

6th Malaysia International Conference on
Languages, Literatures, and Cultures:
Universals, Distinctions and Cross-
disciplinary Perspectives (MICOLLAC) 2009



MICOLLAC 2009

BH Tan

6th Malaysia International Conference on Languages, Literatures, and Cultures

Universals, Distinctions and
Cross-disciplinary Perspectives

28 - 30 April 2009
Putrajaya Marriott Hotel

Organised by
Department of English
Faculty of Modern Languages and Communication
Universiti Putra Malaysia



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MICOLLAC 2009

**Foreword by
The Vice Chancellor
Universiti Putra Malaysia**



I would like to congratulate, from the outset, the MICOLLAC 2009 organising team on their successful convening of yet another Malaysia International Conference on Languages, Literatures, and Cultures (MICOLLAC) under the auspices of the Faculty of Modern Languages and Communication, UPM. I hope that the conference becomes an academic event of international repute and true to its biennial tradition of addressing issues in language, literature, and culture studies. I am glad to note that such events bode very well for the current aspirations of the university to be a leading institution of research and higher learning on the world stage.

The world is becoming increasingly multipolar in more ways than one in that international distinction is potentially achieved by means other than the might of the economic-military nexus of the geopolitical leaders. The generation and acquisition of knowledge through R & D activities and its dissemination in technoliterate terms is one way by which such distinction may be attained among nations. Indeed, knowledge is power, and UPM contributes to the nation through advances not only in new tropical agriculture and other applied sciences but also in the social sciences and humanities. The latter fields of research and practice, besides ensuring the impetus for balanced and sustainable growth, provide a human face to the scientific and technological advances via the enhancement of creative soft skills and the promotion of a critical appreciation of global environments.

Needless to say, the challenges we face are both myriad and complex. I believe that MICOLLAC, as a collegial gathering of academics and professionals will continue to address these challenges with a view towards multidisciplinary solutions. Hence, the present conference theme of *Universals, Distinctions, and Cross-Disciplinary Perspectives* is indeed apt, and I have no doubt about the spin-off activities such as collaborative research and publication that the conference will engender as a meeting of minds from the national, regional and/or international arena.

I therefore thank the sponsors, contributors and the organising committee of MICOLLAC 2009 for making the conference possible. I wish all participants a meaningful and enriching experience.

Thank you.

"With Knowledge We Serve"

Yours sincerely,



PROF. DATUK DR. NIK MUSTAPHA R. ABDULLAH
Vice Chancellor

**Foreword by
The Dean
Faculty of Modern Languages and Communication
Universiti Putra Malaysia**



The Faculty of Modern Languages and Communication, Universiti Putra Malaysia is a young faculty that aspires to become a centre of excellence in language, literature and communication studies on the national higher learning scene and beyond. As an integral institutional component of a research university, the faculty endeavours to actively engage in R & D activities as well as teaching and community services in these academic areas to harmonise the vision and goals of UPM towards world-class university status.

Hence, the 6th biennial Malaysia International Conference on Languages, Literatures, and Cultures (MICOLLAC) that is organised by the Department of English is a tribute to the continuing tradition of excellence in language, literature and communication studies that is being nurtured at this faculty. Given the current conference theme of *Universals, Distinctions, and Cross-Disciplinary Perspectives*, I have no reservation whatsoever that this meeting of academic experts, professional and practitioners coming from diverse disciplines will generate a wealth of issues and/or informed viewpoints from a broad range of local and global sociocultural contexts. One can safely envisage that the presentations and deliberations in the conference will contribute to not only 'what we know' but also to 'what we need to know' from increasingly cross-disciplinary perspectives in terms of knowledge generation as well as producing an expert workforce to meet national/global human resources needs. It is therefore my fervent hope that MICOLLAC 2009 will continue to rise up to fulfil these aspirations and goals in enjoining speakers, presenters and participants to exchange ideas freely and initiate new collaboration and networking besides extending existing ones.

As always, I would like to take this opportunity to extend a heartfelt note of thanks to the sponsors of the conference, the MICOLLAC organising committee and all individuals who have contributed in one way or another.

I hope everyone has a rewarding and memorable time at MICOLLAC 2009!



ASSOCIATE PROFESSOR DR. CHE IBRAHIM HAJI SALLEH

Foreword by
The Chair of MICOLLAC 2009
Faculty of Modern Languages and Communication
Universiti Putra Malaysia



Let me begin by extending a warm welcome to the invited speakers, presenters and participants of the 6th biennial Malaysia International Conference on Languages, Literatures, and Cultures, or simply MICOLLAC 2009. On behalf of the organising team, the Department of English, the Faculty and University, I thank you for your interest and presence, for it is your enthusiasm in actively participating in the conference and the scholarly sharing of your ideas that keeps the MICOLLAC tradition going. As always, we hope that the collegial atmosphere of the conference continues to provide opportunities for meaningful discussion on current issues in language, literature and culture studies and prospects for new academic partnerships as it strengthens ongoing ones.

The theme of the conference this year, *Universals, Distinctions, and Cross-disciplinary Perspectives*, envisages the opening up of discursive space amongst academics, educators, planners, teaching professionals as well as students who are engaged in the study of languages, literatures, and cultures to explore the evolving nature of their disciplines and to seek commonalities across them. The social process of (re)constructionist engagement that occupies this space would seem imperative. Given that the millennial turn of the new century has brought along with it the 'linguistic turn' and the 'cultural turn' in the social sciences and the humanities, language as an abstract entity both constitutes and is constitutive of social reality and by extension, at the centre of human endeavour in any discipline. Arguably, it is through the logic of language that we make sense of the world, construct identities, address issues and resolve problems. Further, while culture may be conventionally, and rather simply, conceptualised as the way of life of a particular group of people, it has also come to be approached as a broad social process by which we construct and communicate meanings. Alongside the development of poststructuralist and postmodernist thought, the notion of culture appears to have expanded and morphed into 'socioculture' to include such neologisms as 'popular culture', 'consumer culture', 'political culture' and 'classroom culture'. Hence, cross-disciplinary perspectives on social issues and problems will have, besides intra-disciplinary solutions, potentially inter-disciplinary as well as transdisciplinary outcomes depending on the extent to which research initiatives in the disciplines are integrated.

This conference provides a platform for us to explore these macro and micro-themes. On that note, I express my sincere thanks to all those who have helped us create this platform: the generous sponsors of MICOLLAC 2009, and the Management and staff of the Faculty. Most of all, my heartfelt gratitude goes to the members of the Organising Committee from the Department of English and other departments, without whom this event would not be possible. Thank you for all the hard work, dedication and patience you have shown despite all the challenges we face. May we all have an enriching conference!



ASSOCIATE PROFESSOR DR. MARDZIAH HAYATI ABDULLAH

CONFERENCE PROGRAMME

MICOLLAC PROGRAMME

28 – 30 APRIL 2009

Registration: MONDAY 27 APRIL 2009

TIME	PROGRAMME	ROOM
3:00 – 5:00	Registration	Lobby

Day 1: TUESDAY 28 APRIL 2009

TIME	PROGRAMME	ROOM	No.
7:30 – 9:00	Registration	Putrajaya 2 Ballroom	
9:00 – 10:00	OPENING CEREMONY		
10:00 – 10:30	Tea		
10:30 – 11:30	KEYNOTE ADDRESS by Prof. Robert Phillipson Disciplines of English and Disciplining by English	Putrajaya 2 Ballroom	
11:30 – 12:00	Parallel Session 1		
	Ahmad Azman Mokhtar & Rafizah Mohd Rawian: Did University Students Help themselves to Increase their English Vocabulary Knowledge?	Johor	P1.1
	Ali Alizadeh: The Structure of Verb Phrase with Special Reference to Internal Subject Hypothesis (ISH)	Pahang	P1.2
	Sompatsu Vungthong: Media as a Tool of Consumerism in <u>Americana</u>	Perak	P1.3
	Mounir Jilani Benzid: The 'Worlding' of Literary Analysis in an Age of Global Risk: A Blessing or a Threat	Kelantan	P1.4
	Ng Siew Hua & Wong Bee Eng: A Comparative Critical Discourse Analysis of Two Mainstream Newspaper Editorials: In-group and Out-group Representations	Penang	P1.5
	Marilou Tan-Lozarita: Linguistic Diversity and English Preference and the Level of English Acquisition among College Students	Putrajaya 2	P1.6
12:00 – 12:30	Parallel Session 2		
	Mohamed Ismail Abu-Ramah: A Pedagogical Discourse-Based Model for Teaching Grammar	Johor	P2.1
	Soraj Ruangmanee: Acquisitive Passive in Thai and Vietnamese	Pahang	P2.2
	Normala Othman: Language Preference in a Multilingual Indian Community	Perak	P2.3
	Pitchayapa Siridetkoon: A Haunting Past: The Role of Ghosts in Reflecting Chinese Immigrant Identity in Amy Tan's Novels	Kelantan	P2.4
	Jariah Mohd Jan & Gillian Ng Mei Ing: Self-Censorship in Teenage Talk	Penang	P2.5
12:30 – 1:00	Asiah Mohd Sharif: What English for Science and Mathematics Really Means: A Study of Teacher-Learner Discourse in a Context of Change	Putrajaya 2	P2.6
	Parallel Session 3		
	Wendy Asrina Alias Aloysius & Yong Mei Fung: Sociocultural Factors in EFL Collaboration	Johor	P3.1
	Radina Mohamad Deli: Context Effects in L2 Prepositional Phrase Attachment Ambiguity Resolution	Pahang	P3.2
	Lia Nurhasnah Octavia: Hero or Zero? Stereotyping Fat Main Characters in Childrens' Animated Movie	Perak	P3.3
	Maria Rhodora G. Ancheta: Phantasmatic Constructions: Language and Humor and the Interrogation of Identity in Contemporary Filipino Comic Plays	Kelantan	P3.4
	Jason Dorsey Jipow & Yvonne Michelle Campbell: A Narrative Analysis of the Bidayuh Dondan: A Preliminary Study	Penang	P3.5
1:00 – 2:30	Nagamany Govindan & Juritah Misman: The Transformation of a Hybrid Protagonist in K.S Maniam's <i>The Return</i>	Putrajaya 2	P3.6
	Lunch		

2:30 – 3:00	Parallel Session 4		
	Nattama Pongpairroj & Jiranthara Srioutai: English Menus in Thai Restaurants: Implications for English Structural Perspectives	Johor	P4.1
	Suwadee Nasawat & Kingkarn Thepkanjana: Honorific System Reflected in the First and Second Person Pronouns in the Thai Royal Vocabulary	Pahang	P4.2
	Torsten Schaar, Merry Lapasau & Ng Chwee Fang: Non Study-Related Reading Behavior of Malaysian Students	Perak	P4.3
	Ida Puspita: Pramodya Ananta Toer's Voice for Humanity Values vs. Javanese Culture in <i>The Girl of the Coast</i>	Kelantan	P4.4
	Devikamani Menon & Jariah Mohd Jan: Adapting and Designing ESP Materials for a Law Course	Penang	P4.5
	Poster Session 1		
	Muneera Yahya Ali Muftah & Wong Bee Eng: The Acquisition of the Verb-Movement Parameter in English by L1 Speakers of Arabic	Putrajaya 2	PO.1
	Suraini Mohd Ali: 'Academic Controversy' Technique in a Language Classroom		PO.2
	Hazleena Baharun & Juliana Othman: Using Cooperative Oral Tasks in Enhancing Learners' Oral Production		PO.3
	Alireza Shakarami & Mardziah Hayati Abdullah: Language Learning Strategies and Styles of Iranian Post Graduate Students at UPM		PO.4
	Potchelvi Govindasamy & Tan Bee Hoon: The Effects of Automated Feedback in an ESL Writing Classroom		PO.5
	Florence Toh Haw Ching & Arbaayah Ali Termizi: A Study on Subservient Characters in Shakespeare's <i>Timon of Athens</i> and <i>Pericles</i>		PO.6
	Bahereh Mehdizadeh & Rosli Talif: A Mythological and Archetypal Study of C. S. Lewis' <i>The Chronicles of Narnia</i>		PO.7
	Khatereh Hemati & Wan Roselezam Wan Yahya: Mythological and Archetypal Approaches on R.K Narayan's <i>The Guide</i>		PO.8
3:00 – 3:30	Parallel Session 5		
	Serge Gabarre & Gabarre Cécile: Using Cell Phones in the Language Class: A Preliminary Look at some of the Possibilities	Johor	P5.1
	Chadinee Maneenavachai & Theeraporn Ratitamkul: Different Viewpoints between Thai and German Speakers: A Study of the Thai Verb /pay1/ 'go' and its German Translations	Pahang	P5.2
	Ambigapathy Pandian, Manjet Kaur Mehar Singh, Julie Chuah Suan Choo, Kam Su Yin, Neoh Soon Yum, Rika Shibahara & Yeoh Lee Su: A Look into the Interaction between Local and International Students in Institutions of Higher Learning	Perak	P5.3
	Veronica Lowe: Our Scene is ... Now Changed to "The Beggar and the King": Women and Supplication in Richard II	Kelantan	P5.4
	Sadiq Abdulwahed Ahmed Ismail: A Model for Elevating Grammar Learning	Penang	P5.5
	Ganakumaran Subramaniam, Shanthini Pillai & Malachi Edwin Vethamani: Different Paths, Similar Goals: Nationhood in Malaysian Literature in English	Putrajaya 2	P5.6
3:30 – 4:00	Parallel Session 6		
	Indrani Muthusamy, Nalini Arumugam, Angeline R. Vijayarajoo & Roslina Mohd Jani: Creative Writing among Male and Female ESL Learners.	Johor	P6.1
	Kamolwan Eomtongin, Issariya Thaveesilpa, M.L. Jaralvilai Charunrochana & Stephen John Cannell: An Analysis of Localized Lexical Items in English Language Passages of Thailand's In-flight Magazines	Pahang	P6.2
	Mohsen Shahrokhi & Jariah Mohd Jan: Apologies among Persian Males: An Analysis of Politeness in Male Discourse	Perak	P6.3
	Ulaya Ahdiani: Women Challenge the Traditional Values in Pakistani Society in Shahrzad's <i>Typhoon</i>	Kelantan	P6.4
	Wong Bee Eng: English Tense and Agreement Morphology in the Interlanguage of L1 Chinese and L1 Malay Speakers	Penang	P6.5
	Belinda Marie Balraj: Sexism in Hip Hop Music-A Comparative Study between the East and the West	Putrajaya 2	P6.6
4:00 – 5:00	Plenary Session 1 by Dr. Noritah Omar Mapping Malaysian Literary Criticism: 'Collective Individuality' and Postcoloniality		Putrajaya 2
5:00	Tea		

Day 2: WEDNESDAY 29 APRIL 2009

TIME	PROGRAMME	ROOM	NO
8:00 – 9:00	Plenary Session 2 by Assoc. Prof. Susan Herring Computer-Mediated Communication, Culture, and Language	Putrajaya 2	
9:00 – 9:30	Parallel Session 7		
	Renate Kärchner-Ober: The Multilingual Mind: L3-Learning and Metalinguistic Awareness	Johor	P7.1
	Paolo Miguel Manalang Vicerra: Sickness and Belief: Metaphorical Construction of Oneness in the 'Ambahan'	Pahang	P7.2
	Loganathan Krishnan: Vernacular Schools – A Frontier to Cultural Identity	Perak	P7.3
	Pachee Yuvajita: American Women in Higher Education as Seen in the Fiction of Sylvia Plath and Joyce Carol Oates	Kelantan	P7.4
	Nouriya Saab Al Muhaidib: The Effect of Motivation on the Proficiency levels of High and Low Achievers among Female English Language Learners at King Faisal University, Saudi Arabia	Penang	P7.5
	Nira Rahman: Representation of Identity through Second Language	Putrajaya 2	P7.6
9:30 – 10:00	Parallel Session 8		
	Ranjit Kaur Gurdial Singh & Gurnam Kaur: Async is not a Synch: Malaysian Adult Learners Views and Challenges	Johor	P8.1
	Parinya Wongtawan: Seeing is Thinking: Semantic Extension of the Verb of "Seeing" in Thai	Pahang	P8.2
	Aysha Viswamohan: City Culture in Indian Cinema	Perak	P8.3
	Carina Chotirawee: The Early Years of British Women and University Education in George Bernard Shaw's <i>Mrs Warren's Profession</i> and H.G. Wells' <i>Ann Veronica</i>	Kelantan	P8.4
	Ng Lee Luan: The Issues of Appraising 'Meaningful' Participation and Quality Control in Threaded Discussion Board.	Penang	P8.5
	Poster Session 2		
	Kanthimathi Letchumanan & Tan Bee Hoon: Empowering ESL Learners with Enriched Lexis through Online Language Learning Activities	Putrajaya 2	PO. 9
	Masoomah Yeganehjoo: Processing of Idioms by Iranian EFL Learners		PO.10
	Zahra Moharrer & Wong Bee Eng: Politics and Power Make Linguistic Sexism Neutral		PO.11
	Ashkan Shobeiri & Wan Roselezam Wan Yahya: The Concept of the Absurd in Albert Camus' <i>The Myth of Sisyphus</i>		PO.12
	Nabil A. Jalil & Arbaayah Ali Termizi: A Comparative Study of the Existential Aspects in George Orwell's <i>Nineteen Eighty Four</i> and Kee Thuan Chye's <i>1984: Here and Now</i> .		PO.13
	Azadeh Davachi & Rosli Talif: The Philosophy of Existentialism in Literary Works of Kafka and Hedayat		PO.14
	Neda Fekri: A Post Colonial Study of Atwood's Selected Novels		PO.15
10:00 – 10:30	Tea		
10:30 – 11:00	Parallel Session 9		
	Julie Chuah Suan Choo: The Efficacy of Weblogs in Helping Undergraduates Develop Visual Literacy Skills to Improve Writing in USM	Johor	P9.1
	Abdallah Hussein El-Omari: Problems in Translating the Meaning of the Holy Koran	Pahang	P9.2
	Kumaran Rajandran: Making the State a Nation: Language Policy in Sri Lanka	Perak	P9.3
	Gwynedd Nora Owen & Chong Seng Tong: It is in the Text, not in the Context: A Formalistic Review of "In A Far Country"	Kelantan	P9.4
	Sabariah Md Rashid & Zalina Mohd Kasim: <i>Gembira</i> : A Case of being in the Air	Penang	P9.5
	Ali Idrissi, Jean-François Prunet & Renée Béland: Whence meaning in Arabic names?	Putrajaya 2	P9.6

11:00 – 11:30	Parallel Session 10		
	Rokiah Mustapha, Chan Swee Heng & Ain Nadzimah Abdullah: Functional Values Attached to Multilingualism by Malaysian Undergraduates	Johor	P10.1
	Zuraidah Mohd Don, Gerry Knowles & Tina Manuelli: Investigating the Malaysian English Corpus (MEC): The Role of Modality in the Expression of Authorial Stance	Pahang	P10.2
	Ezhar Tamam: Ethnicity, Language Use and Nationalism among 20-25 Years Youth	Perak	P10.3
	Surapeepan Chatraporn: A Close Reading of Gary Snyder's Poems as Zen Buddhist Verse: Ancient Eastern Wisdom Filtered through Contemporary American Consciousness	Kelantan	P10.4
	Siti Rohaini Kassim & Rohayati Paidi: Interpreting Culture through Literature – Imagining the Culture of Yasunari Kawabata's "Snow Country"	Penang	P10.5
	Ahmad Thamrini Fadzlin Bin Syed Mohamed: The Latent Colonisation: Sustaining the Old Boys' Traditions	Putrajaya 2	P10.6
11:30 – 12:00	Parallel Session 11		
	Tam Shu Sim: High and Low Proficiency Learners in Computer-Mediated and Face-to-Face Interactions	Johor	P11.1
	Shamala Sundaray: The Mother Tongue Policy and its Implications for the Tamil Population in Singapore	Pahang	P11.2
	Noa Nishimoto: The Concept of Time in the Antandroy Speech Community in Madagascar	Perak	P11.3
	Lajiman Janoory: The Malay Woman as the Double Other: A Dialogical Reading of Joseph Conrad's <i>An Outcast of the Islands</i>	Kelantan	P11.4
	Simon Faizal Hakim: Investigating the Idiom Principle in Malaysian Secondary School EFL Writings	Penang	P11.5
	Poster Session 3		
	Tee Pei Ling & Vijay Kumar Mallan: A Pragmatic Analysis of Written Feedback	Putrajaya 2	PO.16
	Zahra Shahsavari & Tan Bee Hoon: The Role of Weblogs in Tertiary EFL Learners' Writing Improvement		PO.17
	Ang Lay Hoon, Shamala Paramasivam, Aina Dani & Lai Yuh Ying: Indian Students' Perception on Interaction with Other Ethnic Students in a Malaysian Vision School		PO.18
	Lubna Ali Mohammed Saleh & Yap Ngee Thai: The Perception of English Consonants by Yemenis ESL Learners		PO.19
	Forough Barani Karbasaki & Wan Roselezam Wan Yahya: Dialogical Self in Henry David Thoreau's <i>Walden</i>		PO.20
	Noor Azah Catherine Abdullah, Noritah Omar & Washima Che Dan: The Journey of the Self in Haddaway's Prologue to <i>The Arabian Nights</i>		PO.21
	Sayed Mohammad Kalantarkousheh & Siti Aishah Hassan: Family Culture from Existential Literature		PO.22
12:00-1:00	Workshop Benedict Lin: Exploring Literary Texts through Functional Grammar: a Pedagogical Proposal	Putrajaya 2	P12.6
12:00 – 12:30	Parallel Session 12		
	Helen Tan & Chan Swee Heng: Metadiscourse in Writing: Extracting the Intricacies from an Electronic Means	Johor	P12.1
	Rattana Chanthao & Itsarate Dolphen: Language Loss of I-SAN Cultural Lexicons Related to Food Preparation	Pahang	P12.2
	Lean Mei Li: "Malaysia, Truly Asia": A Critical Discourse Analysis of Ethnic Identity	Perak	P12.3
	Agnes S. K. Yeow: Greening the Text: Ecocritical Perspectives on Malaysian Literature in English	Kelantan	P12.4
	Gurnam Kaur Sidhu & Ranjit Kaur Gurdial Singh: Formative Oral English Assessment: Issues and Challenges	Penang	P12.5

12:30 – 1:00	Parallel Session 13		
	Ting Su Hie & Mahanita Mahadhir: Survey of Techniques for Teaching Writing in Primary and Secondary School	Johor	P13.1
	Mohammad Majed Mousli: Borrowing and Code-Switching in Translation	Pahang	P13.2
	Ernest Cyril De Run: Are We Alienating Our Target Group?	Perak	P13.3
	Ali Taslimi: Khayam: The Modern Poet in the Last Century	Kelantan	P13.4
	Mohammad Hadi Sameni: The First Pencil of One's Own: Genesis of Women's Poetry in Persian	Penang	P13.5
1:00 – 2:30	Lunch		
2:30 – 3:00	Parallel Session 14		
	Latisha Asmaak Shafie & Surina Nayan: More than Meets the Eyes: Understanding the ELT Transformers	Johor	P14.1
	Soranee Boonyarut: A Study of Thai Subtitles in English Movies for English Language Learners	Pahang	P14.2
	Rodney C Jubilado: The Overseas Filipino Workers: Babel in the Cyberspace	Perak	P14.3
	Mufeed Al-Abdullah: Traversing the Artistic Dramaturgy of Shakespeare to Probe the Natural Drama of Life	Kelantan	P14.4
	Romaizah Mohd Salleh: Is English a Potential Obstacle to the Successful Learning of Science for Boys?	Penang	P14.5
	Francisco Perlas Dumanig: Code Switching in Mixed Marriages: The Case of Filipino-Malaysian Couples.	Putrajaya 2	P14.6
3:00 – 3:30	Parallel Session 15		
	Kan Ngat Har: Diamonds or Cubic Zirconia: Reflections on Students' Perception Of Excellence	Johor	P15.1
	Paneeta Nitayaphorn: Message from the Sky: A Study of Language in Advanced Technology	Pahang	P15.2
	Hajah Jamilah bte Haji Mohd Yusof: Learning Mathematics in a Second Language: Does First Language have an Interference?	Perak	P15.3
	Benedict Lin: Literature for Language, Language for Literature	Kelantan	P15.4
	Irene Leong Yoke Chu & Mardziah Hayati Abdullah: It's the Behavior that Counts!	Penang	P15.5
	Poster Session 4		
	Sharon Sharmini & Vijay Kumar Malian: Written Feedback: Insights from Verbal Protocols	Putrajaya 2	PO.23
	Devan V. Rajaram: Multiple Literary Interpretations: Empowering Readers through Literary Theory		PO.24
	Shahla Amooaliakbari Najafabadi & Zahra Moharrer: Language Universals: Politeness Strategies Employed by Persian Speakers in the Realization of Requisitive Speech Act Strategies		PO.25
	Keyhan Bahmani Koloor & Noritah Omar: The Comparative Analysis of <i>One Flew Over the Cuckoo's Nest</i> and <i>Dead Poets Society</i>		PO.26
	Abdol Razagh Babaei & Wan Roselesam Wan Yahya: Comparative Literature and Cultural Dialogue		PO.27
	Laleh Massiha & Noritah Omar: James Joyce and Language Obsession		PO.28
	Vijayakumar Vengadasalam & Parameswari Shunmugam: The Impact of Visual Parameters on Dyslexics' Language Learning Abilities.		PO.29
3:30 – 4:30	Plenary Session 3 by Prof. Richard Corballis The Importance of Studying (English) Literature		Putrajaya 2
4:30	Tea		
6:00	Bus Leaves for Conference Dinner at Sri Melayu, Kuala Lumpur		
7.45	Conference Dinner		

