

12TH MALAYSIA INTERNATIONAL CONFERENCE ON
LANGUAGES, LITERATURES AND CULTURES

MICOLLAC 2023

1ST - 3RD AUGUST 2023

BAYVIEW BEACH RESORT - PENANG - MALAYSIA

**THEME: OVERCOMING CHALLENGES, EXPLORING
POSSIBILITIES: NEW PRACTICES IN LANGUAGES,
LITERATURES AND CULTURES**



WELCOME TO

PENANG!

Penang, a vibrant state located in the northwest region of Malaysia, is known for its rich cultural heritage, stunning architecture, and delectable food. Some of the top places of interest to visit in Penang include:

- George Town – A UNESCO World Heritage site
- Penang Hill
- Kek Lok Si Temple
- Penang National Park
- Clan Jetties
- Batu Ferringhi Beach
- Cheong Fatt Tze Mansion
- Fort Cornwallis
- Armenian Street

On top of that, Penang is also famously renowned for its mouth-watering food that blends Malay, Chinese, and Indian influences. Penang's signature dishes include char kway teow, a stir-fried rice noodle dish with shrimp, cockles, and bean sprouts, as well as laksa, a spicy noodle soup with fish and coconut milk. Other must-try dishes include nasi kandar, a flavorful rice dish served with a variety of curries, and rojak, a fruit and vegetable salad with a sweet and spicy dressing.

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FAKULTI BAHASA MODEN DAN KOMUNIKASI
FACULTY OF MODERN LANGUAGES AND COMMUNICATION

MICOLLAC

ABOUT MICOLLAC

Since 1999, the biennial MICOLLAC organised by the Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia has been steadfast in welcoming fresh ideas and creating interconnections between research and practice in the areas of languages, literatures and cultures.

During the worldwide lockdown due to the COVID-19 outbreak, many important on-site activities in Malaysia came to a halt. The 11th MICOLLAC was held during this time in the online mode, and was attended by our regular MICOLLAC crowd from more than 11 countries.

Since Malaysia opened its borders in April 2022 after almost three years of restricted entry, MICOLLAC is now ready to welcome you back to Malaysia for another round of exciting sharing of research and practices, and renewing of networking and collaboration with colleagues from all over the world.

MICOLLAC 2023 welcomes paper submissions related to the conference theme, “Overcoming Challenges, Exploring Possibilities: New Practices in Languages, Literatures and Cultures.” Papers that communicate research findings of interest to researchers and practitioners across all educational levels are particularly appreciated.

VC'S FOREWORD



**YBHG. DATO' PROF. DR
MOHD. ROSLAN SULAIMAN**

It is with great pleasure and enthusiasm that I extend my warmest welcome to all participants, delegates, and esteemed guests to Universiti Putra Malaysia (UPM) for the prestigious MICOLLAC 2023. As the Vice Chancellor of UPM, I am honoured to address you all on this remarkable occasion and share my thoughts on the significance of this conference.

UPM takes immense pride in its rich tradition of academic excellence and research prowess. Over the years, our university has achieved numerous milestones and garnered accolades both nationally and internationally.

One of the notable achievements of UPM is its consistent presence among the top-ranking universities worldwide. Our dedication to research and innovation has led to breakthrough discoveries and cutting-edge solutions that address critical global challenges. UPM researchers have made significant contributions to various fields, ranging from agriculture, biotechnology, and environmental science to engineering, the social sciences and language education.

Our academic programmes are designed to empower students with holistic education, equipping them with the skills, knowledge and values necessary to succeed in a rapidly evolving world. Through our innovative teaching methods, state-of-the-art facilities and strong industry collaborations, UPM students receive a transformative learning experience that prepares them to be leaders and change agents in their respective fields.

Furthermore, UPM places great importance on fostering a vibrant and inclusive research culture. We actively encourage interdisciplinary collaborations and provide robust support for our researchers to undertake groundbreaking studies that address societal needs. Our commitment to research excellence is evident in the numerous grants, awards and patents received by our faculty members and researchers.

UPM also takes pride in its strong international collaborations and partnerships. We believe in the power of global networks to enhance the quality of education and research. Through strategic alliances with renowned universities, research institutions and industry partners worldwide, UPM has been able to leverage shared expertise and resources, resulting in mutually beneficial outcomes and impactful research outcomes.

As we gather for MICOLLAC 2023, we aim to showcase the collective achievements of UPM and our commitment to advancing language, literary and cultural education. The conference provides an excellent platform to highlight the groundbreaking research conducted by our faculty members and researchers in the field of language, literary and cultural learning. It is a testament to our unwavering dedication to promoting effective education in the arts and humanities, and nurturing skilled communicators who can bridge cultures and foster understanding in an interconnected world.

I extend my deepest gratitude to the Organising Committee, conference sponsors and all those who have contributed to making MICOLLAC 2023 a reality. Your invaluable support and commitment have played a pivotal role in ensuring the success of this conference. On behalf of UPM, I extend my warmest welcome once again and wish you a productive and rewarding experience at MICOLLAC 2023. May this conference inspire new ideas, foster collaborations and contribute to the advancement and pursuit of knowledge in language, literature and culture globally.

DEAN'S FOREWORD



**ASSOC. PROF. DR
HAZLINA ABDUL HALIM**

Dear participants and delegates of MICOLLAC 2023,

A warm and enthusiastic welcome to the prestigious MICOLLAC 2023 conference organised by the Department of English, Faculty of Modern Languages and Communication, UPM. We are delighted to have you here, joining us for this enlightening event that celebrates the diverse and captivating realms of languages, literature, and cultural studies.

Over the next few days, we invite you to immerse yourself in a world of words, narratives, and profound insights as we explore the multifaceted dimensions of languages, literatures, and cultures. MICOLLAC 2023 serves as a vibrant platform for scholars, researchers, and enthusiasts from around the globe to come together and engage in stimulating discussions, exchange ideas, and foster collaborations that will shape the future of these fields.

Our esteemed keynote speakers, renowned experts in their respective disciplines, will share their knowledge and expertise, shedding light on the latest trends, challenges, and advancements in languages, literatures, and cultures. From linguistics to comparative literature, from cultural studies to translation, the conference promises a rich tapestry of presentations, workshops, and panel discussions that will broaden your horizons and inspire new perspectives.

MICOLLAC 2023 is not only an opportunity to deepen your academic understanding but also a chance to connect with fellow researchers and professionals who share your passion and dedication. It is also an opportunity to forge new friendships, build networks, and engage in thought-provoking conversations that transcend borders and bridge cultural divides.

I extend my sincere gratitude to the Organising Committee, sponsors, and volunteers who have worked tirelessly to make this conference a reality. Your commitment and support have been instrumental in creating an inclusive and intellectually stimulating environments for all participants.

On behalf of the faculty, it is my privilege to welcome you to MICOLLAC 2023. May your experience be filled with enriching encounters, enlightening discussions, and profound insights that will contribute to the advancement of languages, literatures, and cultures. Let us come together, united in our passion for understanding and appreciating the remarkable diversity that defines our world.

Welcome to MICOLLAC 2023!

CHAIR'S MESSAGE



**ASSOC. PROF. DR
CHAN MEI YUIT**

It is my pleasure to welcome you to MICOLLAC 2023!

The MICOLLAC conference with its unbroken history since 1999 is back. As a biennial conference, MICOLLAC has always been an attractive space where researchers, postgraduate students, teachers and practically anyone who is interested in languages, literatures and cultures congregate – to share research findings and best practices, to seek new ideas, and, of course, to meet old friends. Meeting old friends, although not a stated objective in the official MICOLLAC literature, is undeniably a reality attested to by MICOLLAC goers.

When the registrations for MICOLLAC participants started streaming in after MICOLLAC 2023 was announced, we saw many familiar names – people who have attended MICOLLAC after MICOLLAC. To friends of MICOLLAC, welcome back! It's lovely to see you again. We were also happy to see new people selecting MICOLLAC out of the many available conferences in the world to share their research. We welcome you and thank you for your support.

This MICOLLAC brings you world renowned speakers who are distinguished in their respective fields in languages, literatures and cultures, two panels, and many exciting papers and posters by researchers from all over the world. Held at a beach resort hotel in the idyllic island of Penang, MICOLLAC 2023 promises you an unforgettable experience of sharing, learning, collaboration and relaxation in one package. Do stay till the end of the conference on 3rd August for the full experience of MICOLLAC 2023.

I invite you to browse through the programme book downloadable online from the MICOLLAC 2023 website to get information on papers and workshops, as well as discounts on admission tickets to places of interest from our partners.

Lastly, a note of thanks to the organising committee who have dedicated time and effort in making MICOLLAC 2023 a reality, and our sponsors who have contributed resources to enrich the experience of MICOLLAC 2023 delegates.

Let us all enjoy the conference!

CONFERENCE OVERVIEW

DAY 1: 1ST AUGUST 2023

TIME	ACTIVITY	VENUE
7.30 - 8.45 AM	Registration	Grand Ballroom Foyer
8.45 - 9.00 AM	Arrival of Delegates	Grand Ballroom
9.00 - 9.05 AM	Arrival of Invited Guests	Grand Ballroom
9.05 - 9.20 AM	National anthem - " <i>Negaraku</i> " UPM anthem - " <i>Putra Gemilang</i> " <i>Doa</i> recitation Multimedia presentation and cultural performance	Grand Ballroom
9.20 - 9.30 AM	Welcoming speech by Assoc. Prof. Dr. Chan Mei Yuit, Chair of MICOLLAC 2023	Grand Ballroom
9.30 - 9.50 AM	Officiating speech by YBhg. Dato' Prof. Dr. Mohd Roslan Sulaiman, Vice Chancellor, Universiti Putra Malaysia	Grand Ballroom
9.50 - 10.50 AM	<u>KEYNOTE ADDRESS</u> <i>"Incorporating Writing into the Language Classroom"</i> Prof. Paul Kei Matsuda, Arizona State University, USA	Grand Ballroom
10.50 - 11.05 AM	BREAK	

CONFERENCE OVERVIEW

DAY 1: 1ST AUGUST 2023

TIME	ACTIVITY	VENUE
11.05 - 12.05 PM	Parallel Session 1	<i>Refer to page 16-26</i>
12.05 - 1.05 PM	LUNCH	
1.05 - 1.45 PM	<u>PLENARY 1</u> Assoc. Prof. Dr Hardev Kaur Jujar Singh Universiti Putra Malaysia, Malaysia	Grand Ballroom
1.45 - 3.05 PM	Parallel Session 2	<i>Refer to page 16-26</i>
3.05 - 3.20 PM	BREAK	
3.20 - 5.20 PM	<u>WORKSHOP 1</u> Kee Thuan Chye Actor/Writer, Malaysia	Grand Ballroom
5.20 - 6.00 PM	Parallel Session 3	<i>Refer to page 16-26</i>

CONFERENCE OVERVIEW

DAY 2: 2ND AUGUST 2023

TIME	ACTIVITY	VENUE
9.00 - 10.00 AM	Poster Presentation	Grand Ballroom Foyer
10.00 - 10.15 AM	BREAK	
10.15 - 12.15 AM	Parallel Session 4	<i>Refer to page 16-26</i>
12.15 - 1.15 PM	LUNCH	
1.15 - 2.10 PM	<u>WORKSHOP 2</u> Professor Paul Kei Matsuda Arizona State University, USA	Grand Ballroom
1.15 - 3.10 PM	Parallel Session 5	<i>Refer to page 16-26</i>

CONFERENCE OVERVIEW

DAY 2: 2ND AUGUST 2023

TIME	ACTIVITY	VENUE
3.10 - 3.25 PM	BREAK	
3.25 - 4.00 PM	<u>PLENARY 3</u> Assoc. Prof. Dr Zalina Mohd Kasim Universiti Putra Malaysia, Malaysia	
4.20 - 6.00 PM	Parallel Session 6	<i>Refer to page 16-26</i>

CONFERENCE OVERVIEW

DAY 3: 3RD AUGUST 2023

TIME	ACTIVITY	VENUE
9.00 - 10.00 AM	<u>PLENARY 4</u> Prof. Stef Craps Ghent University, Belgium	Grand Ballroom Foyer
10.00 - 10.15 AM	BREAK	
10.15 - 10.55 AM	Parallel Session 7	<i>Refer to page 16-26</i>
10.55 - 11.50 AM	<u>WORKSHOP 3</u> Prof. Stef Craps Ghent University, Belgium	Grand Ballroom
11.50 - 12.05 PM	Closing Ceremony	Grand Ballroom
12.05 - 2.00 PM	LUNCH	

- End of Conference -
MICOLLAC 2023

KEYNOTE ADDRESS & PLENARY SESSIONS

DAY 1: 1ST AUGUST 2023

TIME	GRAND BALLROOM
9.00 - 9.50 AM	<p><u>WELCOMING SPEECH</u></p> <ul style="list-style-type: none">• Assoc. Prof. Dr Chan Mei Yuit, Chair of MICOLLAC 2023• YBhg. Dato' Prof. Dr Mohd Roslan Sulaiman, Vice Chancellor, Universiti Putra Malaysia
9.50 - 10.50 AM	<p><u>KEYNOTE ADDRESS</u></p> <p><i>"Incorporating Writing into the Classroom"</i></p> <p>Professor Paul Kei Matsuda Arizona State University, USA</p> <p>Session Chair: Dr Sharon Sharmini Victor Danarajan</p>
1.05 - 1.45 PM	<p><u>PLENARY 1</u></p> <p><i>"Xenophobia: Can We Combat It?"</i></p> <p>Assoc. Prof. Dr Hardev Kaur Jujar Singh Universiti Putra Malaysia, Malaysia</p> <p>Session Chair: Mr Rohimmi Noor</p>

KEYNOTE ADDRESS & PLENARY SESSIONS

DAY 2: 2ND AUGUST 2023

TIME	GRAND BALLROOM
	<u>PLENARY 3</u>
	<i>"Metaphors and COVID-19: The Power of Words in a Time of Crisis"</i>
3.25 - 4.00 PM	Assoc. Prof. Dr Zalina Mohd Kasim Universiti Putra Malaysia, Malaysia
	Session Chair: Dr Florence Toh Haw Ching

DAY 3: 3RD AUGUST 2023

TIME	GRAND BALLROOM
	<u>PLENARY 3</u>
	<i>"Lost Words and Lost Worlds: Combatting Environmental Generational Amnesia"</i>
9.00 - 10.00 AM	Prof. Stef Craps Ghent University, Belgium
	Session Chair: Assoc. Prof. Dr Hardev Kaur Jujar Singh

WORKSHOP SESSIONS

1ST AUGUST 2023

GRAND BALLROOM

3.20 - 5.20 PM

WORKSHOP 1

"Can ChatGPT and AI Write as Evocatively as You Can?"

Kee Thuan Chye
Actor, Writer

Moderator: Dr Ida Baizura Bahar

2ND AUGUST 2023

GRAND BALLROOM

1.15 - 2.10 PM

WORKSHOP 2

"Writing Assessment Literacy for Language Teachers"

Prof. Paul Kei Matsuda
Arizona State University, USA

Moderator: Dr Sharon Sharmini Victor Danarajan

3RD AUGUST 2023

GRAND BALLROOM

10.55 - 11.50 AM

WORKSHOP 3

"Mediating Ecological Emotions"

Prof. Stef Craps
Ghent University, Belgium

Moderator: Assoc. Prof. Dr Hardev Kaur Jujar Singh

FEATURED SESSIONS

**"PANEL ON FUTURE DIRECTIONS IN SHAKESPEARE STUDIES
THEME: NEW PRACTICES IN PERFORMING ARTS"**

CONVENOR

Assoc. Prof. Dr Arbaayah Ali Termizi
Universiti Putra Malaysia, Malaysia

1ST AUGUST 2023

TIME	GRAND BALLROOM
11.05 - 12.05 PM	<i>Shakespeare in Malaysia: A Performance Trend Analysis</i> Arbaayah Ali Termizi
	<i>Future Directions in Shakespeare Studies: The Challenges and Opportunities of Practice-Based Performance Research</i> Claude Fretz
	<i>Shakespeare in Greek Popular Culture: A Case Study</i> Xenia Georgopoulou

FEATURED SESSIONS

“DEMONSTRATIVES AS STANCE MARKERS: DIACHRONIC, TYPOLOGICAL AND DISCOURSE PERSPECTIVES”

CONVENORS

Assoc. Prof. Dr Foong Ha Yap
Chinese University of Hong Kong, Shenzhen

Prof. Emeritus Seongha Rhee
Hankuk University of Foreign Studies, Korea & Professor, Mahidol University, Thailand.

PART ONE

TIME	GRAND BALLROOM
10.15 - 10.35 AM	<i>Introduction:</i> <i>Attitudinal drifts and the rise of non-referential demonstratives as speaker stance markers</i> Winnie Chor, František Kratochvíl, Foong Ha Yap
10.35 - 10.55 AM	<i>“I am not pleased with that”: the grammaticalization of ce-derivatives as pejorative markers in Korean</i> Kyou-Dong Ahn
10.55 - 11.15 AM	<i>On the pragmatics of demonstrative-based nouns</i> In Young Choi
11.15 - 11.35 AM	<i>Evaluative modifiers from demonstratives: Some consequences of mixed distances in Korean</i> Sujin Eom
11.35 - 11.55 AM	<i>Lexicalization and grammaticalization of Korean kuman</i> Yeonseob Lee
11.55 - 12.15 PM	<i>Distance contrast of demonstrative-based discourse markers and speaker's stance in Korean</i> Seongha Rhee
2.10 - 2.30 PM	<i>On the development of discourse marker from the interrogative ‘why’ in Korean</i> Keun Hee Ryu

2ND AUGUST 2023

FEATURED SESSIONS

PART TWO

2ND AUGUST 2023

TIME	GRAND BALLROOM
2.30 - 2.50 PM	<i>"I love this but I hate that": This vs. that in lexicalization and grammaticalization</i> <i>Kornsiri Boonyaparakob, Seongha Rhee</i>
2.50 - 3.10 PM	<i>Demonstratives and speaker stance in Thai</i> <i>Kultida Khammee, Aphiwit Liang-Itsara, Seongha Rhee</i>
4.20 - 4.40 PM	<i>Functional extension of demonstratives: The case of person reference in Thai and Korean</i> <i>Teeranoot Siriwitayakorn, Seongha Rhee</i>
4.40 - 5.00 PM	<i>Demonstrative kanang as a weak stance marker in Cebuano</i> <i>Michael Tanangkingsing</i>
5.00 - 5.20 PM	<i>Referential and non-referential demonstratives in Kerinci Malay</i> <i>Ernanda, Foong Ha Yap</i>
5.20 - 5.40 PM	<i>From the objective to subjective to interactional world: The case of the English so</i> <i>Khomkrit Tachom, Seongha Rhee</i>
5.40 - 6.00 PM	<i>Epilogue:</i> <i>Interpersonal demonstratives as stance markers: From joint attention to speaker-hearer engagement</i> <i>František Kratochvíl, Foong Ha Yap, Winnie Chor</i>

PARALLEL SESSIONS

1 AUGUST 2023
PARALLEL SESSION 1

TIME	GRAND BALLROOM	TIME	CRYSTAL BALLROOM	HIBISCUS	RAFFLESIA	JASMINE	DAHLIA
1105 - 1205	<p>PANEL ON FUTURE DIRECTIONS IN SHAKESPEARE STUDIES THEME: NEW PRACTICES IN PERFORMING ARTS</p> <p>CONVENOR: Arbaayah Ali Termizi (Universiti Putra Malaysia)</p> <p>SHAKESPEARE IN MALAYSIA: A PERFORMANCE TREND ANALYSIS</p> <p>INVITED SPEAKERS: 1. Claude Fretz (Sun Yat-sen University, China)</p> <p>FUTURE DIRECTIONS IN SHAKESPEARE STUDIES: THE CHALLENGES AND OPPORTUNITIES OF PRACTICE-BASED PERFORMANCE RESEARCH</p>	1105 - 1125	<p>SPEECH ACTS AND CONTENT LEARNING DURING DISAGREEMENT IN VIDEOCONFERENCING GROUP DISCUSSION AMONG UNIVERSITY STUDENTS</p> <p>Fan Hua, Shamala Paramasivam, Yong Mei Fung and Nor Shahila Binti Mansor</p>	<p>FEEDBACK AS DIALOGUE: THE UTILITY OF THE FEEDBACK EXPECTATION TOOL (FET)</p> <p>Vijay Kumar and Elke Stracke</p>	<p>ANALYSIS OF COLLOCATIONS AND SEMANTIC PREFERENCE OF "RISK" IN RISK MANAGEMENT REPORTS BY MALAYSIAN AND AMERICAN BANKS</p> <p>Khairul Firhan Yusob, Afida Mohamad Ali, Chan Mei Yuit and Lee Geok Imm</p>	<p>LANGUAGE DEVELOPMENT PROFILE OF THAI CID: A NARRATIVE APPROACH</p> <p>Sorabud Rungrajsuan</p>	<p>THE SPATIAL TRANSGRESSIONS IN EMILY BRONTE'S WUTHERING HEIGHTS</p> <p>Zhixing Nie, Hardev Kaur, and Mani Mangai</p>
		1125 - 1145	<p>TEACHING THE USE OF MULTIMODAL INTERACTIONAL RESOURCES IN SPEAKING THROUGH STORYTELLING</p> <p>Soe Marlar Lwin</p>	<p>THERAPEUTIC INVESTIGATION OF LEARNING CHALLENGES AMONG ENGLISH AS A SECOND LANGUAGE (ESL) STUDENTS</p> <p>Anushika Kariyawasam</p>	<p>TYPES AND FUNCTIONS OF EMOJIS IN WHATSAPP GROUP CHATS AMONG MALAYSIANS</p> <p>Atiqah Mohamed Hethdzir and Shamala Paramasivam</p>	<p>METACOGNITIVE STRATEGIES AND WRITING PROFICIENCY AMONG EFL LEARNERS: MEDIATING ROLE OF CRITICAL THINKING SKILLS</p> <p>Shen Xiaolei, Lilliatl Ismail, and Joanna Joseph Jeyaraj</p>	<p>CARING AND AMBIVALENCE: MOTHERHOOD IN A CHILDREN'S BIBLE BY LYDIA MILLET</p> <p>Wei Liuna, Ida Baizura Bahar, and Zainor Izat Zainal</p>
	<p>2. Xenia Georgopoulou (University of Athens, Greece)</p> <p>SHAKESPEARE IN GREEK POPULAR CULTURE: A CASE STUDY</p>	1145 - 1205	<p>EFFECTIVENESS OF AUTOMATED WRITING EVALUATION ON WRITING OF CHINESE EFL STUDENTS</p> <p>Li Yuanfei, Ramiza Haji Darmi, Ngee Thai Yap, and Shamala Paramasivam</p>	<p>POWER ASYMMETRY STRATEGIES AMONG IRAQI EXAMINERS IN ORAL EXAMINATIONS</p> <p>Saifaldeen Thaar Jasim, Sharon Sharmini, Lee Geok Imm and Zalina Mohd Kasim</p>	<p>CHATGPT IS NOT AN ENEMY OR DEVIL TO PART-TIME TRANSLATORS</p> <p>Lina Zhou and Muhammad Alif Redzuan Abdullah</p>	<p>A MANY-FACET RASCH MEASUREMENT OF THE ACCURACY OF DIFFERENT RATERS' ASSESSMENTS OF ARGUMENTATIVE WRITING</p> <p>Orlando Xiao Xie</p>	<p>MOTHER AND DAUGHTER ATTACHMENT IN AMY TAN'S THE JOY LUCK CLUB AND PRAMOEDYA ANANTA TOER THIS EARTH OF MANKIND</p> <p>Li Meihua and Rohimmi Noor,</p>

LUNCH (1205 – 1305)

PARALLEL SESSIONS

1 AUGUST 2023
PARALLEL SESSION 2

TIME	GRAND BALLROOM	CRYSTAL BALLROOM	HIBISCUS	RAFFLESIA	JASMINE	DAHLIA
1345 - 1405	<p>AFFECTIVE VARIABLES INFLUENCING WILLINGNESS TO COMMUNICATE IN L2 AMONG MALAYSIAN UNDERGRADUATES</p> <p>Fatin Nabila Abd Razak, Sharifah Sheha Syed Aziz Baftim, Vahid Nimehchisalem, and Ain Nadzimah Abdullah</p>	<p>UTILITARIANISM IN WILLIAM SHAKESPEARE'S <i>MEASURE FOR MEASURE</i></p> <p>Mohd. Ismawi bin Ibrahim and Arbaayah Ali Termizi</p>	<p>VS NAIPAUL'S <i>AN AREA OF DARKNESS</i> AND ITS CONTROVERSY</p> <p>Gabriel Fajar Sasmita Aji</p>	<p>DECONSTRUCTION OF NATURE'S IDENTITY: A MULTIMODAL TEXTUAL ANALYSIS OF MOTHER NATURE IN THE "NATURE IS SPEAKING" CAMPAIGN</p> <p>Jinni Li and Xinyi Sui</p>	<p>A COMPARATIVE STUDY OF MASHIWENTONG'S CI AND THE CATEGORY OF CASE IN LATIN GRAMMAR</p> <p>Di Wan</p>	<p>A CASE STUDY OF YI MINORITY LANGUAGE IN MENGZI, CHINA: CHALLENGES AND PROSPECTS</p> <p>JianBin Yu, Boon Sim Ng, and Roslina Mamat</p>
1405 - 1425	<p>UNLOCKING THE POTENTIAL: APPLYING EDUCATIONAL NEUROSCIENCE TO ENHANCE SECOND LANGUAGE CLASSROOM</p> <p>Parameswari Shunmugam</p>	<p>PSYCHOPATHIC FEMALE CHARACTERS WITH ANTISOCIAL PERSONALITY DISORDERS IN MARTIN AMIS' <i>LONDON FIELDS</i></p> <p>Zahraa Abdullah Mohan, Ida Baizura Bahar, Diana Abu Ujum, and Hasyimah Mohd. Amin</p>	<p>INTERSECTIONS OF POLITICS, GENDER AND DISABILITY IN CHARLOTTE PERKINS GILMAN'S <i>THE YELLOW WALLPAPER</i></p> <p>Yang Shuo, Manimangai A/P Mani, and Noritah Binti Omar</p>	<p>NARRATIVE METAPHORS IN PUBLIC SERVICE ADVERTISING: CONCEPTUAL MAPPINGS AND CONCEPTUAL BLENDS IN REDWOOD</p> <p>Zhuqi Jin and Xi Zheng</p>	<p>FOR RUSSIA OR FOR UKRAINE? ANTAGONISTIC NARRATIVES ON CHINESE SOCIAL MEDIA CONCERNING RUSSO-UKRAINIAN WAR</p> <p>Qing Ye, Lay Hoon Ang, Mastura Mahamed, Shamala A/P Paramasivam</p>	<p>ORGANIZING SPOKEN CANTONESE: FROM THE VIRTUAL TO REAL CLASSROOM</p> <p>Jyh Wee Sew</p>
1425 - 1445	<p>A STUDY ON THE FREQUENCY OF ENGLISH MODAL VERBS IN THE SECOND LANGUAGE ACQUISITION OF JAPANESE UNIVERSITY STUDENTS</p> <p>Akemi Matsuya and Chikako Takahashi</p>	<p>A FANONIAN PERSPECTIVE ON A BLACK WOMAN'S PATH OF RESISTANCE IN DOLEN PERKINS-VALDEZ'S WENCH</p> <p>Hu Jing, Manimangai Mani, & Hardev Kaur</p>	<p>IDENTITY QUEST THROUGH <i>FLÂNERIE</i> IN HAN SUYIN'S <i>THE MOUNTAIN IS YOUNG</i></p> <p>Hu Xiaoling and Arbaayah Ali Termizi</p>	<p>MOVE ANALYSIS IN NATURE IS SPEAKING</p> <p>Yutong Cui</p>	<p>CHALLENGES OF DOMINATION OF ENGLISH IN FORMERLY COLONIZED COUNTRIES: PAKISTAN, MALAYSIA AND INDIA IN FOCUS</p> <p>Muhammad Saeed Akhter</p>	<p>PARENTS' BELIEFS INFLUENCE ON CHINESE PRESCHOOLERS' ENGLISH FOREIGN LANGUAGE LEARNING ATTITUDES</p> <p>Qingyun Li</p>
1445 - 1505	<p>EXPLORING POSSIBILITIES AND NEW PRACTICES IN ESL THROUGH VISIBLE THINKING ROUTINES: INSIGHTS FROM ESL PRE-SERVICE TEACHERS IN MALAYSIA</p> <p>Joanna Joseph Jeyaraj and Abu Bakar Razali</p>	<p>REPRESENTATION OF QATAR WORLD CUP IN UK NEWS MEDIA: A CORPUS ASSISTED CRITICAL DISCOURSE ANALYSIS</p> <p>Omar Abdullah Abbas Omar, and Afida Mohamad Ali</p>	<p>ANXIETY OF PUNISHMENT AND LOSS IN FAE MYENNE NG'S <i>STEER TOWARD ROCK</i></p> <p>Li Chunna, Hardev Kaur, and Noritah Omar</p>	<p>THREAT CONSTRUCTION IN ENVIRONMENTAL DISCOURSE: HOW FEAR APPEALS ARE CONSTRUCTED IN THE NATURE IS SPEAKING VIDEOS</p> <p>Leyao Shen and Jiaming Peng</p>	<p>EFFECTS OF EFL VOCABULARY INSTRUCTION ON ARAB LEARNERS' USAGE OF ENGLISH LEXICAL COLLOCATIONS IN SPEAKING PERFORMANCE</p> <p>Taghreed I.G. Abu Sneida, Muhammad Yahya Yasir, and Salina Husain</p>	<p>L1 TRANSFER OF STANCE MARKERS IN ABSTRACTS OF ENGLISH AND CHINESE PUBLISHED RESEARCH ARTICLES AND CHINESE EFL LEARNERS' ACADEMIC WRITING</p> <p>Jin Zhu Zhang, Geok Imm Lee, Mei Yuit Chan and Yasir Yahya Muhammad</p>

BREAK (1505 – 1515)

PARALLEL SESSIONS

1 AUGUST 2023
PARALLEL SESSION 3

TIME	GRAND BALLROOM	CRYSTAL BALLROOM	HIBISCUS	RAFFLESIA	JASMINE	DAHLIA
1720 - 1740	<p>"I TOTALLY AGREE!" THE ROLE OF HEAD NODDING AS A CULTURAL COMPETENCE BUILDER</p> <p>Mark R. Freiermuth and Nurul Huda Hamzah</p>	<p>AMNESIA AS METAPHOR: A POSTMODERNIST READING OF THE MAN WITHOUT A SHADOW</p> <p>Lingling Xu and Manimangai Mani</p>	<p>CHINESE PIDGIN ENGLISH ON POSTCARDS: SAME LANGUAGE, DIFFERENT REPRESENTATIONS</p> <p>Michelle Li</p>	<p>THE EVERYMAN ON STAGE: A COMPARATIVE ANALYSIS OF THE CHORUS IN ANTIGONE AND THE BUS STOP</p> <p>Li Jinni</p>	<p>TEACHING LITERATURE IN MALAYSIA: PREVAILING DESPITE HURDLES</p> <p>Hoshini S. Vickneswaran</p>	<p>ESL/EFL UNDERGRADUATES' ONLINE PROJECT-BASED COLLABORATIVE WRITING</p> <p>Najah Zakirah and Yong Mei Fung</p>
1740 - 1800	<p>THE BATTLES WITHIN: PERCEPTIONS OF THE HEGEMONY OF ENGLISH AND CULTURAL IDENTITY AMONG THAI UNIVERSITY STUDENTS</p> <p>Panya Lekwilal and Matthew Robert Ferguson</p>	<p>RETHINKING IDENTITY THROUGH HYBRIDITY AND CULTURAL TRAUMA IN <i>THE ENGLISH PATIENT</i> BY MICHAEL ONDAATJE</p> <p>Chi Qiyua, Ida Baizura Bahar, Arbaayah Ali Termizi, and Hasyimah Mohd Amin</p>	<p>SLANG USED BY THAI GEN Z ON INSTAGRAM</p> <p>Oraphit Pimdee</p>	<p>TEXT-ORIENTED BUNDLES IN ACADEMIC WRITING: A SYSTEMATIC LITERATURE REVIEW</p> <p>Chen Dan, Ramiza Darmi, and Mohamad Ateff Md Yusof</p>	<p>CULTURE AND INTERCULTURAL COMPETENCE IN FOREIGN LANGUAGE TEACHING: HOW DO FRENCH TEACHERS IN MALAYSIA PERCEIVE THEM?</p> <p>Sin Zi Chin and Mei Yuit Chan</p>	<p>POST-COVID-19 CHALLENGES: ASSESSING TEST ANXIETY, MOTIVATION, AND ACADEMIC PERFORMANCE AMONG PRE-UNDERGRADUATE STUDENTS</p> <p>Natrah Noor and Dorcas Lam</p>

END OF DAY ONE

PARALLEL SESSIONS

2 AUGUST 2023
PARALLEL SESSION 4

TIME	GRAND BALLROOM	CRYSTAL BALLROOM	HIBISCUS	RAFFLESIA	JASMINE	DAHLIA
1015 - 1035	<p>SPECIAL PANEL ON DEMONSTRATIVES AS STANCE MARKERS: DIACHRONIC, TYPOLOGICAL AND DISCOURSE PERSPECTIVES</p> <p>PART 1</p> <p>CONVENORS: 1) Associate Professor Dr Foong Ha Yap, Chinese University of Hong Kong, Shenzhen. 2) Professor Emeritus Seongha Rhee, Hankuk University of Foreign Studies, Korea and Professor, Mahidol University, Thailand.</p> <p>Introduction: ATTITUDINAL DRIFTS AND THE RISE OF NON-REFERENTIAL DEMONSTRATIVES AS SPEAKER STANCE MARKERS</p> <p>Winnie Chor, František Kratochvíl, and Foong Ha Yap</p>	<p>THE MURDER PROJECT: A LITERARY INVESTIGATION PROJECT STARRING SHERLOCK HOLMES</p> <p>Indraneel Liew</p>	<p>THE USE OF PEARSON ACTIVETEACH AND MYENGLISHLAB IN TEACHING ENGLISH FOR GENERAL PURPOSES (EGP): A CLASSROOM ACTION RESEARCH</p> <p>Gufron and Ainul Azmin Md Zamin</p>	<p>POSTHUMAN AND NOMADIC SUBJECT IN KAZUO ISHIGURO'S KLARA AND THE SUN</p> <p>Liang Yan, Mohammad Ewan Awang and Diana Abu Ujum</p>	<p>THE EFFECTS OF ONLINE TASK PLANNING THROUGH DIALOGIC TASKS ON EFL LEARNERS' USAGE OF FORMULAIC SEQUENCES AND WORKING MEMORY CAPACITY ON ORAL FLUENCY</p> <p>Han Xu, Muhammad Yasir Yahya, Yap Ngee Thai, and Ateff Yusof</p>	<p>ANALYSIS OF POLITENESS STRATEGIES AND INTERNET LANGUAGE FEATURES IN MALAYSIAN COMEDIAN'S TWEETS</p> <p>Nur Athirah Mohamad Hatta, Nor Ashikin Yusof, and Azman Che Mat</p>
1035 - 1055	<p>I AM NOT PLEASED WITH THAT: THE GRAMMATICALIZATION OF CE- DERIVATIVES AS PEJORATIVE MARKERS IN KOREAN</p> <p>Kyou-Dong Ahn</p>	<p>THE PAST HUNTS THE PRESENT: APARTHEID TRAUMA MEMORY IN ATHOL FUGARD'S THE PAINTED ROCKS AT REVOLVER CREEK</p> <p>Zahraa Adnan Baqer and Arbaayah Ali Termizi</p>	<p>THE SEMANTIC FUNCTIONS OF HEDGES IN COMMUNICATING SCIENTIFIC AUTHORS' UNCERTAINTY ON CORONAVIRUS</p> <p>Nur Azwin Zulkarnain, Ridwan Wahid, and Jariah Mohd Jan</p>	<p>SPATIAL IMAGINARY OF HOME IN KAZUO ISHIGURO'S A PALE VIEW OF HILLS</p> <p>Xu Ling, Mohammad Ewan Awang, and Hardev Kaur A/P Jujar Singh</p>	<p>VOCABULARY BENCHMARKING FOR THE COMPREHENSION OF CERF-ALIGNED ASSESSMENT READING TEXTS</p> <p>Ng Yu Jin, Anealka Aziz Hussin, Norwati Roslim, Dzeelfa Zainal Abidin, Vahid Nimehchisalem</p>	<p>DELIBERATIVE DEMOCRACY IN MALAYSIA</p> <p>Moniza Waheed</p>
1055 - 1115	<p>ON PRAGMATICS OF DEMONSTRATIVE-BASED NOUNS</p> <p>In Young Choi</p>	<p>INTERCULTURAL SPECTACLE OF ASIAN INTERCULTURAL SHAKESPEARE ARCHIVE (A S I A): AN OVERVIEW</p> <p>Dong Qingchen and Arbaayah Ali Termizi</p>	<p>HERITAGE LANGUAGE PROFICIENCY IN RELATION TO ATTITUDES, MOTIVATIONS, AND EMOTIONAL ATTACHMENT: A CASE STUDY OF MALAYSIAN CHINESE (MAHUA)</p> <p>Long Qian, Ng Boon Sim, Wong Ling Yann, and Hazlina Binti Abdul Halim</p>	<p>OTHERNESS, RESISTANCE AND SYMBIOSIS AMONG POSTHUMAN CHARACTERS IN DANIEL H. WILSON'S ROBOPOCALYPSE</p> <p>Huang Yan, Hardev Kaur, and Mohammad Ewan bin Awang</p>	<p>CORPUS-BASED STUDIES OF THE LEXICOLOGY IN TRAUMA-RELATED TEXTBOOKS</p> <p>Ng Yu Jin, Chong Seng Tong, Norwati Roslim, Yeow Jian Ai, Ng Poh Kiat</p>	<p>THE INFLUENCE OF DIGITAL STORYTELLING ON DESIGN STUDENTS' KNOWLEDGE, SKILLS AND ATTITUDE TOWARDS CULTURAL HERITAGE CONSERVATION</p> <p>Lim Jing Yi and Goh Chu Hiang</p>

PARALLEL SESSIONS

1115 - 1135	<p>EVALUATIVE MODIFIERS FROM DEMONSTRATIVES: SOME CONSEQUENCES OF MIXED DISTANCES IN KOREAN</p> <p>Sujin Eom</p>	<p>COLLEEN HOOVER'S 'IT ENDS WITH US': THE DEVASTATION OF ABUSE</p> <p>Mohamad Iadid Ashrai Hassannudin and Anis Shahira Bazlan</p>	<p>DOING HUMOUR: A REVERSAL THEORY ANALYSIS OF HUMOUR ELICITATION IN ENTERTAINMENT INTERVIEWS</p> <p>Xi Zheng</p>	<p>FATHER-DAUGHTER RELATIONSHIP IN SHAKESPEARE'S KING LEAR FROM THE PERSPECTIVE OF BOWEN FAMILY SYSTEMS THEORY</p> <p>Jianbo Deng and Arbaayah Ali Termizi</p>	<p>FEATURES OF THE FINAL-YEAR PROJECT TITLES FOR THE UNDERGRADUATE INTERCULTURAL COMMUNICATION STUDENTS</p> <p>Anealka Aziz, Suzana Hamzah, Nurhuslinda Che Mat and Nur Ashiquin C. Aleh</p>	<p>TOWARDS DEVELOPING A METALINGUISTIC AWARENESS FRAMEWORK FOR MALAYSIAN LEARNERS</p> <p>Raihana Abu Hasan, Chong Su Li, and Roselind Wan</p>
1135 - 1155	<p>LEXICALIZATION AND GRAMMATICALIZATION OF KOREAN KUMAN</p> <p>Yeonseob Lee</p>	<p>HOW DO WE HEAL? A REFLECTION OF TRANSGENERATIONAL TRAUMA IN THE LAST GIFT BY ABDULRAZAK GURNAH</p> <p>Lu Yali, Ida Baizura Bahar and Nurul Atiqah Amran</p>	<p>SYLLABLE POSITION AND VOWEL EFFECTS IN AUSTRALIAN ENGLISH LATERALS</p> <p>Xiuqi Huang and Jia Ying</p>	<p>FOOD, DIASPORAS, AND IDENTITY: BRIDGING THE GAP BETWEEN SPACES</p> <p>Catharina Brameswari</p>	<p>REPRESENTATION OF SOCIAL ACTORS IN COVID-19 SPEECHES BY SOUTHEAST ASIAN POLITICAL LEADERS FROM BRUNEI, INDONESIA, MALAYSIA AND SINGAPORE</p> <p>Anis Shahira Bazlan, Amirah Athirah Amir Yazid</p>	<p>ACADEMIC RESILIENCE AND WILLINGNESS TO COMMUNICATE: AN IGNORED CORRELATION-FOREIGN LANGUAGE AS A MEDIATOR</p> <p>Tingting Huang, Hazlina Abdul Halim, Ilyana Jalaluddin, and Ming Pang</p>
1155 - 1215	<p>DISTANCE CONTRAST OF DEMONSTRATIVE-BASED DISCOURSE MARKERS AND SPEAKER'S STANCE IN KOREAN</p> <p>Seongha Rhee</p>	<p>POLITICAL TRANSFORMATION OF CULTURAL IDENTITY IN MOTHER-DAUGHTER RELATIONSHIPS IN BRIT BENNETT'S NOVELS</p> <p>Song Huiyan, Hasyimah Mohd Amin, and Noritah Omar</p>	<p>EPISTEMIC POSITIONING OF UNPROMPTED SELF-DISCLOSURE IN FIRST ENCOUNTERS IN AN INTERCULTURAL CONTEXT</p> <p>Xuehua Lai, Mei Yuit Chan, Afida Mohamad Ali, Geok Imm Lee</p>	<p>ACCOUNTING FOR CHANGE IN RETRANSLATION: A CASE STUDY OF TWO TRANSLATIONS OF <i>ALMAYER'S FOLLY</i></p> <p>Haslina Haroon</p>	<p>CHARACTERISING THE MALAY 'R' ACOUSTICALLY</p> <p>Muhammad Roslan and Wan Ahmad Wan Aslynn</p>	<p>THE STUDY OF BELF COMMUNICATION PRACTICES IN MYANMAR ECONOMIC ORGANIZATION</p> <p>Yin Min Hla and Atima Kaewsard</p> <p>(E-PRESENTATION)</p>

LUNCH (1215 – 1315)

PARALLEL SESSIONS

2 AUGUST 2023
PARALLEL SESSION 5

TIME	GRAND BALLROOM	CRYSTAL BALLROOM	HIBISCUS	RAFFLESIA	JASMINE	TIME	DAHLIA
1410 - 1430	ON THE DEVELOPMENT OF DISCOURSE MARKER FROM THE INTERROGATIVE 'WHY' IN KOREAN Keun Hee Ryu	HESITATION, DILEMMA, OR JUSTIFICATION?: A CRITICAL ANALYSIS OF AGNES KEITH'S REPRESENTATION OF 'NATIVES' IN <i>LAND BELOW THE WIND</i> Yosuke Nimura, Ken'ichiro Higuchi, and Mohamad Rashidi Pakri	ADAPTING THE SILL FOR A FOREIGN LANGUAGE LEARNING SETTING: A PRELIMINARY FINDING Akihiro Saito, Junko Maeda and Mariko Iwasaki	VISUAL ART AS A TOOL FOR TERTIARY EFL ENGLISH LITERATURE STUDENTS TO LEARN LITERATURE Clara Ling Boon Ing, Che Aleha binti Ladin, and Lim Jia Wei	TRACING THE EMERGENCE OF HOPE DURING PANDEMICS IN <i>NIGHTS OF PLAGUE</i> BY ORHAN PAMUK VIS-À-VIS FUTURISM Sara (M. Omar) Hamzeh	1410-1425	DIGITAL EVOLUTION OF HUMAN LANGUAGE Kumon Tokumaru (E-PRESENTATION)
					MANIPULATION STRATEGIES IN THE ONLINE ROMANCE SCAM: AN ANALYSIS OF SCAMMER-VICTIM CONVERSATIONS Kam-Fong Lee, Chan Mei Yuit, and Afida Mohamad Ali (E-PRESENTATION)	1425-1440	
1430 - 1450	PART 2 "I LOVE THIS BUT I HATE THAT": THIS VS. THAT IN LEXICALIZATION AND GRAMMATICALIZATION Kornsiri Boonyaparakob and Seongha Rhee	PASSIVISATION OF ENGLISH INTRANSITIVE VERBS AMONG L1 MALAY ESL TERTIARY STUDENTS Mahanum Mahdun, Chan Mei Yuit, Yap Ngee Thai, Wong Bee Eng, and Zalina Mohd Kasim	MOTHER-AND-CHILD STUDY ABROAD PROGRAM TO MALAYSIA: THE ENGLISH LANGUAGE LEARNING EXPERIENCES OF A JAPANESE FAMILY IN KUALA LUMPUR Janice Nakamura	EFFECTS OF PROJECT-BASED LEARNING ON CHINESE EFL STUDENTS' ENGAGEMENT IN ENGLISH SPEAKING Zhong Jian'er, Lilliatl Ismail, and Norhakimah Khaissa Ahmad	ECOCRITICAL SYMBOLISMS IN <i>THE BLIND EARTHWORM IN THE LABYRINTH</i> Kan Rattanachote	1440-1455	COMPARING METADISCURSIVE NOUNS IN UNDERGRADUATES' AND RESEARCH ARTICLE ABSTRACTS Chool Mun Yee, Lee Geok Imm, and Chan Mei Yuit (E-PRESENTATION)
							ENGLISH LANGUAGE USE IN THE MALAYSIAN TAMIL, TELUGU AND MALAYALAM DIASPORA M Raadha Krishnan, Sharon Sharmini and Nor Shahila Mansor (E-PRESENTATION)
1450 - 1510	DEMONSTRATIVES AND SPEAKER STANCE IN THAI Kultida Khammee, Aphiwit Liang-Itsara and Seongha Rhee	OVERT DIDACTICISM IN FILIPINO CHILDREN'S LITERATURE: EXAMINING THE MORAL DIDACTICISM OF ANG ALAMAT NG AMPALAYA AND NEMO, ANG BATANG PAPEL THROUGH THE LENS OF ETHICAL CRITICISM Anna Katrina C. Cerafica	IMAGINING AN ENGLISH-SPEAKING SELF THROUGH ASIAN MIGRANTS IN JAPAN: A JAPANESE MALE SOJOURNER'S STUDY ABROAD IN THE PHILIPPINES AND CANADA Aika Ishige	BLENDED LEARNING: A NEW CHALLENGE FOR PAKISTANI UNIVERSITY STUDENTS Hui Geng and Zohaib Hassan Sain	NEGATIVE PSYCHOTERRATIC STATES OF THE DISENFRANCHISED CHARACTERS IN AMITAV GHOSH'S <i>THE HUNGRY TIDE</i> Yan Jiezhi and Hardev Kaur Jujar Singh	1455-1510	ENGLISH LANGUAGE USE IN THE MALAYSIAN TAMIL, TELUGU AND MALAYALAM DIASPORA M Raadha Krishnan, Sharon Sharmini and Nor Shahila Mansor (E-PRESENTATION)

BREAK (1510 – 1525)

