

8th Malaysia International Conference on
Languages, Literatures & Cultures
(MICOLLAC) 2014



UPM
UNIVERSITI PUTRA MALAYSIA
BERILMU BERBAKTI



MICOLLAC

2014

MICOLLAC 2014

***8th Malaysia International
Conference on Languages,
Literatures & Cultures
12 - 14 August 2014***

***Rainbow Paradise Beach Resort,
Tanjung Bungah, Penang, Malaysia***

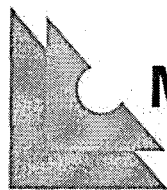
**RESEARCH REVERENCE:
CULTIVATE, INNOVATE AND IMPACT**

Organised by

Department of English
Faculty of Modern Languages and Communication
Universiti Putra Malaysia
Serdang



UPM
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BERSAMA SAMA MELAKSANAKAN TRANSFORMASI



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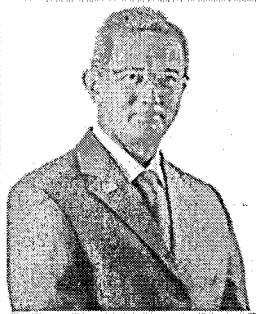
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Foreword

Prof. Dato' Dr. Mohd Fauzi B. Hj Ramlan
Vice Chancellor
Universiti Putra Malaysia

On behalf of Universiti Putra Malaysia (UPM), I would like to thank the Department of English, Faculty of Modern Languages and Communication for the initiative to organise MICOLLAC 2014, the 8th Malaysia International Conference on Languages, Literatures, and Cultures and to welcome all the participants from various nations to this biennial conference. As an institution of higher education, UPM is always promoting activities that encourage intellectual endeavours, even more so in areas that can contribute to the development of education for the current and future generations.

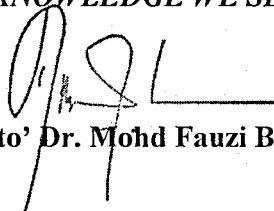
In the context of today's rapidly changing world, I am aware and acknowledge that the quest for knowledge is not an easy journey, yet I can assure you that it is not an impossible one. Lest we forget, rapid globalisation has meant that we in the academe must strive to be at least on par if not better than other top universities in the world. While in the past there has been a wide gap between the industry players and the academic, we, in Malaysia, have begun to take steps to bridge this gap and to constantly remind our scholars to conduct research within a wider lens. No longer is it acceptable or wise to engage only in research among ourselves. Instead, we need to venture out of our comfort zones and actively participate in research that not only concerns our university's communities but also the society at large.

In addition, this conference aims to highlight the importance of research on languages, literatures and cultures which has been given due attention in our education system because of their crucial roles not only in education but also in enhancing innovative and creative thinking as well as strengthening the educational direction of the country. Therefore, it is hoped that research in these areas will continue to flourish and create a greater positive impact for generations to come.

Finally, I honestly hope that this conference will be embraced wholeheartedly by our participants. To all, I say "Carpe Diem!" - you are the chosen ones to drink at this oasis of knowledge.

Thank you.

"WITH KNOWLEDGE WE SERVE"



Prof. Dato' Dr. Mohd Fauzi B. Hj Ramlan



Foreword

Assoc. Prof. Dr. Abdul Mua'ti @ Zamri Ahmad
Dean
Faculty of Modern Languages and Communication
Universiti Putra Malaysia

I would like to extend my warm welcome to our much valued guests and participants to the MICOLLAC 2014, the 8th Malaysia International Conference on Languages, Literatures, and Cultures on behalf of the organisers and as Dean of the Faculty of Modern Languages and Communication of UPM. Firstly, our most heartfelt thanks must surely go to the sponsors for this much appreciated effort in championing the causes of the Arts and Humanities to ensure that we are also engaged in the quest for advancement in knowledge, research and innovation. Mention must also be made of the conference committee members who have spent precious time in ensuring that this conference materialises according to everyone's expectations. A big Thank You to all involved.

Here, I would like to stress on how a little knowledge goes a long way. What better way than to equip future students and researchers with a little something from us, to endow them with a little of what has been awarded to us so that they themselves may continue with this honorable and moral practice of giving. For the more we give, the more we receive. The culture of research must now be entrenched in us to set this tradition of giving, for we are like lanterns lighting the path of our future generation so that they will know which road to take on their own way to the lighthouse of knowledge.

To create is to innovate and vice-versa. But innovation must be conducted within moral boundaries. We want innovations to affect, influence and improve the feelings, thoughts and attitudes of people so that, at the end, the innovators will become, in all reality, pillars of society. Therefore, I sincerely hope that our participants will seek to strive accordingly and to innovate responsibly.

Finally, I would like to once again thank everyone who has either directly or indirectly made this conference a success. Indeed, the contribution and support rendered means a lot to us all.

Thank you.



Assoc. Prof. Dr. Abdul Mua'ti @ Zamri Ahmad



Foreword

**Rohimmi Noor
Chair
MICOLLAC 2014**

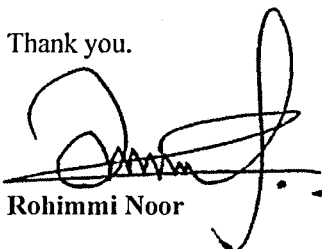
First of all, let me start by welcoming all presenters and participants of MICOLLAC 2014 to Penang, the Pearl of the Orient. I would also like to thank all of you for your support for MICOLLAC 2014. On behalf of the Organising Committee, I am ever so grateful that you have decided to spend your precious time with us in Penang. Some of you have travelled a long way to be here and I hope you will take the opportunity to get to know Penang better during your stay here. For those of you who are with us for the first time, I bid you a warm welcome and to our regular supporters, welcome back! This is the first time that MICOLLAC is being organised outside of the comfort zone of the Klang Valley.

As a brand, MICOLLAC has become known over the years as a conference that provides an opportunity for scholars, researchers, and students in the fields of languages, literatures and cultures from Malaysia and countries around the world to meet and share their knowledge and research findings. It also provides a platform for a network of academic collaborations to strengthen research in languages, literatures and cultures.

This year, MICOLLAC 2014 has chosen “Research Reverence: Cultivate, Innovate and Impact” as its theme. In the academic world, doing research is a part and parcel of our lives that is not only vital for professional development but also self-actualisation. Research reverence comes in the form of accolades and recognitions given to participations and presentations at conferences and the publication of research findings in well-established journals. With that in mind, it is hoped that our gathering this year will encourage academics and researchers to discuss new cutting edge ideas and innovations in research and their impact on our lives.

Finally, I would like to take this opportunity to thank, first and foremost, the Vice Chancellor of Universiti Putra Malaysia, for his continuous support for MICOLLAC 2014. I would also like to thank the Dean of the Faculty of Modern Languages and Communication, Universiti Putra Malaysia for his exemplary guidance and support. I would also like to express my sincere gratitude to all our generous sponsors for believing in us and for being there for us. Last, but definitely not least, a big thank you to all the members of the MICOLLAC 2014 Organising Committee for their hard work and dedication for the past two years. To all participants of MICOLLAC 2014, once again I would like to thank you from the bottom of my heart for your support. Being the 8th edition of MICOLLAC means that this MICOLLAC would have learnt a great deal about handling an event of this nature and we hope that we have done our best to ensure that your experience here would be among the memories that you will cherish for a long time to come. Happy Conferencing!

Thank you.



Rohimmi Noor

MICOLLAC PROGRAMME

12 – 14 AUGUST 2014

MONDAY 11 AUGUST 2014

TIME	PROGRAMME	ROOM
5:00pm – 7:00pm	Registration	Laguna 1

Day 1: TUESDAY 12 AUGUST 2014

TIME	PROGRAMME	ROOM
8:00am – 9:00am	Registration	Laguna 1
9:00am – 9:20am	Parallel Session 1	
	On Collocation of Adjectives and Nouns By Lee Hye-Kyung	Laguna 2
	How Much do Advanced Cantonese ESL Learners Know about the Use of English Articles? By Alice Yin Wa Chan	Laguna 3
	Towards Learner Autonomy in Research Skill Development By Yong Mei Fung	Pulau Room 1
	A Discourse Analysis on Structure Used in Medical Case Presentations By Afida Mohd Ali; Chan Mei Yuit; Nur Farah Fadhliah Binti Mahmud	Pulau Room 2
	Intelligence Explosion as a Future Sword of Damocles: A Study on William Hertling's A.I. Apocalypse By Sayyed Ali Mirenayat; Ida Baizura Bahar; Elaheh Soofastaei	Tanjung Room 1
	The Myth of Empty Palestine in Jewish Poetry (1898-1948) By Refaat Alareer; Noritah Omar	Tanjung Room 2
9:25am – 9:45am	Parallel Session 2	
	Grammaticality judgment test: Do item formats correlate with English Language Proficiency? By Tan Bee Hoon; Nor Izzati Mohamad Noor	Laguna 2
	Time to Turn the Digital Page: The Social Element of E-Book Usage By Vivien Chee Pei Wei; Ambigapathy Pandian	Laguna 3
	An Investigation of Inter-Rater Reliability in Writing Assessments By Azima Binti Abdul Aziz; Azura Binti Sirri	Pulau Room 1
	Religion and Nation-Building: Debate over One-Parent Conversion Law 2013 in Malaysia By Myengkyo Seo	Pulau Room 2
	A Journey through Nature in Margaret Atwood's Surfacing By Alex Lau Zhe Ming; Kamelia Talebian Sedehi; Wan Roselezam Wan Yahya	Tanjung Room 1
	The Construction of Distractors in Conversation Section of English in Thailand's High-Stakes Test By Krongtham Nuanggam	Tanjung Room 2

9:50am – 10:10am	Parallel Session 3	
	Promoting EFL Writing through ICT (Information and Communication Technology) Integration By Jayaron Jose	Laguna 2
	What is the Language Vitality of the English Language among Malaysian Primary School Students? By How Soo Ying; Chan Swee Heng; Ain Nadzimah Abdullah	Laguna 3
	Humour in Meetings: A Case Study of Power and Solidarity in the Malaysian Academic Context By Jariah Mohd Jan; Nor Azikin Mohd Omar	Pulau Room 1
	How the Three Dominant Ethnic Groups of Malaysia View and Construct Their Identities By Wong Ngan Ling	Pulau Room 2
	Bangsa Malaysia as a Liminal Identity in Anthony Burgess' Time for a Tiger By Farahana Abd Razak; Ida Baizura Bahar	Tanjung Room 1
	Presentation by Oxford	Tanjung Room 2
10:15am – 10:35am	Parallel Session 4	
	The Rhetorical Structure of Research Articles in Applied Linguistics By Delaram Khansari; Chan Swee Heng; Chan Mei Yuit; Helen Tan	Laguna 2
	Conceptualising Cultural and Commercial Authenticity for the Interpretation of TV Commercials - Conceptual Working Paper - By Siti Waltraud Mayr	Laguna 3
	A Tonal Study of Chiangkhan Phuan By Supakit Buakaw; Suttipon Toophom	Pulau Room 1
	Distortion of Marxism in Duong Thu Huong's Novel Without A Name and Kim Echlin's The Disappeared By Ng Wen Lee; Manimangai Mani	Pulau Room 2
	Vive la France (2013), the French Answer to Borat (2006) By Simone Chua; Regis Machart	Tanjung Room 1
Presentation by Oxford	Tanjung Room 2	
10:35am – 11:00am	Tea	Laguna Foyer
11:00am – 11:20am	Parallel Session 5	
	Visual Representation of Women in Action Movie Posters across Three Eras of Hollywood By Maryam Abdali; Mardziah Hayati Abdullah; Wong Bee Eng	Laguna 2
	Lights, Camera, Action! The Use of Video Technology in the FSL Classroom and Science Classroom By Rosemary Paniccia; Gabriel Roman Ayyavoo	Laguna 3
	Misinterpretation of Culture-loaded English Proverbs into Arabic: A Domestication Approach By Abdali H. Shihan al-Saidi; Sabariah Md Rashid	Pulau Room 1
	Window of Opportunities: Cultivating Language Acquisition Action Research in Malaysian Kindergarten's Teachers By Siti Jamilah Bidin; Ahmad Affendi Shabdin	Pulau Room 2
	An Ecological Reading of Gary Snyder's Selected Poetry By Firas A. Nsaif Al Jumaili	Tanjung Room 1
	Challenges and Overcoming Strategies in Academic Speaking Practices among International Students in a Malaysian Public University By Manjet Kaur Mehar Singh; Ambigapathy Pandian; Sarjit Kaur Gurdial Singh	Tanjung Room 2

11:25am – 11:45am	Parallel Session 6	
	Critical Thinking Ability of Postgraduate Students in Threaded Discussions By Tan Cheng Lee; Ng Lee Luan	Laguna 2
	The Significance of Interruptions in Speech: A Case Study of an Interview in Late Show with David Letterman By Raphael Thoo Yi Xian	Laguna 3
	Undetermined Noun Phrases in New Englishes: Zero or Null Article? By Ridwan Wahid	Pulau Room 1
	“Thainess” in Thai Language Textbooks for Primary Education of the Year One to the Year Three in Compulsory Curriculum in the Year of 2008 By Natchanon Khamnuan	Pulau Room 2
	Experiencing Shakespeare on the Malaysian Stage and its Impact on Actor-Spectator Relationship By Arbaayah Ali Termizi; Wan Roselezam Wan Yahya; Rosli Talif	Tanjung Room 1
	Love Theme in Maid Maleen: Does the Relationship Status Influence Love Perception? By Miroslava Majtanova; Ang Lay Hoon; Lee Soo Li	Tanjung Room 2
11:50am – 12:10pm	Parallel Session 7	
	Making Short Films to Learn Spanish: A Project for Thai Learners By Mariade las Mercedes Fuentes Hurtado	Pulau Room 1
	An Analysis of Structural Types of Lexical Bundles in MUET Reading Test By Christina Ong Sook Beng; Yuen Chee Keong	Pulau Room 2
	Unblinding History through Literature in Tanushree Podder’s, Escape From Harem By Manimangai Mani	Tanjung Room 1
	Communication Strategies in Teaching EFL Writing By Hossein Saadabadi M. ; Shamsi Saadabadi M. ; Mozhdeh Alizadeh Shirazi	Tanjung Room 2
12:15pm – 1:05pm	Plenary Session 1	
	Cosmopolitanism and its Discontents: Literature in English in Southeast Asia at a Time of Social Change By Professor Phillip Holden	Laguna Ballroom
1:05pm – 2:30pm	Lunch	Breeze Cafe
2.30pm – 3.20pm	Plenary Session 2	
	Policy and Language Development By Dr Faridah Bt Abu Hassan	Laguna Ballroom
3:25pm – 3:45pm	Parallel Session 8	
	Corpus Analysis as a Tool for Validating In-House EAP Reading Materials By Kim Hyeon-Okh	Pulau Room 1
	The Use of Support Strategies in Argumentative Writing By Lee Geok Imm; Wong Bee Eng; Chan Swee Heng; Mardziah Hayati Abdullah	Pulau Room 2
	Home is Where the Heart is: Exploring the Sense of Belonging In Margaret Atwood’s Cat’s Eye By Nur Fatin Syuhada Ahmad Jafni; Wan Roselezam Wan Yahya	Tanjung Room 1
	The Floral Imagery and Female Body in Margaret Atwood’s The Handmaid’s Tale By Zahra Rezaei; Arbaayah Ali Termizi	Tanjung Room 2

3:50pm – 4:10pm	Parallel Session 9	
	Using Images as a Strategic Move in Malaysian Banking Brochures Chong Chai Hong; Ummul Khair Binti Ahmad	Laguna 2
	Schematic Structural Analysis of Newspaper Editorials: A Comparative Study of American and Malaysian Newspapers By Sahar Zarza; Helen Tan; Chan Swee Heng; Afida Mohamad Ali	Laguna 3
	Discursive Construction of Responses Towards Impoliteness: Implications for Asians By Jariah Mohd Jan; Cherish How	Pulau Room 1
	Malaysian Sino-Indians: When Heritage Language is No Longer the Native Language By Rona Chandran	Pulau Room 2
	Directness and Face Relations in Egyptian Arabic Performatives: A Socio-Pragmatic Study By Marwa Mohamed Khamis El-Zouka	Tanjung Room 1
	Exploring the "Twin Domination" of Women and Nature in Sylvia Plath's The Bell Jar: An Ecofeminist Analysis on Women's Madness By Foong Soon Seng	Tanjung Room 2
4:15pm- 4:35pm	Parallel Session 10	
	Expressing Certainty and Stance in Academic Abstracts: Lessons from and for Novice Research Writers By Maryam Mehrjooseresht; Ummul Khair Binti Ahmad	Laguna 2
	Public Multilingualism: What do Billboard Advertisements Say? By Aini Andria Shirin Anuarudin; Ain Nadzimah Abdullah; Chan Swee Heng; Zalina Mohd Kasim	Laguna 3
	Learning with Children with Autism: The Other Way to See It By Hasmiza Othman	Pulau Room 1
	Ethnic Variations in Malaysian SMS condolences By Kuang Ching Hei	Pulau Room 2
	Attitudes of French Language Learners towards the Common European Framework of References for Languages By Tan Wen See; Chen Tze Wei; Regis Machart	Tanjung Room 1
Western Influence on African Prose since Chinua Achebe's "Things Fall Apart" By S. A. Oluwayomi Oladunjoye	Tanjung Room 2	
4:35pm	Tea	Laguna Foyer