Day 3: THURSDAY 30 APRIL 2009

TIME	PROGRAMME	ROOM	No.
9:00 – 9:30	Parallel Session 16		
	Abdel Rahman Abdalla Salih: Assessing Reading for Vocabulary or Vocabulary for Reading: Teacher's Dilemma and Choices	Johor	P16.1
	Ahmad Shehu Abdussalam & Wan Muhammad Wan Sulong: Variation Approach in Investigating Social and Cultural Aspects in the Discourse of Prophet Muhammad (p.b.u.h): Method and Application	Pahang	P16.2
	Shamin Abu Bakar & Noor Hidayah Mohamed Yunan: A Study of Colonial Hang Ups in Karim Raslan's Heroes and Other Stories and Kam Raslan's Confession of an Old Boy	Perak	P16.3
	Umarin Tularak: The Representation of Women in Contemporary Lao Literature in Lao Textbook "Khon-ngam".	Kelantan	P16.4
	Abdul Rahim Marasidi & Muhd Alif Redzuan: Colonialization and Modernization of Malay Language In the Malay Archipelago	Penang	P16.5
	Wan Fatynah Wan Hamzah & Mohd Fauzi Kamarudin: A Descriptive Study on Muet Results from 1999 to 2007	Putrajaya 2	P16.6
9:30 – 10:00	Parallel Session 17		
	Ain Nadzimah Abdullah & Chan Swee Heng: "What is my language choice?": Sociolinguistic and Social Psychological Factors as Determinants	Johor	P17.1
	Kan Ngat Har & Tam Shu Sim: Learners' Questions while Reading Academic Texts in the Second Language Classroom	Pahang	P17.2
	Pattanadet Korwattana: Faiths in the Face of Disaster: Buddhist Beliefs on Thai Tsunami Songs and Poems	Perak	P17.3
	Ahmed Shamsul Bahri Mohd Tuah & Yvonne Michelle Campbell: Popular Literature: Are Our Students Ready for It?	Kelantan	P17.4
	Padma Priya K.R Pillai & Mardziah Hayati Abdullah: Representation of the "Nude Squat" Incident in a Newspaper	Penang	P17.5
	Poster Session 5		
	Pedram Lalbakhsh, Wan Roselezam Wan Yahya & Arbaayah Ali Termizi: Marital Discord and Heroic Resistance: A Socialist Feminist Reading of Doris Lessing's <i>The Grass Is Singing</i>	Putrajaya 2	PO.30
	Ali Khoshnood & Rosli Talif: The Propriety of Emergence New Woman: Conflicts of Motherhood, Individuality, Self-Ownership and Self-Fulfillment Reflected in Selected Fictions of Kate Chopin		PO.31
	Marjan Heidari, Wan Roselezam Wan Yahya & Zalina Kassim: Language and Female Subjectivity in <i>Lady Oracle</i> and <i>Alias Grace</i> by Margaret Atwood		PO.32
	Haslina Omar, Noritah Omar & Washima Che Dan: Reading Malay Muslim Women Activism in <i>Memoirs of Khatijah Sidek: Puteri Kesateria Bangsa</i>		PO.33
	Khaled Abkar Alkodimi & Noritah Omar: Global Capitalism Ideology Masks Exploitation: Arabic Satire as Observed in Sonallah Ibrahim's <i>The Committee</i>		PO.34
	Chan Mei Yuit & Lee Geok Imm: Needs Versus Wants: Comparing Job-Related and Personal ESL Needs of Employees in a Public University in Malaysia		PO.35
10:00 – 10:30	Tea		
✓ 10:30 – 11:30	Plenary Session 4 by Dr. Chuah Guat Eng North Is it Time for a New Critical Language for the Study of Malaysian Fiction in English?	Putrajaya 2	
11:30 – 12:00	Parallel Session 18		
	Mohammad Omid Mohammadi: The Impact of Dictation on Vocabulary Retention of Iranians	Johor	P18.1
	Pramela Krish: Supporting Language Learning via blogs	Pahang	P18.2
	Carol Leon: A Small Place: Re-looking Universals and Distinctions	Perak	P18.3
	Sim Chee Cheang: Silverfish New Writing Series: An Introduction to a New "Nationism"	Kelantan	P18.4
	Murad Ali Obaid Alazzany & Wong Bee Eng: Diverse Themes in the Representation of Islam and Muslims in a Mainstream Newspaper	Penang	P18.5
	George Robert MacLean, Abdullah Adnan Mohamed & Im Keun: Learner Perceptions of Technology in Three National Contexts	Putrajaya 2	P18.6

12:00 – 12:30	Parallel Session 19		
	Hazlina Abdullah: Feedback on Feedback: Teachers' Comments and Students' Reactions upon Written Work	Johor	P19.1
	Pavadee Saisuwan: Strategies of Creating Humor in Modern Thai Dharma Books	Pahang	P19.2
	Novia Trisanti & Sri Wahyuni: Repair Sequence Analysis in Second Language Speaking Class	Perak	P19.3
	Abdul Wahed Qasem Ghaleb Al Zumor: Attitudes and Motivation of Saudi EFL Students towards Second Language Learning	Kelantan	P19.4
	Ravichandran Vengadasamy: The Haunting of Muthu: A Cognitive Poetic Look at K.S.Maniam's "Haunting the Tiger"	Penang	P19.5
	Poster Session 6		
	Abdul Rahman Kasem Alkhirbash & Shamala Paramasivam: Language and Persuasion: Rhetorical Devices for Persuasion in Selected Speeches of Dr. Mahathir	Putrajaya 2	PO.36
	Javad Yaghoobi Derabi & Noritah Omar: Combinatorial Voices, Exhausting Relations: Echoes of Ontological Wonderings in Samuel Beckett's Molloy		PO.37
	Shahriyar Mansouri & Noritah Omar: Narratology and its Application in Toni Morrison's Paradise		PO.38
	Mostafa Azizpour: Culture Clash and Tensional Hybridity in Roy's <i>The God of Small Things</i> : a Postcolonial Approach		PO.39
	Maryam Aminian Rahkesh & Wan Roselezam Wan Yahya: Engendering in Alice Walker's Three Works the Color Purple the Third Life of Grange Copeland and Possessing the Secret of Joy		PO.40
	Sri Wahyuni: Optimizing Student's Self-correction in a Writing Classroom		PO.41
12:30 – 1:00	Parallel Session 20		
	Tengku Intan Suzila Tengku Sharif, Mohd Yusri Mohamad Noor and Azlini Razali: Mathematics and Science in English: The Impact on University Examination Performance	Johor	P20.1
	Aida Azlina Hj Mohd Bee: Some Thinking about Thinking in the Language Classroom	Pahang	P20.2
	Muna A. Balfaqeeh: A Critical Discourse Analysis of Political Speeches	Perak	P20.3
	Afida Mohamad Ali, Shameem Rafik Galea, Wong Bee Eng & Md. Salleh Hj. Hassan: Realizing Sustainable Development through Company Strengths versus Global Weaknesses - A Genre Analysis of Multi-national Agricultural-based Company Brochures	Kelantan	P20.4
	Joan R. Valenzuela: Inshallah, We Can Make It: A Multifaceted Portrait of Two Pakistani Ph.D. Students' Academic Writing Practices	Penang	P20.5
1:00 – 2:30	Lunch		
2:30 – 3:00	Parallel Session 21		
	Yeh Huei-Chen: The Innovative Way to Presenting Students' Learning: The Second DFLI Graduation Exhibition at Wenzao in 2007	Johor	P21.1
	James Naruadol Chancharu: The Semantic Map of Tactile Passives and Modals in Thai and Malay	Pahang	P21.2
	Norlaila Mufti, Normazidah Che Musa, Fauzanita Dato' Kassim, Wahiza Wahi & Azwan Shaiza: Excuse Me! May I interrupt....?	Perak	P21.3
	Shameem Rafik Galea, Afida Mohamad Ali, Sareen Kaur Bhar, Md. Salleh Hj. Hassan & Wong Bee Eng: Language Choice in the Agricultural Sector	Kelantan	P21.4
	Azirah Hashim & Norizah Hassan: Electronic English in Malaysia: Creativity and Innovation	Penang	P21.5
	Robert MacLean, Kim Sang-Tae & James Andrew Elwood: Multi-Dynamic Documentation and Micestro: Innovations for Education	Putrajaya 2	P21.6
3:00 – 4:00	Plenary Session 5 by Prof. Cynthia White Framing the Future of English in Asia: Issues of Language, Culture and Communication		Putrajaya 2
4:00-5:00	CLOSING CEREMONY		
5:00	Tea		

ABSTRACTS

KEYNOTE SPEAKER



Robert Phillipson is a graduate of Cambridge and Leeds Universities, UK, and has a doctorate from the University of Amsterdam. He worked for the British Council in Spain, Algeria, Yugoslavia and London before settling in Denmark, where he is a Professor at Copenhagen Business School. He has had attachments to universities in Australia, Hungary, India, and the UK. His books on language learning, linguistic human rights, and language policy have been published in ten countries. He is best known for *Linguistic imperialism* (Oxford University Press, 1992, also published in China and India), and *English-only Europe? Challenging language policy* (Routledge 2003). To be published early in 2009 are *Linguistic imperialism continued* (New Delhi: Orient Blackswan) and *Multilingual education for social justice: Globalising the local*, edited by Ajit Mohanty, Minati Panda, Robert Phillipson and Tove Skutnabb-Kangas (Orient Blackswan). A slightly modified version of the book will be published by Multilingual Matters in the UK as *Social justice through multilingual education*.

Disciplines of English and disciplining by English

The powerful forces behind the expansion of English in many parts of the world are identifiable. There are striking similarities between postcolonial contexts and what is currently happening in continental Europe. Creating a balance between languages for national and for international purposes, while simultaneously ensuring that all language groups can exercise their linguistic human rights, is a major challenge for education systems at all levels.

Information overload and the high degree of specialisation within and between academic disciplines lead to barriers between academics with primary identities as language, literary or culture people, and many sub-sections in each. This is the academic humpty dumpty syndrome – it is relatively easy to shatter a body of material, and focus on bits of it (which positivism excels at, ignoring multi-disciplinarity and triggering academic territorial turf wars) but vastly more demanding to put it all together again. One consequence is the diversity of what can be seen as constituting or defining ‘English’ and ‘English Studies’. Students and faculty run the risk of not being able to see the academic wood for disciplinary trees. Macro-sociolinguistic studies can contribute to conceptual clarification: see the Forum in *World Englishes* 27/2, 2009, 250-284: ‘*Lingua franca* or *lingua frankensteinia*? English in European integration and globalisation’.

The prestige attributed to English and structural favouring of it entail the risk of downgrading other languages. Their disciplining in colonial times is being rearticulated in the neoimperial world, but outcomes are unpredictable due to changes in the global economy and de facto diversity worldwide. European Union member states (currently 27) are in principle committed to maintaining linguistic diversity. Many students completing higher education in a Nordic country are expected to attain ‘parallel competence’ in English (as L2) and in Danish/Finnish/Swedish (as L1). Whether and how this is achieved is an open question. Ensuring balanced cohabitation with additive (as opposed to subtractive) English is a real challenge for higher education worldwide. Policies for strengthening competence in English must be one dimension of maintaining cultural and linguistic diversity, locally and globally, and resisting an unsustainable and undisciplined capitalist world ‘order’.



PLENARY I

Noritah Omar received her Ph.D. from Indiana University, Bloomington, USA. She is currently a senior lecturer at the Department of English of Universiti Putra Malaysia. Her research interests include Post-colonial theory and literature, and Gender Studies. She is also exploring images of Islam in English literature and in postcolonial literature. She has written articles on the application of feminist theories in literature and culture studies, national identity and Malaysian Literature, and gender and sexuality in Southeast Asian Literature.

Mapping Malaysian Literary Criticism: 'Collective Individuality' and Postcoloniality

Modern Malaysian literature faces the challenge of being literature of the non-western culture, also considered as peripheral literature, emergent literature, Third World literature or postcolonial literature. As postcolonial literature, it carries the historical and ideological specificities which relate to imperialism. Thus, it has been said that postcolonial writers face "the burden of representation," for minority voices and their works "lack sophistication, textual virtuosity or depth" (Mabilangan in Pantoga Hidalgo and Patago-Legasto, 2004:68). Although the mark of postcoloniality is particularly stamped on literary works of Malaysian writers writing in English, modern Malay writings (in the Malay language) also show nuances of postcoloniality. In determining aspects of postcoloniality in Malaysian Literature, this paper borrows the notion of "collective individuality" from 18th century German Romantic Idealism. The notion of collective individuality, which places value on the distinctive features of a culture (and its literature) may be comparable to the Malaysian postcolonial experience as found in the literary ideologies of Malaysian literature. I will also look at the use of universalist criticism which lumps together the experiences of the West and the East. Arun Mukherjee (1986) states that the universalist critic has "ready-made categories of narrative technique, symbolic pattern, motifs such as journey or quest, bildungsroman, pastoral, etc. which overlook formal complexities that arise when a work openly or critically utilizes the collectively shared knowledge and experiences of society..." On the other hand, the use of a relativist approach requires postcolonial literature to "transcend the boundaries continually prescribed by the dominant literary theory which upholds the dominant ideology of a particular political system" (Mabilangan, *ibid.*). The paper considers if the weaknesses of these approaches lead to the need for an emergent literature such as Malaysian literature to be studied from a contextualized angle. It also questions the universality of the postcolonial experience in contemporary constructions of Malaysian national identity in both modern Malay literature and Malaysian literature in English.

PLENARY 2



Susan C. Herring is Professor of Information Science and Linguistics at Indiana University Bloomington. Trained in linguistics at the University of California at Berkeley, she was one of the first scholars to apply linguistic methods of analysis to computer-mediated communication, initially with a focus on gender issues. Subsequently, she consolidated those methods into an approach known as Computer-Mediated Discourse Analysis, which she has applied to analyze politeness, interactional coherence, and change over time in Internet communication. Her recent interests include multilingual and multimodal (especially, convergent media) communication. She has published extensively on CMC, including numerous scholarly articles and three edited volumes: *Computer-Mediated Communication: Linguistic, Social and Cross-Cultural Perspectives* (Benjamins, 1996), *The Multilingual Internet: Language, Culture, and Communication Online* (Oxford University Press, 2007, with B. Danet), and *Computer-Mediated Conversation* (Hampton, in press). She edited the *Journal of Computer-Mediated Communication* from 2004 to 2007 and currently edits the online journal *Language@Internet*.

Computer-Mediated Communication, Culture, and Language

As the study of computer-mediated communication (CMC) gains respectability around the world, the need for CMC research in cultures other than Anglophone and in languages other than English grows. In this talk I call for and sketch the outline of a program of cross-cultural, multilingual CMC research. I first motivate the endeavor in scholarly and human terms, then identify key CMC issues related to culture and language, illustrating them with existing research. This research is interpreted in light of questions about cultural/linguistic specificity vs. universals, the latter of which, I argue, must be situated in the context of historical western dominance of the Internet and the role of English as a global lingua franca. I conclude by laying out three broad desiderata for future research.

www.internetworldstats.com/stats7.htm

Diversity index (entropy)

livejournals.com

PLENARY 3



Cynthia White is Professor of Applied Linguistics in the School of Language Studies, Massey University, New Zealand. She has research interests in language learning strategies, learner autonomy, distance learning environments, e-learning, and language and settlement issues among migrants and refugees. In 2004 Cynthia received the International TESOL Virginia French Allen Award for Scholarship and Service. In 2003 her book *Language Learning in Distance Education* was published by Cambridge University, and a co-edited book entitled *Languages and Distance Education: Evolution and Change* appeared with *Multilingual Matters* in 2005. Her articles appear in *System*, *TESOLANZ Journal*, *Distance Education*, *Open Learning*, *Journal of Distance Learning*, *Hong Kong Journal of Applied Linguistics*, and *Innovation in Language Learning and Teaching*. She serves on the editorial boards of seven international journals and two national journals. In 2008 she was invited presenter at the Bertelsmann Foundation, Berlin, on language, settlement and social cohesion among immigrant youth.

Framing the Future of English in Asia: Issues of Language, Culture and Communication

This paper argues that the future of English in Asia will be shaped for individuals by three interrelated realities - local, virtual, and global - and, more importantly, the dynamics of culture and communication that emerge between them. Drawing on recent research, the nature and influence of local practices, virtual spaces and global forces on English is examined, and on the development of new understandings of culture and communication. The second half of the paper identifies emerging issues and challenges which arise from this view of the future of English in Asia and the implications for students, teachers, teacher educators and institutions. To conclude it is argued that English language professionals in the future will be forced to pay increasing attention to issues of language, culture and communication as virtual spaces for learning and using English continue to emerge and increasingly influence the way we use language and think about what communication and community mean.

PLENARY 4



Chuah Guat Eng is one of Malaysia's creative writers and critic. Her published works include *Echoes of Silence*, a novel (1994), *Tales from the Baram River*, Sarawak folktales for children (2001), and *The Old House and Other Stories* (2008). Her PhD thesis is entitled *From Conflict to Insight: a Zen-based Reading Procedure for the Analysis of Fiction*.

Is it time for a new critical language for the study of Malaysian Fiction in English?

The study of English-language Malaysian literature is heavily dependent on western theories and western critical language. The reason may be the assumption that all Anglophone Malaysian writers merely use European literary techniques to tell local stories; or that western critical language is the universal language of literary studies. This paper challenges these assumptions by showing that some Anglophone Malaysian writers are so experimental and so informed by non-European literary traditions that to appreciate their writings, it is necessary to devise not only a new reading strategy, which involves cross-cultural and cross-disciplinary research; but also a new critical language, which may have to be drawn from a number of Asian literary traditions. This paper is based on the research undertaken to construct a Zen-based reading procedure for the analysis of fiction. The paper focuses on the new critical tools used in the reading procedure. It explains how, when applied to a reading of Lloyd Fernando's *Scorpion Orchid* and Lee Kok Liang's *Flowers in the Sky*, the critical tools reveal that these writers' treatment of formal categories (e.g. 'author', 'plot', 'chronotope', and 'major' and 'minor' characters), differs sufficiently from standard western ideas for these terms to need redefining.

PLENARY 5



Richard Corballis has since 1990 been Professor of English in Massey University, New Zealand. Prior to that he was a lecturer at the University of Canterbury in Christchurch, where, besides teaching and publishing, he acted on stage, television and film, and subsequently served as a theatre reviewer for several newspapers. His academic interests are widespread. He has published several articles on Shakespeare and his contemporaries, Irish literature, New Zealand literature, and modern European drama. His book on Tom Stoppard (*The Mystery and the Clockwork*) was the first thorough study of his work. Another book (written with Simon Garrett) was an introduction to the early works of Witi Ihimaera, the first Maori novelist. He is currently writing a biography of Bruce Mason, New Zealand's best-known playwright. Professor Corballis was a visiting professor at UPM in 2002-3.

The Importance of Studying (English) Literature

The most exciting thing about studying literature is that reading and speaking go together. You can't really understand a good story, play or poem without reading it *aloud*. Some native speakers may be able to imagine how it should sound, but most – along with almost all non-native speakers – will understand it thoroughly only if they can hear its tempo (fast or slow?), its rhythm (which words to emphasise?) and its volume (loud or soft?). By reading aloud several short passages several times, we should be able to discover the depths of meaning that they contain.

Getting the *sound* of a text is like preparing and eating a fine meal. A quick, superficial scan, on the other hand, is like gobbling fast food. Fine meals lead to good health, and the proper study of literature helps us to think more profoundly than a mere scan can do. Literature is not just for dilettantes. To be truly successful in business, for example, you need to be able to pitch your proposition effectively, and simply getting a pause or an emphasis in the right place can win it for you. But, sadly, the study of Literature is becoming increasingly difficult. Short semesters have replaced year-long courses (except in some European universities). Time is so short that it is hard for Literature lecturers to avoid throwing out a few standard ideas about a text and then move on. Soon students will be responding with superficial summaries and bullet-points rather than thoughtful essays.

Things are worse in other disciplines. At the very top end of scholarship (Masterates and Doctorates) many universities provide templates that students are advised to use for their essays and theses. The Library of Massey University (where I work) has printed a *Guide to Presentation of Theses*, which explains that most theses will include an Introduction, a Literature Review, an explanation of Materials and Methods, a summary of Results, a Discussion of the Results, and a Conclusion. This makes things easier for students, but it invites superficiality. Scholars of Literature, on the other hand, are still trying to construct their essays and theses in ways that best fit their topics. They will probably cover at least four of the six items listed in the *Guide*, but they will *not* provide a separate chapter for each item; instead they will be encouraged to synthesise these items so that a deeper and more complex argument can be developed.

If it is hard to study Literature these days, it is even harder for second-language scholars to do so. Getting a grip on standard English or American language is one thing, but absorbing the idioms and subtexts to be found in various cultures is hugely difficult. Perhaps the Literature departments will have to introduce a few templates after all. More important, I think, is the need for these departments to take an interest in cultures other than their own. We all need students from other countries. If lecturer and student can work closely together, both should be able to better understand the depth and complexity of our multicultural planet, which currently just happens to rely for global communication on various forms of the English language.

ABSTRACTS

(in alphabetical order by name of the first author)

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Problems in Translating the Meaning of the Holy Koran

This paper explains some of the problems translators face when they want to translate the holy Koran or some of its verses. A translator should have a good command of Arabic and the target language he/she is translating into. A translator needs to have a sound background in Arabic including the grammatical, syntactical, semantic, figurative, and rhetorical features. A good knowledge of Islamic studies including interpretation of the holy Koran, and the Prophet's (p.b.u.h.) traditions is necessary. Many verses of the holy Koran have words and expressions which carry various meanings. Translators are to make all meanings, which the words or expressions of the holy Koran carry, within the reader's understanding and knowledge. This requires the use of footnotes along with the translation text which many translations of the meaning of the holy Koran lack. This paper shows the importance of having truthful translations of the meaning of the holy Koran to non-Arab Moslems and non-Moslems as well as the importance of the holy Koran for the welfare of Moslems in this life and the hereafter.

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Assessing Reading for Vocabulary or Vocabulary for Reading: Teacher's Dilemma and Choices

One of the major challenges that face ESL/EFL teachers and affect their instructional decisions in classrooms is learners' vocabulary. Learners of English are expected to develop vocabulary and reach a level at which they can communicate and read effectively. To assist achievement of vocabulary growth, development and accuracy for both incidental and intentional learning, many ideas and concepts were introduced such as innovative reader, reflective learner and reader, integrated reading, besides strategies for developing reading skills and vocabulary development. However, assessing vocabulary reveals a remarkable absence of connection between students' vocabulary knowledge and comprehension skills. This paper reports the difficulty learners of English have in vocabulary development reading tests and the teachers' choices when assessing students' performance. It raises issues concerning the impact of students' difficulty in handling the target vocabulary on the teachers' judgment and instructional objectives and plans, and discusses the implications of that for the learning process.

ABDOLRAZAGH BABAEI and WAN ROSELESAM WAN YAHYA

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Comparative Literature and Cultural Dialogue

Comparative Literature and Cultural Dialogue Literature, for long, has been a significant selection to distribute cultures by means of language. While the diversity of national literary works seems to be an obstacle for cultural communication, the new theorists of comparative

literature have found it a help and motivation. Exclusion and self-referentiality of single language and literature study are boundaries against which new comparative literature offers an alternative to reach the universal essence of literature. As a multi-faceted approach based on scholarly and multi-layered knowledge with a clear methodology, comparative literature handles the study of national literatures to ease the way of international cultural interchange. By focusing on literature within the context of culture, it tries to recover the lack of cultural studies and its effect on literary studies. This paper aims to investigate how comparative literature could be used as a means of cultural dialogue according to latest theories of the discipline focusing on interdisciplinary areas of literary studies.

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Colonialization and Modernization of Malay Language in the Malay Archipelago

Western influence through colonialization and modernization has given a strong impact in the development of culture especially in the modernization of the native's language in the Malay Archipelago. Colonization by the British and Dutch for centuries in the Malay archipelago had westernized the natives through the western education system. The native language was used as a medium of instruction in primary schools and later on in the secondary school as well. The colonial officers modernized the Malay language by translating novels from Dutch and English into Malay. They also helped the Malay teachers to modernize the Malay Language based on western linguistics. The rise of nationalism among the natives was an impetus in the modernization of Malay especially after independence. This working paper tries to trace and analyse the influences of western linguistics in the Modern Malay Language.

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Language and Persuasion: Rhetorical Devices for Persuasion in Selected Speeches of Dr. Mahathir

The last quarter of the twentieth century has witnessed renewed scholarly interest in understanding the nature of persuasion and the study of language as a tool to achieve persuasion. The present study departs from this observation and examines the speeches of a leading Malaysian politician. The study conducts a rhetorical analysis on selected speeches of Mahathir (the fourth Prime Minister of Malaysia) to identify and interpret his language use as a means to persuade and convince his audience to accept or follow a specific course of action. Of particular concern in this paper is the question of how Mahathir as a prominent leader defines himself through language and what devices he uses to influence his audience. Based on Aristotle's theory of the three appeals of persuasion, this paper intends to explore the ethos, logos, and pathos as means of persuasion demonstrating how they are deployed by Dr Mahathir to persuade the hearers. Concisely, the study aims to address how persuasion is achieved through language in Mahathir's speeches, and the logical, ethical and emotional proofs used by him to achieve persuasion. The findings demonstrated that Dr Mahathir was able to employ the three modes of persuasion precisely to influence his audience's minds and attain persuasion. The utilization of the logical proofs was observed through the facts, events and claims used by Dr Mahathir supporting them with some rhetorical techniques such as examples, enthymemes and rhetorical questions. It was also found that Mahathir attempted frequently to establish his credibility through the ethical proofs he used which project him as knowledgeable, sincere, even-handed and concerned of others' welfare. The findings also illustrated that Dr Mahathir resorted to arouse the emotions of his audience as a technique to influence their beliefs and attitudes.

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**Attitudes and Motivation of Saudi EFL Students
towards Second Language Learning**

This paper presents the results of a study on the influence of attitudes and motivation on the acquisition of English by Saudi students. It investigates the following factors: attitudes towards learning English, integrative motivation, instrumental motivation, family encouragement, motivational intensity, English teacher factor, English course factor, and affluence factor. The study focuses on these non-linguistic factors and their impact on the learners of English as a foreign language at King Khaled University, K.S.A. The study was inspired by the underachievement of the students of English at this university which was reflected by their results in the different evaluation and assessment measures taken by the teachers. Data were collected using Gardner's Attitude/Motivation Test Battery (1985) with some modifications to suit our context of EFL learning. The study findings and results, if taken seriously by the academic authorities in the Saudi universities, may lead to decisions to improve the academic situation, and provide the language learners with a better atmosphere that promotes their attitudes and motivation positively and properly and may help in guiding them in the right direction.

**AFIDA MOHAMAD ALI, SHAMEEM RAFIK GALEA,
WONG BEE ENG and MD. SALLEH HJ. HASSAN**

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**Realizing Sustainable Development through Company Strengths
versus Global Weaknesses: A Genre Analysis of
Multi-national Agricultural-based Company Brochures**

Corporate discourses such as annual reports, and company brochures are promotional as such that they are very much informative as well as persuasive in communicating the strengths of the company and its products. These strengths can also be categorised as solutions and benefits, while weaknesses fall under problems. With this in mind, this study adopts a genre perspective in analysing a selection of agricultural-based company brochures to identify how companies present themselves and their products in confronting 'global' weaknesses. It presents linguistic findings with a propensity towards the idea or policy of sustainable development which focuses on improving the quality of life for all of the world's population without increasing the use of natural resources beyond the capacity of the environment to supply them. What is new is an articulation of this idea in the context of a global industrial and information society.

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Greening the Text: Eco-critical Perspectives on Malaysian Literature in English

It is a given that Malaysian literature in English lends itself most readily to postcolonial readings and interpretations. This paper will attempt to approach this literature from an earth-centred/biocentric perspective and argue that issues related to environment are often taken up by local writers not only as a way of addressing postcolonial concerns but also as a way of engaging with the underlying basis of these concerns, namely nature (or more broadly,

environment). The work of writers like Muhammad Haji Salleh, Shirley Geok-lin Lim, Wong Phui Nam and Cecil Rajendra reveals an ecological consciousness which rejects a world in which nature is totally de-coupled from culture. In fact, the text is greened by its overt or covert recognition of a physical world inhabited by both humans and nonhumans: a world not characterized by domination and mastery but by mutual respect among all its stewards and stakeholders. The self-evidently postcolonial concerns of nation, identity, place and home are not diminished by such a reading; instead, they gain in significance and are accentuated and refined when the marginalized nonhuman world is re-centred in the text.