PARALLEL SESSIONS

2 AUGUST 2023
PARALLEL SESSION 6

TIME	GRAND BALLROOM	CRYSTAL BALLROOM	HIBISCUS	RAFFLESIA	JASMINE	TIME	DAHLIA
1620 – 1640	<p>FUNCTIONAL EXTENSION OF DEMONSTRATIVES: THE CASE OF PERSON REFERENCE IN THAI AND KOREAN</p> <p>Teeranoot Siriwittayakorn and Seongha Rhee</p>					1620 - 1640	<p>ROLE ALLOCATION OF SOCIAL ACTOR IN DISCOURSE ANALYSIS OF THE 2019 HONG KONG PROTESTS</p> <p>Amirah Athirah Amir Yazid, Anis Shahira Bazlan</p>
1640 – 1700	<p>THE DEMONSTRATIVE AS A WEAK STANCE MARKER IN CEBUANO</p> <p>Michael Tanangkingsing</p>					1640 - 1700	<p>TEA AS MALAYSIA'S NATIONAL BEVERAGE</p> <p>Zach Goh Cheng Fai</p>
1700 – 1720	<p>REFERENTIAL AND NON-REFERENTIAL DEMONSTRATIVES IN KERINCI MALAY</p> <p>Ernanda and Foong Ha Yap</p>	<p>RECONSTRUCTING THE IDENTITY OF THE DISABLED THROUGH THEIR POEMS: SUBVERTING ABLEISM, REVEALING THEIR AUTHENTICITY</p> <p>TATANG ISKARNA, CATHARINA BRAMESWARI</p> <p>Tatang Iskarna and Catharina Brameswari</p>	<p>PORTRAYAL OF TRANSGENDER IN MEDIA WITH REFERENCE TO RELIGIONS AND SOCIETIES: A SYSTEMATIC REVIEW</p> <p>Khoulia Khan and Noor Aireen Ibrahim</p>	<p>TEACHING THE LITERATURE COMPONENT IN SECONDARY SCHOOLS IN JOHOR, MALAYSIA: A QUALITATIVE STUDY OF LANGUAGE TEACHERS' EXPERIENCES</p> <p>Marat Zagidullin</p>	<p>OVERCOMING ABANDONMENT THROUGH SELF-EFFICACY IN JACQUELINE WILSON'S SELECTED CHILDREN'S NOVELS</p> <p>Florence Toh Haw Ching and Agnes Liau Wei Lin</p>	1700 - 1715	<p>DISAGREEMENT AND KNOWLEDGE CONSTRUCTION IN ONLINE ASYNCHRONOUS GROUP DISCUSSION AMONG IRAQI UNDERGRADUATE LEARNERS</p> <p>Obaida Mohammed Sami Chaqmaqchee, Shamala Paramasivam, and Vahid Nimehchisalem (E-PRESENTATION)</p>

PARALLEL SESSIONS

1720 – 1740	FROM THE OBJECTIVE TO SUBJECTIVE TO INTERACTIONAL WORLD: THE CASE OF THE ENGLISH SO Khomkrit Tachom and Seongha Rhee	GENDERED AND RACIALIZED SPACE, SPATIAL ANXIETIES, AND IDENTITIES IN <i>GOD HELP THE CHILD</i> (2015) AND <i>THE VANISHING HALF</i> (2020) Guo Lifeng and Noritah Omar	REQUEST REALIZATION IN MALAYSIAN CHINESE MANDARIN Pang Ming, Hazlina Abdul Halim, Farhana Muslim Mohd Jalis and Lu Chuanhao	THE CORRELATION BETWEEN TECHNOLOGY TRAINING WITH THE READINESS OF VOCATIONAL HIGH SCHOOL ENGLISH TEACHERS IN SLEMAN REGION TO TEACH IN BLENDED LEARNING ENVIRONMENT Daniel Ari Widhiatama and Elysa Hartati	TRAUMA, CORPOREALITY, AND COUNTER-MEMORY IN <i>JESMYN WARD'S SING, UNBURIED, SING</i> Wan Fang, Mohammad Ewan Bin Awang, and Noritah Omar	1715 – 1730	ENGAGEMENT MARKERS IN SUPERVISOR AND PEER WRITTEN FEEDBACK: ENCOURAGING DIALOGICITY AND SOLIDARITY Zina Ali Hussein, Sharon Sharmini, Lee Geok Imm and Yasir Yahya (E-PRESENTATION)
						1730 – 1745	EFFECTS OF MULTIMEDIA GLOSSES ON EFL LEARNERS' INCIDENTAL VOCABULARY LEARNING Ruohan Chen, Boon Sim Ng, Shamala Paramasivam (E-PRESENTATION)
1740 – 1800	Epilogue: INTERPERSONAL DEMONSTRATIVES AS STANCE MARKERS: FROM JOINT ATTENTION TO SPEAKER-HEARER ENGAGEMENT František Kratochvíl, Foong Ha Yap, Winnie Chor		METAPHORICAL FRAMES ON WOMEN'S EXPERIENCE OF MENOPAUSE: A CRITICAL COGNITIVE ANALYSIS OF METAPHORS IN AN AD HOC CORPUS IN ENGLISH AND SPANISH Chelo Vargas-Sierra	DEVELOPING QUALITY ESP LEARNING MATERIALS FOR A MEANINGFUL LEARNING: FROM A TO Z Nyoman Karina Wedhanti and I Ketut Trika Adi Ana	MALAY CULTURE IN <i>RANJAU SEPANJANG JALAN</i> AND <i>LE RIZ</i> Farah Shuhadah Rosli, Omrah Hassan @ Hussin and Norazlina Mohd. Kiram	1745 - 1800	VALUE ORIENTATION OF CHINA'S HIGH SCHOOL ENGLISH TEXTBOOKS FROM THE PERSPECTIVE OF INTERNATIONAL UNDERSTANDING Ping Liu (E-PRESENTATION)

END OF DAY TWO

PARALLEL SESSIONS

3 AUGUST 2023
PARALLEL SESSION 7

TIME	GRAND BALLROOM	CRYSTAL BALLROOM	HIBISCUS	RAFFLESIA	JASMINE	DAHLIA
1015 - 1035	<p>A CORPUS-BASED STUDY OF DEPICTION OF 'KERINCHI' IN MALAY NEWSPAPERS</p> <p>Ridwan Wahid, Jariah Md Jan, Nurul Huda Hamzah, Azlin Zaiti Zainal, Siti Zaidah Zainuddin and Sheena Kaur</p>	<p>A CORPUS-ASSISTED DISCOURSE ANALYSIS ON THE REPRESENTATION OF PAKATAN HARAPAN AND PERIKATAN NASIONAL IN REDDIT COMMENTS</p> <p>Noorfarida Filzah bt Mohd Sobri Paridaluddin, Nur Hanis Nabilah binti Ahmad Jamaludin, Najihah binti Ahmad Zamberi, and Puteri Ayufiza binti Asmuni</p>	<p>EVALUATING A MALAY-ENGLISH AND MANDARIN-ENGLISH COGNATE LIST AND THE COGNATE EFFECT THROUGH BIDIRECTIONAL TRANSLATION TASKS</p> <p>Koh Ying Xian, Csaba Z. Szabo and Jessica M. Price</p>	<p>LANGUAGE MIXING IN THAI MOVIES IN TWO DECADES: A DEPICTION OF LANGUAGE IN THE SOCIETY</p> <p>Thanida Darunwat, Ida Ayu Shitadevi</p>	<p>DISPLAYS AND NEGOTIATIONS OF KNOWLEDGE IN UNDERGRADUATE ACADEMIC SUPERVISION INTERACTION</p> <p>Raphael Yi Xian Thoo, Mei Yuit Chan, and Zalina Mohd Kasim, and Geok Imm Lee</p>	<p>AFROFUTURISM AND TECHNOLOGIES OF SURVIVING AND CREATING NEW FUTURISTIC POSSIBILITIES IN OCTAVIA BUTLER'S LILITH'S BROOD</p> <p>Sami Abdullah Al-Nuaimi and Zainor Izat Zainal</p> <p>(E-PRESENTATION)</p>
1035 - 1055	<p>UNDERSTANDING THE NEEDS OF ISLAMIC STUDIES STUDENTS IN LEARNING THE ENGLISH LANGUAGE</p> <p>Rabiathul Adhabiyyah bt. Sayed Abudhahir, Afida Mohamad Ali, Chan Mei Yuit, and Ramiza Haji Darmi</p>	<p>METAPHORS OF GRIEF: UNDERSTANDING THE CONSTRUCTION OF GRIEF IN MOTIVATIONAL DISCOURSE</p> <p>Hui Zanne Seng and Phei Wei Lee</p>	<p>COMPREHENSION PROBLEMS FOR NON-JAPANESE ELDERLY CARE WORKERS: THE CASE FOR IMPROVED AND MORE SPECIFIC LANGUAGE INSTRUCTION</p> <p>Reiko Masuda</p>	<p>METAPHORICAL FRAMING OF COVID-19 VACCINATION IN SELECTED NEWS NETWORKS: ALJAZEERA AND NBC NEWS</p> <p>Sana Ibrahim Benniran, Zalina Binti Mohd Kasim and Halis Azhan Mohd Hanafiah</p>	<p>CROSS-CULTURAL DIFFERENCES WHEN TRAVELING IN THAILAND</p> <p>Sirikwan Chaayarukthaworn and Michael A. Garrett</p>	<p>CULTURAL DIMENSIONS IN TRANSCREATION STRATEGIES OF PRODUCT DESCRIPTION IN ADVERTISING FROM CHINESE INTO ENGLISH: THE CASE OF HUAWEI</p> <p>He Zhu, Lay Hoon Ang, and Muhammad Alif Redzuan bin Abdullah</p> <p>(E-PRESENTATION)</p>

POSTER PRESENTATIONS

2ND AUGUST 2023

GRAND BALLROOM FOYER		4.00 - 5.00 PM
1	THE EFFECT OF TRAUMA AND POSTCOLONIAL DISPLACEMENT IN CARYL PHILLIPS'S A DISTANT SHORE <i>Abdulhameed A. Majeed</i>	
2	GENDER REPRESENTATION IN MALAYSIAN PRIMARY ENGLISH LANGUAGE TEXTBOOKS: WHERE DO WE STAND? <i>Amira Aqila binti Hanim*, Maryam Nur Huda binti Jaafar, Yiming Jing, Muhammad Amir Asyraf bin Mohd Muzzafa, Mei Yuit Chan</i>	
3	THE USE OF LINGUISTIC LANDSCAPE TOWARDS EFL STUDENTS IN THE ENGLISH WRITING CLASSROOMS <i>Che Jing*, Sharon Sharmini, Nor Shahila Mansor</i>	
4	INTERPERSONAL CONFLICTS IN NEVER FAR FROM NOWHERE (1996) BY BLACK BRITISH WRITER ANDREA LEVY <i>Wang Juan*, Hardev Kaur a/p Jujar Singh, and Florence Toh Haw Ching</i>	
5	INVESTIGATING HATE AND ABUSIVE SPEECH IN INTERCOMMUNITY INTERACTIONS AMONG FOOTBALL FANS <i>Karrar Talib Abed</i>	
6	LANGUAGE CHOICE AND VITALITY OF THE SOOCHOW SPEECH COMMUNITY <i>Shuanglin Ge*, Sharon Sharmini, Nor Shahila Mansor</i>	
7	MANIPULATIVE LANGUAGE IN PHONE SCAM CONVERSATIONS <i>Qiule Li, Mei Yuit Chan, Ngee Thai Yap, and Boon Sim Ng</i>	

POSTER PRESENTATIONS

2ND AUGUST 2023

GRAND BALLROOM FOYER	4.00 - 5.00 PM
8	REPRESENTATION OF LEARNERS OF GERMAN LANGUAGE TOWARDS ACADEMIC MOBILITY <i>Chin Ee Wen</i>
9	NAVIGATING MOTHERHOOD IN THE CONTEMPORARY WORLD: SOCIOCULTURAL INFLUENCE ON POSTPARTUM BELIEFS AND PRACTICES <i>Lisbeth Sinan Lendik*, Mei Yuit Chan</i>
10	NONANTHROPOCENTRISM IN GARY PAULSEN'S DOGSONG (1985) <i>Rao Na, Florence Toh Haw Ching, Hardev Kaur, Diana Abu Ujum, Hasyimah Mohd Amin</i>
11	UNDOING TRAUMA THROUGH SELECTED CHARACTERS' DEATH INSTINCTS IN SELECTED CONTEMPORARY MALAYSIAN NOIR NARRATIVES <i>Nurul Soleha Mohd Noor*, Arbaayah Ali Termizi, Diana Abu Ujum, Mohamad Ateff Md Yusof</i>
12	PROSPECTS FOR FUTURE RESEARCH ON DEVELOPMENTAL LANGUAGE DISORDER (DLD): AN ANALYSIS OF DLD STUDIES FROM 2013 TO 2023 <i>Hu Bin</i>
13	EXPLORING THE EFFECTS OF MINDFULNESS RESOURCE KIT WITH LANGUAGE USE <i>Kwan Yuet Ling, Linda</i>
14	STRUGGLING TO BE HAI ZI: THE IDENTITY CONSTRUCTION OF A PLURILINGUAL UYGHUR STUDENT AT A MAINSTREAM UNIVERSITY IN CHINA <i>Peijun Jiang, Ngee Thai Yap *, Lay Hoon Ang</i>
15	DEVELOPMENT OF A MALAYSIAN CORPUS OF ACADEMIC REPORT WRITING <i>Norwati Roslim*1, Muhammad Hakimi Tew Abdullah1, Nur Faathinah Mohammad Roshdan1, Ng Yu Jin2, Seyed Ali Resvani Kalajahi3</i>
16	AGE OF ACQUISITION OF EARLY WORDS IN MALAY AND ENGLISH AMONG MALAYSIANS <i>Azwar Amirah Azizan, Ngee Thai Yap</i>

PRE-CONFERENCE WORKSHOPS

PRE-CONFERENCE WORKSHOPS



by *MICOLLAC 2023*

THEME

OVERCOMING CHALLENGES, EXPLORING POSSIBILITIES:
NEW PRACTICES IN LANGUAGES, LITERATURES AND CULTURES

SESSION 1: 11 JULY 2023 @ 1400HRS



**Associate Professor Dr Siti Noor
Fazelah Mohd Noor**

Discourse Analysis with SFL
Framework (Transitivity and
Attitude Analysis)

SESSION 2: 17 JULY 2023 @ 1000HRS



**Dr Sharon Sharmini
Victor Dhanarajan**

Tips to Enjoy Your
Research Journey

SESSION 3: 21 JULY 2023 @ 1200HRS



**Dr Diana Abu Ujum (left)
&
Dr Hasyimah Mohd Amin
(right)**

Demystifying the PhD



SESSION 4: 24 JULY 2023 @ 1430HRS



Ms. Lai Xuehua
Conversation Analytic
Transcription with CLAN

SESSION 5: 27 JULY 2023 @ 1400HRS



Assoc. Prof. Dr. Noritah Omar
Mind the Gap: Understanding
the Problem Statement

SESSION 6: 28 JULY 2023 @ 1000HRS



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SESSION 1

Discourse Analysis with SFL Framework (Transitivity & Attitude Analysis)

by

Assoc Prof. Dr Siti Noor Fazelah Mohd Noor

This workshop introduces how the Critical Discourse Analysis approach can be utilised using Transitivity analysis and Appraisal Analysis to discover the attitudinal stance of social actors. In the case of this research, questions revolve around how different social actors are represented in news genres and government policy documents and whether there are patterns of distribution of meaning that construe actors as consistently different in terms of their social power.

SESSION 2

Tips to Enjoy Your Research Journey

by

Dr. Sharon Sharmini Victor Danarajan

It is easy to feel guilty and blame ourselves for something that goes wrong in our research, but we often find it difficult to have fun or joy. It is undeniable that this research journey can be hard and lonely. Past studies have also indicated that there are challenges and hiccups in the research process, but that should not stop us from savouring life and enjoying the journey. Thus, this workshop aims to highlight the importance of having a positive state of mind and focusing on your strengths as a mechanism to help you achieve your goals. It is also to remind you of the passion that drove you to first start this research journey and how to achieve a balanced life.

SESSION 3

Demystifying the PhD

by

Dr. Diana Abu Ujum & Dr Hasyimah Mohd Amin

Do you feel like quitting your PhD? This session will attempt to share a balanced perspective on the pros and cons of quitting a PhD. Participants will be able to discuss their personal experiences and share their perspectives with others. By the end of the session, participants will have a better understanding of the decision-making process by considering the pros and cons of quitting a PhD and making an informed choice. Join us for a thoughtful and reflective exploration of the pros and cons of quitting a PhD!

SESSION 4

Conversation Analytic Transcription with CLAN

by

Ms. Lai Xuehua

CA(Conversational Analysis)-style transcription aims to capture nuanced speaker interactions as well as unique paralinguistic elements. It has been extensively used for both verbal and non-verbal communications. Since a few years ago, a number of transcription softwares have been developed. They provide researchers with easy access to data and seamless transition between transcriptions and data. This workshop will give a hands-on instruction on one of them, the CA version of the CLAN (Computerized Language Analysis) software, which is under constant development by the CHILDES and Talkbank project. CLAN is an annotation and statistical analysis tool that has a wide user base in the fields of first language acquisition and CA.

SESSION 5

Mind the Gap: Understanding the Problem Statement

by

Assoc. Prof. Dr. Noritah Omar

“A problem well stated is a problem half solved” Charles Kettering

A badly written problem statement (statement of the problem) in research can lead to difficulty in developing and defining the focus of the research. The problem with the problem statement is that its significance is usually underestimated, especially by novice researchers. This can be observed in the claim by many novice researchers, that it is sufficient to simply state that “there is a gap” to signify the problem statement. This workshop will discuss the confusion regarding the problem statement, define and explain its significance, and show how the gap in the research can be addressed persuasively in relation to its purpose. Participants will have the opportunity to evaluate their own problem statements, learn to improve them through given examples, and learn how to write a persuasive problem statement.

SESSION 6

Transcribing with SayMore and ELAN

by

Ms. Seng Hui Zanne

In this workshop, participants will be introduced to two annotation tools – SayMore and ELAN – that can support manual transcription. SayMore is a free tool that assists in language documentation projects. Some features in SayMore allow users to manage metadata and the workflow of a project by keeping track of information about the project, people and recordings. Transcription and translation can be done easily and directly in SayMore with the automatically segmented audio. ELAN is a free software for annotating audio and video recordings. With ELAN, users can create text annotations on audio or video recordings. The annotations can be a transcription, a translation, a word, a sentence or any description of the recordings. The annotations can be created in multiple layers and time-aligned. The workshop will focus on transcription with SayMore and ELAN by showing the process step by step. The workshop will also discuss the advantages and disadvantages of the two tools.

KEYNOTE SPEAKER

ABSTRACT

INCORPORATING WRITING INTO THE LANGUAGE CLASSROOM

Writing plays an important role in today's global society. Yet, writing has been a neglected skill in language learning and teaching, and it is yet to be fully incorporated into the classroom. Although it is important to teach students how to write well, writing also has other values. This talk will address the use of writing in the classroom not only to teach writing but also to facilitate classroom communication, learning, and reflections.

WORKSHOP ABSTRACT

WRITING ASSESSMENT LITERACY FOR LANGUAGE TEACHERS

What is the difference between norm-referenced and criterion-referenced assessment? What about holistic and analytic rubrics? Assessment of Learning and Assessment as Learning? Which one should we use in the classroom? In this workshop, participants will reflect on their own writing assessment literacy and develop an understanding of classroom writing assessment that will help them not only assess what students have learned but also facilitate further development.



**PROF. DR
PAUL KEI MATSUDA**

Paul Kei Matsuda is Professor of English and Director of Second Language Writing at Arizona State University, where he works closely with doctoral students focusing on second language writing from a variety of disciplinary perspectives. He has published widely on issues related to language, writing and identity.

Professor Matsuda will be delivering his keynote address entitled "*Incorporating Writing into the Language Classroom*".

He will also be conducting a workshop on writing assessment literacy for language teachers.

PLENARY SPEAKER

ABSTRACT

XENOPHOBIA: CAN WE COMBAT IT?

Xenophobia is increasingly recognized as a serious and worldwide social phenomenon. It is considered as one of the challenging concerns that threaten the social fabric globally. This study focuses on xenophobic representations which are highlighted in selected contemporary South African novels. The selected literary texts reflect xenophobia as one of the social concerns that refute the notion of Rainbow Nation that Mandela promised his people to achieve in post-apartheid South Africa. The study argues that the pervasiveness of xenophobic violence in post-apartheid is a result of citizenship attitudes, xenophobic state politics, and the incomplete decolonization from apartheid legacy. This study examines the xenophobic violence against black foreigners as reflected in works of fiction through the portrayals of African protagonists living in South Africa. The novels utilised are: *Welcome to Our Hillbrow* (2001) by Phaswane Mpe and *Evening Primrose* (2017) by Kopano Matlwa.

The three Postcolonial concepts of Michael Neocosmos' citizenship and Frantz Fanon's decolonization and subjectivity are applied as a conceptual framework to investigate the motives behind xenophobic violence against black foreign characters in the aforementioned texts as the selected data for this study. The findings reveal that the appearance of xenophobia in post-apartheid is a result of state politics of citizenship and the incomplete decolonization from apartheid legacy. More significantly, the study falsifies the notion of the Rainbow Nation as the findings conclude that South African characters utilize xenophobic violence as a resistance strategy to form their identities and subjectivities.



**ASSOC. PROF. DR
HARDEV KAUR JUJAR SINGH**

Hardev Kaur Jujar Singh is Associate Professor at the Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia. Her research interests are African and Caribbean literature and trauma studies.

Dr Hardev will be delivering a talk entitled *Xenophobia: Can We Combat It?*

We regret to inform you that Professor Alamin Mazrui will not be able to join us at MICOLLAC2023 due to personal circumstances. We extend our gratitude to Prof. Alamin Mazrui for his support towards MICOLLAC2023

PLENARY SPEAKER

ABSTRACT

QUEST FOR A LINGUISTIC PARADIGM SHIFT: REFLECTIONS ON NGŪGĨ AND BEYOND

There has been some consensus that the primary economic problem in many nations of the South is not structural adjustment of the kind prescribed by the Bretton Woods institutions. The problem, rather, is how to conduct a cultural readjustment. One primary function of culture is to provide a universe of perception and cognition, a societal paradigm, and a worldview.

In his groundbreaking work, *The Structure of Scientific Revolutions* ([1962], 2012), Thomas Kuhn provided new insights about how the process through which scientific paradigms shift, and new alternative systems of explaining phenomena that come to dominate scientific thought emerged. But what about shifts in cultural paradigms? And how are these related to shifts in scientific paradigms? This presentation will focus on the imperative of paradigm shift in the cultural arena in “post-colonial” societies with special attention to “the question of language,” its challenges and opportunities.

As our point of departure, we shall consider the position of Ngũgĩ wa Thiong’o, initially articulated in his *Decolonizing the Mind: The Politics of Language in African Literature* (1986) and developed in his later works, exploring and interrogating some dimensions of the subject within a critical frame of reference. And in conclusion, the presentation will propose some strategies that have the potential of promoting the ends of the continuing quest for a linguistic paradigm shift in the “postcolonial” context.



**PROF. DR
ALAMIN MAZRUI**

Alamin Mazrui is Professor of sociolinguistics, literature, and comparative cultural studies and the founder-chair of the Department of African, Middle Eastern, and South Asian Literatures at Rutgers University, New Brunswick, New Jersey, USA. He holds a PhD in linguistics from Stanford University, California, with specialization in the political sociology of language.

Over the years he has taught in universities in East Africa, West Africa and the United States. He has also served as a consultant to non-governmental organizations in Africa on subjects such as language and urbanization and language and the law.

Prof. Mazrui has (co)authored sixteen books, (co)edited six others, and written numerous articles in political sociology of language, education, literature, culture and linguistics, which have been published in leading journals and edited volumes. Some of his latest books include *Cultural Politics of Translation: East Africa in a Global Context* (2018), *Mikondo ya Kiswahili: Siasa, Jamii na Utandawazi* (2022), *Swahili in Spaces of War: A Sociolinguistic Odyssey* (2023) and, forthcoming, *Power of Language and Politics of Identity* (2024). In addition to his scholarly works, Alamin Mazrui is a published Swahili poet and playwright.

PLENARY SPEAKER

ABSTRACT

METAPHORS AND COVID-19: THE POWER OF WORDS IN A TIME OF CRISIS

In the face of the COVID-19 crisis, metaphors have emerged as powerful tools, serving as cognitive mechanisms, framing devices, and influential forces in shaping public understanding. This talk explores the multifaceted role of metaphors in the context of the pandemic, highlighting their importance in elucidating crucial issues, framing media discourse, and impacting societal perception.

Metaphors, as cognitive mechanisms, play a vital role in elucidating complex and abstract issues. They facilitate comprehension by bridging the gap between the known and the unknown, enabling individuals to grasp the severity, implications, and nuances of the COVID-19 pandemic. By drawing upon familiar experiences and concepts, metaphors provide a relatable framework that aids in understanding and navigating this crisis.

The media's use of metaphors in framing issues surrounding COVID-19 is of utmost significance. Through metaphorical framing, media discourse can evoke emotions, direct attention, and influence attitudes. Understanding the importance of metaphors in media communication is crucial to comprehending the impact they have on public understanding and policy responses.

The impact of metaphor usage during the COVID-19 pandemic is twofold. On one hand, metaphors can magnify certain aspects of the crisis, raising awareness and mobilizing action. They can serve as powerful tools to communicate urgency and solidarity. On the other hand, some metaphors can evoke negative emotions and contribute to prejudiced understandings of COVID-19-related concepts. Responsible metaphorical language is essential to ensure that metaphors do not perpetuate stigmatization or prejudice. Acknowledging their importance and impact is crucial in fostering effective and responsible communication strategies during times of crisis. By harnessing the power of words, we can navigate this crisis with empathy, awareness, and informed decision-making.



**ASSOC. PROF. DR
ZALINA MOHD KASIM**

Zalina Mohd Kasim is Associate Professor at the Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia. With expertise in cognitive linguistics and stylistics, Dr Zalina will be sharing her insights on linguistics research with MICOLLAC participants.

Dr Zalina will be delivering a plenary talk entitled "Metaphors and COVID-19: The Power of Words in a Time of Crisis".

PLENARY SPEAKER

ABSTRACT

LOST WORDS AND LOST WORLDS: COMBATTING ENVIRONMENTAL GENERATIONAL AMNESIA

This lecture will explore the problem of society's environmental memory loss and the potential for literary and cultural works to counteract it.

I will use the concepts of environmental generational amnesia and shifting baseline syndrome to argue that our connection to the natural world has been eroded by our severely limited experience of it. Environmental generational amnesia is a concept coined by the American psychologist Peter Kahn, which refers to the idea that each generation's perception of what is "normal" in nature is shaped by their own experience rather than an objective standard. As a result, we forget what we have lost and do not realize the full extent of environmental degradation that has occurred over time. This phenomenon is closely related to the notion of shifting baseline syndrome, introduced by the French-born marine biologist Daniel Pauly, which describes how people's baseline expectations of the state of the environment are constantly being reset to a lower level as they are born into a world with fewer resources and a more degraded environment than the generation before.

I will examine two case studies to illustrate how creative works can play a vital role in reversing these trends and curing our planetary amnesia. The *Lost Words: A Spell Book* is a book by the British nature writer Robert Macfarlane and the British illustrator Jackie Morris that seeks to address this problem by celebrating the natural world and the words associated with it that are disappearing from children's vocabularies. Like its sequel *The Lost Spells*, the book includes a series of beautiful poems and illustrations that bring attention to plants and animals that are being lost in an effort to reintroduce these words into the lexicon of young readers. *What Is Missing?* is an interactive digital project by the American artist and architectural designer Maya Lin that aims to raise awareness about the ongoing mass extinction of species and the impacts of climate change. Both Macfarlane and Morris's books and Lin's memorial project help counteract environmental generational amnesia and shift the baseline of expectations for what is normal in nature back to a higher level. They offer powerful examples of how art can stimulate environmental awareness, remind us of what we have lost, and inspire us to imagine more sustainable futures.



**PROF. DR
STEF CRAPS**

Stef Craps is Professor of English literature at Ghent University in Belgium, where he directs the Cultural Memory Studies Initiative. His research interests lie in twentieth-century and contemporary literature and culture, memory and trauma studies, postcolonial theory, and ecocriticism and the environmental humanities. He is the author of *Postcolonial Witnessing: Trauma Out of Bounds* (Palgrave Macmillan, 2013) and *Trauma and Ethics in the Novels of Graham Swift: No Short-Cuts to Salvation* (Sussex Academic Press, 2005). Craps is the founding coordinator of the Mnemonics network, an international collaborative initiative to provide research training in memory studies for doctoral students, and a co-chair of the "Transformation of the Environment" working group of the EU-funded Slow Memory COST Action.

Professor Craps will be delivering a talk entitled "Lost Words and Lost Worlds: Combatting Environmental Generational Amnesia".

PLENARY SPEAKER

ABSTRACT

CAN CHATGPT AND AI WRITE AS EVOCATIVELY AS YOU CAN?

It's a practical writing workshop. So, there's no abstract. It questions whether AI will prove to be a threat to writing and literature and explores how writing by humans can remain essential and irreplaceable. It is an interactive workshop, and participants are expected to carry out activities and contribute ideas.



KEE THUAN CHYE

KEE THUAN CHYE has been an actor, playwright, stage director, journalist, lecturer, political commentator, author. Between 2009 and the present, he has written more than a dozen political books, among them *No More Bullshit, Please, We're All Malaysians*. His latest book is *Lim Kit Siang: Malaysian First*.

His poems have been published in numerous anthologies and journals. As a playwright, he is best known for 1984 *Here and Now*, *Swordfish + Concubine* and *We Could **** You, Mr Birch*, which has been adopted as a text by numerous Malaysian colleges and universities since the mid-1990s.

He has been acting in theatre, TV and film over the last 45 years. He has appeared in Hollywood and international productions as well as Malaysian and Singapore TV shows. On stage, the one role he is proudest of is that of Willy Loman in Arthur Miller's *Death of a Salesman*.

He was among four recipients of The Annexe Hero Awards for speaking up without fear in 2009. He has also been a judge and regional chairperson of the Commonwealth Writers Prize.

In 2019, he was appointed Sasterawan d-Universiti at Universiti Putra Malaysia (UPM) for a year. He is now Adjunct Professor at Taylor's University.

FEATURED SESSIONS' PANELS

SPECIAL PANEL ON DEMONSTRATIVES AS STANCE MARKERS: DIACHRONIC, TYPOLOGICAL AND DISCOURSE PERSPECTIVES

This panel is presented in two parts. Part 1 begins with an introduction followed by 6 papers focusing on Korean demonstratives. We hope this will inspire similar broad-range investigations in other languages.

Part 2 comprises another 6 papers on a variety of languages, including Thai, Korean, English, Cebuano, and Kerinci Malay for a crosslinguistic perspective, and it concludes with an epilogue that opens the space for researchers to compare their findings.

PART 1

Date: 2nd August 2023
Time: 10.15 AM - 2.30 PM
Venue: Jasmine

PART 2

Date: 2nd August 2023
Time: 2.30 PM - 6.00 PM
Venue: Jasmine

CONVENORS



FOONG HA YAP

Foong Ha Yap (ORCID 0000-0002-7831-0522) is an associate professor at the Chinese University of Hong Kong, Shenzhen. She received her PhD in applied linguistics from UCLA. The areas of her research interest include grammaticalization and pragmatic studies from crosslinguistic, typological and discursive perspectives.



SEONGHA RHEE

Seongha Rhee is a Global Talent Initiative Professor at the Faculty of Liberal Arts, Mahidol University, Thailand and Professor Emeritus of Hankuk University of Foreign Studies, Korea. He received his PhD in linguistics from the University of Texas, Austin. The area of his primary research interest is grammaticalization from crosslinguistic, typological perspectives.

FEATURED SESSIONS' PANELS

SPECIAL PANEL ON DEMONSTRATIVES AS STANCE MARKERS: DIACHRONIC, TYPOLOGICAL AND DISCOURSE PERSPECTIVES

Introduction: Attitudinal drifts and the rise of non-referential demonstratives as speaker stance markers

Winnie Chor, František Kratochvíl & Foong Ha Yap

“I am not pleased with that”: the grammaticalization of ce-derivatives as pejorative markers in Korean

Kyou-Dong Ahn

On the pragmatics of demonstrative-based nouns

In Young Choi

Evaluative modifiers from demonstratives: Some consequences of mixed distances in Korean

Sujin Eom

Lexicalization and grammaticalization of Korean kuman

Yeonseob Lee

Distance contrast of demonstrative-based discourse markers and speaker's stance in Korean

Seongha Rhee

On the development of discourse marker from the interrogative 'why' in Korean

Keun Hee Ryu

“I love this but I hate that”: This vs. that in lexicalization and grammaticalization

Kornsiri Boonyaprakob & Seongha Rhee

Demonstratives and speaker stance in Thai

Kultida Khammee, Aphiwit Liang-Itsara & Seongha Rhee

Functional extension of demonstratives: The case of person reference in Thai and Korean

Teeranoot Siriwitayakorn & Seongha Rhee

Demonstrative kanang as a weak stance marker in Cebuano

Michael Tanangkingsing

Referential and non-referential demonstratives in Kerinci Malay

Ernanda & Foong Ha Yap

From the objective to subjective to interactional world: The case of the English so

Khomkrit Tachom & Seongha Rhee

Epilogue: Interpersonal demonstratives as stance markers: From joint attention to speaker-hearer engagement

František Kratochvíl, Foong Ha Yap & Winnie Chor

FEATURED SESSIONS' PANELS

PANEL ON FUTURE DIRECTIONS IN SHAKESPEARE STUDIES THEME: NEW PRACTICES IN PERFORMING ARTS

This panel discussion brings together scholars and researchers in Shakespeare Studies to explore the future of this field. The objectives of the discussion are to identify the most promising avenues for future research, to discuss current challenges and limitations, and to identify new and innovative approaches to the study of Shakespeare's works. The discussion will be structured as a series of presentations, followed by a lively and inclusive debate. The expected outcome of the discussion is a set of recommendations for the future of Shakespeare Studies, which will be compiled in a research report. The participants will include experts in Shakespearean literature, performance studies, cultural studies, and interdisciplinary approaches to Shakespeare Studies. This roundtable discussion promises to be an exciting and productive forum for exploring the future directions of this dynamic field.

Keywords: Shakespeare, performance, culture, adaptation, production



ARBAAYAH ALI TERMIZI

Arbaayah Ali Termizi is Associate Professor at the Department of English, Faculty of Modern Languages and Communication, UPM. Her interest is mainly on adaptation of Shakespeare's works in Malaysia. She has authored 2 academic books on Shakespeare and co-edited another 2 on theatre-related subject matters. At present, her main interest is to investigate interculturalism in Malaysia's theatre movement.

SHAKESPEARE IN MALAYSIA: A PERFORMANCE TREND ANALYSIS

This paper aims to highlight the performance trend of Shakespeare's works in millennial Malaysia. It explores the extent to which Shakespeare's plays have been adapted, interpreted, and staged in Malaysia and analyses the factors that contribute to the popularity or otherwise of his works in the Malaysian theatre scene. The paper found that Shakespeare's works continue to be popular in Malaysia, with regular performances staged by various theatre companies and institutions. Moreover, his plays have been adapted and interpreted to suit the Malaysian context, incorporating local culture, tradition, and values, which have contributed to their relevance and appeal. The finding concludes that Shakespeare's works have endured in Malaysia, reflecting their enduring global appeal. Furthermore, more research into the use of Shakespeare's works in Malaysia will be recommended as a means of exploring the country's cultural identity and examining the impact of these productions on contemporary society.

FEATURED SESSIONS' PANELS

PANEL ON FUTURE DIRECTIONS IN SHAKESPEARE STUDIES THEME: NEW PRACTICES IN PERFORMING ARTS



CLAUDE FRETZ

Claude Fretz is Associate Professor of Shakespeare and Early Modern English Literature at Sun Yat-sen University. He is the author of *Dreams, Sleep, and Shakespeare's Genres* (Palgrave, 2020) and co-editor of *Performing Restoration Shakespeare* (Cambridge UP, 2023). He has published various journal articles and book chapters on Shakespeare, early modern literature, and performance practices.

FUTURE DIRECTIONS IN SHAKESPEARE STUDIES: THE CHALLENGES AND OPPORTUNITIES OF PRACTICE-BASED PERFORMANCE RESEARCH

This contribution to this panel on 'Future Directions in Shakespeare Studies' will draw on the speaker's work on the international and interdisciplinary research project 'Performing Restoration Shakespeare', funded by the UK's Arts and Humanities Research Council (2017-2020), to explore how scholar-artist collaborations can articulate a new model for the study of drama and performance. By sharing insights gained from practice-based research and performance events at Shakespeare's Globe and at the Folger Theatre, it will invite scholars to reconsider methodological debates in theatre studies, literary criticism, and practice-based performance research. It will put the case that the emerging field of rehearsal studies can be brought into useful dialogue with Shakespeare criticism as well as performance studies, adaptation studies, and creative practice, thereby facilitating a dialectical process whereby historicist and presentist perspectives can inform one another and yield fresh insights. In addition, the paper will reflect on how these research methods may enrich, and may be enriched by, work on Asian Shakespeares, and on how they may even help to tackle creative, critical, social, or political challenges.



XENIA GEORGOPOULOU

Xenia Georgopoulou is Assistant Professor at the Department of Theatre Studies of the National and Kapodistrian University of Athens, Greece. Her publications include three books and numerous articles; her work deals mostly with Shakespeare, and more particularly issues of gender and otherness, as well as Shakespearean adaptations and references in modern popular culture.

SHAKESPEARE IN GREEK POPULAR CULTURE: A CASE STUDY

This overview will first attempt to explain how Shakespeare became common knowledge in Greece through theatre, radio, television, and cinema, but also through his introduction to the Greeks' lives from an early age. Secondly, it will explore a selection from a plethora of references to Shakespeare and his works in modern Greek popular culture. Although the latter also consists of foreign products (such as popular series of various genres, mostly American or English, regularly shown on the Greek television), this presentation for the panel will focus on local production, mainly consisting of what is seen or read in contemporary Greece, chiefly on television, but also online, or in the press. This includes films, series, various tv shows, games, advertisements, YouTube channels, including online articles or in the press. This is by no means a full account, but it will serve to give a general idea of Shakespeare's presence in modern Greek popular culture and define his relevance to modern Greek reality. At the same time, this study case may serve as a model of exploring Shakespeare's presence in popular culture elsewhere in the globe.

ABSTRACTS

LANGUAGE

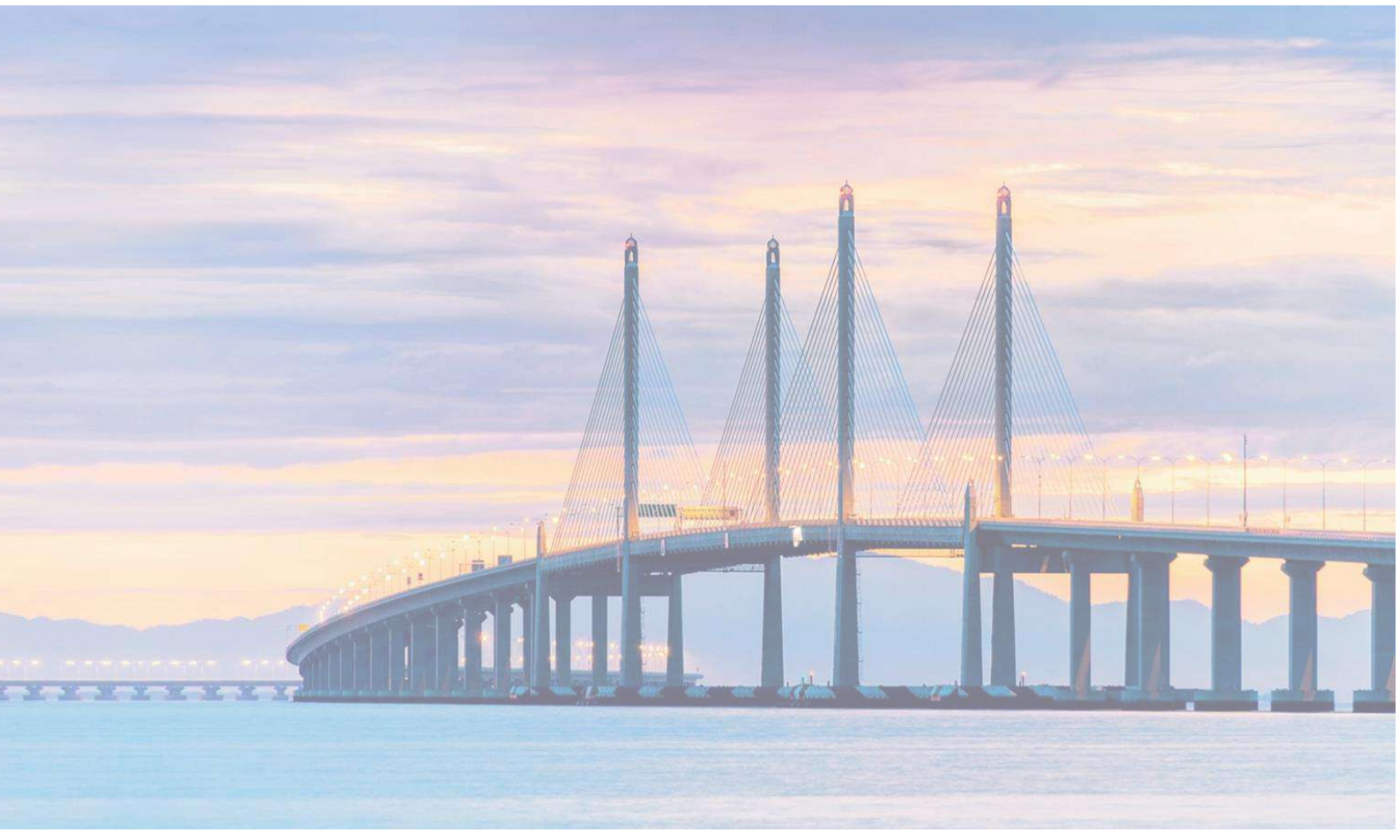
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LITERATURE & CULTURE

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ABSTRACTS

Language



**IMAGINING AN ENGLISH-SPEAKING SELF THROUGH ASIAN MIGRANTS IN JAPAN: A JAPANESE MALE
SOJOURNER'S STUDY ABROAD IN THE PHILIPPINES AND CANADA**

Aika Ishige
Ritsumeikan Asian Pacific University, Japan
aikaishige@gmail.com

Whilst English learning traditionally has been associated with the desire to speak the language like native speakers and be part of the Western community, language learners gain inspiration for who they want to be through their L2 in an unprecedented way in the current globalized world. For example, recent studies suggested that Japanese EL learners projected fluent EL speakers of their nationality as their *akogare* [longing] (e.g. Haye-Matsui, 2018; Nonaka, 2018). This current study contributes by investigating unconventional language desires of a Japanese male EL adult, who studied abroad in the Philippines and Canada. The data was collected through two semi-structured interviews. The data underwent indicative and deductive thematic analysis (i.e., his perception and desire for English) and was sorted chronologically. Drawing on critical event narrative inquiry, the findings will be presented through narrative, focusing on critical events before, during, and after his study abroad. The finding shed light on how Asian migrant workers in Japan and Filipino teachers in the Philippines largely shaped his desire to be an English user. Further, his desire to live in Canada and become a competent user of English reflected his admiration for his Asian migrant friends in Japan. This study sheds light on an emerging English language desire in the internationalizing Japan and demonstrates critical events as a robust analytical tool to explore the complexity of learners' study abroad trajectories and their rationales.

Keywords: study abroad, English learning (EL), language desire, Japanese adults, the Philippines, Canada

**A STUDY ON THE FREQUENCY OF ENGLISH MODAL VERBS IN THE SECOND LANGUAGE ACQUISITION OF
JAPANESE UNIVERSITY STUDENTS**

Akemi Matsuya^{1*}, Chikako Takahashi²
¹*Takachiho University, Japan*
²*Tokyo Junshin University, Japan*
*a-matsuya@takachiho.ac.jp

In order to clarify why Japanese learners have difficulties using English modal verbs, we attempted to investigate the characteristics of English modal verbs (Palmer (2013) and Leech (2004)) and the frequency of modality used in academic writing designed to elicit equal usage of deontic and epistemic modal verbs by intermediate-level Japanese university students, from linguistic perspectives. Our analysis reveals that the deontic 'must,' 'should,' 'need to,' and 'have to' were used almost exclusively, a ratio more than seven times those of epistemic. The exclusively high ratio of deontic usage is similar to Hinkel's (2009) corpus research on L2 writing but opposite that of Biber et al. (1999). We can guess that they acquire the deontic use first and then the epistemic, which is different from Stephany's (1995) and Kurotaki's (2002) findings. The total frequency of the deontic 'must' and 'have to' is almost equivalent to that of the deontic 'should.' Students seem to prefer to use 'should' when they express their opinion more moderately and 'must' to show importance. It was noted that almost all students correctly used 'have to' in the past tense, in the context of an outside force, therefore complying with the syntactic principle as to 'have to'/'must' alternation in the past tense. Thus, we have clarified (i) the learnability of modal verbs; (ii) student preference to use objective expressions (have to); (iii) their preference to use moderate expressions (should); (iv) student compliance with the syntactic principle of tense for 'have to/must' alternation.

Keywords: modality, deontic, epistemic, frequency, language acquisition

ADAPTING THE SILL FOR A FOREIGN LANGUAGE LEARNING SETTING: A PRELIMINARY FINDINGAkihiro Saito^{1*}, Junko Maeda², Mariko Iwasaki³¹Tokyo University of Science, Japan²Hachinohe Institute of Technology, Japan³Hachinohe Institute of Technology, Japan

*aki.saito@rs.tus.ac.jp

English as a Foreign Language (EFL) proficiency has been institutionalized for so long as a requirement for university admission and employment in businesses and governments in diverse regions of the world. The same is also true in an EFL setting in Japan. With this trend, it has become essential to develop psychometrically-sound and contextually-valid measures of foreign language learning strategies, especially for adult learners who are about to enter the workforce. The present study adapted the 50-item Strategic Inventory for Language Learning (SILL) (Oxford, 1990) as an adult foreign language learning strategy inventory for 271 university EFL students. Some inventory items were first adjusted by experts to reflect the actual language use and learning situation of EFL learners in Japan. Then, as per the exploratory and confirmatory factor analysis results, a 22-item scale was proposed for further validation and named the SILL-EFL. The results of the confirmatory factor analysis showed a good fit with the sample (CFI = .89, TLI = .86, SRMR = .056, RMSEA = .061). This new instrument has good psychometric properties for assessing EFL students' strategy use in Japanese tertiary contexts per the six categories, with adequate to good internal consistency levels (from .58 to .81; overall .87). This new instrument holds viable, practical utility in clarifying the instructional intervention needs regarding adult EFL learners' strategy use more efficiently.

Keywords: language learning strategies, Japanese university students, factor analysis, instructional intervention needs

POSTER

GENDER REPRESENTATION IN MALAYSIAN PRIMARY ENGLISH LANGUAGE TEXTBOOKS: WHERE DO WE STAND?

Amira Aqila Hanim*, Maryam Nur Huda Jaafar, Yiming Jing,

Muhammad Amir Asyraf Mohd Muzzafa, Mei Yuit Chan

Universiti Putra Malaysia, Malaysia

*amiraqila02hanim@gmail.com

Gender bias is an issue in school text books where one gender is mentioned more frequently in the text books, and/or certain roles and activities, especially those that implicate powerful and subservient positions, are represented as closely associated with a particular gender. Particularly in primary school text books, the effects of an unbalanced gender representation can have harmful repercussions on pupils' social and psychological development. Scholars especially in the Asian region have examined primary and high school text books and found that there is still much room for improvement. In Malaysia, research that has examined gender representation in the primary English language textbooks was done more than 10 years ago, and there has been no published study assessing the text books that are currently in use in Malaysian primary schools. This study sought to determine the extent to which the male and female genders are represented in the English language textbooks used in Malaysian state-funded primary schools. A corpus-based approach was used to analyse the reading comprehension sections and their related questions in the Primary 5 and 6 text books. The findings show a relatively balanced representation of both the genders indicating a positive development in the selection of English language text books for use in primary schools.