Day 2: WEDNESDAY 13 AUGUST 2014

TIME	PROGRAMME	ROOM
9:00am – 9:20am	Parallel Session 11	
	The Use of Humorous Texts in Improving ESL Learners' Vocabulary Comprehension and Retention By Nursyafiqah Zabidin	Pulau Room 1
	Malaysian ESL Undergraduates' Engagement in a Massive Open Online Course By Md. Masudul Hasan; Tan Bee Hoon	Pulau Room 2
	Teaching Creative Writing in Malaysia: Experiences and Insight By Sharon Bakar	Tanjung Room 1
9:30am – 10:30am	Pre-Colonial Residuals in Toni Morrison's "Recitatif" and Alice Walker's "Everyday Use" By Abdalhadi Nimer Abdalqader Abu Jweid; Arbaayah Ali Termizi	Tanjung Room 2
	Opening Ceremony	Laguna Ballroom

10:30am – 11:00am	Tea	Laguna Foyer
11:00am – 11:20am	Parallel Session 12	
	Language and Religious Identity in Malaysia By Munif Z. F. Nordin	Pulau Room 1
	The Shift in Motivation of Malaysian Learners of French By Chen TzeWei; Tan Wen See; Regis Machart	Pulau Room 2
	Malay Muslims in the Thai Film OK Baytong (2003) By Keunhye Shin	Tanjung Room 1
	Investigating Gaydom Turning Points in Body 2 Body – A Malaysian Queer Anthology By Amirah Razali; Rohimmi Noor; Rosli Talif	Tanjung Room 2
11:25am – 11:45am	Parallel Session 13	
	The Role of 'Languaging' in ESL Learning By Haliza Harun; Norhana Abdullah	Laguna 2
	Improving Academic Writing through the Use of Metadiscourse By Helen Tan; Chan Swee Heng	Laguna 3
	Gambling at the Funerals: An Immoral Culture in the Northeast Society, Thailand By Rattana Panyapa	Pulau Room 1
	Intercultural Experiences of 'Western' Students in the 'East' and 'Eastern' Students in the 'West' By Chin Ee Wen; Nguai Seen Sian; Regis Machart	Pulau Room 2
	Representations of Chinese Indonesians in Indonesian Media: A Case of Imlek in the Media By Julia	Tanjung Room 1
	Critical Pedagogy and Research Studies in Humanities in India By Arzuman Ara	Tanjung Room 2
11:50am – 12:10pm	Parallel Session 14	
	Corpus Approaches to Sociophonology in Bilingual Contexts: The Emergence of the Voiced Labiodental Fricative Segment [V] in US Spanish By Adriano Trovato	Pulau Room 1
	Assessing the Benefits of Paper versus Online Materials for Vocabulary Acquisition By Kelly Quinn; John Howrey	Pulau Room 2
	The Relationship between Motivation and Pragmatic Awareness — A Case Study of Chinese EFL Learners By Li Rui; Azimah Sazalie; Raja Rozina Raja Suleiman	Tanjung Room 1
	Natural Environment and Reconstruction of Identity in Surfacing by Margaret Atwood By Davood Mohammadi Moghadam; Wan Roselezam Wan Yahya; Hardev Kaur	Tanjung Room 2
12:15pm – 1:05pm	Plenary Session 3	
	The Responsibilities of Ecocriticism: A Self-Conscious Appraisal By Professor Scott Slovic	Laguna Ballroom
1:05pm – 2:30pm	Lunch	Breeze Cafe

2:30pm – 2:50pm	Parallel Session 15	
	A Cross-Linguistic Analysis of Multi-Word Combinations in Academic Oral Speech By Hadi Kashiha; Chan Swee Heng; Ain Nadzimah Abdullah; Helen Tan	Laguna 2
	An Evaluation of the Effectiveness of English Language Assessment in Two Colleges of Applied Sciences in Oman By Fatma Al Hajri	Laguna 3
	Metaphor of Architecture in Raymond Carver's "Cathedral" By Saman Shariati-Rad; Wan Roselezam Wan Yahya; Hardev Kaur; Ida Baizura Bahar	Pulau Room 1
	Thai Orchid Naming By Pornwipa Chaisomkhun	Pulau Room 2
	Kala Pani Writings of Indenture: Framing Indo-Caribbean Identity in A Comparative Francophone/Anglophone Context By Brinda J. Mehta	Tanjung Room 1
	John Donne Resisting Patronage By Refaat Alareer; Noritah Omar	Tanjung Room 2
2:55pm – 3:15pm	Parallel Session 16	
	The Use of Apology Strategies and Gender Differences among Iranian Postgraduate Students By Shahrbanou Ghorban Abdolmalaki; Che An Abdul Ghani	Laguna 2
	Iranian Students' Perception about Intensive English Courses of USM: Is it Helpful in Getting Good Score in IELTS? By Mohamad Jafre Zainol Abidin; Monirosadat Hosseini; Babak Choobdari	Laguna 3
	VP Internal Subject Hypothesis (ISH) in Turkish By Ali Alizadeh; Leila Rahimzadeh	Pulau Room 1
	Malaysian Youths' Perception of Code-Switching in Malay Television Series By Muriatul Khusmah Musa; Ting Su-Hie	Pulau Room 2
	I Do, Therefore I Learn: An Experience in the Learning (Teaching) of Drama Through a Performance Based Pedagogy: The Case of Shakespeare's King Lear By Shubashini Suppiah	Tanjung Room 1
	Feminine Aesthetics of Sri Lanka as a Homeland: Transnational Sinhalese Writings By Jeslyn Sharnita Amarasekera	Tanjung Room 2
3:20pm – 3:40pm	Parallel Session 17	
	Comparison in the Usage of Adjectives in English between Native Speakers and Malay Near-Native Speakers By Mohd Azlan Shah Sharifudin; Fazlinda Hamzah; Raihan Md Ghazali	Laguna 2
	The Effects of Task-Based Instruction Programme on Malaysian Undergraduate Students' Speaking Proficiency: A Cognitive Approach By Mohammad Mohammadipour ; Sabariah Md Rashid	Laguna 3
	Who is in the Centre? Interaction Patterns in a Traditional Informal Learner-Centred Teaching Event By Jey Lingam Burkhardt	Pulau Room 1
	Governing Social Networks in The Devil Wears Prada and Its Film Adaptation By Diana Abu Ujum; Rosli Talif	Pulau Room 2
	Acting-Out and Working Through in Chimamanda Ngozi Adichie's Half of a Yellow Sun By Inna Malissa bte Che Jamal; Hardev Kaur Jujar Singh; Wan Roselezam Wan Yahya	Tanjung Room 1
	David Hare's Stuff Happens a Dramatic Journey of American War on Iraq By Elaff Ganim Salih; Wan Roselezam Wan Yahya	Tanjung Room 2

3:45pm – 4:05pm	Parallel Session 18	
	Speech Accommodation Strategies in the Selling of Life Insurance By Shameem Rafik-Galea; Wan Irham Ishak	Laguna 2
	An Examination of the Effects of Students' Gender on Classroom Teacher-Initiated and Student-Initiated Interaction during Whole-Class Discussions in EFL Classes in Iran Using Conversation Analytic Framework By Amir Aghayi Chadegani	Laguna 3
	Expressing 'Bottom Up' Evaluation in Two Languages: University Students as a Community of Practice By Azlina Murad Sani	Pulau Room 1
	Process-Oriented Guided Inquiry Learning (Pogil) Based Instructional Materials By Noraini Zulkepli	Pulau Room 2
	Restructuring Female Identity in Adrienne Rich's Diving into the Wreck By Mohamad Fleih Hassan ; Rosli Talif; Manimangai Mani; Hardev Kaur	Tanjung Room 1
	Generation Y's Notions of Ethnic Identities in Ethnically Diverse Malaysia By Ting Su-Hie;Ooi Kien-Bee	Tanjung Room 2
4:05 pm	Tea	Laguna Foyer

Day 3: THURSDAY 14 AUGUST 2014

TIME	PROGRAMME	ROOM
9.00 am - 9.20am	Parallel Session 19	
	Revisiting Originality in ESL Academic Writing By Hossein Saadabadi M.; Arshad Abd Samad	Laguna 2
	Vowels Perception of Indonesian Learners of English By Arum Perwitasari	Laguna 3
	Re-thinking English Pronunciation Goals in the Malaysian Context: Lessons from ELF By Paramjit Kaur	Pulau Room 1
	A Study on the Role of Attitude, Motivation, and Interest on Reading Comprehension among Iranian University Students By Mahboobeh Mahboobi; Ambigapathy Pandian; Shaik Abdul Malik Mohamed Ismail; Tengku Sepora Tengku Mahadi	Pulau Room 2
	Immigrant Pain: The Mothers of Algerian Migration to France By Brinda J. Mehta	Tanjung Room 1
	Cultural Study of Funeral Rite of Passage among the Igala People of Central Nigeria By Abdullahi Musa Yusuf	Tanjung Room 2
9:25am – 9:45am	Parallel Session 20	
	Twitter: The Demise of Linguistic Governance By Malissa Maria Mahmud; Othman Ismail	Pulau Room 1
	Curriculum Review on an International Students' Foundation Programme By Loh Yoke Len; Yoon Sook Jhee	Pulau Room 2
	Amy Allen's Empowerment Theory in Jacqueline Wilson's Novel Lily Alone By Florence Toh Haw Ching	Tanjung Room 1
The Silence of Women: A Feminist Reading of Toni Morrison's Paradise By Zanyar Kareem Abdul	Tanjung Room 2	

9:50am – 10:40am	Plenary Session 4	
	Researching the English Language in the Asian Region By Professor Kingsley Bolton	Laguna Ballroom
10:40am – 11:10am	Tea	Laguna Foyer
11:10am – 1:10pm	Workshop	
	Telling Your Story By Sharon Bakar	Laguna 2
11:10am – 11:30am	Parallel Session 21	
	Portrayal of Women in Selected Short Stories by South African Indian Writers By Mohd. Eddren Bin Fadzilah; Wan Roselezam Wan Yahya	Laguna 3
	Mastering Resourceful Teaching in EFL Classrooms: Pedagogical Considerations By Nalliveettil George Mathew	Pulau Room 1
	The Politeness Strategies by Thai EFL Tertiary Learners in the Online Forum By Suhaila Etae; Pramela Krish; Supyan Hussin	Pulau Room 2
	Models of the Fantastic in Flann O'Brien's <i>The Third Policeman</i> By Abdalhadi Nimer Abdalqader Abu Jweid; Arbaayah Ali Termizi	Tanjung Room 1
	Lynn Mbuko and the Criticism of Early Marriage in <i>There Is Time For Everything</i> By Busari Lasisi	Tanjung Room 2
11:35am – 11:55am	Parallel Session 22	
	Elitism and Quixotism in Susanna Clarke's <i>Jonathan Strange and Mr Norrell</i> By Cheong Pui Yin; Rohimmi Noor	Laguna 3
	Conceptual Metaphors in Malay and Chinese: A Comparative Study By Chung Siaw-Fong; Soon Suet Ching	Pulau Room 1
	Lexical Pluralisation in Ayu, An Endangered Language in Central Nigeria By Malam Samaila Mohammed Mijinyawa	Pulau Room 2
	Komunitas Sastra, Literary Development and Publishing in West Sumatra By Sudarmoko	Tanjung Room 1
	The Machine in Victorian Fiction through the Works of H.G. Wells By Ariff Othman	Tanjung Room 2
12:00pm – 12:20pm	Parallel Session 23	
	Supernatural Forces In Hausa Trado-Medical Practices (A Wanzanci Balance Sheet) By Bashir Aliyu Sallau	Laguna 3
	The Role of Mother Tongue in Promoting Character Education: A Case Study at Ikip Mataram, Indonesia By I Ketut Warta	Pulau Room 1
	Conceptualisation of the Economic Transformation Programme in Selected Speeches by YAB Datuk Sri Najib Tun Razak By Zurina Mohamed Nil; Zalina Mohd Kasim; Mohd Sharifudin Yusop; Rosya Izyanie Shamshudeem	Pulau Room 2
	Buddhist Dharma in Isan Literature By Puttharak Prabnok	Tanjung Room 1
	Transhumanism VS Bioconservatism: Enhancement or Dehumanization in Daniel H. Wilson's <i>Amped</i> By Sayyed Ali Mirenayat; Ida Baizura Bahar; Elaheh Soofastaei	Tanjung Room 2

12:25pm – 12:45pm	Parallel Session 24	
	Advanced Level Language Use and Practices in Second Language Classrooms By Leticia C. Pagkalinawan	Laguna 3
	Learning Spanish Subjunctive Mood: A Practical Approach through Online Spanish Newspapers for Thai Students By Chadchavan Sritong	Pulau Room 1
	English Language Needs of Executives in the Construction Industry By Azura Binti Sirri; Azima Binti Abdul Aziz	Pulau Room 2
	Interpolating South Asian Transnational Heritage through Young Adult Literature: Tanuja Desai Hidier's Born Confused By Manohari Rasagam; Shanthini Pillai	Tanjung Room 1
	Broken Marriage and Aristocratic Societies in the Early-Twenty Century Selected Fictions by Edith Wharton By Elaheh Soofastaei; Sayyed Ali Mirenayat	Tanjung Room 2
12:50pm – 1:10pm	Parallel Session 25	
	Factors Contributing to the Speaking of English among Secondary School Students in Melaka By Rajasutha Mahalingam; Robert Jeyakumar Nathan	Laguna3
	Pragmatic Competence in Requests of Thai Learners of Spanish By Fuangket Tongwanchai	Pulau Room 1
	A Conversational Analysis on the Level of Formality in SME Business Meetings By Muhammad Danish bin MohdJohari	Pulau Room 2
	Shaping Identity through Language in Alice Walker's Third Life of Grange Copeland By Kamelia Talebian Sedehi; Rosli Talif; Wan Roselezam Wan Yahya; Hardev Kaur	Tanjung Room 1
	Demystifying Patriarchal Conceptions of Female Corporeality and Sexuality in Rani Manicka's Selected Novels By Manmeet Kaur A/P Senthok Singh	Tanjung Room 2
1:10pm – 2:30pm	Lunch	Breeze Cafe
2:30pm – 2.50pm	Parallel Session 26	
	Research Challenges among Malaysian Postgraduate Students By Connie Sim Siew Yung; Adelina Asmawi	Laguna 2
	Power Relations and Learning French in the Corporate World By Sim Yee Chin; Regis Machart; Chan Mei Yuit	Laguna 3
	An Analysis of Hedging Devices in Complaint Business Letters among Native Speakers of English By Hooi Chee Mei; Munir Shuib	Pulau Room 1
	The Natural Rhythms and the Indigenous Agricultural Technology in Rurutu (French Polynesia) and Other Asia/Pacific Areas By Noa Nishimoto	Pulau Room 2
	Before They were Dreamers: The Filipino and the American Dream By Phatcharasorn Noipann	Tanjung Room 1
	Yang-May Ooi's <i>The Flame Tree</i> and the Politics of Environment in Malaysia By Zainor Izat Zainal	Tanjung Room 2
2.55pm – 3.15pm	Parallel Session 27	
	Simplicity for Oneness: Affective Stylistic Perspective on Thich Nhat Hanh's Scientific Ways for Spiritual Message Delivery By Napanant Montkhongtham	Laguna 2
	Translating Culture Specific Words: A Study on the Applied Strategies By Seyed Alireza Shirinzadeh Bojnourdi; Tengku Sepora Tengku Mahadi	Laguna 3
	Emergence of Malaysian 'Otaku' and Their Personal Development: An Insight into experiences of Japanese Popular Cultural Events By Eriko Yamato	Pulau Room 1