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Did University Students Help themselves to Increase their English Vocabulary Knowledge?

This study examined the relationships between students' metacognitive regulation, learning through natural exposure and the success of learning English vocabulary. Two sub-strategies of metacognitive regulation, namely, selective attention such as making notes of words which seem important, and self-initiation such as reading other English reading materials besides textbooks to expand one's vocabulary knowledge, were first analyzed using the Vocabulary Learning Questionnaire. Simultaneously, the students' vocabulary knowledge - passive, controlled active, and free active vocabulary- was assessed using the Vocabulary Levels Test. 360 students from five diploma programs were chosen as respondents and they were selected based on semesters starting from Semester 1 till Semester 3. Though metacognitive regulation was not that preferred by the students, it was positively and significantly correlated with the passive and controlled active vocabulary knowledge. The same went to selective attention and self-initiation even though findings showed that selective attention was more preferred than self-initiation. The significant positive correlations suggested that students' high preference of metacognitive regulation could be associated with high levels of passive and controlled active vocabulary knowledge. On the other hand, a negative insignificant correlation existed between metacognitive regulation and free active vocabulary knowledge. Such a phenomenon indicated that the students' metacognitive regulation did not help to enhance their ability to use English words freely in their writing. There were some possible reasons why the students' metacognitive regulation failed to function as an effective vocabulary learning strategy.

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Variation Approach in Investigating Social and Cultural Aspects in the Discourse of Prophet Muhammad (p.b.u.h): Method and Application

The variation study is based on the notion that language naturally varies. Hence, its focus is oriented to the variety of ways used by speakers in their conversation and interaction with others to fulfil specific purposes. Variation study is embedded in sociolinguistics which tends to put emphasis on studying language in its social and cultural contexts. It takes linguistic features and rules of grammar as a starting point and then studies the points at which these features and rules make contact with society. This is evidently present in the discourse of Prophet Muhammad (p.b.u.h) which is socially and culturally oriented. As an eloquent speaker and effective leader, Prophet Muhammad (p.b.u.h) was concerned with the social and cultural aspects of society in his interaction and conversation with people. Therefore, this study attempts to explore social and cultural aspects of the discourse using the variation approach and apply it on selected prophetic traditions from the book of faith (*kitab al-Iman*)

in Sahih Muslim. The approach proceeds mainly by observing the relations between language functions and forms and its correlation with speech situations, with special attention to addresser and addressee. In order to make a comprehensive description of the speech situation, the study adopts Dell Hyme's description of communicative situation in which he uses the word SPEAKING as an acronym for the various relevant factors. However, in analyzing variation in texts, the Audience Design method proposed by Allan Bell will be applied with an appropriate modification to suit the nature of prophetic texts. The aim of this study is to investigate the influence of social and cultural aspects on the prophetic discourse and its significance towards understanding and interpreting texts of Hadith Nabawi.

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Popular Literature: Are our Students Ready for it?

Numerous studies have been conducted on students' literature learning and its relationship with language learning; however, very few focus on the attitudes of the students towards literature itself, mainly popular literature. The study looked at the students' understanding of what is meant by popular literature and whether the students were able to accept popular culture from around the world taking into consideration their Malaysian background. Both quantitative and qualitative approaches were employed to determine the readiness of the students to tackle the ever-changing issues and discourses of popular literature. The study thus aimed to view the readiness of these students in accepting, understanding and learning popular literature. The participants of this study were 63 UNIMAS TESL undergraduates who were studying a popular culture and literature course. The instruments used were questionnaires and interviews. Preliminary data suggests that most of these students have a positive attitude towards popular literature though a more comprehensive analysis of the data showed the diversity of the students' level of acceptance.

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The Latent Colonisation: Sustaining the Old Boys' Traditions

The purpose of this paper is to re-examine the Malaysian education system, and to re-evaluate the sustaining effect of colonialism that perpetuated its ideological mainframe within one of Malaysia's very own primary school, The Malay College. Based on Said's Orientalism, Peter Childs (1997) had marked out that the Orient are always construction of believe developed by the Western world. This idea of representation would then affect the development of education in Malaysia, and had evolved through different administration. This situation had resulted to the used of different education policies, that has a big impact on the student's development as a whole. Kam Raslana's Confessions of an Old boy: The Dato Hamid Adventures is a good representation that depicts the result of education system during the colonial period. Representing the effect of colonial education taking place in a prominent education institution in Malaysia, the novel successfully projects the latent form of colonisation in the minds of the students. Only this time, the relationship would no longer be between the coloniser and the colonised, but rather between The Boys and the Others. The overall objectives of this paper would be to examine the development of education system in Malaysia especially during the colonial period; to evaluate the effect of colonial education system based on Kam Raslan's Confessions of an Old boy: The Dato Hamid Advantures and also the representation of the native people.

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Some Thinking about Thinking in the Language Classroom

Grievance over the lack of critical thinking shown by our students in the classroom is a common scenario of late. Some educationists have also lamented on this poor show of critical thinking skills observed in student performance in the SAT examination. This scenario reflects the concern voiced by Rosnani (2003) over the declining level of critical thinking in the face of global challenges. Globalization has changed the world of education and employment. Having critical thinking skills can maximise the chances for students to gain higher academic achievement and to fulfil the facility demanded by today's employers. To address this problem, our students must be equipped with knowledge and proper thinking to help them move with the wave of globalization. One avenue that holds great potential in promoting critical thinking is the language classroom. According to Chaffee (2003), language reflects thinking and therefore is essential in thinking operations. As language practitioners, this approach is in tandem with the Malaysian Education Curriculum which encourages teachers to apply teaching for thinking in their classrooms (Rosnani & Moomala, 2007). This paper attempts to show the relationship between language and thinking, and how the SLA (Second Language Acquisition) theories mirror the criteria that have been shown by research as factors that contribute to critical thinking development. Understanding the relationship between thinking and language may help practitioners build classroom atmosphere that is conducive to thinking.

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"What is my language choice?": Sociolinguistic and Social Psychological Factors as Determinants

This study investigates the language choice phenomenon among Malaysian senior legal professionals from a combined sociolinguistic and social psychological approach, with a focus on language choice in the multilingual legal workplace setting. The language choice for the legal workplace in Malaysia is characterized by the use of English and Bahasa Malaysia (BM). According to Ferguson's (1959) framework on the functional differentiation of languages, these two languages are H (high variety) languages of which BM is the official language in Malaysia. However, English is still accorded a *de facto* operational official status in the Malaysian multilingual legal setting. Thakerar, Giles and Cheshire (1982) emphasize the importance of comprehension and intelligibility as indicators of speech accommodation as a larger priority, as opposed to identity maintenance. This study explores this view through focused structured interviews. Results of the study indicate that language convergence is the main language choice strategy, with communicative efficiency being the overriding consideration.

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The Structure of Verb Phrase with Special Reference to Internal Subject Hypothesis (ISH)

This paper investigates the position of subject and the verb complements in unmarked affirmative sentences with particular reference to (ISH). The study is carried out within the framework of Government and Binding as developed in Chomsky (1981, 1986b) and subsequent works. In the traditional form of X-bar model, subject is considered to be generated in Spec. of IP where it is assigned nominative case by the tense and agreement features of INFL. This research deals with a proposal which has recently been gaining ground in the literature through a number of studies by Sportiche (1988) and Koopman and Sportiche (1991). In their analysis, it is argued that subject is base generated in Spec. of VP and then moves to Spec. of IP at S-structure to receive case. The present study has analyzed Persian (a language spoken in Iran) verb phrases in the light of this hypothesis. The analysis shows that ISH does not receive support from Persian data. It seems that movement of subject is an instance of topicalisation in Persian from Spec. of IP into Spec. of Top P, a position higher than IP according to Split CP Hypothesis. It is shown that A'-movement, not a case driven A-movement, is involved. and the Spec. of Top P is the only potential landing site of subject after movement. I have also proposed that to have a derived or non-derived subject at S-structure is a language parameter.

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Whence Meaning in Arabic Names?

In Arabic, words are assigned as names, and names are systematically assigned a meaning by speakers. Universally, words have morphology and meaning; but do names coined from words inherit these linguistic properties? We will investigate this question by examining the role of form and meaning in the formation of Arabic hypocoristics (nicknames). It has been shown that Arabic hypocoristic formation is sensitive to morphological structure. For example, mapping the *CaCCuuC* hypocoristic template onto the name *?ibtisaam* only preserves (underlined) root consonants in the nickname: *bassuum*. Previous analyses implicitly assume that this process is also guided by the meaning of the name (i.e., *?ibtisaam* means 'smiling' whose root is *√bsm*). There are three interpretations of the "meaning" of names: the folk, etymological meaning (*?ibtisaam* "means" 'smiling'), the connotational meaning (*?ibtisaam* must be female and Arab), and the encyclopaedic meaning ("the Chomsky of music" probably refers to properties of Noam Chomsky). We argue that Arabic hypocoristic formation accesses none of these meanings, and that neither the morphology nor the semantics of a word are passed on to a homophonous name. The morphological structure emerging in Arabic hypocoristic formation must be informed by phonological form alone. Our analysis is compatible with neuropsychological and brain imaging data showing that names and words are treated differently. The prevalence of folk, etymological analysis among Arabic speakers may be ascribed to cultural and religious considerations rather than to actual (synchronic) linguistic representations.

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The Propriety of Emergence of New Woman: Conflicts of Motherhood, Individuality, Self-Ownership and Self-Fulfillment Reflected in Selected Fictions of Kate Chopin

Kate Chopin was one of the first trendy woman writers who aspired to do away with the provincial topics that most women writers of her time used. She is an avant-garde author who dares to depict the Bohemian lifestyle of New Woman ideals in some of her fictions. One new strand of criticism on Chopin's fictions during the past two decades is the New Historicist approach that sees her works in terms of its own historical moment, as a product of

and response to the ideas, values, beliefs and issues of Creole culture where her works are largely set and the conflict between the ideals of Victorian woman and the New Woman of the late 19th century, and attitudes toward motherhood, female sense of selfhood and sexuality. In the present study her masterpiece *The Awakening* and a few more short stories will be discussed. There will be an attempt to investigate the consequences of the protagonists' yearns and struggles in elevating their social positions, fulfilling personal desires, questioning the institution of marriage, Victorian motherhood responsibilities and female self sacrifice. Many of her stories involve dissatisfied women trapped in unhappy marriages and restricted positions as mothers and caretakers of home. Edna is an example of a new woman who was spiritually and emotionally awakened in the course of her domestically caging life, and sought her own individuality and freedom of sexuality. Some women like the protagonist in *The Story of an Hour* do not even recognize their unhappiness until they are unexpectedly released. The breaking news of her husband's death awakens her to the possibilities of a new life free of being possessed by her husband. And finally in *A Pair of Silk Stockings* the protagonist clearly feels a conflict in what appears to be her dutiful performance of daily responsibilities toward the needs of her children or fulfill her own impulses.

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Khayam: The Modern Poet in the Last Century

Khayam's poems weren't accepted by Iranians and that is why they made these poems disappear. Some of the readers who wrote religious and mystical books told about Khayam's poems in their books and found him guilty of being atheistic and these poems stayed in the books of these writers. This caused Khayam to become more famous than those writers who tried to destroy his works. The causes of Khayam's permanence and universality are his mental system, denial of traditions and modernity in the 11th-12th Century A.D. This article investigates the modern ideas of Khayam taking into consideration the tradition-loving period of Khayam and after that. That is why contemporary Iran is interested in traditions as well. Khayam's speeches are still fresh and that is because of the unwelcomed dominance of Molavi, Hafez, Sa'di etc., who had destroyed the social evolution of the Iranian mentality with the help of mystical and unreal happiness. Khayam, in spite of poets of the past, had the system and nets of non-mechanical thoughts and wise language: wisdom, questioning, doubt, indeterminacy, impermanence, opposition to the morale and ideology etc., altogether from one kind of united system and they could take the place of each other. In fact, Khayam properly realized these organical system and nets, but the others sometimes agreed with a case like "Wisdom" and opposed others such as "Doubt". There is a difference between their wisdom and Khayam's modern wisdom. As a result, their thoughts are mechanical and unmethodical subjects.

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Language Learning Strategies and Styles of Iranian Post Graduate Students at UPM

Many factors such as degree of awareness, age, sex, nationality, ethnicity, general learning styles, personality traits, motivation level, and purpose for learning the language, appear to influence the general pattern of language learning and affect the choice of strategies learners use in their language learning process. Students use many different learning strategies in their second or foreign language learning. Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more efficient and

more transferable to a new situation. They do not operate by themselves, but rather are directly tied to the learner's underlying learning styles (i.e. general approaches to learning) and other personality related variables in the learner. The present study tried to find out language learning strategies employed by some Iranian post graduate students of UPM (non language major) in their foreign language learning process taking into account their general learning styles and traits. It used Joy Reid perceptual leaning style test and Oxford SILL as well as in depth interviewing to work out the respondents' learning styles and strategies respectively while trying to find out the general pattern of their language learning.

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A Look into the Interaction between Local and International Students in Institutions of Higher Learning

Internationalization of Higher Education is a fast emerging phenomenon in Malaysia. The Ministry of Higher Education (MOHE) is intensifying internationalization to encourage international students to study in Malaysia. Previous researches have shown that international students need to make many adjustments such as language, academic, accommodation and interaction. This conceptual paper will focus on the interaction between local and international students in institutions of higher learning. It is the intention of this paper to examine the aspects of quantity and quality of contact, friendship patterns, and social support networks. Literature review of many studies concluded that the incidence of interaction is low between local and international students in many countries which are not originally multicultural. It is hoped that this study will reveal a better understanding of the situation based on a multicultural context in Malaysia. The findings would assist the government in planning and implementing an effective internationalization plan that takes into consideration the nature of interaction between local and international students.

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Indian Students' Perception on Interaction with other Ethnic Students in a Malaysian Vision School

The concept of Vision School (Sekolah Wawasan) was introduced in 1995 and was approved by the Cabinet in 1997. The national and vernacular schools were built under one roof with Malay, Chinese and Tamil as the medium of language. Vision school is a common ground to place children of different ethnics under the same learning environment where they can mix around without concern about their ethnicity, cultural and religious background. This study is to investigate the Indian students' point of views especially about their interaction with other students of different ethnic backgrounds in their Vision School. The setting is the Vision School at Complex USJ15, Subang Jaya. The participants are Standard Six Indian students from SJK (T) Tun Sambanthan. Different kinds of methods like questionnaires, interviews and observation were used to collect the data for the research. The research reveals that the intention of Indian students themselves to interact with other ethnic students is high. The main reason to motivate them is their selves. However, the accommodation to interact with each other is decreasing due to the limitation of the school's facilities and the increasing number of students who enrol in the school every year.

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The Concept of The Absurd in Albert Camus' *The Myth of Sisyphus*

Many writers had written about the absurdity of human conditions, either they had described it directly or it had been derived from their oeuvre. Among these writers is Albert Camus whose name is synonymous with the study of the absurd. In his essay, *The Myth of Sisyphus* (1942), Camus methodized his own unique path in demonstrating the significance of The Absurd for his own moment, as well as providing insights into how The Absurd is connected to the postmodern view. Camus derived the truth of absurdity from the emotional and intellectual awareness of the fact of death in contrast to the potent desire for immortality. In his simple terminology, the absurd always involves a contradiction between two perceptions: our longing for eternity and the inevitability of our death. It is the confrontation between the desire and the reality, neither the one nor the other in itself, that is absurd. His attitudes toward The Absurd truly inspired many of the absurdists later on. This paper focuses on the concept of the absurd through Camus' viewpoint in *The Myth of Sisyphus* using critical ideas and perceptions of critics such as Richard Kamber, James Wood, and Phillip H. Rein to delineate a clearer picture of Camus' concept of The Absurd. The review and discussion will provide readers with tangible insights of The Absurd in general.

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What English for Science and Mathematics Really Means: A Study of Teacher-learner Discourse in a Context of Change

The implementation of English for mathematics and science in primary and secondary schools beginning from 2003 saw mixed reactions by Malaysians to it. One of the concerns raised by those who were not in favour of the policy was that the future of students particularly those in the rural areas would be jeopardized. The reason was that not only are the rural students deficient in English, but also the chances of them gaining exposure to it within the school context are also limited. It was claimed that many of the teachers currently teaching mathematics and science in the rural schools are themselves limited in English proficiency. This claim became the inspiration for the present study which examined how the language policy influenced the language dynamics of the teacher-learner classroom interaction in a primary school science lesson. The presentation describes how a teacher and her students respond to the language policy. Some implications of the research will also be discussed.

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City Culture in Indian Cinema

In recent times, cinematic interpretation of urban spaces has emerged as a new field of inquiry, combining art and architecture, urban, social and cinema studies. In this paper I have attempted to analyse how city culture is captured on celluloid. It can be stated that the richness of urban chaos generated in the complex dynamics of the city is mined for its rich offerings in understanding the deep structures that operate in the culture of congestion. City culture is embodied in its language, social beliefs, customs, mass-media, popular culture, and iconology; and through interplay of aural-visual signs, cinema translates urban landscapes

into cultural spaces. Every major city has a distinct culture, and different directors have captured a unique aspect of that culture in their films. In cinema of the metropolis in India, shades of city culture is reflected through Dharavi in Mumbai to Anna Salai of Chennai; and from Lodi gardens of Delhi to College Street of Kolkata, where cinema portrays the turbulence and energy, the attitude of people, their desires and possibilities, interpersonal relationships and facets of urban angst. I will use clippings from selected Indian as well as international films to illustrate the idea of cinema as representative of city culture.

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The Philosophy of Existentialism in Literary Works of Kafka and Hedayat

Existentialism, which first appeared as a philosophical movement, could affect the thinking of writers from different backgrounds. Many writers have employed this philosophical idea to reflect on the conditions of human beings in the present society. This article examines the concept of existentialism that exists in the works of both Kafka and Hedayat. In doing so, it illustrates how European concepts or philosophies such as existentialism could affect scholars from Iran like Hedayat. Kafka and Hedayat who were from two different countries have echoed the same aspects of existentialism in their works. By analysing the texts written by these two writers, it is clear that wars and their horrors had created the same results in the life and minds of the people. Both of them reflected the human conditions in the present contemporary world in the same way despite their cultural and historical differences. By reflecting on these incidents, writers from different parts of the world seem to agree on the horrible state of human life.

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Electronic English in Malaysia: Creativity and Innovation

In an increasingly globalised world, the Internet has come to dominate our lives and emerged as one of the key communication technologies. Different modes of communication on the Internet such as chat, instant messaging, twitter and blogs are rapidly overtaking conventional forms of communication either for information access or leisure activities. The continual search for vocabulary to describe experiences, to capture the character of the electronic world and to overcome the communicative limitations of technology has led to an emerging variety of communication. As new developments occur, new words, structures and styles of expressions have been introduced in contemporary language use. Therefore, it is crucial to study this new phenomenon brought about by these new forms of communication and its profound impact on language. In this study, a corpus of electronic English in Malaysia is analysed. This paper discusses how electronic English is used in the Internet and the English language variation as seen in the Malaysian data.

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A Mythological and Archetypal Study of C. S. Lewis' *The Chronicles of Narnia*

Mythological study of a work can help discover an in-depth knowledge about the chosen work and extend existing knowledge. This paper will examine the mythological aspects of Lewis's stories and to find the influence of Greek and Rome myths in C.S. Lewis's *The*

Chronicles of Narnia. This study mainly subscribes to the archetypal approach by using the theories of Jung and Frye. Some of the pertinent notions and archetypes or motifs are also utilised. It also identifies religious themes as an advocate of religious beliefs. Christian elements in his stories will be identified by studying different types of books about myth and mythology and their relations with religious doctrines. In addition, the biography of Lewis, his atheistic age, and his conversion to Christianity will be explored.

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Sexism in Hip Hop Music: A Comparative Study between the East and the West

Music, across the various genres, transcends borders and can reach across to the masses, despite differences in language, race, religion and status. It is an unseen bond which brings people together be it for politics, religion or even social issues. Although this maybe the case, music, which can be the catalyst in unifying people around the globe, can also be seen in negative terms through the use of language, especially pertaining to gender. In this globalized era, hip hop is fast regaining popularity among its listeners, especially among the youths. Studies conducted by Sujatha Fernandes (1997) and Ivy and Backlund (2000) have suggested that language found in the hip hop music is sexist in nature and has set about stereotyping the genders especially that of the fairer sex. Hip hop culture has been frequently condemned for its misogynistic exploitation of women, but this misogyny has its roots in the culture we live in. It brings to surface the issues that face many young people such as discrimination, peer relations, and self-worth. For young people who do not hold sexist ideals, mainstream hip hop may influence them to do so as it spreads and is continuously gaining popularity.

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Exploring Literary Texts through Functional Grammar: A Pedagogical Proposal [workshop]

This experiential workshop seeks to explore how a language-focused approach to examining a poem, based on a socially relevant linguistic model, can realize the social and cultural relevance of literature in education, while heightening students' awareness of how linguistic resources work in contexts to create meaning. Participants will be led through the reading of poetic texts in the role of students. Thereafter, participants will be invited to discuss the value of the approach, based on their experience.

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Literature for Language, Language for Literature: Exploring Identities

What should be the position of literature in language learning and teaching, particularly with regard to the English language and literature(s) in English, in post-colonial and other non-natives' contexts? At times, and in some contexts, literature has been made central to the English curriculum, while at other times and in other contexts, it has been either relegated to the periphery, or altogether ignored, in favour of more functional language emphases. Often, such positions, both for and against literature, have been based on inadequate understanding of literature and its potentialities and limitations for language learning. What precisely then is the value and place of literature in language learning and teaching, and indeed in education in

general today? Should, for instance, school systems functioning primarily in English make it a prominent part of the curriculum? What is its role in ESL/EFL teaching? This paper seeks to re-evaluate such questions, particularly from the perspective of what current approaches to stylistics or literary linguistics can reveal about the nature of literary discourse, and hence, how literature teaching may more fully contribute to students' understanding of the workings of language in culturally and socially embedded discourse, and how language, thus may be used as a means of asserting identity. It also then discusses how English language teaching may, conversely, contribute more deeply to students' appreciation of literature, through exploring how literary language works to construct meanings and identities in socio-cultural contexts.

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**The Early Years of British Women and University Education in
George Bernard Shaw's *Mrs Warren's Profession* and H.G. Wells' *Ann Veronica***

The fictional writings of George Bernard Shaw and H.G. Wells, the play *Mrs Warren's Profession* (1892) and the novel *Ann Veronica* (1908) both feature protagonists who are strong, intelligent and articulate. These young women had the opportunity to have a university education at a time when the university was still a sphere dominated largely by men, and women were struggling to demand equal rights in terms of social, economic, political and very importantly educational opportunities. Since literature is a reflection of social realities, the representation of the two female characters in the two texts aforementioned can bring to the fore the problems and obstacles faced by British women in empowering themselves with higher education much of which was largely due to prevailing social and cultural attitudes. Through these fictional creations the question arises as to the extent to which a society still steeped in conventional thinking pervasive during the Victorian era provides women with the options of self-development and self-actualization through educational attainment. The framework of this analytical study will be provided by the feminist criticism of Virginia Woolf whose essays in *A Room of One's Own* (1929) and *Three Guineas* (1938) question such discrimination against women when it comes to access to university education and career opportunities, the discrimination that Woolf herself experienced firsthand. The fictional representations of two women with a university education by two renowned British male writers call attention to the fact that laws, rules and regulations may be easily revoked, but attitudes take much longer to change.

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A Small Place: Re-looking Universals and Distinctions

The theme of the conference, "Universals, Distinctions and Cross-disciplinary Perspectives," is particularly relevant to our contemporary times when globalization has impacted on every aspect of life and living. Borders, both literal and metaphorical, have become porous, admitting easy exchange between the universals and the distinctions, the local and the global. However, despite the fluid movement of things, people and ideas, we cannot overlook the reality that on many fronts, borders are precarious and smaller countries are swallowed up by the global culture. My paper looks at some of the tensions that emerge within the overlap of the local and global. In this context, Jamaica Kincaid's *A Small Place* is a riveting narrative which reveals the importance of viewing and placing the smaller places of the world against the larger, more powerful countries. In this text, Kincaid speaks passionately about her country which she feels has been swept aside and forgotten. My paper hopes to show that by

acknowledging the transformative effects, sometimes positive, sometimes crippling, that come out of the universal-distinctions exchange, the smaller, often formerly colonized nations of the world, can find and define themselves and not drown in the tide of sameness, a quotidian feature of global culture.

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**Different Viewpoints between Thai and German Speakers: A Study
of the Thai Verb /pĀ y/ and its German Translations**

Besides the main sense of physical movement away from the speaker's reference point, the Thai verb /pĀ y/ also has extended meanings, i.e., speakers' subjective viewpoint, direction, excessiveness, perfective and imperfective aspects. These concepts are expressed through different grammatical devices in German, owing to structural differences between the two languages. The present work thus aims to examine the meanings of the verb /pĀ y/, comparing with its German translations and to propose a possible direction in translating each meaning of this Thai verb into German. It has been found that the same meanings were found to be expressed by distinguishable forms in the two languages, i.e., the meanings of the verb /pĀ y/ were maintained, elaborated upon, or simply lost in German translations. Moreover, some German linguistic realizations were employed more frequently than others and were then proposed as the potential forms in representing the meanings of the verb /pĀ y/ in German. This can be accounted for given that Thai and German speakers may focus on different aspects of the same event and choose to realize them according to linguistic norms of their languages.

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**Needs versus Wants: Comparing Job-related and Personal ESL Needs
of Employees in a Public University in Malaysia**

This paper presents the results of a study that compares the job-related and personal ESL needs of a group of non-academic employees of a public university in Malaysia. Through an analysis of needs in the two domains of language use, the study aims to investigate the extent by which the employees' perceived ESL needs are influenced by each domain, whether the cited needs differ by job, age and sex of the employees, and whether there are any patterns of relationship between the two categories of needs in the two domains. Data were collected through a questionnaire containing statements of personal and job-related needs. The results of the study showed that on the whole, the employees found both personal and job-related needs equally relevant. However, analysis of the most important needs showed a clear preference for personal needs. Correlational analysis showed that there is a strong positive and significant relationship between the two categories of needs independent of the job, age and sex of respondents, indicating that the respondents did not differentiate between the domains when learning English. The results have implications for the design and instruction of ESL workplace programmes for the study's population, and challenge the common practice of focusing only on job-related language needs in such programmes.

