qualitative data was analyzed through thematic analysis and description. The findings of the survey data revealed that the factors of usefulness, attitude, and social influence contribute to the use of GBL. The analysis of the interview data highlighted some themes associated with the opportunities of GBL namely, communication, fun learning, and motivation. The implication of the study is that teachers acknowledge the benefits of GBL but they need support for further professional development. **Keywords:** Game-based learning, English as Additional Language/ English as a Second Language teachers, opportunities, Unified Theory of Acceptance and Use of Technology
24	**Pre-service TESOL Teachers' Perceptions on Google Translate (GT) as a Tool of English Language Learning** **Ebrahim Panah** University College of Yayasan Pahang **Chin Kuo Ren** University College of Yayasan Pahang **Sivananda Sundralingam** University College of Yayasan Pahang Corresponding author: Ebrahim@ucyp.edu.my chinkuoren1986@gmail.com sivananda_sundralingam@yahoo.com	**Abstract:** The objective of this study was to investigate English pre-service teachers' perceptions of Google Translate (GT) usage as an English language-learning tool. The study adopted a survey approach and involved 93 Teaching English to Speakers of Other Languages (TESOL) prospective teachers. The participants were randomly selected from universities in Malaysia. The collected data was analyzed by performing both descriptive and inferential statistics using SPSS version 26. The findings show that students have positive attitudes towards GT as a language-learning tool. It was also indicated that the factors of usefulness, ease of use, accuracy and GT use are strongly correlated; however, only usefulness of GT significantly influences and predicts the use of GT. The finding of the study has implication for GT use **Keywords:** Google Translate, Pre-Service Teachers and TESOL
25	**The Intertwining of Time and Text Readability on Undergraduate Reading** **Mohamad Fadhili Yahaya** Universiti Teknologi Mara, Malaysia	**Abstract:** Undergraduates are often lagging in their ability to adapt to the demand of college reading tasks. This is further compounded when the task involved a shorter duration and lower readability level texts. Consequently, the objectives of the present study are two folds; first, investigate how the intertwining of

	Rafizah Mohd Rawian School of Languages, Civilisation and Philosophy Universiti Utara Malaysia, Malaysia **Azrul Abdullah** Universiti Teknologi Mara, Malaysia **Norshamshina Mat Isa** Universiti Teknologi Mara, Malaysia Corresponding author: mohdfadhili@uitm.edu.my rafizah@uum.edu.my Azrul229@uitm.edu.my norshamshina@uitm.edu.my	time and text readability affect reading performance and second, identify the preferred reading activities when dealing with time and text readability factors. A 3x3 factorial design was employed to test the reading performance of 57 non-English major undergraduates and identify the preferred reading activities used during the tests. Results showed some patterns in the reading performances of the participants associated with the degrees of the intertwining of time and text readability. Meanwhile, patterns in the choice of reading activities can also be observed. Pedagogical implications were also discussed. **Keywords:** reading activities; time; text readability; reading comprehension; undergraduates
26	**Analysis of Mobile Apps for Learning Grammar by Using Mobile Assisted Language Learning Approach** **Ebrahim Panah** University College of Yayasan Pahang **Hafizan Matsom** University College of Yayasan Pahang Corresponding author: Ebrahim@ucyp.edu.my dr.hafizan@ucyp.edu.my	**Abstract:** The objective of the current study is to evaluate the recently developed mobile apps for learning and improving English grammar. This study selected 10 grammar apps ranked 3 and above by online users with a large number of installations. The study adapted a framework proposed by Supyan Hussin (2013) with four criteria: System, Program, Curriculum, and Language & Culture. Furthermore, information provided in Google Play Store App assessment in terms of App users' Reviews, Ratings, and Downloads also was suede to assess the selected grammar apps. First, the findings show that the apps tend to teach grammar out of context, second, apps minimally adapt to the user's skill sets. Third, apps rarely offer explanatory corrective feedback to the users. Fourth, some apps have accuracy issue in terms content and typo. Despite pedagogical paradigm shift to communicative approaches to language learning, the assessed apps are more behaviorists in nature where features of cognitivism and constructivism, and connectivism approaches are rare. To better align with MALL, contextualized language, explanatory feedback, and adaptive technology need to be incorporated into these apps. **Keywords:** Mobile Apps, MALL, English Grammar
27	**A study of the Language Used in Academic Written Feedback**	**Abstract:** This paper presents findings of a pilot scale evaluation of academic written feedback provided to students in a higher education institution in Brunei

	Lee Kok Yueh Universiti Teknologi Brunei Corresponding author: kokyueh.lee@utb.edu.bn	Darussalam. Focused on one lecturer, it investigates the language used in assignment feedback provided to first year students from the School of Computing on report writing in two level one modules. A total of 144 feedback reports were analysed using WordSmith, and results identified the use of specific expressions that were often used for the different modules. Conveying messages through politeness was found in the feedback, often expressed through the use of hedging and modal verbs, and whilst feedback was predominantly positive some negative comments were observed. Subsequent to the language analysis, student opinions were obtained through questionnaire and focus group studies to further evaluate the impact of feedback on their learning. Focusing on the effect of positive and negative feedback along with the desired presence of specific phrases or keywords, these results combined with the initial language evaluation indicate types of feedback that are effective in a Brunei educational setting. **Keywords:** hedging, modals, negativity, politeness, positivity, written feedback
28	**Engaging Literary Appreciation and Comprehension Via A Big Book** **Rafizah Mohd Rawian** School of Languages, Civilisation and Philosophy Universiti Utara Malaysia, Malaysia **Mohamad Fadhili Yahaya** Universiti Teknologi Mara, Malaysia Corresponding author: rafizah@uum.edu.my mohdfadhili@uitm.edu.my	**Abstract:** Literature is an expression of life through the medium of language and in the ESL classrooms, it is often regarded as an authentic means of learning the target language. Literature is a product of cultures that have a compendious store of information through which learners can gain insights as to the history, traditions and conventions of the target language (Carter & Long, 1992). The many benefits of a literature-enriched curriculum have seen the inclusion of literature component in Malaysian Primary and Secondary English Language syllabus. This study is inspired by the advantages of incorporating children's literature in the Malaysian KSSR (Kurikulum Bersepadu Sekolah Rendah/Integrated Syllabus for Primary Schools) English syllabus. The present study investigates primary students' perception towards the usage of the Big Book as well as their comprehension level in terms of the plot structure, theme/message/moral and characters. 150 Year Four students from four primary schools in Baling district in Kedah are the respondents of the present study. Its three main research instruments are namely a Big Book, a questionnaire, a story's plot worksheet, a story's setting worksheet, a story's theme/moral and a story's main characters

		worksheet are used in its data collection. All the data are presented in frequency and percentage modes and the findings are illustrated in the forms of tabulations and charts. **Keywords:** Big Book, Children's Literature, Comprehension, Young ESL Learners

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