	Recognition and Production of Formulaic Sequences among L2 learners By Maryam Orang; Thomas Chow Voon Foo; Ghayth K.Shaker Al-Shaibani	Pulau Room 2
	Credibility at Stake: Seeking Truth in Ian McEwan's Atonement By Omar Mohammed Abdullah; Wan Roselezam Wan Yahya	Tanjung Room 1
	Alienating Grotesque in The Blind Owl By Hana Haghghi; Rosli Talif; Wan Roselezam Wan Yahya; Abaayah Ali Termizi	Tanjung Room 2
	Parallel Session 28	
	Teaching Pronunciation of English in the ESL/EFL Context: A Practical Approach By Sreehari Pusuluri	Laguna 2
	Out of Class Fluency Practice: Student Perceptions By Douglas Sweetlove	Laguna 3
	Energizing Learning: The Use of E-Portfolio in Sociolinguistics Class By Isti Purwaningtyas	Pulau Room 1
3:20pm – 3:40pm	Syntactic Factors and Polarity of Verbs Affecting Ethics of Journalism in New Straits Times and Malaysia Kini Headlines Discussing the Murder of Altantuya By Wan Nur Syazwani Wan Abd Malik; Daniel Hasni Mustaffa	Pulau Room 2
	Solitude in the Poetry of Emily Dickinson and Zhaleh Ghaemmaghami By Lale Massiha	Tanjung Room 1
	On the Interference and the Enhancement in the Marriage of Practical Performance and Research Training: The Case of Taiwan's Translation Graduate Programs By Xavier Lin	Tanjung Room 2
	Parallel Session 29	
	The Effect of Using Mechanical Techniques Vocabulary Learning Strategy on Iranian's Reading Comprehension Skill By Maki Naeimi; Thomas Chow Voon Foo	Pulau Room 2
3:45pm – 4:05pm	"India is Indira and Indira is India?": Representations of Indira Gandhi in Salman Rushdie's Midnight's Children and Rohinton Mistry's A Fine Balance By Carina Chotirawe	Tanjung Room 1
	In-class Literature Activity: An Alternative By Norhezan Che Teh; Nor Hashimah Isa	Tanjung Room 2
4:10pm	Closing Ceremony	Laguna Ballroom
	Tea	Laguna Foyer

PLENARY SPEAKER 1 PROFESSOR PHILIP HOLDEN



Philip Holden is professor of literature at the Department of English Language and Literature, National University of Singapore (NUS). His current research interests are in Southeast Asian Literatures in English, auto/biography, and in thinking through global modernity and its effects on literature and literary studies. His previous work has been on colonial modernity, autobiography and transnational literatures. He has published a number of articles on Singapore Literature and Culture. He has taught modules on Singapore and Southeast Asian Literatures and Cultures. He has thus moved to teaching courses that place Singapore Literature in regional, world literature, and postcolonial frameworks. From 2010-2012 he was seconded as Deputy Director (Academic Affairs) to University Scholars Programme. He has also taught interdisciplinary modules in the USP on the Idea of the University and Biography, Archives, and Memory. He is presently on a two-year leave of absence, and will return to NUS in the 2014-2015 academic year. His published books include *Imperial Desire: Dissident Sexualities and Colonial Literature* (co-edited with Richard Ruppel, University of Minnesota Press, 2003), *Questioning Chinese Transnationalisms: Society, Literature Film* (co-edited with Maria Ng, University of Hong Kong Press, 2006) and *Autobiography and Decolonization: Modernity, Masculinity and the Nation-State* (University of Wisconsin Press, 2008).

Cosmopolitanism and its Discontents: Literature in English in Southeast Asia at a Time of Social Change

Literature in English in Southeast Asia — notably Singapore, Malaysia, and the Philippines — has often been viewed as marginal. While in the newly-independent nation-states English persisted, ostensibly because of its utility as a technical, intercommunal or international language, the language's cultural freight of was viewed with suspicion because of its associations with colonialism. Work by literary scholars within rubrics such as Commonwealth literature, world literatures, and postcolonial studies provided a corrective to this, illustrating the complex manner in which literary texts engaged with the dynamics of decolonisation and the subsequent cultural politics of the postcolony. Yet this development in many ways exchanged one form of marginality for another. Given the apparent paucity of literary texts in English from Southeast Asia, and their lack of international recognition, many scholars simply applied theoretical and critical templates developed elsewhere to them. The readings produced showed insights, and yet they also frequently read out the crucial differences of Southeast Asian literary texts, seeing them as following dutifully a path already marked out by South Asian and African writers. In recent years, however, a shift of attention in literary studies to concepts such as world literature and cosmopolitanism, allied to the transnational popularity of a new generation of Malaysian writers, in particular, has produced intriguing new scholarship. In recent monographs, a new generation of researchers such as Jini Kim Watson and Gui Weihsin have made the qualities of Singaporean and Malaysian texts paradigmatic, enabling them to gain a particular purchase on issues of spatiality, inequality, and memory under neoliberalism. These discussions, as well as ongoing debates about the place of Literature as a school subject in Singapore, suggest that the place of literary texts in and of societies such as Singapore and Malaysia may have a global, rather than local significance. Such texts may also, of course, call literariness and indeed "English" itself, into question.



**PLENARY SPEAKER 2
DR. FARIDAH ABU HASSAN**

Dr. Faridah started her teaching career at the ACS Secondary School, Kampar, Perak in 1980. After a year there, she was then transferred to La Salle Secondary School, Jalan Peel, Kuala Lumpur where she taught until 1983. After this four year stint, she furthered her studies in the United States of America. Upon returning to Malaysia, she was appointed as an Assistant Director at the Educational Planning and Research Division (EPRD) of the Ministry of Education, Malaysia. She then continued her studies in 1997 and received her Doctor of Philosophy in 2000. She was then attached to the Research Unit as a DG 3 Assistant Director. In 2002 she obtained her DG 2 and in December 2003 she was promoted to DG 48 Senior Assistant Director as the head of Policy Evaluation and Identification Unit. Due to her vast experience of 25 years in the EPRD, she was appointed as DG54 Deputy Director in charge of the Planning and Research Sector. She was later promoted to Gred Utama JUSA C until 21 February 2011. On 22 February 2011 she was promoted to the Ministry of Education Gred Utama Jusa B and subsequently appointed as the Director of the EPRD. Over the years, Dr Faridah has represented the EPRD and the Ministry of Education at various seminars and conferences both locally and overseas and has presented numerous papers and country reports related to education in Malaysia.

Policy and Language Development

Language is how individuals communicate, acquire knowledge, and interact with others. Language policy is formulated to maximise the ability of a population to acquire knowledge, build cognitive skills and increase productivity which will subsequently promote national development. Language policy and development is a continuous process and is influenced by the many directions of developments taking place globally. The importance of English as a 'world language' for economic and personal development has always been discussed and debated at various levels which has resulted in a complex policy issue, particularly in the quality of English language teaching and learning. This paper outlines the macro-micro levels of education policy and implementation; from government to classroom focusing on the development of English language policy in Malaysia. It aims to look at the evolution of Education Policy in Malaysia with reference to language development. English language in Malaysia is mostly viewed as the language for development - used mostly as a tool for other domains of development such as social, economic or political domains (Appleby et al, 2002). This paper briefly examines the challenges of balancing language needs and provisions for teaching-learning English and other languages in a multiracial and multicultural country like Malaysia. Finally, future developments for continuous improvement to ensure sustainability pertaining to language development in education are also discussed. It is hoped that this paper will provide insightful findings for more meaningful language policies and workable implementation plans that will promote personal, societal and national development.



PLENARY SPEAKER 3
PROFESSOR SCOTT SLOVIC

Scott Slovic is professor of literature and environment and chair of the English Department at the University of Idaho in the United States. He served as founding president of the Association for the Study of Literature and Environment (ASLE) from 1992 to 1995, and since 1995 he has edited *ISLE: Interdisciplinary Studies in Literature and Environment*, the central journal in the field of ecocriticism. Before moving to Idaho in 2012, he taught for seventeen years at the University of Nevada, Reno, where he co-founded and directed the Graduate Program in Literature and Environment. He currently teaches environmental writing in the University of Idaho's new Semester in the Wild Program: www.uidaho.edu/wild. He has published more than 200 articles and has written, edited, or co-edited twenty-one books, including *Going Away to Think: Engagement, Retreat, and Ecocritical Responsibility* and, most recently, *Ecoambiguity, Community, and Development: Toward a Politicized Ecocriticism*.

The Responsibilities of Ecocriticism: A Self-Conscious Appraisal

Ever since Lawrence Buell echoed feminist theory's use of the wave metaphor when he sketched out a tentative approach to the first and second waves of ecocriticism in his 2005 study *The Future of Environmental Criticism*, ecocritics have been scrambling to describe the various "waves" of our field or to locate ourselves within these waves or phases. I have participated in this "wave frenzy," helping to describe a "third wave" in 2009 and, at the end of 2012, pointing to an emerging fourth wave of ecocriticism that I associate with the current material emphasis and the intensifying sense of social urgency reflected in new work on sustainability, ecological crisis, and literature. But even in presenting his initial description of the first and second waves of ecocriticism, Buell expressed uncertainty about the accuracy of the wave metaphor, suggesting that the waves "should not [...] be taken as implying a tidy, distinct succession" and that "'palimpsest' would be a better metaphor than 'wave'" (Future 17). Having noticed that the waves of ecocriticism are shifting more and more quickly and that there's plenty of chop in the water, I have been casting around for better, clearer historiographic metaphors to describe the temporal, geographic, and thematic foci of the field, such as the tree (roots, trunk, branches, etc.), the river system (tributaries, major channels, ocean), the forest or grove (seeds, clusters, grafting, dispersion of ideas, etc.), wildfire (momentum, intensity, unpredictability, etc.), the pathway (purposive, responsive to external reality/topography, opportunistic, main path/side path, etc.), and so forth. It occurs to me that the field of ecocriticism, some thirty-six years after William Rueckert coined the term, is now sufficiently complex to warrant a rethinking of the metaphors we're using to describe the field and its relationships to other environmental humanities disciplines. I will briefly outline the trajectory of contemporary ecocriticism and propose some non-wave metaphors to describe the history of the field in this presentation.



**PLENARY SPEAKER 4
PROFESSOR KINGSLEY BOLTON**

Kingsley Bolton is internationally prominent in the field of English linguistics, and in particular, the history and use of English in China, Hong Kong and Asia. From 2003-04, he served as Elected President of the International Association for World Englishes (IAWE), the global association for English linguists and language scholars. He has more than 30 years' teaching experience in Singapore, Hong Kong and Sweden, where he taught a wide range of courses in English language and linguistics. He is the Co-Editor of the SSCI-indexed journals *World Englishes* (Wiley-Blackwell) and *Educational Studies* (Routledge). He is also a member of the Editorial Boards of journals such as *Applied Linguistics Review*, *English Today*, *English World-Wide*, *Journal of World Languages* (Routledge) and *Multilingual Education* (Springer). He has presented keynote addresses and invited lectures at international conferences in Australia, Canada, China, Germany, Hong Kong, India, Malaysia, the Philippines, the UK, and the U.S.

Researching the English language in the Asian region

This paper will discuss recent research concerning English in the Asian region. In particular, his presentation will discuss trends in academic research and publishing in the fields of applied linguistics, sociolinguistics, and world Englishes with reference to English in the Asian region. Professor Bolton is Co-Editor of the Wiley-Blackwell journal *World Englishes*, and this talk will provide practical advice for researchers in Malaysia and elsewhere who are keen on developing their research potential and publishing in international journals.

MICOLLAC 2014 INVITED SPEAKER

SHARON BAKAR

Sharon Bakar was born in the UK but has lived and worked in Nigeria and, for the past 31 years, in Malaysia. She has an M. Ed in the Teaching of English for Specific Purposes (TESP) from the University College of St Mark and St John, Plymouth, UK, and represented the same institution on a twinning B.Ed programme in Malaysia for more than 10 years. She now runs her own company Word Works Sdn Bhd and teaches creative writing, and has run her courses in partnership with several organisations including the British Council, The Malaysia Australia New Zealand Association



(MANZA) and the International Medical University. Her articles, reviews, and short fiction have appeared in a number of Malaysian publications. She organizes Readings, a monthly event for local writers, at Seksan Gallery in Bangsar, KL, and is the co-editor (along with Bernice Chauly) and publisher of two anthologies by writers who have read at the event: *Readings From Readings: New Malaysian Writing*, and *Readings From Readings 2: New Writing from Malaysia, Singapore and Beyond*. A third volume will be launched next year.

Abstract for Parallel Session:

Teaching Creative Writing in Malaysia: Experiences and Insights

Creative Writing is writing which expresses personal thoughts, feelings and emotions in an imaginative way. Most of the time it is quite different to the kind of writing produced for work or for study purposes which is necessarily more objective and functional. In this session she will be talking about her experiences teaching groups of adult and younger learners, both local and expatriate. We will consider the teaching of creative writing in schools, colleges and universities, as well as to adult groups for recreational purposes. There are many benefits of writing creatively and these include improved language skills and confidence, as well as the development of creativity, which may be carried into other fields. Creative writing can also be a tool for personal healing and spiritual growth, providing catharsis and encouraging empathy. And how exactly do we enlarge the pool of competent writers of fiction and creative non-fiction in Malaysia if there is no provision for the teaching of creative writing? We will look at tasks and techniques that participants can take away to use in their own classrooms including writing prompts, fast writing, framework exercises, the use of visuals, critiquing and workshopping. We will also look ways to build writers' confidence and help them get past the critical voices in their heads. We will also look at published and online resources that teachers will find useful.

Sharon Bakar

Abstract of Workshop:

Telling Your Story

Following on from the parallel session, this practical workshop provides an opportunity for participants to roll up their sleeves and get their hands dirty with language. We will try out various techniques and materials including writing prompts, fast writing, and listing to create personal stories. Along the way we will see that writing is an act of listening, rather than an act of speech, and stories are always ready to tell themselves to the writer once fear and ego have been put aside. Participants will share their pieces for general comment, and we will look at how the writing process worked for them in the various activities, before ending the workshop with a Q&A session. No previous writing experience is needed.

ABSTRACTS OF PAPER PRESENTATIONS

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Models of the Fantastic in Flann O'Brien's *The Third Policeman*

This article demonstrates how the specific forms of magical realism in Flann O'Brien's novel *The Third Policeman* are an integral part of the larger subversive poetics of the first decade of postmodern literature. It relies on Bakhtin's invaluable conception of the polyphonic novel and the carnivalesque. The article focuses on *The Third Policeman* as a text of absolute epistemological uncertainty that metaphorically dramatises the subtle relation between cultural representation and ideological control. This study highlights an aspect seldom remarked on by scholars of postmodern literature, namely that "indirect" or "allegorical" literary fictions often constituted the only available form of oppositional discourse in highly literary text which provides one means of highlighting the familiarised patterns in the language of everyday social encounters.

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Pre-Colonial Residuals in Toni Morrison's *Recitatif* and Alice Walker's *Everyday Use*

This study examines Toni Morrison's *Recitatif* and Alice Walker's *Everyday Use* as post-colonial texts. Morrison's short story moves beyond postcolonial aftermath to maintain pre-colonial cultural conventions. The discussion begins with how *Recitatif* is considered within the field of postcolonial studies through demonstrating such postcolonial concepts as Diaspora, Nativism, Alterity, and Chromatism. The study also focuses on Alice Walker's short story *Everyday Use* and discusses how the various forms of Filiation/Affiliation and Synergy contribute to the conventions of pre-colonial culture for *Everyday Use* precisely aims at ethical propensity within colonial circumference. Walker self-consciously illustrates the level of its pre-colonial features which expose colonisation dispersal of identity.

ABDALI H. SHIHAN AL-SAIDI & SABARIAH MD RASHID

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**Misinterpretation of Culture-Loaded English Proverbs into Arabic:
A Domestication Approach**

Although proverbs often have an equivalent in a target language, the challenges in translating them lie in the cultural differences between the source and target languages of the proverbs to be translated. Thus, to properly translate a proverb into another language, it is necessary for a translator to be competent in both the source and target languages of the given proverb and to delve deeper into the cultures of the two languages to ensure their idiomatic translation. This study investigated the problems of translating culture-loaded English proverbs into Arabic. It adopted the *domestication* and *cultural substitution* strategies produced by Venuti (1995/2008) and Baker (1992/2011), respectively. In this regard, forty-two English proverbs were randomly chosen and analysed through explanation, comparison and domestication. Accordingly, the strategies mentioned require a translator to substitute the source language cultural norms by the target cultural ones to make the translated version reader-friendly. The findings of the study revealed that Arabic is rich with cultural equivalences to most of the culture-loaded English proverbs. In relation to this, the *Qur'an*, *Hadith*, *Nahjulbalgha* and the Arabic literature in general are loaded with corresponding cultural equivalences of the said English proverbs. Hence, for a translator to successfully render the intended meanings and cultural aspects of culture-loaded English proverbs, s/he should not only be bilingual but should also be bicultural in order to bridge the gap that results from the cultural differences between the source and target languages of the proverbs.