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Multiple Literary Interpretations: Empowering Readers through Literary Theory

This paper explores multiple literary interpretations by learners who use critical lenses constructed with elements of literary theories. The process is carried out through stylistic analysis to investigate how learners are empowered with literary theories to become more critical in their comprehension and interpretation of literary texts. The learners' interpretations are measured against an index made up of George Hillocks' Hierarchy of Skills in the Comprehension of Literature (1980) to assess their achievement levels of textual understanding and critical interpretation. This index consists of seven ascending levels that comprise firstly, comprehending basic stated information that is prominent in the text and the understanding of the five levels that include key details, basic stated relationships, simple implied relationships, complex implied relationships and the author's generalization. The last and highest level is applying what the work of literature suggests to actual situations in life. The initial findings indicate that there is significant evidence, according to Hillocks' Hierarchy, for learners' multiple interpretations and empowerment through literary theories in the understanding of literary texts. Recommendations are then made for learners to acquire literary theory and be engaged with critical and informed responses that will enhance their textual understanding and critical interpretation skills.

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Adapting and Designing ESP Materials for a Law Course

The Faculty of Languages and Linguistics used to be a language centre which conducted compulsory English language courses at all the other faculties. There was a dire need to prepare students doing professional programmes such as Law, with the necessary English language spoken skills required in their professions. Hence from 1979 to 1986 a research team was founded, named the University of Malaya Spoken English Project, which collected corpus data, and compiled three textbooks. One of the books, *Oral Skills for Law*, was used for about ten years and then abandoned due to various reasons. In 2006 English Language classes were resumed in the Faculty of Law and there was a need to reprint the original *Oral Skills for Law* textbook with additional language activities on comprehension and grammar as the recent batches of Law students did not seem to have the same level of language proficiency of earlier students. Hence in 2007 a research project was started to collect feedback from both the students and the teachers to develop further material to supplement the original textbook. Sometime during the first semester of 2008/2009 a survey of student attitudes was conducted by a group of post-graduate students for their course project for Curriculum Design. This paper will highlight the findings of the postgraduate students as well as a students' questionnaire, and present the suggestions put forward to improve the materials to meet the needs of the students. The findings of this survey will be used to modify the materials being prepared for possible publication of the Professional English for Law textbooks.

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Are We Alienating our Target Group?

An important debate in international advertising is whether the adaptation or standardization of strategies and tactics across country-markets is the most effective way an international business can increase awareness, brand equity, sales or market share. The choice has been contingent on product, market and firm factors. However, the alienation of audiences is a potential, if unintended, consequence of both generic advertising strategies, particularly in multicultural markets. Yet, nowhere in the international advertising, international marketing or international business literatures has the alienation of audiences been adequately addressed. This paper explores this issue by examining the unintended effects of ethnically targeted advertising in Malaysia and finds a mixed response.

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Ethnicity, Language Use and Nationalism among 20-25 Year Youths

Ethnicity and language are two issues commonly politicized in Malaysia. This study examines how 20-25 year-old youths identify themselves first (based on ethnicity or nationality) and their language use, and how these two variables relate to nationalism. The data analyzed in the study were a portion of data set of identification with national ethos survey conducted in 2007. The responses of 378 Malay, 255 Chinese and 78 Indian samples, collected using self-administered questionnaires, were analyzed to answer the research objectives. Males and females were quite evenly represented and sample mean age was 22 years. Malay, Chinese and Indian ratio in the sample closely matched the national ratio. Six in ten of the respondents surveyed identified self first by ethnicity. While the language spoken at home matched ethnicity, the language used in inter-ethnic communication with close and casual cross-ethnic friends is Bahasa Melayu. A Chi-Square analysis showed that significantly more Malays and Chinese identify self first by ethnicity compared to Indians. T-test of nationalism score by identity categorization showed no significant difference in national score between samples who identify self first more nationality-based than ethnicity-based. On the contrary, a significant result was obtained in the t-test analysis of nationalism by language use in inter-ethnic interaction with close and casual cross-ethnic friends. All in all, the study shows that ethnicity and language are salient features in Malaysian socio-political environment. Language use in inter-ethnic communication seems to be a good indicator of nationalism among the 20-25 year-old youths, and ethnicity seems unrelated to nationalism. Theoretical and practical implications of the findings were discussed.

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A Study on Subservient Characters in Shakespeare's *Timon of Athens* and *Pericles*

This paper aims to present a compilation of selected studies done on William Shakespeare's *Timon of Athens* (1605) and *Pericles* (1607). Reviews from various books and scholarly journals are sourced to understand the literary concerns surrounding the plays. While their origins, authorships, performance histories, thematic concerns and plot structures are among

the selected areas of discussion, particular attention is given to the development of character studies of both plays. The paper argues that although substantial researches were carried out to discuss the protagonist, there seems to be a general lack of acknowledgement credited to the subservient servants in the play, especially the Steward and Helicanus. Hence, this study aims to highlight the importance of these supporting characters through the loyalty displayed in the master-servant relationships in the plays. It is hoped that this will give both the Steward and Helicanus their due credit as characters who play prominent roles in sustaining and elevating the reputation and dignity of their master, Timon and Pericles.

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Dialogical Self in Henry David Thoreau's *Walden*

One of the most provoking questions mainly raised by contemporary literary criticism is whether the self is identifiable through the dialogues and monologues of the characters or narrator of a given literary work. This paper aims to explore Henry David Thoreau's *Walden* (1854), as a selected descriptive narrative of American Transcendentalism to identify how the persona of the author is revealed through his internal dialogues and meditations. While in this selected work there is a close parallel between self and the text, in the sense that both of them are a series of inner voices juxtaposed with and often contradicting one another to accomplish the above mentioned aim, this study frames its analysis within two perspectives: the sociolinguistics (Bakhtin's Dialogism) and psychology (Herman's 'Dialogical Self'). This study also attempts to investigate aesthetic and ideological statements of the narrator of *Walden* to argue the extent of nature's influence on him as an alienated writer; and to examine the cultural heritage in the context of American society of Thoreau to identify the roots of the broken ties between self and the society to shed light on the individual and social self of the persona of the narrator in *Walden*. This study concludes that this selected non-fiction work is not just a monological poetic meditation of its author but a polyphonic contemplation of internal voices carnivalizing the social ideologies of its time.

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Code Switching in Mixed Marriages: The Case of Filipino-Malaysian Couples

Mixed marriages among Asians are becoming common nowadays. In Southeast Asia, mixed marriages seem to be common among Filipinos and Malaysians. Despite the closer geographical location of the two Southeast Asian countries; Malaysia and the Philippines, linguistic and cultural differences still exist. With diverse linguistic differences, English language which is widely spoken in both countries serves as the lingua franca and connects people from the Philippines and Malaysia. As a result, in most interactions English becomes dominant but the occurrence of code switching has become a common feature. It is therefore the focus of this paper to analyze the code switching patterns of Filipino-Malaysian couples' interaction in the home domain. There were 60 Filipino and Malaysian spouses who were interviewed and 18 of them recorded their conversation at home. The study analyzed the transcribed conversations using the conversation analysis (CA) approach in analyzing the code switching pattern and was supported by interviews to explain further the occurrence of code switching. The findings of the study reveal that code switching from English to Bahasa Malaysia, Filipino and Chinese are common. Switching from English to other languages vary according to the couples' ethnic group like Filipino-Malay, Filipino-Malaysian Chinese and Filipino-Malaysian Indian. The findings show that English is the dominant language in the

switch. The occurrence of code switching was analyzed further in every conversational turn to provide the sequential structure of code switching in their interactions.

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The Transformation of a Hybrid Protagonist in K.S Maniam's *The Return*

This paper examines and explores the key concepts of colonialism as well as post-colonialism in K.S Maniam's *The Return* with particular focus on a Hybridity. The concepts are intricately interwoven in this work, thus requiring the application of a scientific method of analysis; the linguistic analysis / transitivity analysis. The transitivity analysis brings to light the workings of colonialism and post-colonialism in influencing, altering and controlling the mindsets of the colonized regions or otherwise known as the present day Third World / Developing Countries. The examination of this work reveals the manifestation of colonial and post-colonial issues that rule and influence the societies in today's world. In dealing with these issues, K.S Maniam has offered the solution to the continuing conflicts suffered by the societies within and without their own circles. In this, he portrays the protagonist in a movement, a transformation from a docile, oppressed migrant to a mimic, who suffers fragmentation of memory and psyche and later takes him to a point of realization, to accept and adopt a new identity that suits his present day position.

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Different Paths, Similar Goals: Nationhood in Malaysian Literature in English

This panel presentation explores some of the fundamental commonalities transcending the aspirations of the Malaysian people as reflected in Malaysian Literature in English. Though most Malaysian writers in English portray the various contestations related to identity, sense of belonging and nationhood, there is also an underlying current of a deep seated desire to come to terms with the changing notions of the Malaysian nation and Malaysian nationhood. This panel examines the visions of Malaysian nationhood as reflected through the eyes of three Malaysian writers in English: Lloyd Fernando, Wong Phui Nam and K. S. Maniam. It aims to show that while each writer carves out his own path in confronting and re-contextualizing the perceived anxieties that obstruct the growth and perceptions of Malaysian nationhood, each does so with a common goal in sight, that of the desire and determination to make Malaysia their home.

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Learner Perceptions of Technology in Three National Contexts

Technology is being incorporated into the instruction of languages, literature, culture and other areas at a rate where it may be argued that its effective use is a form of literacy unto itself. This presentation looks at learner perceptions and willingness to use technology (WUT) in three contexts—Malaysia, Japan and Cambodia, which have notably different situations vis-à-vis technology. It will examine the results of a 53-item survey administered to over 800 learners in the above countries. Learners' reported technological proficiency will be discussed

and possible explanations will be considered; in nearly all areas their perceived levels were often far from 'native-like' (Prensky, 2001). Actual experience with technology and perceptions of its usefulness did not always correlate as was expected. This presentation will therefore also address positive user attitudes, which are essential for the effective implementation of a teaching program using technology (e.g., Culpan, 1995). This will include exploring learners' perceptions of both current and future use of technology. Finally, this presentation will conclude with remarks on the importance of remaining cognizant of learner perceptions and the multiple and varying contexts in which technology will influence future education.

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Multi-Dynamic Documentation and Micestro: Innovations for Education

The advent of Second Life and the design technology which enables it has opened a new frontier for online instruction and game-based language learning activities. This presentation will explain MDD (Multi-Dynamic Documentation), a design innovation which makes further advances in the above areas. The presentation will suggest and seek input on possible applications of this innovation for language instruction and related gaming activities. The presentation is meant for practising teachers who are interested in current innovations for multimedia-based instruction. It is highly visual and will make every effort not to dwell more than necessary on technical details. MDD unifies static, dynamic and interactive expression into one form that is inside of three-dimensional space. The operation of this content uses a new performance device (Micestro) which employs natural human movement. No mouse or pointing device is required. MDD makes it possible for users to instinctively view contents. By using three-dimensional space, users can not only view all needed information on one page, but also keep a sequence of the whole contents of a web-space. Numerous applications will be considered for English instruction, such as tasks involving anatomy explanations, medical procedure explanations and practice simulations, physical training and mechanical assembly instructions.

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Formative Oral English Assessment: Issues and Challenges Faced by ESL Students

In Malaysia, the School Based Oral English Test (SBOET) implemented in 2002 was seen as an initial step towards formative language assessment in the ESL classroom. Since then it has undergone several changes and though a number of studies have investigated the implementation of SBOET, few have looked into formative assessment from the perspective of the test takers. Therefore this paper presents the findings of a study that examined the implementation of the SBOET by investigating the perspectives of the ESL upper secondary students. This descriptive-correlational study included both qualitative and quantitative methods of analysis. The data collection process involved the use of research instruments such as questionnaires, checklists, and interviews. The findings of the study indicated that students were divided as to their opinions on SBOET. Close to 55% of the students held positive opinions of SBOET while the remaining 45% felt otherwise. Urban and rural school students were also divided in their knowledge and understanding of the SBOET. Besides that the study also explored issues regarding students' readiness, confidence and commitment to formative oral assessment. This study has some significant implications for the implementation of formative assessment in the Malaysian ESL classroom.

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It is in the text, not in the context: A formalistic review of *In A Far Country*

This literary criticism is about Rajan, a successful businessman who, being rich and thus had “arrived”, should be happy with his life. On the contrary, he is faced with unsettled issues within himself as a descendent of a migrant community in his quest for a sense of belonging to the adopted land. In his journey through place, time and people, he then discovers his inner self in a land so close yet so foreign. The approach used in this criticism is Formalism which prides itself as being scientific in defining a clear, distinct, explicit and accurate meaning of literature. Thus, aspects of literary language are the main focus rather than the dependence on contexts. The key concepts of Formalism are defamiliarisation specifically, fabula and siuzhet, foregrounding, parallelism, automatisisation and deviation. Findings show that defamiliarisations through fabula and siuzhet, foregrounding, deviation and parallelism have triggered the minds of the readers to see things that in their everyday life are monotonous and ordinary, as unordinary and strange. The sudden use of the metaphor “tiger”, awakens the readers’ senses so as to look at a “tiger” not as the striped, flesh-gnawing mammal, but as something else. *Siuzhets* make the *fabula* interesting for the reader with all its digressions and delays while certain aspects of the novel are foregrounded through the use of automatisisation, deviation and parallelism. The novel is filled with paradox, irony, rhymes, connotations, contrasts in typography and word repetitions which then conjure the beauty of literary language. Despite these, the novel is not anarchic as these devices all carry with them meanings essential in the understanding of the text and are great representations of Rajan’s unsettling mind.

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**Learning Mathematics in a Second Language:
Does First Language have an Interference?**

Until 2008, the lower primary school mathematics in Brunei Darussalam had been conducted in Bahasa Melayu whereas from Primary 4 onwards, it was done in English, which is a second or third language for some pupils. Primary 4 is said to be a transition year where pupils have to switch the language for studying mathematics from Bahasa Melayu to English. They continue to do this throughout Primary 5 and Primary 6 at the end of which they sit for their Penilaian Sekolah Rendah (PSR). This paper attempts to report common difficulties encountered in solving mathematical word problems involving fraction work by Primary 5 (average age of 10 years) and Primary 6 pupils (average age of 11 years) in Brunei. The paper looks at the percentages of each type of error the pupils make in dealing with those word problems from a study carried out in Brunei government schools. The difficulties appear to be prevalent among those pupils. Some pupils are easily driven by the influence of their first language in interpreting the word problems posed to them. The paper concludes with suggestions that to increase comprehension and make mathematics more accessible to pupils whose first language is not English, teachers should use a variety of strategies. This includes the integration of the study of academic vocabulary and grammatical structures while simultaneously building mathematical concepts.

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**Reading Malay Muslim Women Activism
in *Memoirs of Khatijah Sidek: Puteri Kesateria Bangsa***

The genre of autobiography has long been well established as a Western intellectual product. There has been a spread of influence on the non-Western world, but this has only come about in the second half of the 19th century. A close look at the few autobiographies or memoirs written by Malay Muslim women is necessary and timely, as there is a need to recognise and remember these women's contributions to the nation, especially now when Malay Muslim women are struggling to balance their traditional and modern roles as the country leaps into transforming itself as a developed nation. One such example is Khatijah Sidek, who was a Malay Muslim woman activist of the colonial and post-colonial era, and whose *Memoirs of Khatijah Sidek: Puteri Kesateria Bangsa* (2001) can be read as an extension of the writer's political activism from the 1930s until the 1970s. Using Khatijah's memoirs, this paper examines how the use of life-writing or memoirs can help emphasise the link between the personal and the political, and can also construct history from the female perspective.

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Using Cooperative Oral Tasks in Enhancing Learners' Oral Production

In recent years much effort has gone into the study of the role of interaction in second language contexts. The use of communication tasks to promote language production among learners is well-documented. Many of the tasks focus on the functional aspects of second language use. These include debates, discussions, role-plays and many others. It has been argued that by simply putting learners in small groups and giving them tasks to execute would not ensure that they would interact, what more, engage in negotiated interaction. Thus, the aim of this paper is to discuss how the use of communication tasks, particularly the decision-making task type, in a cooperative language learning setting could enhance learners' language output. Preliminary data analysis indicated that the use of group tasks via cooperative learning instruction resulted in a greater focus on lexical items and language structures by the learners.

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**Feedback on Feedback: Teachers' Comments and
Students' Reactions upon Written Work**

Writing skills are taught in all secondary schools in Malaysia, but it is not an easy skill to teach. However, it is hoped that teachers' marking accompanied by comments throughout the essay(s) would provide useful insights for students to improve on their writing. It is true that writing consumes a large amount of teachers' time and effort. Paradoxically, even though commenting on students' writing seems to be the most popular way of 'reacting' to students' writing, it is surprisingly the least reasoned out. This study was conducted to clarify the question of "To what extent do the teachers' reported feedback and the feedback received by the students match?" The finding suggests that there is a mismatch between teachers'

corrections and students' perceptions upon corrected written work. Also, this study finds that students have limited strategies for processing teachers' feedback. The study allows teachers to evaluate their approach in teaching writing and provide information to guide their essay writing correction policy.

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Metadiscourse in Writing: Extracting the Intricacies from an Electronic Means

Previous studies (Wu, 2007, Hyland and Tse, 2004, Intaraprawat and Steffensen, 1995, Crismore, Markkanen, and Steffensen, 1993, and Vande Kopple, 1985) have established the use of metadiscourse as an essential element in writing as it allows for the writer to create a dialogic space with his readers. In recent years, attempts have been made to analyze metadiscourse through the use of corpus with the help of electronic means especially when corpus is large. In this investigation, data has been obtained through an electronic means to illustrate the use of metadiscourse in writing samples of a group of Malaysian undergraduates. In order to compare their writing against an established standard, the BAWE corpus was used. The BAWE corpus was analyzed specifically for the use of metadiscourse features through the software, monoConc Pro 2.2, for this research. The analysis would illustrate the kinds of metadiscourse used in the BAWE corpus. The paper demonstrates how the software manages the data to reveal patterns for comparative use. The paper concludes on initial insights obtained from the comparison to show the manner and nature of metadiscourse between standard writing (BAWE corpus) and evolving student writing at the tertiary level.

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Pramoedya Ananta Toer's Voice for Humanity Values versus Javanese Culture in *The Girl of the Coast*

Pramoedya Ananta Toer, a leading Indonesian prose writer in the 1940s to 1960s, deeply understands that authors have a great role in creating good sense in society through their works. Toer often reflects the struggle for raising human dignity in his compositions. His critical attitude in expressing the social change often brought him into conflict with the state power. Consequently, the Indonesian government banned his works for a long time, but the world welcomed them. He loads his works with messages of appreciation for humanity values that mostly are not in line with local cultural values. Toer often sets his stories in Javanese culture, which is believed to have practised a number of worldviews related to the degradation of humanity values. *The Girl of the Coast* is one of Toer's works containing contradiction between these two different sides of values. *The Girl of the Coast* portrays a nameless Javanese teenage girl facing difficult problems in her life – becoming a 'practice wife' of a Javanese aristocrat (*Bendoro*) and becoming a commoner. It tells the story of Toer's maternal grandmother and based on stories he had heard about her, her life as he had witnessed it while still a child, and his imagination. It is not completely factual, nor is it completely fiction. It contains some ideological concepts (feudalism and patriarchies) that deteriorate the humankind values. These values encompass the different positions of woman and man (woman is man's property), different positions of nobility and commoner, concept of fate (lower status inheritance) and physical violence in maintaining the nobility's worldview. By using content analysis, this paper attempts to reveal Toer's effort in voicing his concept on humanity values, which are in contradiction to the existing Javanese values.

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Creative Writing among Male and Female ESL Learners

Creative writing enables one to share ideas, arouse feelings, persuade, and convince the reader. Creative writing makes it possible for people to discover and articulate ideas (White & Arndt, 1991). This paper aims to analyse and compare the creative responses of male and female ESL learners in their creative forms of expression, namely writing and role play. The qualitative methodology was employed to elicit information. The researchers highlighted the importance of including suitable adjectives for description, humour, setting and characterization to help the readers to visualize the story line and enhance their understanding. Besides, the other important traits such as elements of suspense, a twist in the plot, an interesting introduction and ending were also stressed. The learners were stimulated and enthusiastic while going through the creative writing process. The findings showed that there was a difference between the male and female learners. The male learners' writing projected elements of action and excitement, thrills and adventure, futuristic and imaginative events within scientific genres while the female learners' writing were based on elements of domestic scenes and issues filled with emotion and childhood flashbacks. Female learners also used more adjectives and produced enriched pieces of creative writing. The implications of the findings on the use of creative writing and its effectiveness and feasibility in the ESL classroom are discussed in this study.

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It's the Behaviour that Counts!

Educators today see the potential of computers to support group discussions and joint projects in an electronic virtual environment. And as a result, over the past decade, there has been an explosion of online collaborative environments aimed at enhancing students' learning. According to Duffy and Cunningham (1996), the use of collaboration should trigger dialogical interchange and reflexivity among learners and this includes a group learning environment that places learners in constant exchange of ideas and questions which inevitably develop their ability to reflect critically. Putting students together can encourage them to explain their thoughts to one another and the verbalisation of thoughts stimulates reflection and interest in each other's learning (Alexander, 2000). However, simply promising that the end result of collaboration is enhanced learning may be premature and not be adequate as it is through the understanding of how online collaboration provokes students' reflective thinking and leads to enhanced reflection that will help ESL teachers become better informed on the use of online pedagogy. Therefore, the question of how online interactions and behaviour contribute towards the enhancement of reflective thinking requires continuing investigation. This paper is an attempt to provide some answers to this perplexing situation. This paper will reveal findings of a study which investigated how students behaved during an online collaborative writing environment and how a computer-supported collaborative environment can be better facilitated to encourage writers to develop a keen sense of reflective thinking and contribute towards improved writing skills.

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The Semantic Map of Tactile Passives and Modals in Thai and Malay

The study of passives and modals has long been a major issue in the linguistic literature. However, there still exists abundant room for more research in these fields. Indeed, there are a number of interesting topics which are unexplored or understudied. One particular instance of such topics is the expressions of passivity and modality in many Southeast Asian languages that are historically related to predicates meaning touch, come into contact with. This phenomenon can be observed in Thai and Malay. It should be noted that in these languages, the same form is used to express the passive meaning of undergoing some (adversative) experience, to express the modal meaning of necessity/obligation, and to express the lexical meaning of the tactile sensation (touch) and other related senses. Indeed, the polysemous form *tĕ* in Thai and 'kena' in Malay, as well as their counterparts in other Southeast Asian languages, constitute a linguistic phenomenon that deserves serious attention, but so far no known research has been substantially dedicated to it. Hence, this study is primarily aimed to fill in this gap by comparing the semantic properties of these two forms, studying the paths and directions of their semantic changes, and offering the semantic map that integrates their semantic similarities and differences.

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Self-Censorship in Teenage Talk

In this borderless world, Internet has become an important tool of communication for teenagers. It provides the opportunity to interact with thousands of people from all over the world at any time. Focusing on the new medium of synchronous computer mediated communication namely, the MSN Instant Messenger, this study seeks to examine the language and social behaviour of Malaysian teenagers. This paper also discusses the notion of self-censorship which is frequently used by teenagers in this study as a strategy to preserve politeness and maintain solidarity amongst chatters.

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A Narrative Analysis of the Bidayuh *Dondan*: A Preliminary Study

This preliminary study is a narrative analysis of the Bidayuh folktales or *dondan*. This study aims to analyse the structure and language of the *dondan* using a structural analysis framework. The figurative languages in these *dondan* were looked into and the common narrative phrases were examined as well. These *dondan* were tape-recorded from elders in the Jagoi area in Bau, Sarawak. The results showed that the *dondan* is a depiction of how the traditional Bidayuh people viewed their world and the structure of the *dondan* was rather straightforward with usage of culturally related figurative languages. The findings suggest that the *dondan* have their own unique characteristics, which are closely related to the lives of the Bidayuh.

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**Combinatorial Voices, Exhausting Relations:
Echoes of Ontological Wonderings in Samuel Beckett's *Molloy***

Samuel Beckett is a playwright, novelist and poet whose works are marked by a very complicated texture within the boundaries of postmodern literature. This paper is an attempt to disclose the implications of the ontological wonderings of the character(s) in Beckett's novel *Molloy*, which we believe suggest the postmodern standpoint of the novel rather than a modern one. The chain of the plot and the linkages of these characters through an ingenious shift of questions and answers, which all fail in one way or another, complicate the nature of their being, both as the character-narrators and inventor-writers. The novel progresses through a series of shifting alter egos, thereby questioning and falsifying the possibility of the vice-existing real voices. These shifts are not designed to confuse us as readers, but rather to compel us to question these voices as real beings in their own right, since they function to put forward the staging of the self, which is later falsified by a new voice, or rather a pseudo-voice. Since the analysis of the novel necessitates a close reading, the Exponential Approach has been chosen as the main reading strategy.

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**In shallah, we can make it: A Multifaceted Portrait
of Two Pakistani Ph.D. Students' Academic Writing Practices**

Lea and Street (1998: 157), pointing out the deficiencies of the traditional approaches in addressing perennial issues plaguing student writing in higher education, propose an academic literacy model. This model posits that student writing is a social practice and should be viewed as issues of epistemology and identity rather than skill or socialization alone, although the perspectives are not mutually exclusive and individuals may move between them according to context and purpose (Lea and Street, 2006: 227). Adopting this theoretical perspective, this paper explores the academic writing practices in English of two Pakistani postgraduate students at Universiti Teknologi Petronas (UTP) in Malaysia and probes how these writing practices are shaped by their linguistic competence, identities, and power relations. Using the case study approach, I employed two data gathering methods: in-depth interviews with the participants and their respective supervisors and document analysis (drafts, completed papers). Qualitative data analyses revealed startling insights into the students' writing practices: difficulties in adhering to academic writing and rhetorical conventions; total submission to their supervisors' authority; conformity to their envisioned discourse community norms and practices. Finally, this paper looks into the implications of these academic writing practices for the production of the participants' future papers within their immediate academic contexts.

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**The Efficacy of Weblogs in Helping Undergraduates Develop
Visual Literacy Skills to Improve Writing in USM**

This paper is an attempt to determine the efficacy of weblogs in helping undergraduates in Universiti Sains Malaysia (USM), gain some visual literacy skills to improve their writing.

Writing forms an important component of English proficiency courses and many undergraduates pursuing the fields of Arts (History, Geography, Fine Arts and Social Sciences) performed poorly in the writing assessments, thus affecting their overall English grades. A few online technology-related studies have examined the efficacy of blogs used in a blend of Computer Assisted Language Learning (CALL) tasks and traditional classroom tasks. Blogging is believed to provide language learners instant publishing online; an audience of readers; reading practice and an online portfolio of their written work. By placing learners in a weblog environment and showing them how to use its tools to express themselves, they would be far more likely to be motivated in exploring new literacies as well as improve their writing skills. The methods employed consisted of administering questionnaires and carrying out blogging activities through the learner blog which allows free-form writing for personal expression. Although there were limitations to the study, the findings show that developing visual literacy skills is necessary for effective learning and teaching in this new media age.