Keywords: gender bias, gender representation, Malaysian primary English textbooks, corpus-based approach

FEATURES OF THE FINAL-YEAR PROJECT TITLES FOR THE UNDERGRADUATE INTERCULTURAL COMMUNICATION STUDENTS

Anealka Aziz*, Suzana Hamzah, Nurhuslinda Che Mat, Nur Ashiquin C. Alih
Universiti Teknologi MARA, Malaysia
*anealka@uitm.edu.my

Research titles are the most read part of research papers. A good research title describes the content and purpose of the study using the fewest words possible. Despite being short, composing a good title is challenging as it requires time and mental effort. Novice writers may find these issues overwhelming, especially when they are still acquiring the skills to write research papers for projects and other publications. The study aims to identify the components of a good research title that can guide students in constructing titles and determining the presence of the components in the final year project titles of the Intercultural Communication undergraduate students. A mixed-method design and purposive sampling method were adopted for this study. Only research titles from completed projects were used for the study. A comprehensive literature review method was used to gather information on the features of a research title. A descriptive statistic together with content analysis was used to determine the presence of the features of good research titles in the final year project title. The findings of the study provide some guidelines for constructing research titles for undergraduate students from the Intercultural Communication program and other similar programs. The findings could also assist instructors in the teaching of research methodology courses.

Keywords: Features of a title, final year project, research titles, title length, undergraduate students.

ROLE ALLOCATION OF SOCIAL ACTOR IN DISCOURSE ANALYSIS OF THE 2019 HONG KONG PROTESTS

Amirah Athirah Amir Yazid*, Anis Shahira Bazlan
Universiti Teknologi MARA, Malaysia
*amirahathirah@uitm.edu.my

The protests in Hong Kong have occurred frequently for ages. Recently, the world shifted focus towards Hong Kong as a series of Hong Kong Protests took place since June 2019 with mass gatherings regarding the amendment of a bill. Media are said to use this medium to report news regarding this social unrest. Hence, this study aims to find out how the Hong Kong Protestors are represented in the news reports from China and Hong Kong, respectively. In order to answer the research questions formulated in this study, role allocation is selected from the framework by Van Leeuwen (2008) to aid in understanding the representation and the framework to depict social actors in Hong Kong protests. The study collected 80 news reports from China Daily and South China Morning Post in the duration of six months starting from the first protest in June 2019 to December 2019. The news reports were analyzed and categorized according to the conceptual framework. The results of the study found that in general, both of the news outlets China Daily and South China Morning Post depicted the social actors in Hong Kong protests negatively in their news reports. This study also found activation, subjection and beneficialisation in the way the social actors are represented and depicted in the news reports. The findings would provide insight to people about how role allocation is depicted through Discourse Analysis.

Keywords: protest, discourse analysis, role allocation, social actors, representation, newspapers, Hong Kong

REPRESENTATION OF SOCIAL ACTORS IN COVID-19 SPEECHES BY SOUTHEAST ASIAN POLITICAL LEADERS FROM BRUNEI, INDONESIA, MALAYSIA AND SINGAPORE

Anis Shahira Bazlan*, Amirah Athirah Amir Yazid
Universiti Teknologi MARA, Malaysia
 *anisshahira@uitm.edu.my

COVID-19, an infectious disease outbreak originating in Wuhan was declared by the World Health Organization as a pandemic on 11 March 2020 worldwide. There is substantial research that has examined this disease. However, scant attention has been paid to the representation of social actors in the Southeast Asia political discourse. Hence this study aims to examine how social actors in relation to COVID-19 were represented in speeches by Southeast Asia political leaders from Brunei, Indonesia, Malaysia and Singapore. A selection of two categories adopted from van Leeuwen's (2008) Representational of Social Actors is chosen to comprehend the representation of social actors on COVID-19 portrayed in Southeast Asia. 32 transcripts of speeches on COVID-19 were collected from official government websites in the duration of seven months from 11 March 2020 until 30 September 2020. The speeches were analysed and categorized accordingly through exclusion and role allocation. It is discovered that the government, citizens and COVID-19 were excluded while political leaders, the government, citizens and COVID-19 were included in the speeches. Despite the inclusion of all social actors as playing dynamic and active roles, the government, citizens and COVID-19 were excluded in the discourse in accentuating the actions rather than the doers. The findings of this study can be useful to understand the ideology and power status in the ways social actors were viewed and termed by political leaders in their speeches, especially in the context of Southeast Asia.

Keywords: COVID-19, political speeches, social actors, representations, Southeast Asia, political leaders

THERAPEUTIC INVESTIGATION OF LEARNING CHALLENGES AMONG ENGLISH AS A SECOND LANGUAGE (ESL) STUDENTS

Anushika Kariyawasam
University of Otago, New Zealand
 anushika.kariyawasam@gmail.com

University students in Sri Lanka who have completed their primary and secondary education in their mother tongue face challenges when they enter universities where English is the medium of instruction. Related literature indicated that there was a dearth of in-depth studies conducted to investigate learning challenges faced by English as a Second Language (ESL) students in English-Medium Instructional (EMI) university contexts. This study explored learning challenges of ESL students in an EMI context. The research participants included 3 language teachers, 3 content teachers and 9 volunteer students to capture both the teacher perspective and the student perspective on the challenges. Qualitative data was collected through a 'preliminary investigation' with the teachers and a 'therapeutic investigation' with students. Both investigations were based on semi-structured interviews. The significance of therapeutic investigation was that it entailed a therapeutic approach that therapists undertook to investigate their clients' problems. The study identified six types of inter-connected learning challenges: language, cognitive, affective, behavioural, pedagogical, and social. The learning challenges comprised both a manifest layer, and a latent layer, that could be captured only through a therapeutic investigation. Further, the challenges were twofold as challenges within students' control and beyond students' control. In conclusion, the research provides practical implications for content teachers, language teachers, and students to create collaborative platforms for co-investigation of learning challenges and co-construction of learning opportunities.

Keywords:

ESL students, EMI contexts, higher education, learning challenges, therapeutic investigation

THE USE OF LINGUISTIC LANDSCAPE TOWARDS EFL STUDENTS IN THE ENGLISH WRITING CLASSROOMS

Che Jing*, Sharon Sharmini, Nor Shahila Mansor

Universiti Putra Malaysia, Malaysia

*chejing0220@gmail.com

Linguistic landscape (LL) looks closely at all signs in public spaces, as it has a symbolic and informative function in a multilingual community. Most studies on LL have focused on the concept of multilingualism, identity recognition, and language policy; however not much has looked at the influence of LL towards students' language learning in classrooms particularly in their writing skills, which can be developed through their co-construction with authentic language use. Thus, this study aims to (1) identify the types of LL texts that students choose to use in their writing, (2) investigate their perceptions of English use in the selected LL texts, and lastly (3) examine how the LLs contribute to the students' English writing. A qualitative approach is employed in this study and a purposeful sampling method is used to recruit 60 EFL students. The data of this study will be the LL texts (which are photos) used by the students in their writing, their photo voices, essays, and think aloud data of their writing process and interviews. The data will be analyzed both descriptively and thematically. This study hopes to highlight new insights of how LL can help motivate students to learn English and improve the curriculum and education policy in China.

Keywords: linguistic landscape, EFL students, writing

PASSIVISATION OF ENGLISH INTRANSITIVE VERBS AMONG L1 MALAY ESL TERTIARY STUDENTS

Mahanum Mahdun^{1*}, Mei Yuit Chan², Ngee Thai Yap², Bee Eng Wong³, Zalina Mohd Kasim²

¹*Selangor International Islamic University College, Malaysia*

²*Universiti Putra Malaysia, Malaysia*

³*Gamuda Learning Centre, Malaysia*

*mahanum@kuis.edu.my

Second language acquisition studies have shown that the English passive is one of the problematic structures to be acquired by L2 learners from different L1s. One of the errors observed is passivization of intransitive verbs, which is a common feature in the interlanguage (IL) of L2 English learners. Adopting the Interlanguage Hypothesis (IH) and Unaccusative Hypothesis (UAH), this study examined the overpassivisation errors among L1 Malay ESL tertiary students in relation to the types of intransitive verb and English proficiency level. 499 L1 Malay ESL students completed a grammaticality judgment test involving items with unaccusative (UAV) and unergative verbs (UEV). The data were tabulated using frequency distribution and analysed using paired T-tests and one-way ANOVA. The findings showed that the participants over generalised passive morphology to the intransitive verbs, more so with UAV than UEV. This indicates learners' processing of the different underlying structures of the two classes of verbs. Further, students' competence in rejecting overpassivised forms decreased with increase of proficiency level. The passive rule is progressively acquired as reduction of overpassivisation is observed for both verb types with increasing English proficiency. Learners at the lower English proficiency levels have yet to work out intransitive structures, particularly those involving UAV. The findings of this study sheds light into the IL representations of the English passive in the language acquisition/learning process of the L1 Malay ESL learners. This contributes insights to the SLA literature, particularly on the IH and UAH. In addition, the findings would have pedagogical implications for the ESL classroom.

Keywords: over passivization, interlanguage; intransitives, Malay ESL learners

TEXT-ORIENTED BUNDLES IN ACADEMIC WRITING: A SYSTEMATIC LITERATURE REVIEW

Chen Dan*, Ramiza Darmi, Mohamad Ateff Md Yusof
Universiti Putra Malaysia, Malaysia
*gs57568@student.upm.edu.my

Text-oriented bundles are a function of lexical bundles in academic writing from the perspective of text organization and discourse structure. This study is a systematic literature review of text-oriented bundles in thesis writing using the PRISMA 2020 framework. It involves a literature search of two databases within 2018–2022: SCOPUS and Web of Science. 18 articles were retrieved for further analysis. Most studies involved comparative studies of lexical bundles, including text-oriented bundles, especially four-word bundles. At the same time, research methods tend to use corpus-driven studies and quantitative studies. Regarding research genres, there are 6 articles involving research on PhD theses. The results suggest increasing the text-oriented bundles when studying lexical bundles, particularly different lengths, to meet the needs of academic thesis writing. Furthermore, another suggestion for future research is to combine text-oriented bundles and rhetorical moves to discuss PhD theses' communicative purpose and linguistic features in academic writing.

Keywords: Text-oriented Bundles, Thesis, PRISMA, Systematic Literature Review

POSTER

EFFECTS OF MULTIMEDIA GLOSSES ON EFL LEARNERS' INCIDENTAL VOCABULARY LEARNING

Ruohan Chen, Boon Sim Ng *, Shamala Paramasivam
Universiti Putra Malaysia, Serdang, Malaysia
*ngboon@upm.edu.my

Studies have shown that multimedia glosses is one of the helpful aids for increasing learners' attention and promoting vocabulary learning (Yoshii, 2006), However, little research has considered learner-related factors in this type of learning (Albulut, 2007). This study aims to partially fill the gap by investigating the effects of three types of multimedia glosses on incidental learning and retention of vocabulary are related to L2 proficiency level, as well as to compare the effectiveness of three types on incidental vocabulary learning. The data were collected through a reading comprehension test, an immediate vocabulary test and a delayed test. The results showed that EG significantly outperformed CG in both short-term and long-term memory of vocabulary, which also confirmed the previous research findings that glossing greatly helps vocabulary learning. As for the comparison of three glosses types, for high level learners, both post test and delayed test, the group of text+picture+sound had significantly higher scores than the group of text+picture; For low level learners, the group of text+sound had significantly higher scores than the group of text+picture on blank-filling, but no differences were observed among the three glosses on words recognition in post test, and there are no differences in delayed test. It is hoped that this study helps promote the matching between glosses types and modalities, trigger multisensory processing by linking auditory input and visual input, and optimize learners' vocabulary learning motivation as well as self-efficacy, thereby improving vocabulary learning and achieving deep processing.

Keywords : Multimedia glosses; incidental vocabulary learning; L2 proficiency level

POSTER

REPRESENTATION OF LEARNERS OF GERMAN LANGUAGE TOWARDS ACADEMIC MOBILITY

Chin Ee Wen

Universiti Malaya, Malaysia

calvin900215@hotmail.com

Academic mobility is one of the major discussions in the research field, especially its role in intercultural experience. Yet, the intercultural experience of international students in many studies mostly portray a sheer opposition between Us and Them, where people have been categorized into different “cultural” groups and the discussion is based on the ‘visible’ different Others. Besides that, students’ intercultural experience happens not only during the mobility, but before they travel, such as the perception of the target country and community, and these representations influence their decision to participate in a mobility programme. The learners’ representations of the host culture impact attitudes and subsequently their behaviors. The purpose of this study is to examine the intercultural discourse held by Malaysian students of German in a public university by adopting Mixed Intersubjectivity (Dervin, 2013) which insists on the ‘cultural’ identification processes instead of referring to any kind of static ‘culture’. Interviews were conducted with 7 Malaysian students who took part in a mobility programme in Germany. Their discourse was compared to the one of 5 other participants who never traveled to this country. This enables us to understand better how participants identify themselves as non-native language learners, how they perceive Germany, and the impact of their representations on their desire to study abroad.

Keywords: Intercultural Competence, Interculturality, Malaysia, Academic Mobility

E-PRESENTATION

COMPARING METADISCURSIVE NOUNS IN UNDERGRADUATES’ AND RESEARCH ARTICLE ABSTRACTS

Chooi Mun Yee*, Lee Geok Imm, Chan Mei Yuit

Universiti Putra Malaysia, Malaysia

*GS57754@student.upm.edu.my

Writers are often challenged to demonstrate the overview of research article (RA) content with the word limitation, organization of rhetorical structures, and linguistic knowledge in abstract writing. To date, the use of metadiscursive nouns (MNs) in academic discourses is explored but the variation of writers being investigated remains scarce. Hence, this study intends to investigate MNs’ patterns found between undergraduates’ (UG) and RA abstracts. 8 abstracts were analysed using Pho’s (2008) move model and Jiang’s and Hyland’s (2016) functional classification of nouns in academic texts model. In overall distribution, both UG and RA abstracts were significantly dominated by entity MNs (UG=63.79%; RA=53.97%) followed by attribute MNs (UG=29.31%; RA=31.75%), and relation MNs (UG=6.9%; RA=14.29%). In entity, object (research, studies, text, section, paper) was applied mostly as textual signpost by UG writers in all 5 moves. Relatively, RA writers invested more on object study or studies in M1, M2 and M5. Such dominant use of object MN differed from Jiang’s and Hyland’s (2017) result due to discipline difference. Additionally, RA writers favored employing cognitive strategy across RA abstract moves with terms including theory, assumption, notions, aim, strategies, knowledge, goal. In attribute, both writers mostly employed manners across abstract moves and displayed lesser relation MNs (relationships, results, causes, similarities, differences), applied only in M1, M4 and M5. Lexico-grammatical patterns were observed for comparison. This study hopes to assist especially novice abstract writers with low or no publication to produce succinct abstracts reflecting strong writers’ intents for readership engagement and promoting value for publication.

Keywords: abstract, move, metadiscursive nouns, undergraduates, RA writers, Applied Linguistics

THE CORRELATION BETWEEN TECHNOLOGY TRAINING WITH THE READINESS OF VOCATIONAL HIGH SCHOOL ENGLISH TEACHERS IN SLEMAN REGION TO TEACH IN BLENDED LEARNING ENVIRONMENT

Daniel Ari Widhiatama*, Elysa Hartati
Universitas Mercu Buana Yogyakarta, Indonesia
 *daniel@mercubuana-yogya.ac.id

The ability of vocational high school English teachers in Indonesia to teach using blended learning methods has become a mandatory skill. Blended learning is believed to be effective in enhancing learning quality due to its learning flexibility, various accessible materials, and rich interactions between teachers and students. A series of training on improving teachers' technological knowledge has been organized by the vocational high school teacher's forum in Yogyakarta. However, the readiness level of teachers in conducting blended teaching is unidentified. Besides, there is no information whether the training on technological knowledge organized by the local government is effective to help teachers to be ready in teaching students using blended learning methods. Therefore, this research aims at investigating English teachers' readiness in implementing online and blended teaching. To serve this purpose, OBTRA (The Online and Blended Teaching Readiness Assessment) was used to capture the readiness level in teaching using online and blended teaching methods and that was observed from some factors, namely technology, engagement and communication, pedagogy, perceptions of teaching online, and organization. The purposive survey method was used by distributing online questionnaires and also online interviews. A total of 52 English teachers of vocational high school in Sleman, Yogyakarta, participated in this study. Kolmogorov Smirnov Test was used for normality distribution of data. T-Test and ANOVA were used for independent samples. The results of this study provide information related to their strengths and limitations regarding their readiness to teach in a blended learning environment.

Keywords: blended learning, online learning, vocational high school, English teachers, OBTRA

A COMPARATIVE STUDY OF MASHIWENTONG'S *ci* AND THE CATEGORY OF CASE IN LATIN GRAMMAR

Di Wan
Peking University, China
 dwans109@gmail.com

One of the most notable characteristics of the Mashiwentong, the first Chinese grammar written by a native Chinese scholar, is the application of a special term called *ci* in its grammatical analysis. The terminology of *ci* has attracted significant scholarly attention since the 1950s and the questions of what grammatical category *ci* actually refers to and where it comes from has sparked long-standing debates which remain unsettled. The mainstream conjecture viewing the *ci* to be an appropriation of the category of case of Latin grammar, and this article is dedicated to test this theory. The test starts with a close reading of the MSWT texts where *ci* is used in the description of Latin and Greek grammar, showing that the term *ci* used in this context is actually always identical to the Latin case. Then, I turn to the Chinese data and compare the two primary *ci* (i.e. *zhuci*, *binci*) with six Latin cases through the lens of the "semantic roles" that they play in a sentence. The result shows that the function of *zhuci* perfectly corresponds to that of the Nominative case in Latin, and *binci* to the Accusative and Ablative cases, which gives firm evidence that confirms the long-debated conjecture. Finally, this paper also discussed how Ma Jianzhong grafted the Latin cases onto Chinese, and how tenable his *ci* theory is in the analysis of the Archaic Chinese. In my opinion, MSWT's *ci* is essentially an attempt to capture the semantic layer of language processing, comparable to "argument structure" in modern linguistic theories.

Keywords: Mashiwentong; Case roles; Latin; linguistic terminology

REFERENTIAL AND NON-REFERENTIAL DEMONSTRATIVES IN KERINCI MALAY

Ernanda^{1*}, Foong Ha Yap²

¹Jambi University

²Chinese University of Hong Kong, Shenzhen

ernanda@unja.ac.id

In this paper, we focus on proximal demonstrative (i)neh 'this' and distal demonstrative (i)toh in Kerinci Malay to trace its uses beyond the referential domain. More specifically, we examine the extension of (i)neh and (i)toh from their basic pronominal and adnominal uses in the referential domain to more abstract uses, in particular their pragmatic uses as utterance-final stance particles neh and toh. Of special typological significance is the availability of a morphophonological and morphosyntactic mechanism in Kerinci Malay known as 'phrasal alternation' that distinguishes between Oblique and Absolute forms, which can be used to help disambiguate between referential and non-referential (including stance-marking) uses of demonstratives. This phrasal alternation mechanism provides linguistic evidence that the human mind makes a gradient distinction between more lexical (referential) constructions and more grammatical (textual) and pragmatic (socio-interactional) constructions in conversational discourse.

Keywords: Kerinci Malay; demonstratives ineh and itoh; non-referential uses; speaker stance, (inter)subjectivity, attitudinal drift

AFFECTIVE VARIABLES INFLUENCING WILLINGNESS TO COMMUNICATE IN L2 AMONG MALAYSIAN UNDERGRADUATES

Fatin Nabila Abd Razak^{1*}, Sharifah Sheha Syed Aziz Baftim¹, Vahid Nimehchisalem², Ain Nadzimah Abdullah³

¹Universiti Teknologi Mara Cawangan Negeri Sembilan, Kampus Kuala Pilah, Malaysia

²Universiti Putra Malaysia, Serdang, Malaysia

³Taylor's University, Subang Jaya, Malaysia

*fatinnrazak@uitm.edu.my

Willingness to Communicate (WTC) is notably the most important construct that facilitates second language (L2) communication. However, there are few studies on WTC in Malaysia, and the few existing studies have not simultaneously considered the three most important variables that predict willingness to communicate. Therefore, this study aimed to investigate the interrelationships among the three affective variables that influence L2 WTC, namely (1) communicative confidence, (2) motivation in learning the L2, (3) international posture as conceptualised in the heuristic model of L2 WTC by MacIntyre et al. (1998) and Yashima (2002). Partial Least Square structural equation modelling (PLS-SEM) was used as a data analysis tool in this quantitative study. Data were collected from 540 students at a public university using a nine-construct questionnaire that was structured and adapted to address the constructs of the study. Data analysis revealed that communicative confidence was the strongest predictor of WTC in English among Malaysian students. The relationship between implicit motivation and WTC through communicative confidence were also identified as significant. Notably, direct relationships between motivation in language learning and WTC, as well as international attitudes towards WTC, were also found to be substantial. The study concluded that the affective variable of communicative confidence, among other affective variables, should receive the most attention in English language learning. Therefore, future studies can be conducted to test the validation of these findings in different language-learning contexts.

Keywords: Willingness to Communicate, Partial Least Square-Structural Equation Modeling (PLS-SEM), International Posture, Communicative Confidence, L2 Motivation

**INTERPERSONAL DEMONSTRATIVES AS STANCE MARKERS:
FROM JOINT ATTENTION TO SPEAKER-HEARER ENGAGEMENT**

František Kratochvíl^{1*}, Winnie Chor², Foong Ha Yap³

¹*Palacky University, Olomouc, Czech Republic*

²*Hong Kong Baptist University*

³*Chinese University of Hong Kong, Shenzhen*

frantisek.kratochvil@upol.cz*

This paper recaps some major findings in research on demonstratives from a social cognition perspective and draws attention to their development from basic uses as spatio-logophoric deictic elements to more socio-interpersonal uses. We first review key studies on the use of demonstratives to demarcate the speaker's sphere of interest or influence (e.g. Enfield 2003; Gonzalez Perez 2023), and on their use as interactional devices to manage interpersonal relationships in individual languages (Heritage 2012; Stivers 20xx; Yang, in press) and cross linguistically (Evans, Bergqvist & San Roque 2017a,b). We then open the floor for all panel contributors and the audience to discuss how the demonstratives in their individual languages are deployed as markers of the speaker's 'territory of information' (Kamio 1994) and 'device for managing interlocutor alignments' (Du Bois 2007).

Keywords: demonstratives, speaker stance, social deixis, sphere of influence, interpersonal pragmatics

**THE USE OF PEARSON ACTIVETEACH AND MYENGLISHLAB IN TEACHING ENGLISH FOR GENERAL PURPOSES
(EGP): A CLASSROOM ACTION RESEARCH**

Gufon^{1*}, Ainul Azmin Md Zamin²

¹*Universitas Pradita, Indonesia*

²*International Islamic University Malaysia, Malaysia*

*gufon.raihan@pradita.ac.id

The main objective of this study is to explore students' experiences in learning English for General Purposes (EGP). This is a classroom action research in the EGP class where the learning process used Pearson *MyEnglishLab* and *ActiveTeach*, which are online teaching and learning tools developed by Pearson Education. A quantitative and qualitative research mix method was employed by observing the learning process over one semester and administering questionnaires to 16 teachers who taught EGP using Pearson *MyEnglishLab* and *ActiveTeach*. The analysis of the data revealed that teaching EGP using *ActiveTeach* and Pearson *MyEnglishLab* was more engaging and impressive than the previous English learning experience, which made use of conventional teaching methods. Using Pearson *MyEnglishLab* and *ActiveTeach* also eased teachers' work because all teaching materials such as reading passages, listening audio, and all forms of assessment are available in one application without having to prepare teaching materials and assess student exam results.

Keywords: ActiveTeach, MyEnglishLab, EGP, engaging, impressive

THE EFFECTS OF ONLINE TASK PLANNING THROUGH DIALOGIC TASKS ON EFL LEARNERS' USAGE OF FORMULAIC SEQUENCES AND WORKING MEMORY CAPACITY ON ORAL FLUENCY

Han Xu*, Muhammad Yasir Yahya, Yap Ngee Thai, Ateff Yusof

Universiti Putra Malaysia, Malaysia

*gs59514@student.upm.edu.my

Chinese EFL learners, especially those with lower proficiency, often struggle with speaking fluently due to difficulties in generating sentences and recalling vocabulary. Research in second language (L2) acquisition has shown that task planning conditions have a positive impact on L2 oral production by reducing cognitive and communicative demands on working memory (WM). Additionally, formulaic sequences (FSs) can enhance fluency and facilitate effective communication by reducing processing costs. However, few studies have simultaneously examined the relationship between oral fluency, FSs, and WM capacity, under different task conditions. Moreover, measuring fluency in dialogic tasks within narrative contexts has been challenging in previous speaking tests. In this study, the researcher aims to investigate the effects of different task planning conditions on L2 utterance fluency, the production of FSs, individual differences in WM capacity, and perceived fluency from L1 raters and L2 learners. The study will involve 90 EFL Chinese learners divided into three groups: pressured, unpressured, and hybrid online planning. Data collection will include an eight-week intervention using video-based dialogic narrative tasks, FSs knowledge tests, WM span tasks, fluency scale questionnaires, and stimulated recall interviews. Measures of fluency, FSs production, and WM capacity will be analyzed. Learners' subjective ratings of fluency will be compared to objective performance measures. The findings of this study can contribute to language instruction by providing insights into how different task conditions and FSs instruction can improve oral fluency. Additionally, the study may inform the development of criteria for evaluating oral fluency and measuring dialogic features in speaking tests.

Keywords: Task Planning Conditions, EFL Speaking

E-PRESENTATION

CULTURAL DIMENSIONS IN TRANSCREATION STRATEGIES OF PRODUCT DESCRIPTION IN ADVERTISING FROM CHINESE INTO ENGLISH: THE CASE OF HUAWEI

He Zhu*, Lay Hoon Ang, Muhammad Alif Redzuan Abdullah

Universiti Putra Malaysia, Malaysia

*hlang@upm.edu.my

Transcreation has gained attention in marketing and advertising in recent years. It is defined as an activity considering language and culture to give explanation of text in a creative way. Most studies focus on the definition between transcreation and translation and specific strategies. But rarely studies address the transcreation strategies in advertising and its cultural reasons. This study examines the transcreation strategies used in the translation of advertising product descriptions on Huawei's corporate website, using Moron and Calvo's interventional strategies to analyze the transcreation techniques used, employing Hofstede's cultural dimension model to explore the reasons behind the transcreation strategies. It adopts descriptive and explanatory qualitative research methods. Purposive sampling method is used to collect data. The study is divided into two parts. First, the transcreation techniques used in the translation of Huawei's official website product description will be identified. Secondly, cultural dimensions reasons behind transcreation strategies will be explored. This study provides practical examples for exploring the application of transcreation strategies in advertising translation, and gives support for identifying the differences in cultural dimensions behind Chinese and English advertising translation.

Keywords: Transcreation, Advertising translation, National Culture Model, Product description, HUAWEI

PROSPECTS FOR FUTURE RESEARCH ON DEVELOPMENTAL LANGUAGE DISORDER (DLD) : AN ANALYSIS OF DLD STUDIES FROM 2013 TO 2023

Hu Bin

Universiti Putra Malaysia, Malaysia

*hubinabby05@gmail.com

Developmental language disorder (DLD), previously known as Specific Language Impairment (SLI), is one of the most frequently occurring neuro-developmental disorders. There has been a growing body of research on children with DLD, but there is still a need for further research in this area. This study aims to provide a bibliometric overview of research in DLD children to identify possible areas of research that may be explored by researchers in applied linguistics. A systematic search of the available literature within the Web of Science Core Collection database from 2013 to 2023 was made and the Citespace software was employed to analyze the identified literature. 1143 articles and 78 review articles from 62 countries were retrieved. The United States and the United Kingdom lead the way in publications in this field, followed by Netherlands, Spain and Canada. In addition, some Asian countries have also started researching in this field, including China, India, Malaysia, Singapore, and Vietnam. The co-occurrence keyword diagram shows that the most frequent keywords in this field are “impairment”, “SLI/DLD”, “children”, “speech”, and “working memory”. The research trends in this field appear to converge on “early intervention”, “dynamic assessment”, and “oral language”. For each of the fields identified, studies in the last three years were subjected to detailed analysis to reveal their discipline, theories, focus, population, method and findings. Finally, gaps in the current literature are discussed to highlight possible areas for future research in DLD.

Keywords: developmental language disorder (DLD), bibliometric analysis, Citespace

SPEECH ACTS AND CONTENT LEARNING DURING DISAGREEMENT IN VIDEOCONFERENCING GROUP DISCUSSION AMONG UNIVERSITY STUDENTS

Fan Hua^{1*}, Shamala Paramasivam², Yong Mei Fung², Nor Shahila Mansor²

¹*Universiti Putra Malaysia, Malaysia; Guangxi Science & Technology Normal University, China*

²*Universiti Putra Malaysia, Malaysia*

*fanhuafannie@gmail.com

In higher education in Malaysia, group discussion functions as a main structure for learning. Group discussion is a context involving students with various cultural values and perspectives. This study examines the facilitation from the speech act of disagreement to the content learning of university students in videoconferencing group discussion. Online group discussions among students of Applied Linguistic major of a university serve as the research environment in which Chinese international students are associated with local and other international students. The study is supported by Searle's (1969) Speech Act Theory and Vygotsky's (1978) Sociocultural Theory. Conversation analysis and pragmatics of the transcription of students' group discussion and interviews were used for the methodology. The findings show that disagreement suggests a deeper level of participation and can lead to knowledge construction through the speech acts of diverging, contrasting, counteracting, contradicting, challenging and evaluating. The authors, guided by the analysis of the data, propose future exploration on learning cultivated through videoconferencing group discussion.

Keywords: speech acts, disagreement, learning, videoconferencing, group discussion, interaction

BLENDING LEARNING: A NEW CHALLENGE FOR PAKISTANI UNIVERSITY STUDENTS

Hui Geng^{1*}, Zohaib Hassan Sain²

¹*Universiti Putra Malaysia, Malaysia*

²*Superior University, Pakistan*

*huiyuqiankun@gmail.com

Blended learning, which blends online educational materials and online engagement with traditional classroom approaches, has proven successful worldwide. This study aims to examine the standpoints of BS 4 years program (BSCS) students in Pakistani universities regarding the issues and challenges they encounter in blended learning. A quantitative method employing a questionnaire with 19 items based on a 3-point Likert scale (agree, undecided, disagree) was used to measure students' perceptions and issues related to blended learning in education. The participants include 219 students out of 482 enrolled in the BS 4 years program (BSCS) at three public universities in Pakistan in the 2022 academic year. The findings showed that most students had a positive view of blended learning, but they also encountered various issues, such as lack of time, lack of training, insufficient skills and support for proper use of the blended learning model, and unavailability of Learning Management Software (LMS) for technological learning tools. The findings indicate that certain measures need to be taken to address the issues and challenges encountered by students in the context of blended learning. These measures include the development of institutional policies for the effective use of blended learning in universities, as well as the implementation of training and proficiency enhancement programs for teachers to incorporate technology into their pedagogical practices.

Keywords: Blended Learning, Challenges, Standpoints, Teacher Education.

METAPHORS OF GRIEF: UNDERSTANDING THE CONSTRUCTION OF GRIEF IN MOTIVATIONAL

Hui Zanne Seng^{1*}, Phei Wei Lee²

¹*Universiti Teknologi MARA, Malaysia*

²*Wei Forward Counselling, Malaysia*

*huizanne@uitm.edu.my

Grief, as a universal human response to loss, is often difficult to convey in literal terms. Metaphors play a significant role in shaping individual experiences and societal perceptions of loss. This study focuses on how metaphors contribute to the construction of grief in motivational discourse. Grief expression is usually regarded as a private experience due to the sensitive nature of the topic and the emotions involved. Therefore, expressing and sharing thoughts about death and dying within motivational discourse benefits the public and the community, as it encourages discussion and enhances public awareness of adopting a positive mindset towards end-of-life care. TED talks, renowned for their inspirational and thought-provoking nature, provide a rich source of discourse on this subject. Five TED talk videos related to grief were collected from the YouTube channel. The data analysis was guided by critical metaphor analysis, and the results demonstrate that metaphors evoke emotions, create vivid imagery, and deepen the understanding of grief's complex and transformative nature. By employing metaphors, speakers engage the audience's imagination and facilitate a profound connection with the subject matter. The study reveals the rhetorical effectiveness of metaphors in conveying intricate emotional experiences, inspiring hope, and fostering personal transformation. Understanding the impact of these metaphors on motivation and resilience can provide valuable insights into the effectiveness of motivational strategies in supporting individuals through the grieving process.

Keywords: critical metaphor analysis, death, grief, metaphor, motivational discourse

LANGUAGE MIXING IN THAI MOVIES IN TWO DECADES: A DEPICTION OF LANGUAGE

Thanida Darunwat, Ida Ayu Shitadevi*
Mae Fah Luang University, Thailand
 *ida.shi@mfu.ac.th

The blending of English and Thai language in Thailand has become increasingly evident today, with a growing number of Thai individuals incorporating English into their daily lives, and it is prominently projected in various media, including the movies. Where the interplay between culture and language within society is captured, code switching becomes one of the phenomena that stands out as a portrayal of English and Thai languages in contact. Hence, this study aims at examining the trend of code switching in Thai movies over the past two decades. Data was collected from ten movies spanning the period from 2003 – 2023, within the romantic-comedy genre. Utterances indicating language switching between English to Thai were carefully tabulated for subsequent analysis enabling the identification of code switching trends. Furthermore, the reasons for switching between the two languages in the movies were investigated based on Hoffman (1991). Additionally, in-depth insights into the perspectives of Thai individuals towards the phenomena were obtained through interviews with a random sample of ten participants, aged 17 to 50. The collected data revealed that there is an upward trajectory in mixing of the two languages in movies from 2003 to 2023. Various background stories of the movies influence the language choice portrayed in the dialogues, resulting in various motivations for language alternation, including the ease of discussing a particular topic. People's attitudes toward the language mix between the two languages depicted in Thai movies are positive; however, this is not always true when friends or colleagues mix their language in daily conversation.

Keywords: language in society, code switching, English, Thai language, Thai movies

ON PRAGMATICS OF DEMONSTRATIVE-BASED NOUNS

In Young Choi
Hankuk University of Foreign Studies, South Korea
 cool464@naver.com

This paper analyzes the pragmatic functions of demonstrative-based nouns in Korean, based on the data from the Drama and Movies Corpus. Korean demonstratives, i.e., proximal *i*, medial *ku*, and distal *ce*) are productively used in lexicalization of diverse words, which elegantly exhibit the contrast of distance inherited from the demonstratives. This paper addresses two sets of such lexicalized demonstratives, i.e., the place nouns (*yeki* 'here', *keki* 'there', and *ceki* 'over there') and entity nouns (*ike* 'this (thing)', *kuke* 'that (thing)', and *ceke* 'that (thing) over there'). In addition to their primary functions of indexing a place or an entity, these nouns have acquired new pragmatic functions going beyond those original domains, and have become mental deixis. From the cognitive linguistic and discourse-pragmatic perspectives, this paper analyzes how these forms have acquired such functions and how they are used in interaction to signal the speaker's mental distance, i.e., the speaker's stance toward an entity (often a person) or the addressee. For instance, when the demonstrative-based place-nouns are used as address terms, marked by a politeness particle *-yo* (as *yekiyo*, *kekiyo*, and *cekiyo*), they can signal the speaker's attitude toward the addressee, e.g., politeness, aggressiveness, etc. Similarly, when the demonstrative-based entity-nouns are used to refer to a person (typically the addressee), marked with the nominative case marker *-i* (or *-y*) (as *ikey*, *kukey*, and *cekey*), they signal the speaker's attitude toward the person, e.g., involvement, distancing, disparagement, etc. A drama and movie corpus data are used for analysis.

Keywords: the Korean pronouns, conjugation, correspondence

MOTHER-AND-CHILD STUDY ABROAD PROGRAM TO MALAYSIA: THE ENGLISH LANGUAGE LEARNING EXPERIENCES OF A JAPANESE FAMILY IN KUALA LUMPUR

Janice Nakamura
Kanagawa University, Malaysia
janice-nakamura@kanagawa-u.ac.jp

The emphasis on English education in East Asia has motivated economically-advantaged parents to practice linguistic parentocracy, where financial resources are diverted to educational programs that foster high English skills in their children. A manifestation of linguistic parentocracy in Japan is boshi ryuugaku or mother-and-child study abroad programs, where the mother accompanies her children to study overseas. Malaysia is a popular destination for boshi ryuugaku because of the affordable English-medium international school education. The current paper reports on a case study of a Japanese family who has been living in Kuala Lumpur for four years. It seeks to understand the English learning experiences of the two children (aged 13 and 11) since they arrived in Malaysia. Individual narrative accounts were obtained from each child and the mother in their home in Japan and Malaysia. Interview transcripts and the children's drawings of their language learning experiences were analyzed. The results show that the children struggled to acquire English in an immersive context, particularly during the earlier period of their stay and during the COVID-19 pandemic when they had to learn online. Despite receiving adequate parental support in the home, the lack of teacher, peer, and learning support made the switch from Japanese-medium education to English-medium education challenging for them. These findings have implications for other non-English-speaking parents who want to foster their children's English ability through such early study abroad programs.

Keywords: Malaysia, study abroad, Japanese families, English learning

DECONSTRUCTION OF NATURE'S IDENTITY: A MULTIMODAL TEXTUAL ANALYSIS OF MOTHER NATURE IN THE "NATURE IS SPEAKING" CAMPAIGN

Jinni Li*, Xinyi Sui
The Chinese University of Hong Kong, Hong Kong
*jinnili0214@163.com

Environmental protection is one of the major issues that share the global spotlight. Saving the planet not only requires a change in action but also a change in mind, including a cognitive refreshment of the traditional relationship between humans and nature. This paper examines the identity deconstruction shown in Conservation International's 2014 "Nature Is Speaking" campaign, analyzing how it further contributes to overturning the traditional view that humans and nature are interdependent. Focused on the campaign's most viewed video Mother Nature, this paper mainly applied Althusser's ideological interpellation for textual analysis. Althusser's (1970, 2017) theory suggests that identity is constructed through the name-calling process and gradually reinforced through concrete actions. In this sense, identity is a passive misrecognition of oneself. In Mother Nature, by denying humans' name-calling as the "mother" and turning down the expected motherly responsibilities, the video deconstructs the traditional motherly figure of nature and re-frames the interdependent human-nature relationship. More than just textual analysis, this paper also applies the multimodal framework to further illustrate the identity deconstruction process. In the video, multiple sensory modes also play vital roles in deconstructing nature's original mother-like identity. Accompanying the subtitles, the frequent use of long shots and the choices of images further re-present nature as the distanced and powerful Other that does not need humans. By combining literary theory with linguistic framework, this paper hopes to not only extend the study of identities into ecological discourse but also provide new insights for producing effective public service advertisements.

Keywords: identity deconstruction, human-nature relationship, Althusserian ideology, multimodal analysis

**L1 TRANSFER OF STANCE MARKERS IN ABSTRACTS OF ENGLISH AND CHINESE PUBLISHED RESEARCH ARTICLES
AND CHINESE EFL LEARNERS' ACADEMIC WRITING**

Jinzhu Zhang , Geok Imm Lee*, Mei Yuit Chan, Yasir Yahya Muhammad
Universiti Putra Malaysia, Malaysia
*gilee@upm.edu.my

Stance, which is required in academic writing, has become a hot topic in academic writing studies. Numerous studies reported that EFL learners have encountered problems in using stance markers in academic writing because of their level of language proficiency and L1 rhetorical transfer. In particular, Chinese EFL learners tend to either overuse booster or underuse hedges due to L1 influence. Therefore, this study aims to identify the types and subtypes of stance markers in abstracts of the three corpora: 30 Chinese EFL learners' coursework assignment in the format of research article, 30 English and 30 Chinese published research articles respectively. It also aims to investigate whether there is a crosslinguistic influence and the extent of it in the use of stance markers in Chinese EFL learners' corpus. The data was collected from abstracts of 90 texts based on an adapted taxonomy of stance markers both in English (Hyland, 2005a, 2005b) and Chinese (Hu & Cao, 2010). Three-way comparison among the three corpora was conducted based on the ICM model (Granger, 1996, 2015) and a methodological framework (Jarvis, 2000, 2010) of identifying crosslinguistic influence was adapted. The results showed that there were significant differences in the use of stance markers in all the three-way comparisons. This seems to indicate the crosslinguistic influence in the use of stance markers in Chinese EFL learners' academic writing. These findings may provide insights into the explicit instruction of stance features and the improvement of Chinese EFL learners' awareness to avoid L1 transfer.

Keywords: stance markers, L1 transfer, crosslinguistic influence, Chinese EFL learners, academic writing, research article

**EXPLORING POSSIBILITIES AND NEW PRACTICES IN ESL THROUGH VISIBLE THINKING ROUTINES: INSIGHTS FROM
ESL PRE-SERVICE TEACHERS IN MALAYSIA**

Joanna Joseph Jeyaraj*, Abu Bakar Razali
Universiti Putra Malaysia, Malaysia
*joannajoseph@upm.edu.my

In Malaysia, the teaching of thinking skills is greatly valued in English language teaching (ELT), and this is evident through the Standards-Based English Language Curriculum which calls for Higher Order Thinking Skills to be embedded in a systematic and structured manner. However, thinking skills have been found to be rather weakly embedded in classroom practice and some teachers were unsure of how to embed thinking into ELT. One way to bring thinking to the forefront is through Visible Thinking (VT) routines which enable students to offer ideas, explanations, justifications, interpretations, reasons, evidence, perspectives, alternatives, and questions. In this study, we sought to understand the experiences of Malaysian pre-service ESL teachers as they learnt how to make thinking visible in ELT during their teaching simulations. Data consisted of written reflections, focus group sessions and open-ended survey responses. These were analysed inductively, which resulted in the emergence of three main themes. Participants found that VT routines: 1) facilitated active learning environments; 2) provided a systematic framework for structuring thinking lessons; 3) provided opportunities for thinking, yet were at times overwhelming. These insights towards VT routines from pre-service ESL teachers are valuable because they signify their openness towards using these routines when they become teachers in the future. Furthermore, if there is a desire for VT routines to be more widely used in ESL classrooms, acceptance from (future) teachers is important, and a starting point to get this acceptance is at the initial teacher education stage.

Keywords: English language teaching, pre-service ESL teachers, Visible Thinking Routines, Higher Order Thinking Skills

ORGANIZING SPOKEN CANTONESE: FROM THE VIRTUAL TO REAL CLASSROOM

Jyh Wee Sew

National University of Singapore, Singapore

clssjw@nus.edu.sg

Spoken Cantonese (DMA1401L01) was offered via zoom at the National University of Singapore (NUS) in 2020 for the first time. As a Design Your Own Module (DYOM) unit, Spoken Cantonese is a 4-credit pass-fail module. DYOM is an initiative that empowers students to design learning units not covered by the existing NUS modules. Subsequently, with the standing down of pandemic measures, Spoken Cantonese was delivered in person from August to November 2022. We scrutinize five pedagogical areas for experts to pilot dialect education. Firstly, the curation of resources suitable for teaching Spoken Cantonese is put under the spotlight. Cognizant of the fact that the Cantonese content must be interesting to the learners yet sufficiently rigorous, thus reflecting the learning values of dialect education to the management team, we examine the assessment formats in DMA1401L01. Further, we highlight the creative organization of contact time in delivering grammar points, literary content, and rhythmic enrichment. Additionally, we specify the advantages and disadvantages of the in-person delivery of DMA1401L01 in comparison to using zoom as a learning medium of interactivity. Finally, we point to the significance of incorporating local Cantonese materials as a catalyst for establishing learning motivation and developing talking interest among Cantonese learners. The educational linguistics aspects of this presentation provide informative inputs in encouraging interested language practitioners of other less commonly taught languages to take the charge in devising new strategies of language pedagogy and revising procedures of classroom management.

Keywords: Dialect education, Education linguistics, Language pedagogy, Real classroom, Spoken Cantonese, Virtual classroom

POSTER

INVESTIGATING HATE AND ABUSIVE SPEECH IN INTERCOMMUNITY INTERACTIONS AMONG FOOTBALL FANS

Karrar Talib Abed

Universiti Putra Malaysia, Malaysia

karrar.altalib@gmail.com

In the sports domain, especially football, verbal fracas and physical altercations are regularly seen online among fans of opposing sides. The impact of using negative language online is far reaching, as it can cause prejudices between communities and negative psychological effects and possibly lead to on-the-ground communal violence. Past studies on negative language related to the sports domain have focused mostly on hate speech that usually targets individual characteristics. However, in intercommunity interactions such as between groups of avowed fans of sports icons, studies on hate speech have been limited. Further, in past hate speech research, most studies do not make a distinction between abusive language and hate speech. Distinguishing abusive speech from hate speech will provide a more nuanced understanding of negative language used by football fans when interacting with opposing fan teams online. This study analysed negative language as abusive and hate speech on the online platform, as displayed by fans of two football icons, Messi and Ronaldo. Focusing on negative language in the comments sections on YouTube videos related to the two football icons, the study examined the extent to which hate and abusive speech are used in these interactions, the categorisations of hate and abusive speech, and the manner and context in which they manifest. The study is informed by the pragmatic theory of impoliteness, and intergroup communication and social identity theories. Findings of the study provide insights into the dominant form of negative language prevalent among sports fans which reflects the nature of intercommunity interactions among fans.

Keywords: hate speech, abusive language, intercommunity interactions, sport, fans, discourse analysis

ON THE DEVELOPMENT OF DISCOURSE MARKER FROM THE INTERROGATIVE 'WHY' IN KOREAN

Keun Hee Ryu

Hankuk University of Foreign Studies, Korea

khbecky@gmail.com

This paper analyzes discourse markers (DMs) in Korean from the grammaticalization and discourse-pragmatic perspectives, based on the data from the Drama and Movies Corpus. Korean interrogatives have grammaticalized into formants carrying other grammatical functions. It addresses one such grammaticalization scenario, whereby the interrogative way 'why' extended its function to a DM. The interrogative way 'why' entered the Korean lexicon around the turn of the 20th century, replacing its functional predecessors may and wey. It extended its function into indefinite adverbs and is derived from waynci, denoting 'for some unknown reason', a common pattern of change for Korean interrogatives [Rhee 2008]. Recently, way acquired positional freedom and procedural meaning, and is used as an emphatic negation marker ('absolutely not'), typically as a response token. The emphatic function resembles that of the English DM why, involving an element of surprise [Lakoff 1973, Schourup 2002]. The DM is also used as an attention-attractor often along with a topic-presenter, whereby the interlocutor is forcibly engaged in the interaction on the topic to follow. In this respect, it also resembles the function of the English DM why, used for 'hearer-engaging' [Traugott 1982]. The motivation of this development is, among others, that the demand of reason originally associated with 'why' creates the strongest form of impositive speech act of asking (in the sense that it involves causal reasoning), which forces the interlocutor to be attentive. With the DM way, the speaker signals, though often superficially or pretentiously, that the topic being initiated is of significance.

Keywords: 'why', Korean, discourse marker, emphatic negation, attention-attractor

ANALYSIS OF COLLOCATIONS AND SEMANTIC PREFERENCE OF "RISK" IN RISK MANAGEMENT REPORTS BY MALAYSIAN AND AMERICAN BANKS

Khairul Firhan Yusob^{1,2}, Afida Mohamad Ali^{2*}, Chan Mei Yuit², Lee Geok Imm²

¹*Universiti Teknologi MARA, Malaysia*

²*Universiti Putra Malaysia, Malaysia*

*afida@upm.edu.my

Banks rely on risk management reports (RMRs) to detect, analyse, and manage potential risks to their operations. These reports provide insights into a bank's exposure to risk, allowing it to make informed decisions about how to minimize or avoid possible losses. Effective risk management reports can also help banks comply with regulatory requirements and operate within acceptable risk levels. Previous corpus studies found that the word 'risk' has often been perceived negatively. The present study intends to investigate how 'risk' is represented in RMRs since the reports are used to convince stakeholders of the ability of the banks in mitigating risk. A self-developed corpus comprising RMRs by Malaysian and American banks were utilised in this study. The collocational analysis was done using GraphColl feature in Lancsbox 6.0 and the strength of the collocates was determined using MI scores. In addition, semantic preference was analysed using UCREL Semantic Analysis System (USAS). The findings suggest that while the collocates of 'risk' in both corpora are different in terms of the scores and frequency, the word is often paired with technical words which refer to the types of risks. Further, the analysis of semantic preference reveals that the word 'risk' belongs to more diverse semantic sets in RMRs by American banks than their counterparts. This study provides a comprehensive view of the representation of the word 'risk' as used in RMRs by both countries.