ABDULLAHI MUSA YUSUF

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Cultural Study of Funeral Rite Of Passage among the Igala People of Central Nigeria

The Igala speaking people occupy a triangular tract of land on the right wing of rivers Niger and Benue. They have a unique culture and tradition which differ a little from that of their neighbouring ethnic nationalities like the Ebira and Idoma. They exhibit serious culture and traditions where taboos and other means have been adopted as a means for checking perceived cultural and traditional vices in their communities. One of the very salient traditional practice and belief system is the traditional funeral rite of passage for their deceased ones. Among the Igala, the dead are venerated in a way and believed to have serious influences on the lives of the living either benevolently or malevolently. As a result, elaborate rites of passage (*Ubi*) have been organised to celebrate the successful exits of their beloved elders who they believe have gone to join their ancestors. Various cultural dances (*Oyeh*) and masquerades are involved in the celebration. This rite of passage is called *Ubi* in the native dialect and the various modalities for observing and celebrating it is the focus of this paper. Looking at the nature of the topic and given that some element of secrecy are involved in some of the practices, the researcher relied very much on oral accounts and observatory methods as the main sources for data collection. This primary source was complemented with secondary sources as other related literature was also consulted.

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Corpus Approaches to Sociophonology in Bilingual Contexts: The Emergence of the Voiced Labiodental Fricative Segment [v] in US Spanish

The objective of this study is to document the production of a voiced labiodental fricative consonant [v] in the “Spanish in Texas” media corpus (Bullock & Toribio 2013); for example, the utterance “la vaca” would be realized as [la'vaka] in US Spanish versus the standard Spanish pronunciation [la'βaka]. While a similar pronunciation is attested in some specific varieties, such as in New Mexican Spanish (Torres Cacoullos & Ferreira 2000), it is otherwise rare in the Spanish-speaking world, where the oral voiced labial phoneme /b/ is usually realized as a bilabial approximant [β] or occlusive [b] consonant (Hualde 2009). Here, possible phonological patterns for the appearance of such features will be explored. Furthermore, this paper will try to establish correlations between the emergence of the innovative labiodental and sociolinguistic variables, such as a speaker’s education level, age, and gender. Another factor that will be taken into account is the influence of the English language and its phonemic repertoire, especially considering the bilingual status of most Spanish speakers living in the United States of America. The speech of 17 speakers (10 females and 7 males) from the video-interviews corpus was analysed in order to determine the point of articulation (either bilabial or labiodental) of their oral voiced labial segments /b/. Three different levels of analysis were conducted: 1) naturalistic rater perception, 2) articulatory visual observation of speakers’ POA, and 3) software-based analysis via Praat (Boersma & Weenink 2012). The obtained results indicate that the most relevant features affecting the appearance of the voiced fricative labiodental allophone [v] in US Spanish are orthography, formal education language, and gender.

**AINI ANDRIA SHIRIN ANUARUDIN, AIN NADZIMAH ABDULLAH,
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Public Multilingualism: What Do Billboard Advertisements Say?

Linguistic landscape is the “visibility and salience of languages on public and commercial signs in a given territory or region” (Landry and Bourhis 1997:23). Sociolinguists have an interest in studying linguistic landscapes as language practice has a deep impact on public multilingualism and language development. An investigation of this nature cannot be anchored on any particular paradox as studies of linguistic landscape are new and evolving. This study aims to investigate the manifestations of language use in the linguistic landscape of billboard advertisements along major highways that connect three main airports (Kuala Lumpur International Airport (KLIA), Low Cost Carrier Terminal (LCCT) and Subang Airport) to the Kuala Lumpur City Centre (KLCC) building. Adapting the approaches by Backhaus (2007), Edelman (2010) and Slim Ben (2010), this study will examine the match or mismatch between stated advertisements’ policies with regards to language use on billboards and real-time billboard language use. Findings may lead to a re-examination of policy vis-a-vis the pragmatics of language use in the linguistic landscape of billboards which could

eventually lead to the realignment of policy against practice, which may suggest a 'wash-back effect' of the linguistic landscape on language behavior.

**ALEX LAU ZHE MING, KAMELIA TALEBIAN SEDEHI
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A Journey through Nature in Margaret Atwood's *Surfacing*

Julia Kristeva's melancholic subject is one who feels the sense of loss within herself and cannot express it with other people as she thinks that this feeling is private. As such, the melancholia is seen as a disorder of self-identity. As a result of melancholia, the subject's language is repetitive, nonsensical and ungrammatical. This melancholic subject mourns for the lost and unnamable object. The aim of this paper is to discuss the way Margaret Atwood's melancholic protagonist in *Surfacing* deals with her sense of loss and starts to use language in order to express her unnamable lost object. In fact, Atwood's *Surfacing* deals with female subjectivity in relation with nature. Throughout the novel, the protagonist destroys the vital parts of herself through loveless union with men, through her family and through her abortion, but she is reborn through connections with nature and gains self-possession. Like classical novels, this novel has a journey-quest motif. The female protagonist, who is a melancholic subject and unable to express and share her sense of loss with other people who are around her, goes on an expedition not only in nature to find her missed father but also in her own psyche to find her own identity. Through the help of nature, she gains self-recognition and learns how to deal with her psychological problems. This paper addresses the relationship of the female protagonist with nature and the way the Kristevan melancholic subject of this novel gains self-understanding through interaction with her surroundings.

ALI ALIZADEH & LEILA RAHIMZADEH

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VP Internal Subject Hypothesis (ISH) In Turkish

There is a new hypothesis in the Government and Binding theory concerning the structural relations between sentence elements especially subject. Sportiche (1988) and then Koopman and Sportiche (1991) investigated for the first time to determine the base position of subject in sentence structure. They determined a position for subject inside the verb phrase at D-Structure of French and English sentences. They believed that subjects are base generated in the specifier position of verb phrase (Spec.VP). The specifier position of inflection phrase (Spec IP), where subject is placed at surface structure level, is specifically a derived one to which subject is moved as the result of NP movement transformational rule. This is called "subject-in-VP- hypothesis" (ISH). The purpose of this paper is to investigate the "ISH" hypothesis in Turkish. The data from Turkish show the applicability of this hypothesis in this language in which subjects are base generated in Spec of VP at D-Structure level. However, there is something different in this language concerning the landing site of VP internal subject of non-ergative verbs. While definite subject is moved to a specifier position of TP

[Spec TP] at S-Structure by NP movement transformational rule, the indefinite subject cannot move to the initial position of sentence and remains *in situ* in Spec of VP. In Turkish, the landing site of these subjects differs from those proposed by Sportiche. We will provide enough evidence based on word order at syntactic level and prosodic phonology to prove this claim.

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How Much Do Advanced Cantonese ESL Learners Know About The Use Of English Articles?

The acquisition of English articles by second language learners has often been found to be a very difficult process, especially to learners whose native languages lack articles, such as Cantonese. It is sometimes regarded by ESL teachers as their number one difficulty. The present paper aimed to investigate Cantonese ESL learners' knowledge of the English article system. A homogeneous group of about 33 university English majors in Hong Kong participated in a questionnaire survey which investigated participants' knowledge of the English article system. Questions such as the inventory of English articles and the labels of English articles were asked. There were also questions asking participants to indicate their confidence level in their use of English articles and to express their opinions on the importance of the correct use of English articles in speaking, writing, listening and reading. The participants were also required to detail the kinds of problems they often encountered in the use of English articles as well as the frequency with which such problems occurred. Answers to the questions were summarised and coded, and emerging patterns, such as perceived comprehension and learning difficulties, were identified. The results of the study show that learners' metalinguistic knowledge of the English article system is inadequate despite their frequent use of English articles. ESL teachers are advised to teach this aspect of English grammar intensively and systematically.

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An Examination of the Effects of Students' Gender on Classroom Teacher-Initiated and Student-Initiated Interaction during Whole-Class Discussions in EFL Classes in Iran Using Conversation Analytic Framework

This research was conducted with the aim of examining the effects of students' gender on teacher-initiated and student-initiated interactions during whole-class discussions in adult EFL classrooms in Iran. 110 adult learners in six classes at intermediate level along with 2 teachers (1 male and 1 female) at a language school in Iran participated in the study. Three types of classes with diverse student gender composition (single-sex male students, single-sex female students and mixed students) were observed by the researcher and recorded for 4 consecutive sessions in their entirety. A total of 6 hours (1.5 hour in each session) of whole-class discussions for each class condition were coded and analysed using the conversation analysis framework for classroom interaction. The findings for the three different types of

classes were then compared using a two-way ANOVA test in order to discover the statistical significance of the differences between the classes. To enhance the validity of the findings of the research, the notes taken by the researcher during the observations were also analysed as the qualitative part of the research and compared with the findings of the quantitative analysis. The results indicated that students' gender composition significantly affects the degree of teacher talk, teacher domination, teacher attentiveness, student talk, student participation and the degree of formality in EFL classrooms in Iran. The findings further suggest that the qualities of EFL classroom interactions are, to a great extent, influenced by the culture in the society.

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Investigating Gaydom Turning Points in *Body 2 Body* – A Malaysian Queer Anthology

There have been numerous studies attempting to establish a genetic cause for homosexuality conducted since early 1990s that have not managed to prove to be either valid or reliable. To date, the quest to establish the existence of a single chromosome in human bodies that would be able to identify a person's homosexual identity seems futile as specifically there are no scientific findings or DNA test results that proved that the third gender can be biologically determined. Therefore, on the premise that homosexuality, like race, is nurture rather than nature in the great nature versus nurture debate, this paper focuses to analyse the minds of lesbian, gay, bisexual and transsexual (LGBT) individuals by investigating the turning points to gaydom of several characters in selected short stories of the anthology mentioned by examining their feelings and decisions when they decide to adopt an LGBT identity. This paper also discusses the processes that are involved in the transformation of the characters sexual identity. In addition, with Freudian psychic zones in mind, this paper also tries to determine whether these characters' *id*, as opposed to their *ego* and *superego*, is actually taking control of their desires or whether it exists naturally from within their *self* that they choose to stay and become a part of the LGBT community.

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Experiencing Shakespeare on the Malaysian Stage and Its Impact on Actor-Spectator Relationship

This paper reports a preliminary finding of a research funded by the Research University Grant Scheme which started in 2012. It investigates both theoretical and practical questions surrounding the staging history of Shakespeare's plays in part of the world where there is no dire need to call on the dramatist. By examining available documentation obtained from selected playhouses' and theatre companies' archives in Klang Valley, the study notes some of the ways Shakespeare has been reinvented and deployed on the Malaysian millennia stage. While the arguments which occur within this research highlight the diversity of the selected

staging and reception for the world's most popular playwright, it also pays close attention to the limitations that these contemporary productions have to face in interpreting the plays within the Anglocentric standards. To add, the reaction of audiences and their interaction with actors are also studied using Grotowski's concept that links the importance of actor-spectator relationship to the success of any stage performances. Nonetheless, the samples taken from these selected archives do not pretend to be representative of Shakespeare in Asia or offer a comprehensive history of Shakespeare in Malaysia. Instead, this paper proposes that Shakespeare's works are somewhat globally enjoyed and audience interaction with actors is one of the crucial factors in its theatrical experiences in Malaysia.

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The Machine in Victorian Fiction through the Works of H.G. Wells

Victorian England of the 19th century was a time of many contradictions; nowhere was this idea more prominent than in the way scientific and technological progress was represented in Victorian arts and literature. For an empire built on the strength of technological progress, the Victorians, especially its literary elites, held a rather resentful view on science itself. While they enjoy the comfort and convenience provided by the 'Victorian Machine', they saw the machine itself as a blasphemous transgression on the well-being of the soul of Victorian society. This resentment is then expressed in many literary works of the time through the theme of the 'mechanised society'. Literary author, critic and philosopher H.G. Wells who wrote during the late Victorian age was one of many critics and, later on in life, supporter of scientific progress in that period. This study examines three of Wells major prose; *The Time Machine* (1895), *When the Sleeper Wakes* (1899) and *The First Men in the Moon* (1901) in order to determine the differing attitudes held by Wells and his contemporaries towards the rise of the machine age in the late Victorian period. Writing the body of his work at the turn of the century, H.G Wells witnessed the boom and squalor of the early industrial age and the approaching dawn of modernity in the 20th century. The examination of his selected works offers an insight into the confused attitude towards the role of the machine and the Victorian society.

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Vowels Perception of Indonesian Learners of English

Learners of *English as a Foreign Language* (EFL) tend to have anxiety with regard to listening comprehension. Learners often fail to recognise speakers' utterances which result on error perception of speech. The research is designed to identify misperceived vowel sounds of Indonesian learners of English. Additionally, it is to examine the bearing of context in a speech. The research applies experimental inquiry to gain a valid records. Questionnaire and listening tests are used to gather data collection. The questionnaire is employed to explore respondents' personal information. Analysis of the data begins with the identification of vowel sounds that are often misperceived which guide the research to find the mean value

and percentage of listening test with and without context. To sum up, the research provides strong evidence that Indonesian learners of English have difficulty in word discrimination, such as long and short vowel. In fact, the problem diminishes by the use of context. It definitely brings positive influence since framework on context makes them easier to comprehend words. It is suggested that teachers start focusing on drilling in phonetic discrimination.

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Critical Pedagogy and Research Studies in Humanities in India

In recent years, in the wake of various social conflicts and cultural differences, academia and educationists are deliberating on the instability of the previous assumptions and practices in/of pedagogy. In the field of humanities in India, education is facing a crisis that has led to the argument that we need to examine the problems in terms of our present situation so that we can find ways to re-contextualise pedagogy. Critical pedagogy is one such approach that aims at understanding the problems and crises in pedagogy emphasises the impact of power relations in the educational process opposing the historicised assumption that pedagogy is to produce the preferred type of citizens through the banking model of education. Research is an important pedagogic tool that aims at producing knowledge and contributing to the wave of overflowing knowledge stream. The crises and the disciplinary politics of the academics in the humanities have influenced its researches immensely. In the present paper, an attempt is made to critique the present status of research in the field of humanities in India from the viewpoint of Critical Pedagogy.

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An Investigation of Inter-Rater Reliability in Writing Assessments

Assessments for writing in English proficiency classes are normally done by the classroom teachers themselves. This has always been the practice and, to date, the reliability of the scores is often not investigated. This situation poses a question of score validity that eventually makes it vulnerable to criticism. One of the concerns is the extent to which the teachers are fair and just in scoring their own students' writing. According to McNamara (1996), the issue of reliability tends to be more complicated because of the subjectivity of human raters in assessing a particular test. In other words, no matter how detailed the scoring rubrics are, there surely will be some discrepancy in the scores due to various factors such as individual's background, knowledge, experience, biasness and many other sensitive matters (Hamp-Lyons, 1990). The aim of this study is to investigate the reliability of classroom teachers' ratings of student compositions using scoring rubrics that they are familiar with and often used. The factors that may have influenced the scoring exercise will also be included in the investigation. A comparison between the scores will determine the consistency of scores

given by each rater. An interview session with the raters will provide information about their procedures in the scoring exercise. The results from this study are expected to be useful for future revision of the rating scale used and to provide room for improvement in the way teachers evaluate their own student compositions. This seems essential in guaranteeing the validity of scores that would really show the true ability of students in their writing skills.

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Expressing 'Bottom Up' Evaluation in Two Languages: University Students as a Community of Practice

Studies on language choice and emotion suggest that linguistic expressions relating to affect, for example, positive and negative feelings, should be viewed in their social context as values and power relations within a speech community are likely to influence the construction of affectively-laden discourse. Additionally, judgments involving criticism or praise may also be expressed differently in different languages. Based on these assumptions, this paper explores how 'bottom-up' evaluations of behaviour involving lower to higher rank persons are expressed within a cultural tradition with deep-seated values regarding respect for elders, a concern for face-saving and maintenance of harmonious relationships. Focusing on student-to-institution/instructor appraisals of teaching and learning, the study applies Martin and White's framework of evaluative language to analyse the lexical choices made by Malaysian undergraduates in their regular end-of-semester qualitative evaluation of a course they had experienced. More than 1500 anonymous authentic statements in English and Malay are explored with the aid of corpus tools in order to identify patterns of socio-cultural judgments (social esteem and social sanctions) across languages expressed in the students' lexical choices. Comparisons are drawn with regards to appraisal in English and Malay in this community of practice.