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**An Analysis of Localized Lexical Items in English Language Passages
of Thailand's In-flight Magazines**

Being an international or world language, English has spread to many countries all over the world and thus been influenced by local languages and cultures of the countries it has come into contact. New varieties of English are distinctive in grammatical innovations, lexis, pronunciations, idioms and discourse. In language contact, lexical borrowing is inevitable and seems increasingly salient in both written and spoken genres promoting indigenous cultures and lifestyles of the adjoining countries. This study mainly aimed to investigate localized lexical items embedded in English passages. The data were drawn from an English and a bi-lingual in-flight magazine in Thailand. The major concerns of this study were the categories of localized lexical items, their morphological structure and parts of speech. After the completion of the study, the results revealed that lexical borrowing is a significant linguistic phenomenon occurring in Thai English, and has high tendencies to develop further in the future.

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Diamonds or Cubic Zirconia: Reflections on Students' Perception of Excellence

Assessment of student achievement in all its diverse forms has always been important for both teachers and students. When assessment is effectively carried out, it can be a powerful tool towards achieving and maintaining academic standards. Effective assessment serves students by informing them about their academic performance; it serves teachers by giving them, amongst other things, insights into their students' abilities as well their own performance as instructors vis-a-vis the learning outcomes of the courses they teach. That academic performance drives the local education scene is made clear each year when the results for major public examinations are released in the press and glowing reports of strings of distinctions scored by individual students or by entire classes or even schools hog the headlines. Against this background of the prominence of academic excellence in the local education scene, this paper seeks to look into how students perceive distinctions at the tertiary level and how their perceptions influence their view of their academic performance and their idea of academic excellence.

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**Learners' Questions while Reading Academic Texts
in the Second Language Classroom**

The use of questioning as an instructional strategy is widely established and acknowledged. Its importance in encouraging higher order thinking skills among learners has made it an indispensable tool in classroom instruction. Much research has been done on teachers' questions and the teacher as questioner. The area of learners' questions and the learner as questioner, however, is still under-explored. With the shift from teacher-centeredness to learner-centeredness, it is timely to investigate the perspective of ESL learners as questioners. Reading academic texts is a passive activity but interacting with texts through the use of questions is not. This paper looks into the questions posed by learners in an ESL reading class at tertiary level and attempts to throw some light on how ESL readers interact with a text through questioning and what their questions tell us about them as ESL learners (among others their language proficiency, critical thinking, interest, reading skills and strategies).

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**Empowering ESL Learners with Enriched Lexis
through Online Language Learning Activities**

Vocabulary is increasingly viewed as crucial to language acquisition. Good vocabulary knowledge helps students master other language skills in English. Teaching vocabulary is "best caught, not taught", according to a rooted saying among experienced practitioners. Language teachers are not expected to teach vocabulary as a subject but rather, integrate it into the teaching of English. This requires much effort and various techniques. Language teachers need to be creative, imaginative and innovative in developing strategies to promote vocabulary development. This study proposes an alternative way of making vocabulary learning more interesting and effective. The study suggests implementing the use of the Internet that has been widely eluded for information, communication, entertainment and learning. The study seeks to examine whether online language learning activities via the Internet can help ESL learners improve their vocabulary skills in general, and writing skills in particular.

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**A Comparative Analysis of *One Flew Over the Cuckoo's Nest*
and *Dead Poets Society***

The theme of a savior who comes to rescue the world and show human beings the way to salvation and freedom has always been a preoccupation for authors all around the world. This theme is more dealt with when certain dictatorial or autocratic doctrine starts suppressing people. This paper is going to compare two contemporary views toward human probable encounters with a savior which has not descended from heaven but instead had risen from among ordinary people: Ken Kesey's first and most legendary novel *One Flew Over the Cuckoo's Nest* and a relatively less celebrated screenplay *Dead Poets Society*, written by Tom Schulman. Kesey's book was primarily a novel and then was made into a film. On the

contrary, Schulman's autobiographical screenplay was first made into a film and then a novelization by Nancy H. Kleinbaum based on the movie's script was published. Although these two works seem to narrate two different stories using different settings and characterization, certain archetypal elements and biblical allusions display a parallel endeavor of the authors to present a remedy for those living under tyrannical governments.

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**Global Capitalism-Ideology Masks Exploitation:
Arabic Satire in Sonallah Ibrahim's *The Committee***

Despite much research that has been done on satire, little is known about Arabic satirical texts. This paper explores the anti-capitalist satirical tone in Sonallah Ibrahim's novel *Al-Lajna (The Committee)*. Through the means of satire, Ibrahim skilfully unpacks the devastating effects of global capitalism on third world nations. Ibrahim attempts to unravel the 'mask' or false ideology that hides the exploitation and oppression of Egypt. The discussion seeks to identify the hegemonic as well as the exploitative nature of the capitalist system on third world countries, and the creation of a web of conspiracy that controls the economic and governmental policies of Egypt by multi-national corporations. In addition, these multi-national corporations ultimately create local agents that act on their behalf to facilitate the hegemony and domination over the policies of the country. The discussion concludes with the significance of satire as a mode of expression, which points to the domination and the destructive consequences of capitalism on Arabic society.

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Mythological and Archetypal Approaches on R.K Narayan's *The Guide*

The present study is an attempt to put together several readings of R.K Narayan's novel *The Guide* using Jungian archetypal and mythological approach as an extended idea from the seminal work of Viney Kirpal's archetypal reading of *The Guide*. This extension of mythological and archetypal approach on *The Guide* provides further elaboration on the archetypes of transition in Jung's school of thought which corresponds to Hindu Philosophy and myth. The plot of *The Guide* is seen as falling into four distinct stages marked by the four asramas of Hindu philosophy: student life (brahmacharya); the life of the householder (garhasthya); the gradual withdrawal from life (vanaprastha); and the final ascetic or self-denying surrender of the self (sannyasa). This study concludes that the life of the protagonist, Raju, fits into these four different stages of life in his pursuit of gaining self consciousness, a quest to gain self-awareness. Raju's sacrifice for the sake of people (his death) is seen as a universal and archetypal motif even within the mode of the Indian mythic and mystical traditions. These show that *The Guide* follows the Jungian archetypal pattern of transition in both how the plot is arranged and the way its main character is designed.

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Making the State a Nation: Language Policy in Sri Lanka

Sri Lanka is one state but it has not yet formed one nation. This is due to the struggle to define and achieve the nation and different options given by ethno-cultural nationalism and

multicultural nationalism. Each nationalism has influenced language policy since independence. Such language policy has a role in nation-building by excluding or including Sinhala and Tamil and the ethnicity that uses each language. The civil war today reflects a contest to forge the nation, and language policy is one tool to this end. This presentation studies the role of language policy in nation-building in Sri Lanka. It begins by explaining ethno-cultural nationalism and multicultural nationalism as each has influenced language policy. This in turn determines the ability of language policy to foster the nation among different ethnic groups, notably the Sinhalese and Tamils. Two periods of language policy are discerned that reflect different nationalisms. This presentation then explores the results of language policy during these two periods on nation-building in Sri Lanka. It is ultimately seen that language policy does help make the state a nation but only under certain conditions.

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**The Malay Woman as the Double Other: A Dialogical Reading
of Joseph Conrad's *An Outcast of the Islands***

Eurocentrism envisioned the women of Other cultures through a double ideological looking-glass of the colonizer on the one hand and colonial patriarchy on the other. The Eastern woman was not only passive and irrational from the patriarchal point of view, she was also exotic and seductive, mysterious and dangerous from a male colonial perspective. Her seeming appearance of exoticism and passivity was viewed by the colonial power as deceiving as she possesses an internal lethality only an Othered woman could produce. She was attractive due to her Oriental sensuality and exoticism which conjured an aura of mystery and enigma. At the same time she was repulsive as she came to be viewed as the catalyst to the moral degeneration and downfall of European man ensnared by her seductiveness. This study will reveal Joseph Conrad's *An Outcast of the Islands* and the manifestation of this Eurocentric ideology in its pre-determined set of ideas and prejudices of looking at the Malay woman as exotic and enigmatic, seductive and destructive to the white protagonists. It will also provide a dialogical reading of the text as a form of discursive resistance to the Eurocentric ideology.

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James Joyce and Language Obsession

A brief study of Joyce's life reflects his utmost enthusiasm in learning various languages. This interest is also obvious in his works where he uses the language(s) not only as a tool to express the plot, but to display the language itself. His unique attitude towards language is crystallised in his final work, *Finnegans Wake* where every other element of the story is overwhelmed with the revolutionary language Joyce creates. Although he suffered from various diseases, he devoted seventeen years of his life to write *Finnegans Wake*. Doubtless, there must be a reason underpinning this suffering and extreme enthusiasm in creating such an enigmatic language. Based on Lacanian psychoanalysis, this study will attempt to prove that Joyce was a 'language obsessed' author, and that this obsession was the source of energy and motivation behind the creation of *Finnegans Wake*; an obsession identifiable by tracing the symptoms and roots of what Lacan terms 'neurotic obsession' inherent in the work.

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More than Meets the Eyes: Understanding the ELT Transformers

In the complex world of ELT, due to modern technologies, curriculum development, job market and education reform, the roles of language teachers at institutions of higher learning need to be re-defined. As the Internet acts as the guru for the learners and the information is at everyone's fingertips, the roles of traditional gurus are expected to be changed and transformed. The purpose of this study is to study the changing roles of university English teachers from being language teachers to being learners, facilitators and researchers and to identify these new roles. In order to understand whether the role transformation is feasible and realistic, it is imperative to study the many roles of university English teachers defined by the teachers and the university administrators. The findings suggest that by understanding their many roles, university English teachers are able to embrace their new roles.

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"Malaysia, Truly Asia": A Critical Discourse Analysis of Ethnic Identity

Ethnic identity in a culturally diverse country can either be seen as a blessing or a curse. In Malaysia, being ethnically identified is viewed as a double-edged sword. On one side of the coin, we celebrate the richness of our ethnic background in the form of many festive celebrations. However, on the other side of the coin, by identifying ourselves according to our ethnic backgrounds, the hope of achieving *Bangsa Malaysia* remains an elusive dream. Thus, this study investigates to what extent the discourse used by the media attributes to both sides of the coin and how this media discourse discursively constructs the three (3) main races (i.e. the Malays, the Chinese, the Indians) in Malaysia. The investigation of the present study is undertaken using the analytic paradigm of Critical Discourse Analysis (CDA). The data is extracted from the Malaysian daily, *The Star*. Adhering to the CDA paradigm, the article investigates how the media in the advent of disseminating information on the three races, has 'recontextualised' various discourses about the three races for public consumption.

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Hero or Zero? Stereotyping Fat Main Characters in Children's Animated Movies

This study investigates the ways in which physical traits of being fat is used as an indicator of several psychological traits such as being motivated by food, unable to control the desire for food, food lovers, funny and jolly, talkative but not all that bright, lazy, clumsy and fun to laugh at in children's animated full-length movies. Through an analysis of the main characters in *Kung Fu Panda*, *Garfield*, and *Garfield 2*, this article examines the ways in which those main characters as the heroes in the story create what is termed a fat stereotype. Further, this study discusses the potential impact this pattern of representation may have in terms of limiting and reinforcing fat people's roles and promoting negative associations about fat people.

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Vernacular Schools – A Frontier to Cultural Identity

Malaysia comprises of various races, ethnic communities and cultures. Such a diversified panorama is a pride of the country. Hence, to ensure that each of the races and ethnic communities is able to preserve their cultural identity, continuance of their respective language is pivotal. This is because language gives life to culture and identity of a particular community. In view of that, laws have been enacted to ensure that ethnic languages are not only protected but preserved. Thus, in tandem with the laws, the government has catered for the medium of instruction to be in a particular ethnic language although the national language is Malay. Therefore, languages namely Mandarin and Tamil have been used as a medium of instruction in Chinese and Tamil schools respectively. Nevertheless, there have been relentless calls to abolish Chinese and Tamil schools, *i.e.* the vernacular schools. This study attempts to examine the laws and policies governing the position of vernacular schools and vernacular languages. The study will then focus on the effects of the abolishment on vernacular schools and vernacular languages. The study will then proceed to investigate whether there are alternative ways to preserve cultural identity and whether they are viable and feasible.

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The Perception of English Consonants by Yemeni ESL Learners

A large body of research supports the negative effects of inter-language transfer and positive effect of length of residence (LOR) on second language phonology. The purpose of this study was to examine the influence of LOR in an L2-speaking country (Malaysia) on the perception of voice contrast in selected English phonemes by native Yemeni (NY) learners of English: (/p/,/b/), (/f/,/v/), and (/Ê§/,/Ê□/). Yemeni speakers involved in the study were divided into two groups according to their LOR in Malaysia: group one (3 years; early arrival) and group two (6 months; late arrival). The discrimination test results revealed significant effects for LOR on the perception ability of both NY groups; group one performed better than group two. In addition, the results showed a significant effect for the L1 phonology on L2 phonological perception because both groups had problems in the discrimination test but with varied percentages. In general, the findings were consistent with the hypotheses of Flege's SLM that L2 adult learners have the ability to improve their perceptual ability for L2 sounds and to build new phonetic categories over time (Flege and MacKay)

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Phantasmatic Constructions: Language and Humour and the Interrogation of Identity in Contemporary Filipino Comic Plays

This paper examines the ways by which humour operates to interrogate and assert Filipino identity in the face of an ever-invasive hyper-real intervention in Philippine contemporary life, by reading two contemporary Filipino comic plays, *Welcome to IntelStar* by Chris Martinez (2005), and *Psychedelia Apocalypse* by Nicolas Pichay (2007). The former is a comic monologue that foregrounds the call center phenomenon in the Philippines, in which outsourced service is shown as a manoeuvre which loosely transplants English-speaking,

American-sounding workers within a global economic community, and one which now comically depicts these workers, in fact, as culturally enmired subjects negotiating their identity constructions within their everyday lives. *Psychodelia Apocalypsis* is a farcical depiction of an American film crew's apparently innocent entry into the Philippine highlands to shoot the Francis Ford Coppola film 'Apocalypse Now' and who, thereby, become embroiled in the intersections of Filipino history, current Philippine internal conflicts, Philippine political feuds, thus highlighting the matrix of current Philippine culture and life. In reading these two plays as shifting cultural texts, I seek to examine how the language of humour and the comic strategies used therein (especially citing the role of incongruity theories) respond to the creation, or to the evolution of a hyper-real Filipino identity, one that complicates the fixing of a national identity in the face of a culture that has long grappled with this question, given the Philippines' own colonial and hybrid culture. And while this paper focuses mainly on Filipino texts and problematizes Filipino identity, the Asian and Third World reverberations of the possibilities and problems of this cultural reengagement and reconsolidation of identity, examined now by way of language and culture, would be significant to explore as well.

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Linguistic Diversity, English Preference and Acquisition among College Students

This study determined the relationship between the level of use of different languages and the level of English acquisition among the respondents. Likewise, it determined the extent English is preferred to be used and the level of English acquisition. Descriptive co-relational method was used and data were obtained using a questionnaire. There were 369 respondents from large Higher Education Institutions in Davao City, who were chosen by random sampling. Employing Mean, ANOVA, and Pearson r as statistical tools, findings showed that: among the languages, Visayan has a Very High level of use, followed by Filipino at Moderate level, and English at Very Low level. English is preferred to be used to a High extent; the level of English acquisition is Very High on lexicon and syntax, High on social context, and Moderate on phonology and semantics. There is a significant relationship between the level of use of the different languages and English acquisition, and between the extent English is preferred to be used and English acquisition. It is therefore recommended that teachers should make the classroom a place where learning English can be a constructive and meaningful experience among learners of different linguistic backgrounds.

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Language and Female Subjectivity in *Lady Oracle* and *Alias Grace* by Margaret Atwood

In most of Margaret Atwood's novels, female characters' lives within society, like the lives of colonial subjects, are fractured or divided. They are victims of society regulated by male authority figures sticking to monological principles within language. They are considered as 'other', as mute, objectified and outside of the discourse. However, most of the female characters in her novels seem to question the monological discourse which is dominant in the society and learn to see their own subjectivity and the process of their own social construction through the language of others. Their language does not assume the authority of logical discourse and escapes the hierarchy of the official language. These characters seem to speak in a language which is marked by process and change, by absence and shifting, by

multi-voicedness which gives them a chance to begin their storytelling, live in the present and at the same time interpret the past. In this paper, I will show how Atwood's female characters in *Lady Oracle* (1976), and *Alias Grace* (1996) use dialogic play of language repressed previously to restore their own subjectivity by applying Bakhtinian principles of language. These women appear to speak in a language with a dialogic quality to claim empowerment with the right to authorise themselves. Bakhtinian notions of dialogism, double-voiced discourse, the dialogic resistance to monological positions and dialogic-self can reveal a clash between dominant and repressed discourses in these novels.

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Engendering in Alice Walker's Three Works: *The Color Purple*, *The Third Life of Grange Copeland*, and *Possessing the Secret of Joy*

This study largely investigates Alice Walker's fictions by focusing on the gender representation portrayed in her literature. The research evidences whether gender is culturally centered or physically centered and whether gender is the rigid belief with stable nature or something changeable. Also, referring to Alice Walker's three works, the research attempts to exhibit: how gender is generated; the ways by which it is sustained; to what extent gender establishes including religion, tradition and racism are efficient; and how they contribute to gender differentiation. These are the issues answered in the article. Basically, the diversity of coercive power illustrated in Alice Walker's books and their roles in constructing female's identities, in general, are analyzed. To a great extent the study scrutinizes the howness of women's construction.

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Processing of Idioms by Iranian EFL Learners

Comprehension of a language involves identification of and access to not only individual words, but also a vast body of fixed expressions such as idioms. The complete mastery of idiomatic expressions maybe almost a far reachable goal; however, every language learner must be prepared to meet the challenge. English language is so rich in idioms that it would be very difficult indeed to establish communication without using idioms (Hoffman, 1984; Irujo, 1986b); therefore, it would be wise to incorporate them into the EFL syllabus to be formally and systematically taught. The present study was an effort to investigate the language learning strategies used by a sample of Iranian EFL learners to interpret English idioms. Two questionnaires were used in this study: the Idiom Recognition Test and the Idiom Comprehension Strategies (Cooper, 1999) which were translated into Persian for the ease of use by participants. The first one was used to measure the subjects' level of English idiom comprehension. The second was used to aid the participants to choose the appropriate factors that influence their recognition of the idioms.

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A Pedagogical Discourse-based Model for Teaching Grammar

This paper proposes a pedagogical, discourse-based model for organizing and teaching grammar in the Omani context. Towards this end, it reviews two approaches to teaching grammar: the form focused approach and the meaning focused approach. Then, it describes the proposed model which: (1) identifies three general communicative purposes and specifies the grammatical items that go with each purpose, (2) categorizes the grammatical items into basic grammatical items and secondary grammatical items that can cluster around the basic ones to express other minor language functions, and (3) demonstrates how a language task is analyzed in order to identify its general communicative function, its basic grammatical items, and the function of each item. The paper ends with examples showing how we can develop and teach grammar-based tasks and activities in the light of the suggested model.

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The Impact of Dictation on Vocabulary Retention of Iranian EFL Learners

The researcher's aim in this study was to observe the impact of dictation on vocabulary retention of Iranian EFL learners. To accomplish this task a total sample of 80 students at Payame Noor University participated in this study. After pre-testing, 60 students were randomly assigned into the Experimental group and the Control group. Through conducting a T-test the homogeneity of the two groups was proved. During ten sessions of treatment, students in both groups were taught the selected vocabularies. The students of the Experimental group were taught these selected vocabularies by using dictation often, after finishing each session, while the subjects in the Control group were taught the same words through the routine procedure of teaching vocabularies (without using dictation). This procedure continued to the end of the term. Then both groups were given a test on what they had studied during the term as the post-test. The scores of the two groups on both tests were compared through T-test formula to observe if there were any differences between the performance of the subjects in both tests. The rejection of the null hypothesis at the level of %5 significance indicated that orthographic dictation had a statistically significant effect on improving students' vocabulary learning.

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The First Pencil of One's Own: Genesis of Women's Poetry in Persian

Rabia' of Qusdar (b. 10th Century A. D.) was the first composer of poetry in classical Persian literature. She was also the first woman's voice that was promulgated in the graphical realm of this literature. Rabia' who came from the eastern part of Iran, was living in the reign of the Samanid Dynasty (819 – 999 A. D.) that ruled over the country as the first native dynasty in Iran after the Muslim Arab conquest in the 6th century A.D. During their reign, writers broke their silence and established the foundation of one of the richest poetry of the world. Under the royal patronage and its attention to the Iranian national sentiment and learning, the national identity was revived and writers made the first invaluable canons of Persian literature. In this milieu, Rabia' who belonged to the noble class got the chance for education

and soon became master of Persian and Arabic languages. Her inspiration for writing poetry mainly came from her love to a slave of her father. Therefore, love became the recurrent theme in her writing. She expressed her feelings in poetry in a social setting in which patriarchal institutions prohibited women from any activity, excluding domesticity. She invented bilingual poems in Persian poetry through inserting Arabic words in Persian poems. Many of her poems have been lost in the course of time. Yet, those inherited by us, though not remarkable in quantity, are considered as poetry par excellence. Rabia' was killed by her brother who considered her love as scandal to their family reputation.

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Mathematics and Science in English: The Impact on University Examination Performance

The issue of learning mathematics and science in English arose when Tun Dr. Mahathir Mohammad imposed the strategy on Malaysian schools in 2003. A mixed reaction was received from various groups of interest. Parents, teachers, teaching associations, language communities, the government, and even students have different point of views. Most are still worried of its impact towards the mother tongue, and constitution/policy. Seven options are under the government's consideration: to pursue learning mathematics and science in English as it is; to use Bahasa Melayu or the mother tongue at primary school, but implementing learning mathematics and science in English at secondary school level; to start adopting it from Year 4 to secondary school; to use Bahasa Melayu or mother tongue at primary school and fully adopting English as a medium of instruction at secondary school; schools to decide for themselves; to use Bahasa Melayu or the mother tongue for Year One to Year three, followed by bilingualism from Year four to six and fully adopting English as a medium of instruction at secondary school; or to eliminate the implementation for Year One to Three but to teach science and other subjects in English at other levels (Syuhada Choo Abdullah, 2009). This paper aims to present a discussion based on a comparison study of the examination performance at diploma level of past students and the first badge of students who learnt mathematics and science in English from Form 1. This comparison covers mathematics, physics, biology, chemistry and speaking, reading, grammar, and writing in English. T-test analysis results show significant and many insignificant differences.

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Borrowing and Code-switching in Translation

Borrowing and code-switching in translation studies constitute translation phenomena, which up until 2002 had not been heeded by translation and linguistic research and study. Adopting the socio-linguistic approach to translation studies means adopting socio-linguistic factors, which determine the linguistic shaping of the production of the target text for specific targeted readers. Proponents of this translation tenet defend producing translations for particular linguistic communities, especially for those who live in a language contact situation, where mainly standard language norms are compromised. As a result of reviewing the translation relevant literature, it has been found that the absence of a theory, which may encompass the various aspects of 'borrowings' and 'transliteration' is evident, and that inserting source text components (words, terms and/or names) into target text (a translated text) is known in translation literature not only under the label of 'transference', but also under 'untranslatable

words', 'cultural words/terms' and/or 'unfindable words'. This phenomenon of translation has been studied and investigated by the author (Mousli, 2002), and the study (based on English/Arabic translations) has achieved the discovery of the following three claims: (1) Inserting source text items into the target text is linked to the 'noun'-class of words 'exclusively', (2) Such intra-sentential insertion is linked to the phenomenon of 'borrowings' if the item's incorporation is syntagmatic, and (3) The intra-sentential insertion of source text items is linked to the phenomenon of 'code-switching' if this insertion is not manifested in the form of a syntagmatic componential incorporation, but it is a semantic incorporation only.

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Apologies among Persian Males: An Analysis of Politeness in Male Discourse

Gender studies have been considered as a point of departure to pave the way for cross-cultural studies in which variability of the realization of speech acts in different languages is the point to be explored. This study investigates the realization of apology speech act by Persian male native speakers to categorize and formulate the strategies employed in their interactions in various social contexts. The realization patterns of speech acts are believed (Blum-Kulka & Olshtain, 1984) to be different as far as context-external variables such as social distance and social dominance are concerned. The data was collected through a questionnaire among Persian males in situations where the social distance between the interlocutors was a binary valued variable, that is the interlocutors either knew each other well (–distance) or hardly knew each other (+distance). The apology strategies performed by the Persian males in the study were categorized and tabulated based on the coding scheme developed by Blum-Kulka et al. (1989). The results indicated that Illocutionary Force Indicating Device (IFID) is the most frequent strategy employed by the Persian native speakers of the study. The study also revealed that Persian men sometimes underestimate the offence committed by humor as a new and culture-specific apology strategy in situations where the interlocutors know each other and the social dominance status is equal.

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Culture Clash and Tensional Hybridity in Roy's *The God of Small Things*: A Postcolonial Approach

Today, the concept of hybridity is a purportedly hot commodity and a cynosure for many a man of letters in postcolonial literature and criticism. They suggest that borderlines, be it cultural or social, create *tension* in people living on either side. This tension itself creates clashes between those dwellers and consequently incorporates them into a hybrid oneness. The evidence of this outlook is found in works of various writers like Rhys, Rushdie, Carberry, Suleri, Roy, etc. Arundhati Roy's 1998 Bookers Prize winning novel, *The God of Small Things*, a saga of pre-independence India, skillfully conceptualizes tensional hybridity on different levels, one of which is culture clash where characters of both Indian and English origins reunite to redeem their past. Marrying propositions by Homi K. Bhabha with Mikhail Bakhtin's, the current study intends to investigate how unclear-cut borderlines of cultural demarcation shatter predetermined binaries of "Us" and "Them" and how the produced tension finally yields a hybrid unity.

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**The 'Worlding' of Literary Analysis in an Age of Global Risks:
A Blessing or a Threat?**

It is fashionable at the present time to stress the idea that different scholars have different modes of analyzing a literary work. To some extent, this must be true. We all have different experiences which may prompt us to have slightly different ways of exploring a literary text. Yet, my current position and mode of analyzing literature rejects the assumption that the reader can find a way into the text or achieve a 'healthy' interpretation through one single angle of vision or mode of criticism. With the looming demise of literature and the soft 'Tsunami' of literary study in the era of Globalization, the present paper advances the claim that literary analysis should find its way in a new 'Global' and interdisciplinary approach where "intrinsic" and "extrinsic" evidences are contrasted. The overarching premise of the paper is that there is an urgent need for an integration, a 'Worlding' or an intermarriage of disparate modes of criticism, making use of various discourses and tools of analysis borrowed from various schools of thought and disciplines namely, '*Literary Linguistics*,' '*Conventional Criticism*' and '*Discourse Stylistics*'. The above interdisciplinary model will be applied to Shakespeare's Sonnet 66 with a view to examining how an awareness of a global and interdisciplinary mode of analysis is likely to preserve the 'Raison d'etre' of literature, produce a more 'accurate' analysis and achieve a 'healthier' interpretation of literary texts which resist any prescribed or fixed truth.