Keywords: American banks, collocations, Malaysian banks, risk management reports, semantic preference

FROM THE OBJECTIVE TO SUBJECTIVE TO INTERACTIONAL WORLD: THE CASE OF THE ENGLISH SOKhomkrit Tachom¹, Seongha Rhee^{2,3*}¹*University of Phayao, Thailand*²*Mahidol University, Thailand*³Hankuk University of Foreign Studies, Korea

*srhee@hufs.ac.kr

This paper analyzes the development of the English *so* into multiple word-classes and functions from a grammaticalization perspective, based on the data from corpora (COCA, COHA, and BNC) and a historical dictionary (Oxford English Dictionary). The English demonstrative *so* is among the earliest lexemes found in Old English (*swa*, *swā*) and has developed into diverse functions [König 2020, Diessel & Breunese 2020]. The earliest functions of *so*, in Old English, are an adverb denoting 'in this way; by that means' (OED) (*Stand just so.*), a conjunction of result, logical consequence, condition (*Hide so you may not be found*), a pronominal complement for locution, action or cognition verbs (*say so, do so, think so*), a pro-adjective (*Is he honest? – Perhaps so*), etc. OED lists its intensifier function from the early 20th century (*You are so dead!*). More recently, *so* has developed into a discourse marker of various functions, most notably for explaining, summarizing, elaborating, inferencing, prompting, or pausing [Van Dijk 1979, Schiffrin 1987, Fraser 1999]. Since the referential force of the sortal demonstrative *so* is rather diffused as compared to the primary demonstratives *this* and *that*, it is ideal in indexing less-than-precise properties. Thus, it was recruited in formal multi-lexemic discourse markers of various functions, e.g., and so on and or so as general extenders; *(is that) so?* for recognition, realization, questioning, or dismissal; *so what?* for irrelevance or disparagement, among others. This paper traces the developmental paths of *so* as well as the motivations and mechanisms involved in the processes.

Keywords: demonstrative, *so*, grammaticalization, conjunction, intensifier, discourse marker

**PORTRAYAL OF TRANSGENDER IN MEDIA WITH REFERENCE TO RELIGIONS AND SOCIETIES:
A SYSTEMATIC REVIEW**

*^{1,2}Khoulā Khan, ²Noor Aireen Ibrahim¹*National University of Modern Languages, Pakistan,*²*Universiti Teknologi Malaysia, Malaysia*

*khoulā@graduate.utm.my

The prejudice against transgender is common in many societies. Transgender are portrayed as an element of humour in dramas and infotainment shows. In Pakistani electronic media channels, transgender are stereotyped and stigmatized. Religious beliefs play an important factor in establishing gender roles and identities. Religious leaders have an obligation to prevent the use of religion to support discrimination against transgender. The aim of this paper is to review published literature on transgender with reference to religion, society and media. The systematic literature review conducted examined literature published from 2000 to 2022. The researchers were able to extract 130 of the 180 articles as they were granted full-text access. After screening the articles using the inclusion and exclusion criteria, 34 articles were finally selected. Descriptive synthesis analysis was used to analyse the data which was later thematically classified. International Journal of Communication, BearWorks, JAMA Network, Research Gate, Jstor and other well-known scientific databases contained the works. A thematic approach was used to classify established themes that constitute significant challenges for portrayal of transgender. In the studies reviewed, it has been shown that there is a link between media portrayal and social discrimination of transgender in various regions of the world. Significant research gaps were discovered through the systematic review, which can be used to assist researchers in identifying key study areas for future research.

Keywords: Transgender, Pakistan, Islam, Christianity, transgender in cinema, discrimination against transgender

EVALUATING A MALAY-ENGLISH AND MANDARIN-ENGLISH COGNATE LIST AND THE COGNATE EFFECT THROUGH BIDIRECTIONAL TRANSLATION TASKS

Koh Ying Xian*, Csaba Z. Szabo, Jessica M. Price

University of Nottingham, Malaysia

*kaby4kya@nottingham.edu.my

Evidence from pedagogical-oriented cognate studies suggests using cognates can facilitate second language acquisition. Understanding how cognates are processed by L2 English speakers provides a better position for educators and researchers to examine the effectiveness of translanguaging across the curriculum in bi- and multilingual contexts. Given the lack of research investigating the cross-linguistic similarity at the lexical level between English and Malaysian vernaculars, a cognate list between English-Malay and English-Mandarin was developed for the 10,000 most frequent English words. Based on the list, this study explored the extent to which cognates were produced as translations and whether cognates were translated more accurately than non-cognates. Proficient Malay-English bilinguals (N = 50) and Mandarin-English bilinguals (N = 49) completed a bidirectional translation task with 400 Malay words and 170 Chinese words, which controlled for cognateness, word length, and word frequency. The results indicated 80% of cognates were produced as translation equivalents for both language pairs. Malay cognates were translated more accurately than non-cognates in both translation directions. For Mandarin cognates, the cognate advantage in translation accuracy was detected only in the backward translation. Multiple regression analyses indicated cognateness and word frequency to be significant predictors for translation accuracy with cognateness explaining additional variance for both language pairs. This study provides evidence in under-researched language pairs for cognates being more easily accessed than non-cognates. This accentuates the importance of the cognate list developed and the possibility to extend its usefulness in further investigation to develop more effective teaching practices for the ESL context.

Keywords: cognates, cognate production, cross-linguistic similarity, translation equivalents, bilingualism

“I LOVE THIS BUT I HATE THAT”: THIS VS. THAT IN LEXICALIZATION AND GRAMMATICALIZATION

Kornsiri Boonyaparakob¹, Seongha Rhee^{2*}

¹*Mahidol University, Thailand*

²*Hankuk University of Foreign Studies, Korea*

*srhee@hufs.ac.kr

This paper analyzes the semantic development of English demonstratives from the cognitive-semantic and grammaticalization perspectives, based on the data from corpora (COCA, COHA, and BNC) and a historical dictionary (Oxford English Dictionary). Proximal and distal demonstratives in English exhibit parallel yet contrastive functional developments across diverse conceptual domains. The most basic domain of reference is that of physical space, e.g., this book vs. that chair. The contrast is observed in the temporal domain, e.g., this week vs. that morning, and in the textual domain, e.g., We can go there by car or by train; this seems to be better than that, in which this refers to ‘by train’ (closer in textual space) and that ‘by car’ (farther in textual space), an instance of subjectification. A further extension is observed in the mental domain, e.g., I didn’t think it would be this hard vs. Don’t eat that much. It is interesting that this tends to be cataphoric (e.g., Listen to this carefully), whereas that tends to be anaphoric (e.g., How did you know that?), thus revealing contrastive distance conceptualization, based on the speaker’s forwardness. Similarly, the contrast is also observed in emotional space, e.g., Oh, I love this! (positive) vs. Oh, I hate that laugh of hers! (negative). In contrast with parallel semantic extension, the two demonstratives show a notable difference in grammaticalization in that distal demonstrative grammaticalized into subordinators (e.g., complementizer and relativizer) and discourse markers (e.g., general extenders, downtoners, etc.), the functions the proximal demonstrative did not acquire.

Keywords: demonstrative, English, proximal vs. distal contrast, grammaticalization, subordinator, discourse marker

DEMONSTRATIVES AND SPEAKER STANCE IN THAI

Kultida Khammee¹, Aphiwit Liang-Itsara², Seongha Rhee^{2,3*}

¹*University of Phayao, Thailand*

²*Mahidol University, Thailand*

³*Hankuk University of Foreign Studies, Korea*

*srhee@hufs.ac.kr

This paper analyzes Thai discourse markers (DMs) from a discourse-pragmatic perspective, based on the data from the Thai Drama Corpus, the Thai National Corpus, and the Sketch Engine Corpus. Demonstratives constitute a language universal [Diesel 1999]. They are primarily spatial but can signal speaker's stances in discourse. In stance-taking, (inter)subjectivity plays an essential role [Iwasaki & Yap 2015; Iwasaki 2022]. This paper addresses two sets of demonstrative-based Thai DMs, i.e., the proximal *nii* and *niia* and the medial *nan* and *nanna*, focusing on their left-periphery (LP) and right-periphery (RP) functions. The proximal-based DM *nii* at LP carries interactional functions, e.g., discourse initiation or topic-shift/introduction, whereas at RP it signals counter-expectation or disappointment (subjective) and mild discontent (intersubjective). The other DM *niia* is similar to *nii* at LP, whereas at RP it marks uncertainty, incredulity, or non-committal attitudes (subjective), and disparagement, clarification request or mild challenge (intersubjective). The functions of medial-based *nan* and *nanna* are peculiarly impoverished vis-à-vis *nii* and *niia*. *Nan* has no DM functions at LP, and at RP it adds emphasis (subjective). The DM *nanna* is a common pause-filler. At LP, it carries interactive functions, e.g., topic-shift/introduction, or discourse closure, and emphatic agreement (intersubjective). At RP, it is often strategically exploited to signal reluctance or to mitigate the illocutionary forces (intersubjective). A corpus-based investigation of discourse-pragmatic functions reveals diverse speaker's (inter)subjective stances. The oft-cited hypothesis of peripheral asymmetry [Beeching and Detges 2014], however, is not supported, i.e., the subjective/intersubjective stance functions do not correlate with LP/RP.

Keywords: demonstrative, (inter)subjective stance, left and right peripheries, interpersonal pragmatics

E-PRESENTATION

DIGITAL EVOLUTION OF HUMAN LANGUAGE

Kumon Tokumaru

Independent Researcher

tokumaru@pp.ij4u.or.jp

Human language is a digital evolution of mammalian analog vocal sign communications. Digital signs are composed as permutations of phonemes. There have been three autonomous evolutions: (i) acquisition of syllables containing the logical properties of phonemes and morae, (ii) text written in accordance with orthography where phonemes and morae could survive beyond time and space, and (iii) electronic form which is interactive against search engine inquiries. Written text helped create civilization and sciences: Schooling started with the invention of cuneiform. Written language must be translated into inner speech inside the brain with the help of memorized orthography. Dictionaries are the building blocks of a linguistic society used to standardize spelling and the way to use words. Libraries are centres of conservation of written documents. Both monasteries and universities are low noise environments to allow deep and thorough thoughts, where sciences started. Societies and journals are places for free discussions and critique. Electronic linguistic information is interactive and searchable with keywords. We can obtain or find the location of relevant information within seconds through the internet. It is time to integrate interdisciplinary sciences and correct errors by reading carefully and in depth interdisciplinary scientific documents. The linguistic ability of humans should be enhanced by identifying brain linguistic processing mechanisms as involuntary spinal sign reflexes.

Keywords: digital, civilization, concept, internet, spinal sign reflex

EXPLORING THE EFFECTS OF MINDFULNESS RESOURCE KIT WITH LANGUAGE USE

Kwan Yuet Ling, Linda
The Education University of Hong Kong, Hong Kong
 ylkwan@eduhk.hk

Stress is an everyday problem that can have negative effects on both mental and physical health. Mindfulness-based interventions have been shown to be effective in reducing stress and promoting well-being. Language can also play a role in stress and mindfulness, as the words and phrases we use can influence our thoughts, emotions, and behaviors. Mindfulness tools, such as meditation, yoga, and mindfulness-based cognitive therapy, often incorporate language-based techniques, such as cognitive restructuring and positive self-talk, to help individuals shift their perspectives and cultivate more positive and adaptive ways of thinking. The purpose of the study is to explore the connections between stress, mindfulness practices, and language. With the use of language, a Mindfulness Skills resource kit including an ebook and e-cards was created. Six university students with stress problems were invited to use language in creating a Mindfulness Skills resources kit. The students were interviewed and qualitative research was used to collect data. The findings showed that the use of language-based techniques in mindfulness interventions was effective in reducing symptoms of stress and depression. Students agree that using language that is positive and empowering, and that encourages readers to take control of their thoughts and emotions. By using language to create a mindfulness ebook and e-cards, individuals developed and enhanced their mindfulness skills, reduced stress, and promoted overall well-being. Further research is needed to better understand the mechanisms underlying this relationship and to inform interventions that can promote effective stress management and well-being through mindfulness and language.

Keywords: mindfulness, language, stress, interview, qualitative research

I AM NOT PLEASED WITH THAT: THE GRAMMATICALIZATION OF CE-DERIVATIVES AS PEJORATIVE MARKERS IN KOREAN

Kyou-Dong Ahn
*Hankuk University of Foreign Studies, Korea/
 Palacký University in Olomouc, The Czech Republic*
 eastar1117@gmail.com

The purpose of this presentation is to investigate how the distal demonstrative *ce* and its derivatives (*ce-Xs*) in Korean have evolved into pejorative markers from a grammaticalization perspective, drawing upon the data from the Drama & Movies Corpus, the KAIST-KORTERM Corpus, and the Sejong Corpus. In Korean, there are three demonstrative categories: proximal *i*, medial *ku*, and distal *ce*, which are used based on the spatial relationship between the speaker, the hearer, and the entity. While previous studies have described *ce* and *ce-Xs* as fillers and politeness markers (e.g., Suh 2006), it has been observed that they are often recruited as pejorative marker conveying negative connotations in colloquial Korean (e.g., *ce ce ce!* 'how ridiculous/nonsensical it is,' *ce-ttawui inkan-ilang-un mal-to sek-ci mal-a-la* 'Don't even talk to people like that (=him)'). Although *ce* and *ce-Xs* are commonly used as pejorative markers in Korean, there is a lack of representation in the literature regarding their grammaticalization into this function. This presentation aims to argue that the negative meanings of these forms are achieved through a transfer of linguistic distance into psychological and emotional distance, leading to implications of disparagement [Suzuki 1998]. Additionally, the lack of specificity in the speaker's expression motivates the development of the pejorative functions of *ce* and *ce-Xs* [Koo and Rhee 2016]. This presentation highlights the cross linguistic phenomenon of transferring linguistic distance into psychological and emotional distance and the pragmatic inference of pejoration resulting from the speaker's lack of specificity.

Keywords: distal demonstrative, pejoration, grammaticalization, psychological distance, emotional distance, *ce* 'that'

MANIPULATION STRATEGIES IN THE ONLINE ROMANCE SCAM: AN ANALYSIS OF SCAMMER-VICTIM CONVERSATIONS

Kam-Fong Lee¹, Chan Mei Yuit^{2*}, Afida Mohamad Ali²

^{1,2} *Universiti Putra Malaysia, Malaysia*

¹*SEGi University, Malaysia*

*cmy@upm.edu.my

This paper presents findings of a study analysing manipulation strategies employed by scammers in online romance scams in scammer-victim conversations. The data used in the study comprised actual online conversations between scammers and victims, obtained from a scam victim support group and the Royal Malaysia Police (RMP). Stretches of conversations were read for actions performed by scammers, and manipulation strategies in the various stages of the scam process were identified. The findings revealed that scammers employ a range of manipulation strategies, including appealing to an attractive identity, using romancing communication, inventing scam-related stories, co-opting the presence of other parties, creating a crisis story, and requesting financial assistance. These strategies were found to be consistent in the scam process across conversations, from building relationships, risk evaluation, crisis, and execution of scam, suggesting that scammers use similar strategies to carry out the scamming process. This study contributes to our understanding of the strategies romance scammers use to manipulate victims and sheds light on how the scam is executed using language. The findings add to the growing body of research on cybercrime and may contribute to the development of more effective countermeasures against online romance scams.

Keywords: cybercrime, scammer-victim conversation, online romance scam, manipulation strategies, conversation analysis

THREAT CONSTRUCTION IN ENVIRONMENTAL DISCOURSE: HOW FEAR APPEALS ARE CONSTRUCTED IN THE *NATURE IS SPEAKING* VIDEOS

Leyao Shen*, Jiaming Peng

The Chinese University of Hong Kong, China

*120030066@link.cuhk.edu.cn

Fear appeals are a form of discourse that arouses emotional imbalance which triggers a desire to alleviate the ensuing uneasiness. Often, such appeals result in some forms of behavioral changes, at least temporarily. In public discourse, the behavioral changes are expected to be compliance behavior towards the fear appeal advocations. Previous studies reveal that the effect of fear appeals is largely decided by threat-framing strategies (Furedi, 2006). This study examines how threat-framing strategies are constructed to produce fear appeals in public service announcement (PSA) videos. Data for our analysis comprise 13 PSA videos from the *Nature Is Speaking* campaign that was launched in 2014. These videos use a unique narrative perspective, with Nature highlighting its superior power and its indispensability to humans. We adopt the Proximization Theory (PT) proposed by Piotr Cap (2013) to identify instances of threat occurrences. According to PT, a threat occurs when an external agent or force, referred to as 'the outside-deictic-center' (ODC), is conceptualized as crossing the space to invade another central figure in the narrative, referred to in PT as 'the inside-deictic-center' (IDC). Our analysis reveals that through different choices of nouns and pronouns, Nature is constructed as the ODC that threatens humans, the IDC. The threat-framing strategies were often found to be amplified through rhetorical questions, repetition, parallel structures, and strong dynamic modals. This study adds to our understanding of how fear appeal PSAs are constructed; future research needs to further examine the effectiveness of these PSAs through public surveys.

Keywords: fear appeal, threat-framing strategies, Proximization Theory, environmental protection, public service announcement (PSA)

EFFECTIVENESS OF AUTOMATED WRITING EVALUATION ON WRITING OF CHINESE EFL STUDENTS

Li Yuanfei*, Ramiza Darmi, Ngee Thai Yap, Shamala Paramasivam
Universiti Putra Malaysia, Malaysia
 *GS58837@student.upm.edu.my

The use of an automated writing evaluation (AWE) system to grade and to provide feedback on student writing is a common practice in most writing courses in Chinese universities. Numerous empirical studies have been conducted to determine how effective these AWE systems are to improve writing quality. However, most past studies focused on either the comparison of AWE and teacher's feedback or peer feedback, and the language feedback provided by AWE systems. However, the content factors of the AWE feedback are often not reported. This study examined the use of iWrite, an AWE system, on English writing produced by university Chinese students' by assessing the learning outcomes and language features. The study involved 126 Chinese second-year university students in three intact classes who followed a 15-week instructional period using iWrite. The students were given a pre-test at the beginning of the semester and a post-test at the end of the semester. Multiple drafts of the students' written assignments submitted on the iWrite platform were collected. The analysis was done on the feedback as well as scores generated by iWrite. Results from this study demonstrate that AWE feedback contributed to improved scores, particularly for vocabulary and grammar, but students still need human feedback. The findings offer some useful implications for writing instruction and assessment.

Keywords: argumentative writing, AWE feedback, iWrite, Revision

POSTER

NAVIGATING MOTHERHOOD IN THE CONTEMPORARY WORLD: SOCIOCULTURAL INFLUENCE ON POSTPARTUM BELIEFS AND PRACTICES

Lisbeth Sinan Lendik*, Mei Yuit Chan
Universiti Putra Malaysia, Malaysia
 *lisbethsinan@gmail.com

Knowledge transfer between new mothers and their elders is an organic process for most communities. The transmission of sociocultural knowledge and practices is rooted within discourse communities. However, the continuity of traditions and cultural beliefs is often challenged by technological advancements and modern lifestyles. Language acts as the key mechanism to transmit human culture. As such, sociocultural norms and practices that influence a community's sustainability and identity are inscribed within and shaped by human discourses. This paper reports on the findings of a study that sought to describe the lived experiences of mothers during the postpartum confinement period in Sarawak from a discourse analytical perspective. It examines the discourses on postpartum knowledge and practices by young mothers based on their lived-experiences. In particular, this paper focuses on the influence of sociocultural knowledge on the mothers' postpartum confinement experiences. Semi-structured interviews with women who have experienced childbirth were conducted. The cognitive-discursive interpretant (CDI) approach by Boldyrev and Dubrovskaya (2015) was used to examine how individuals perceive their personal experiences in light of their sociocultural background. The findings provide a better understanding of how traditional postpartum beliefs and behaviours maintain or change over time as they are passed down through the generations and offer insight into the sociological transmission of traditional knowledge and behaviours of discourse communities. They may also help medical professionals better understand these activities by postpartum mothers and improve cultural awareness.

Keywords: postpartum practices, postpartum discourses, sociocultural knowledge, discourse analysis

HERITAGE LANGUAGE PROFICIENCY IN RELATION TO ATTITUDES, MOTIVATIONS, AND EMOTIONAL ATTACHMENT: A CASE STUDY OF MALAYSIAN CHINESE (MAHUA)

Long Qian, Ng Boon Sim*, Wong Ling Yann, Hazlina Abdul Halim
Universiti Putra Malaysia, Malaysia
*ngboon@upm.edu.my

Research on the identity construction of Chinese heritage language learners (CHLL) is still limited, especially in studying the correlation between this identity construction and language acquisition (Zou et al., 2016). Therefore, this study is based on Gardner & Lambert's (1972) psychosocial model and Chinese Identity Theory (Wong, 1985) and used a quantitative method investigated Malaysian CHLL' Chinese language proficiency in relation to emotional attachment, as well as the correlations between emotional attachment and CHLL' motivation and attitudes were also examined. The study found that 1) participants in both Malaysian public secondary schools and private secondary schools demonstrated high Chinese language proficiency in all three areas of listening, speaking and reading, relatively low scores in writing and showed positive attitudes towards learning Chinese, high inclination towards integrative motivation and low anxiety about learning Chinese in the classroom; 2) the difference is that the public-school group clearly shows more emotional attachment and identification with the Chinese language and culture than the private-school group; 3) Chinese cultural identity and attitudes towards Chinese Malaysians are considered the best predictors of Chinese language proficiency for the public school group; 4) the best predictors of Chinese language proficiency for the private school group are traditional Chinese ways of dressing, eating, living, and working, as well as positive attitudes towards learning the language. All the above indicate that Chinese Malaysians' cultural identity and emotional attachment are essential factors influencing their Chinese language learning and that the Chinese language is a significant marker reflecting their identity.

Keywords: heritage language proficiency, attitudes, motivations, emotional attachment, Malaysian Chinese

E-PRESENTATION

ENGLISH LANGUAGE USE IN THE MALAYSIAN TAMIL, TELUGU AND MALAYALAM DIASPORA

M Raadha Krishnan*, Sharon Sharmini, Nor Shahila Mansor
Universiti Putra Malaysia, Malaysia
*m.raadha93@gmail.com

The Malaysian Indian diaspora is unique as the style in which their languages are spoken is distinguishable from their native counterparts. Studies have shown that dominant languages tend to overshadow minority languages in multiracial countries, hence causing languages to shift. In fact, it is common for diasporic languages to be associated with this phenomenon, as seen in the literature. Hence, this study aims to identify the language choices of Malaysian Indians and how far English influences their shift from their heritage languages. A total of 180 respondents (60 Tamil, Telugu & Malayalam) were divided into three generational cohorts and answered questionnaires based on language domains. The findings of the study revealed that Tamil (92%) was still widely used by the grandparent cohort in all domains, while Telugu and Malayalam experienced Tamil bifurcation in the friendship, educational and transactional domains. This indicates that Telugu and Malayalam are not used outside the home domain. Meanwhile, Tamil was used less compared to English when the parents' cohort conversed with their children. While Malay (50%) was only used in formal and educational settings by the younger cohort. English still remained the main choice in most domains except within the family domains. Furthermore, strangers belonging to the same ethnic group were spoken to in English (90%). The study seems to highlight that factors such as imperialism, economic status, and relevance of usage in language domains could be the driving factors behind the shift of Tamil, Telugu and Malayalam to English in Malaysia.

Keywords: diaspora, language shift, Tamil, Telugu, Malayalam

“I TOTALLY AGREE!” THE ROLE OF HEAD NODDING AS A CULTURAL COMPETENCE BUILDER

Mark R. Freiermuth^{1*}, and Nurul Huda Hamzah²

¹*Gunma Prefectural Women’s University, Japan*

²*Universiti Malaya, Malaysia*

*mark-f@fic.gpwu.ac.jp

The development of cultural competences between interlocutors with different cultural and linguistic backgrounds has become a particularly fruitful area of interest in the L2 arena. One area that has not gained much attention is the role that empathy plays in the development of cultural competences. In this study, five students with different cultural and linguistic backgrounds volunteered to join a five-week class discussing cultural issues. All of the interaction was conducted in the lingua franca, which in this case was English. As for empathetic behavioral markers, using a slightly modified version of Stiver’s (2008) assessment, we looked at the frequency of head-nodding and considered various perspectives as to what the raw numbers of head nods indicated. Looking at the patterns that arose, our results suggest that empathetic head-nodding increases as interlocutors become more comfortable with one another; it increases when an individual is assigned the role as a leader; it either increases or decreases based upon cultural norms, and it decreases when there are distractions as well as when interlocutors cannot relate to the topic being discussed. As for implications, for L2 teachers, it is important to give students ample opportunities to interact with various peers as well as providing materials that allow students to discuss cultural issues. For L2 researchers, head-nodding empathy is still in its infancy, so there are a great many avenues of research still to be uncovered. The presenters will discuss the operation in greater detail and provide video clips of the actual interaction.

Keywords: cultural competences, empathy, head-nodding behavior, interlocutors, online learning

THE DEMONSTRATIVE AS A WEAK STANCE MARKER IN CEBUANO

Michael Tanangkingsing

National Taipei University of Technology, Taiwan

miguel@mail.ntut.edu.tw

Similar to many languages around the world, demonstrative forms in Cebuano are highly versatile. The demonstrative forms can serve discourse deictic, discourse marking, and placeholder functions as well. The demonstrative *kanang* in Cebuano has further developed a speaker stance marking function, which has not been previously reported for Philippine languages. Using data from spontaneous conversations approximately 150 minutes in length, this study adopted discourse analysis to examine how this Cebuano demonstrative has extended its use from the referential domain to the non-referential (in particular, pragmatic) domain. Findings from this study show that *kanang* is characteristically uttered with a tone of uncertainty at clause-initial position, and it has evolved into a repair marker/filler, a device for signaling upcoming information, and a hedge for dealing with sensitive or awkward topics. In comparison with other stance markers, such as clause-initial negation markers and interjectory particles, *kanang* was found to express the mildest stance, which makes it an ideal candidate for expressing politeness in the language. Further studies are required to see whether mild speaker stance markers are attested in other Philippine-type languages.

Keywords: demonstrative, discourse marker, placeholder, stance marker, pragmatic hedge

CHINESE PIDGIN ENGLISH ON POSTCARDS: SAME LANGUAGE, DIFFERENT REPRESENTATIONS

Michelle Li*

Caritas Institute of Higher Education, Hong Kong China

*mli@cihe.edu.hk

Pidgin and creole languages are seen as marginal languages due to their low social status and lack of standardization. The study focuses on the representation of Chinese Pidgin English (CPE) on postcards. Originated in 18th century Canton, China, CPE emerged because of trade between the Chinese and the Europeans and it died out around the 1960s in Hong Kong. The golden era of postcards was between 1900 and 1920s. While captions on most postcards were names of places and formulaic expressions, use of CPE are found on some postcards, especially those printed in Hong Kong, Britain and America. In early Hong Kong, CPE was widely used for interethnic communication. Some postcards printed in Hong Kong contained prose written in CPE alongside photographs of famous places. China or Chinese was also a popular topic in British and American postcards. However, the representation of CPE was not as authentic as those shown on the Hong Kong postcards. To reinforce the “exoticness” of the orientations, some linguistic features of CPE were exaggerated and drawings of racialized Chinese were used. This study argues that CPE was used as a commodity to attract tourists’ attention in postcards of Hong Kong; whereas Chinese and their speech, i.e. CPE were depicted as racist symbols by the British and American. Though depicting the same language, postcards produced by different places viewed the language and its speakers differently. The use of postcards as a historical source helps us understand the spread of certain ideas about Chinese in America and Europe.

Keywords: intercultural communication, Chinese Pidgin English, postcards, tourism, racism

REQUEST REALIZATION IN MALAYSIAN CHINESE MANDARIN

Pang Ming^{1*}, Hazlina Abdul Halim¹, Farhana Muslim Mohd Jalis¹, Lu Chuanhao²

¹*Universiti Putra Malaysia, Malaysia*

²*Renmin University of China, China*

*brightpm@163.com

Request is used quite often in Malaysian Chinese people’s daily life. As a face threatening act (Brown & Levinson, 1987), request speech act needs to be investigated in order to avoid misunderstanding or offence in communication. Most previous researchers focus on request in mainland Chinese Mandarin. However, very little attention is paid to the request realization in Malaysian Chinese Mandarin. Drawing on Speech Act Theory (Searle, 1969), this study aims to investigate the request realization and the impacts of three social factors, namely social distance, social power, and rank of imposition on request realization in Malaysian Chinese mandarin. Role play method will be employed to elicit data of this study. 25 Malaysian Chinese participants and 1 Malaysian Chinese interlocutor will be recruited to role play 12 scenarios. CCSARP theoretical framework (Blum-Kulka et al., 1989) will be used to code and analyse the collected data. The results indicate that direct strategy is preferred in Malaysian Chinese Mandarin, followed by conventionally indirect strategy and external modification is used frequently. Three social factors have impact on the request realization in Malaysian Chinese Mandarin. This study can be of great value with regard to theory and practice. Theoretically, it will revise and validate the CCSARP theoretical framework; practically, it can improve communication in Malaysian Chinese people’s everyday interactions, both personal and professional, and helps them maintain positive relationships and void causing offence.

Keywords: request realization, social factors, Malaysian Chinese mandarin

DELIBERATIVE DEMOCRACY IN MALAYSIA

Moniza Waheed
Universiti Putra Malaysia, Malaysia
 moniza@upm.edu.my

The term “rationally ignorant” describes citizens who are not seriously engaged in public issues. Many democratic countries around the world consist of citizens who do not have much knowledge of public issues and Malaysia is no exception. This indicates that citizens make politically related decisions without giving them much thought. The results were evident in Malaysia's recent General Elections where first-time young voters were found to be influenced by political news that was presented entertainingly on Tik Tok. The role of social media has indeed taken over the role of mainstream media in informing citizens on political issues. Discussions on politics are a norm on social media. However, they seem to quickly deviate into misinformation, disinformation, fake news, and hate speech. An element that has fallen out of place in political decision-making is the process of deliberation. This study intends to re-introduce face-to-face discussions among the youth on political issues, also known as Deliberative Democracy. In other words, it aims to examine the extent to which traditional deliberation plays a role in the political decision-making of Malaysian youth. To achieve this, Focus Group Discussions with the guidance of normative theories of deliberation will be employed among Malaysian youth to aid us in identifying standards for good deliberation on political issues. Findings from this research will contribute to the existing knowledge on civic education and civic responsibility in Malaysia.

Keywords: deliberative democracy, Malaysia, political decision, youth

CHALLENGES OF DOMINATION OF ENGLISH IN FORMERLY COLONIZED COUNTRIES: PAKISTAN, MALAYSIA AND INDIA IN FOCUS

Muhammad Saeed Akhter
Riphah International University, Pakistan
 cascademurmur@gmail.com

History has brought English to dominate the global linguistic front since the colonial times. Domination of English would not have been objectionable, had it taken place as natural dissemination of it. It abrogated the constitutional position of local languages and commandeered the position of official language and that of language of education in the formerly colonized countries. The state of affairs persisted even after independence. Changes of governments, in most of the cases, made no difference and English still enjoys almost the same status. The present research aimed to examine the ways English language assumed the position of dominant language and disrupted the socio-political fabric of these countries. The researcher proceeded with two objectives: (1) To probe into the ways English language assumed the position of dominant language and continued with its status; (2) To conceive the strategies of redemption in perspective of the thoughts and experiences of the countries in focus. The researcher took and analyzed the data with the theoretical framework of linguistic imperialism. He also assimilated the ideas on language from Maulana Ubaid Ullah Sindhi, an anti-colonial theorist and a leader of the Silk Letter Movement, Maulana Abul Kalam Azad, President of the Indian National Congress before partition and Minister of Education of India after partition; and His Excellency Mahathir Mohamad, former Prime Minister of Malaysia. The researcher presented his findings and accomplished the research with his recommendations and conclusion.

Key words: Domination, colonization, language policies, official language, language of education

ESL/EFL UNDERGRADUATES' ONLINE PROJECT-BASED COLLABORATIVE WRITING

Najah Zakirah^{1*}, Yong Mei Fung²

¹*Infrastructure University Kuala Lumpur, Malaysia*

²*Universiti Putra Malaysia, Malaysia*

*najahzakirah@gmail.com

During the Covid-19 pandemic, writing classes were conducted online. This has made it more challenging for ESL/EFL learners to develop good writing skills due to the lack of physical engagement with the instructor and their peers. This study investigates the effect of project-based collaborative writing on ESL/EFL undergraduates' argumentative writing performance in an online setting. An intact group of 34 ESL/EFL undergraduates was recruited. The study employed a quasi-experimental design to collect pre- and post-argumentative writing tests. Semi-structured interviews and students' reflections were also obtained to gather insights into their online writing experiences. This study will demonstrate how online project-based collaborative writing promotes positive writing attitudes, improves argumentative writing skills while developing criticality, digital skills and other soft skills.

Keywords: Project-Based Learning, Collaborative Writing, Online Learning

POST-COVID-19 CHALLENGES: ASSESSING TEST ANXIETY, MOTIVATION, AND ACADEMIC PERFORMANCE AMONG PRE-UNDERGRADUATE STUDENTS

Natrah Noor*, Dorcas Lam

^{1, 2} *University of Nottingham, Malaysia*

*Natrah.Noor@nottingham.edu.my

The COVID-19 pandemic has significantly impacted education, causing increased test-related anxiety and motivation issues among students. This study focuses on pre-undergraduate students who relied heavily on online learning during the pandemic and may face challenges transitioning to in-person university classes while adjusting to a new environment. The study aims to explore the correlation between online learning experiences, motivation, test anxiety, and academic performance. This quantitative study collected data from a survey comprising 48 questionnaires adapted from the Academic Motivation Scale (AMS) and the Test Anxiety Inventory (TAI). 120 pre-undergraduate students enrolled in the Foundation of English Language and Education at the University of Nottingham Malaysia participated in the survey. The findings reveal that students with lower academic motivation experience higher levels of test anxiety, leading to poorer academic performance. However, students with higher academic motivation exhibit increased anxiety before exams but report decreased anxiety during and after assessments. These findings provide valuable insights for educators, emphasizing the importance of targeted support for post-pandemic pre-undergraduate students in navigating their university studies and adapting to the new learning environment. Understanding the relationship between motivation, test anxiety, and academic performance enables educators to implement effective strategies that support students and facilitate a successful transition into the university environment.

Keywords: post-Covid-19, academic motivation, test anxiety, academic performance, pre-undergraduate

CORPUS-BASED STUDIES OF THE LEXICOLOGY IN TRAUMA-RELATED TEXTBOOKS

Ng Yu Jin^{1*}, Chong Seng Tong¹, Norwati Roslim², Yeow Jian Ai³, Ng Poh Kiat³

^{1,2} *Universiti Tenaga Nasional, Malaysia*

² *Universiti Teknologi MARA, Malaysia*

³ *Multimedia University, Malaysia.*

*yujin@uniten.edu.my

Trauma experiences and post-traumatic stress disorders are increasingly prevalent worldwide. This study focuses on the language usage in three textbooks authored by a renowned trauma analysis expert with over 20 years of experience. By examining the language management of trauma studies in these textbooks, the study aims to explore how the analysis of trauma narratives can contribute to self-efficacy beliefs, particularly in communication management. To conduct the analysis, the study employs a corpus-based approach using Concordance Software, WordSmith Tools. The researchers identify essential keywords and create a word list specifically for trauma narratives discourse. The analysis follows a structured content analysis methodology, focusing on keywords and concordance, based on the APPRAISAL framework of Systemic Functional Linguistics. Grammar and sentential analysis are not included in this research. Through this process, the researchers identify 210 headwords that form the basis of the new word list for trauma narratives discourse. The purpose of developing this word list is to assist disaster risk management researchers and authorities in identifying sensitive traumatic keywords for use in communication with affected individuals and in community-based studies and management. This study offers valuable insights into the creation of a trauma narrative essential word list and its practical application. In conclusion, this study sheds light on the language management of trauma studies in textbooks and presents a comprehensive list of keywords that are closely linked to trauma narratives.

Keywords: Trauma narrative, corpus of trauma studies, textbook evaluation, vocabulary of trauma studies

VOCABULARY BENCHMARKING FOR THE COMPREHENSION OF CERF-ALIGNED ASSESSMENT READING TEXTS

Ng Yu Jin^{*1}, Anealka Aziz Hussin², Norwati Roslim², Dzeelfa Zainal Abidin², Vahid Nimehchisalem³

¹ *Universiti Tenaga Nasional, Malaysia*

² *Universiti Teknologi MARA, Malaysia*

³ *Universiti Putra Malaysia, Malaysia*

*yujin@uniten.edu.my

In Malaysia, there is a lack of research on the minimum vocabulary size needed for understanding academic texts among pre-university and university students who speak English as a second or foreign language. This study aims to address this gap by developing the Comprehension Corpus, which identifies significant lexical components for improved reading comprehension. The objective is to compare the required vocabulary size for understanding CEFR-aligned comprehension texts based on lexical coverage percentage and identify key vocabulary types for better comprehension. Using the RANGE BNC-COCA list programme and WordSmith Tools, the analysis revealed that passages required a minimum of 8,000-word families to achieve 98 percent coverage. However, this can be overwhelming for learners. As a solution, a customized word list of 100 words was generated, classified by commonly accessed topics, and supplemented with the New General Service List (NGSL) and New Academic Word List (NAWL). The study suggests that teachers preparing language proficiency test courses should focus on personalized vocabulary instruction rather than relying on haphazard or ad hoc vocabulary learning. By addressing students' specific vocabulary needs, teachers can better support their reading comprehension development. In conclusion, this research highlights the importance of vocabulary size and lexical coverage for successful reading comprehension in academic texts. The study's findings provide teachers with a tailored word list and emphasize the need for personalized vocabulary instruction to enhance students' reading comprehension abilities.

Keywords: Vocabulary pedagogy, academic reading corpus, CEFR-aligned comprehension, vocabulary size

A CORPUS-ASSISTED DISCOURSE ANALYSIS ON THE REPRESENTATION OF PAKATAN HARAPAN AND PERIKATAN NASIONAL IN REDDIT COMMENTS

Noorfarida Filzah Mohd Sobri Paridaluddin^{1*}, Nur Hanis Nabilah Ahmad Jamaludin²,
Najihah Ahmad Zamberi², Puteri Ayufiza Asmuni²

¹*Universiti Teknologi MARA (UiTM), Malaysia*

²*Universiti Putra Malaysia (UPM), Malaysia*

*faridafilzah@uitm.edu.my

The 15th Malaysian General Election (GE15) was one of the most historic events in the country due to the political instability since 2020. Many coalitions were formed and switching of parties happened among members of the Parliament. Due to that, the public has varied opinions on the situation and extended their views through many channels especially on online platforms. This paper investigates the comments made by the users of Reddit, a popular social media platform known for its active topical communities in storing prominent, current and controversial events specifically on Pakatan Harapan (PH) and Perikatan Nasional (PN). The timeline of the comments collected were from the dissolution of the parliament and ten days prior GE15. The method of corpus-assisted discourse analysis (CADS) was applied with the use of the Fairclough 3D framework. The concordances and collocations of the comments revealed that salient words used for both political parties were varied and exclusive to the sentiments of the politicians and their ideologies. Overall, the interpretive and explanatory domains reflect negative perceptions of the public where PN is mostly associated with race, sexual anecdotes and ministers' dispositions while PH is subjected to cynical representation of Islam, Muslims and also *Talibanism*. Overall, this corpus research contributes to the breadth of interpretations on linguistic patterns and political discourse with the association of Critical Discourse Analysis (CDA) on public's perception via online discourse.

Keywords: CADS, Fairclough 3D Framework, CDA, Malaysian GE15, Reddit

DEVELOPMENT OF A MALAYSIAN CORPUS OF ACADEMIC REPORT WRITING

POSTER

Norwati Roslim^{*1}, Muhammad Hakimi Tew Abdullah¹,
Nur Faathinah Mohammad Roshdan¹, Ng Yu Jin², Seyed Ali Resvani Kalajahi³

¹ *Universiti Teknologi MARA, Malaysia*

² *Universiti Tenaga Nasional, Malaysia.*

³ *Turkish-German University, Turkey.*

*norwati@uitm.edu.my

Academic report writing is essential and serves as a requirement for degree students at tertiary level. An exploration of assessing students' academic report writing can be obtained from a corpus of students' work. This is best described as a collection or compilation of texts which contains words, phrases and language written by learners. The emergence of academic report writing corpus provides empirical evidence of the language patterns used by students for academic report writing. In the field of corpus linguistics, a corpus needs to be compiled before any corpus-based analysis is conducted. Hence, this research aimed to firstly, develop a Malaysian Corpus of Academic Report Writing (MCARW), a learner corpus consisting of research report writing produced by UiTM undergraduates. Secondly, to investigate the lexical properties of the corpus which includes the tokens (running word), types and Standardized Types per Tokens Ratio (STTR) of the corpus. Thirdly, to provide suggestions on the use of MCARW. This research utilised quantitative content analysis approach due to the nature of corpus linguistic studies which deal mostly with numbers and percentages of use. It is expected that this research project will be a valuable source in establishing baseline data of the undergraduates' language use in academic report writing.

Keywords: Research report, learner corpus, academic report writing, undergraduates language use

EMERGENT READING SKILLS: REVIEW ON *ORANG ASLI* INDIGENOUS GROUP IN PENINSULAR MALAYSIA

Nur `Ainin Sofiya Rosman*, Manjet Kaur Mehar Singh
Universiti Sains Malaysia, Pulau Pinang
*aininsofiya.rosman@gmail.com

Emergent literacy is a crucial skill to learn in early childhood educational settings. This research concentrated solely on emergent reading skills, which are among the most important literacies for preschool children. It is critical to introduce and expose pre-school Orang Asli to emergent reading skills. However, only a few articles conducted review of research trends particularly on the emergent reading skills of Orang Asli pre-schoolers in the area of Peninsular Malaysia. As a result, this paper offers a thorough examination of the research trend from 2001 to 2020. This review found only four journal articles from the leading USM Library online search databases using keyword-based article searches using the Boolean technique. The literature was then analysed and classified into two global and local contexts, as well as four themes to illustrate the trends of these research interests: sociocultural context, Orang Asli education development, literacy development among Orang Asli pre-schoolers, and emergent literacy among Orang Asli pre-schoolers. As a result of this synthesis of research on pre-schoolers' emergent reading skills, particularly with a focus on Orang Asli children in Peninsular Malaysia, some strategies for early childhood educators and researchers may be provided, as well as future research directions that can contribute more to this field.

Keywords: emergent reading skills, *Orang Asli*, pre-school education, Malaysia, literature review

ANALYSIS OF POLITENESS STRATEGIES AND INTERNET LANGUAGE FEATURES IN MALAYSIAN COMEDIAN'S TWEETS

Nur Athirah Mohamad Hatta*, Nor Ashikin Yusof, Azman Che Mat
¹*Universiti Teknologi MARA, Malaysia*
*tierahatta@uitm.edu.my

Twitter has become one of the popular research sites for researchers to conduct studies on online communication and politeness strategies on social media. The use of social media as a platform to communicate has changed the way people express their thoughts and ideas. This study aims to seek the language patterns in social media, specifically Twitter and to contribute useful information and knowledge to the field of politeness in online communication. These are done by identifying the politeness strategies in Twitter updates of a comedian and discovering several internet language features used while maintaining politeness. The politeness theory is believed to be closely linked with the notion of sarcasm in which both of them feature the performance of face-threatening act (FTA) in the interaction. A total of 77 tweets were analysed using Brown and Levinson's (1987) taxonomy of Politeness Strategies. The findings showed that the comedian applied off record strategies in his tweets in which using rhetorical questions was most frequently used. The findings also showed the element of sarcasm which possibly contained in the tweets. Several internet language features found in the tweets were capitalization, excessive use of letters, and also punctuation for certain purposes. In conclusion, this study observed the wide use of politeness strategies in Twitter and how different patterns of language are used in written communication to convey ideas and thoughts.

Keywords: social media, politeness, internet language, sarcasm

THE SEMANTIC FUNCTIONS OF HEDGES IN COMMUNICATING SCIENTIFIC AUTHORS' UNCERTAINTY ON CORONAVIRUS

Nur Azwin Zulkarnain, Ridwan Wahid*, Jariah Mohd Jan
Universiti Malaya, Malaysia
*ridwanwahid@um.edu.my

Hedges are widely known to be essential in scientific communication. As epistemic strategies that fulfill various semantic functions, hedges can be utilised to convey one's state of uncertainty (Millán, 2018). Given that the topic of coronavirus has been associated with a lot of uncertainties for a long time (Farhud et al., 2021), the study aims to examine scientific authors' use of hedges in research articles on the recent COVID-19 and earlier coronaviruses to find out how their uncertainties are portrayed through the various semantic functions of hedging. A corpus-based analysis on a corpus retrieved from Sketch Engine which consists of more than 57,000 scientific articles on coronavirus was conducted. By analysing hedges that can either be modal auxiliaries or non-auxiliary modals, the former were analysed using Halliday and Matthiessen's (2014) classification of modality operators while the latter were examined directly within the corpus. The results show varied semantic functions that portray scientific authors' state of uncertainty, particularly in the mitigation of claims and the supposition on the truth by rationalising. Such semantic functions are most apparent from the authors' use of epistemic adverbs. This study concludes with the justifications for the authors' use of hedges and confirms its correlation with uncertainty as dictated by the authors' intentions which, in turn, are influenced by linguistic and social contexts (Millán, 2018).

Keywords: hedges, semantic functions, scientific authors, uncertainty, coronavirus

DEVELOPING QUALITY ESP LEARNING MATERIALS FOR A MEANINGFUL LEARNING: FROM A TO Z

Nyoman Karina Wedhanti*, I Ketut Trika Adi Ana
¹*Ganesha University of Education, Indonesia*
*karina.wedhanti@undiksha.ac.id

Learning materials have a significant role in the teaching and learning process. The quality of the learning materials will influence the quality of the instruction. Quality learning materials are not always available in teaching English for Specific Purposes (ESP); thus, some ESP teachers develop the learning materials themselves. Furthermore, the development process will determine the quality of learning materials. However, a complete guideline to develop quality learning materials for ESP is not yet available. Therefore, this article aims to provide a comprehensive procedure for developing quality ESP learning materials to conduct meaningful learning that views English as a global language. This article was written by following the systematic literature review procedure. The researchers collected the data from books and articles published in international journals and analyzed them using document analysis. This article starts with the problems and importance of learning materials in the ESP context and meaningful learning concepts. Then, it explained the steps in developing the learning materials from the need analysis, designing, developing, and evaluating steps. In addition, it also provides the readers with the common mistakes made by the teachers in designing and delivering ESL learning and the tips to avoid those mistakes. This article will help ESP teachers to develop and deliver ESP materials for meaningful learning.