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English Language Needs of Executives in the Construction Industry

In the era of globalisation, Malaysia intends to be one of the major players in the construction industry world as this industry is fast-growing and very profitable. As such, there is a need for executives working in construction to use English and, more so, they also must be proficient in the world's lingua franca. This study aims to investigate the English language needs of these individuals performing job-related tasks. To obtain data, interviews and questionnaires were used. The questionnaire focused on the perceptions and attitudes of construction industry executives towards the English language and the study aimed to identify job tasks where English was most used. In addition, it also discusses the difficulties and challenges that the executives faced in performing the tasks in English. The findings of this study will present context-based feedback that can be used in designing English courses for individuals who are or will be working in the construction industry.

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Supernatural Forces in Hausa Trado-Medical Practices (A *Wanzanci* Balance Sheet)

It is unbelievable to think that a human being can possess a super natural power that can be used to harm his fellow human being in such a way that he can wet the penis of another person and make it to start bleeding with blood. Such powers can also be used to make the layers of skin that was removed during circumcision to reappear and cover the place it was removed from earlier, or even cause the uvula to become enlarged thereby depriving the person food or water. If he attempts to, he will face a serious pain. These and many other magical practices are performed by the practitioners of Hausa barbers tradition, popularly called *Wanzamai*, in Hausa language. This paper discusses the art of *Wanzanci* (Hausa Barbers Tradition) in relation to the practice of sorcery as practiced by the practitioners of the said art and the conflict therein that occurs as a result of inequalities and disagreements. It will also shows how the Hausa people view them both i.e. before and after the coming of the Islamic religion into Hausaland and the ways and manners they employ in managing such conflicts.

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***Kala Pani* Writings of Indenture: Framing Indo-Caribbean Identity in a Comparative Francophone/Anglophone Context**

This presentation focuses on the framing of Indo-Caribbean identity in a trans-cultural Francophone and Anglophone context. It examines some of the key questions related to the very "idea" of Indian-ness and the Indo-Caribbean presence, such as the historicity of the Atlantic crossings or *kala pani*, revised notions of creolisation that are more inclusive of "othered" ethnicities, and the trauma of assimilation as a minority culture. The paper will also engage in "transoceanic" dialogues with other framings of Indian identity in a transnational context to propose a more synchronic reading of indianité across and beyond the Caribbean diasporas of indenture. The primary focus will be on Indo-Caribbean literature. Major writers discussed include V.S. Naipaul, Ramabai Espinet, Khal Torabully, and Laure Moutoussamy. I will examine the trope of "exilic consciousness" in these writings, the gendered alienation experienced by women in particular, Indo-Caribbean contributions to cultural traditions and the traditional exclusion of these writings in general engagements with South Asian diasporas.

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Immigrant Pain: The Mothers of Algerian Migration to France

This presentation focuses on the migrating figures of first-generation Algerian women or the mothers of North African or *Maghrebi* migration who represents the most invisible constituencies of immigration's delimiting routes. I will examine the ways in which migrating gender roles are reconfigured in diaspora as the women negotiate their multiple displacements as North-African-Muslim-immigrant-women-in-France. I argue that the social impasses encountered through immigration mirror the gender impasses that the "mothers" confront through prescribed gender normativity and entrenched role conformity as a means to recalibrate the destabilising impact of immigration on family and community systems. My talk references the narratives of Algerian women who came to France to join their husbands in the 1960s and 1970s as a result of the family reunification process or *le regroupement familial* legislated by the government of President Valéry Giscard D'Estaing in 1974. I will analyse their stories as presented in a series of interviews conducted in French by Franco-Algerian author and film-maker Yamina Benguigui in *Mémoires d'immigrés: l'héritage maghrébin* (1997) (*Immigrant Dreams: The Maghrebi Heritage*) to show how Algerian immigration is linked to the tenuous colonial and postcolonial bonds between France and Algeria as a result of 132 years of French colonisation and the punctuated silences that surround the experiences of first generation women in terms of Franco-Algerian colonial and postcolonial history.

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Mbukko and the Criticism of Early Marriage in *There Is Time for Everything*

Polygamy, as an institution, is as old the society in which we live. For a long time, as tradition and religion demand in certain African countries precisely in Northern Nigeria, a man is free to have under his roof more than one wife. In this part of the country, this heavy tradition is weighing on young girls. This tradition forces women into early marriage. They do not need to be educated, according to custom, because the only place for the woman in the society is beside her husband or, in other words, in her matrimonial home. This old tradition has become a source of concern nowadays. This inferior position accorded to the African woman has caused her a lot of problems among which is early marriage of young girls. That is what Lynn Mbukko tries to explain in her new book entitled *There is time for everything*. We will be looking at early marriages and their consequences on young girls and, at the same time, we will try to draw some lessons from the book. The objective of this research is to find out to what extent early marriages have affected the development of the girl-child in particular and the society in general. Early marriages serve as our main focus in this research. Uneducated parents, girl-child and the society are used as data to arrive at our findings. A sociological approach has been used. The findings of the research show that the girl-child is mostly affected by this old tradition in the society. Our findings also have implications for guidance and counseling at home and in the society not only in Nigeria but also in other countries of the world.

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“India is Indira and Indira is India?”: Representations of Indira Gandhi in Salman Rushdie’s *Midnight’s Children* and Rohinton Mistry’s *A Fine Balance*

As the daughter of Jawaharlal Nehru and as India’s first woman prime minister and one who is remembered for her forceful and authoritative rule, Indira Gandhi is an important figure in literary representations of post-independence India. In much the same way that she is literally the daughter of one of the founding fathers of modern India, she also achieved iconic status and identified as a Mother India figure. This ambivalent attitude is reflected by both Salman Rushdie and Rohinton Mistry, both of whom allude to Indira Gandhi quite explicitly to the point where she becomes an actual character in *Midnight’s Children* (1980) and *A Fine Balance* (1995). This paper argues that what might be perceived as negative if not misogynistic representations typically connected with female leaders in past and modern history is reflective not only towards the threat to India’s prized notions of freedom and democracy but also the fear of modernity played out in both novels where male figures become victims of her drastic family-planning policies. Depicting the Indian nation as a corpus, Rushdie’s *Midnight’s Children* suggests Indira Gandhi and the Emergency has rendered the country impotent and fragmented while Mistry’s *A Fine Balance* portrays its main protagonist Dina as possibly suggestive of an alternative mother figure in a surrogate family whether or not they are blood relatives.

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Learning Spanish Subjunctive Mood: A Practical Approach through Online Spanish Newspapers for Thai Students

Subjunctive mood in Spanish is one of the most complicated grammatical topics in learning Spanish. With regard to its complexity, a lot of studies and theories about subjunctive have been carried out in order to find effective methods to facilitate the learning and the teaching of the subjunctive. Not only gaining an effective method, teachers and students also need available tools to support the learning process. To make learning the subjunctive mood with effectiveness requires a good learning context that provides sufficiently supportive resources. Consequently, this paper is an effort to offer a new practical approach for Thai students by learning the subjunctive through online Spanish newspapers, which are considered as one of the easiest ways to access authentic Spanish resources. A large number of contexts and sentences are generally seen in online newspapers, which are very useful for learners and for learning processes. Sentences in newspapers are authentic and acceptable for academic study. With this practical approach, learners are able to appreciate their preferred types of texts in newspapers, such as political news, entertainment news, economic news, sport news and current issue among others. Moreover, not only grammatical competence of the subjunctive is strengthened but lexical and pragmatics capacity also will be perceived significantly by applying this approach.

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The Shift in Motivation of Malaysian Learners of French

French was formally reintroduced as an option in the Malaysian curriculum 30 years ago and, today, the language is being learnt by about 5000 students. This makes it one of the most popular foreign languages (FL) in schools and universities. Two Malaysian universities offer a complete B. A. programme in French and have been graduating approximately a total of 30 students for each batch over the last fifteen years. However, very little is known about the motivation of this small yet stable population for pursuing these programmes. What are their representations of the language they learn and its speakers? Why did they choose these programmes? How do their perceptions evolve over the period of their studies and with contact with native speakers? Individual interviews were conducted with 10 B.A. (French) final year students and 10 B. A. (French) fresh graduates. The questions focused on their motivation for learning French from the beginning till the third year or the end of their studies. In the context where higher education is becoming more commodified and where FL has become commodities for the job market, integrativeness (Gardner, 1985) appears, at first, as a missing factor in learner motivation. However, certain participants in this research have developed a genuine interest in interacting with French speakers and in the 'target culture'. The discourse of our participants tends to prove that integrativeness can be developed during the learning process and that it is not a pre-requisite to sustain learner motivation.

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Elitism and Quixotism in Susanna Clarke's *Jonathan Strange and Mr Norrell*

Susanna Clarke's *Jonathan Strange & Mr Norrell* (JSAMN), as a tale of fantasy and a historical fiction, revolves primarily around the rivalry of two magicians that is set against the elite society of Georgian rule. Underpinning this tale of rivalry, however, is a more significant narrative of Norrell's and Strange's attempt to return practical magic to the magic-less Georgian England. With practical magic seen as a representation of the eccentric and the idiosyncratic, and Georgian England as that of commonsense, this restoration of practical magic can be read as a reflection of the dichotomy of rationale/quixotism. This paper intends to, first and foremost, investigate the portrayal of the aforementioned dichotomy within the novel using the construct of quixotism, looking at how the two elements are pitted against each other. Of particular concern is the elasticity of the notions of rationale and quixotism, which seems interchangeable in the novel. This paper will also employ the construct of elitism to see how the authority of the elite group – the primary societal group featured in the novel – has influenced (or is influenced by) this antagonism that exists between rationale and quixotism, which ultimately ends with quixotism triumphing to become the 'logic' that upholds the narrative of the novel. Ultimately, this paper proposes that quixotism has dominated the narrative of JSAMN with the influence of elitism. Elitism, which is supposed to be the embodiment of sensibility, is turned into a license for the practice and propagation of quixotism, namely delusion and irrationality instead, which then allowed for its triumph over the notion of rationality in the novel.

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Intercultural Experiences of ‘Western’ Students in the ‘East’ and ‘Eastern’ Students in the ‘West’

Cross-border academic mobility has drastically increased in the last two decades and Malaysia now intends to become a major EduHub by 2020. A wide discussion among researchers about interactions and cultural identification processes (interculturality) by mobile students has recently taken place, especially in countries with a high international enrolment. Should interactions between mobile students and locals be studied according to the participants’ ‘cultural’ background or do they represent occurrences of “interculturality without culture?” (Dervin 2010). These studies often focus on ‘visible’ difference. Others and the word culture is often used to put people in different categories. However, the interactions of mobile students concern at the first place individuals, without necessarily referring to any kind of ‘cultural’ background. The purpose of this study is to examine the intercultural experience of international students from the ‘West’ who came to the ‘East’ and of ‘Easterners’ who moved to the “West” adopting a liquid intercultural approach. Interviews were conducted with French students in Malaysia and Malaysians who took part in an exchange programme in Germany. Data will be analysed from the angle of Mixed Intersubjectivity (Dervin, 2013) which enables us to understand better how the participants position themselves towards the narrated events and how they situate themselves in relation to the interlocutors during the interview. We argue that research on interculturality should focus more on interaction processes rather than on supposed ‘cultural’ difference.

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Using Images as a Strategic Move in Malaysian Banking Brochures

Visual elements play a crucial role in promotional material as it captures the public’s attention and visualizes the intangible objects. One typical promotional material that employs attractive visual elements is brochures aimed at promoting products or services. Studies focusing on promotional brochures such as tourist brochures (Yu Ling Ip, 2008; Francesconi, 2010) have shown that brochures employ visual elements in cooperation with written texts to perform several persuasive functions. Financial institutions such as banks also make use of brochure to advertise their products and services to the public. This paper presents the functional analysis of images used in tandem with texts found in banking brochures using the results from a corpus-based study of 50 Malaysian banking brochures collected from ten different Malaysian banks. The analysis focuses on the roles of visual elements in support of rhetorico-informational structural features particularly found in banking brochures. The findings indicated that attractive visual elements are not merely used to grab attention from the public as claimed previously in other studies of brochures but also functions as a strategic move in itself. Banking brochures use text and visual elements to personalize the message intended to reach the targeted customers. Findings from this study are particularly useful for English for Specific Purpose course as it provides insights into how visual elements can be manipulated to perform persuasive functions.

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An Analysis of Structural Types of Lexical Bundles in MUET Reading Test

In view of the perennial issues pertaining to university students' inability to comprehend reading passages in their studies, texts used in a Malaysian compulsory entrance examination for tertiary education were analysed. Aiming to go beyond fixed phrases, this study focused on lexical bundles (LBs) used in the reading passages of Malaysian University English Test (MUET). A specialised corpus of MUET test papers made up of only the reading passages categorised into two main disciplines, namely arts and science, was built. Besides identifying commonly used LBs, this study also aimed to compare and contrast structural types of LBs found in arts and science-based texts. Using WordSmith Tools version 5, the lists of LBs of the identified disciplines were generated. They were analysed qualitatively based on Biber, Conrad & Cortes's (2004) Structural Taxonomy. Findings revealed that, although the number of LBs in both disciplines differed significantly, many similar LBs were employed. It was also apparent that science-based texts tend to employ more NP-based and VP-based LBs whereas the most frequently used structure in arts-based texts was dependent clause. In general, PP-based LBs were very significant in both science and arts-based texts. The extent to which LBs are specific to particular disciplines was therefore confirmed. Hence, to avoid defeating the purpose of proficiency test, two separate sets of MUET reading tests should be designed to accommodate both arts and science pre-university students.

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Research Challenges among Malaysian Postgraduate Students

To many graduate students, researching is often a daunting task and most universities emphasise heavily on research. Though it is usually assumed that graduate students have mastered the needed skills for researching in their undergraduate studies, it is often not the case. As they face problems after problems in researching, many students take a long time to complete their dissertations and some even opt to drop out altogether. Ahern and Manathunga (2004) elaborated on "academic procrastination", displayed by students when they are "stuck". This study aims to investigate the challenges faced by a specific group of students through qualitative case study methodology. 10 students from the M.Ed (English Language Education) programme and three academic supervisors from the Department of Language and Literacy Education of a public university are selected as participants of this study. As this study is at its initial stage, for this paper, the preliminary findings from a pilot study will be discussed. For this pilot study, a group of students from the same programme have been randomly chosen to complete a questionnaire. Items from the questionnaire seek to explore students' difficulties in writing literature review, reading and analysing journal articles as well as potential problems that they might face when carrying out a research and guides that they need to assist them when carrying out a research. From this pilot study, it is revealed that students face numerous issues ranging from personal to academic problems. Students also mention the need for step-by-step guidance and close mentoring in their process of conducting a research.

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Natural Environment and Reconstruction of Identity in *Surfacing* by Margaret Atwood

In the studies on the identity in literature, emphasis has mostly been on the effect of class, gender, race, or nationality, on the construction of character's identity. This study, on the contrary, discusses the prominent role that nature plays in the construction of a character's identity. While ecocriticism seek to reveal the relation of literature and nature, the main objective of this study is to investigate the role of nature as depicted in Margaret Atwood's novel, *Surfacing* and to question if nature plays more than just a mere background in the story. Susan Clayton's idea of Environmental Identity theorizes that the identity of human can be shaped through his/her relation to nature. A close connection of humans with nature can lead them to know better their real "self." By using Clayton's idea of Environmental Identity, this ecocritical study discusses how the close experience with nature assists the heroine in *Surfacing* to reach a better self-knowledge. Atwood represents nature as an important role in the redefinition of her heroine's identity. By emerging with nature the heroine touches her real self, so find herself ready to reconstruct a new identity different from that socially constructed one which was defined for her in the patriarchal society. While reminiscing her childhood experiences with nature, some elements from her past were arouse in her which cause her to reject the identity defined for her in present modern society. Therefore her journey into nature as an adult initiates a quest for self-discovery which helps her to become self-actualized.

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The Rhetorical Structure of Research Articles in Applied Linguistics

The concept of discourse community is central to the definition of academic genre and its closely associated notion of academic discourse (Swales, 1990). The writing of a research article (RA) and getting acceptance by the disciplinary discourse community has always been one of the main mental engagements and expectations of most, if not all, academics as well as postgraduate students throughout their academic life. This aspect of the academic RA appears to have received scant attention in the many studies that also focus on individual section of the RA such as introduction or discussion sections. The result of these studies cannot be generalized across RAs even in single disciplines because they cover only a small number of texts (Wood, 1982; Peng, 1987; Williams, 1999). Therefore, the overall rhetorical structure of RAs, especially those published in highly prestigious journals in applied linguistics, have not been adequately considered in previous studies. The present study investigates the rhetorical structure of RAs in 40 ISI research articles of applied linguistics based on Swales' (1990) framework. The study not only attempts move-step analysis in four sections of the RA (IMRD) but will also cover the research article abstracts in applied linguistics. The results of the study are significant for both novice and experienced scholars in that they will provide deeper insights into the writing of RAs that meet the stringent expectations of editors of ISI journals in the chosen disciplines.