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**Traversing the Artistic Dramaturgy of Shakespeare
to Probe the Natural Drama of Life**

Shakespeare is distinguished for using drama as a tool for understanding life. The analogy of drama and life permeates numerous plays of Shakespeare particularly *As You Like It*, *Macbeth*, and *Hamlet*. There is also a lot about drama and dramaturgy in Shakespeare's plays. A very important component in the construction of the dramatic world of Shakespeare is the audience, an issue that is addressed emphatically in *Hamlet*. To intensify the dramatic construction, the drama / life analogy, and the role of the audience, Shakespeare introduces the technique of the play-within-play in *Hamlet*. The issue of the audience is given special attention and there are various types of audiences presented in the play: artistic audience, intrinsic audience, natural audience, and metaphysical audience. The artistic audience is the one that watches the inner play; the intrinsic audience is that which is addressed in the asides and soliloquies; the natural audience is the group of spectators watching the outer play and the inner play; the metaphysical audience is an assumed audience watching the drama of life in which people are the actors and actresses. The study aims to explore Shakespeare's construction of drama and the interchange between drama and life by way of understanding both.

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A Critical Discourse Analysis of Political Speeches

Studies in Critical Discourse Analysis are concerned with current political and social issues. Because of its interdisciplinarity, Critical Discourse analysts were investigating issues like 'racism' and 'legitimization' in discourse. However, most of these studies have analyzed western discourse, and even those which analyzed Arabic data were in most cases analyzing the translation and not the Arabic text. This study will highlight some of the major discursive and formal strategies used by these four speakers (George Bush, Tony Blair, Saddam Hussein and Osama Bin Ladin), in addition to the local and global meanings and the structure and argumentation used in their speeches. Through this analysis, we investigate the speaker's methods of persuading, manipulating, and reassuring their audience, and the shifts in their discourses which accompany their political position at the time. We also study the nature of these speeches when delivered to audiences in the West and the Middle East. The study highlights the exercise of power and the effect of the speakers' ideologies in their discourse: the ideology of religion and the ideology of the 'state'. This comparative study concludes that despite the different rhetorical traditions of these four speakers, none of them hesitates during an international conflict to depart from their tradition in order to achieve a greater effect on the audience.

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**The Acquisition of the Verb-Movement Parameter
in English by L1 Speakers of Arabic**

This study aims to verify whether Universal Grammar is available in second language (L2) acquisition by adult learners. The paper investigates the acquisition of verb placement in English by Yemeni learners, namely whether the learners can reset the verb-movement parameter to the target value. In Yemeni Arabic, the verb moves out of the verb phrase; in English, it remains in situ. If UG is available, adult learners should be able to reset the parameter. The assumption adopted is that transfer occurs in early L2 acquisition (Schwartz and Sprouse, 1996). This approach predicts that the beginner learners adopt properties of their mother tongue with respect to verb placement. However, with increased proficiency the Yemeni learners are able to restructure their mental grammars and reset the parameters towards target English. A grammaticality judgment task on verb-placement will be administered to 180 Yemeni speakers drawn from three proficiency groups (advanced (n=60), upper-intermediate (n=60), and lower-intermediate (n=60)) who will be classified on the basis of a standardized proficiency test. The statistical methods used for data analysis will be descriptive and inferential statistical analyses.

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**Diverse Themes in the Representation of Islam and Muslims
in a Mainstream Newspaper**

Through the course of the last three decades, the coverage of Islam and Muslims in the Western media has become the focus of many researchers all over the world. It is currently a subject of much debate amongst academics, media institutions, Muslim organizations and the general public (Sameera, 2006). However, the topic has become exceptionally salient following the 9/11 events. As these events were powerful and influential, they contributed to create a climate that allowed the Western media to reinforce and conceptualize new hybrid images about Islam and Muslims. This paper is an endeavor to reveal how Islam and Muslims are represented in the NYT in the 9/11 events and the ensuing two years. The study shows that the NYT takes a new trajectory regarding the representation of Islam and Muslims. This

trajectory is realized as the NYT makes a departure from a monolithic representation of Islam and Muslims towards a fragmented perception. As such, the NYT stays away from the previous themes that have been constantly projected about Islam and Muslims in the western media and provides more diverse themes. In other words, the NYT avoids the reportage that homogenizes Islam and Muslims or shows them as a monolithic block. Instead, it shows Islam and Muslims to be divided into versions and camps. Islam is represented to have two versions: the moderate and the extremist. Similarly, Muslims are represented to be divided into these two camps. A myriad of diverse themes are manifested and projected within these different versions and camps of Islam and Muslims respectively. At the same time, it is found that these diverse ideological themes are manifested and projected in the NYT through the discursive strategies of classification, essentialization and particular linguistic structures. These diverse themes are identified based on a multi-disciplinary approach of Critical Discourse Analysis in which both Fairclough's textual analysis (1995) and Fowler's critical linguistic approach (1991) play a part. This multi-disciplinary approach is adopted to reveal how these diverse themes are imbricated in the language of the NYT.

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**A Comparative Study of the Existential Aspects in George Orwell's
Nineteen Eighty Four and Kee Thuan Chye's 1984: *Here and Now***

This paper attempts to compare ideas as presented by a study done by Krishnaveni Rajoo on Kee Thuan Chye's play, *1984: Here and Now*. Since Kee's work shares the same title as George Orwell's novel *Nineteen Eighty Four*, this present effort to compare the philosophical concept is indeed unavoidable. Rajoo in 2002 who looks for existential themes in Kee's play has not attempted or suggested any follow up to her findings. Hence this paper continues the comparison between Orwell's novel and Kee's play. In line with this argument, this paper will bring on Orwell's work (as a representative of a Western non-existentialist writer) in order to provoke a direct comparison with Kee's play (a work by a local writer) especially since both deal with political and social issues. In short, this paper tries to compare between the existential aspects found in George Orwell's novel *Nineteen Eighty Four* and Krishnaveni Rajoo's finding of existential aspects in Kee Thuan Chye's play *1984: Here and Now*.

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English Menus in Thai Restaurants: Implications for English Structural Perspectives

This paper reports English syntactic patterns used in 1,200 entries in 50 Thai restaurants in Bangkok. The investigation was focused on different structures employed in these entries. The study predicted that particular structural patterns in English would be used considerably more than others and there are some linguistic reasons behind such a phenomenon. A repeated measure analysis of variance (ANOVA) was performed on the use of the different English structures. The results show that, overall, certain syntactic patterns appear significantly higher than others, i.e. $p < .05$. Moreover, the same proportion of different structures tends to be shown in every menu explored. The study suggests that the difference in number of the English structures found in English menus in Thai restaurants is associated with some linguistic explanations. The implications of the results are considered for the teaching and learning of structures and use in the English language.

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A Post-colonial Study of Atwood's Selected Novels

Margaret Atwood (1939) is one of Canada's major writers in recent decades whose novels have been studied to be at the crossroad between various traditions: the feminist, the nationalist, the post modern, and post colonial. This article would be an exploration regarding two of Atwood's Novels (*Cat's Eye* and *The Rubber Bride*) through the lens of post colonial. Preoccupied by the situation of Canada as a colony and women's empowerment, Atwood's novels convey post colonial implications. In other words, regarding the evident feminist overtone of Atwood's novels, dealing with the process of individuation and a quest for self hood within a patriarchal domination and social oppression, a parallel can be made between feminism and post colonial in studying Atwood's novels. The Parallel can be made as both feminism and post colonial are exertions of power and of domination imposed on subjects who are then regarded as subordinate. In Atwood's novels, by paying attention to the protagonists' ethnicity, as the embodiment of the "other", the alienated individual would be transparent and the denied voice of the "other" reminds us the question inherent in post colonial theory: "Can the subaltern speak?" My study would illuminate how the feminist overtone can be analyzed as a metaphor for the Canadian subject's subaltern position. My study would take into account the postcolonial concepts of "otherness", "marginality", "subversion", "hybrid self/identity", and "the quest for self-knowledge" as all are related to the post colonial message.

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Representation of Identity through Second Language

Representation of Identity through Second Language Recent writing in applied linguistics has shown strong ties between identity and language learning. As a result identity has become a key concept in language learning research. However, with the emergence of globalisation the demographic profiles of once mono-lingual nation states are rapidly changing as they become multicultural and multilingual. This pluralisation is not only the product of formal immigration or refugee and other settlement movements. Student mobility also makes a contribution. In this paper I will report on a three year investigation of the role of international students in an Australian university, with a specific focus on the processes of adaptation in culture, language and identity. The study reports on a diverse group of students in transition from a pre-university language course to commencement of their formal university study. The data are connected to theory in language learning, identity change and social adjustment to produce a map of the complex interactions involved as student mobility investigate the relationship between identity and language learning, between the individual language learner and the larger social world, this paper will therefore consider the efforts of linguistic minority international students in an Australian university with reference to their investment in learning English and their changing identities in a different social and cultural space. As a result the paper will take a socio-culturally framed view of dominant language learning in multilingual/multicultural context addressing the covert and overt representation of the identity of linguistic minority international students.

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**The Issues of Appraising Meaningful Participation and Quality Control
in Threaded Discussion Board**

Among the range of electronic medium, one of the most widely used interactive channels today is the electronic discussion board. This new medium allows students to post questions and obtain responses similar to the function of traditional feedback-seeking channels. There are two unique characteristics: first, it does not require the physical presence of anyone, and second it does not require the simultaneous presence of anyone for feedback-seeking activities to occur. Educational practitioners have also begun to capitalize on these characteristics in their scheme of course assessment. In this study, the threaded electronic discussion board has been incorporated into part of the assessment activities for postgraduate courses. The study aims to investigate how this medium is utilized by the participants in achieving their learning goals as well as fulfilling the assessment requirement, via deciphering the content posted by participants in the threaded discussion board. The findings from the study reveal the need to realign assessment criteria related to aspects of meaningful participation and quality control. Other implications of these findings are also examined in this study.

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**A Comparative Critical Discourse Analysis of Two Mainstream Newspaper Editorials:
In-group and Out-group Representations**

This study seeks to explore and unravel the ideological similarities and differences inherent in the structure of editorials in (two) mainstream newspapers in Malaysia and Singapore, that is the *News Straits Times* (NST) and *Straits Times* (ST) respectively. This is carried out using an analytical framework adapted from Wodak's Discourse-historical approach and Fairclough's Critical Discourse Analysis (CDA) framework. A qualitative historical research design was employed in this study to corroborate the findings. The data was obtained from macro-structural and micro-linguistic analyses of selected editorials from both newspapers and inter-textual and inter-discursive analysis of the historical events and bilateral issues involving both countries at different time frames from 1965 to 2005. A purposive sampling of one hundred and twenty NST and ST editorials related to the bilateral relations between Malaysia and Singapore identified twenty nine NST and twenty five ST editorials written on the outstanding bilateral issues from 1973 to 2005. However, for this paper, only data from the end of the time frame of 1980 to 2003 and the beginning of the time frame of 2004-2008 will be discussed. The analyses showed that linguistic representations particularly in-group and out-group deictics were used implicitly and explicitly in the two mainstream newspaper editorials at different time frames to voice each newspaper institution's ideological stance. The findings showed that each institution's stance on the historical bilateral issues were representative of the voices of the dominant group or the government of each respective country.

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The Concept of Time in the Antandroy Speech Community in Madagascar

This presentation deals with the Antandroys' concept of time, in particular their way of recognizing time. The data analyzed in this study are drawn from the collections of my field research conducted in Madagascar. Antandroy has approximately 500,000 speakers in Madagascar and is one of the dialects of the Malagasy language which belongs to the Western Indonesian subgroup of the Austronesian family. They maintain a non-literate culture that puts no value on written materials, and they educate their children, inherit their traditions and impart their wisdom through oral literature from generation to generation. My research revealed that the Antandroys count time according to natural phenomena such as diurnal rotation, animal behaviour and the daily routines of their society. The biological clock that determines a person's daily rhythm is shared in the Antandroy speech community and appears in the following expressions: (1) Mihilaña andro. (to decline sun) - The sun declines. (indicates 13 00) (2) Misy fivoriana tika naho mihilaña andro. (to exist conference we when 13.00) - There is a meeting at 13.00. This concept of time is used in daily life and also appears in their oral literature.

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The Journey of the Self in Haddawy's Prologue to *The Arabian Nights*

Persona originally meant 'mask', as in the mask used by primitive societies in totem ceremonies as a means of changing personalities, and the mask worn by actors to indicate the roles they played upon the stage. Persona assumes the role of an agent of 'change' and 'make believe.' Through the persona, man can either project the ideal self, conceal his flawed self, or even barricade himself. As such, the persona is a more or less arbitrary and fortuitous segment of the psyche which can be stripped off. This paper is an attempt to explore the representation of persona in Hussain Haddawy's Prologue to *The Arabian Nights* using a Jungian perspective. The article will trace the trails of failure of King Shahrayar and his brother King Shahzaman, to examine how the persona is stripped off, and the role played by the anima in the sexual betrayals by their wives, concubines and slaves. It also examines how the self reacts in its 're-attempt' to restore the equilibrium of the psyche and compensate for the exposed self that is vulnerable, inferior, and decentred - in short, a misfit, a shadow that no longer mirrors their persona as sovereign kings.

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Excuse me! May I interrupt.....?

Small group discussion is a popular activity in a language classroom. This activity is favoured as it allows maximum participation among students and provides a wider opportunity for learner-talk activities. However, many students encounter difficulties in carrying out group

discussion. The objective of this study was to identify the problems faced by students in managing small group discussions in problem-solving tasks. Data was collected using focus group interviews and written summaries. The respondents were first year undergraduates who were taking a Speech Communication course. The findings will highlight problems faced by the students and therefore, will provide invaluable insights to assist teachers in conducting problem-solving group discussions. The study will attempt to forward some suggestions on how to carry out a successful and effective problem-solving group discussion.

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Language Preference in a Multilingual Indian Community

The ethnographic study was carried out to observe language choice and preference in a multilingual community, in the context of the Malaysian social and linguistic environment. The subjects were native speakers of Tamil who also spoke Malay and English. At the time of data collection, the subjects ranged in age from 8 to 70, and of four different age groups, with age clearly the dependent variable of the study. The age groups were 70-55, 55-40, 40-25 and 25-8. Subjects were from the same family, i.e., they were related. The groups made up four generations of Tamil speakers, from grandparents to grandchildren. The methodology involved careful observations and recording by a member of the group, who was trained to collect data in an unobtrusive manner. Hundreds of words formed the corpus of the study and from these, and for the purpose of the study, familiar words were extracted from categories of colours, months, directions, and everyday things. The results show that there are stark changes in the language preference of the age groups. Although the subjects spoke three languages, the choices of language were either Tamil or English. Tamil was the preferred language of the oldest group and English was that of the younger subjects for the lexical items studied. The paper further analysed and presented data according to other variables such as academic background, living conditions, occupations, customs and traditions observed and socializing habits in relation to the language preference.

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The Effect of Motivation on the Achievements and Proficiency Levels of High and Low Achievers among Female English Language Learners at King Faisal University, Saudi Arabia

New shift in education has resulted in less emphasis on teachers and teaching and greater stress on learners and learning. Language learners differ greatly in pace and quality of foreign language learning. Intelligence, language aptitude, attitude, personality, motivation, cognitive style, learning strategies, hemisphere specialization and several other factors have been suggested as the cause behind these individual differences. Some Factors that Influence Student Achievement are Motivation, Anxiety and Self-Esteem. The study explores the possible effects of motivation on achievement and proficiency of high and low achievers.

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Repair Sequence Analysis in Second Language Speaking Class

This study intends to explore repair on the trouble sources produced by learners who study English as a second language as they participate in classroom interaction with native teachers in instructed tasks. It also tries to depict the types of repair sequence in interaction between native teachers and learners in the second language classroom. Concerning the repair sequence, there are four types of repair sequences: Self-Initiated Self Repair; Self-Initiated Other Repair; Other Initiated Self Repair, and Other Initiated Other Repair. The research was conducted in a speaking class as the process of interaction modification may occur in it. Long (1983) as quoted by Glew (1998:84) asserts that interaction modification comprises of two broad groups: (1) conversational strategies to avoid conversational trouble, and (2) discourse repair tactics to repair conversation when trouble happens. The data were analyzed using what Schegloff, et.al has asserted and Buckwalter's research found (2001). Also, this study employed conversational analysis and informal quantification for analysing. The results of this study hopefully will imply that second language learners need opportunities allowing them first to compare their utterances to models formed in their minds based on learning or experience and then to reformulate the utterances as necessary.

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American Women in Higher Education as Seen in the Fiction of Sylvia Plath and Joyce Carol Oates

Since the mid-Twentieth Century, the number of American women entering the world of higher education has increased; the lives and experience of these women have been reflected in American literature, particularly in those works published during the 60s and the 70s. Sylvia Plath and Joyce Carol Oates, whose lives and careers are related to the academic world, portray the experience of American women in the academic circle in some of their writings. Their women characters in the works are educated women who consider higher education as the gateway to a future profession, which will in turn contribute to their ability to gain social acceptance as well as to secure financial independence in a patriarchal society. In her one and only novel, *The Bell Jar*, which is based on her own life, Plath depicts a group of female American college students during the 50s, who had to struggle with both external and internal forces in order to succeed in the men's world. Yet, though they are able to prove that their intellectual faculties are not inferior to men, they discover that the professional world is not yet ready to include them as equals of men. In the same way, Oates presents the lives of female university lecturers and those working in higher education from different perspectives. Her short stories in different collections, *The Wheel of Love, Marriages and Infidelities, The Goddess and Other Women*, and *The Hungry Ghosts: Seven Allusive Comedies*, present the lives of academic women who have to face obstacles in their intellectual and professional pursuits when attempting to make it in a male dominated society. Oates depicts academia as a microcosm of the world at large; it is a world which consists of different types of people, both good and bad and she uses her stories as a way of satirizing American higher education, which tends to be idealized by outsiders.

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Representation of the “Nude Squat” Incident in a Newspaper

A study was conducted to examine the representation of the “Nude Squat” (NS) incident by a mainstream English newspaper in Malaysia, in order to examine its role as a gatekeeper of information. It examines the publication of news on the NS from the time it first appeared in the papers until the end of the coverage. Part of the study’s focus is on how the news portrayed the Royal Malaysian Police (RMP) through word choice, and construction of identity and relationships between the parties involved. A total of 85 news articles were selected for analysis in this study. The selected articles were categorised and analysed based on the five stages proposed in Down’s Issues Attention Cycle. The newspaper was found to have apparently downplayed the possible abusive role played by the authorities during the incident. The study recommends that the media should provide the public access to fair and comprehensive information to ensure equal and better understanding by all readers.

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Message from the Sky: A Study of Language in Advanced Technology

Since ‘air-ground communication’ is a conversational discourse conducted by pilots and air traffic controllers via specific technological equipment, the language used is definitely unique. To conduct efficient air-ground communication, the special language or ‘radiotelephony’, is deliberately created and designed for the aviation personnel to successfully conform flight operations. Radiotelephony is the language which emerged from corresponding natural English language with regard to the need for communication through wireless technology and to be utilized as an international language for pilots and air traffic controllers around the world. Thus, the study focally aims at discovering the linguistic properties of radiotelephony which is conducted within a restricted environment by a specific profession. The stated hypothesis is that the language possesses the distinctive characteristics at all linguistic levels, namely discourse, lexicon, syntax and morphology. The preliminary result at lexical level has shown that the specific sets of words are contributed to the language with rigid denotation whereas at syntax level, there are rather limited numbers of patterns illustrated in the data. At discourse level, the organizations of turns are formulaic with certain units of moves.

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Sickness and Belief: Metaphorical Construction of Oneness in the ‘ambahan’

This study is on the *Hanunoo-Mangyan*, an ethnolinguistic community in Mindoro; which is an island in the area of Southern Luzon, Philippines. They have their own language, and have developed their own system of writing called *Surat Mangyan*. Another interesting and important cultural aspect is their poetry – the *ambahan*. Among the Hanunoo-Mangyans, a specific form of interaction can be seen where cultural transference and other forms of learning take place; this is through the *ambahan* poetry. The typical context of this poetry happens when an older member of the community teaches a child. It is through these dynamics that the relation of discourse can affect a people’s thinking. These contentions are indicative of how they construct and ‘write’ their lives and culture. The corpus of poems to be

used is categorized according to the cycle of life. Their view on sickness and how a fellow's health is affected and affective on another's is given focus. Metaphors pertaining to the focus are to be analyzed with reference to the Relevance theory. These metaphors are significant in their identity since they are very much culture-bound. The community has a very distinct usage for its metaphors and these units are able to show a rich array of meaning for and on their lives.

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The impact of Visual Parameters on Dyslexics' language learning abilities

Dyslexia and language learning are two prominent terms that are frequently associated together in discussions that revolve around the area that involves learners with learning disabilities. Dyslexia can be defined as a form of learning disorder that impedes an individual's ability to read, spell, write and speak well. In 1968, the World Federation of Neurologists defined dyslexia as 'a disorder in children who, despite conventional classroom experience, fail to attain the language skills of reading, writing and spelling commensurate with their intellectual disabilities'. Dyslexia is found to be the most common learning disorder for many language learners and it follows them for the rest of their lives. The main focus of this research paper is to analyze how the language learning process is affected when the Dyslexics are exposed to reading materials. We will discuss a visual model and its neural basis which has an impact on dyslexics' learning abilities. At the same time, we will propose the use of some visual parameters such as colour, reading distance and lighting to enhance the learning outcomes.

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Seeing is Thinking: Semantic Extension of the Verb of "Seeing" in Thai

It has long been problematic for the learners of Thai as the verb of 'seeing' *he&n* can have different meanings and functions. To help overcome the difficulty, the corpus-based study aims its focus on investigating different functions and meanings of the verb of 'seeing' *he&n* in Thai in three constructions; namely, (1) quotative, (2) negative and (3) equative constructions. The study reveals the interface of its structure (syntax) and meaning (semantics) that the basic sense of 'seeing' which is 'to perceive with the eyes' came to have sense of 'to think' with micro-senses of 'evaluative', 'assertive', and 'evidential' owing to the different selection of complement.

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Faiths in the Face of Disaster: Buddhist Beliefs on Thai Tsunami Songs and Poems

On December 26, 2004, an undersea earthquake which occurred off the west coast of Sumatra, Indonesia triggered a series of devastating tsunami tidal waves along the coasts of most landmasses bordering the Indian Ocean. More than 225,000 people were killed and a million people became homeless. This was one of the deadliest natural disasters in recorded history. Indonesia, Sri Lanka, India, and Thailand were hardest hit. In Thailand, approximately 4,500 people were killed and 6,500 people disappeared while the survivors lost their families, homes, and properties. After the tsunami, Thai poets, both professional and

amateur, well-known and unknown, expressed their creative talent and composed songs and poems dedicated to this catastrophe. Thai tsunami songs and poems not only express human emotions in the face of disaster but also reflect Thai beliefs which are rooted in their Buddhist faith. Thai Tsunami Songs and Poems reflect two levels of Buddhist beliefs: Theravada Buddhism (Buddhist teaching such as law of karma and Tilakkhana); and Thai Buddhism (Buddhist Belief merged with Thai folk beliefs such as animism). This paper explores how the poets used Buddhist teachings in the composition of their songs and poems in order to 1) console the victims, 2) encourage their audience to help the victims, 3) learn to live in harmony with nature, and 4) become aware of the transient nature of life.

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Linguistic Strategies of Creating Humour in Modern Thai Dharma Books

The study aims to explore the linguistic strategies of creating humour used in modern Thai dharma books, specifically the book series *Dharma Delivery* written by Phra Maha Sompong Talaputto. Phra Maha Sompong Talaputto is a Buddhist preacher monk who is currently very famous in Thailand. He has written many books and has been invited to be a guest speaker for many groups of people. He has also received several awards from various organizations and institutes. His preaching and writing styles are very entertaining, amusing and up-to-date. His outstanding styles thus turn the Buddhist dharma, usually considered boring and abstruse by Thai people, into an interesting and applicable issue, especially for adolescents. In spite of his success, some people have criticized that, as a monk, his preaching and writing styles are inappropriate and unacceptable. Thus, the study may help explain the linguistic strategies he uses and point out where the inappropriateness may arise. "Dharma Delivery" consists of three books. Five chapters from each book were randomly selected for the study. The analytical frame of the study was adapted from Salvatore Attardo's Logical Mechanism in General Theory of Verbal Humor (GTVH) and Kanjana Jaroenkiatboworn's doctoral dissertation "A discourse analysis of jokes in Thai". The study found that nine linguistic strategies are used in *Dharma Delivery*: irony, false analogy, presentation of expectation-beyond-events, conflict of events, meta-humour, sound similarity, punning, idioms and parenthesis. Moreover, combinations of these strategies are also found.

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Marital Discord and Heroic Resistance: A Socialist Feminist Reading of Doris Lessing's *The Grass is Singing*

The present paper is a study of Doris Lessing's novel *The Grass Is Singing* in the light of social feminism. This novel relates the story of a young woman, Mary, who enjoys a happy life before her marriage with Dick, but suffers a bitter one after. While the story takes place in the colonized Rhodesia, Mary's status in her marital life is even worse in comparison to the colonized black people. Despite all the help and support she gives to her husband, she is not sufficiently supported or justly treated in the boundaries of her marital life. She loses her economic independence and her status as a successful young woman. Her identity goes under a new definition according to the patriarchal capitalist ideology. Ironically, she finds herself in the same kind of life that her mother had experienced. Her physical and mental sufferings within the boundaries of her matrimonial life lead to a bitter death caused by a black servant.

The novel questions the male dominance and the masculine discord present in a marital life defined by patriarchal capitalism implementing through Marya's husband.

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A Haunting Past: The Role of Ghosts in Reflecting Chinese Immigrant Identity in Amy Tan's Novels

This paper examines the representation of ghosts and their significant role in two novels by Amy Tan: *The Kitchen God's Wife* and *The Bonesetter's Daughter*. The paper seeks to show how ghost figures and their elusive nature of an absent presence aptly describe both the culture and status of woman characters in ethnic writing. While ghosts can be viewed as powerless figures, this paper will offer a rereading of ghosts as a source of empowerment and resistance for marginalized figures. Kathleen Brogan's analysis in *Cultural Haunting: Ghosts and Ethnicity in Recent American Literature* (2005) that ghosts play double roles of cultural extinction and cultural continuity, and suggestions that the presence of ghosts in the novels can be seen as bridging a cultural gap, will be employed in this study. Also, I argue that the novels suggest the silent state of Chinese American female characters whose past and narratives have been ignored and suppressed by the official narrative. Therefore, ghost figures represent the status of other Chinese American female characters which remain voiceless, nameless and faceless.