Keywords: English for specific purposes, learning materials, material development, meaningful learning

DISAGREEMENT AND KNOWLEDGE CONSTRUCTION IN ONLINE ASYNCHRONOUS GROUP DISCUSSION AMONG IRAQI UNDERGRADUATE LEARNERS

Obaida Mohammed Sami Chaqmaqchee*, Shamala Paramasivam, Vahid Nimehchisalem
Universiti Putra Malaysia
*Obayda_sami@yahoo.com

This study explores the intricacies of knowledge construction within online group discussions among Iraqi undergraduate learners, with a specific focus on the role of disagreement. The aim is to examine how learners construct knowledge during disagreement-oriented interactions. The research investigates the types of discourse strategies displayed by Iraqi undergraduate learners in online group discussions, as well as how these strategies facilitate knowledge construction and resolution of disagreements. The study addresses a significant gap in the literature related to the impact of disagreement on knowledge construction in online collaborative discussions. Blended learning, which integrates different modes of communication, is also discussed as a context for the study. The findings of this research can contribute to the development of effective blended learning and improve student outcomes by creating a constructive learning environment. Understanding the dynamics of interaction in online group discussions can help educators design more effective online discussion activities that capitalize on the potential benefits of disagreement while minimizing the risks of negative outcomes. Drawing upon sociolinguistic and sociocultural theoretical perspectives, this study delves into the intricate relationship between pragmatic competence, disagreement, and knowledge construction in online group discussions. The research provides valuable insights into how learners interact and contribute meaningfully to the learning process in online collaborative settings.

Keywords: Knowledge construction, Online group discussions, Disagreement, Discourse strategies.

REPRESENTATION OF QATAR WORLD CUP IN UK NEWS MEDIA: A CORPUS-ASSISTED CRITICAL DISCOURSE ANALYSIS

Omar Abdullah Abbas Omar*, and Afida Mohamad Ali
¹*Universiti Putra Malaysia, Malaysia*
*abdullahabbasomar@gmail.com

This study employs a Corpus-Assisted Critical Discourse Analysis (CACDA) approach to examine the representation of the Qatar World Cup 2022 in UK news media. The Qatar World Cup 2022 is a significant global event that has attracted international attention due to its scale, cultural significance, and geopolitical implications. This study aims to investigate how Western news media frame Qatar's hosting of the event and the ideologies present in doing so. The news articles related to the Qatar World Cup were selected based on inclusion criteria, including articles published in English between January 1st, 2022, and January 1st, 2023, to capture the most recent coverage and ensure consistency in language use across sources. In addition, the selection of news outlets, including The Guardians, The Times, and BBC online news media, was based on their international reach and reputation as reliable news sources. The data analysis was conducted using the "Ideological Square" framework, which is a model that combines critical discourse analysis and "socio-cognition" theory, developed by Van Dijk (1996). This framework systematically identifies the underlying ideologies in media discourse and how they relate to power, identity, and social relations. The study's results provide a nuanced understanding of the ideologies used in the news articles and contribute to the broader literature on Western media's representation of global events. Specifically, the findings may inform future research on media bias, cultural stereotypes, and political agendas in the coverage of international affairs.

Keywords: Qatar World Cup 2022, Western news media, Critical Discourse Analysis, Ideological Square framework, Media bias

SLANG USED BY THAI GEN Z ON INSTAGRAM

Oraphit Pimdee
Mae Fah Luang University, Thailand
 6231006204@lamduan.mfu.ac.th

Every generation uses slang. However, the slang of Generation Z tends to incorporate many new words, which makes it difficult for other generations to understand its meaning. One of the most popular platforms for Thai Generation Z is Instagram. This research was conducted to find out how and why Gen Z uses slang on social media. My paper addresses two questions: (1) how does gender influence online slang by Thai Gen Z? and (2) what are the communicative purposes for using online slang by Thai Gen Z? This research relies on both quantitative and qualitative data. As quantitative data, I analysed posts and comments of 56 people on Instagram by using the snowball sampling observation method. For the qualitative analysis, I selected 7 examples to study the speakers' communicative purposes and the factors influencing their particular use of slang. My findings show that males and females tend to use similar slang types, but they use them for different purposes. Females often use slang to compliment others, while males mostly use slang to have fun with their friends, for example by teasing them. This study shows that slang is an important language feature because it can help to understand the identity of the speaker and how it is related to cultural influences. The research contributes to the linguistic field by studying how new vocabulary is constantly being created in the form of slang.

Keywords: slang, Generation Z, gender, Instagram, social media

THE BATTLES WITHIN: PERCEPTIONS OF THE HEGEMONY OF ENGLISH AND CULTURAL IDENTITY AMONG THAI UNIVERSITY STUDENTS

Panya Lekwilai^{1*}, Matthew Robert Ferguson²
¹*Mae Fah Luang University, Thailand*
² *Mahidol University International College, Thailand*
 *panya.lek@mfu.ac.th

While Thailand was never colonized, and was not subjected to any particular political assimilation, Western civilization has been a model to aspire to. With respect to the role of English in Thai society, even though it has never gained official language status, the native-speaker dialects and accents have traditionally been the highest standard for Thai English-language learners. Native-speaker varieties of English are not only seen as standard among Thai people, but also as markers of sophistication, class, and intelligence. Furthermore, the country's Education Act of 1999 prescribes English as a compulsory subject from Grade 1 up to higher education. Given this existing native-speakerism and such ambitious language policy, concern about practicing linguistic imperialism on Thai learners is legitimate. The participants in this qualitative study are university students studying in English Medium Instruction. They are among the first cohort of students in the country to complete the full cycle of the 1999 Education Act. Through a series of semi-structured interviews, the findings reveal the participants' ambivalent attitudes towards the hegemonic status of English and their need to maintain cultural identity. Emergent findings reveal that other socio-political factors such as the country's political unrest also contribute to such ambivalent attitudes. The study concludes that the notion of linguistic imperialism should address the complexity within particular indigenous cultures and their unique socio-political context.

Keywords: Linguistic Imperialism, hegemony of English, English as a Lingua Franca, attitude
 Themes: Language in Society and Institutions, Global languages

UNLOCKING THE POTENTIAL: APPLYING EDUCATIONAL NEUROSCIENCE TO ENHANCE SECOND LANGUAGE CLASSROOM

Parameswari Shunmugam
Politeknik Sultan Salahuddin Abdul Aziz Shah, Malaysia
 *parames@psa.edu.my/ paramesia@gmail.com

In today's educational landscape, a strong emphasis is placed on creating engaging, effective, and empowering classrooms that foster the development of knowledge, interests, and experiences among learners, including those in second language classrooms. To achieve this, it is crucial to understand how the brain learns and what it is capable of. Educational neuroscience, a transdisciplinary field that bridges the gap between neuroscience research and classroom practice, offers valuable insights into second language acquisition. Therefore, it is imperative for all teachers, including second language instructors, to be familiar with neuroscience. While educational neuroscience is a vast and evolving field, there is still much to explore. Drawing upon the latest neuroscience research, this paper proposes seven principles for effective second language classrooms. These principles are primarily derived from research on declarative memory, as opposed to universal grammar, which stems from a mentalistic philosophy. As such, this paper seeks to contribute to the ongoing investigation of educational neuroscience and its implications for language learning.

Keywords: Declarative Memory, Educational Neuroscience, Second language acquisition

Themes: (Language in Cognition, Language in Society and Institutions, Language in Teaching and Learning)

POSTER

STRUGGLING TO BE HAI ZI: THE IDENTITY CONSTRUCTION OF A PLURILINGUAL UYGHUR STUDENT AT A MAINSTREAM UNIVERSITY IN CHINA

Peijun Jiang, Ngee Thai Yap^{*}, Lay Hoon Ang
Universiti Putra Malaysia, Malaysia
 *ntyap@upm.edu.my

Hai Zi is one of China's most quoted modern poets for his romantic poem *Facing the Sea, with Spring Blossoms*. This poem is also quoted by the research participant Sla, a young Uyghur who migrates from a remote Uyghur village to study at a mainstream university in middle China, so as to voice his desire for new identities by manipulating his linguistic repertoire including the Uyghur language, Putonghua and English. This process is examined through a post-structuralist approach by taking semi-structured interviews and observations. Sla's trajectory reveals that his multilingual practices empower him to construct different identities so as to be a member of the imagined community. Although Sla tries to keep his connection with the Uyghur community by using his ethnic language in various contexts, Putonghua's powerful socio-cultural capital overrides such identification and drives him to develop the impulse to give up his Uyghur identity to have more rights to speak in the host context. Sla has also put more investment in English language learning since he entered the university to pull himself out of the feeling of being inferior to his peers. This research intends to give pedagogical implications to education stakeholders and ethnic minority students to better integrate into the receiving community against the backdrop of the rising intra-national education migration.

Keywords: identity construction, plurilingual, Putonghua, Uyghur, China

VALUE ORIENTATION OF CHINA'S HIGH SCHOOL ENGLISH TEXTBOOKS FROM THE PERSPECTIVE OF INTERNATIONAL UNDERSTANDING

Ping Liu

The Education University of Hong Kong, China

s1136211@s.eduhk.hk

In response to conflicts and collisions among diverse races, nations, and cultures, UNESCO first introduced the concept of Education for International Understanding (EIU) in 1946. EIU encourages countries to accurately comprehend and address global issues such as ecological environments, multicultural coexistence, peace, development, and the cultivation of global citizens. As a significant medium that intertwines language and culture, foreign language education plays a crucial role in fostering positive values and international understanding among younger generations. Language textbooks, which determine students' learning content, are instrumental in this regard. However, there has been limited research on the value orientation related to international understanding in English language textbooks published in China, despite the country's rise in recent decades. To address this gap, this study examines the EIU discourse embedded in China's high school English language textbooks. Employing multimodal critical discourse analysis, the study investigates the values related to international understanding portrayed in these textbooks. Specifically, it analyses how textual and visual features, such as lexical choices, transitivity, salience, and angle, are manipulated to construct a version of international understanding tailored for Chinese senior high students.

Keywords: Education for International Understanding, foreign language education, China's English language textbooks, value orientation, multimodal critical discourse analysis

FOR RUSSIA OR FOR UKRAINE? ANTAGONISTIC NARRATIVES ON CHINESE SOCIAL MEDIA CONCERNING RUSSO-UKRAINIAN WAR

Qing Ye, Lay Hoon Ang, Mastura Mahamed, Shamala Paramasivam

Universiti Putra Malaysia, Malaysia

Yeqing_89@qq.com

The war between Russia and Ukraine began on February 24, 2022, the world's view on it varies according to different positions. On Chinese social media, rival narratives between pro-Russia and pro-Ukraine groups have been so antagonistic to each other that the both sides even call the other spies. This study aims to review what are their views on the war between Russia and Ukraine, and to figure out the narrative strategies used in their speeches. This study took some remarkable speeches from Chinese social media, like Weibo and Zhihu, as the data sources. Content analysis (W. Drisko & Maschi, 2016) is adopted to review the narratives from both sides to find out their cognition to the war and Somers's (1994) four features of narrative are adopted to conclude the strategies used to frame. The findings will suggest the differences between the narratives from the two sides and reveal the way in which their narratives are framed.

Key words: Narrative, Social media, Russo-Ukrainian war

PARENTS' BELIEFS INFLUENCE ON CHINESE PRESCHOOLERS' ENGLISH FOREIGN LANGUAGE LEARNING ATTITUDES

Qingyun Li[†]
Universiti Sains Malaysia, Malaysia
 liqingyun1010jolly@student.usm.my

Past studies found that parents' beliefs and attitudes were influenced by their socioeconomic status, and exert a significant influence on parental practices and on English foreign language (EFL) learning experiences provided to preschoolers, which in turn can affect preschoolers' language learning attitudes. The purpose of this study is to examine the types of activities that influence the attitudes of preschoolers toward English learning and analyze how parents nurture positive English learning attitudes of their child. This study employs a mixed research design that uses a sequential explanatory approach: quantitative followed by qualitative. Quantitative data collected from the parents' survey, and a novel research method called the elicited metaphor analysis (EMA) are employed to investigate the learning attitudes in preschoolers, parent-child dyad interviews are collected from the participating families. The present study expects to find out effective home-based literacy activities have met preschoolers' needs not only in English language development, but also in affective domains such as interests, and learning motivation. This study provides a model on how to best support different demographic parents in fostering rich learning activities for their child's English language development. It is not only instructive but also critical for parents, practitioners, educators and policymakers who aim to promote positive outcomes in preschoolers' EFL development.

Keywords: Socio-economic status; Preschoolers; English foreign language; Parents' beliefs; Attitudes

POSTER

MANIPULATIVE LANGUAGE IN PHONE SCAM CONVERSATIONS

Qiule Li, Mei Yuit Chan*, Ngee Thai Yap, Boon Sim Ng
Universiti Putra Malaysia, Malaysia
 *cmy@upm.edu.my

Criminals have taken advantage of the widespread use of the telephone, including internet voice call technology, to perpetrate crimes that cause social instability and financial loss. Phone scammers deceive people in order to acquire sensitive information from their victims, and defraud them through live voice conversations. This paper presents findings from a research investigating how phone scammers use language to manipulate victims into complying with their directives. Using the discourse analytical approach, acts executed by phone scammers in 20 recorded phone scam conversations between scammers and the targets were analysed and described. The findings show that a series of manipulative strategies are employed in stages where the scammer assumes an air of authority to strike fear in the target and consequently lead them to reveal their vulnerabilities. Scammers accomplish manipulation through language, demonstrating strategic use of presupposition and creation of assumed shared background knowledge as potent manipulative tools in the process of interaction. Findings from this study contribute to a better understanding of how manipulation is executed through language in the specific context of the phone scam, which may inform public awareness education programmes for crime prevention.

Keywords: discourse analysis, phone scam, manipulative language, presupposition, discourse strategies, crime

UNDERSTANDING THE NEEDS OF ISLAMIC STUDIES STUDENTS IN LEARNING THE ENGLISH LANGUAGE

Rabiathul Adhabiyyah Sayed Abudhahir^{1*}, Afida Mohamad Ali², Yuit Chan Mei², Ramiza Darmi²

¹*Kolej Universiti Islam Antarabangsa Selangor, Malaysia*

²*Universiti Putra Malaysia, Malaysia*

*rabiasayed@kuis.edu.my

The lack of motivation among the Islamic Studies students in learning the English Language is seen as a stumbling block for them to be competent in the language. For students of the Islamic Studies Program, the use of English in their career path is vague or insignificant which causes them to appear apathetic towards learning the language. These graduates are also known as Da'ees who are referred to as a person who goes out into the field to talk about religious matters. This study aims to identify the needs of the Islamic Studies students in terms of the Target, Present and Learning Situation Needs. These needs are important as it will be used to design a syllabus specifically for them and this will help in boosting these students' motivation in learning the English Language. A set of needs analysis questionnaires were completed by 782 students who were randomly selected from 13 public and private higher learning institutions in Malaysia. The results indicated that the most significant quantitative findings of this study is the high preference on speaking skills which includes a variety of speaking activities in the classroom. Even though speaking was chosen as the most important skill, students too agreed that reading skills are also a skill that is necessary to be acquired.

Keywords: Needs Analysis, English for Islamic Studies

TOWARDS DEVELOPING A METALINGUISTIC AWARENESS FRAMEWORK FOR MALAYSIAN LEARNERS

Raihana Abu Hasan*, Chong Su Li, Roselind Wan

¹*Universiti Teknologi PETRONAS, Malaysia*

*raihana_20001813@utp.edu.my

ABSTRACT

Research into metalinguistic awareness has barely caught on in Malaysia despite its pertinence to problems surrounding the mastery of grammatical accuracy among language learners within the academic register. This ongoing study therefore explores the patterns in the English metalinguistic awareness manifestations of Malaysian learners at pre-university level, with the goal of developing a metalinguistic awareness framework. A set of multiple-choice English grammar questions serving as stimuli were used to elicit written responses from 797 students enrolled in 11 pre-university institutions. The written responses which the participants provided to explain the choices they had made in the grammar questions are taken to represent their metalinguistic awareness manifestations. Initially the written responses were examined using content analysis anchored by metalinguistic awareness typologies identified from the literature. However, such deductive exercise had to be shelved in favour of discourse analysis, specifically the identification of the communicative functions of the written responses. This analytical shift resulted in a more systematic data coding process, more effective acquaintance with the data for the analyst, and more nuanced interpretation of the written responses through analysis of what the participants are saying alongside what they are doing. By combining the principles of qualitative analysis and linguistic analysis, a more robust method of approaching qualitative data could be achieved, which is what this study attempts to demonstrate.

Keywords: metalinguistic awareness, grammar, qualitative analysis, content analysis, discourse analysis

DISPLAYS AND NEGOTIATIONS OF KNOWLEDGE IN UNDERGRADUATE ACADEMIC SUPERVISION INTERACTION

Raphael Yi Xian Thoo^{1*}, Mei Yuit Chan², Zalina Mohd Kasim², Geok Imm Lee²

¹*Universiti Tunku Abdul Rahman, Malaysia*

²*Universiti Putra Malaysia, Malaysia*

*raphaelthoo@gmail.com

The final year research project which has increasingly become a requirement in many undergraduate degree programmes, poses a challenge to both students and supervisors. Undergraduate students being novices in research face challenges attempting to apply what they have learned to actual research, while supervisors who are experienced researchers themselves find it difficult to help students bridge the gap towards thinking and behaving as a researcher. A core aspect of research is constructing and dealing with knowledge, and hence, research supervision as an interactional process must necessarily involve acts by supervisor and supervisee in negotiating the relevance and worth of knowledge as well as evaluating each other's knowledge competence. These processes in the undergraduate research supervision interaction, however, have not been given sufficient attention in past studies, and particularly discursive acts of how knowledge is elicited, displayed, evaluated and negotiated representing differential interactional patterns in undergraduate supervision have yet to be described. This research examined the interactional process between supervisors and their supervisees who are completing their final year projects at the undergraduate level from a discourse analytical perspective. Data in the form of four voice recordings were collected from two pairs of supervisor-supervisee during their supervision sessions. Concepts such as epistemic and evaluative stance informed the analysis of the data. The findings of this research show a stark contrast in the interaction patterns between the two pairs of interactants, showing the different directions in which the supervision interactions appear to be moving.

Keywords: undergraduate supervision, interaction, research, final year project, epistemics, knowledge

COMPREHENSION PROBLEMS FOR NON-JAPANESE ELDERLY CARE WORKERS: THE CASE FOR IMPROVED AND MORE SPECIFIC LANGUAGE INSTRUCTION

Reiko Masuda

Gunma Paz Professional Care Workers Training College, Japan

Kkrms0511@gmail.com

Due in part to the shortage of workers for elderly care facilities in Japan, the Japanese government has authorized a large influx of non-Japanese care workers to mitigate the problem. Although most non-Japanese workers possess some Japanese language abilities, their comprehension skills, in particular, may be inadequate to manage critical situations. One particularly troubling task is the "Moshi Okuri" meeting, which is conducted two to four times a day, and which consists of summarizing residents' present status and passing the information on to other workers. 12 non-Japanese students undergoing care worker and language training were interviewed regarding their experiences with the Moshi Okuri. Interview data indicate that besides a difficulty recalling residents by name, students had significant language comprehension problems due to unfamiliar dialects, technical words and the speed of interaction, citing that they understood only about 50% of the serious discussion. In this presentation, students' interview data highlighting their comprehension problems will be discussed in detail. In addition, some recommendations aimed at ameliorating these problems will be shared.

Keywords: EPA, Japanese learner, Care worker language, Japanese textbook

POWER ASYMMETRY STRATEGIES AMONG IRAQI EXAMINERS IN ORAL EXAMINATIONS

Saifaldeen Thaar Jasim*, Sharon Sharmini, Lee Geok Imm, Zalina Mohd Kasim
Universiti Putra Malaysia, Malaysia
 *seifuddin.Altikrity@gmail.com

It is normal to see examiners showcasing their power in oral examination as they are the gatekeepers of the examination process. However, how do examiners actually demonstrate their power? Past studies have indicated that power asymmetry is often seen as a hidden agenda used by the examiners, but very little has been looked at in the context of oral examinations. Thus, this study aims to examine the strategies of demonstrating power asymmetry through feedback comments in the oral examinations and to investigate how these strategies contribute to the demonstration of power asymmetry and the encouragement of candidates to deepen their understanding in their research. This study adopted a qualitative approach and the participants of this study were Iraqi examiners who had more than five years of experience in oral examinations. The data was obtained from 6 oral examinations. The findings of this study showed that examiners showcased their power asymmetry in oral examinations through questioning, interruption, criticism, corrective, and showing-knowledge. The highest form of strategy found in this study was questioning (63%) where examiners questioned the candidate to test their knowledge and comprehension of the research, followed by interruptions to assert their authority and control over the examination process. Also, the examiners offered criticism and displayed showing-knowledge strategies. The study helps to provide new insights as to how power dynamics was shown and that the role of examiners can shape the candidate experiences and outcomes, as well as the implications for the fairness and effectiveness of the oral examination process.

Keywords: power asymmetry, oral examinations, examiner feedback, power dynamics, Iraq.

METAPHORICAL FRAMING OF COVID-19 VACCINATION IN SELECTED NEWS NETWORKS: ALJAZEERA AND NBC NEWS

Sana Ibrahim Benniran, Zalina Mohd Kasim, Halis Azhan Mohd Hanafiah
Universiti Putra Malaysia
 aseradam201@gmail.com

The COVID-19 pandemic has been one of the most significant health crises. Since the pandemic's outbreak, the development and distribution of vaccines have become a crucial public health policy issue. As the distribution of vaccines continues, media coverage and communication have played an essential role in shaping public opinion and discourse around the issue of the COVID-19 vaccine. Accordingly, this study attempts to examine how metaphors are used to frame this issue in two news networks namely NBC and Al Jazeera. The study addresses a gap in research concerning the potential differences in the framing and use of metaphors by comparing the two news networks and how they frame vaccines. Data collection spanned from 2020 to 2022 and involved a comprehensive analysis of news articles from both networks to explore and identify any differences between the two networks in the use of metaphors, and how these differences may reflect media biases in their coverage of the COVID-19 vaccine. A qualitative methodology is employed that involves an in-depth analysis using Lakoff & Johnson's (2003) Conceptual Metaphor Theory and Zeng & Ahrens' Metaphorical Framing Analysis to identify and classify metaphors used in the media's framing of the vaccine. This study would provide new insights into the use of metaphors in the COVID-19 vaccine-related coverage, its impact on public opinion, and the framing of vaccination.

Keywords: News network, Metaphors, Frames, Covid-19 vaccines, Positive and Negative Bias

DISTANCE CONTRAST OF DEMONSTRATIVE-BASED DISCOURSE MARKERS AND SPEAKER'S STANCE IN KOREAN

Seongha Rhee
 Mahidol University, Thailand
 Hankuk University of Foreign Studies, Korea
 srhee@hufs.ac.kr

This paper analyzes demonstrative-based discourse markers (DMs) from a discourse-pragmatic perspective, drawing upon the data from the Drama and Movies Corpus. Korean demonstratives, with a tripartite, proximal-medial-distal (*i-ku-ce*) distinction, developed into a number of DMs, including *ilen* 'this kind of' and *celen* 'that kind of'. Marked with the adnominalizer *-n*, these forms are unambiguous nominal modifiers but have grammaticalized into stand-alone DMs via ellipsis. From the perspective of stance-taking, these contrasting DMs exhibit intriguing differences amid seemingly similar functions. The two DMs carry the subjective function of marking surprise (mirative), a function closely related to ellipsis, i.e., the speaker's inability to complete the utterance due to surprise. This further developed into an intersubjective function of marking feigned surprise, a strategy of dramatizing the narrative or inviting the interlocutor into the evaluative common ground. The two DMs further mark the speaker's stance of discontent, reproach, or sarcasm, all in emotional contexts. Of notable differences is that the proximal vs. distal distinction in the origin spills over to the DM functions, i.e., the distal-based *celen* is used in contexts where the speaker is distancing themselves from what is being referred to, typically in condemning others, whereas the proximal-based *ilen* is used in contexts where the referred object/proposition is close to the speaker in the mental space, thus signaling engagement or commitment. An exploration of diachronic development and contemporary discourse-pragmatic functions of contrastive DMs shows how the physical distance encoded in demonstratives is iconically reflected in stance-marking functions of the DMs derived from them.

Keywords: Korean demonstratives *ilen* and *celen*, discourse marker, speaker stance, (inter)subjectivity

POSTER

LANGUAGE CHOICE AND VITALITY OF THE SOOCHOW SPEECH COMMUNITY

Shuanglin Ge*, Sharon Sharmini, Nor Shahila Mansor
 Universiti Putra Malaysia, Malaysia
 *shuanglinge95@gmail.com

Language vitality reflects the living status of languages. The weakening of language vitality can lead to language endangerment, which in turn will lead to the decrease of language diversity. Language diversity is very important, as it keeps the language ecosystem in balance. Past studies have mainly focused on language use and attitude, multilingualism, language minority and identity but very few studies looked at language choices and vitality of Soochow speech community based on domains of language use. This study aims to identify their language choices towards English, Mandarin and the Soochow dialect, followed by the factors that influenced their language choices, and how it can affect the vitality of Mandarin and the Soochow dialect. A quantitative approach was employed in this study and a purposeful sampling method helped to recruit participants (n=30) of three age cohorts (20-40, 41-60 and 61 above). This questionnaire was adapted from Yeh, Chan, & Cheng (2004). The data was analysed descriptively and showed that Soochow dialect is influenced by the dominant language of Mandarin and English, and many Soochow people prefer Mandarin and English as their language choices. The use of the Soochow dialect is less frequent and the transmission of Soochow dialect between generations has been broken. In fast-changing times, the vitality of Soochow dialect is weakened, and the survival and development of Soochow dialect is facing great crisis and challenge.

Keywords: language choice, language vitality, Soochow, domains, speech community

CULTURE AND INTERCULTURAL COMPETENCE IN FOREIGN LANGUAGE TEACHING: HOW DO FRENCH TEACHERS IN MALAYSIA PERCEIVE THEM?

Sin Zi Chin*, Mei Yuit Chan
Universiti Putra Malaysia, Serdang, Malaysia
*sinzichin@gmail.com

Learning a foreign language involves learning about cultures and practices which are usually associated with a speech community, and about Intercultural competence which combines knowledge and skill in communicating with a foreign language community as an important objective. This is because the goal of learning a foreign language should ultimately enable learners to interact successfully with the speech community. In foreign language teaching classrooms, teachers are active social agents who share not only their knowledge of the language system but also impart their internalised understanding of intercultural competence to their students. Studies that have examined foreign language teachers' perceptions of culture and how cultural elements are taught in the foreign language teaching context has shown that the concepts of culture and intercultural competence are often taken for granted without much evaluation by the teachers themselves. In this study, French language teachers in Malaysia were focused on. The study aimed to investigate the teachers' conception of what it means to teach intercultural competence in the French language classroom. This was done through a qualitative analysis of French language teachers' sharing of their views in in-depth interviews. The findings show that the teachers expressed their understanding of what constitute culture and intercultural competence using words representing actions, objects, politeness, obligation and group boundaries. Themes describing the teachers' conceptions of culture and intercultural competence are illustrated and explained.

Keywords: culture, intercultural competence, foreign language teaching, French language teachers

CROSS-CULTURAL DIFFERENCES WHEN TRAVELING IN THAILAND

Sirikwan Chaiyarukthaworn, Michael A. Garrett
Mae Fah Luang University, Thailand
6231006192@lamduan.mfu.ac.th

Flexibility is a strong social norm in Thai culture, so most Thai people are familiar with flexible environments. Given the rapid increase in the number of international travelers in Thailand, foreign travelers might feel the excitement of different cultures. But cultural differences can also cause barriers when traveling. This research is motivated by the curiosity to discover how foreigners who are traveling in Thailand struggle with cultural differences. The paper focuses on two areas: the cross-cultural differences encountered by foreigners traveling in Thailand and how these foreigners use English as a lingua franca when traveling in Thailand. For this research, we interviewed and observed a random sample of 14 backpackers traveling in Thailand, using grounded theory and thematic analysis. The findings suggest that Thailand has a positive destination image from the perspective of foreign travelers, which is related to the slogan "Thailand, the Land of Smiles." In addition, foreigners use English as a lingua franca when traveling in Thailand in various ways, depending on the purpose of communication. This research aims to improve the quality of tourist business in Thailand, especially the local tourist business. The study also aims to contribute to sociological research on different cultural backgrounds and on how English is used as a lingua franca in Thailand, in particular by tourists.

Keywords: cross-cultural differences, English as a lingua franca, backpackers

TEACHING THE USE OF MULTIMODAL INTERACTIONAL RESOURCES IN SPEAKING THROUGH STORYTELLING

Soe Marlar Lwin
Singapore University of Social Sciences, Singapore
marlarlwin@suss.edu.sg

In teaching speaking to learners of English as a second/foreign language (ESL/EFL), one of the most challenging aspects for teachers to teach and learners to acquire is the interactional management. It requires the ability to use interactional resources, which includes not only linguistic features but also non-verbal cues or multimodal resources such as vocal features (e.g. pitch, pace, pause, volume, tone) and visual features (gestures, facial expressions, etc.), appropriately and effectively during the process of spoken interaction. In this study, I explore the possibilities of classroom teachers to collaborate with professional or trained oral storytellers who conduct storytelling lessons and coach learners on the use of non-verbal features for aesthetic and communicative purposes in spoken interaction. I did a qualitative analysis of lesson plans designed collaboratively by a Primary school English language teacher and a professional storyteller, and classroom discourse recorded during six storytelling lessons conducted by the professional storyteller in a Singapore primary school. The findings highlight the benefits and limitations of using such storytelling lessons by professional or trained storytellers to help learners understand and develop skills in the use of multimodal interactional resources in oral communication. Based on the findings, implications for teaching and learning multimodality in spoken interaction through storytelling will be discussed.

Keywords: teaching speaking, ESL/EFL, storytelling, multimodality, interactional resources

E-PRESENTATION

ENGAGEMENT MARKERS IN SUPERVISOR AND PEER WRITTEN FEEDBACK: ENCOURAGING DIALOGICITY AND SOLIDARITY

Zina Ali Hussein*, Sharon Sharmini, Lee Geok Imm, Yasir Yahya
Universiti Putra Malaysia, Malaysia
zina.ali.145@gmail.com

Like any other acts of communication, written feedback (WF) on students' thesis drafts can perform a social function of language where interpersonal relations are realized and ideas are communicated within the education system. One of the most obvious ways is when feedback providers (such as supervisor or peer) communicate their knowledge and expectations to feedback receivers (students) in their writing. This could also be accomplished when engagement markers (EMs) are utilized as it helps to promote dialogicity and solidarity between discourse participants. Understanding the effects of these engagement strategies in the different academic genres, it has been acknowledged that both WF and EMs can assist academic literacy especially in research writing. This study investigates how feedback providers cautiously reconstruct interaction and relationship with their students through EMs, particularly the use of questions, reader pronouns, and directives. The study also looked in detail of the similarities and differences of supervisors and peers with their WF and EMs. The data from the questionnaires and proposals were analysed thematically and also based on Hyland's (2005) model. This study provides new insights into the nature of supervisor and peer WF and the use of EMs which can assist researchers, supervisors, and supervisees in providing effective feedback.

Keywords: Written feedback, engagement markers, supervisors, peer feedback

LANGUAGE DEVELOPMENT PROFILE OF THAI CID: A NARRATIVE APPROACH

Sorabud Rungrojsuwan
Mae Fah Luang University, Thailand
 sorabud.run@mfu.ac.th

Intellectual disabilities, to some extent, play a role in language development delay. Research about CID in Thailand focused its attention on either specific learning skills or basic linguistic knowledge and ignored the overall language development. This study is an attempt to examine the developmental pathway of some linguistic features acquired by Thai CID from 9 to 13 years of age. The storytelling technique, using the modified version of the picture book 'Frog, where are you?' was employed for data collection. Qualitatively, three aspects of narrative-related features including continuity of events, elaboration of details, and imagination of narrators, were used as the analytical framework. Results found that, surprisingly, between 9 and 13 years old, the children's language performances were quite similar. That is, the variation and complexity of language forms are sporadic. In some features, children in the lower age group showed better performance than those in the older age group. However, it is noticeable that at the age of 15, they could produce various forms with a higher degree of complexity. Compared with normally-developing children, although CID start to acquire a language later, at a certain age (about 15) they can effectively communicate with complex language structures as those typical children. Findings from this study shall be used as a guideline for CID-directed language learning and teaching.

Keywords: children with intellectual disabilities, CID, language development, narrative, Thai children

EVALUATIVE MODIFIERS FROM DEMONSTRATIVES: SOME CONSEQUENCES OF MIXED DISTANCES IN KOREAN

Sujin Eom
Hankuk University of Foreign Studies, Korea
 sujineom@hufs.ac.kr

This paper analyzes a group of demonstrative-based complex words in Korean from a cognitive linguistic perspective, based on the data from the Drama and Movies Corpus. Korean demonstratives participate in lexicalization of diverse words. One group of such words is those making use of two different interlaced demonstratives, most notably the proximal *i* 'this' and the distal *ce* 'that over there' (i.e., *i-X-ce-X*), and to a lesser extent, the medial *ku* 'that' and the distal *ce* 'that over there' (i.e., *ku-X-ce-X*). These words are derived from two demonstratives combined only in that order and are fully unverbated as single lexemes, listed as headwords in major dictionaries. There are about 20 words formed by the first pattern, e.g., *i-lek-ce-lek* [this-ADVZ-that:far-ADVZ] 'this way that way; somehow; so so; without anything notable', and about 10 words formed by the second pattern, e.g., *ku-man-ce-man* [that-only-that:far-only] 'about the same degree; about the same size; without any particular merit'. Semantically, these manner modifiers carry the speaker's strong evaluative judgment about the situation being described, such as the lack of noteworthiness of the event, the lack of consistency in the event, etc. Some of such forms are specialized in quoting someone else's speech act that, the speaker judges, is without point. This paper demonstrates how mixed demonstratives in lexicalization invoke the notion of incongruity among multiple aspects of an event, which helps engender the subjective, negative stance of the speaker.

Keywords: evaluative modifier, mixed demonstratives, speaker stance, subjectivity, Korean

EFFECTS OF EFL VOCABULARY INSTRUCTION ON ARAB LEARNERS' USAGE OF ENGLISH LEXICAL COLLOCATIONS IN SPEAKING PERFORMANCE

Taghreed I.G. Abu Sneida*, Muhammad Yahya Yasir, Salina Husain
Universiti Putra Malaysia, Malaysia
 *tagismail2008@gmail.com

ABSTRACT

For many decades, the role of the learner's mother tongue in foreign and second language classrooms has been a topic of debate. EFL teachers may present and explain vocabulary in either students' native language, or the target language, or they keep switching between the two. Therefore, the aim of the current study is to investigate how EFL vocabulary instruction affects Arab learners' use of English lexical collocations in their speaking performance through using different working memory strategies. A quasi-experimental, mixed method design was adopted comparing teacher code-switching and L2 explanations in teaching lexical collocations. Within eight weeks of intervention to teach lexical collocations in various topics to EFL learners, the study measured learners' responses to vocabulary instruction in each of the two experimental groups. The study also explored how working memory strategies used by learners in response to vocabulary instruction may enhance learning lexical collocations by EFL learners. 45 Arab elementary EFL learners in English language center in Kuala Lumpur were divided into three groups (code-switching, L2 explanation group, and control group). They completed three speaking tests, pre, and post-test. and delayed posttest. The results of the study indicated that both the codeswitching group and the L2 explanation group were improving their vocabulary; however, the study showed an important role of L1 in lexical collocation perception and production. The study included several pedagogical suggestions as well as implications for future research that might improve the standard for teaching, learning, and retention of lexical collocations in speaking performance.

Keywords: lexical collocations, speaking performance, Teacher code-switching, working memory strategies, vocabulary learning

FUNCTIONAL EXTENSION OF DEMONSTRATIVES: THE CASE OF PERSON REFERENCE IN THAI AND KOREAN

Teeranoot Siriwittayakorn¹, Seongha Rhee^{2,3*}
¹*Faculty of Humanities Chiang Mai University, Thailand*
²*Faculty of Liberal Arts Mahidol University, Thailand*
³*Hankuk University of Foreign Studies, Korea*
 *srhee@hufs.ac.kr

This paper addresses the development of demonstratives into the forms of person reference in Thai and Korean from a grammaticalization perspective, based on the data from the Thai Drama Corpus, the Thai National Corpus, the Sketch Engine Corpus (Thai), and the Drama and Movies Corpus (Korean). Demonstratives are common sources of grammaticalization for person pronouns. Such sources are predominantly medial or distal, and person pronouns developed from demonstratives are nearly exclusively third person pronouns [Kuteva et al. 2019]. However, we report that in Thai and Korean, demonstratives, proximal in the case of Thai, can be used for the first person reference 'I'. The use of demonstratives for person reference is not developed, except for 'side'-demonstratives, e.g., *thā:ŋnī*: 'this side; I', *thā:ŋnán* 'that side; you', *thā:ŋnó:n* 'farther side; you' in telephonic discourse. Only recently, the proximal *nī*: emerged as 'I' to present a neutral stance of the speaker him/herself and to strengthen the argument. As for Korean, demonstratives have been productively exploited for person reference including the first person 'I', e.g., *i* 'this; s/he', *ku* 'that, s/he', *ce* 'farther that, s/he'; place-demonstratives, *yeki* 'here; I', *keki* 'there; you', and 'side'-demonstratives, e.g., *iccok* 'this side; I', *kuccok* 'that side; you; s/he; they', etc. Evidently, these developments are also motivated by presenting the speaker's various stances, necessitated by the context.

Keywords: demonstrative, Thai, Korean, person reference, stance

ACADEMIC RESILIENCE AND WILLINGNESS TO COMMUNICATE: AN IGNORED CORRELATION-FOREIGN LANGUAGE AS A MEDIATOR

Tingting Huang, Hazlina Abdul Halim*, Ilyana Jalaluddin, Ming Pang
Universiti Putra Malaysia, Malaysia
 *275791615@qq.com

The associations between Academic resilience (AR), foreign language enjoyment (FLE) and WTC (willingness to communicate), as key components of the processes underpinning SLA (second language acquisition), remain ignored and under-explored. This study aspires to investigate whether, and to what extent, AR and FLE are linked with WTC (an individual difference variable), and how FLE mediates the relationship between the other two. A questionnaire was administered to 311 Chinese undergraduates majoring in English in a central China local university by convenience sampling. The results of correlation and mediation analysis showed that both AR and FLE were significantly correlated with WTC, with the mediating effect of FLE being stronger than that of AR. In addition, a multiple mediation analysis was performed, which showed that FLE partially mediated the relationship between AR and WTC. These results suggest that targeted interventions and support can be provided to improve AR, which subsequently predicts students' FLE, which in turn promotes students' L2 WTC. Theoretically, these findings support an emerging view of the application of positive psychology to L2 learning and teaching.

Keywords: academic resilience; foreign language enjoyment; WTC; L2 learning and teaching

FEEDBACK AS DIALOGUE: THE UTILITY OF THE FEEDBACK EXPECTATION TOOL (FET)

Vijay Kumar¹, Elke Stracke²
¹*University of Otago, New Zealand*
²*University of Canberra, Australia*
 *vijay.mallan@otago.ac.nz

ABSTRACT

Supervisors and doctoral candidates often have different expectations about feedback. Feedback is a key element of learning and development and is vital to developing scholarship. To enhance the benefits of feedback, we developed a tool to encourage dialogue on feedback between supervisors and candidates so that they could work together in the most beneficial way possible. We sought qualitative survey data from doctoral supervisors and candidates to develop the Feedback Expectation Tool (FET). Based on current literature, our qualitative survey data, and our insights as feedback researchers and academic developers, we developed a list of 13 conflicting statements that form the FET. We presented the FET in online workshops to research supervisors and candidates across ten countries to introduce the tool and to ascertain its utility to both supervisors and candidates. The workshop evaluative data indicate that most of the workshop participants across disciplines, and supervision and academic traditions find the FET to be a useful dialogical tool to improve supervision practices. Supervisors reported that the tool aided in setting clear expectations, improved communication, enhanced relationships, promoted growth, and increased motivation. Participants also reported that self-reflection changed their perception that feedback is the transmission of information. In some dominantly hierarchical traditions, the FET paves the way for the co-construction of learning through feedback, which can prompt systematic and developmental feedback. Candidates see the FET's value in being empowered through collegial co-construction of learning opportunities.

Keywords: dialogue, doctoral students, expectations, feedback, Feedback Expectation Tool (FET), supervision

CHARACTERISING THE MALAY 'R' ACOUSTICALLY

Muhammad Roslan, Wan Ahmad Wan Aslynn
International Islamic University Malaysia, Kuantan, Malaysia
 wanaslynn@iium.edu.my

The orthographic 'r' in the Standard Malay (SM) is one of the consonants which have several allophones, where the speakers realised the sounds. This may be due to regional dialect differences of the SM speakers. This paper attempts to describe this sound acoustically. A total of 74 tokens of 'r' in the initial, medial, and final positions from four informants were recorded. Based on the analysis, it was found that on average, standard Malay speakers produced trill [r] and tap [r] interchangeably in the initial and medial positions. Meanwhile, it is consistently omitted in the final position. 'R' in the initial positions are longer than those of in the medial positions. While the mean F1 value for all 'r' across different positions is 800 Hz, which is consistent with it being a fricative sound.

Keywords: Phonetics, Malay, Acoustics, Malay Linguistics, Speech

ATTITUDINAL DRIFTS AND THE RISE OF NON-REFERENTIAL DEMONSTRATIVES AS SPEAKER STANCE MARKERS

Winnie Chor^{1*}, František Kratochvíl², Foong Ha Yap³
¹*Hong Kong Baptist University*
²*Palacky University, Olomouc, Czech Republic*
³*Chinese University of Hong Kong, Shenzhen*
 *wowchor@hkbu.edu.hk

Demonstratives have been shown to be highly grammaticalizable, and they often extend further to also serve as pragmatic markers to help express the speaker's (inter)subjective stance. Among the many extended uses of demonstratives are definiteness marking, topic marking, nominalization marking, subordinate clause marking, focus marking, and evidentiality marking (see, for example, Diessel 1999; Enfield 2003; Englebretson 2007; Kratochvíl 2011; Nagaya 2011; Schapper & San Roque 2011; Mwinlaaru & Yap 2017, 2021; Brosig, Gegentana & Yap 2018; Iwasaki & Dechapraturumwan 2021; inter alia). This panel focuses on the mechanisms of semantic and syntactic changes, as well as discursive contexts, that facilitate the rise of attitudinal demonstratives, where the term 'attitudinal' is used in the broad sense of 'speaker stance', covering both speaker's subjective evaluation and affect as well as speaker's intersubjective awareness (and often mindfulness) of addressee's face, feelings, perspective and potential response. Emphasis for this panel is on the attitudinal drifts that give rise to non-referential uses of demonstratives as markers of speakers' subjective and intersubjective stances.

Keywords: demonstratives, speaker stance, subjectivity and intersubjectivity, attitudinal drifts

DOING HUMOUR: A REVERSAL THEORY ANALYSIS OF HUMOUR ELICITATION IN ENTERTAINMENT INTERVIEWS

Xi Zheng

The Chinese University of Hong Kong, Shenzhen, China

xixiz3824@gmail.com

Humour plays a pivotal role in human interaction. Television talk shows (TTS), as a semi-institutional and semi-spontaneous discourse, provide a platform to observe both intentional humour design and natural responses. Previous approaches to TTS humour can be categorized into three prevailing branches, encompassing Relief Theory, Superiority Theory, and Incongruity Theory. Raskin's (1985) Script Semantic Theory of Humour (SSTH) and Raskin & Attardo's (1991) General Theory of Verbal Humour (GTVH), both predominant frameworks within Incongruity Theory, emphasize script oppositeness as the central component of humour elicitation. While aligning with SSTH and GTVH in many aspects, Apter & Desselles's (2012) Reversal Theory proposes the incongruous attributes, rather than opposite scripts, as fundamental components for humour creation. Reversal Theory suggests that humour arises when an observer, in a playful state, detects a synergy between the incompatible real and apparent attributes of a subject, resulting in the degradation or ridicule of the subject. It introduces a novel taxonomy of humour: disclosure humour and distortion humour. Drawing on an entertainment interview of stand-up comedian Daniel Sloss on Today Show Australia, this study elaborates the use of disclosure humour and distortion humour in the video, and engages with a broader question—how humour is sophisticatedly constructed by experienced comedians on TTS. Our analysis reveals how Reversal Theory and its novel categorization of humour provide a self-sufficient and comprehensive framework for humour analysis. Future studies may investigate the reception of these humour types in TTS discourse and their role in shaping comedians' personal styles and identity construction.

Keywords: humour analysis, Reversal Theory, television talk show genre, disclosure humour, distortion humour

A MANY-FACET RASCH MEASUREMENT OF THE ACCURACY OF DIFFERENT RATERS' ASSESSMENTS OF ARGUMENTATIVE WRITING

Orlando Xiao Xie

Universiti Putra Malaysia, Malaysia

gs58879@student.upm.edu.my

Evaluative judgement is the ability to make decisions about the quality of one's own work and that of others, is necessary not only in the student's current course but also for learning throughout life. The current assessment and feedback practices, however, are often criticized as unidirectional and overly focused on content and tasks, while also positioning students as passive recipients. For this to change, some assessment-related activities, including peer feedback and peer assessment, should be revisited and redesigned. A lack of attention has been paid to the impact of the different roles, such as feedback providers and feedback receivers in peer feedback, on L2 learners' evaluative judgments, especially on peer rater accuracy regarding English argumentative writing. This mixed-methods longitudinal study sought to analyse the rater behaviour of 10 Chinese international students (B2 levels) during the four weeks of peer feedback and peer assessment training, in an attempt to compare how different types of raters (feedback providers, feedback receivers and feedback outsiders) would affect the accuracy of their peer assessment on multiple writing tasks with regard to different writing criteria (relevance and adequacy of content, compositional organization, cohesion, vocabulary and grammar). This study, utilizing the Many-Facet Rasch Measurement (MFRM), is hopefully to enhance our understanding of peer assessment accuracy, to compensate for the lack of timely teacher feedback, and to stimulate learners' evaluative judgment.

Keywords: evaluative judgement, peer feedback, peer assessment, rater accuracy, Rasch measurement

SYLLABLE POSITION AND VOWEL EFFECTS IN AUSTRALIAN ENGLISH LATERALS

Xiuqi Huang*, Jia Ying

The Chinese University of Hong Kong, Shenzhen, China

*xiuqihuang@link.cuhk.edu.cn

Laterals, including /l/, has complicated patterns of articulatory variability across speakers and varieties of English. /l/ belongs to the phonological class of sonorants based-upon phonological behaviour. Both syllable-initial and syllable-final /l/s (onset and coda /l/s) includes two movements, one vocalic dorsum movement and one consonantal apical movement, which symbolizes tongue back (TB) and tongue tip (TT) movement. If the connection between these articulatory movements can be drawn, we could know the articulatory pattern better. More specifically, we hope to understand speech production mechanisms and untangle how /l/ and the surrounding vowels are co-articulated. This study examined different articulatory movements across different syllable positions and vowel contexts in /l/. Six healthy mono-lingual Australian English speakers were recorded. The syllable-onset and -coda /l/s occurred in /æ/, /ɛ/, /ɪ/ and /u/ vowel contexts. Mid-sagittal tongue movements were recorded using three-dimensional Electromagnetic Articulography (3D EMA) speech system. We measured the timing lag difference between tongue tip (TT) and tongue middle (TM) and the lag between tongue tip (TT) and tongue back (TB). We found that for onset /l/, TT movement reached the target prior to TM and TB movements or nearly synchronous. For coda /l/, TM and TB movements reached the target prior to the TT movement. In conclusion, we observed the lag differences between syllable-onset and -coda /l/s; however, the magnitude of the differences were conditioned by the adjacent vowels.