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Governing Social Networks in *The Devil Wears Prada* and Its Film Adaptation

This paper is focused on the findings of major network patterns detected between the social clusters extracted from an original novel, Lauren Weisberger's bestseller *The Devil Wears Prada* (2003) and its film adaptation of the same name (2006). With the aid of social network diagrams (constructed according to the major tenets of Feld's Social Focus Theory), the study ultimately aims to show how patterns of social clusters extracted from governing social networks from both text and film display significant nuances that translate from the narrative in the original novel to its film adaptation. For this paper, the scope of the study is limited to Lauren Weisberger's *The Devil Wears Prada* (2003), and its respective blockbuster film adaptation of the same name. It would be interesting to see how much of these social networks in print translate onto film and how much has been adapted to fit the needs of the screenplay. These nuances and changes may shed light onto real social dynamics that exist in the 21st century.

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Out of Class Fluency Practice: Student Perceptions

Teachers often bemoan the lack of 'real' conversation practice their students get during regular class time. Yet language teachers, though they do not hesitate to give reading, writing and even listening homeworks, rarely assign outside speaking practice, which could be considered a neglected area of language learning. Two main approaches have been developed to address this: outside recording and English only spaces on campus. This study focuses on the former. Schneider (1993), Kluge and Taylor (2000), and Kato et al. (2013) have developed systems for pair recording outside of class, using respectively language labs, portable cassette recorders, and mobile phones in conjunction with uploads to an online learning platform. The latter could be considered the state of the art of student recording, but what is the impression from the students' side? Using questionnaires at the beginning and end of the academic year, first year English majors were asked their perceptions of using Smartphone technology as a part of their Oral English class. We assume that students enjoy using their Smartphones as much as they can. The current study will investigate whether students also enjoy using them as a tool to improve their English and if they are confident doing so. Additionally, the question of whether student English proficiency influences their perceptions will be addressed.

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David Hare's *Stuff Happens* as a Dramatic Journey of American War on Iraq

The study examines the American Invasion on Iraq in a British playwright David Hare's play *Stuff Happens* through a postcolonial lens. It is a history play which happens to center on a very recent history. The play traces the processes that led America to launch its war against Iraq. It highlights how the Bush administration's team produces a platform on the basis of false intelligence reports that Iraq has very dangerous weapons that can be used to attack any of the European countries within a few minutes. The play depicts the backroom deals and political maneuvers of the Bush administration that made the decision for war. David Hare in his play *Stuff Happens* investigates the diplomatic and political processes that tragically culminated in the Iraq War of 2003. The paper focuses on Hare's technique of combining documentary realism with imaginative reconstruction of the arguments to dramatise the American Invasion of Iraq. Nothing in the narrative is knowingly untrue. Scenes of direct address quote people verbatim. Characterisation is another technique used by Hare to chronicle the American war and occupation of Iraq. The purpose of the paper is to explore Hare's way of performing and contextualising a recent history in dramatic form and analyzes the function and power of the theatricalisation of historic events on a stage.

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Broken Marriages and Aristocratic Societies in Early Twentieth Century Selected Fictions by Edith Wharton

Family has played an important role in the social structure in shaping the destiny of human beings and this issue has been studied by many literary scholars. Family is a bridge between the individual and society. In our paper, we will analyse two novels by Edith Wharton, an American writer, about broken marriages and individual dissatisfactions. The novels in question are *The House of Mirth* (1905) and *The Age of Innocence* (1920). In the early twentieth century, for men in the bourgeois families, sex was divorced from feelings of tenderness and women were looking for upper-class men. Marriage entailed a conflict between the parents and children. Edith Wharton's concern is with the conflict between the individuals and the social group in which they live. Her treatment of the family is always in association with the bourgeois society, with the ambitious stock brokers from the West. This conflict can be seen in their attitudes to love, marriage, divorce, and remarriage. Wharton personally felt that marriage is indissoluble and, when it is a success, it is total and mutual sharing and caring. She believed that sex outside marriage was meaningless. In her fictional world, marriage is invariably a failure and she was against divorce as her own marriage was unhappy and incompatible. She could foresee the dangers of frequent divorces. Divorcees in her novels lose reputation and they are excluded from aristocratic society.

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Emergence of Malaysian *Otaku* and Their Personal Development: An Insight into Experiences of Japanese Popular Cultural Events

Japanese word *otaku*, which is often translated into 'nerd' in English, has been widely used in Japanese media since 1990s. By using this word, a certain type of person or group of people who practises Japanese popular culture, such as animations (*anime*), comics (*manga*) and role playing games (RPG), is identified. Its authentic meaning is varied even though it is always associated with the practice of Japanese popular cultural products. While the practice of *anime*, *manga* and RPG has expanded outside of Japan, the use of *otaku* has also been witnessed especially online. In Malaysia, small gatherings, which are organised by fans of Japanese popular culture, have been held since early 2000s. By the late 2000s, there appeared a noticeable number of such events organised by students' clubs at universities and youth groups. These events are categorised as ACG (*Anime, Comics, and Games*) event or *otaku* event among the people involved. Despite negative connotations, the word *otaku* has in Japanese, this word seems to have positive meanings among Malaysians who organise or participate in the ACG events. In order to investigate the identification of *otaku* among Malaysians, transcriptions of nine interviews of Malaysian youths were analysed. The interviews were conducted under the study exploring experiences in participating local ACG events. The earlier *otaku* identification was associated with outlaw status among interviewees who have longer experiences in ACG events. However, while enhancing self-knowledge as *otaku*, some interviewees apparently developed their own social abilities which are an important aspect of personal development.

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Bangsa Malaysia as a Liminal Identity in Anthony Burgess' Time for a Tiger

Although widely known outside Malaysia, *Time for a Tiger* (1956), an English literary text set in pre-independence Malaya by Anthony Burgess (1917-1993), is believed to have been overlooked in the Malaysian literary context. The theme of religion and ethnicity are the two main elements to be explored in this research with religion being the main factor contributing to what is known as liminal identity as it provides one with the base for the development of secured identity and psychological stability (Seul 558-560). However, without a strong identity of their own to start with, this concept cannot be realised as, compared to other ethnicities, the Malays, it seems, have to strive more in order to shape their *Malayness* (Heng Pek Koon 501). Using a textual analysis as our methodology, we will utilise the concept of liminality by Victor Turner (1920-1983), which centralises on the notion of being betwixt and between (neither here nor there). As this research attempts to examine the author's depiction of Malay characters who are Muslims, we will also utilise the understanding of *Malayness* and Islam in an unpublished doctoral thesis entitled *The Paradigm of Malayness in Literature* (2010) by Ida Baizura Bahar. It is hoped that this research will demonstrate the application of the liminal condition in the literature on Muslim Malay identities in order to discover whether

characters will be able to construct balanced Muslim Malay identities reflecting the current understanding of *Bangsa Malaysia*.

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An Evaluation of the Effectiveness of English Language Assessment in Two Colleges of Applied Sciences in Oman

This study investigates the effectiveness of English language assessment in the Foundation Programme (FP) and its predictive validity of the academic achievement in the First Year (FY) at two Colleges of Applied Sciences (CAS) in Oman. This presentation will focus on the first part of the study only. The research design was influenced by Messick's (1989; 1994; 1996) unitary concept of validity, by Norris' (2006; 2008; 2009) views on validity evaluation and by Owen's (2007) ideas on impact evaluation. The study was conducted in two phases using different methods: document analysis, questionnaires, focus groups, and interviews. In the first phase, 184 students completed a questionnaire and 106 of these participated in 12 focus groups, whilst 27 teachers completed a different questionnaire and 19 of these were interviewed. The aim of this phase was to explore the perceptions of the students and teachers on the effectiveness of the FP assessment instruments in terms of their validity, reliability, structure, political and social impacts. The findings indicated a general positive perception of the assessment. The participants called for increasing the quantity and quality of the assessment instruments. The political impact of the English language FP assessment was strongly felt by the participants after assessment. In the second phase, about 176 students completed a questionnaire and 83 of them participated in 15 focus groups. In the same phase, 29 teachers completed a different questionnaire and of these 23 teachers were interviewed. The main focus was on their perceptions of FP assessment's predictive validity, and how language accuracy should be considered in marking academic written courses. One finding was that most students in FY tended to face difficulties not only in English but also in what could be called 'study skills'; some of these were attributed to the leniency of FP assessment exit criteria.

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An Ecological Reading of Gary Snyder's Selected Poetry

Born in 1930, the earliest years of the American environmentalist writer, Gary Snyder, witnessed a sharp decline in idealistic thought as a result of the dominance of modernist movements. The paper deals with Snyder's idealistic vision of the relationship between human beings and the natural world. It investigates the ecological implications of selected poems from his major poetic works, "Riprap and Cold Mountain Poems" (1959), "Turtle Island" (1974) and "Mountains and Rivers without End" (1996). I will read those works from an ecological point of view to demonstrate the significance of the universal environmental concerns embodied in those poetic works. Snyder is frequently referred to as an ecopoet and

the laureate of Deep ecology movement. In all his poetry, ecological issues are given great importance, Snyder fought for the preservation of the environment from the deadly harm modern civilisation caused. By showing the sublimity of the natural world and giving a sacred dimension to the moral commitment to the environment's safety from any probable human damage, Snyder could attract the people's attention to the beauty of the wilderness and urge them to protest against any harm which might be done to the natural world. Snyder considered himself a mediator between civilization and nature. He became, in America, a patron saint of ecology. His campaign for ecology has never ended.

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Amy Allen's Empowerment Theory in Jacqueline Wilson's Novel *Lily Alone*

Jacqueline Wilson is a figure to be reckoned with in the field of children's literature. Despite that, her works are only beginning to gain recognition in Malaysian shores. The theme of mother-daughter dichotomy is apparent in most of her books. However, the paper takes a different stance by approaching the selected text via the concept of power forwarded by Amy Allen in *The Power of Feminist Theory: Dominance, Resistance, Solidarity* (1999). Considered an emerging voice among the Third Wave feminists, Allen focuses on redefining power as empowerment through an understanding of domination, resistance and solidarity. Although adult female characters have often been given priority in literary works, this paper instigates a fresh breath into feminist studies by analysing the girl-child protagonists within Wilson's novels. In this preliminary study, *Lily Alone* (2011) is given focus. The analysis involves tracing the protagonist's struggles in facing the challenges caused by the breakdown of the family, resulting in negligence and abandonment by her single mother. The discussion is centered at identifying traces of domination, resistance and solidarity within the novel. Specifically, it charts how power can be used as empowerment for the selected character in overcoming life-threatening circumstances to ensure survival within the family. The outcome of the study aims at considering power as empowerment for the minority and marginalised groups, with particular concern on girls.

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Exploring the "Twin Domination" Of Women and Nature in Sylvia Plath's *The Bell Jar*: An Ecofeminist Analysis on Women's Madness

For centuries, patriarchal ideology asserts its dominance through socially programmed traditional gender roles. Even the definition of madness has been defined from patriarchal points of view which result in the negative connotation associated with it. Madness is always perceived as a form of women's disease which is known as "female malady". This paper addresses the causes of women's madness from the ecofeminist perspectives and hence re-examine the patriarchal ideology namely, the "feminization of madness" by the society. This paper aims to analyse Sylvia Plath's *The Bell Jar* using Karen Warren's *Oppressive Conceptual Framework*. This framework emphasises the effects of both social and natural

environments on women who are “trapped” under patriarchal domination. Moreover, this study demonstrates the importance of the sustainability of both social and natural environments in shaping humans’ emotion, physical, and spiritual well-beings. Subsequently, the effect of oppression needs to be highlighted because it creates the twin domination of women and nature in the ecosystem. It justifies the notion that “when women are degraded, nature will be degraded” (Sturgeon, 1997). In addition, women’s madness is no longer represented in the form of hysteria, being locked up in the attic or being silenced by their husbands or fathers, but it is presented as a form of liberation for the woman protagonist in *The Bell Jar*. Thus, women’s madness could be perceived as a form of escapism or resistance towards the patriarchal dominance as well.

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Pragmatic Competence in Requests of Thai Learners of Spanish

This present study aims to analyse the pragmatic competence in requests of Thai learners of Spanish by comparing the pragmatic competence performed by Thai learners of Spanish and Spanish native speakers. A multiple-choice discourse completion test (MDCT) in Spanish in different situations was employed to collect data from 2 groups of participants. The first group consisted of 30 fourth year Thai students majoring in Spanish who study in Khon Kaen University and the second groups are 30 Spanish native speakers. Making a request is one of the speech acts frequently used in human everyday life. Requests are face-threatening acts because a speaker wants to convince a hearer to do something that is beneficial to the speaker. Different request strategies are employed in different cultures. In some cultures, to perform a request, they have to increase the level of indirectness to protect a speaker’s face while, in other cultures, they need to reduce the level of indirectness to save a hearer’s face or to show a close relationship between speaker and hearer. Since there are many differences between Thai and Spanish cultures, it is necessary for Thai learners of Spanish to have pragmatic competence by learning the appropriate politeness strategies in Spanish to avoid communication failures or misunderstanding. The findings of this study suggest that, in formal situations, requests performed by Thai learners of Spanish significantly differ from requests performed by Spanish native speakers. On the contrary, requests performed by two groups of participants are rather similar in informal situations. The results of this study can show cultural differences between the Thai and Spanish languages.

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A Cross-Linguistic Analysis of Multi-Word Combinations in Academic Oral Speech

Multi-word combinations or lexical bundles are extended collocations which play a central role in creating fluency in speech and writing. There is a well-established realisation that

having a complete mastery of these word combinations would characterise a proficient writer or speaker. Non-native learners have always been attracted to the type of language that is used by native speakers of English. One way to become native-like in the target language is through frequent use of these formulaic expressions which are used more commonly than we expect. The present study aims to address this issue by identifying and comparing the most frequent four-word combinations in the oral language of native and non-native speakers. To this aim, two different corpora of group discussions by Malaysian L2 learners and native speakers of English were selected and analysed for the occurrence of multi-word combinations. Functional analysis of the retrieved word combinations will help us arrive at the possible similarities and differences in the use of multi-word combinations among the two groups of speakers. Findings indicated that native speakers were more inclined to use multi-word combinations in organising their talks than their non-native counterparts. Analysis of the discourse functions of the identified multi-word combinations also revealed that the two groups of speakers had different ways of expressing their thoughts and getting their message across. Insights offered by this study will be of great value for ESL learning with a focus on developing academic voice in interacting with peers in an academic setting.

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The Role of ‘Languaging’ in ESL Learning

Within the context of second language (L2) learning, researchers in second language (L2) learning (Tocalli-Beller & Swain, 2005; Swain, 2006; Lapkin et al., 2008; Brooks et al, 2010; Swain et al., 2011) have argued that ‘languaging’ or producing language is as an act that mediates L2 learners’ cognitive activity. Accordingly, as learners engage in interaction in any L2 activities, the language deployed by learners is not only used as a communicative tool but also as a psychological tool that facilitate their cognitive and linguistic developments (Swain & Lapkin, 1998). Grounded in a Vygotskian Sociocultural Theory of mind (SCT), the present study focuses on the mediating role and value of language (for example, verbalization) as an intrinsic part of a pedagogical model known as Concept Based Instruction (CBI). To this end, 8 Malay learners’ languaging activities (for example, their L1 use) were analysed, as they worked individually/in-pairs, through a suite of CBI materials to help them gain a deeper understanding of the grammatical concept of tense and aspect with reference to simple past, past continuous and present perfect. Findings in this study reveal that there is a positive relationship between the quantity and quality of ‘languaging’ and the learners’ in-depth understanding of L2 grammar concepts.

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Alienating the Grotesque in *The Blind Owl*

The present article investigates the Grotesque features in Sadegh Hedayat's significant novella, *The Blind Owl*, in order to manifest their function in alienating the reader from the real world as a result of the author's own alienation. Grotesque features in this novella are manifested through literary devices including characters, plot (events), atmosphere and style. The characters are depicted as irregular, extravagant as well as comic and the plot teems with strangeness and abnormalcy representing distorted reflections of known familiar places and parodies of human qualities. Employing the features of the grotesque genre along with attempting to symbolise the ugly reality through illustrating atrocity and cruelty in the world, Hedayat takes familiar ordinary things and deforms them in both content and form. As a result, there is an element of truth in images, situations, characters, and events despite their entirely exaggerated representations. The representations of the blurred uncertain borderlines between fact and fiction in the plot of the novella baffle the readers and alienate them from the ordinary familiar life.