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The Effects of Automated Feedback in an ESL Writing Classroom

This study aims to examine the effects of automated feedback on essays written by upper secondary ESL students. Feedback is an important element in writing and diagnostic feedback helps students realize the errors and how the errors can be rectified. In order to help students write constructively, teachers need to evaluate students' writing immediately to comment on the form and content. Based on teachers' feedback, students can revise their essays to further improve them. However, 'writing teachers' are often burdened with loads of marking that makes immediate feedback to students' writing impossible. In order to overcome the constraints of time and the load in marking essays as well as numerous evaluation of repeated drafts of student writing, automated essay evaluation tools can be used. By using this system, students will receive immediate feedback within seconds. Research has shown that the frequency and the variety of writing topics make students more proficient writers. Given an automated feedback tool, the teachers' marking burden can be reduced remarkably. Students too would be able to work at their own pace and focus on improving their specific weaknesses. This study investigates the writing process (how the software is used in the teaching and learning process) and the product that refers to the written outcome from using the software. Although computer technology in the form of spell checkers, grammar checkers and word processors are widely used in the writing classroom, the automated essay evaluation program and research in ESL writing classes abroad shows promising outcome from the use of this system. Since none of the research done so far has been conducted in a second language context, specifically in Malaysia, this study will contribute towards understanding the types of revision that ESL students make in their writing, and the extent the students use the automated feedback to improve their essays.

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Supporting Language Learning via Blogs

An increasing number of public and private institutions of higher learning in Malaysia are offering courses through online mode. The Internet and online learning facilitation have helped to incorporate courses, syllabi, and teaching materials. This advancement in technology has created a new paradigm in teaching and learning. Students and instructors have also taken new roles. This paper discusses and provides guidelines to use blogs (Web logs) for educational purposes. Blogs have immense potential as a tool for the teaching of second language, especially writing. What do undergraduates say about creating blogs as part of their course requirement? How do they benefit? Has blogging shown the potential of technology integration into language learning? Attempts are made to answer these questions through students' responses about the blogs and viewing some blogs created by students. The paper will also share some interesting and creative steps taken by students in managing a blog.

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Context Effects in L2 Prepositional Phrase Attachment Ambiguity Resolution

Using an online (timed) self-paced reading experiment, we set out to test whether Malay L2 early learners of English are affected differently by contextual manipulations in resolving prepositional phrase (PP) attachment ambiguity than native English speakers. Attachment preferences for ambiguous PP attachment structures in sentences such as *William looked for the boat with his telescope* (VP-attachment) / *with colourful sails* (NP-attachment) were investigated by constructing two types of preceding contexts: an NP-supporting context, in which two possible referents were introduced, and a VP-supporting context where only one was introduced, alongside the two attachment types in the target sentences. Using Referential Theory and the Shallow Structure Hypothesis, the reading time (RT) data collected from 26 Malay L2 learners and 32 L1 English speakers were analysed. As predicted, only the L2 learners displayed reliable context effect in their attachment preference when resolving PP attachment ambiguity, thus lending weight to the claim of a shallower processing in the L2, in line with the Shallow Structure Hypothesis.

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Async is not a Synch: Malaysian Adult Learners' Views and Challenges

Asynchronous computer-mediated communication (ACMC) is the latest ubiquitous tool to invade local and foreign institutions of higher learning (IHLs). This paper explores Malaysian adult learners' views and challenges in participating through ACMC in a local private university in Malaysia. The sample population comprised sixteen Third Year adult course respondents (n=16) pursuing their Bachelor in Education (TESL) degree programme. The sample within the case comprised six (n=6) case respondents and one tutor (n=1). This descriptive case study employed a mixed method approach in its data collection procedure. Both quantitative and qualitative data was obtained through a survey questionnaire and analysing course respondents' threaded asynchronous online interactions (AOI) as well as conducting semi-structured interviews and analysing case respondents' learning logs. The

findings revealed that learners perceived “async is not a synch”. Some of these views included facing time constraints, too many facts to memorise, assessment woes, what to post?, logistics issues, language barriers and inadequate tutor training. These findings augur well for local and global IHLs as APMC is seen as the e-trend in the future. However, one needs to remember that if learners are to benefit and maximise the use of APMC, all teething problems must be resolved effectively by the respective stake holders, administrators and tutors in IHLs. Only then will meaningful learning take place, thus paving the way towards sowing the seeds for autonomous lifelong learners.

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Language Loss of I-SAN Cultural Lexicons Related to Food Preparation

I-SAN is a dialect spoken by around 20 million people in the Northeastern part of Thailand. Having no writing system, they easily lose distinct lexicons, especially in the cultural field. This paper points out the loss level of the cultural lexicons in the field of food preparation. 56 cultural lexicons, as the data, were grouped from the ‘Northeastern - Thai dictionaries and native speakers were interviewed. The data were tested on 100 people based in Khon Kaen. The sampling group was divided into 2 social factors; age and sex. The results found that the lexicons have been lost at 3 levels; complete loss, potential loss and hardly any loss. There are many factors for the loss, mainly by not being taught in government schools and communicating in Central Thai.

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The Haunting of Muthu: A Cognitive Poetic Look at K.S.Maniam’s “Haunting the Tiger”

K.S.Maniam’s award winning short story “Haunting the Tiger” makes for an interesting case-study when we indulge in a discussion of multiple identities in Malaysian literary works in English. This short story, known for its metaphoric significance, relates the journey of Muthu, who seeks acceptance and belonging in the new land after his family migrates to Malaya from India. Muthu’s attempt to seek the identity of a local is portrayed through a metaphorical journey of a tiger hunt. This paper attempts to unravel the significance of Muthu’s journey through an analysis of conceptual metaphors. Conceptual metaphors are thought structures which underlie actual metaphors found in the text. Using Lakoff and Turner’s cognitive approach to analyzing metaphors, the study highlights the meaning and significance of the complex metaphors that the writer weaves to illustrate the struggle and ambivalence present in the migrant Indian psyche. The analysis will reveal the conflict within Muthu, between his inability to uproot himself from his home culture and his desire to embrace the ways of the natives. The paper concludes that the concept of “land” is central in establishing an identity.

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The Multilingual Mind: L3-Learning and Metalinguistic Awareness

The need to acquire more than one language has become a necessity nowadays, thus the planning of bi-/trilingual education must be based on results of research in the new field of

tertiary language acquisition (TLA). A major concept of tertiary language didactics relies on the awareness during the language learning process. Given the close typological relationship between the linguistic systems of English and German, it seems to be obvious that learners of either language make use of their metacognitive strategies acquired at learning the other, and thus get easier access to an unfamiliar language. The underlying goal of this study is to provide a deeper insight into the phenomenon of metalinguistic awareness observed in Malaysian plurilinguals, and to determine to which extent learners of an L3 make use of their metalinguistic skills. The results indicate that metacognitive strategies are not always adjusted to the requirements of the task, and sociolinguistic aspects, such as a preference for certain languages, may exert an influence on linguistic awareness. In order to get a better understanding of the phenomenon within the Malaysian foreign language classroom, it is suggested to closely examine the role of English in the acquisition of other languages, and conduct further interdisciplinary studies.

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The Chinese flâneuse Negotiating the Metropolis

This paper considers how the Chinese flâneuse makes a salient contribution to contemporary literary representations of London by focusing on Xiaolu Guo's novel, *A Concise Chinese-English Dictionary for Lovers*, shortlisted for the 2007 Orange Prize for Fiction. Through Xiaolu Guo's flâneuse, I look at the specific constellation of cultural, linguistic, gender and political forces, in the light of China's changing relation with the world, that impact on the literary imagining of London. I propose that the flâneuse's experience of the city is liberating in multifarious ways to do with both her own identity and that of London as she redefines some of the cultural boundaries of the city. The city invites exploration and discovery so that from street wandering comes several types of freedom in relation to gender, cultural restrictions and foreignness. The protagonist strikes out into new selves and circumstances as she changes footpaths but also as she inhabits, misunderstands and reappropriates language. Far from offering a minority, exotic or marginal discourse, however, Xiaolu Guo traces, through her protagonist's traverses of London, a means of cultural intervention, politico-economic negotiation and redefinition of the exotic urban.

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The Overseas Filipino Workers: Babel in Cyberspace

With around ten million workers around the globe, the Filipinos are a major force to reckon with in the international labour market. With the dispersion of the Filipinos, their languages are enhanced with the infusion of lexical items from their host linguistic environment. This phenomenon aids in the further development of the Filipino language and the Philippine English. This paper aims at analyzing the lexicon of the currently used languages of Filipinos in cyberspace by using the blogs as sources of data.

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Functional Values Attached to Multilingualism by Malaysian Undergraduates

In multilingual societies, the functional use of languages is evident especially when the society is multi-ethnic. Malaysia, with its pluralistic linguistic speech communities is a unique situation where multilingual studies could be carried out to understand the functional practices of its language users. This study aimed to investigate the functional values attached to multilingualism by a group of Malaysian undergraduates. University students have undergone a system of education which promotes multilingualism and as adolescents they represent a dominant group of language users who would have influence in society and its development. A survey questionnaire was employed to study the details of language use within this group. It adopted a developmental approach to the survey of language patterns used from the primary to university level leading to the future workplace. Thus, the survey is able to trace the language choices from an early age to the present, giving a composite picture of the constituents of the functional use of languages that characterize an educated Malaysian.

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Is English a Potential Obstacle to the Successful Learning of Science for Boys?

Since the implementation of the Bilingual System of Education in 1987, there is clear indication through research findings that a large percentage of pupils in Brunei are underachieving in science. When pupils appear to exhibit underachievement in the classroom, where should the 'blame' be placed? Does gender form a major factor in second language acquisition? The purpose of this study is, thus, to examine if bilingual instruction provides an impact to gender differences in pupils' achievement in science. Close inspection of data reveals that gender differences in tertiary enrolments, in two science programmes in Universiti Brunei Darussalam are particularly marked. English seems to be a potential obstacle to the successful learning of science for boys. With the introduction of teaching Science in English starting next year in the new System of Education, will the problems regress? Can this system solve the problem? This paper presents a snapshot of this real issue.

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Gembira: A Case of being in the Air?

The conceptualisation of emotion in terms of another concept is not unusual as it provides us with a way to express concepts that are abstract and less delineated. Studies within the paradigm of cognitive linguistics have explored conventional figurative expressions in various languages that are used to convey different types of emotions including *anger*, *fear*, *love* and *lust* (Kovecses, 2003). In English for example, happiness is often described in terms of being UP while sadness is described in terms of being DOWN. This study examined the way in which speakers of Malay express happiness (e.g. *suka*, *gembira*, *riang*). It aimed at unraveling conceptual metaphors that underlie Malay expressions of happiness. The analysis also focused on a comparison of metaphors that are used in Malay and English expressions of happiness. Findings of the study revealed that various conceptual metaphors

underlie the expressions of happiness in Malay, some of which are rather universal while others are cultural-specific.

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A Model for Elevating Grammar Learning

The purpose of this paper is to investigate the use of a grammatical model in ESP classes. The focal point is to shed light on the importance of learning grammar in context. That is, the main objective of this study is to demonstrate how students go through the process of learning certain grammatical items by using the CCCC model (Confrontation, Clarification, Confirmation, and Consolidation) rather than focusing on the final products of the students. The study also investigates the students view about the use of the new grammar model. Most of the activities were used to promote the learning of the past simple tense. The subjects of this experiment were three classes of female students studying the ESP for Education course. A set of three research instruments (questionnaires, classroom observation notes and informal interviews) were used to establish credibility in the findings and interpretations of the data. The questionnaires results revealed that many students believe that learning grammar is not very important for effective communication. The analysis of the classroom observation notes and interviews demonstrated students' positive attitudes about the employment of the grammar model in teaching and learning English.

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Using Cell Phones in the Language Class: A Preliminary Look at Some of the Possibilities

When one thinks of mobile learning, images of students accessing course notes while commuting comes to mind. The main advantage that stems from m-learning is the possibility to consult material anytime and anywhere. This approach, however, does not engage the learner in an active manner and places him in a passive role. Another learning scenario involving cell phones and PDAs relates to fieldwork where students gather information and transmit it in situ to a server and thus, is made available to all. What are the possibilities in the language classroom? In the first phase of this project, an assessment of the learners' equipment was carried out to identify common potential tools. From the results, creative activities coupled with an e-learning platform were designed. The main purpose of these activities was to stimulate the learners' communicative skills while using tools available on their cell phones. A qualitative assessment of the system was carried out. This paper highlights several methods that may be used to improve on this experiment.

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Language Universals: Politeness Strategies Employed by Persian Speakers in the Realization of Requestive Speech Act Strategies

Adapting Brown and Levinson's (1987) politeness theory, this article is an attempt to provide a socio-pragmatic analysis of the request strategies used by native speakers of Persian in Iran. In their study, Brown and Levinson maintain that some aspects of language use are universal.

They claim that speakers, in all cultures, use negative politeness strategies in the realization of requestive speech acts. This study compares the requestive speech act strategies employed by a sample of Persian native speakers with what has been claimed by Brown and Levinson (1987) about English native speakers to see if it would be possible to provide evidence to support such a claimed universality. In order to achieve this target, ninety male and female university students participated in this study and a discourse completion test (DCT) was used to generate data. The findings of this research show that Persian native speakers like English native speakers use negative politeness strategies more than other strategies in the realization of requestive speech acts.

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Narratology and its Application in Toni Morrison's *Paradise*

Previous critical readings of Toni Morrison's novels, especially *Paradise*, have mostly laid emphasis upon the universality of feminist, cultural and psychological issues implemented in the body of her novels, as well as its remarkable conflictive racial nature. There are, of course, major points which remained virgin to the point of critical discussion; one of the most conspicuous instances was Morrison's dominance over the art of narration. Narratology as a science studies the ways upon which the narration and narrators may establish our perception of reality, cultural artefacts, clichés, etc. Needless to say, it is Morrison's ceaseless dominance and control over the art of narration that took her novels, including *Paradise*, up to a new level; a modern style to which Ronald Barthes referred as the "writerly text." By setting the science of narration as the cornerstone of this article, the following notions will receive a proper Narratological definition: (a) how the whole varied sets of stories initially narrated by unrelated characters are juxtaposed with careful pertinence to echo a single plot/storyline, and (b) how a singular omniscient and/or omnipresent narrator sounds immensely incompetent and inefficient in leading the narrative towards a proper closure or ending. For this, it takes repeated short leaves of narration in order to provide the established characters with considerably enough time to have their internal voice heard; in other words, act as omniscient narrators themselves, through using narrative methods with psychological blends.

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The Mother Tongue Policy and its Implications for the Tamil Population in Singapore

Singapore is a unique case of a former colony which has held on to its colonial heritage, namely making the English Language an official language, not just for trade and commerce, but as a lingua franca for its multi-ethnic population. In order to maintain and safeguard each ethnic group's cultural heritage, the government elevated three other languages to that of official status: Malay (the language of the region and which is also the national language due to historical reasons), Mandarin (about 78% of the population is Chinese ethnically) and Tamil (Indians make up less than 8% of the population, majority of whom are Tamil speakers). This paper will look at Singapore's educational policy (Mother Tongue policy) where every child entering school is required to study, besides English, his/her Mother Tongue (MT), depending upon the child's ethnicity (i.e. a Chinese child is required to study the economically viable Mandarin, a Malay the Malay language and a Tamil is required to study the Tamil language*). This paper proposes that by making it mandatory for the Tamil children to study the Tamil Language as MT in schools, the Tamil population will be economically disadvantaged to an extent when compared to the majority Chinese who have

Mandarin to open more doors for them. In addition, the paper will also explore the implications of the recognition of other Indian Languages as official Mother Tongue subjects for Tamil speakers in Singapore.

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Language Choice in the Agricultural Sector

The agricultural sector in Malaysia is expanding at a very fast pace and needs to keep up with globalisation as well as ensure that it continues to stay relevant economically. An important aspect of the agricultural industry is communication. In communicating information about its agricultural products or agricultural related products and in managing communication within the organization, the organization would have to decide on which language or languages to use. This is because information which is disseminated whether in writing or orally needs to be understood by people of all levels. If it is related to customers, then the preferred language of communication becomes all the more important. The agricultural organization will have to determine which language would be of economic benefit to the organization and to its clients and stakeholders. This paper presents and discusses language use and preferences in the communication process of a selected agricultural organization in Malaysia.

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A Study of Colonial Hang Ups in Karim Raslan's *Heroes and Other Stories* and Kam Raslan's *Confessions of an Old Boy*

Postcolonialism is the study of cultural identity and the changes that the third world countries have gone through since their independence from European powers. This paper will discuss the theory of postcolonialism by studying the works of the Raslan brothers and making reference to Franz Fanon's works, particularly the methods he uses to analyze postcolonialism. It will critically analyze the postcolonial hang ups experienced by Malaysians in the two texts. The findings will be based on library research and interviews with the Raslan brothers to gain additional insights into their perception of postcolonialism. The study will identify the post-colonial hang-ups of the characters that populate the texts and analyze them in order to give an insight into the Malaysian postcolonial experience. It will be necessary to compare the types of postcolonialism that the two brothers write about and explain the similarities and differences. Kam Raslan seems to concentrate on the hang-ups of people who came of age during the colonial era while Karim discusses the hang-ups of contemporary society. This study will also discuss both the advantages and disadvantages of being citizens of a country that was once part of the British Empire as borne out by the two books. It will also examine the role Islam played in the Malaysian colonial experience and its influence in postcolonial experience.

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Written Feedback: Insights from Verbal Protocols

This paper reports on a study which investigated cognitive processes when postgraduate students attended to written feedback. Past studies on the writing processes have provided insights into the recursive nature of the written process and highlighted the importance of feedback in that process. Studies on feedback have focused on both oral and written feedback by identifying the types of feedback that are useful to writers. However, theoretical models of writing and feedback have not taken into consideration the cognitive deliberations of writers when they attend to feedback; in other words, what do writers do when they attend to feedback. In this study, a method called the think aloud method was used to gain insights into the cognitive processes of writers when they attend to feedback. Four postgraduate students were asked to write an argumentative essay and were provided written feedback. The four participants were then asked to think aloud as they attended to the written feedback while they revised their drafts. Their think aloud verbalizations were recorded and analyzed in conjunction with the initial and revised drafts of the essay. The findings of this study provide three new perspectives on feedback. First, the participants planned extensively as they attended to feedback. Secondly, participants moved back and forth between feedback, writing and revising. Thirdly, participants attended more to judgemental, reader response and coaching types of feedback.

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Silverfish New Writing Series: An Introduction to a New "Nationism"

The rise of a Malaysian literature since independence, that saw the establishment of ASAS 50 before independence followed by GAPENA in the 1970s, recognized the importance of literature's role in promoting a unified people during post-colonial rule. Malaysian literature must reflect the Malay identity that consists of its values, institutions and symbols claims a nationalist whose efforts have been rewarded by the tremendous growth of literature written in Bahasa Malaysia and the growing numbers of Malay authors. However, as we enter the New Millenium and a global age where identity is often a miasma of multicultural experiences irrespective of distance, race or religion, a Malaysian literature which has outgrown its postcolonial *raison d'être* has to redefine its goals and *weltanschauung* that appears to have changed dramatically from its inception. A fine example can be found in the Silverfish New Writing Series which appears to be championing a "nationism". This is especially true of the short stories contributed by writers of Malay descent in the first book of the series edited by Amir Muhammad.

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Investigating the Idiom Principle in Malaysian Secondary School EFL Writings

This paper attempts to reveal some insights into the use of English idioms by Malaysian secondary school students. The data is taken from the EMAS (English of Malaysian Secondary School Students) corpus collected by Arshad et al (2002). Using the Wordsmith Tools Concordance program, multiword strings from 2-8 words in length were automatically extracted from three samples from the EMAS corpus, totalling 118, 353 words. The three

samples consisted of written productions from Malaysian Form 1, Form 4 and Primary 5 students. After filtering, it was found that, compared to other findings from university-level essays, there were relatively few idioms in the texts which were not task-related. Also, compared to previous work done on university-level texts (Botley, 2006), the school-level data suggested that students at this level use discourse-functioning idioms less frequently. However, the data showed plenty of evidence for the operation of the Idiom Principle (Sinclair, 1991: 110) which states that speakers of a language make choices from a large set of predictable grammatical sequences, or multi-word expressions.

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Family Culture from Existential Literature

This paper aims to highlight the family culture from existential literature. Each family develops a certain culture according to issues that are inclusive of responsibility, choice, boredom, absurdity, anxiety and stress. These issues are indeed heavily discussed in existential literature. Although existentialism is a philosophical theory, its paramount concerns are also the main concerns of family members. Hence, it is worthwhile that more attention is given to discuss the family culture according to existentialism. In addition, the meaning of life is an important matter and it is more attended when a person gets married. The meaning of life is also another subject discussed in existential literature. Therefore, one of the best avenues in understanding and making good decisions about the family is according to the existentialism perspective. According to existentialism, human existence is always meaningful for another human. One of the most important decisions in human's life is choosing the life partner. Then meaningful and meaningless must be explained in the family. Due to the fact that scholars believe that human existence requires new categories not found in the conceptual repertoire of ancient or modern thought, they prefer to have another theory that human beings are not fixed substances. In the existential view, there is a relationship between human beings, which is I and you. As a result, couples are not allowed to reduce human relations to animal relations that is: I - it. In conclusion, the paper propagates that an effective way to understand family is by scrutinizing the existential literature, which may help clarify the couple's misconception about each other.

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Interpreting Culture through Literature - Imagining the Culture of Yasunari Kawabata's *Snow Country*

What kind of knowledge does a student gain from a translated text? Specifically, what can a student learn about Japanese culture from the text of *Memoirs of a Geisha*, for example, and would this knowledge represent the real Japanese culture? Without the benefit of knowledge of the language, aspects of culture would not be fully interpreted and hence fully understood. The phrase 'lost in translation' reflects some of the problems of interpreting culture from translations of literary texts. This paper addresses one small but significant aspect of problems faced in teaching Japanese culture through its Literature, i.e. the problem of portrayal. The paper will look at representations of some aspects of Japanese culture in Yasunari Kaabata's *Snow Country* as translated by Edward Seidensticker. Due to time constraints, the paper will focus mainly on portrayals or representations that relate to non-physical aspects of culture - emotions, feelings, thoughts etc. of characters.

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Media as a Tool of Consumerism in Americana

This essay analyzes *Americana*, Don DeLillo's first novel, through the lens of postmodern theory and semiotics. It attempts to examine the relationship between the media and consumerism and the media's effects on people and argues that *Americana* not only concretely portrays how the media turn people into relentless consumers but also depicts the devastating effects of the media on each individual: hindering one from establishing a healthy relationship with others, distorting the perception of oneself, and destroying one's moral judgment. Paying attention to DeLillo's use of satire to exaggerate the disastrous effect of the media on characters in this novel, this essay also argues that he criticizes the postmodern conditions and consumerism that imprison consumers and deprive them of actual fulfilment and true happiness beyond the superficiality the media offers.

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Acquisitive Passive in Thai and Vietnamese

One of the most widely distributed lexical words in many languages in Mainland Southeast Asia is the verb 'Acquiring': it can signal the onset of possession; it can form a passive; it can outline causation, agentive or not. With its wide distribution and polysemous meaning, it is easy to see why many scholars have argued in favour of it as the canonical example of grammaticalization in progress. However, there is hardly any literature that brings to light its grammaticalized function as a passive marker of a favorable event. Based on corpus of Thai and Vietnamese covering a time span of present languages usage, this study aims to investigate the emergence of an acquisitive passive marker of a favourable event 'day rap' in Thai and 'Á'Æ°Æ;Î£c' in Vietnamese by the process of grammaticalization from the lexical verb of 'acquiring'. According to the study of passive constructions in Southeast Asian Languages, in which most of them are isolating-serialized languages, many linguists have extensively highlighted only on the grammaticalization of the adversative passive markers (Amara, 2004). They have found that most of the adversative passive markers usually illustrate the development of the lexical verbs 'come into contact with' or 'undergo events' before they functioned as passive markers. This phenomenon is widely observed and considered as a real language feature of Southeast Asian languages. Thus, from previous literatures, the study of the non-adversative markers in this area has received very little attention. With special references to the grammaticalized passive marker 'Á'Æ°Æ;Î£c' in Vietnamese and 'day rap' in Thai, it is argued in this study that the meanings of 'Á'Æ°Æ;Î£c' and 'day rap' as a lexical verb and as a passive marker are semantically related and are extended from the same source meaning of 'acquire' or 'receive' by means of cognitive processing of metaphor.

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A Study of Thai Subtitles in English Movies for English Language Learners

DVDs have played a significant role in people's lives as they are considered a cheap and easily available form of entertainment, and a large number of ESL and EFL learners have

made use of DVDs as a means to enhance their language acquisition, both in and outside classrooms. The present study examines errors in Thai subtitles in English movies with an aim to subsequently provide course materials for Thai learners of English as a foreign language. The sample of the study consisted of nine top three Box Office movies with highest gross income between 2005 and 2007, indicating their popularity and ability to reach wide audiences. Error analysis techniques proposed by Dulay et al. (1982), Khaourai (2002), Lush (2002), and Suwanttananand et al.(2005) were employed to analyze errors found in subtitles of English language movies, which were then divided into three categories: lexical errors, semantic errors, and pragmatic errors. The findings reveal that there are not many errors in Thai subtitles, reflecting a high quality of Thai subtitles in English movies which can be used as an effective tool in language teaching. Despite the small number of errors, the study findings have led to the development of a variety of English language teaching and learning materials that can enable language learners to practise the relevant skills to become successful language users.

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Optimizing students' self-correction in a writing classroom

This study is an attempt to investigate students' common errors in a writing classroom and how the students self-correct the errors shown in the "Tutor Review". During this stage of the Writing Process, writing teachers provide clues (feedback) by using correction symbols. This corrective technique is meant mainly to encourage students to think and self-correct the errors. The marking guide includes the elements such as syntax (word order), concord (subject-verb agreement), collocation, word choice, and other grammatical cohesive devices such as the use of linking words and tense agreement. The results show that the most common error made by the students is dealing with sentence construction/syntax (students write fragments and dependent clauses instead of complete sentences). Errors concerning concord are also found, for instance, students write a singular subject with a plural verb or the other way round. However, using this kind of review makes students do something that reinforces their own writing. Besides, it is considered to be more effective, and it makes a positive and useful experience.