Keywords: Australian English, laterals, articulatory phonetics

EPISTEMIC POSITIONING OF UNPROMPTED SELF-DISCLOSURE IN FIRST ENCOUNTERS IN AN INTERCULTURAL CONTEXT

Xuehua Lai*, Mei Yuit Chan, Afida Mohamad Ali, Geok Imm Lee

Universiti Putra Malaysia, Malaysia

*36092963@qq.com

Unprompted self-disclosure refers to the voluntary sharing of personal information without any prompting or specific inquiry. There are a number of studies on self-disclosure in conversation analysis, but only a few have focused on unprompted self-disclosure, especially in first encounters in intercultural settings. As first encounters are often marked by social uncertainty, unprompted self-disclosure undoubtedly plays a crucial role in building connections between interactants. In initial interactional encounters, it is known that both interactants rely heavily on making inferences about each other's knowledge status about each other and the topic of conversation, but little research has been done specifically focusing on the knowledge status participants embody and orient to in self-disclosure. Adopting the framework of Epistemics in Conversation analysis and the concept of Territories of Knowledge, this study aimed to reveal how participants position themselves epistemically *in situ* in unprompted self-disclosure to achieve their interactional goals. Twenty-two video recordings of online meetings between 22 pairs of postgraduate students of different country origins were collected and analysed. It was observed that participants position themselves as "K+" (being knowledgeable) in their own domain of internal or external direct experience when they are making unprompted self-disclosure, for the purposes of inviting the other one to share the same domain, providing a topical bid or extending the stated topic. The hierarchical epistemic authority in different epistemic domains involved also work subtly to make contributions to the interactions. Understanding the epistemic factors that influence self-disclosure and its potential effects in moment-to-moment interactions can help individuals navigate social situations more effectively and build more meaningful relationships.

Keywords: unprompted self-disclosure, first encounter, intercultural communication

AGE OF ACQUISITION OF EARLY WORDS IN MALAY AND ENGLISH AMONG MALAYSIANS

Yap Ngee Thai*, Azwar Amirah Azizan
¹Universiti Putra Malaysia, Malaysia
 *ntyap@upm.edu.my

Age of acquisition (AoA) of lexical items is a reliable predictor of performance in many lexical tasks. However, generating AoA norms for Malaysians can be problematic as the language profiles of Malaysian are highly diverse. To make existing tools useful for the majority of Malaysians, an examination on the AoA for Malay and English may be useful. Existing retrospective data on AoA of Malay words and English words by Malaysian subjects are available but so far, no study have compared the AoA of Malay and English early words by the same group of subjects. This paper presents preliminary findings of AoA of early words in Malay and English used among native Malay speakers and non-native Malay speakers in Malaysia, as well as the correlation between the AoA of Malay words and their English translation equivalents. A retrospective Age of Acquisition Survey was conducted, testing 292 words in each language with 34 Malaysian adults with different language acquisition self-reported profiles. The findings revealed that the AoA of early words in Malay used by Malay native speakers ranged lower than that shown by Malay non-native speakers. Yet for English words, the AoA presented by Malay native speakers ranged higher to the Malay non-native speakers'. A high and positive correlation was found between the AoA of Malay early words and their English translation equivalents [$r=.73$, $p < .001$]. The paper will discuss implications of the findings on selection of early words on the construction of vocabulary assessment and lexical tasks for Malaysian children.

Keywords: Age of acquisition (AoA), bilingualism, plurilingualism, early words

LEXICALIZATION AND GRAMMATICALIZATION OF KOREAN *KUMAN*

Yeonseob Lee
 University of California, Los Angeles
 yeonseob@g.ucla.edu

This study addresses the polysemy and multifunctionality of the Korean *kuman* from the lexicalization and grammaticalization perspectives, drawing upon the data from the Drama & Movies Corpus and the Sejong Corpus. Consisting of the speaker-distal demonstrative *ku* and the similitative particle *man* 'as much as', *kuman* is used with various functions in contemporary Korean. Dictionaries list *kuman* as a determiner denoting 'such degree of status, shape, quality, etc.', and an adverb denoting 'only so much', 'as soon as', 'unwittingly', 'inevitably', 'as good as can be', and so on. In contemporary Korean, however, *kuman* is also used as a discourse marker to signal a speaker's negative stance and/or organize an utterance in a social interaction. For instance, it is used to give a warning to a listener as a directive, with the pragmatic meaning of 'Stop doing that!' Second, it signals the speaker's feeling of bitterness, as part of the construction *X-ci kuman mwe-ya* ('have no choice but to do X'). Third, it displays the speaker's despair and helplessness, in the construction of *X ha-myen kuman-i-ya* ('will be nothing more than X'). Fourth, *kuman.kuman-ha* is used to show a speaker's negative assessment of objects being compared. Further, *kuman* signals that the speaker intends to end the interaction (e.g., '*kuman*, I will leave'). This paper exemplifies the multi-faceted development of *kuman* in a social interaction and traces its developmental paths, thereby arguing that the polysemy and multifunctionality of *kuman* is a result of lexicalization and grammaticalization.

Keywords: Korean *kuman*, demonstrative, lexicalization, grammaticalization, pejorative

THE STUDY OF BELF COMMUNICATION PRACTICES IN MYANMAR ECONOMIC ORGANIZATION

Yin Min Hla, Atima Kaewsard*
Mae Fah Luang University, Thailand
*atima.kae@mfu.ac.th

In recent years, Myanmar has been actively re-engaging with the global market after the establishment of a civilian government in order to stimulate the economic development and work opportunities in Regional and Global competitiveness with the founding of the international economic community and global marketplace. Consequently, there is a huge demand for qualified local employees who can effectively engage in and communicate with overseas clients. However, many Myanmar employees in the government sectors are reported to be lack of communicative competence in English and this is a major concern in Myanmar. This study, therefore, aims to investigate the language use in the BELF context of Myanmar Economic Organization. To examine the communicative practice in the workplace, semi-structure interviews and email documents are thematically analyzed. The results showed that the majority of the Myanmar economic department used business English as a lingua franca (BELF) in a variety of oral and written communicative situations. The study offers suggestions for the creation of ESP curricula in nations like Myanmar where ELF is employed for engagement with globalization as well as the notion of communication practices in an intercultural workplace.

KeyWords: Business English as a Lingua Franca (BELF), Communication practices, English for Specific Purpose (ESP), Intercultural communication, Myanmar Economic Organization

A CASE STUDY OF YI MINORITY LANGUAGE IN MENGZI, CHINA: CHALLENGES AND PROSPECTS

JianBin Yu, Boon Sim Ng *, Roslina Mamat
Universiti Putra Malaysia, Malaysia
*ngboon@upm.edu.my

Yi (彝) is one of the largest ethnic minorities with a population of about 4 million in Yunnan Province. However, Yi ethnic is experiencing language loss and shift among the speech group due to the modernization and technological advancement in China. This study mainly aims to explore language use and language attitude among the young generation ages 16-28 from Mengzi City in Yunnan, and to further analyze the factors that lead to the “attitude shift” (C.F. Sallabank, 2007) among the speakers. Fieldwork research was used for data collection. 104 Yi’s teenagers participated in a series of interviews and observations. Research Findings show that although 59.6% of participants claimed themselves as fluent speakers and 25% as semi-fluent speakers, the speakers’ attitude shift is relatively high (87.6%) compared to only 7.6 % shows a low tendency in maintaining the ancestral tongue. In addition, the use of the Yi language is limited to a few formal settings and within family members due to its inferior status in modern society. In conclusion, social and economic betterment and government policy are external forces that motivated the young speakers to make the choice to shift from their mother tongue to Chinese (Mandarin). The significance of the study lies in documenting the Yi’s ancestral tongue as well as to create awareness on safeguarding endangered languages in China.

Keywords: Yi minority language; language use; language shift, language loss, speakers’ attitude shift

MOVE ANALYSIS IN *NATURE IS SPEAKING*

Yutong Cui

The Chinese University of Hongkong, Shenzhen

120030092@link.cuhk.edu.cn

Appeal videos are designed to arouse people's awareness of the need to respect nature. This study examines how appeal videos are constructed. Our data consist of 13 public service announcement (PSA) videos from the *Nature Is Speaking* campaign. Using Swales (1990)'s move analysis framework, we analysed the move structures in these videos in terms of type of moves, frequency, and functions. Among the obligatory moves, Self-introductions were used to establish Nature as a powerful life-giving force and Requests were used to appeal to humans to change their behaviour, more specifically to stop harming the natural ecosystem. Self-introductions consistently occur at the beginning and Requests at the end of the appeal videos. Another obligatory move is the Importance-of-Nature (to human survival) move. Among the optional structures, Background moves emphasize Nature's longevity and occur with high frequency, usually immediately following Self-introductions and always preceding the Importance-of-Nature moves. Current Situation moves, which highlight the environmental risks in contemporary culture, also occur with high frequency. Adverse Consequence moves, used as warnings, are also highly frequent. Occasionally, a Suggestion move precedes the mandatory Request moves. Our findings indicate a discernible structure to the NIS videos, with the following general sequence of obligatory and optional moves: Self-introduction (+ Background) + Importance (+ Background) + Current situation (+ Consequence) (+ Suggestion) + Request. This move structure lends coherence to all 13 NIS videos, producing a highly cohesive and effective appeal message to the public to protect our natural ecosystem and ensure human survival.

Keywords: move analysis, move sequence, environmental protection, public service announcement (PSA), *Nature Is Speaking*

EFFECTS OF PROJECT-BASED LEARNING ON CHINESE EFL STUDENTS' ENGAGEMENT IN ENGLISH SPEAKING

Zhong Jian'er, Lilliati Ismail*, Norhakimah Khaieessa Ahmad

Universiti Putra University, Malaysia

*lilliati@upm.edu.my

Student engagement is a critical factor in predicting academic achievement and evaluating the quality of higher education. Previous studies have revealed that Project-Based Learning (PBL) has a positive impact on student engagement. However, there is limited research that examines the influence of PBL on student engagement from a multi-dimensional perspective. To address this, a mixed-methods study with a quasi-experimental design was conducted to evaluate the effects of PBL on student engagement from behavioral, cognitive, emotional and agentic aspects in an English Speaking course and explore the influencing factors. In this study, 93 first-year students from a public college in China were divided into two groups, experimental group (n=47) and control group (n=46). Pre- and post-questionnaires were utilized to measure the changes of the four dimensions of engagement before and after using PBL, while semi-structured interviews were employed to elicit students' opinions about how PBL influence engagement. Quantitative data analysis revealed that there were significant differences in behavioral, emotional and cognitive engagement, but no significant difference in agentic engagement. The qualitative data analysis identified four factors that influence student engagement, which are collaborative learning, project-driven motivation, authentic learning and teacher-student interaction. This study found that PBL can improve student engagement, especially behavioral, emotional and cognitive engagement. Additionally, some suggestions were made to increase student engagement in English speaking when implementing PBL.

Keywords: Project-Based Learning, Behavioral engagement, Emotional engagement, Cognitive engagement, Agentic engagement, English speaking

CHATGPT IS NOT AN ENEMY OR DEVIL TO PART-TIME TRANSLATORS

Lina Zhou, Muhammad Alif Redzuan Abdullah*
Universiti Putra Malaysia, Malaysia
 *muhammadalif@upm.edu.my

Since its launch on November 30, 2022, The AI ChatGPT has attracted a lot of attention and is rapidly growing in popularity. According to a UBS analysis, ChatGPT had 100 million active users in January. ChatGpt is able to generate human-like text based on input. It is widely recognized that GPT-3 is one of the largest and most advanced language models on the market. Given the lower engagement, inability to supervise other employees, interruption, and inconvenience for managers to supervise them, and most importantly, lower quality of work is the critical interpretation and solidified impression of their colleagues and employers about part-time translators. However, ChatGpt is not an enemy or devil for part-time translators. This study examines the attitudes of part-time translators themselves toward the fear that ChatGpt will replace them, and how they can survive in the AI replacement crisis by improving themselves and considering the expectations of clients and AI-assisted translation. The author conducted an empirical sociological study using a quantitative approach to analyze the attitudes of part-time translators toward the threat of ChatGpt to their profession. In accordance with the research findings, part-time translators view ChatGpt as a technological tool that can enhance human capabilities and help them do their jobs more effectively and efficiently, rather than as an enemy or a devil.

Keywords: ChatGpt, Part-time translators, job efficiency, entrepreneurial spirit

NARRATIVE METAPHORS IN PUBLIC SERVICE ADVERTISING: CONCEPTUAL MAPPINGS AND CONCEPTUAL BLENDS IN *REDWOOD*

Zhuqi Jin, Xi Zheng
The Chinese University of Hong Kong, Shenzhen
 120030071@link.cuhk.edu.cn

Damage to the environment is a pressing concern. *Nature Is Speaking*, an environmental protection public service advertisement (PSA) series produced by Conservation International, is one of the many attempts to arouse the awareness of the general public. In the series, the Redwood video stands out for its unique dialogic format which differs from the homogeneous monologic others. The conversation in *Redwood* makes use of narrative metaphors and encompasses three layers of parent-child (P-C) relationship analogies, including (1) the P-C relationship in human society, (2) the P-C relationship between the elder and younger redwoods, and (3) the P-C relationship between nature and humans. Using Lakoff & Johnson's (1980) Conceptual Mapping Theory, the present study first examines the message underlying these parent-child analogies and how these analogies are constructed in the *Redwood* video. Additionally, using Fauconnier & Turner's (2003) Conceptual Blending Theory, this study draws attention to the asymmetry between the short lifespan of humans and the millennial lifespan of the redwoods, in the process constructing a favorable identity of the ancient elder redwood as a credible witness of earth's history, and hence a knowledgeable educator to humans. In highlighting the asymmetry between the lifespans of the redwoods and humans, the video serves as a warning to humans, reminding them to show greater respect to Nature if they wish to ensure the survival of the human race. The findings of this study reveal how metaphors, via analogical mappings, contribute to the creation of effective environmental protection PSAs in general.

Keywords: environmental protection, *Nature Is Speaking*, metaphor analysis, public service advertisements (PSAs)

METACOGNITIVE STRATEGIES AND WRITING PROFICIENCY AMONG EFL LEARNERS: MEDIATING ROLE OF CRITICAL THINKING SKILLS

Shen Xiaolei, Lilliati Ismail, Joanna Joseph Jeyaraj

Universiti Putra Malaysia, Malaysia

*gs62681@student.upm.edu.my

Metacognitive and critical thinking abilities among EFL learners are still underutilized. It is critical for EFL learners to have a greater grasp of critical thinking skills on metacognitive strategies to improve their writing proficiency. Thus, this study is designed to investigate the mediating role of critical thinking skills in the relationship between metacognitive strategies and writing proficiency among EFL learners. 459 EFL participants took the California Critical Thinking Skills Test and metacognitive strategies questionnaire. Following the completion of them, participants concentrated on an IELTS writing assignment. SPSS 26.0 and AMOS 24.0 were utilized to analyze the data. The findings revealed significant correlations between critical thinking skills, metacognitive strategies, and writing proficiency among EFL learners. More importantly, the critical thinking skills mediated the correlation between metacognitive strategies and EFL learners' writing proficiency. As a result, it can be concluded that critical thinking skills played a positive role in the writing process. These findings also highlight the significance of metacognitive strategies in a specific discipline. Similarly, Future studies should consider textual analysis to validate the findings through qualitative and quantitative research.

Keywords: metacognitive, critical, EFL learners, writing

METAPHORICAL FRAMES ON WOMEN'S EXPERIENCE OF MENOPAUSE: A CRITICAL COGNITIVE ANALYSIS OF METAPHORS IN AN AD HOC CORPUS IN ENGLISH AND SPANISH

Chelo Vargas-Sierra

University of Alicante, Spain

chelo.vargas@ua.es

Our research provides a corpus-based analysis of the ways that menopause and women's bodies are represented in biomedical texts in English and Spanish. In particular, we aim to illustrate those metaphorical frames that are imposed by biomedical discourse on women's experience of menopause. After the introduction, the theory of conceptual metaphor will be presented, followed by a discussion of the links between metaphor and ideology. Our paper then will describe the compilation of the ad hoc corpora on menopause and the data-extraction methodology used, including the identification of metaphorical terms and expressions therein, plus the interpretation and explanation of these. From this, we will detect the most predominant metaphors in the discourse on menopause and will classify them. Our preliminary research on these corpora reflects that biomedical discourse in both languages project negative conceptual frames onto menopause, in that it is seen in terms of the weaknesses and deficiencies of a disease, one in which a poor state of health, psychological and physical disorders, and internal and external vulnerability of the body parts of menopausal women predominate.

Keywords: metaphor, corpus-based analysis, terminology, biomedical discourse

TYPES AND FUNCTIONS OF EMOJIS IN WHATSAPP GROUP CHATS AMONG MALAYSIANS

Atiqah Mohamed Hethdzir*, Shamala Paramasivam
Universiti Putra Malaysia, Malaysia
*atiqah.h@gmail.com

Emojis have revolutionised online communication on various online messaging platforms, especially WhatsApp. Emojis are used as compensation of what online communication is lacking compared to face-to-face communication. Their function is mainly to mediate online conversation. Although there is a few research done in identifying the functions of emoji in WhatsApp chat groups, there is less done in the Malaysian context. In order to stay abreast with the developments in online communication, the current study was conducted to examine the types of emojis used and their functions in WhatsApp chat group interactions among Malaysians and how emojis play a role in establishing friendship. This study employed a qualitative approach by utilising Herring's Computer-mediated Discourse Analysis and Brown and Levinson's Politeness theory as the theoretical framework. The data from this study was from naturally occurring exchanges between friends in two WhatsApp group chats among Malaysians. From the analysis, three specific emojis were found to be used and they had several functions, mainly text replacement, disambiguation, reinforcement, emotional expression and emphasis. With regard to friendship, the study showed that emojis can mitigate interactions in maintaining the positive and negative face of interlocutors. The study calls for future research on gender differences in emoji use.

Keywords: Emoji, CMC, WhatsApp

A CORPUS-BASED STUDY OF DEPICTION OF 'KERINCHI' IN MALAY NEWSPAPERS

Ridwan Wahid*, Jariah Mohd Jan, Nurul Huda Hamzah, Azlin Zaiti Zainal, Siti Zaidah Zainuddin, Sheena Kaur
Universiti Malaya, Malaysia
*ridwanwahid@um.edu.my

The word 'Kerinci' can be traced to the migration of the Kerinci from Sumatra to colonial Tanah Melayu. Despite encompassing several senses, at present it is mostly used to refer to the Kerinci community and its settlement area in Kampung Kerinci, Kuala Lumpur. The narrow use of 'Kerinci' is more often encountered in the mass media due to the high visibility of this community on account of its (often unwitting) involvement in the development and modernization of the capital city. For example, in recent years, the community was embroiled in housing redevelopment and renaming disputes which saw many of its members being displaced and/or faced with loss of identity. It also brought to attention the long-held idea that 'Kerinci' is associated with poverty and backwardness due to the prevalence of low-income settlers in the area. This research investigated how this small but historically significant community is represented in Malay newspapers. Using the DBP corpus, the study targeted the word 'Kerinci' and analyzed its textual behaviour in the data. Findings show that the group was mostly described in reference to the structural and economic developments that were taking place in and around Kampung Kerinci. More positive than negative effects of those efforts were highlighted but the latter often carried undertones of alarm and disappointment from community members. There were also narratives of hope and optimism about progress but these were usually more guarded and not elaborated in the reporting.

Keywords: Kerinci, Kuala Lumpur, depiction, corpus-based description, Malay newspapers

ABSTRACTS

Literature and Culture



OVERT DIDACTICISM IN FILIPINO CHILDREN’S LITERATURE: EXAMINING THE MORAL DIDACTICISM OF ANG ALAMAT NG AMPALAYA AND NEMO, ANG BATANG PAPEL THROUGH THE LENS OF ETHICAL CRITICISM

Anna Katrina C. Cerafica
University of the Philippines Diliman, Philippines
 accerafica@up.edu.ph

Children’s literature has always been a means of teaching young readers. Ancient Greek tales, notably Aesop’s fables, are known for their moral didacticism or their propensity to teach readers about moral values. This practice of moral didacticism persists to this day and is particularly popular in the Philippine context, where children’s literature is prized for having moral lessons. This then raises the question of whether these morally didactic works are adequate in educating children about moral values. This paper aims to explore that question by evaluating two Filipino children’s books – *Ang Alamat ng Ampalaya* (“The Legend of the Bitter Gourd”) and *Nemo, ang Batang Papel* (“Nemo, the Paper Child”) – through the lens of ethical criticism. Specifically, it will analyse the texts’ portrayals of envy. Drawing from the textual analysis, the paper will then forward conclusions about the texts’ moral didacticism, as well as their potential pitfalls. The findings of this study emphasize how overt didacticism can prove inadequate in educating young readers about moral values because of how it tends to oversimplify said values and discourage further inquiry. Meanwhile, implicit didacticism, though it has its own potential issues, is more suited to the task of educating young readers about moral values, especially when supplemented with paratexts and a learning environment that welcomes inquiry.

Keywords: children’s literature, ethical criticism, moral didacticism

FOOD, DIASPORAS, AND IDENTITY: BRIDGING THE GAP BETWEEN SPACES

Catharina Brameswari
 Universitas Sanata Dharma, Indonesia
 catharinabrameswari@usd.ac.id

Food and beverages have essential roles in human lives. They are not only used for human’s basic needs but also for religious rituals and cultural celebrations. Moreover, food is also often used as a tool to retain people’s cultural identity. This paper tries to unveil the meaning and the role of food and beverages for the Asian diaspora living in the United States and how they can be the agents that help the Asian diaspora to connect with their Asian heritage, culture, tradition, memory, and identity. Previous studies problematising the issue of food and identity have been conducted. However, none of them discusses how food and beverages have been used by the Asian-American characters to reminisce about their motherland, Asian culture, and family. This descriptive qualitative study will collect data from five digital short stories from dearasianyouth.org. All selected digital short stories were written by Asian-American young adults. Through their short stories, the writers illustrate that the Asian foods and beverages that they consume have reconnected them with their homeland. By employing Bauböck and Faist’s theory of diaspora and Bhabha’s concept of hybridity, this paper will disclose the role of foods and beverages as tools to recreate Asian identity. Importantly, this research will demonstrate the authentic problems faced by the Asian-Americans in their identity formation journey and their struggle to find their true identity. Finally, this paper may give new contributions to literature fields since digital literature has not been broadly discussed in Indonesia.

Keywords: foods and beverages, diaspora, culture, identity

RETHINKING IDENTITY THROUGH HYBRIDITY AND CULTURAL TRAUMA IN THE ENGLISH PATIENT BY MICHAEL ONDAATJE

Chi Qiuya*, Ida Baizura Bahar, Arbaayah Ali Termizi, Hasyimah Mohd Amin

Universiti Putra Malaysia, Malaysia

*340333536@qq.com

The two world wars and the independence movements gave rise to dismantle the imperial power upon the colony. In addition, the complex history and political environments contribute to the construction of multiple identities that result in hybrid identities. The subsequent research issues of hybridity and cultural trauma have been more regarded as the outcomes of colonisation and globalisation and as important elements to form the convoluted notion of identity. Previous research on *The English Patient* (1992) by the contemporary Sri Lankan-British author, Michael Ondaatje, has generally focused on the issues of diaspora identity, psychoanalysis, narratology, postcolonialism and thematic studies. Yet, the exploration on the evolution of the diasporas' identity with hybrid lineage and traumatic experiences has not been given enough attention. This study, therefore, draws from psychological trauma theories to explore the cultural trauma and the postcolonial hybridity with regards to identity evolution depicted in *The English Patient*. The concepts of hybridity by Homi Bhabha, and trauma studies by Jeffrey C. Alexander are applied to this study, unravelling the identity formation as unstable, fluctuating and fluid. Our findings reveal that the hybridity reflected in the selected characters' diasporic experiences has exerted its influence on the formation of their identity. Meanwhile, the traumatic experiences have rendered the selected characters to decentre themselves in their thinking, attitude and behaviour in responding to their diasporic experiences. The novel echoes the intensity of the selected characters' struggle to explore the composite issue of identity.

Keywords: diaspora, hybridity, identity, self, trauma

VISUAL ART AS A TOOL FOR TERTIARY EFL ENGLISH LITERATURE STUDENTS TO LEARN LITERATURE

Clara Ling Boon Ing*, Che Aleha Ladin, Lim Jia Wei

Universiti Malaya, Malaysia

*claraling91@gmail.com

It is undeniable that forms of art such as music, drama, songs and photographs are among some of the most recognized tools used by educators in classrooms. This has sparked interest in the study of how art can be used in education, making it a fertile field for educational research today. Though there is a growing body of research in this area, there is still a missing link in how visual art can be used as a tool for English as a Foreign Language (EFL) students to learn about literature. This article will incorporate an arts-based research method to determine how visual art can be used as a tool to advance EFL student's understanding of literary themes in the selected literary text, Edgar Allan Poe's *A Tell-Tale Heart* (1843). This qualitative study reveals the strategies of integrating visual art in the teaching and learning of literature that is absent in traditional textual approaches of learning about literature. Interestingly, this study on how visual art integration is known as a method to liberate traditional teaching practices into contemporary approaches serves as a tool to merge cultural knowledge whilst improving confidence, higher-order thinking skills and expression among learners at the same time, providing space for educators to be flexible in their teaching practices, provoking more reflection and participation among EFL English Literature learners.

Keywords: arts-based method, EFL learners, literature learning, visual art integration

FATHER-DAUGHTER RELATIONSHIP IN SHAKESPEARE'S KING LEAR FROM THE PERSPECTIVE OF BOWEN FAMILY SYSTEMS THEORY

Jianbo Deng*, Arbaayah Ali Termizi
Universiti Putra Malaysia, Malaysia
 *gs60577@student.upm.edu.my

King Lear is a tragedy written by William Shakespeare, describing a father's sorrow over his daughters' unfilial or disobedient behavior. Although the father-daughter relationship in the play is often studied, to date, this relationship has not been investigated from the perspective of Bowen family systems theory. Thus, the present study adopts the new interdisciplinary research method, Bowen theory, to interpret the father-daughter relationship in *King Lear*. The focus of this article is to analyze the level of self-differentiation of Lear and his three daughters: Regan, Goneril and Cordelia. It will thoroughly investigate the fusion and differentiation in their interactions with their original and nuclear families, and examine the projection of Lear's chronic anxiety on his daughters. Chronic anxiety due to social factors such as humanism, feudalism and patriarchy and their impact on the father-daughter relationship in the tragedy will also be investigated. It argues that the father-daughter relationship in *King Lear* is dysfunctional due to the lower level of differentiation of self between Lear and his three daughters, the projection of Lear's anxiety onto the daughters, and the chronic anxiety brought about by societal regression. Hence, through the lens of Bowen family systems theory, the study of the father-daughter relationship in the play can provide a new method for examining the dysfunctional family relationship in literary works.

Keywords: William Shakespeare, *King Lear*, Father-Daughter Relationship, Bowen Family Systems Theory, Chronic Anxiety

SPATIAL IMAGINARY OF HOME IN KAZUO ISHIGURO'S *A PALE VIEW OF HILLS*

Xu Ling*, Mohammad Ewan Awang, Hardev Kaur A/P Juijar Singh
Universiti Putra Malaysia, Malaysia
 *gs61402@student.upm.edu.my

Homelessness has been a recurring theme in Kazuo Ishiguro's novels and his debut novel, *A Pale View of Hills* (1982), is no exception. Set in post-war Japan, this novel portrays the effects of World War II on the lives of ordinary people and the changing social and political norms of the country. While previous research has focused on themes such as displacement, alienation, and trauma in the novel, limited attention has been given to exploring the social-spatial factors contributing to this sense of homelessness. This paper examines the meanings of home in *A Pale View of Hills* by utilizing Blunt and Dowling's concept of home as a spatial imaginary. I argue that in the context of World War II, America replaced older powers such as Britain and Japan and became an empire of a new sort which colonized post-war Japan. This informal colonization is reflected in the transformation of home as a spatial imaginary: materially, the domicile and the westernization of domestic space; imaginatively, the unrequited nostalgia and long-lasting trauma and the reciprocal relation between material and imaginative realms. The purpose of this paper is to provide a spatialised and politicised understanding of home so as to justify the reasons for this sense of homelessness depicted in this novel.

Keywords: homelessness, *A Pale View of Hills*, home as a spatial imaginary

INTERCULTURAL SPECTACLE OF ASIAN INTERCULTURAL SHAKESPEARE ARCHIVE (A|S|I|A): AN

Dong Qingchen*, Arbaayah Ali Termizi
Universiti Putra Malaysia, Malaysia
*dongqingchen1711@gmail.com

This essay provides a comprehensive review of the digitization and contextualization of Shakespeare-related performances in the Asian Intercultural Shakespeare Archive (A|S|I|A). It underscores the significance of A|S|I|A in facilitating the reception of Asian adaptations of Shakespeare's plays among intercultural audiences and highlights the credibility and validity of A|S|I|A in academic research within this field. Through a review of scholarship regarding Shakespeare-related adaptations archived in A|S|I|A, this article presents new possibilities for exploring intercultural hybridity, confrontation, and negotiation in Asian intercultural Shakespeare adaptations. In brief, this paper aims to illuminate the interdisciplinary convergence of digital archives and Shakespeare studies.

Keywords: Shakespeare, A|S|I|A, digitalization, contextualization, interculturality

MALAY CULTURE IN RANJAU SEPANJANG JALAN AND LE RIZ

Farah Shuhadah Rosli*, Omrah Hassan @ Hussin, Norazlina Mohd. Kiram
Universiti Putra Malaysia, Malaysia
*gs61888@student.upm.edu.my

Language is a medium to convey culture in cross-cultural activities such as translation. However, the distinctive character and disparate worldview of culture are deemed as one of the polemics in translation research. The frequent elimination of source language cultural words due to their nonexistence in the target language culture has resulted in the loss of meaning of the cultural words. For instance, the different titles in family relationships of Malay culture are difficult to translate into French as there are no such concepts in French culture. Thus, this paper aims to identify and categorise the elements of Malay culture in Ranjau Sepanjang Jalan and its French translation, Le Riz. Qualitative research design and content analysis methods are used in this research. This research focuses on identifying cultural elements according to the Cultural Categorization approach by Hasan Ghazala (2015). The result of this study has identified 294 data that have been categorised into seven cultural elements. The dominant cultural element is ecology culture which encompasses myriad types of flora, fauna, and season with 107 data. The other cultural elements found are social culture (68), material culture (50), religious culture (34), linguistic culture (17), mental and emotional culture (16), and political culture (2). The equivalency rate is 92% with 270 over 294 data of equivalent cultural words found in the translated novel. In general, translators must be more cognizant of the source language culture as it represents a society's identity and to relay the source culture to the target reader.

Keywords: Culture, Malay culture, Literature text, Translation

OVERCOMING ABANDONMENT THROUGH SELF-EFFICACY IN JACQUELINE WILSON'S SELECTED CHILDREN'S NOVELS

Florence Toh Haw Ching^{1*}, Agnes Liau Wei Lin²

¹*Universiti Putra Malaysia, Malaysia*

²*Universiti Sains Malaysia, Malaysia*

*florence@upm.edu.my

Contemporary realistic children's literature often depicts social issues affecting the child characters portrayed. One such author who addresses these concerns in her children's novels is Jacqueline Wilson who served as a Children's Laureate from the years 2005 until 2007. Despite being recognized as the most borrowed author in the British public libraries with works translated into over thirty languages, critical studies focusing on her texts remain scarce. This study therefore contributes to the scholarship by reading the element of abandonment featured in two of Wilson's works. They are *Lola Rose* (2003) and *Lily Alone* (2011). Specifically, the analysis focuses on how the child protagonists are abandoned by their respective mothers, who are considered the primary caregivers in the texts. Using the theory of self-efficacy forwarded by psychologist Albert Bandura in his book, *Self-efficacy: The exercise of control* (1997), the discussion centers on how the child protagonists manage the abandonment encountered through four sources of efficacy information. Bandura identifies them as enactive mastery experience, vicarious experience, verbal persuasion, and enhanced physiological and affective states, which work to enhance a person's sense of self-efficacy to achieve a desired outcome. The study forwards its findings that the increase of the child protagonists' sense of self-efficacy empowers them to eventually overcome the abandonment encountered. It is hoped that the study adds to the pool of literature available emphasizing the role of contemporary realistic children's novels in highlighting the increase of social issues affecting children and how these young readers can model empowerment through the texts in navigating such challenges.

Keywords: Jacqueline Wilson, children's literature, Albert Bandura, self-efficacy, abandonment

VS NAIPAUL'S AN AREA OF DARKNESS AND ITS CONTROVERSY

Gabriel Fajar Sasmita Aji

Universitas Sanata Dharma, Indonesia

fajar@usd.ac.id

An Area of Darkness is the work proving VS Naipaul's powerful creativity of manipulating autobiographical materials to become facts. However, this potential has brought him a hard consequence. VS Naipaul blamed India for creating him a poor condition, and he adored Trinidad for forming him otherwise. Here, readers might see the conflict between "I" and his India, and this speaks to the tone of the spirit which never mingles with the place any more. On the contrary, following the novel, VS Naipaul has also had real conflict with the country of India, because he has been banned by India's prohibition against the novel. In other words, *An Area of Darkness* has identified itself as the work to properly perceive the concepts of "place and space," especially when the truths must be fictitious and the fiction must be true. The true relation between India and Trinidad has been in the context of postcolonialism, since there were many Indian indentured workers who had migrated to Trinidad. Therefore, a postcolonial approach is applied to conduct this research. The stress between the two societies is not about postcolonial superiority or inferiority, but it addresses the establishment of a new society. VS Naipaul's imagination dealing with the new society in Trinidad can be gained only through people's perception of the new society by leaving behind "the space and the place" of the past society. Unfortunately, many people and states still have difficulty or problems in reading fiction, which is surely imaginative.

Keywords: autobiography, fiction, India, Trinidad, place and space, *An Area of Darkness*

TEA AS MALAYSIA'S NATIONAL BEVERAGE

Goh Cheng Fai, Zach
HKU SPACE Community College, Hong Kong
gohchengfai@gmail.com

This paper examines the literary representations of Malaya/ Malaysia around the period of the Second World War and the Japanese Occupation, at a time when there is national awakening, and the idea of belonging to the newly formed, independent Malaysian state has begun, and asks how these identities are negotiated in the literary works being examined in Malaysian literary works such as *The Harmony Silk Factory*, *The Gift of Rain*, *Sum of our Follies*, *A Bit of Earth*, *Joss and Gold*, and *The Garden of Evening Mists*. This is also the period where tea began to be constructed as a national beverage, that eventually evolved into a metaphor representing Malaysia as a multicultural nation. The paper also examines the representation of Cameron Highlands as a site for tea cultivation in Malaysia, and the significance of these portrayals of tea culture and production in Malaysia, as a discursive method to construct a form of Chineseness that is unique to Malaysia, that also emphasizes the national character of Malaysians as a whole.

Keywords: tea, culture, Malaysian, multiculturalism, identity

GENDERED AND RACIALIZED SPACE, SPATIAL ANXIETIES, AND IDENTITIES IN GOD HELP THE CHILD (2015) AND THE VANISHING HALF (2020)

Guo Lifeng*, Noritah Omar
Universiti Putra Malaysia, Malaysia
*lifengguo3@gmail.com

Black women's sense of embodiment as racial and sexual bodies often lead to their spatial anxiety, which constitutes one aspect of their spatial encounters with geographical spaces and their daily experience of their otherness. The two "dark-blue" black girls' life trajectories in Toni Morrison's last novel *God Help the Child* (2015) and Brit Bennett's *The Vanishing Half* (2020) embody the interaction of black female subjects with different scales of space and place, and project the profound influence of different scales of space and place on black women subjects' subjectivities and identities. In these two novels, the complexities of identity and pursuit of self are carefully rendered through the multi-geographical spaces and places. This may be seen through the lens of geocriticism, which highlights the significance of space and place in literary creation, reading, and criticism. This article elucidates how different geographies visited by *Bride and Jude* respectively shape their intersectional identities both through their gendered and raced structure and female protagonists' topophilia.

Keywords: Black women, gendered space, raced space, topophilia, identity

TEACHING LITERATURE IN MALAYSIA: PREVAILING DESPITE HURDLES

Hoshini S. Vickneswaran

SMK PUTERI, Malaysia

hoshini85@hotmail.com

English Literature was introduced as part of the current KSSM syllabus to replace Literature in English from 2020 to all upper secondary students in Malaysia. Despite a promising start and a robust promotion from ministry and state level officers, it is a subject that is under constant peril for reasons that have been prevalent in the education system of Malaysia. A dire strife of available language teachers to teach the subject despite the interest of pupils to undertake the subject poses a question of how long this subject can survive. Assumed to not have economic value and reserved for the elite few, English Literature is fast becoming an elective subject that many Malaysian schools do not consider worth offering, citing insufficient English Language teachers as well as uninterested students. This paper is aimed at voicing out the students' perspective as well as how preserving Literature may work in favour of all parties. Literature is not just about life but it is a subject that allows one to not only be articulate in universal matters but a subject that hones analytical skills as well as language proficiency. This paper will look into matters that threaten the subject while also discussing why this subject is worth saving, mainly through interviews by students who have taken the subject.

Keywords: literature, proficiency

A FANONIAN PERSPECTIVE ON A BLACK WOMAN'S PATH OF RESISTANCE IN DOLEN PERKINS-VALDEZ'S WENCH

Hu Jing*, Manimangai Mani, Hardev Kaur

University Putra Malaysia

*hujing.sc@163.com

Dolen Perkins-Valdez's *Wench* (2010), a New York Times bestseller, delves into the lives of four black enslaved women, who spend summers together with their white masters at Tawawa House. As black mistresses, the four female protagonists in the novel are taken as reproduction machines and sexual objects. Mawu is one of them, who has been viciously raped, beaten by her white owner, fathered four children, three of whom later were sold by him. However, unlike other women, she fights against her circumstances of being enslaved since she is acutely aware of her state of being objectified. Previous research have focused on motherhood and mothering empowerment for all the female protagonists in the black feminist discourse, but this study will examine Mawu's individual path to resistance using Frantz Fanon's postcolonial critical theory because Mawu's resistance is much more fierce and violent than that of other female protagonists. Three objectives are intended to be attained by this research: 1) to identify the manifestations of Mawu's resistance based on Fanon's idea of revolutionary violence; 2) to examine the psychological underpinnings for her resistance using Fanon's psychoanalysis of colonial oppression; 3) to investigate the ways she keeps her African identity on her path of resistance based on Fanon's reflection on Black Identity and Alienation. The article concludes with Mawu attaining her freedom through taking violent actions. Findings from this study suggest that a violent resistance is inevitable for a colonized person to fight against racist oppression, and it is a purifying force that can remove the inferiority complex of the colonized.

Key Words: Slavery, Black Woman, Resistance, Frantz Fanon.

IDENTITY QUEST THROUGH *FLÂNERIE* IN HAN SUYIN'S *THE MOUNTAIN IS YOUNG*

Hu Xiaoling^{1,2*}, Arbaayah Ali Termizi¹

¹Universiti Putra Malaysia, Malaysia

²Neijiang Normal University, China

*gs58991@student.upm.edu.my

Mixed-race writer Han Suyin traveled to numerous places around the world in her life and her considerable traveling experiences of different countries are often incorporated in her literary works via her protagonists' geographical mobility. Therefore, the flâneur's perspective is conspicuous in Han's writing, particularly when the protagonist's traveling in an unfamiliar place is displayed. However, Han Suyin's flânesue (a female flâneur) is starkly different from the traditional flâneur in modern literature. Therefore, the current study draws upon the relevant concepts of flâneur to characterize the mixed-race woman's practice of flânerie in the public urban space in Han Suyin's *The Mountain is Young* (1958). The primary questions as to how the mixed-race flânesue wanders through the urban space Kathmandu, and how these wanderings and observations in the city are associated with her identity quest are under close scrutiny in this study. Based on the analysis, the mixed-race woman's flânerie of the urban space exhibits her great concern with her sense of self as a mixed-race female and deep sensitivity to the exotic cityscape. Through the portrayal of a mixed-race flânesue, Han Suyin reveals what walking in the urban space means to a mixed-race woman and demonstrates that place is not merely a backdrop of the narrative, but rather provides an illuminating insight into the recognition of the self.

Keywords: mixed race, identity, flânerie, flânesue, urban space, Han Suyin

TRAUMA MANIFESTATION AMONG POSTHUMAN SUBJECTS IN DANIEL H. WILSON'S *ROBOPOCALYPSE*

Huang Yan*, Hardev Kaur, Mohammad Ewan Awang

University Putra Malaysia, Malaysia

* gs65357@student.upm.edu.my

Daniel H. Wilson's *Robocalypse* (2011), a contemporary science fiction novel, depicts a war between humans and robots. The human characters want to achieve convenience in all aspects in their life, and the robots happen to meet this demand with the advantage of multifunction, such as doing chores, going on military patrol and babysitting. Additionally, posthuman subjects are easily-controlled. People take advantage of them, treating them as the military or domestic assistants. And people want to exterminate them when the machines begin to have self-awakening, becoming the threatening power for human characters. Previous studies on this science fiction novel have been dominated by themes such as how human characters are traumatized by technology. However, this study explores the conflicts between humans and non-humans in the novel and investigates the manifestation of the trauma of posthuman subjects. This study is conducted based on Rosi Braidotti's posthumanism theory. Her concept of otherness is referred to to address posthuman subjects' trauma. Being different from human characters in consciousness, rationality, and self-regulating ethical behavior, machines are negative counterparts of human characters, being disposable bodies. And they are allotted a designated social location, being categorized as the inferior other. This research will highlight the conflicts that happen between robots and humans and provide insight for readers to understand the mindset of the human characters and robots in the novel. And my study of the novel helps to understand the ethical problems behind technological development.

Keywords: Robocalypse , posthuman subjects, otherness

THE MURDER PROJECT: A LITERARY INVESTIGATION PROJECT STARRING SHERLOCK HOLMES

Indraneel Liew

Alpha Veritas Edu-Consultancy, Malaysia

indraneeliew@gmail.com

Post-COVID-19, a concerned teacher observed lackadaisical secondary students struggling to focus and participate in teaching and learning in school, with many preferring the relative anonymity and physical distance of online classes. Determined to engage her students in active thinking and effective participation in learning activities, the teacher designed a 4-week study of crime fiction based on Sir Arthur Conan Doyle's famously astute detective. This paper considers the learning journey of a class of upper secondary students who investigated Sherlock Holmes stories to learn crucial aspects of crime fiction that culminated with them authoring 'whodunnits' of their own.

Keywords:

literature, crime fiction, detective fiction, Sherlock Holmes, student writing

ECOCRITICAL SYMBOLISMS IN THE BLIND EARTHWORM IN THE LABYRINTH

Kan Rattanachote

Mae Fah Luang University, Thailand

6131006007@lamduan.mfu.ac.th

In the present day, human beings are concerned about anthropogenic climate change. Literature is a way to either indirectly or directly reflect how climate change will affect humanity in various ways. The Blind Earthworm in the Labyrinth by Veeraporn Nithiprapa is an award-winning Thai novel that reflects the involvement between human consequences and nature. It is a great example of raising awareness about the environment. The story has a richness of symbols related to the environment. The symbols in the story are mostly plants and flowers. My study investigates the connection between humans and nature from an ecological perspective. This study analyzes major literary elements of the novel, including plot, setting, characters, and symbols. It then uses the concept of the Anthropocene and an ecocritical approach to interpret the story. The results from this study show how humans have a bond with nature and need to rely on each other. In spite of this bond, humans will ignore their environment and fail to care for it. The Blind Earthworm in the Labyrinth uses the aspects of Thai culture to represent how humans live differently from the past. Thai culture teaches everyone to aid and care for each other. Unfortunately, humans have changed, but the thing that never changes is nature. It is often interfered with by humans instead.

Keywords: Anthropocene, Ecocriticism, humans, morality, Thai literature, The Blind Earthworm in the Labyrinth

ANXIETY OF PUNISHMENT AND LOSS IN FAE MYENNE NG'S *STEER TOWARD ROCK*

Li Chunna*, Hardev Kaur, Noritah Omar
Universiti Putra Malaysia, Malaysia
 GS64687@student.upm.edu.my

Steer Toward Rock (2008) is a fiction written by Chinese American writer Fae Myenne Ng, which depicts the pathetic life experience of illegal Chinese immigrant Jack in America. Most past studies utilized hybridity, identity, and trauma approaches to examine the anxiety and pain characters go through in the fiction. This article tends to apply humanistic geographer Yi-Fu Tuan's landscapes of fear and sense of place to explore the protagonist Jack's anxiety of punishment and loss. In the text, when Jack makes up his mind and finally confesses his illegal citizenship to the Immigration Office, his anxiety of punishment and loss prevail throughout his life. His anxiety of punishment is from the possibility that Immigration Office may repatriate him back to his homeland as well as from Jack's paper father Gold Szeto who loses everything in America and is repatriated to China. Jack's anxiety of loss generates from fear of losing his lover with whom he may establish a family. Anxiety is projected onto the landscapes around him by his sensational experience through seeing, smelling, touching, hearing and tasting toward the landscapes like doors, alley, an empty room, home and wines etc. It is important to explore how character renders emotion of anxiety onto the place and landscapes to navigate a relationship between human and environment.

Keywords: anxiety, landscapes, Chinese Americans

THE EVERYMAN ON STAGE: A COMPARATIVE ANALYSIS OF THE CHORUS IN *ANTIGONE* AND *THE BUS STOP*

Li Jinni
The Chinese University of Hong Kong, Hong Kong
 1348388319ljn@gmail.com

This paper focuses on the Chorus, the unique collective character that originates in Greek dramas, examining the Chorus' functions in the play through its relationship with the audience and discussing how the Chorus evolves in modern Chinese dramas. Through a close comparative reading of Sophocles' classic *Antigone* and Gao Xinjian's masterpiece *The Bus Stop*, this paper argues that though being less dramatic and even faceless onstage, the Chorus becomes closer to the audience and owns the flexibility to be both inside and outside the drama at the same time. In modern plays like *The Bus Stop*, this particular ability is further strengthened by the Chorus' direct interaction with the audience. By breaking the fourth wall and speaking to the audience directly, the modern Chorus in *the Bus Stop* expands the play from the stage to the audience offstage, including the audience as a vital part of the drama. The comparison between these two masterpieces could bring new insights for the studies of the ancient Greek Chorus, understanding it from a more modern perspective. In addition, it extends the discussion to the cross-cultural level, demonstrating not only how the Chorus revives in modern times but also how it shines in a work that is from a completely different culture and temporality.

Keywords: Greek tragedy, the Chorus, *Antigone*, Modern Chinese Drama, Gao Xinjian, *the Bus Stop*

**MOTHER AND DAUGHTER ATTACHMENT IN AMY TAN'S *THE JOY LUCK CLUB* AND PRAMOEDYA ANANTA TOER
*THIS EARTH OF MANKIND***

Li Meihua^{1*}, Rohimmi Noor²,
¹ *Universiti Kebangsaan Malaysia, Malaysia*
² *Universiti Putra Malaysia, Malaysia*
 *limh5757@gmail.com

Mother-daughter relationship is one of the most primary bonds and is manifested intensively in Amy Tan's *The Joy Luck Club* and Pramoedya Ananta Toer's *This Earth of Mankind*. This paper specifically focuses on the daughters' attachment patterns towards their mothers, which essentially is one aspect of the behaviours out of the mother-daughter interaction. John Bowlby believes that a child's need to be attached is inborn and the attachment behaviour can be directed. The primary attachment figure as mother has a tremendous impact on humans throughout their lives. In light of Bowlby's attachment theory, the manners of the mothers' reaction to child's propensity of proximity are examined to expound the formation of each attachment pattern of the daughters, further, in consequence of which the daughters' later personality development is to be analyzed. The daughters from the two novels exhibit secure attachment and anxious-resistant attachment respectively, which are corresponding to their mothers' different care-giving styles due to the mothers' individual experiences in personal, cultural and economic aspects. As a result of the different attachment patterns, the daughters' personality develops in a disparate direction between the healthy and the pathological. It addresses the great importance of primary attachment in shaping a person's personality and influencing one's mental health.