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Learning with Children with Autism: The Other Way to See It

Autism is a permanent disability that affects a child in the way how he/she behaves towards a routine. This type of intensified behavior is labeled 'abnormal', 'impaired' or 'incapable' when measured against an average child. One approach that has not received much interest from researchers is the possibility of looking at this 'impairment' from a different perspective; that is, as an advantage that a child can benefit from and not a weakness that should be eliminated. This study examined the relationship between the natural behavior of autistic children and advantages these children have in learning the *salat* lesson. *Salat* is a compulsory ritual activity that a Muslim individual must perform five times a day that requires practice since early age in order to yield a quality and meaningful rite. The repetitive play, rigidity to changes and high ability to memorisation are discussed in a context of learning the *salat* to the children's advantages. Future study of other behaviors that still remain a challenge is discussed in the last part of this paper.

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Improving Academic Writing through the Use of Metadiscourse

Using metadiscourse helps writers build cohesion in texts and also allows writers to engage more meaningfully with their readers. However, this aspect of writing is seldom formally taught as seen in many academic textbooks. The contention here is that this important aspect should be investigated to show the impact of formal instructional input on the use of metadiscourse in L2 undergraduate writers' essays. A series of lessons were constructed and delivered to measure improvement from both the quantitative and qualitative angles. While quantitative measures show that improvement was minimal, there were marked changes from the qualitative perspective. These qualitative improvements are discussed to reveal the significant changes made to writing to an area that is seldom focused on L2 writing in classroom instruction. In sum, the data revealed the usefulness of metadiscourse input as part of the writing instruction for L2 writers.

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An Analysis of Hedging Devices in Complaint Business Letters among Native Speakers of English

Hedging devices are important tools and have been used widely in academic and scientific writings, but their usefulness in business writing has seldom been explored. In a business setting, not many studies have been carried out on hedging in business letters. Some scholars have indicated that the use of hedges is also important in business letters. However, not many business writers are aware of the use and importance of hedging devices in business letters, especially complaint business letters. This implies that it is necessary to carry out a study on the use of hedges in business letters in order to better understand how hedges are used in business letters and what problems they may present to writers. The aim of the paper is to present preliminary qualitative findings in the use of hedging devices in complaint business letters among five native speakers of English who have working experience in the business context. The study aims to determine the types and forms of hedging devices that native speakers of English commonly use when writing business letters as well as to determine the types and forms of hedging devices that commonly occur in the rhetorical sections (introduction, body, or conclusion) of business letters. The study employs Hyland's model of hedging to identify the forms and types of hedges commonly used by native speakers of English.

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Revisiting Originality in ESL Academic Writing

Originality of text, despite it being a fundamental concern and a critical component in assessing academic writing, has not much influenced the content and methodology of teaching academic writing. This is evident in that, despite the emphasis applied and the attempts made to improve originality of text, statistics and the literature indicate an increasing discontent regarding the originality of students' writings. This paper is an attempt to find out the reasons behind students' failure in meeting the requirements of the originality of text. Relevant review of the literature provides reasons for this failure; one reason is that the literature fails to distinguish between *text borrowing* and *plagiarism*. Another reason is that these studies have focused on preventing plagiarism rather than improving originality of the text. Most importantly, however, these studies rely heavily on a binary opposition between originality and plagiarism. This is while, as shown by the present study, originality of text can be violated not only through plagiarism but also through a series of text construction errors resulting from deficiencies in ESL students' skills in textual borrowing and citation practices. This paper concludes that reconsideration in materials and methods of teaching ESL academic writing can help controlling these errors, which – in turn – can improve the originality of text.

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Communication Strategies in Teaching EFL Writing

Despite all approaches and methods employed in advanced writing classes, writing a short paragraph in English is a daunting task for EFL undergraduate students. Writing teachers are also not satisfied with the outcomes. According to the literature, major sources for the problem are students' inability to assemble a single effective idea to express and failing to find a structure which best expresses the desired idea. In fact, these students have production problems. To control such problems, experienced writers employ communication strategies (CSs). This study aimed to investigate how communication strategies can help EFL writing programs in Iran. It specifically aimed to find out whether CSs can be incorporated into the current syllabus, and whether CSs can form a syllabus independently. To this end, 75 EFL undergraduate students of English literature attending an advanced writing course formed three groups. The first group practised only 'modes of paragraph development'; the second group practised both 'modes of paragraph development' and 'communication strategies', and the third group only 'communication strategies'. Each group had a thirty hour treatment, and then took a composition test. Results of an ANOVA analysis indicated that communication strategies had no significant effect on the participants' writing ability whether incorporated into the current syllabus, or used independently. This study implied that communication strategies can only help students find their way through the writing process. They cannot help

them initiate a writing task which seemed to be the participants' main problem. It also implies the need for a different syllabus for advanced writing programs and is of a great value for language teachers to develop a more efficient syllabus for teaching EFL writing.

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What is The Language Vitality of the English Language among Malaysian Primary School Students?

Language vitality is referred to as the strength of a language in the context of other languages. Studying language vitality is often linked to issues of language maintenance, language shift, language extinction, and language death of indigenous and minority languages. However, today, concerns of language vitality have broadened to include more than the minority languages. In fact, studies on language vitality have spread to so-called "dominant languages" in use as in the multilingual situation in Malaysia. Malaysia has a linguistic landscape of 4 main languages – Bahasa Malaysia, English, Chinese and Tamil. While Bahasa Malaysia, Chinese and Tamil are dominant local languages, the English language is often regarded as a foreign language. In this scenario, the language vitality of each of the languages would be a feature that would be of interest for study, particularly so when the local languages have to contend with a foreign language that could act as a threat to their vitality. This study examines the language vitality of the English language as compared to the other main languages. The focus is also on the language vitality evident among primary school students who are seen as the early learners. A survey questionnaire was administered to national and national type primary school students both in the urban and rural areas. Findings will point to the extent that the English language is dominant or not in the context of primary school students language experience.

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On Collocation of Adjectives and Nouns

Adjectives have been studied with respect to their relationship with other parts of speech such as nouns. This property of adjectives has bearings on the claim in corpus linguistics that the meaning of a lexical item not only comes from its inherent lexical content but derives from its co-occurrences with neighboring lexical items. This paper aims to explore the nature of four English adjectives with reference to their phraseological patterns with their common noun collocates (*new/book*, *good/news*, *old/friend* and *high/levels*). For the research, an investigation of a well-established corpus was conducted, which is the Corpus of Contemporary American English. The six different phraseological patterns containing each adjective and its most frequent noun collocate were examined: two positional variations (A/B and B/A) and three constituency variations within one positional variation (for example, AB, A*B and A**B) (Cheng et al., 2008; Cheng & Leung, 2012). The results of the analysis

reveal that the four adjectives differ with respect to their phraseological patterning with noun collocates. The two pairs, *new/book* and *old/friend*, hardly display the predicative function of the adjective, whereas the other two pairs were canonically employed to deliver the predicative function in the noun-first sequences. (c.f. Quirk et al. 1985). The findings of this paper hope to shed light on the ways of exploring the meanings of adjectives with the aid of tools and data provided by corpus linguistics.

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Corpus Analysis as a Tool for Validating In-House EAP Reading Materials

The purpose of the study is to validate newly developed EAP reading materials by conducting a set of corpus analyses and comparing the results of lexical coverage and multi-word patterns with those of texts in major corpora such as the British National Corpus from Oxford University Press (BYU-BNC), the Corpus of Contemporary American English (COCA), and the Academic Word List (AWL) developed by Coxhead (2000). The EAP reading materials in the study were developed under the framework of English for Specific Academic Purposes (ESAP), targeting university students majoring in English linguistics in an EFL setting. Born out of a two-year team effort, the process of text selection and revision was completed with the readability index and the students' appraisal as major criteria. In this study, the whole package of in-house reading materials was examined in terms of the frequency and coverage of vocabulary and use of lexical bundles against those in major corpora. Furthermore, the study compares the coverage of Academic English of the in-house materials with that of COCA subgroups in humanities and social sciences as potential genres covered in studies in English linguistics. The study reports on the following: (1) proportion of academic words based on the AWL; (2) proportion of academic words based on the BYU-BNC and COCA; (3) differences in academic English between the major corpora and the in-house materials; and (4) coverage of the in-house materials upon different sub-genres in the COCA. By doing so, the study demonstrates the usability of corpus analysis in ELT materials selection and validation process and, therefore, the pedagogical implications with regard to the importance of corpora in language teaching and learning.

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The Role of Mother Tongue in Promoting Character Education: A Case Study at Ikip Mataram, Indonesia

Character education and mother tongue have been two big and central issues in the system of national education in Indonesia today. The pragmatic goal, orientation and practice of education as well as the extinction of mother tongues have become serious concerns for educators, practitioners, linguists, academicians, politicians and governments. This study aims to explore how mother tongues should be preserved from extinction and the role of local languages played in the construction of character education. Questionnaires, interviews and

observations were instruments used to gather information. 110 participants respectively, of which 100 undergraduate and 10 graduate students were considered samples of the research; they were from 11 different program of study randomly selected from IKIP Mataram. Statistical analytical tool (%) and content analysis have been used for data analysis. Data analysis revealed that the construction of character education should take into consideration mother tongue as its component part, and character education is the ideal future education for Indonesia where the cooperation of mother tongue into character education can help protect local languages from extinction. The study is confined to a small scale research and the analysis is developed within the context of a single Educational Institution, IKIP Mataram. It was not designed for experimental study. The results of this study would help educational institution to have a better understanding of the importance of mother tongue in character education and to recommend character education as an ideal model of future education for Indonesia. The paper is originally based on the primary data and has never been sent for publication anywhere. It can be of benefit as a resource of information to the government, politicians, educators, academicians and practitioners in making decision on educational policy.

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Acting-Out and Working through in Chimamanda Ngozi Adichie's *Half of a Yellow Sun*

A major theme common to war fiction is the truthful representation of a traumatic episode. Characters in these narratives undergo psychological trauma which completely overwhelms their ability to cope with or integrate the ideas and emotions involved with that experience. These characters have witnessed the atrocities and ravages of war first-hand which leave an indelible stains and, sometimes, irreversible damages on their psyche. This, in itself, is tragic because it renders an impossible recovery and healing process. Overcoming trauma is often a long and tedious process; the traumatised person has to go through different stages in order to 'heal', a process Dominick LaCapra terms as 'acting out' and 'working through'. This paper aims to objectify these traumatic experiences and investigate the extent of 'acting out' and 'working through' in the novel *Half of a Yellow Sun* written by Chimamanda Ngozi Adichie. This novel recounts the traumatic experiences of the characters that live in a country torn by civil war as a result of political upheaval. Although a fictional novel, the author draws on her emotive experiences gleaned from this war. This study also attempts to ascertain how the characters were traumatised, the effects of trauma and whether they are healed of this trauma. Though the Trauma Theory has been dealt with largely from a medical point of view, it now permeates literature through its many novels and other literary works. Trauma, as a contemporary theory, now flourishes in literature and is at the threshold of further in-depth study and research. In expounding the concept of trauma as a contemporary theory would be to widen the scope of its study beyond the ambit of medical science.

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Energising Learning: The Use of E-Portfolio in Sociolinguistics Classes

Many young people are technologically literate but not in purposeful and educationally oriented ways. Learning in an e-learning-rich environment may make peer and collaborative learning opportunities easier thus supporting students' cognitive, affective and social interactions. Research has shown that e-learning helped in reinforcing students' knowledge and developing their understanding (Golden, 2006). An e-portfolio is an electronic format for learners to record their work, their achievements and their goals, to reflect on their learning, and to share. Some benefits are facilitating a wider variety and more authentic forms of assessment, and helping with continuing professional development by encouraging reflection on practice, linking this with learning activities and sharing with one's team (Banks, 2004). The materials given in Sociolinguistics classes need more attention, energy, and concentration from the students to read, understand, and analyse. On the other hand, students still lack awareness to initiate learning. Employing e-learning, especially an e-portfolio, has been a successful and energising approach in teaching Sociolinguistics. By having conference activities through e-portfolio, students can have more independence in learning by sharing their knowledge and understanding toward how language exists in their surrounding society.

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Discursive Construction of Responses towards Impoliteness: Implications for Asians

While Asians generally have been known to be polite (Asmah Haji Omar, 1992; Jamaliah Mohd. Ali, 1999; Suraiya Mohd. Ali, 2002; Siti Nurbaya Mohd. Nor, 2012), this paper addresses the notion of responses towards impoliteness received when threatened or attacked by others. Bousfield's (2008) response options model is used to analyse natural-occurring responses provided by Asian participants in their response to impolite retorts hurled at them while attempting to resolve challenging tasks. The findings reveal that a majority of the participants offer accounts or excuses for mistakes made whereas others tend to remain silent in order to avoid further disputes and complete the given tasks with such haste. Data that illustrate the discursive construction of the participants' ability to utilise various strategies in response to face threat in demanding situations will also be presented.

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Humour in Meetings: A Case Study of Power and Solidarity in the Malaysian Academic Context

Studies from the West have indicated that humour is highly recognised as a powerful discourse to be used to wield power as well as to build solidarity at workplace (Sollit-Morris, 1997; Holmes and Marra, 2002; Holmes and Stubbe, 2003; Arfeen, 2009). This study examines the use of humour in academic management meetings in a local university. Data for the study comprised of semi-formal meetings that were recorded and instances of humour were analysed according to Hay's Taxonomy of Functions of Humour (1995), which mainly focuses on power and solidarity in discourse. The findings revealed that academicians utilised certain strategies to either enact power or to maintain camaraderie among the members in the management team. Samples of data that illustrate the use of such strategies will be presented. This study provides insights to the production of humour at workplace which is highly influenced by the position that one occupies.

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Promoting EFL writing through ICT (Information and Communication Technology) Integration

Modern day learners are very much exposed to ICT (Information and Communication Technology). They use high-tech electronic devices, such as smart-phones, tablets and laptops, on a daily basis. The increased use of such gadgets has their own merits and demerits. Students' passions for such ICT devices give educators opportunities to impart knowledge in a non-traditional manner. In other words, educators are compelled to make use of ICT in teaching and learning. Also, this opens up a lot of opportunities for EFL teachers to promote electronic writing. The paper will highlight the importance of ICT in promoting EFL writing, and it will shed some light on different tools that can be employed to facilitate electronic writing. The paper tries to justify the use of ICT in the promoting writing skills of EFL learners. To support the above mentioned details, the presenter will make use of some of the data collected through his research using ICT tools, such as online forum discussions and blogs, among his Omani EFL students in Sultanate of Oman. The learners were engaged in online/electronic writing for a period of 8 weeks on given writing topics. Some qualitative and quantitative data are collected to understand the effect of online forum discussions and blogging on the participants' EFL writing, and some of the findings will be appropriated to present the topic. The audience/participants of the presentation will be kept engaged through brainstorming questions/tasks and examples throughout the session.

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Feminine Aesthetics of Sri Lanka as a Homeland: Transnational Sinhalese Writings

Transnational Sri Lankan writings have often focused on the ethnic war and the repercussions of leaving the homeland. The homeland, which remains vivid in the minds of transnationals, is often placed at the core of these works. Despite leaving, one can observe how the idea of home tends to travel along with the memories of the island itself. This paper discusses the ways in which transnational women writers of Sri Lanka present their memories of the homeland through particularly feminine aesthetics, expressed through art, literature, food and even religion. It will probe into three novels by transnational Sri Lankan female writers; Roma Tearne's *Brixton Beach*, Chandani Lokuge's *Softly As I Leave You* and Nayomi Munaweera's *Island of A Thousand Mirrors*. The discussion will be framed by Avtar Brah's notion of home, as "a lived experience of a locality" as well as "a mythic place of desire". It concludes that the aesthetics revealed in the selected novels by these female writers accentuate the role of home as a place of nurture and care. At the same time, the feminine aesthetics as depicted in the writings also hint at the possibility of reconciliation with the homeland.