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Academic Controversy Technique in a Language Classroom

Being an effective communicator is very essential in any working environment. Many hiring decision makers are blaming the current language curriculum and pedagogy as being a failure in preparing learners to function socially effective in many realms of communication. In this study, "the failure to function socially effective" is defined as possessing lack of communicative ability which encompasses communication skills, negative interdependence, lack of individual accountability, lack of creative and critical thinking ability, etc. Thus, there is a vital need for the language practitioners to adopt and adapt suitable classroom techniques to address the problem. Academic Controversy (AC) is one of the techniques recommended in this study as a way to improve the communicative ability among learners. Conflict is used to create students' involvement in learning, generating intellectual curiosity, and fostering intrinsic motivation to learn and achieve higher-level reasoning. AC exists when one student's

ideas, information, conclusions, theories, and opinions are incompatible with those of another student, and the two seek to reach an agreement (Johnson, D. W., & Johnson, R. 1975). This study explored the students' perceptions on the effectiveness of the AC technique after they had experienced several lessons employing the technique. The data was collected using a set of questionnaires which was adapted from an online instrument: Students' Assessment of Learning Gains (SALG) (<http://www.wcer.wisc.edu/salgains/instructor/>). The result of the analysis portrays that the majority of the students have benefited from the Academic Controversy technique in terms of improving their communicative ability.

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**A Close Reading of Gary Snyder's Poems as Zen Buddhist Verse:
Ancient Eastern Wisdom Filtered through Contemporary American Consciousness**

This paper investigates Zen Buddhist influence on and use of Zen Buddhism by Gary Snyder, by examining both how Zen Buddhist philosophy infuses his short poems and how his poetic style and technique resemble Zen Buddhist poetics. Snyder's poems reflect such fundamental Zen Buddhist concepts as emptiness, impermanence, non-duality, interpenetration and interdependence of all existence, Buddha nature as well as mindfulness and its relationship to daily manual work. However, a close comparative reading of Snyder's poems also reveals that they have a formal affinity towards Zen Buddhist poetics in their conciseness, haiku-ness in spirit and expression, enigmatic koan-like quality, understatement, Zen qualities of silence and stillness in a universe of change, portrayal of concrete nature imagery, depiction of everyday life and ordinary events, reduction of manifold details, elimination of the distinction between the human subject and the nonhuman object, minimum use of the human subject pronoun "I," thus eradicating anthropocentrism and egotism, as well as employment of plain colloquial language. Through his short verse which encrypts Eastern ethics underneath Eastern artistic style, Snyder has created Zen Buddhist verse through his contemporary American consciousness.

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**Honorific System Reflected in the First and Second Person Pronouns
in the Thai Royal Vocabulary**

An honorific is an expression that conveys esteem or respect when used in addressing or referring to a person. This paper aims to examine the honorific system as reflected in the first and second person pronouns in the Thai Royal vocabulary. It is found that the first person pronouns consist of words whose source meanings are elevated entities, such as Buddha's slaves, hair bun, and the head. On the other hand, the second person pronouns referring to the royal people consist of words whose source meanings are menial entities, such as the dust under the feet. The source meanings of these pronouns reflect Thai social values. That is, the speaker must use the phrase which literally refers to the highest entity to refer to himself or herself when he or she speaks to the king. On the other hand, the speaker must use the second person pronoun the original meaning of which refers to the lowest entity when he or she speaks to the king. These pronouns are categorized as referent honorifics, which elevate the status of the referent. The honorific system in the Thai royal first and second pronouns reflects many aspects of the Thai culture such as Thai people's belief about the king, mixed influence of Buddhism and Hinduism, and cultural values associated with the head and the feet.

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High and Low Proficiency Learners in Computer-Mediated and Face-to-Face Interactions

With the advent of computers and the Internet for High and Low Proficiency Learners in Computer-Mediated and Face-to-Face Interactions, a new learning environment has been introduced to language education. For the new generation of learners, online chatting is one of the most common means of communication at all levels. Anecdotal studies (Beauvois, 1992, 1998; Kern, 1995) point to indications of computer-mediated communication (CMC) giving opportunities for increased linguistic output for the low proficiency learners including those shy and reticent learners. Empirical evidence has not been obtained in the literature on CMC, thus far. Therefore, this paper attempts to investigate if learners of different language proficiency levels (dyads of high and low proficiencies) interact differently in the face-to-face and online environments. By employing the second language acquisition (SLA) frameworks of negotiation of meaning (Varonis & Gass, 1985; Pica et. al, 1989) on the episodes of negotiation of meanings, this paper offers some preliminary findings on the extent of the role played by language proficiency in the development of SLA in the computer-mediated and face-to-face environments.

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Malaysia: A Pragmatic Analysis of Written Feedback

This paper provides a pragmatic analysis of written feedback on a Master's level written assignment to shed light on how the feedback acts as a type of written speech between the lecturer and student. It first looks at two sources of data: in-text feedback and overall feedback written by the lecturer on the student's written assignment. Looking at how language is used in its situational context, the feedback was coded and a model for analysis was developed based on three primary roles of speech: referential, directive and expressive. Based on this analysis, the paper discusses the type(s) of feedback that benefit students the most. This study provides insights as to how the students felt with each type of feedback. It also provides insights into the possibility of developing a taxonomy of good feedback practices by considering the views of the giver and receiver of written feedback.

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Survey of Techniques for Teaching Writing in Primary and Secondary Schools

The teaching of writing to second language learners has developed from a product orientation to a process approach, and now the genre pedagogy is taking root in some contexts. This paper describes ESL learners' reports of techniques used by English teachers for teaching writing during their primary and secondary school years at a time when the KBSR and KBSM curricula were already in place. Participants consisted of 87 third year undergraduates completing a writing pedagogy course in a TESL degree programme at a Malaysian university. The results showed that there were differences in the techniques used to teach writing at primary and secondary level. The participants reported learning writing mainly through dictation, copying sentences and rearranging sentences in a story at primary school level. However, in secondary school the common techniques used for teaching writing were

error identification, note expansion, writing topic sentences, and writing and revising drafts. The findings will be discussed in the context of developments in approaches to second language writing instruction.

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Non Study-related Reading Behaviour of Malaysian Students

The Malaysian government has adopted the creation of a fully developed economy by the year 2020 as a principal goal, emphasizing that the development should be in economic, political, social, spiritual, psychological, and cultural terms. In order to create the necessary human resource base, education and the transformation into a knowledge-based society have become one of the main thrusts in this development. Most of the world's knowledge is stored in print - either paper print or, increasingly, electronic print - and retrieved through reading. It can, therefore, be stipulated that reading is one of the most essential ways of acquiring knowledge, and it also contributes substantially to the development of general intellectual abilities. Despite the acknowledged importance of reading, little research has so far been conducted in Malaysia exploring the actual reading behaviour of Malaysians. This study - based on an ongoing research-project conducted at four public Malaysian universities with 1000 undergraduates - will shed some light into the non-study related reading behavior of Malaysian students as they play a pivotal role in achieving vision 2020.

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Women Challenge the Traditional Values in Pakistani Society in Shahraz's *Typhoon*

Shahraz's work interweaves symbolism, themes, and contemporary issues. For the western reader, her stories offer a rare insight into the complex interface between long-standing village traditions, family relationships, women's rites of passage and Islamic customs. As such, they provide an original perspective on the confrontation between old and new, male and female, and East and West. Her fiction is peopled with strong female characters, subjugated by patriarchal tyranny or their social situations. In *Typhoon*, the lives of the women are stifled by their menfolk. Shahraz depicts her women characters as women with strong personality. They tend to be talented, affectionate, passionate, and intellectual. Through her characters, Shahraz wants to promote and raise the awareness of a changing society. Those strong, intellectual, talented women must challenge the powerful force of the so called tradition to exist in the family. Through her characters, Shahraz also wants to show others (i.e. Western culture) that Eastern people are not as old-fashioned as they think. This research tries to analyze how women in *Typhoon* challenge the traditions of the Pakistani family.

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The Representation of Women in Contemporary Lao Literature in a Lao Textbook *Khon-ngam*

This paper would like to present Literary works as cultural texts that reflect the representation of women in terms of their identities in society through the definitions of women in various situations. The purposes of this paper which employs concepts regarding representation, identities, and feminism in *Khon-ngam* - a short story from a Lao secondary school textbook,

are two-fold. Firstly, it is aimed at investigating the representation of woman in contemporary Lao literature after the national and democratic revolution in 1975. Secondly, it aims to examine factors affecting the representation of women in Lao literary works. The majority of women as reflected in *Khon-ngam* are represented as devoted individuals for the benefit of society following the typical characteristics of the ideal new socialist man. Some women, nevertheless, are manifested as those who oppose and object to government policy. The short story, *Khon-ngam*, represents a conflicting ideal with the main policy set forth by the state. The representation of women in Contemporary Lao Literature from the secondary Lao textbook is thus influenced by the idealism of the Socialist party intended to conceal the hegemony of other groups, as well as by the attempt to neatly present the different ideals in the contents.

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**"Our scene is ...now changed to The Beggar and the King":
Women and Supplication in Richard II.**

The action of Shakespeare's *Richard II* centres on the overthrow of a king and the installation of a usurper in his place. Male characters dominate the play in terms of numbers and stage time. It is an indication, paradoxically, of both the subordination of women in this political and military world as well as their refusal to be completely passive that all three major female characters are seen in roles of supplication before men. This paper examines how power is reflected in and exerted through language use when the women in the play try to persuade the men to do their bidding. What are the linguistic strategies the women employ? How do the men assert their superiority over the women? Sacks, Schegloff & Jefferson's model of turn taking, Brown & Levinson's theory of politeness, and Culpeper's model of impoliteness are adapted to analyse parts of Act 1 Scene 2, Act 5 Scene 2, and Act 5 Scene 3 of *Richard II*.

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Socio-cultural Factors in EFL Collaboration

The paper discusses the socio-cultural factors that are involved during collaborative work. The study examines the collaborative experience of a case study group of EFL learners in an international language centre that took place over a period of one month. The instruments used to gather primary data in this study were audio-tapings of group interactions and individual interviews. Questionnaires and learners' written drafts were also used to supplement the primary data. Results showed that in EFL collaborative writing, socio-cultural aspects such as code-switching and religious issues have impact on learners' interaction. Based on the findings, a number of implications have been drawn regarding the teaching of writing in EFL classrooms.

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**English Tense and Agreement Morphology
in the Interlanguage of L1 Chinese and L1 Malay Speakers**

This paper presents work in progress. The study investigates the acquisition of English tense and agreement morphology by L1 Malay and L1 Chinese speakers of L2 English. The Failed

Functional Features Hypothesis (Hawkins and Chan, 1997) serves as the framework for the study. The hypothesis claims that post-childhood L2 learners experience syntactic deficits in the L2 if specific parameterised features present in the functional categories of the L2 are not specified in the L1. However, selected L1 features that correspond to L2 settings are able to enter L2 syntactic derivations. In terms of form-meaning relationships, it is predicted that a syntactic deficit resulting from an L1 influence will affect the assignment of native-like meanings to surface forms. And depending on the differences in the L1 and L2, learners from different L1 backgrounds will not show similar patterns of development. The study gathered data from two groups of L2 English learners - L1 Malay speakers and L1 Chinese speakers - in an attempt to compare the role played by Chinese and Malay in the acquisition of English. A grammaticality judgement task was designed to test the learners' underlying knowledge of tense and agreement morphology in English. The task comprised 16 correctly inflected items, 16 items with omission of inflections, auxiliaries and copula, 16 wrongly inflected items and 8 items with over-generation of the *be* form. The findings of such a study have pedagogical implications for the ESL classroom.

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**The Innovative Way to Presenting Students' Learning:
The Second DFLI Graduation Exhibition at Wenzao in 2007**

English is still numbered as the most dominant language in the world. Due to internationalization, the language is now used in most countries, and in the fields of academe, economics, politics, and culture. English retained its importance in Taiwan due to geographical and political reasons. In Taiwan, the majority of college graduates who majored in English enter the market of English teaching. The continuous demand for English teachers in Taiwan attracts many youths into the field. Wenzao Ursuline College of Languages was established in 1966, and has been well-known for its excellent quality of foreign language education in Taiwan. This article is to present the Second Graduation Exhibition at the Department of Foreign Language Instruction (DFLI) at Wenzao Ursuline College of Languages. The graduation exhibition was held from October 21st to 23rd, 2007. Ninety six senior students in DFLI were asked to get involved in the project, and they were assigned to different groups based on their interests and talents. The preparation for the graduation exhibition started in the second semester of their junior year. The students were assigned into six groups: administration, teaching, signing, story-telling A, story-telling B, and class-project displays. The graduation exhibition has been a tradition and the spirit of DFLI and also served as a milestone for all seniors. The details of the preparation process will be presented and discussed in the session.

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Analysis of Workplace Literacy Needs of Japanese Companies in Malaysia

Since 1990 many research had been done in Malaysia to identify the competencies of young graduates needed to succeed in the world of work. The majority focused on analyzing workplace oral communication needs in English among graduates. However, research on the workplace literacy needs of Japanese companies in Malaysia is limited. Through this study, the researcher seeks to identify and analyze the perceptions of the Japanese companies in Malaysia regarding the workplace literacy skills of their graduate employees. This research involves quantitative and qualitative assessment of Japanese companies in Malaysia in relation to the above objectives. A questionnaire is developed to solicit perceptions of

Japanese employers on the workplace literacy skills of their graduate employees. The questionnaire survey will be followed by an in-depth interview (semi-structured) with Japanese employers in Malaysia to find out their perceptions in detail. The study draws several preliminary conclusions about the most important attributes to be possessed by the graduate employees. It was found that employers seek graduates who are competent in communication skills, language skills, and have the Japanese working culture.

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Politics and Power Make Linguistic Sexism Neutral

This paper deals with a case study on manipulation of language by two different genders in power; a male, Barack Obama and a female, Condoleezza Rice. The main question here is whether the choice of language in both genders is a power resource or gender makes the language more efficient and emphatic. Whereas we encounter instances of women being doomed to be submissive from early childhood in societies, men are trained to be dominant or get the control of their groups as leaders. Gender difference is an overt problem, and its influence affects all female walks of life such as: education, occupation, even inheritance approved by religious laws, power relations, etc. In politics, it seems what makes language more effective is the social struggle for power. Language can be functioning as maintaining and changing power relations in contemporary communities. Therefore, the prediction is that power relations rather than gender determines the sort of language used. To enlighten the impact of power on language applied by two different genders, the researchers make an attempt to administer the discursive strategies which are in the mainstream of Fairclough's (2001) three dimensions of critical discourse analysis. Samples of discourse are chosen to identify the discursive strategies used by politicians to fulfill their purposes. We will endeavor to find out the similarities and differences in their use of language; furthermore, to be on the safe side, attention will also be given to the remarks of some commentators and critics in this respect.

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The Role of Weblogs in Tertiary EFL Learners' Writing Improvement

In the current "communicative revolution", separating a language from the "culture" and the "context" seems illogical. Writing as a part of "digital communication" is essential for students. If teachers deprive students of "digital environments" by teaching writing without using online communication, they cannot call themselves communicative (Leverett, 2008). Despite teachers' vague idea about teaching through technology and finding weblogs a little risky and fearful, weblogging provides increased opportunity for more authentic and purposeful writing. This study adopts a quantitative/qualitative line of enquiry to examine the effect of students' attitude, field dependency, critical thinking, learning satisfaction and teachers' written comments toward weblog writing. In this research, the quantitative study will be carried out with one class of tertiary EFL university students each from Malaysia and Iran who take their writing courses in two different countries. In the qualitative investigation, structured interviews, the computer attitude scale (CAS), the Group Embedded Figure Test (GEFT), and Strenberg's (1997) survey instrument will be employed. The findings will help to further our understanding of teaching and learning of writing in ESL and EFL settings.

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**Investigating the Malaysian English Corpus (MEC):
The Role of Modality in the Expression of Authorial Stance**

The research reported in this paper is part of the Malaysian English Corpus (MEC) project, which aims to collect a corpus of essays produced by undergraduates at the University of Malaya. It explores the types and quantity of expressions of epistemic modality in the writing of law undergraduates, using a sample of fifty essays taken from the MEC. The aim is to investigate the use of epistemic modality in the construction of authorial stance, particularly in the expression of meanings connected with degrees of factuality, certainty or doubt, vagueness and possibility. Expressions of modality include modal verbs, modal adverbs, and other expressions that describe possible conditions such as *possibly*, *perhaps*, and degrees of assertiveness such as *certainly*, *actually*, etc. Previous studies have shown the difficulties faced by learners of English as a second or foreign language in conveying the evaluation of possibilities and expressing the precise degree of certainty or doubt that they intend (Hyland & Milton, 1997; McEnery & Kifle, 2002). By examining the expressions used by student writers, we can find out how successful they are when they attempt to express modality: what we do not know is to what extent they express modality when it is appropriate. Writers could, for example, use a plain verb when it would more appropriately be supported by a modal auxiliary. To deal with this negative side of the problem we examined ten of the selected essays in more detail, dealing with missing or inadequate expressions of epistemic modality.

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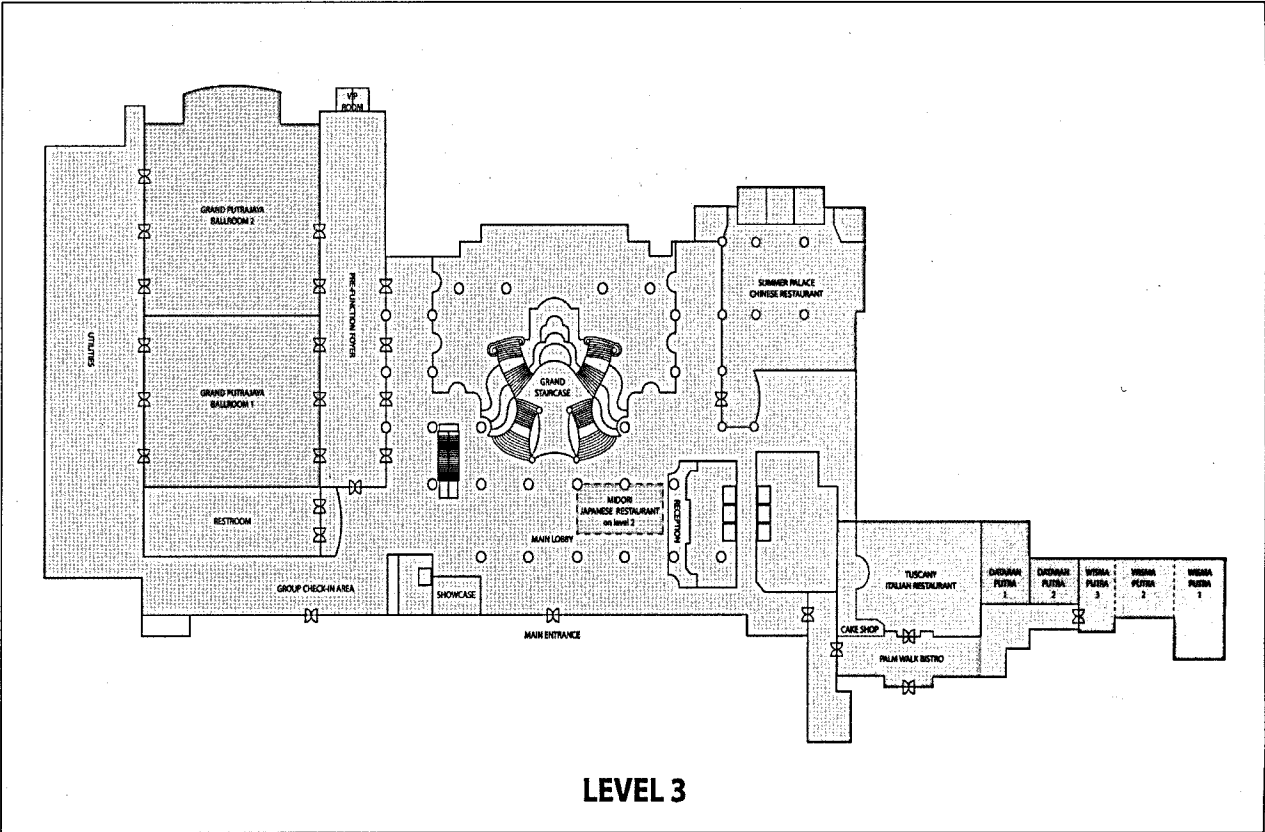
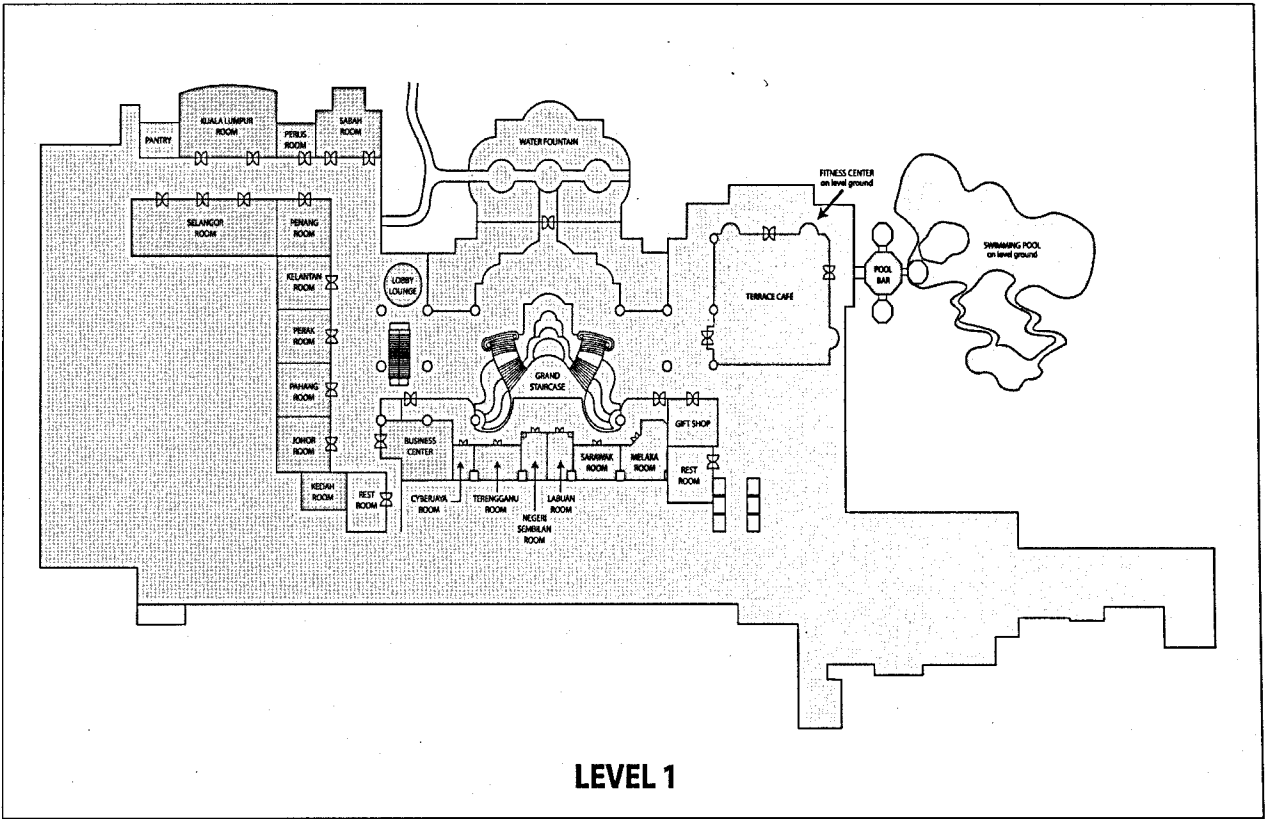
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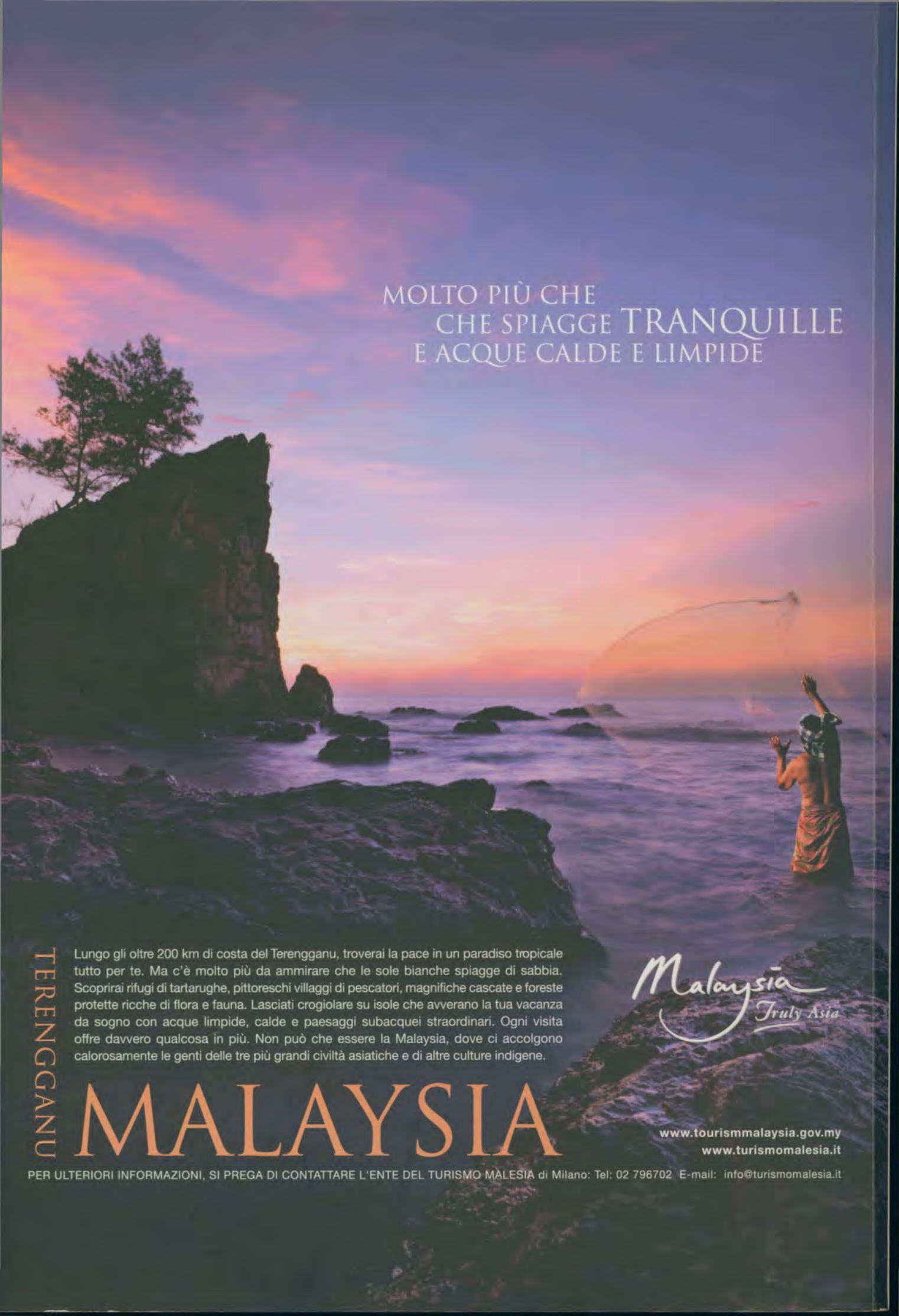


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