Keywords: Amy Tan, Pramoedya Ananta Toer, John Bowlby, Attachment pattern, *The Joy Luck Club*, *This Earth of Mankind*

POSTHUMAN AND NOMADIC SUBJECT IN KAZUO ISHIGURO'S *KLARA AND THE SUN*

Liang Yan*, Mohammad Ewan Awang, Diana Abu Ujum
Universiti Putra Malaysia, Malaysia
 *gs59408@student.upm.edu.my

Kazuo Ishiguro, the Nobel-winning writer, explores the posthuman landscape in his 2021 science fiction novel, *Klara and the Sun*. The story is narrated from the perspective of Klara, an anthropomorphic humanoid, and revolves around the blurred boundaries between humans and anthropomorphic androids in daily life. This blurring creates a sense of the uncanny and technophobic, leading to Klara being punished and positioned as "the other" within an anthropocentric power hierarchy. However, amidst this dynamic, Klara and the other human characters also develop intimate and beneficial relationships. This study proposes that in the posthuman era, a nomadic subjectivity emerges, challenging the notion of a unified subject where humans and nonhumans coexist. Drawing on Michel Foucault's power theory, Masahiro Mori's concept of "the uncanny valley," and Rosi Braidotti's notion of the "nomadic subject", this research explores the connection between technology and humanity. It examines how the introduction of androids as new companion species reconfigures traditional family structures and social subject systems. The findings of this study contribute to the field of human-robot interaction (HRI) and the understanding of the posthuman subject.

Keywords: human, android, power, interaction, nomadic subject

THE INFLUENCE OF DIGITAL STORYTELLING ON DESIGN STUDENTS' KNOWLEDGE, SKILLS AND ATTITUDE TOWARDS CULTURAL HERITAGE CONSERVATION

Lim Jing Yi*, Goh Chu Hiang
Universiti Sains Malaysia, Malaysia
*gene.limjingyi@usm.my

As digital technology and internet access become more affordable, electronic devices have also become increasingly popular and more accessible across generations. Digital tools and devices such as laptops, mobile phones and software related thereto are commonly owned and used by students nowadays. The ubiquity of digital tools and devices also allow educators to engage students in innovative learning experiences through digital storytelling. While digital storytelling has emerged as a popular education tool these days, this paper explores the effectiveness of a digital storytelling approach to improve design students' knowledge, skills and attitude towards cultural heritage conservation. Findings of this study were gathered through a qualitative method by conducting discussion sessions with 20 design students from Universiti Sains Malaysia. Remarkably, the findings of this study showed that a majority of design students lack knowledge of cultural heritage conservation. The findings also revealed that design students are attracted to engage themselves in cultural heritage conservation through design after they were exposed to digital storytelling projects. They recognized the importance of their role as a designer in cultural heritage conservation. However, the students also expressed their concern on the challenges faced. Design students noted that they lack design skills as well as skills in obtaining information that are crucial to develop artwork which will help in cultural heritage conservation.

Keywords: digital storytelling, design students, knowledge, skills, attitude, cultural heritage conservation

AMNESIA AS METAPHOR: A POSTMODERNIST READING OF *THE MAN WITHOUT A SHADOW*

Lingling Xu*, Manimangai Mani
Universiti Putra Malaysia, Malaysia
*gs61550@student.upm.edu.my

This research aims at exploring the metaphorical implications of amnesia in Joyce Carol Oates' *The Man Without a Shadow* (2016) within the context of postmodernism. This novel depicts the complicated relationship between the neuroscientist Margot Sharper and her experiment subject Elihu Hoopes, who is unable to retain memories that happened before 70 seconds after a brain fever. A previous study has shown that Oates employs amnesia-related scientific concepts and language in her writing to explore themes related to gender and identity in new and innovative ways, which expands the diversity of the neuronovel. However, my argument posits that amnesia can function as a metaphorical tool to caution against the unreliability of official historical narratives and the perils of historical forgetfulness. The analysis will be situated within the postmodernist framework, with particular attention paid to Hutcheon's notion of parody, which problematizes the very discourses it parodies. The research findings reveal that Oates employs various postmodern literary devices, including multi-voice narration, parody, and fragmented storytelling in her novels to expose the precariousness of memory and the equivocal nature of history. Through alluding to the manifestations of amnesia in contemporary American society, Oates' novel disrupts the conventional notions of historical veracity and objectivity and urges readers to interrogate their understanding of past events and personages.

Keywords: Oates, postmodern, amnesia, parody

**HOW DO WE HEAL? A REFLECTION OF TRANSGENERATIONAL TRAUMA IN
THE LAST GIFT BY ABDULRAZAK GURNAH**

Lu Yali*, Ida Baizura Bahar, Nurul Atiqah Amran
Universiti Putra Malaysia, Serdang
*luyali198796@163.com

The Last Gift (2011), written by the contemporary Tanzanian-British novelist and winner of the 2021 Nobel Prize for Literature, Abdulrazak Gurnah, depicts a number of silent African diasporic characters who are confronted with postcolonial and racial trauma. They are marginal characters who live in two countries and experience two cultures. They also face the issues of racial discrimination, loss of identity and loss of homeland through the gulf between their home country and their host country. This paper aims to examine the causes and signs of the protagonists' trans-generational trauma and the healing process of trans-generational trauma. Due to colonialism's negative and long effects, generations of Africans repress the trauma and transmit it to their offspring. This study uses the transgenerational trauma theory by Murray Bowen and the transgenerational phantom theory and depth psychology by Sigmund Freud to explore the cause, symptoms and the healing process of trauma transmission. Our findings show that the decision to flee has placed the first generation of immigrants in an unfamiliar environment, resulting in a complicated intertwining of lives and emotions in their later years. However, the second generation of diaspora immigrants has experienced further bewilderment in the face of their parents' status quandary and their parents' silence on the trauma they have inherited and suffered from. The core explorations of *The Last Gift* are the kinds of attitudes they take in a distant nation or in a new hometown to face a new culture, and how to deconstruct and reconstruct their unique identities.

Keywords: Abdul Razak Gurnah, *The Last Gift*, Transgenerational trauma, unique identity

COLLEEN HOOVER'S 'IT ENDS WITH US': THE DEVASTATION OF ABUSE

Mohamad Iadid Ashrai Hassannudin*, Anis Shahira Bazlan
Universiti Teknologi MARA, Malaysia
*iadid@uitm.edu.my

Violence against women such as sexual and physical abuse has been addressed widely in contemporary literature such as novels, poems and short stories. Moreover, the portrayal of gender violence has been the theme of modern literature. Although the depiction of abusive experiences is much represented in contemporary literature, domestic violence against women is not clearly being addressed towards the consequences of traumatic experiences against women. Therefore, this paper presents the text analysis of Colleen Hoover's 'It Ends with Us' in representing trauma of the main character, Lily Bloom through her personality, attitude and behaviour towards her relationship with her father and personal relationships. Textual analysis of the text has been conducted to study the character's personality traits towards her past trauma with the use of Murphy's Theory of Characterization. Using this theory, it has identified the main character's attitudes through the narration of Colleen Hoover. Caruth's Theory of Trauma is also utilised to categorise the representation of trauma that the character has experienced after the analysis of the character's behaviour patterns. The collection of trauma has been identified as the result of repeated and prolonged domestic violence and abuse. Hence, by understanding the relationship between the characterization and past trauma of the main character, it has been found that the types of trauma are embedded through her attitude and behaviour patterns.

Keywords: domestic abuse, violence, trauma, women, characterization

UTILITARIANISM IN WILLIAM SHAKESPEARE'S *MEASURE FOR MEASURE*Mohd. Ismawi Ibrahim^{1*}, Arbaayah Ali Termizi²¹*SEGi University, Malaysia*²*Universiti Putra Malaysia, Malaysia*

mohdismawi@segi.edu.my

This study aims to investigate one of William Shakespeare's problem plays, *Measure for Measure*, within the context of utilitarian moral theory to better understand the plays' unique characteristics. The problem plays were identified by Frederick S. Boas in his book *Shakespeare's Problem Plays* and defined as dramas that bring us into "rotten societies", where complex issues of conscience required unprecedented solutions. The morality in *Measure for Measure* reflected an era that was going through a transformation, where the concept of right and wrong was continuously blurred. Although studies of morality and ethics in Shakespearean and Elizabethan dramas are well documented, the field has neglected to account for this play in particular. This is due to the ambiguous nature of their complex moral inclinations, which do not follow the conventional cathartic Aristotelian ending of either a comedy or tragedy. The current study focuses on instances of vice and virtue, moral conundrums faced by the play's selected characters, and to what extent the treatment of moral actions in the problem plays informs us of Shakespeare's own conceptualized ideas of utilitarianism moral ideals. It is imperative that the criticism validates the complexity and maturity of these plays, which point towards Shakespeare's progressive ideas of morality towards the end of the Elizabethan era. Actions taken by the characters within the play will be analysed using the consequentialist framework, specifically focusing on utilitarianism principles, to determine the morality of the action taken.

Keywords: Shakespeare, utilitarianism, morality, problem plays

POSTER

UNDOING TRAUMA THROUGH SELECTED CHARACTERS' *DEATH INSTINCTS* IN SELECTED CONTEMPORARY MALAYSIAN NOIR NARRATIVES

Nurul Soleha Mohd Noor*, Arbaayah Ali Termizi, Diana Abu Ujum, Mohamad Ateff Md Yusof

Universiti Putra Malaysia, Malaysia

*soleha.mdnoor@gmail.com

Sigmund Freud first coined the concept of 'death instinct' in his controversial work *Beyond the Pleasure Principle* (1920) by stating that all beings are driven towards death as the result of living. The concept was introduced to explain the reasons for traumatised individuals to undergo 'compulsion to repeat' their traumatic state. This concept will be applied to selected characters who had undergone traumatic experience(s) from several Malaysian noir narratives published by Fixi Novo. These texts are chosen as the primary source because they took place in an urban community with its storyline regulating around death and trauma. The current study aims to; (a) identify traumatic event(s) experienced by selected characters in the narratives which provoke(s) their primal 'death instinct', (b) examine how the concept 'death instinct' by Sigmund Freud compelled selected characters to repeat their trauma whether outwardly or inwardly as a means to undo their trauma, and (c) analyse the function of the concept 'compulsion to repeat' by Sigmund Freud in the process of undoing trauma by selected characters. The study hypothesised that 'death instinct' is crucial as an intrinsic force to help victims of trauma undo their traumatic experience by repeating the act of violence upon others or themselves as a disguised form of self-gratification in response to a traumatic condition of urban society.

Keywords: death instinct, trauma, violence, noir, Malaysian literature

NONANTHROPOCENTRISM IN GARY PAULSEN'S *DOGSONG* (1985)

Rao Na, Florence Toh Haw Ching, Hardev Kaur, Diana Abu Ujum, Hasyimah Mohd Amin
Universiti Putra Malaysia, Malaysia
 florence@upm.edu.my

Survival experience in the wilderness gives a young adult the chance to grow up, while the experience of encountering the nonhuman world helps us to rethink the value of nature and contest the long-standing doctrine of the superiority of humanity, as well as our relationship with animals and other nonhuman entities. Albeit young adult literature's frequent references to nature, criticisms of the genre rarely address the concerns of the environment. This study therefore contributes to the scholarship by reading the elements of nonanthropocentrism depicted in American author Gary Paulsen's young adult survival fiction *Dogsong* (1985). Despite his fame in young adult literature with works that contain numerous portrayals of the wilderness, there is a scarcity of critical analysis focusing on issues related to the environment in Paulsen's books. Drawing on Paul Warren Taylor's notion of nonanthropocentrism explicated in his book *Respect for nature: A theory of environmental ethics* (1986), the study discusses the human-nonhuman equality found within the selected text. The findings reveal the dependence of the 14-year-old protagonist, Russell, on the animals and nonhuman entities in the wilderness set in Paulsen's *Dogsong* (1985). The paper argues that human beings are not superior to the nonhuman entities as the latter assists in our survival. It is thus hoped that the study contributes to further the appreciation of Paulsen's young adult works, particularly enlightened from the nonanthropocentric angle.

Key Words: Nonanthropocentrism, Wilderness, Gary Paulsen, Young Adult Fiction, *Dogsong*

**AFROFUTURISM AND TECHNOLOGIES OF SURVIVING AND CREATING NEW FUTURISTIC POSSIBILITIES IN
 OCTAVIA BUTLER'S *LILITH'S BROOD***

Sami Abdullah Al-Nuaimi*, Zainor Izat Zainal
Universiti Putra Malaysia, Malaysia

In Octavia Butler's *Lilith's Brood* (2007), the intersection of the protagonists with technology creates new possibilities for survival in a futuristic world. This trilogy demonstrates through Lilith in *Dawn*, Akin in *Adulthood Rights*, and Jodahs in *Imago* how technology can create a more inclusive and equitable future and challenge dominant narratives about race and identity. Furthermore, the novels embody the principles of Afrofuturism, which envisions a future where Black people exist outside oppressive systems. Butler's *Lilith's Brood* presents a hopeful alternative vision of the future where marginalised individuals and communities can prosper. By utilizing Womack's perspective of Afrofuturism, this study analyses Butler's *Lilith's Brood*-centering on the experiences and views of the characters while also considering the impact of technology and science on their future. Womack's Afrofuturism approach is rooted in the idea that Black people have always existed in a state of futurity, as they have had to imagine and create their futures in a world that has systematically denied them the right to shape their destinies. Through this approach, *Lilith's Brood* can be seen as a powerful commentary on the complexities of identity, power, and liberation and a compelling vision of the future. Overall, using Womack's Afrofuturism to analyse *Lilith's Brood* provides a nuanced and multifaceted understanding of Butler's work. By examining the protagonists' interaction with technology, readers can better appreciate the complexities of identity and power in a rapidly changing world.

Keywords: afrofuturism, technology

**RECONSTRUCTING THE IDENTITY OF THE DISABLED THROUGH THEIR POEMS:
SUBVERTING ABLEISM, REVEALING THEIR AUTHENTICITY**

Tatang Iskarna*, Catharina Brameswari
Universitas Sanata Dharma, Indonesia
*tatang.iskarna@gmail.com

This article explores the ways in which five disabled poets reconstruct their identities and subvert ableism through their poetry: *I am Odd, I am New* (2021) by Benjamin Giroux (an autistic, USA); *If I told you I was deaf, would you turn away* (2011) by Colin Thomson (a deaf, UK); *Setitik Cahaya* (2020) by Izzatun Nafsiah (a blind, Indonesia); *Epilepsy* (2020) by Oliver Mills (epilepsy and cerebral palsy, Australia); dan *I am a child* (2021) by Cleric Twebe, (an impaired, Namibia). By analysing the poems of these writers using critical disability studies, this article reveals how they challenge traditional narratives surrounding disability and construct a more authentic representation of themselves. This descriptive qualitative research uses disability critical theories to unveil the struggle of the disabled to fight for their rights. Through their poems, these writers embrace their disabilities as integral parts of their identity, rather than viewing them as a source of pathos and pity. Furthermore, their works expose ableism with its stereotyping and stigma on the disabled that exists in societies and offer alternative perspectives on disability that centre the experiences and perspectives of disabled people themselves. By examining the literary techniques employed by these poets, this paper will demonstrate how poetry can be a powerful tool for re-constructing identity and challenging dominant narratives about disability. Ultimately, this article argues that through their poems, these writers have created a space in which disabled people can assert their authenticity and claim their rightful place in society.

Keywords: disability studies, ableism, stereotyping, stigma, disabled

TRAUMA, CORPOREALITY, AND COUNTER-MEMORY IN JESMYN WARD'S *SING, UNBURIED, SING*

Wan Fang*, Mohammad Ewan Awang, Noritah Omar
Universiti Putra Malaysia, Malaysia
*gs60201@student.upm.edu.my

The article examines how trauma is articulated through the interpretation of corporeality and counter-memory in Jesmyn Ward's novel *Sing, Unburied, Sing* (2017). Corporeality, namely the body, serves as the testimony of the traumatic experiences of characters, as well as the platform for the operation of power and dominant discourse. The bodies in the novel, male or female, alive or perished, manifest the stories of a black community in rural South America permanently haunted by the past, voicing the trauma of generations deriving from the legacy of slavery and ingrained racism. For those that inhabit the South landscape, trauma and corporeality are linked by the repercussions of racialized histories and traditions of the particular region. While the disclosure of racialized histories entails acts of counter-memory as the history is mostly controlled and recorded by dominant narratives, leading to an intentional concealment of battered Black bodies in the past. By introducing George Lipsitz's concept of counter-memory, the article investigates how Ward recuperates and revives the silenced past, body, and history of black people in the novel. The Black corporeality is rendered vulnerable and debilitated due to the continuous impact of racism on generations of Afro-Americans through the exposition of the hidden history and the plight of Black lives in the current era. The article concludes that corporeality is the site of manifesting the Black trauma, which may be explained by acts of counter-memory and the debility state of Black corporeality resulting from its inaccessibility to social resources and benefits.

Keywords: trauma, Black corporeality, counter-memory, debility, racism

INTERPERSONAL CONFLICTS IN NEVER FAR FROM NOWHERE(1996) BY BLACK BRITISH WRITER ANDREA LEVY

Wang Juan*, Hardev Kaur a/p Jujar Singh, Florence Toh Haw Ching
University Putra Malaysia, Malaysia
*603464523@qq.com

In literature, interpersonal conflicts often play a significant role in portraying the challenges faced by Black individuals in trans-cultural situations, particularly in white-dominated societies where their skin color becomes a prominent factor. In literary works, Black individuals often experience various interpersonal conflicts stemming from skin color, which further contributes to an unstable sense of identity. Previous studies have primarily focused on the identity and sense of belonging of Black individuals in a bi-cultural environment. However, there have been limited studies that examine the challenges faced by Black English characters due to skin color through the lens of interpersonal conflicts. This study aims to explore the interpersonal conflicts encountered by Black English character Vivien in the novel *Never Far From Nowhere* (1996) written by Andrea Levy. This study will use social psychological theory as its research framework. This research intends to demonstrate that the interpersonal conflicts they face are deeply related to the identity and belonging of the black subjects in the white dominated society. Drawing on social identity theory of Henri Tajfel and John Turner, applying the concepts of social categorization, social identification and social comparison, this study seeks to investigate the process of the formation of interpersonal conflicts between the characters and others, highlighting the uncertainty and instability of Black English identity in a trans-cultural situation. This study will help to figure out how the identity crisis of the character causes the interpersonal conflicts and how the interpersonal conflicts push the character to reexamine and redefine her identity.

Keywords: Andrea Levy, *Never Far from Nowhere*(1996), interpersonal conflicts

CARING AND AMBIVALENCE: MOTHERHOOD IN A CHILDREN'S BIBLE BY LYDIA MILLET

Wei Liuna*, Ida Baizura Bahar, Zainor Izat Zainal
Universiti Putra Malaysia, Serdang
*gs61548@student.upm.edu.my

Women have unique roles, identities, and qualities as mothers, particularly in the fields of childbirth, care and education. Nowadays, extreme climate and natural disasters occur frequently, and the climate crisis affects the survival and future development of humanity. Motherhood is facing great challenges and playing a unique role. A *Children's Bible* (2020) by the contemporary American novelist, Lydia Millet, depicts the difficult process of a group of teenagers fighting against the climate crisis and finding ways to survive. Although there is a serious generation gap between parents and teenagers in the novel, the role of the mother is still particularly important. The identity of the mother is closely related to the improvement of the environment and the reproduction of human beings. This paper focuses on the role of the mother in the novel where teenagers fight against the climate crisis and the related issue of reproduction depicted in the text. This study will apply the theory of maternalism by the feminist philosopher, Sarah Ruddick, to analyse the behaviours and emotions of women as mothers in the novel. The objective of the study is to examine the relationship between motherhood, and the natural environment and human reproduction in the novel to demonstrate the unique role of motherhood in the sustainable development of humanity. The findings of the study will show the role of literature in highlighting the issues of people's responsibility and care for future generations and strengthen their concern for the future destiny of humanity.

Keywords: climate change, climate fiction, Lydia Millet, motherhood, Sarah Ruddick

**NEGATIVE PSYCHOTERRATIC STATES OF THE DISENFRANCHISED CHARACTERS
IN AMITAV GHOSH'S *THE HUNGRY TIDE***

Yan Jiezhi*, Hardev Kaur Jujar Singh
Universiti Putra Malaysia, Malaysia
* yanjiezhi2021@gmail.com

Over the past decade or more, Amitav Ghosh has established himself as one of the preeminent writers not only in Indian literature but also on the global fiction stage. His profound involvement in climate change and the disenfranchised, both human and nonhuman, as reflected in his fictional work *The Hungry Tide* (2004), has earned him international recognition through literary awards. To respond to the compelling questions relating to the preservation of a delicate ecosystem and the hazards posed by an unpredictable and changing environment on humans and animals in this novel, literary critics and scholars worldwide deeply explored the text from the perspective of postcolonialism, cultural analysis and ecocriticism. However, less attention is paid to the negative psychological states of the characters caused by the climate crisis. Based on the concepts proposed by Glenn A. Albrecht on the particular human emotional responses to the scale and pace of ecological and environmental change, this paper aims to investigate the way these negative psychoterratic states such as solastalgia, ecoanxiety, ecoparalysis affect people's life due to climate change in the fiction with the exploration of the traumatic events of the disenfranchised characters, encouraging efforts to work through the negative psychoterratic states and reactivate practices of environmental advocacy in the face of the daunting ecological challenges confronting global society in the 21st century.

Keywords: Amitav Ghosh, *The Hungry Tide*, negative psychoterratic states, the disenfranchised characters

INTERSECTIONS OF POLITICS, GENDER AND DISABILITY IN CHARLOTTE PERKINS GILMAN'S *THE YELLOW WALLPAPER*

Yang Shuo*, Manimangai A/P Mani, Noritah Omar
Universiti Putra Malaysia, Malaysia
*gs60186@student.upm.edu.my

This study investigates the complex relationship between disability, gender, and politics in Charlotte Perkins Gilman's novel *The Yellow Wallpaper* (1892). Using a feminist and disability studies framework, the analysis reveals the political origins and gendered features in this novel. The study examines the protagonist's worsening mental state and societal restriction of her agency through close textual analysis and reveals the protagonist's infirmity as a metaphor for her captivity and servitude within the realms of marriage and domesticity. Gilman's exploration of mental illness is examined as a critical analysis of oppressive treatment within the domestic sphere, offering insights into patriarchal systems and societal expectations that were imposed on women during the nineteenth century. The intersections of gender, disability and power are examined, exposing the medicalization of women's bodies and male physicians' roles as patriarchal enforcers. The study emphasises the broader implications of the protagonist's narrative and its relevance to modern concerns about disability rights and gender equality by emphasising disability as a form of societal marginalisation. By providing a comprehensive view of the intricate interplay between disability, gender, and power in *The Yellow Wallpaper*, this study highlights Gilman's incisive critique of repressive standards and her contribution to voices about deconstructing oppressive systems.

Key words: Disability, Gender, Politics, Charlotte Perkins Gilman, *The Yellow Wallpaper*

HESITATION, DILEMMA, OR JUSTIFICATION? : A CRITICAL ANALYSIS OF AGNES KEITH'S REPRESENTATION OF 'NATIVES' IN *LAND BELOW THE WIND*

Yosuke Nimura^{1*}, Ken'ichiro Higuchi², Mohamad Rashidi Pakri³

¹*Shigakkan University, Japan*

²*Sugiyama Jyogakuen University, Japan*

³*Universiti Sains Malaysia, Malaysia*

*y-nimura@sgk.ac.jp

Though Agnes Newton Keith is rather an obscure writer in the field of literary criticism, thanks to the recent contributions from some scholars in and outside of Malaysia, the importance of her works, especially in the context of WWII, has been asserted, and thus more recognised. In the previous studies on her debut novel, *Land Below the Wind* (1939), its ideological aspect has been explored. Some claimed that her attitude towards the native people of Borneo was 'ambivalent', and others emphasised that her act of gazing them distinctly retained a stereotypical Orientalist quality. The purpose of the present study was to analyse Agnes Keith's representation of the native people of Borneo in *Land* and to identify the factors that characterised her uniquely 'ambivalent' description of the mentioned people. In order to achieve it, we conducted a close analysis of her text referring to the theories of gender and postcolonialism. Specifically, Gayatri Chakravorty Spivak's *Can the Subaltern Speak?* (2010) and Edward Said's *Orientalism* (1987), simultaneously referring to the criticism to these works where necessary, were consulted to understand the meaning of Keith's act in her narrative. As a result, we have concluded that the ambivalent mode of her writing derived from her intertwined feelings stemmed from her complex position—being one of the few American female subjects—in the British outpost community.

Keywords: Agnes Keith, Land Below the Wind, Subaltern, Identity Crisis, Orientalism

PSYCHOPATHIC FEMALE CHARACTERS WITH ANTISOCIAL PERSONALITY DISORDERS IN MARTIN AMIS' *LONDON FIELDS*

Zahraa Abdullah Mohan*, Ida Baizura Bahar, Diana Abu Ujum, Hasyimah Mohd. Amin

Universiti Putra Malaysia, Malaysia

*zahraa.mohan@yahoo.com

Crime fiction can be considered as the perfect space in which many authors can explore different issues and challenge the traditional models of female identity and characterisation. Many crime fiction authors, such as Stephen King and Agatha Christie, have challenged that traditional female role in fiction by creating multi-layered and psychologically complicated female offenders. Unlike the traditional female characterisation portrayed in the earlier crime fiction, which were limited to helpless victims always seen in need of help or rescuing, contemporary crime fiction portrays many female characters as ruthless killers, femme fatales, and brutal psychopaths. *London Fields* (1989) by Martin Aims is a post-apocalyptic novel which depicts a strong, intelligent, charming, manipulative, and dangerous female character as the lead character, namely Nicola Six. Although the novel has been analysed from diverse aspects concerning male characterisation, yet they have overlooked her portrayal from the lens of psychological criminology and psychopathy which this study will address. Accordingly, this study attempts to examine the psychopathic Nicola in *London Fields* using the perspectives of psychopathic studies by Robert D. Hare. The objective, then, is to examine the main female character's psychopathic nature and antisocial personality disorders as depicted in the novel. The findings of the study demonstrates that Nicola Six does not conform to the stereotypical portrayal of a traditional female role in fiction and, instead, challenges the mainstream notions by adopting predominantly male characterisation in crime fiction.

Keywords: *London Fields*, *A Simple Favor*, psychological Criminology, antisocial personality disorder, psychopathy

**THE PAST HUNTS THE PRESENT: APARTHEID TRAUMA MEMORY IN ATHOL FUGARD'S
THE PAINTED ROCKS AT REVOLVER CREEK**

Zahraa Adnan Baqer*, Arbaayah Ali Termizi
Universiti Putra Malaysia, Malaysia
zahraabaqer74@gmail.com

This paper examines Athol Fugard's play *The Painted Rocks at Revolver Creek* (2015), which is a representative of both the Apartheid and the post-Apartheid era. This play is divided into two parts; one happened during the segregation policy, while the other in the post-Apartheid period, which makes the play a good example of the domination of the traumatic memories of the Apartheid regime on the present life of the characters. The first part of the play shows displacement, poverty, dispossession, forced migration, racism, segregation, and violence which are the reasons for the Apartheid trauma among the black victims. The second part, on the other hand, reflects the end of Apartheid, but the traumatic memories of the violent past still hunt the characters. The study will use the post-colonial trauma theory by Stef Craps alongside Dominik LaCapra's theory of trauma and reconciliation and Frantz Fanon's psychological ideas. This study presents two questions: How are the painful, traumatic memories constructed in Athol Fugard's black characters in *The Painted Rocks at Revolver Creek*? And how are the traumatic characters trying to reconcile and accept the other in Fugard's play? The study first aims to describe the construction of Apartheid traumatic memories and how they are dominant in the victim's minds; and, second, to clarify the traumatic characters' attempts to survive and heal. The study utilizes the textual analysis method for data analysis; and this approach is taken to examine the traumatic experiences and incidents that happened to the black characters and how they narrate them, also by gathering and examining the qualitative data concerning the play.

Keywords: Athol Fugard, apartheid, memory, post-apartheid, trauma

THE SPATIAL TRANSGRESSIONS IN EMILY BRONTË'S *WUTHERING HEIGHTS*

Zhixing Nie*, Hardev Kaur, Mani Mangai
University Putra Malaysia, Malaysia
*gs65852@student.upm.edu.my

While there has been significant scholarship on *Wuthering Heights*, previous studies have predominantly focused on the application of feminist, symbolism, post-structuralism, trauma, narratology and psychoanalytic approaches, analyzing the distinct and vividly portrayed characters of Heathcliff and Joseph by Emily Brontë. Additionally, critics have examined the unreliable and fictional narrative techniques employed in the novel, as well as the depiction of family dynamics. However, the exploration of space transgression as a critical component of the narration received insufficient attention. This essay investigates Emily Brontë's *Wuthering Heights* in light of her spatial transgression. Employing concepts of striated space and smooth space borrowed from Deleuze and Guattari's spatial theory, it reveals that the imprisonment of *Wuthering Heights* and Thrushcross Grange, the dominance of patriarchal power, and the repression of religion are the causes of Catherine and Heathcliff's self-confinement in striated space. By juxtaposing both spaces, Brontë creates a binary opposition that emphasizes the contrast between detention and freedom, confinement and mobility, and finally, oppression and liberation. This essay finds that the striated space and smooth space in *Wuthering Heights* closely interplay with the self-construction of Catherine and Heathcliff, and the smooth space is the very place where Emily Brontë applies the strategies of "flight", "nomadism", and "becoming" to facilitate Catherine and Heathcliff to surmount identity crises and to achieve personal empowerment and independence.

Keywords: Emily Brontë, *Wuthering Heights*, striated space, smooth space, transgression

TEACHING THE LITERATURE COMPONENT IN SECONDARY SCHOOLS IN JOHOR, MALAYSIA: A QUALITATIVE STUDY OF LANGUAGE TEACHERS' EXPERIENCES

Marat Zagidullin
University of Reading Malaysia, Malaysia
 m.zagidullin@reading.edu.my

In present-day Malaysia, with its growing use of digital media and a population of 'reluctant readers', engaging secondary school students with literary works has become an increasingly challenging task. While empirical research touched upon some of the difficulties that secondary school students had with the literature curriculum, the number of empirical studies that focus on the teachers' experiences of teaching literature in Malaysian context remains limited. This study aimed to answer the following research questions: 1) How do teachers of literature (ToL) view their role in modern Malaysia? 2) What are the ToL's beliefs about the role of literature in the formation of students' thinking? 3) What do ToL focus on in their teaching? 4) What are some of the challenges that ToL face today? 5) What are the ToL's experiences in covering literature curriculum in secondary schools? Utilising interpretative phenomenological design and convenience sampling, the study recruited 14 language teachers who had worked in secondary schools in Johor Bahru, Malaysia for at least 5 years (6 taught Bahasa Malaysia, 5 - English, 2 - Mandarin, and 1 – Tamil language). Qualitative semi-structured interviews were conducted in Bahasa Malaysia (n=6), English (n=6), and Mandarin (n=2), in person and online. The presentation will review emergent themes derived through interpretative phenomenological analysis of the transcribed interviews and will discuss their implications for the teaching of diverse languages and literatures in secondary schools today.

Keywords: teaching literature, secondary schools, Malaysia

POLITICAL TRANSFORMATION OF CULTURAL IDENTITY IN MOTHER-DAUGHTER RELATIONSHIPS IN BRIT BENNETT'S NOVELS

Song Huiyan, Hasyimah Mohd Amin, Noritah Omar
Universiti Putra Malaysia
 GS61238@student.upm.edu.my

The Black mother-daughter relationship could be synergistic and parasitic. Though the portrayal of Black mothers in African American literature has evolved from stereotypical depiction to multifaceted representation, a myriad of research indicates that many Black mothers still struggle to socialize their daughters to be independent. However, there is a lack of attention given to the connection between the Black mother-daughter relationship and political transformation. The research intends to investigate why some Black mothers are trapped in inner conflicts while their daughters could reorient themselves in the changing political environment facing the identity crisis and cultural assimilation. It argues that the Black mother-daughter relationship is likely to be influenced by the political transformation which is revealed in the process of cultural identity construction. The selected novels are Brit Bennett's *The Mothers* and *The Vanishing Half*. Collective memory from Eyerman's cultural trauma will be adopted to analyze black mothers' inner conflicts facing cultural assimilation. Then, the research will employ attachment theory to examine the Black mother-daughter relationship to explore why daughters are indulged in spiritual disorientation. Finally, Stuart Hall's cultural identity will be used to highlight these daughters' struggle to keep independent racial identities. The research aims to illustrate that facing cultural assimilation, Bennett realizes that African Americans must maintain cultural identity to establish cultural confidence. To sum up, the significance of this research is to expose that cultural trauma could also promote the young to reformulate what to do to meet the challenges of political transformation in modern society.

Keywords: Black mother-daughter relationships, inner conflict, cultural trauma, attachment theory, cultural identity

**TRACING THE EMERGENCE OF HOPE DURING PANDEMICS IN *NIGHTS OF PLAGUE* BY ORHAN PAMUK VIS-À-VIS
FUTURISM**

Sara (M. Omar) Hamzeh
Universiti Sains Malaysia
sarahamzeh@student.usm.my

Anxiety, depression, distress, and psychological functioning issues are all emotional reactions that can be described by emerging research as post-trauma symptoms related to mental health problems experienced by people who lived throughout the recent global pandemic COVID-19. This research paper aims to shed light on the role of fictional narratives that handle the theme of pandemics in reconstructing an optimistic vision for future generations. It explores how such narratives offer readers deep simulative models of reality and are not only a source of entertainment. For this research paper, one novel has been selected, *Nights of Plague* (2021) translated to English in (2022). This paper will be read using the lens of post-normal times and futurism theories made famous by Ziauddin Sardar. This research will utilize the descriptive analytical approach to analyze the theories and make connections with the plot of the novel. This research aims to unfold key features of post-normal symptoms such as uncertainty and ignorance in the behaviors of the novel's characters. It will also analyze themes which provide current readers with a better understanding of pandemics. The research aims to educate humanity to come to terms and to accept sadness and suffering that come with pandemics.

Keywords: post-normal times theory, futurists theory, Orhan Pamuk, pandemics, medical breakthroughs

THE EFFECT OF TRAUMA AND POSTCOLONIAL DISPLACEMENT IN CARYL PHILLIPS'S *A DISTANT SHORE*

Abdulhameed A. Majeed
University of Anbar, Iraq
abdulhameed_arts@yahoo.com

This research examines identity and immigration in Caryl Phillips's *A Distant Shore*. Therefore, it will not concentrate on the colonial aspect of identity and immigration. Instead, it will focus on the appearance of trauma as a result of immigration. In this manner, the colonial immigration depicted in the selected works formulates the characters' trauma. The characters, or their parents, undergo certain kinds of displacement immigration. They leave their homeland to settle in others. This immigration results in trauma since they keep remembering or bemoaning their present marginalized state in the host land. Repeating past experiences and their marginalized status make them traumatic. Ultimately, trauma makes the characters psychically disordered because they become extremely anxious. Unlike previous studies, this research will interpret the selected works from an interdisciplinary perspective. It will involve both Freud's conceptualization of trauma and Homi Bhabha's critical perception of displacement.

Keywords: Displacement, Identity, Mimicry, Neurosis, Post-colonialism, Psychoanalysis, Trauma

ACCOUNTING FOR CHANGE IN RETRANSLATION: A CASE STUDY OF TWO TRANSLATIONS OF ALMAYER'S FOLLY

Haslina Haroon
Universiti Sains Malaysia, Malaysia
haslina@usm.my

Retranslation can be understood as a new translation in a certain target language of a text that has already been translated into the same language. Retranslation is premised on the concept of difference between the first and subsequent translation. Considering the fact that change is involved in the process of retranslating, one question that arises is the nature of the changes that take place. This paper aims to explore this issue via a case study focusing on two Malay translations of *Almayer's Folly*. Specifically, the paper aims to discuss the differences between the two translations, and subsequently, determine the factors that may have influenced the translational choices. To carry out the study, two Malay translations of *Almayer's Folly*, *Istana Impian* (1967) and *Kemudi* (2016) are compared to their English source text. The historical context of both translations are also explored. The textual analysis points to the fact that in some cases where the initial translation opts for domestication, the second translation shows foreignising tendencies. However, in some other cases where the first translation follows closely the source text in terms of sentence structure, the second translation prefers a more idiomatic translation. The contextual analysis points to the fact that translational choices are influenced by the circumstances under which the translators work. This study highlights the necessity of understanding the historical context of a (re)translation. It is only when a translation is properly contextualised that it becomes clear that translational choices may be constrained or motivated by factors outside the text.

Keywords: retranslation; translational choices; translation solutions; literary translation; *Almayer's Folly*

PRESENTERS' BIODATA

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PRESENTERS' BIODATA (LANGUAGE)

AIKA ISHIGE	Aika Ishige is Lecturer at the Center of Language Education at Ritsumeikan Asia Pacific University. She holds an MA degree in Teaching English as a Second Language (TESL) from the University of British Columbia. She is interested in language and identity, language ideology, and international education.
AKEMI MATSUYA	Akemi Matsuya is Professor of Linguistics and English at Takachiho University. She received her Ph.D. in formal linguistics in May 2000 from the University of Maryland, College Park. Chikako Takahashi is a lecturer at Tokyo Junshin University. She earned a Master's degree in Applied Linguistics in 1998 from Georgetown University, Washington, D.C.
ABU BAKAR RAZALI	Abu Bakar Razali currently works as a Senior Lecturer at the Faculty of Educational Studies, Universiti Putra Malaysia (UPM). Abu Bakar's research interests are in the field of TESL, particularly in reading and writing instruction and educational technology.
AFIDA MOHAMAD ALI	Afida Mohamad Ali (PhD) is Associate Professor at the Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia. Her research interests are in English/Language for Specific Purposes/Language for the Professions, Corpus Linguistics, and Discourse/Genre Analysis.
AINUL AZMIN MD ZAMIN	Ainul Azmin Md Zamin is Asst. Professor at the Department of English Language & Literature, International Islamic University Malaysia. Her research interest lies in the areas of Language Pedagogy and English for Specific Purposes; particularly in Academic and Technical Writing. She is currently the Head of Responsible Research and Innovation, AbdulHamid AbuSulayman Kulliyah of Islamic Revealed Knowledge & Human Sciences, IIUM.
AKIHIRO SAITO	Akihiro Saito is Associate Professor at Institute of Arts and Sciences, Tokyo University of Science.
AMIRAH ATHIRAH	Amirah Athirah is Lecturer at the Academy of Language Studies in Universiti Teknologi MARA, Perak. She is keen in research related to linguistics, discourse studies, and global learning.
ANEALKA AZIZ	Anealka Aziz, PhD is Professor at Akademi Pengajian Bahasa at Universiti Teknologi MARA. She is an accomplished academician and researcher in the field of Education, with a focus on e-learning, corpus-based studies, readability studies, and ELT materials development.
ANIS SHAHIRA BAZLAN	Anis Shahira Bazlan is Lecturer at the Academy of Language Studies, Universiti Teknologi MARA, Negeri Sembilan. She holds a master's degree from Universiti Sains Malaysia. Her research interests include political and critical discourse studies.
ANNA KATRINA C. CERAFICA	Anna Katrina C. Cerafica is a Teaching Associate at the University of the Philippines Diliman. She is currently taking up an MA in Comparative Literature. Her research interests include ethical criticism, children's literature, and the Philosophy for Children pedagogy.
ANUSHIKA KARIYAWASAM	Anushika Kariyawasam is Lecturer in English at the University of Ruhuna, Sri Lanka. She is also a trained psychological counsellor and psychotherapist. Currently, she is a final year PhD candidate at the University of Otago, New Zealand. Her research interests are in Psycholinguistics and English Language Teaching.
APHIWIT LIANG-ITSARA	Aphiwit Liang-Itsara (formerly, Natthapong Chanyoo) is Assistant Professor at Faculty of Liberal Arts, Mahidol University, Thailand. He received his Ph.D. in applied linguistics from the University of Pittsburgh. His primary research interests include writing, academic discourse, foreign language teaching, and psychological aspects of language teaching and learning.
ATEFF YUSOF	Ateff Yusof (PhD) is Senior Lecturer at the Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia. His expertise lies in Applied Linguistics, with a particular focus on language anxiety and speaking in the ESL context.

ATIQA MOHAMED HETHDZIR	Atiqah Mohamed Hethdzir graduated from Management and Science University, Shah Alam, with a Bachelor of Education (Hons), TESL. She has served as a lecturer (English language) at Universiti Teknologi Mara (UiTM), Rembau. Currently, she is pursuing Masters of Applied Linguistics at Universiti Putra Malaysia (UPM).
AZMAN CHE MAT	Azman Che Mat is Professor at Universiti Teknologi MARA. He has been lecturing for 17 years. His research interests are translation, syntax and TASL. Currently he is involved in research grants and is the chairman for Association of Malaysian Researchers and Social Services.
AZWAR AMIRAH AZIZAN	Azwar Amirah Azizan graduated from Universiti Putra Malaysia, Serdang, with a Bachelor of Arts degree in English in 2021. She then pursued her postgraduate study in Master of Applied Linguistics at the same university. Since then, Azwar has been involved with research related to age of acquisition of early words among Malaysians.
CHAN MEI YUIT	Chan Mei Yuit (PhD) is Associate Professor, affiliated to the Department of English, UPM. She has authored and co-authored multiple peer-reviewed scientific papers and presented works at many national and International conferences. Her research interests include Applied linguistics, discourse and communication studies, second language acquisition, Language for specific purposes.
CHE JING	Che Jing is a PhD student in the English Department, Faculty of Modern Languages and Communication, UPM. Before joining the university, she worked as a College English teacher in Lyuliang University, China. Currently, Che Jing is working on her PhD thesis on the topic of linguistic landscape and English teaching and learning.
CHELO VARGAS-SIERRA	Chelo Vargas-Sierra is Associate Professor in the Department of English Studies at the University of Alicante, Spain. Her academic interests focus on corpus linguistics, intercultural communication, specialized languages, language technologies for translation, and translation-oriented terminology management. Currently, she is the director of the Inter-university Institute for Applied Modern Languages (IULMA).
CHEN DAN	Chen Dan is a PhD candidate in English language from the Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia. Her areas of research interest include Second Language Learning, English Language Studies, and Corpus Linguistics.
CHEONG BING QIANG	Cheong Bing Qiang is a Malaysian undergraduate studying Bachelor in Education in English Language. In 2021, BQ, Vivien, Sally and Candice conducted research about Malaysian undergraduates' attitudes towards local-accented English. In 2022, BQ, Vivien, Sally won the Recommended Paper Award in the 6th Undergraduate Academic Conference on Humanities held by the Education University of Hong Kong.
CHIN EE WEN	Chin Ee Wen received his B.A. in Foreign Languages (German) and Master's degree in discourse studies from Universiti Putra Malaysia. He is currently teaching German in several institutions and is pursuing his PhD in Discourse Studies. His interests include intercultural discourses, social representations of Germany and academic mobility.
CHONG SENG TONG	Chong Seng Tong is Lecturer at Universiti Tenaga Nasional, Kajang, Malaysia. He has been actively involved in interdisciplinary areas research including communication, literature and community engagement as well as trauma-related studies.
CHOOI MUN YEE	Chooi Mun Yee is currently a graduate student, affiliated to the Department of English, UPM. Since joining the university, she has been involved with research-based conferences held by local universities. She is currently working on research projects pertaining to rhetorical moves structures in research abstracts constructed by writers of different educational levels.
CUI YUTONG	Cui Yutong is a Translation major at the Chinese University of Hong Kong, Shenzhen. Her research interests include applied linguistics, translation and ancient Chinese literature.
DANIEL ARI WIDHIATAMA	Daniel Ari Widhiatama is Lecturer in the English Education Study Program, Universitas Mercu Buana Yogyakarta, Indonesia. He is one of the Directors of Program and Development of Indonesian Technology Enhanced Language Learning. His interests are on

	Project Based Learning, Blended Learning, Education Technology, and Assessment in Language Teaching.
DI WAN	Since joining Peking University in 2018, Di Wan has been involved with research related to Chinese linguistics and especially historical and dialectical syntax. Di Wan is currently working on the syntax and morphology of putative constructions in archaic Chinese.
DORCAS LAM	Dorcias Lam is Assistant Professor at the University of Nottingham Malaysia and is interested in dissecting writings and engaging in discussions on literary works. Her current research focuses on exploring how the Writing Centre and Writing Across the Curriculum initiative can be tailored to improve writing abilities in Malaysia.
DZEELFA ZAINAL ABIDIN	Dzeelfa Zainal Abidin was a secondary school teacher for 21 years. In 2003, she joined UPM to train TESL teacher trainees at the Faculty of Educational Studies. She joined UiTM as a permanent staff in 2016. Her field of expertise is in the Teaching of Literature in the Language Classroom and TESL pedagogy.
ELKE STRACKE	Elke Stracke is a Professor in Applied Linguistics and TESOL in the Faculty of Education at the University of Canberra, Australia. Her research straddles the areas of Applied Linguistics and doctoral education. She is the President of the Applied Linguistics Association of Australia (ALAA).
ELYSA HARTATI	Elysa Hartati is Lecturer in the English Education Study Program, Universitas Mercu Buana Yogyakarta, Indonesia. Her research interests are Systemic Functional Linguistics, Translation Studies, and English Language Teaching methodology. She is also active in giving training in some teachers' professional development programs.
ERNANDA	Ernanda is Assistant Professor at Universitas Jambi, Indonesia. She obtained a PhD from Leiden University. Her research interests include functional linguistics, language and gender, and Critical Discourse Analysis.
FAN HUA	Since joining Universiti Putra Malaysia in 2020 as a doctoral candidate, Fan Hua has been involved with research related to sociolinguistics. She works as a senior lecturer in Guangxi Science & Technology Normal University, China. She is currently working on a series of papers related to learning in group interaction among university students.
FATIN NABILA ABD RAZAK	Fatin Nabila Abd Razak has been an English Language lecturer at UiTM Cawangan Negeri Sembilan, since 2020. She completed her PhD in English Language at the Faculty of Modern Languages and Communication, Universiti Putra Malaysia, in 2021. Research in the area of Applied Linguistics utilising the Quantitative Approach is her forte.
FOONG HA YAP	Foong Ha Yap is Associate Professor at the Chinese University of Hong Kong, Shenzhen. She received her Ph.D. in applied linguistics from UCLA. The areas of her research interest include grammaticalization and pragmatic studies from crosslinguistic, typological and discursive perspectives.
FRANTIŠEK KRATOCHVÍL	František Kratochvíl is an assistant professor at Palacký University Olomouc (Czech Republic). He received his PhD from Leiden University. His work focuses on verbal semantics, argument realisation, and deixis. He combines descriptive work with natural language processing and machine learning to create infrastructure for the study and development of low-resource languages.
GUFRON	Gufron is an English lecturer at the Department of Information Systems, Universitas Pradita Indonesia. His research interests include Teaching English Methods, English Communication Skills, and Computer Assisted Language Learning (CALL). He is currently the coordinator of the Centre of English for General and Academic Purposes (EGAP) Universitas Pradita Indonesia.
HALIS AZHAN MOHD. HANAFIAH	Halis Azhan Mohd. Hanafiah is Senior Lecturer in the Malay Department, Faculty of Modern Languages and Communication, UPM. His research areas include Creative Writing; Children's and Adolescent Literature; Literary Translation.
HAN XU	Han Xu is a PhD candidate at the Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia. Her research focuses on EFL speaking.

HE ZHU	Since joining Universiti Putra Malaysia in 2022, He Zhu has been involved with research related to cultural and advertising translation. Before joining the university, He Zhu worked as a senior researcher at Guangxi University of Foreign Languages.
HU BIN	Hu Bin is a PhD candidate at the Faculty of Modern Languages and Communication, Universiti Putra Malaysia, working on research in applied comparative linguistics. She is also a lecturer at Hunan Institute of Technology, China.
HUI GENG	Hui Geng is a Ph.D. candidate at the Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia. Her research interests are in the areas of corpus linguistics, academic writing, EAP, ESP, second language acquisition, literature, and translation.
HUI ZANNE SENG	Hui Zanne Seng obtained her Master's in Discourse Studies, and she is now a lecturer at the Academy of Language Studies, Universiti Teknologi MARA Pulau Pinang Branch Permatang Pauh Campus. Her research interests are discourse studies, intercultural communication and language acquisition.
I KETUT TRIKA ADI ANA	I Ketut Trika Adi Ana teaches at Ganesha University of Education. His research interest is in English language education and linguistics, and has published some articles in national and international accredited journals. He has also presented his research articles at international conferences on English language education and linguistics.
IDA AYU SHITADEVI	Ida Ayu Shitadevi holds the position of lecturer in the English Department, School of Liberal Arts, Mae Fah Luang University, Thailand. Her research interests include but are not limited to semantics, typology, and sociolinguistics of indigenous languages, particularly Javanese language, as it is her mother tongue.
IN YOUNG CHOI	In Young Choi is currently a student of a doctoral program at Hankuk University of Foreign Studies in Korea. Her major research interests are grammaticalization, cognitive linguistics, history of English, psycholinguistics, language and culture, and semantics.
JANICE NAKAMURA	Janice Nakamura is Associate Professor in the Department of English, Kanagawa University, Japan. She investigates child bilingualism and family language policy within the Japanese context. Her research articles have appeared in the International Journal of Bilingualism and Bilingual Education, International Multilingual Research Journal, Multilingua and English Today.
JARIAH MOHD JAN	Jariah Mohd Jan is Honorary Professor and former Dean of the Faculty of Languages and Linguistics, Universiti Malaya. She specialises in sociolinguistics and published on topics including gender, leadership and workplace discourse, socio-pragmatic aspects of interaction, discourse and linguistic features of the Mah Meri, Javanese and Kerinchi communities in Malaysia.
JIAMING PENG	As translation majors of the School of Humanities and Social Science at the Chinese University of Hong Kong, Shenzhen, Jiaming Peng receive academic training in linguistics and discourse analysis. Inspired by the 'Nature Is Speaking' campaign, Peng develops research interests in fear appeals and threat-framing constructions in environmental discourse.
JIANBIN YU	JianBin Yu is currently a PhD candidate for Comparative Applied Linguistics Studies at the Faculty of Modern Languages and Communication, Universiti Putra Malaysia. Yu is focusing on the Yi minority language loss and maintenance research while documenting Yi's intangible cultural heritage in Mengzi and Shilin in China.
JINNI LI	Jinni Li is a postgraduate student of the MA in English (literary studies) programme at the Chinese University of Hong Kong. Her research interests include early modern poetry, drama, religion, and the studies of identity.
JINZHU ZHANG	Jinzhu Zhang is currently a PhD candidate in Universiti Putra Malaysia. She is a lecturer in Yunnan University of Finance and Economics, China. Her research interest includes cross linguistic comparison and stance in academic writing.
JOANNA JOSEPH JEYARAJ	Joanna Joseph Jeyaraj is a Senior Lecturer at the Faculty of Educational Studies, Universiti Putra Malaysia. Her research interests include critical pedagogies in teaching and

	learning, the teaching of thinking skills, and other topics related to the teaching of English as a second language.
JUNKO MAEDA	Junko Maeda is Adjunct Lecturer at the Center for Liberal Arts and Sciences, Hachinohe Institute of Technology.
JYH WEE SEW	Jyh Wee Sew teaches Malay, Spoken Cantonese, and Spoken Hokkien at the National University of Singapore. An editor of Electronic Journal of Foreign Language Teaching, International Advisory Board member of Jurnal Komunikasi, and the recipient of Asian Universities Alliance Scholar award (2019), Jyh has published four books, and 16 Scopus-cited articles.
KAM-FONG LEE	Kam-Fong Lee is currently a senior lecturer in the Faculty of Education, Languages, Psychology and Music, SEGi University, Malaysia. Her research interests include Systemic Functional Linguistic (SFL), Discourse Analysis, and Academic Reading and Writing.
KARRAR	Karrar is a student at Universiti Putra Malaysia, pursuing a Master's degree in Applied Linguistics. He has taken courses on the different areas of linguistics, and he is keen to apply knowledge of linguistics in understanding real life scenarios.
KEUN HEE RYU	Keun Hee Ryu has completed her doctoral study in Grammaticalization from Hankuk University of Foreign Studies in Korea. Her primary research interests include grammaticalization, evolution of word class, cognitive semantics, discourse markers, sociolinguistics, language and culture, and language education.
KHAIRUL FIRHAN	Khairul Firhan is Lecturer at Universiti Teknologi MARA Cawangan Pahang. At present, he is pursuing his doctorate degree at the Faculty of Modern Languages and Communication, Universiti Putra Malaysia. His research interests include Corpus Linguistics, Genre Analysis, English for Specific Purposes and Language Teaching and Learning.
KHOMKRIT TACHOM	Khomkrit Tachom is Assistant Professor of English at the School of Liberal Arts, University of Phayao, Thailand. He received his Ph.D. in Applied Linguistics from the University of Southampton, United Kingdom, in 2014. His primary research interests include English grammar, corpus, English for specific purposes, and vocabulary learning.
KOH YING XIAN	Koh Ying Xian is a PhD student at the School of Education, University of Nottingham Malaysia. As an ESL educator, she has experience working with learners of diverse age groups. Her research work focuses on lexical cross linguistic similarity in language learning and she has developed a cognate list between English and Malaysian vernaculars.
KORNSIRI BOONYAPRAKOB	Kornsiri Boonyaprakob is a lecturer in Applied Linguistics at the Faculty of Liberal Arts, Mahidol University, Thailand. She received her Ph.D. in Curriculum and Instruction with concentration on Instructional Supervision from College of Education, North Carolina State University. Her research covers learner and teacher development, and language teaching and learning.
KULTIDA KHAMMEE	Kultida Khammee earned her MA in English from Chiang Rai Rajabhat University and completed the Ph.D. program in applied linguistics at Mahidol University. Her primary research interests include developing teaching methodology and materials, text analysis, cultural studies, cognitive linguistics, and language change from cross-linguistic and typological perspectives.
KUMON TOKUMARU	Kumon Tokumaru was born in 1959. He worked in the field of satellite earth observation and communication satellites as a system engineer. He started an interdisciplinary study of digital linguistics after visiting the oldest modern human sites, the Klasies River Mouth Caves in South Africa in 2007 and 2012.
KWAN YUET LING, LINDA	Since joining the Education University of Hong Kong in 2010, Linda Kwan has been involved with research related to education and psychology. Before joining the university, Dr. Kwan worked as a teacher at primary, secondary, and tertiary schools. Dr. Kwan is currently working at the university as a senior Lecturer.

KYOU-DONG AHN	Kyou-Dong Ahn is a lecturer at Hankuk University of Foreign Studies, Korea and an external researcher at the Archeolinguistic Research Group at the Max-Planck Institute of Geoanthropology in Jena, Germany. He will commence his career as an assistant professor at Palacký University in Olomouc, Czech Republic from September 2023.
LAI XUE HUA	Lai Xue Hua is currently PhD candidate in Conversation Analysis at UPM. In the meantime, she is also Senior Lecturer in English Language at Guangdong Vocational School of Electronic Technology. Her research interests are in English Discourse Analysis and English Language Teaching.
LAY HOON ANG	Lay Hoon Ang is Associate Professor at the Department of Foreign Languages, Faculty of Modern Languages and Communication, Universiti, Putra Malaysia.
LEE GEOK IMM	Lee Geok Imm is Senior Lecturer, affiliated to the Department of English, UPM. She has published numerous publications in various national and international peer-reviewed journals and presented scientific papers across the world. Her clinical and scientific research interests include English Language Studies, Academic Writing, English for Specific Purposes.
LEYAO SHEN	As translation majors of the School of Humanities and Social Science at the Chinese University of Hong Kong, Shenzhen, Leyao Shen receive academic training in linguistics and discourse analysis. Inspired by the 'Nature Is Speaking' campaign, Shen develops research interests in fear appeals and threat-framing constructions in environmental discourse.
LI YUANFEI	Li Yuanfei is a Lecturer at Yuncheng University of China. Currently, she is in a Ph.D. programme in English Language with the Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia (UPM). Her areas of research interest include Second language learning, English teaching, and translation theory.
LILLIATI ISMAIL	Lilliati Ismail is Senior Lecturer at the Faculty of Educational Studies, Universiti Putra Malaysia. Her research interests include grammar instruction and task-based language teaching.
LINA ZHOU	Lina Zhou has been involved with research related to Translation and Interpretation. Before joining the university, Lina Zhou worked as a teacher and part-time translator.
LISBETH SINAN LENDIK	Lisbeth is currently a PhD candidate at the Faculty of Modern Languages and Communication, Universiti Putra Malaysia. Lisbeth is conducting a study on intergenerational differences in postpartum confinement practices through discourse, including the influence of sociocultural knowledge on the postpartum confinement experiences of mothers in Sarawak.
M RAADHA KRISHNAN	M Raadha Krishnan is an English teacher from Sekolah Kebangsaan Tanjung Puteri, Johor Bahru, Malaysia. He is currently pursuing his M.A. in Universiti Putra Malaysia. His research interests include diasporic language shift and contemporary pedagogy; the latter of which he has published a book on best practices in ESL lesson planning.
MAHANUM MAHDUN	Mahanum Mahdun is an English lecturer in the Department of English Language and Communication, Faculty of Management and Muamalah at Selangor International Islamic University. Her research interests are in linguistics, second language acquisition, and morphology and syntax.
MANJET KAUR MEHAR SINGH	Manjet Kaur Mehar Singh is Associate Professor at the School of Languages, Literacies and Translation, Universiti Sains Malaysia. She is also the Managing Editor of International Journal of Language, Literacy and Translation (IJLLT).
MARIKO IWASAKI	Mariko Iwasaki is Associate Professor at the Center for Liberal Arts and Sciences, Hachinohe Institute of Technology.
MARK R. FREIERMUTH	Mark R. Freiermuth is Professor of Applied Linguistics at Gunma Prefectural Women's University. His research interests revolve around how L2 learners interact and what affects their interaction. He has recently published a short easy-reading book (Palgrave-Macmillan/Springer) aimed at graduate students to help them to prepare for formal academic presentations.

MASTURA MAHAMED	Mastura Mahamed is Senior Lecturer at the Department of Communication, Faculty of Modern Languages and Communication, Universiti Putra Malaysia.
MICHAEL TANANGKINGSING	Michael Tanangkingsing obtained his M.A. and Ph.D. degrees at the Graduate Institute of Translation and Interpretation Studies in Fu-jen Catholic University and at the Graduate Institute of Linguistics in National Taiwan University, respectively. His research interests include syntax, pragmatics, and discourse analysis of Cebuano.
MICHELLE LI	Michelle Li is currently an assistant professor at Caritas Institute of Higher Education in Hong Kong. She specializes in contact languages in Asia, especially Chinese Pidgin English and Macau Pidgin Portuguese. Her research primarily uses a historical sociolinguistic approach to investigate the social and linguistic characteristics of contact languages.
MONIZA WAHEED	Moniza Waheed obtained her PhD in Political Communication from the University of Amsterdam in 2013. She trained in speechwriting at Bursa Malaysia and the United Nations Headquarters in New York City. Over the years, she has authored and co-authored nearly 60 publications and has won 17 local and international awards.
MUHAMMAD BIN ROSLAN	Muhammad Bin Roslan is a Speech-Language Pathology student in the Department of Audiology and Speech-Language Pathology, the Kulliyah of Allied Health Sciences, in the International Islamic University Malaysia. He is currently a final year student.
MUHAMMAD HAKIMI TEW ABDULLAH	Muhammad Hakimi Tew Abdullah is a lecturer at the College of Computing, Informatics and Media, Universiti Teknologi MARA, Cawangan Negeri Sembilan, Kampus Rembau, Malaysia
MUHAMMAD SAEED AKHTER	Muhammad Saeed Akhter is Associate Professor and (Former) Head of Department of English at his university. He has been a member of the National Curriculum Revision Committee of the Higher Education Commission (HEC) of Pakistan. He is a member of Englishers (LLL).
MUHAMMAD YASIR YAHYA	Muhammad Yasir Yahya (PhD) is Senior Lecturer in the Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia. He specializes in TESOL, English Applied Linguistics, task-based language teaching, and speaking.
NAJAH ZAKIRAH	Najah Zakirah is a lecturer in the Arts and Education Department, Infrastructure University Kuala Lumpur (IUUKL). She obtained her Master's Degree in Applied Linguistics from Universiti Putra Malaysia. Her research interests are in collaborative writing and learning styles.
NAJIHAH AHMAD ZAMBERI	Najihah Ahmad Zamberi at present is a language teacher at the Centre of Advancement of Language Competence (CALC), UPM. With educational background from University of Westminster, London, her partake in research includes second language acquisition (SLA) and learning. She is also a postgraduate student of Applied Linguistics in UPM.
NATRAH NOOR	Natrah Noor is Assistant Professor at the University of Nottingham Malaysia and a PhD candidate at the National University of Malaysia (UKM). Her PhD research examines the production of systemic power using language. After the pandemic, she developed a new research interest in e-learning cognitive studies.
NG BOON SIM	Ng Boon Sim is Senior Lecturer at the Department of Foreign Languages, Faculty of Modern Languages and Communication, Universiti Putra Malaysia.
NG POH KIAT	Ng Poh Kiat is Lecturer at the Faculty of Engineering and Technology, Multimedia University. He is an International TRIZ Level 3 Professional. His research interests include design, human factors and ergonomics, usability testing, biomechanics, and teaching and learning.
NG YU JIN	Ng Yu Jin is Lecturer at Universiti Tenaga Nasional, Kajang, Malaysia. He has been actively involved in research activities, especially in corpus-based studies, vocabulary pedagogy and textbook evaluation, as well as some interdisciplinary areas.
NOORFARIDA FILZAH MOHD SOBRI PARIDALUDDIN	Noorfarida Filzah is currently Lecturer at Academy of Language Studies (APB), UiTM Shah Alam. Her current venture in research includes Corpus linguistics and Metadiscourse studies and she did her research on media discourse employing Critical Discourse Analysis (CDA). She is also a PhD student of English Language in UPM.

NOR ASHIKIN YUSOF	Nor Ashikin Yusof is Senior Lecturer at the Academy of Language Studies, Universiti Teknologi MARA (UiTM). She received her Postgraduate Diploma in TESL from UiTM and Master of Education (TESL) from Universiti Kebangsaan Malaysia. Her areas of interest include Gamification, Online Learning, and Second Language Acquisition.
NOR SHAHILA MANSOR	Nor Shahila Mansor is Senior Lecturer in the Foreign Language Department, Faculty of Modern Languages and Communication. Her research interests are in Spanish language and linguistics, sociolinguistics and translation studies.
NORWATI ROSLIM	Norwati Roslim is Lecturer at the Academy of Language Studies, Universiti Teknologi MARA, Cawangan Negeri Sembilan, Kampus Rembau, Malaysia. Her area of interest includes corpus-based studies including corpus linguistics studies (preposition use) and textbook evaluation.
NUR `AININ SOFIYA ROSMAN	Nur `Ainin Sofiya Rosman is a Master candidate by research in Applied Linguistics at Universiti Sains Malaysia, Pulau Pinang. `Ainin Sofiya is also a Graduate Research Assistant at the same time under a FRGS Grant by the Ministry of Higher Education.
NUR ASHIQUIN C. ALIH	Nur Ashiquin C. Alih, PhD , is a graduate from Universiti Teknologi Malaysia who specializes in the area of change readiness in education. She is currently serving at Akademi Pengajian Bahasa, Universiti Teknologi MARA, Shah Alam, Malaysia as a lecturer. Her research interests are ESL, TESL, English in the workplace communication and readiness for change.
NUR ATHIRAH MOHAMAD HATTA	Nur Athirah Mohamad Hatta obtained her first degree in TESL from Universiti Islam Antarabangsa Malaysia and master's degree from University of Sussex in Applied Linguistics. Currently, she is a lecturer at Universiti Teknologi MARA. Her areas of interest are Discourse Analysis, Pragmatics, and Online Learning.
NUR AZWIN ZULKARNAIN	Nur Azwin Zulkarnain has an M.A. in Linguistics and is currently a PhD candidate at the Faculty of Languages and Linguistics, Universiti Malaya. Her areas of interest are pragmatics, applied semantics and mental health discourse.
NUR FAATHINAH MOHAMMAD ROSHDAN	Nur Faathinah Mohammad Roshdan is Lecturer at the Academy of Language Studies, Universiti Teknologi MARA, Cawangan Negeri Sembilan, Kampus Rembau, Malaysia.
NUR HANIS NABILAH AHMAD JAMALUDIN	Nur Hanis Nabilah is currently a postgraduate student of Applied Linguistics in UPM with research interest in discourse studies and sociolinguistics.
NUR HUSLINDA CHE MAT	Nur Huslinda Che Mat, PhD is Senior Lecturer at Akademi Pengajian Bahasa, Universiti Teknologi MARA, Shah Alam, Malaysia. Her doctoral degree in Education Research was conferred by the University of East Anglia, Norwich in 2020, where she specialized in the field of Academic Literacies. She has a keen interest in research areas such as ESL, TESL, education technology, university writing, and internationalization at the university.
NURUL HUDA HAMZAH	Nurul Huda Hamzah is Senior Lecturer of Applied Linguistics at Universiti Malaya, Kuala Lumpur. She received her PhD at Newcastle University in 2018. As an educator, she has been teaching primarily Sociolinguistics. She believes that international collaboration is an underused tool that promotes the linguistic and cultural enhancement of learners.
NYOMAN KARINA WEDHANTI	Nyoman Karina Wedhanti is Lecturer at Ganesha University of Education, Indonesia. She has been teaching English for specific courses. She also has published her research articles on ESP in various national and international journals.
OBAIDA MOHAMMED	Obaida Mohammed is a PhD student at the Department of English, Faculty of Modern Language and Communication, Universiti Putra Malaysia. He is keen in discourse analysis, language, interaction, and knowledge construction, especially in online classroom context.
OMAR ABDULLAH	Omar Abdullah joined Universiti Putra Malaysia in 2022 as a graduate student in the Faculty of Modern Languages and Communication He is pursuing a master's degree. His research interests include applied linguistics and discourse analysis.
ORAPHIT PIMDEE	Oraphit Pimdee has been involved with research related to linguistics and literature. I am currently studying at Mae Fah Luang University, majoring in English major as a fourth year student.

ORLANDO XIAO XIE	Orlando Xiao Xie is a PhD candidate majoring in English Language at the Faculty of Modern Languages and Communication, Universiti Putra Malaysia. He graduated from Sichuan University and Sun Yat-sen University, China. He takes a lively interest in peer feedback, peer assessment, argumentative writing and quantitative data analysis.
PANG MING	Pang Ming has been involved with research related to request in Malaysian Chinese Mandarin and mainland Chinese Mandarin since joining Universiti Putra Malaysia in 2022. She worked as a senior researcher at Shandong Vocational University of Foreign Affairs in China back then.
PANYA LEKWILAI	Panya Lekwilai earned his Bachelor's and Master's degree in English from the Faculty of Arts, Chulalongkorn University in 2004 and 2007, respectively. He is an assistant professor of English Department at Mae Fah Luang University in Thailand. His research areas are Phonetics and Phonology, English as a Lingua Franca and Pragmatics.
PARAMESWARI SHUNMUGAM	Parameswari Shunmugam holds a Doctor of Philosophy in Developmental Cognitive Neuroscience from Universiti Malaya, where her research focused on identifying saccadic suppression in neural pathways. She is a lecturer in the Department of General Studies at Sultan Salahuddin Abdul Aziz Shah Polytechnic in Shah Alam, Selangor.
PEIJUN JIANG	Peijun Jiang is a Ph.D. student in the Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia (UPM). She is also a lecturer in the Department of English, Hunan Institute of Technology, China. Her research interests mainly include language learner identity, plurilingualism, and language pedagogy.
PHEI WEI LEE	Phei Wei Lee obtained her Master's in Counselling Psychology, and currently, she is KB, PA (Registered & Licensed Counselor), and Founder at Wei Forward Counselling, Malaysia. Her interests are in the field of grief and loss, death education, and family communication.
PING LIU	Ping Liu is a PhD student in the Department of Linguistics and Modern Language. She has engaged in research exploring multimodal discourse analysis and English language teaching. She obtained Bachelor's and Master's degrees in Applied Linguistics at Northeastern University, China, in 2019.
PUTERI AYUFIZA ASMUNI	Puteri Ayufiza Asmuni is currently Lecturer at the English Centre, University of Technology and Applied Sciences, Sultanate of Oman. She has vast experience in teaching English formerly at King Abdulaziz University, Saudi Arabia and also at Taylor's and Sunway University, Malaysia. Her research engagement includes SLA and corpus linguistics.
QING YE	Qing Ye is a PhD candidate at Department of Foreign Languages, Faculty of Modern Languages and Communication, Universiti Putra Malaysia.
QINGYUN LI	Qingyun Li has been involved with research related to Early Childhood Education and English as a Foreign Language learning. Qingyun did her Master in Early Childhood Education at the University of Reading.
QIULE LI	Qiule has researched discourse studies since 2020 at Universiti Putra Malaysia. Qiule took a year off after finishing from Sydney University with a TESOL major. Qiule is writing a thesis and journal article about Chinese phone scammers' discourse strategies.
RABIATHUL ADHABIYYAH SAYED ABUDHAHIR	Rabiathul Adhabiyyah Sayed Abudhahir is an English lecturer in the Department of English Language and Communication, Faculty of Management and Muamalah at Selangor International Islamic University College. Her research interests are in English for Specific Purposes, needs analysis, discourse and genre studies.
RAIHANA ABU HASAN	Raihana AH has a bachelor's degree in TESL and a master's degree in English language studies, and is completing her PhD in Social Science and Humanities at Universiti Teknologi PETRONAS. Her current research focuses on the metalinguistic awareness and academic literacy practice of multilingual, multiliterate learners.

RAMIZA DARMI	Ramiza Darmi is Senior Lecturer in the English Language Department, Faculty of Modern Languages and Communication, Universiti Putra Malaysia (UPM). Her research interests lie in the areas of English language learning and the use of technology for language learning.
RAPHAEL YI XIAN THOO	Raphael Yi Xian Thoo is Lecturer at the Department of Languages and Linguistics, Universiti Tunku Abdul Rahman. Currently pursuing a PhD in English Language at Universiti Putra Malaysia, his research interests include discourse and literary analysis.
REIKO MASUDA	Reiko Masuda is a language specialist and educator at Gunma PAZ Professional Care Workers College. Besides her interest in LSP for foreign care workers, she has also devoted much time and energy to understanding the socialization of foreign care workers at the facilities in which they are employed. Her research and presentations are a reflection of these interests.
RIDWAN WAHID	Ridwan Wahid is Associate Professor of linguistics at Faculty of Languages and Linguistics, Universiti Malaya. His research interests include pragmatics, second language acquisition and grammatical variation.
ROSLINA MAMAT	Roslina Mamat is Associate Professor at the Department of Foreign Languages, Faculty of Modern Languages and Communication, Universiti Putra Malaysia. Her primary research interest is in Japanese language and Japanese popular culture.
RUOHAN CHEN	Ruohan Chen is a Ph.D. candidate in applied comparative linguistics at the Faculty of Modern Languages and Communication, Universiti Putra Malaysia (UPM). She obtained a master of TESOL at the University of Sydney, Australia in October 2016. Her research interests lie in applied linguistics, second language learning, computer-assisted language learning and TESOL.
SAIFALDEEN THAAR JASIM	Saif is a PhD student at Universiti Putra Malaysia and his research interests are in discourse analysis and doctoral feedback. With a background in English language teaching and first-hand experience as an English teacher in Iraq, he is keen to understand the dynamics of oral feedback in oral examinations.
SANA IBRAHIM	Sana Ibrahim is a PhD student majoring in the English language at the Faculty of Modern Languages and Communication, University Putra Malaysia (UPM). Her research interests include discourse analysis, metaphors, and framing.
SEONGHA RHEE	Seongha Rhee is Global Talent Initiative Professor at Faculty of Liberal Arts, Mahidol University, Thailand and Professor Emeritus of Hankuk University of Foreign Studies, Korea. He received his Ph.D. in linguistics from the University of Texas, Austin. The area of his primary research interest is grammaticalization from crosslinguistic, typological perspectives.
SEYED ALI RESVANI KALAJAHI	Seyed Ali Resvani Kalajahi is Lecturer at School of Foreign Languages, Turkish-German University, Istanbul, Turkey.
SHAMALA PARAMASIVAM	Shamala Paramasivam is Associate Professor with the Dept of English, UPM. Her specialization lies in Discourse Analysis, English for Specific Purposes, Language and Culture, and TESOL. She actively researches and publishes in international journals on issues in educational and professional domains. She serves as a member on the UPM Ethics board.
SHARON SHARMINI	Sharon Sharmini is Senior Lecturer at the Department of English Language, Faculty of Modern Languages and Communication, UPM, Malaysia. She did her post-doc at the Pennsylvania State University focusing on the Indian diaspora. Her research interests are in sociolinguistics, feedback and doctoral assessment.
SHEN XIAOLEI	Shen Xiaolei is a PhD student in TESL at the University of Purta Malaysia. She was as a teacher at Anyang University, China for nearly two years, which inspired her to research various learning approaches in English writing. Therefore, she was fascinated about learning strategies such as metacognitive strategies and critical thinking skills.

SHUANGLIN GE	Shuanglin is a PhD student in the English Department, Faculty of Modern Languages and Communication, UPM. His research areas include sociolinguistics, Eco-linguistics and Second Language Learning.
SIN ZI CHIN	Sin Zi Chin is a PhD student in Discourse Studies at Universiti Putra Malaysia. Her research focuses on culture and intercultural competence in foreign language teaching and learning.
SIRIKWAN CHAIYARUKTHAWORN	Sirikwan Chaiyarukthaworn is a fourth-year student at Mae Fah Luang University in Thailand. She has recently conducted a Senior Project about cross-cultural differences while traveling in Thailand as a way to promote local tourism in Thailand.
SOE MARLAR LWIN	Soe Marlar Lwin is Associate Professor of Applied Linguistics (TESOL) in the School of Humanities and Behavioural Sciences, Singapore University of Social Sciences. Her research and teaching interests include text/discourse analysis, the use of folktales and oral storytelling for language teaching, and the roles of language in education and English as a medium of instruction.
SORABUD RUNGROJSUWAN	Sorabud Rungrojsuwan is Associate Professor of Linguistics at LLS, School of Liberal Arts, MFU. He has devoted his academic life to the areas of child language, and sociolinguistics specifically in register analysis. He is currently working on a project on the language development of Thai CID.
SUJIN EOM	Sujin Eom is lecturer at the Department of English Linguistics & Language Technology, Hankuk University of Foreign Studies, Korea. The area of her research interest is grammaticalization in English and Korean, cognitive linguistics, and English education.
SUZANA HAMZAH	Suzana Hamzah has been affiliated with the Akademi Pengajian Bahasa at Universiti Teknologi MARA (UiTM) since 2001. Her research interests are ESL, TESL, and English in Workplace Communication.
TAGHREED I.G. ABU SNEIDA	Taghreed has been involved with research related to applied comparative linguistics and English language. Taghreed was an EFL/ ESL instructor, teaching English to EFL adult learners.
TEERANOOT SIRIWITTAYAKORN	Teeranoot Siriwittayakorn is Lecturer at the Faculty of Humanities, Chiang Mai University. She received her Ph.D. in Linguistics from Chulalongkorn University in 2015. Her recent research is about how native Thai speakers understand sentences and how Thai learners of English acquire grammatical morphemes.
THANIDA DARUNWAT	Thanida Darunwat is a fourth-year student in the English Department, School of Liberal Arts, Mae Fah Luang University, Thailand. She has developed an interest in studying deeper in the field of sociolinguistics.
TINGTING HUANG	Tingting Huang has been involved with research related to willingness to communicate. Tingting Huang worked as a senior lecturer at Huanggang Normal University, China. Tingting Huang is currently pursuing her PhD degree in Applied Comparative Linguistics.
VAHID NIMEHCHISALEM	Vahid Nimehchisalem started teaching English in 1996. He is currently an Associate Professor at the Faculty of Modern Languages and Communication, UPM, chief editor of the International Journal of Education and Literacy Studies and managing editor of the Journal of Language and Communication.
VIJAY KUMAR	Vijay Kumar is an Associate Professor of Higher Education and is the first person outside the UK to become a UK Council of Graduate Education recognised doctoral supervisor. His research interests are in doctoral supervision, doctoral examination, feedback practices and academic staff development.
WAN AHMAD WAN ASLYNN	Wan Ahmad Wan Aslynn (PhD) is Assistant Professor in the Department of Audiology and Speech-Language Pathology, the Kulliyyah of Allied Health Sciences, in the International Islamic University Malaysia. Her research interests include phonetics, speech and clinical linguistics.
WINNIE CHOR	Winnie Chor is an assistant professor at the Hong Kong Baptist University. She received her PhD from the University of Sydney. She adopts a broadly functional approach to linguistic analysis, and her research areas include Cantonese Linguistics (focusing on

	“particles”), Language Change (from a grammaticalization perspective), Semantic-Pragmatic interface, and Discourse-Pragmatics.
XI ZHENG	As a student of the School of Humanities and Social Science at the Chinese University of Hong Kong, Shenzhen, Zheng receives academic training in linguistics and discourse analysis, and develops research interests in humour analysis. Zheng is currently working on humour in the entertainment talk show genre
XI ZHENG	Xi Zheng is also a Translation major at the Chinese University of Hong Kong, Shenzhen. Her research interests include humor analysis, pre-modern Chinese literature and culture, and modern art history.
XINYI SUI	Xinyi Sui is a Translation major at the Chinese University of Hong Kong, Shenzhen. Her research interests include pragmatics and language acquisition.
YAP NGEETHAI	Yap Ngee Thai (PhD) is Associate Professor at the Faculty of Modern Languages and Communication, Universiti Putra Malaysia. Her research interests include bilingualism and multilingualism, as well as second language acquisition.
YEONSEOB LEE	Yeonseob Lee is a doctoral candidate at University of California, Los Angeles. He received his MA from Hankuk University of Foreign Studies. The area of his primary research interest is grammaticalization from discourse-interactive, crosslinguistic, and typological perspectives.
YEOW JIAN AI	Yeow Jian Ai is currently a senior lecturer in the Faculty of Business (FOB), Multimedia University. Her research areas include Human Error, Ergonomics, Safety and Health, Strategic Management, Operations Management, Business Management and International Business. She is now the Chairperson for the Centre of E-services, Entrepreneurship and Marketing in Multimedia University.
YIN MIN HLA	Yin Min Hla is a PhD student English for Professional Development Program, School of Liberal Arts at Mae Fah Luang University, Chaing Rai, Thailand. Her interest area of study is Business English and Lingua franca and workplace Intercultural communication.
YONG MEI FUNG	Yong Mei Fung is an Associate Professor in the Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia. She holds a PhD in Linguistics and Second Language Teaching from Massey University, New Zealand. Her research interests include collaborative writing, learner autonomy, project-based learning and assessment.
ZALINA MOHD KASIM	Zalina Mohd Kasim is Associate Professor in the English Department, Faculty of Modern Languages and Communication, UPM. Her research areas include Applied Linguistics, Cognitive Stylistics.
ZHONG JIAN'ER	Zhong Jian'er is a PhD student at Universiti Putra Malaysia and focuses on the research related to oral English teaching and project-based learning. Zhong Jian'er previously worked as a lecturer at Yangjiang Polytechnic College in China and has published several articles and books.
ZHUQI JIN	Zhuqi Jin is a translation major at the Chinese University of Hong Kong, Shenzhen. Her research interests include multimodality analysis, gender studies, and translation of modern Chinese literature.
ZINA ALI HUSSEIN	Zina Ali Hussein is a PhD student majoring in Comparative Applied Linguistics at the Faculty of Modern Languages and Communication, University Putra Malaysia (UPM). Her research interests include discourse analysis, pragmatics, feedback and doctoral assessment.
ZOHAIB HASSAN SAIN	Zohaib Hassan Sain is a student of Quality Management from Superior University. His research interests include higher education and quality management. In addition, he is currently undergoing training and workshops to increase his knowledge and polish skills that will be useful in his future career.

PRESENTERS' BIODATA (LITERATURE)

ARBAAYAH ALI TERMIZI	Arbaayah Ali Termizi is Associate Professor at the Department of English, Faculty of Modern Languages and Communication, UPM and graduated from the University of Manchester, U.K. with a doctoral degree in Shakespearean Studies. Her research pursuits are in Theatre Adaptation Studies, Applied Theatre and Interdisciplinary research on any literary genres.
AGNES LIAU WEI LIN	Agnes Liau Wei Lin (Ph.D) is a Senior Lecturer at the School of Humanities, Universiti Sains Malaysia. Her areas of interest encompass the Teaching and Learning of Literature in English in Malaysian schools as well as the idea of Emotion, Cognition and aspects of Philosophy in literary texts.
CATHARINA BRAMESWARI	Catharina Brameswari is Lecturer at Universitas Sanata Dharma, Yogyakarta, Indonesia. She teaches literature subjects and focuses on several fields: Digital Literature and Technology, Postcolonialism, and Culture and Identity. Currently, she is working on a collaborative research that unveils the problems faced by migrant workers in selected Digital Poems.
CATHARINA BRAMESWARI	Catharina Brameswari is a lecturer at Universitas Sanata Dharma, Yogyakarta, Indonesia. She teaches literature subjects and focuses on several fields: Digital Literature and Technology, Postcolonialism, and Culture and Identity. Currently, she is working on collaborative research that unveils the problems faced by migrant workers in the selected Digital Poems.
CHI QIUYA	Chi Qiuya (Cathy) has been involved in research related to postcolonial literature and psychoanalysis. Before joining the university, Cathy worked as an associate professor at the Jinlin Institute of Technology in China.
CLARA LING	Clara Ling is Lecturer and a self-taught artist. She is currently a PhD student in Universiti Malaya. She graduated in MA Fine Arts from Universiti Sains Malaysia in 2018 and a BA English Language and Literature Studies in 2015. She was the Head of Programme for the Lab of Creative Arts at Wesley International School, Penang and was a pioneering member of the school.
CLAUDE FRETZ	Claude Fretz is Associate Professor of Shakespeare and Early Modern English Literature at Sun Yat-sen University. He is the author of <i>Dreams, Sleep, and Shakespeare's Genres</i> (Palgrave, 2020) and co-editor of <i>Performing Restoration Shakespeare</i> (Cambridge UP, 2023). He has published various journal articles and book chapters on Shakespeare, early modern literature, and performance practices.
DIANA ABU UJUM	Diana Abu Ujum, Ph.D , obtained her Doctoral Degree from Universiti Putra Malaysia. She is currently a senior lecturer in the Faculty of Modern Languages and Communication at Universiti Putra Malaysia. Her research interests encompass postfeminist fiction, popular fiction, social networks and digital humanities.
DONG QINGCHEN	Dong Qingchen is currently pursuing his PhD in English Literature at Universiti Putra Malaysia. His research interests include Shakespeare studies and Asian intercultural Shakespeare adaptations.
FARAH SHUHADAH ROSLI	Farah Shuhadah Rosli is currently pursuing her PhD in Applied Comparative Linguistics at Universiti Putra Malaysia. Her current interest involves research related to cultural elements in Malay novels and French translations. She studied the classification of French loanwords in an American professional cooking book for her degree in French.
FLORENCE TOH HAW CHING	Florence Toh Haw Ching (Ph.D) is Senior Lecturer with the Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia. Her research experiences include children's literature, Shakespearean texts, and interdisciplinary studies in literature. She also supervises candidates in literature and translation.
GABRIEL FAJAR SASMITA AJI	Since joining Universitas Sanata Dharma (USD) in 1995 and completing doctoral program in 2014, Gabriel Fajar Sasmita Aji has been deeply involved with research related to postcolonial literature, cultural studies, and mythology. At present, he has endeavoured in

	discussing Pramoedya's "Buru Tetralogy" (Bumi Manusia, Anak Manusia, Jejak Langkah, and Rumah Kaca), while teaching the English Literature Study Program and Magister Program, Faculty of Letters, USD.
GOH CHENG FAI, ZACH	Goh Cheng Fai, Zach graduated from USM in 2011, and has been in Hong Kong ever since. His PhD thesis, entitled "Tea and Tea Culture: Representations of Chineseness in Anglophone Malaysian Literature" was successfully defended in January 2023, and he currently teaches literature courses in HKU SPACE Community College.
GOH CHU HIANG	Goh Chu Hiang is Senior Lecturer in the School of The Arts, USM. He is a professional member of the Design Research Society and Association of Computer Machinery. His research interest includes cultural studies in human-computer interaction (HCI), user experience design (UX), user personas study, design research history and theory.
GUO LIFENG	Guo Lifeng is a Ph.D candidate at the Department of English, Universiti Putra Malaysia. She has an MA degree from Central South University, China in 2013, and she is a lecturer working at Taiyuan University of Science and Technology, China. Her primary interests are African American Women Literature, and spatial literary criticism.
HARDEV KAUR	Hardev Kaur is Associate Professor in the Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia. Her research interest includes African and Caribbean Literature, Postcolonial and Trauma Literature.
HASLINA HAROON	Haslina Haroon is Associate Professor in Translation Studies at the Translation and Interpreting Studies Section OF the School of Humanities, Universiti Sains Malaysia (USM), Penang. Her research interests include literary translation and translation history.
HASYIMAH MOHD. AMIN	Hasyimah Mohd. Amin is Senior Lecturer at the Department of English, Faculty of Modern Languages and Communication, UPM and a PhD degree holder from the University of Sydney, Australia. She is interested in research on English Literature and Contemporary African-American Women Writers.
HOSHINI S. VICKNESWARAN	An alumna of Universiti Putra Malaysia, Hoshini has been actively pursuing her love of literature, becoming a Master Trainer for English Literature in 2019 before teaching it in her current school since 2021. Hoshini is currently still teaching the subject together with colleagues who share her passion for it despite constraints posed their way.
HU JING	Hu Jing is a PhD student at the Faculty of Modern Languages and Communication, Universiti Putra Malaysia, who does research in African-American Literature and Postcolonial Criticism.
HU XIAOLING	Hu Xiaoling was a teacher at the School of Foreign Languages, Neijiang Normal University, China before pursuing her PhD candidature in the Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia. Her main research interests include Asian American literature and space.
HUANG YAN	Since joining Universiti Putra Malaysia in 2022, Huang Yan has been involved with research related to posthumanist literature. Before joining the university, Huang Yan worked as a teaching assistant at Sichuan University of Science and Engineering. Huang Yan is currently working on her PHD concerning science fiction novels.
IDA BAIZURA BAHAR	Ida Baizura Bahar is Senior Lecturer at the Department of English, Faculty of Modern Languages and Communication, UPM and holds a doctorate degree in Comparative Literature from The School of Oriental and African Studies, London. She has conducted research on English Literature and English and Malay literary texts.
INDRANEE LIEW	Indranee has 34 years of teaching experience in Malaysia & England, where she holds Qualified Teacher Status (QTS). She is a certified English-Speaking examiner and trainer for a renowned UK university. She is also active in professional teacher development and is a UK-certified mental health first aid instructor.
JIANBO DENG	Jianbo Deng is Associate Professor at Dianchi College of Yunnan University. She is a PhD candidate at the Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia, majoring in English Literature. Her main research areas include New Historicism and Shakespeare Studies.

JINNI LI	Jinni Li is a postgraduate student of the MA in English (literary studies) programme at the Chinese University of Hong Kong. She is particularly interested in early modern literature and drama.
KAN RATTANACHOTE	Kan Rattanachote has been studying at Mae Fah Luang University, Thailand, since 2018 and is interested in literature and Anthropocene fiction.
KHOULA KHAN	Khoula is a PhD candidate of Universiti Teknologi Malaysia and with that she is also working as lecturer in the Media and Communication Department, National University of Modern Languages, Islamabad, Pakistan. Khoula is involved in research related to gender, focusing on transgender and their problems.
LI CHUNNA	Since joining Universiti Putra Malaysia in 2022 as a PhD student in English Literature, Li Chunna has been involved with research related to literary spatial theory. While studying in UPM, Li Chunna also works as a senior lecturer at Chifeng University in China.
LI MEIHUA	Li Meihua completed her Master of World Literature in Universiti Putra Malaysia in March 2023 and is currently pursuing her PhD in Postcolonial Literature in Universiti Kebangsaan Malaysia.
LIANG YAN	Liang Yan is currently a PhD candidate in the Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia. Her research focuses on posthuman science fiction literature. Prior to joining the university, Liang Yan worked as a junior researcher at Tai Yuan University of Science and Technology.
LIM JING YI	Lim Jing Yi is lecturing at School of the Arts, USM, Malaysia. She has conducted various research on youth digital competency and is currently working on projects that aim to promote digital competency among young people. Her research interests include digital competency and society, cultural heritage and visual communication design.
LINGLING XU	Lingling Xu is a PhD candidate in English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia. Her main research interests include American literature and feminism. Currently, she is studying the representation of academic women in contemporary American literature. Prior to joining Universiti Putra Malaysia, she taught at Huaiyin Institute of Technology.
LU YALI	Since joining Universiti Putra Malaysia in 2022, Lu Yali , who hails from China, has been involved with research related to postcolonial literature and trauma. She is currently a PhD student in English Literature at the Department of English, Faculty of Modern Languages and Communication, UPM.
MARAT ZAGIDULLIN	Marat Zagidullin earned his master's degree in English from University of Bergen, Norway in 1999 and his PhD in social psychology from University of Nevada, Reno, USA in 2009. He taught social sciences at private universities in Istanbul, Turkey for 6 years, and joined University of Reading Malaysia in 2017. His research focuses on social cognition, communication, and cultural factors.
MANIMANGAI MANI	Manimangai Mani (PhD) is Senior Lecturer in the Department of English, Faculty of Modern Languages and Communication, UPM. Her research interests include literature from the Indian Sub-Continent literature and Southeast Asia
MOHAMAD IADID ASHRAI HASSANNUDIN	Mohamad Iadid Ashrai Hassannudin is an English lecturer in Academy of Language Studies at Universiti Teknologi MARA Cawangan Negeri Sembilan. He holds a master's degree in English Language Studies from Universiti Kebangsaan Malaysia. He has been involved with research related to aesthetic literature reading, corpus linguistics, discourse analysis and gender language.
MOHAMMAD EWAN AWANG	Mohammad Ewan Awang is Senior Lecturer in the Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia. His research interests include geocriticism, space and place in literature.
MOHD ISMAWI IBRAHIM	Mohd Ismawi Ibrahim is a senior lecturer at the Centre for Languages, Faculty of Education, Languages, Psychology and Music, SEGi University. Currently pursuing PhD in English Literature, his interests include cognitive science in religion, moral literary criticism and British literature.

NORITAH OMAR	Noritah Omar is an Associate Professor in the Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia. Her research field includes gender studies, literary and cultural studies.
NURUL SOLEHA MOHD NOOR	Nurul Soleha Mohd Noor is a PhD Postgraduate student in the field of English Literature at Universiti Putra Malaysia. Her research interests are on gender studies and psychoanalysis specifically in the exploration of the cultural construction on gender, psychodynamic theory, sexual trauma, and death instinct.
RAO NA	Rao Na has been engaging in the research related to ecocriticism and young adult literature. Rao Na also works as a lecturer in Guizhou University of Traditional Chinese Medicine in Guizhou province, China.
ROHIMMI NOOR	Rohimmi Noor is a lecturer in the Department of English, Faculty of Modern Languages and Communication, UPM. His research interests include Malaysian literature in English, contemporary English literature and literary criticism.
SAMI ABDULLAH AL-NUAIMI	Sami has been involved with research related to Science Fiction, Postcolonial Science Fiction, Transhumanism, and Afrofuturism. Sami worked as a senior researcher of Science Fiction novels at the University of Mosul, Iraq.
SARA HAMZEH	Sara Hamzeh is a second-year Ph.D. candidate in Comparative Literature (Asian, African, Indian, and European Literature). She received a bachelor's degree in English Language & Literature from Mu'tah University and a master's degree in English Language & Literature from The Middle East University in Jordan.
SONG HUIYAN	Song Huiyan has been involved with research related to African American literature studies. Before joining the university, Song worked as a senior lecturer at Heze University in China. Song is currently working on the Ph.D dissertation.
TATANG ISKARNA	Tatang Iskarna is a lecturer at the Graduate Program in Literature, Faculty of Letters, Sanata Dharma University, Yogyakarta, Indonesia. He teaches literary works which focus on discrimination of gender, class, race, religion, ability, and age. These themes also become his research interest.
WAN FANG	Wan Fang is a PhD student in UPM, majoring in English literature. He has been engaged in the research on literature and trauma since he commenced his education here. Currently, Wan Fang is in the process of composing his doctoral dissertation concerning the body and trauma topics.
WANG JUAN	Wang Juan has been involved with research related to postcolonial literature. Wang Juan worked as a lecture in Taiyuan Pre-school Teachers' College. Wang Juan is currently working on novels that cover the identity of Black English in England.
WEI LIUNA	Wei Liuna is a PhD student in English literature at the Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia, Serdang. She hails from China and is currently in her fourth semester of research on literature, gender and the environment.
XENIA GEORGOPOULOU	Xenia Georgopoulou is Assistant Professor at the Department of Theatre Studies of the National and Kapodistrian University of Athens, Greece. Her publications include three books and numerous articles; her work deals mostly with Shakespeare, and more particularly issues of gender and otherness, as well as Shakespearean adaptations and references in modern popular culture.
XU LING	Xu Ling is currently a PhD candidate in the Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia. Her research interests primarily revolve around space and place in literature, as well as gender studies. Xu Ling was a teacher at Hanjiang Normal University in China.
YAN JIEZHI	Yan Jiezhi has been involved with research related to trauma studies and African literature. Meanwhile, Yan is Associate Professor at College of Foreign Languages, Hengyang Normal University, Hunan, China.

YANG SHUO	Yang Shuo has been involved with research related to disability and identity in literature. Before joining the university, Yang Shuo worked as a lecturer at Jinan University in Guangzhou.
YOSUKE NIMURA	Yosuke Nimura is Assistant Professor at Shigakkan University in Japan. His research interests include studies on comparative culture, translated literature in imperial Japan, Malaysian Literature in English, Malaysian area studies, history of Japanese community in Malaysia.
ZAHRAA ABDULLAH MOHAN	Zahraa Abdullah Mohan graduated with a degree in Master of World Literature from UPM. She is now a PhD (English Literature) candidate at the Department of English, Faculty of Modern Languages and Communication, UPM. Her research interests are in Postmodern English Literature, and Psychological Feminist Studies.
ZAHRAA ADNAN BAQER	Zahraa Adnan Baqer is a PhD student in English Literature, Department of English, Faculty of Modern Languages and Communication, UPM. A former lecturer at the University of Babylon, Iraq. Since joining the UPM, she has been involved with research related to theater and post-colonial trauma theory.
ZAINOR IZAT ZAINAL	Zainor Izat Zainal is Senior Lecturer at the Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia, Serdang. Her research interests are in Malaysian Literature in English, postcolonial ecocriticism, ecoMarxism, technology and higher education and teaching literature in Malaysian classrooms.
ZHIXING NIE	Before joining the university, Zhixing Nie worked as a lecturer at Zhengzhou Technology & Business University in Henan Province of China. Zhixing Nie is currently working on his PhD study on the complex relationships between space, gender, power and society in Victorian female novels.

ACKNOWLEDGMENTS

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Universiti Putra Malaysia,
43400 Serdang,
Selangor Darul Ehsan,
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