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Who is in the Centre? Interaction Patterns in a Traditional Informal Learner-Centred Teaching Event

Since the emergence of learner-centred teaching, instructors are required to create learning environments that motivate students to accept responsibility for learning where learners actively participate in their learning process. It is assumed that the practice of peer-correction and teamwork, where learners engage with each other in their learning process, are effective techniques. This paper describes interaction patterns among a group of pre-literate women in a traditional learning environment. These observations were made on two selected spontaneous and uninitiated learning events, *nyusup atap* (making thatched roofs) and *nganyam katupat* (weaving rice cake casings), in which proficient/skilled women taught other women their skills. The Grounded Theory approach (Glaser and Strauss, 1967) was used to generate a "thick" description with keywords in order to provide an inductive method of discovering patterns. Some interesting learning interaction formations emerged, which elucidate the Salako women's preference to learn from a proficient 'teacher' rather than from peers. Some plausible interpretations for this observation are suggested. Finally, this paper concludes with implications for adult educators who employ the learner-centred approach in their classrooms.

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**Representations of Chinese Indonesians in Indonesian Media:
A Case of Imlek in the Media**

Under the pretense of protecting the ethnic Chinese from persecution after the failed Communist coup in 1965, the Indonesian government under the Suharto regime issued a law that considered the Chinese language, religion and customs as 'harmful' and 'undesirable'. As a result, Chinese Indonesians were under-represented in Indonesian media. The fall of Suharto in 1998 changed the pictures. The lessening of state control in Indonesian media sphere and the increase of identity politics propel an increasing visibility of the Chinese Indonesians in the media. The study aims to see how the media represent Chinese Indonesians especially post Suharto and whether there are changes in it. For this paper I have chosen Imlek (Chinese New Year)-related TV programs in January 2014 as the topic of study. Four TV stations chosen as sites of the study: 1) Metro TV; 2) RCTI; 3) TvOne; and 4) TransTV. These stations demonstrate the increasing of vibrancy of the Indonesian media sphere after 1998, which is marked by the emergence of media conglomerates. While the programs encourage multiculturalism and pluralism, unfortunately the constructions portrayed still put heavy responsibility on the Chinese Indonesians for the success of these processes.

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Shaping Identity through Language in Alice Walker's *Third Life of Grange Copeland*

Julia Kristeva's speaking subject deals with the notion of fluid subjectivity. She believes that a subject does not have fixed identity because this identity is shaped and reshaped through language use and emotional self-expression. Besides, Kristeva highlights that other people's opinion, emotions and desires can influence the subjectivity of the person too. As such, this paper focuses on Alice Walker's novel *Third Life of Grange Copeland* in the light of Kristeva's speaking subject. As this novel deals with women's hardships within a gender conscious society, this paper reflects the way these women, especially the protagonist Mem, shapes her identity through her language and interaction with other people. In this novel Brownfield, Mem's husband, physically enslaves and spiritually cripples her. Although she fights back, she could not succeed in her attempts as she does not receive any kind of support from the society. At first, she stands for her rights but she perceives that, for women, freedom of choice is a dream in patriarchal society. However, she uses language in order to define herself with in gender conscious society. This paper sheds light on the way Mem shapes her identity and the way other characters judge her personality using Kristeva's speaking subject to read *Third Life of Grange Copeland*.

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Assessing the Benefits of Paper versus Online Materials for Vocabulary Acquisition

This project researched four different methods of providing students with materials for studying vocabulary items in the Academic Word List (AWL): regular in class activities, out of class online Moodle activities, a workbook of vocabulary activities for out of class study combined with regular classroom assessment to check comprehension and progress, and a workbook combined with out of class online assessment through Moodle. All the students who participated in the project were first year English majors at a private university in the Chubu area of Japan. Students were from two classes. One class used the paper materials and the other used the online materials. The study took one year and each method was used for one semester. Students were given a pre-test and a post-test to determine the degree to which they had mastered the material presented in the different formats. The results of the post-tests were similar across formats although the method combining a workbook with regular in class assessment showed slightly better results. This presentation will discuss the types of activities provided to the students, the method of evaluation, and possible explanations for the results.

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Malay Muslims in the Thai Film *OK Baytong* (2003)

Betong (Baytong) is the southernmost district of Yala Province, Thailand and located at the very boundary to Malaysia. The Muslims in Betong are culturally rooted in the Malay culture while holding Thai citizenships. Betong is a multicultural society where Thai Buddhists and Malay Muslims coexist in peace. Nonzee Nimibutr, one of the most famous film directors in contemporary Thailand, directed a film named after the district Betong in 2003, entitled *OK Baytong*. It tells the story of a monk named PhraThamhas who returns to civil life to take care of his orphaned and half-Muslim niece, Maria, after his sister has been killed in a bombing. Although PhraTham does not adjust himself well to his new life, he is eventually integrated into the secular Thai society. This paper aims to investigate the life of Malay Muslims in Betong by analysing the selection of a place, Betong, for the film. It intends to show how the peaceful coexistence in the multicultural society of Betong is presented, interpreted and, most importantly, publicly portrayed.

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The Construction of Distractors in Conversation Section of English in Thailand's High-Stakes Test

Due to Thailand's formal education system, all Grade 6, 9, and 12 students have to take a crucial multiple-choice test for progression of their higher education. English, one of the eight subjects in this test, consists of several sections for testing different skills. This study aimed to find the ways the distractors in conversation section of English in Thailand's high-stakes test were constructed in order to assess pragmatic competence of students in such three educational levels. All test items' distractors from 2005 to 2009 were, therefore, investigated in terms of pragmatic perspectives. 111 gaps, requiring students to choose the most appropriate utterance of all four options to complete the dialogues, could be categorised into Bachman & Palmer's (1996) two areas of pragmatic knowledge: functional knowledge and sociolinguistic knowledge. After every gap was filled with their answer key, the distractors were analysed using various theories of pragmatics: speech act, conversation analysis, adjacency pairs, and politeness. The results revealed that the types of speech act of the answer key and of the distractors in each test item are mostly the same. The utterances of distractors, to some extent, contradict the others in their dialogues. It was also found that some of them represent certain conversational routines, and politeness strategies. Most of the distractors for assessing functional knowledge are constructed utterances whose meanings oppose the gap's subsequent turns, while the majority of those for assessing sociolinguistic knowledge are irrelevant expressions. The higher the educational level is, the more complex the test' distractors are.

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Ethnic Variations in Malaysian SMS Condolences

Most studies focusing on condolence messages tend to elicit data based on simulation exercises. Little focus has been given to authentic condolence messages and this is probably because of its vulnerable nature. Focussing on a small set of data comprising 36 pieces of authentic condolence messages written by Malaysians to a Malaysian recipient via the SMS texts, this paper bears two aims: identify the expressive functions contained in the condolences and detect the ethnic difference in the expressions. The writers are predominantly 47% Chinese, 33% Malays and 20% Indians. All are professionals. Data were written in English and upon consent acquired, were categorised according to the expressive functions as the speech act theory provides. Their linguistic variations were then analysed. Analysis suggests that Malaysian condolences comprise eight expressive functions; Malay and Indian condolences tended to eulogise the deceased and they also used the word 'sorry' more than the Chinese. Nonetheless, the data may be too limited for them to be generalised thus future research is required into exploring this research area.

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Solitude in the Poetry of Emily Dickinson and Zhaleh Ghaemmaghami

Two women poets, from two different social contexts, both celebrate their solitude in words; Emily Dickinson, an American 19th century poet, and Zhaleh (Alamtaj) Ghaemmaghami, a modern Iranian one. They similarly experienced dissatisfactory contacts with the male world that resulted in their isolation from the community and a lonely life. Zhaleh was secluded as a divorcee, in a society where divorce was considered as an inconceivable and unforgivable ignominy. But, Emily chose solitary life more voluntarily after her lover left her. Although this solitude empowered them, through providing time and space as an opportunity to explore their inner abilities, their reaction to this situation was different from one another. This paper attempts to depict that this seclusion, which turns to be their sole true companion and the source of inspiration for their artistic creations, functions differently due to the dissimilar cultural and social contexts they belong to, and results in a different tone in their poetry. Zhaleh confesses the grievances and sufferings of her compulsory seclusion to the inanimate objects and blames her parents for her life condition. Moreover, she bitterly criticises the condition of women in the male dominant society of her own time. Whereas Emily praises her seclusion as a holy gift and reveals her spiritual and metaphysical conceptions of life, death, marriage and nature. In addition, she does not involve in political or social issues.

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The Use of Support Strategies in Argumentative Writing

The ability to develop arguments in English is often required in argumentative writing tasks at the tertiary level of education. Learners are usually expected to state their claims and support them with arguments (Schleppegrell, 2004). The use of such support plays an important role to convince the reader of the validity of the writer's claim. Therefore, this study, which is part of a larger research study, is designed to investigate the types of support strategies used by the undergraduates in their English argumentative essay writing. Data for this study were obtained from the argumentative essays of 106 undergraduate writers from a public university in Malaysia. Analysis of their essays revealed that all the undergraduates presented their claims using a variety of support strategies in their argumentative writing. The findings of this study can provide an in-depth understanding of learners' argument practices, particularly the use of support strategies in argumentative writing by ESL undergraduate writers.

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Advanced Level Language Use and Practices in Second Language Classrooms

Effective language practice is a very important factor in the acquisition of a second language. The language used by the teachers and students in the classrooms determine what is learned and how learning takes place. Hence, it is very important to know how the second language is taught in a classroom having heritage-type students. In this regard, this paper presents a descriptive analysis on the use of Filipino/Tagalog as a language of discourse on the advanced level. Specifically, it examines how the sentences and expressions are constructed, how meaning is determined, and the functions of the Filipino/Tagalog language in classroom discussions. It also explores common practices related to the use of the Filipino language in the classroom. Understanding the use of language in teaching and learning will provide teachers with a heightened awareness of classroom discourse that will lead to advanced language learning. The data of this study consist of field notes, students' responses from a questionnaire-checklist and surveys, and transcripts of audio-recordings of student talk collected during classroom discussions. The works of Sinclair and Coulthard (1975), Cazden (1988), Van Lier (1988), Moore (1989) and Nunan (1998), have influenced me in the development of my research on language use.

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The Relationship between Motivation and Pragmatic Awareness - A Case Study of Chinese EFL Learners

With the increasing interest in research on acquisition of a second/foreign language within the field of Interlanguage Pragmatics (ILP), many researchers have investigated models of language learners' pragmatic development and the factors influencing this developmental process. Motivation, which is widely considered as a contributing factor in second language acquisition, is assumed to play a role in learners' pragmatic development. Researchers believe that motivation determines language learners' attention to the pragmatic information to be acquired, leading to more noticing or awareness of the target language features and this awareness is necessary for converting input into intake (Schmidt, 1993; Kasper & Schmidt, 1996). However, only a few empirical studies in ILP have focused on language learners with different motivational profiles with regard to their pragmatic awareness. This study investigated the relationship between motivation and pragmatic awareness among Chinese EFL learners. 85 Chinese university students majoring in English were asked to complete a motivation questionnaire and a multiple-choice discourse completion test (MDCT). Then, 12 of them were interviewed for an in-depth view of their judgment of language appropriateness and English learning experiences. Findings from the quantitative data showed that motivational profiles influenced students' pragmatic awareness. Intrinsic motivation and motivational intensity to learn English were found to be correlated with pragmatic awareness. Qualitative data further explained students' differences in pragmatic awareness and the contribution of students' daily learning experience to the differences.

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Curriculum Review on an International Students' Foundation Programme

Developing a preparatory programme for international students to further their tertiary education is a challenge faced by universities, particularly Malaysian public universities. This is compelled by the key performance index to increase the enrolment of international students in these universities. In addition to the entry criterion of obtaining the stipulated minimum IELTS band or TOEFL score, an alternative route taken by international students is to participate in a preparatory programme and achieve the required results. Many of these students select the latter option due to their low proficiency level of English. Consequently, the quality and standard of these preparatory programmes should be monitored to ensure that international students are equipped with adequate language and study skills for tertiary education. The current research examined a foundation programme for international students in terms of its curriculum via a questionnaire survey, focus group discussion, and face-to-face semi-structured interviews. The sample comprised former students of the programme who are currently studying in Universiti Malaysia Sabah, lecturers teaching these students, and deans of schools where these students are studying. Based on the findings, an alternative programme is proposed to overcome the shortcomings of the existing programme.

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A Study on the Role of Attitude, Motivation, and Interest on Reading Comprehension among Iranian University Students

In the age of globalization, reading in second or foreign language settings continues to take an increasing importance. Many students of English as a Foreign Language rarely need to speak the language in their day-to-day lives but may need to read it in order to access the wealth of information. This study investigates to what extent attitude, motivation, and interest can affect reading comprehension of Iranian English language university students. Based on 107 completed questionnaires, the results show that interest has the most significant relationship with literal (word-based) reading comprehension. It is also proven that there is a negative relationship between extrinsic motivation and word-based reading comprehension. The relationship between intrinsic motivation, attitude and word-based reading comprehension was not significant. The results of this study also revealed that none of the independent variables have a significant effect on content-based reading comprehension.

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The Effect of Using Mechanical Techniques Vocabulary Learning Strategy on Iranian's Reading Comprehension Skill

Vocabulary learning and assessment are regarded as the key basis for the instruction of English as a foreign language. However, it is time-consuming, fallible and repetitive for the school teachers to assess the proficiency of the students' vocabulary storage. The paper reports the results of a study which aimed to investigate the effect of using Mechanical Techniques as a direct vocabulary learning strategy instruction on the development of lexical knowledge on the reading comprehension skills of Iranian students. To reach the goal of the study, a vocabulary test was administered to 140 male and female pre-intermediate EFL university students. Ultimately, 60 students were selected and assigned into two experimental (A) and control (B) groups of EFL language learners at pre-intermediate language proficiency level. The first group (A) was taught vocabulary through using Mechanical Techniques vocabulary learning strategy and the group (B) was assigned as a control group for developing their vocabulary storage in reading comprehension. The data analysis conducted through Independent Samples t-test statistics revealed that there was a significant difference between the two groups in terms of their vocabulary learning. Results showed that using Mechanical Techniques as a direct vocabulary learning strategy can lead to higher achievement of vocabulary storage in reading comprehension of Iranian EFL undergraduate students. The implication of this research is that the Mechanical Techniques vocabulary learning strategy can improve the students' performance in vocabulary learning.

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Lexical Pluralisation in *Ayu*, an Endangered Language in Central Nigeria

Languages as living things can, among other things, eat up other languages to stay alive and even grow as a result. Unfortunately however, they keep dying and going into extinction by the day all over the world. This presentation is intended to investigate the *Ayu* language as one of the dying languages in Central Nigeria. The language is endangered as it is obvious that it will not be spoken in the near future if nothing serious is done to it immediately. Krauss (2007) describes languages as safe if children will probably be speaking them in 100 years and endangered if children will probably not be speaking them in 100 years. The *Ayu* language, classified as Niger-congo, Atlantic Congo, Volta Congo and Benue Congo, had about 500 speakers in the year 2003 Gordon (2005) with every possibility that, by today, (2014) the number has drastically decreased because, among other reasons, the language has not yet been reduced to writing and the elderly speakers of the language do not seem to transmit it to the younger ones or even encourage them to use it. Data collected from both primary and secondary sources, especially through the use of research assistant, oral interview and library research, will be employed. In an attempt to reduce the *Ayu* language to writing, this presentation is going to look at lexical plural formation in the language. Other ways of maintaining or preserving this language will be suggested because the death of this language is tantamount to the death of the rich and historical *Ayu* culture.

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Twitter: The Demise of Linguistic Governance

Communication plays a dynamic role for individuals to convey messages and transmit information and, with the emergence of technology, the means of digital communication is limitless. Furthermore, the existence and evolvement of the social media have allowed communications to occur asynchronously and transcend beyond the geographical and physical constrictions. Micro blogging is a novel mode of communication in which users can describe their present status in short posts dispersed by instant messages, mobile phones, email or web. Twitter, an online social networking service which features micro blogging facility, enables its users to send and read text-based messages up to 140 characters, known as “*tweets*”. Conversely, there has been a dispute about Twitter that has raised a few eye brows among researchers – they believe that Twitter is making its users’ English language proficiency to deteriorate due to the language convention on Twitter which utilises abbreviations and words that are deemed as semantically and syntactically inaccurate. Moreover, the use of hash tags on Twitter worsens the circumstances since the use of hash tags is claimed for the “*linguistically lazy*” because the users would exploit the use of hash tags in their tweets instead of aptly express their ideas. The data of this research was collected via an observation done onto fifteen university students’ twitter accounts over a period of fourteen weeks who, prior to the research, did not have a Twitter account and were not active users of Twitter. Consequently, the result obtained concludes that the deterioration of language acquisition unquestionably exists among the participants which could be theoretically detrimental among second language learners of English.

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Unblinding History through Literature in Tanushree Podder’s *Escape from Harem*

The history of India had been coloured by a series of brutal invasion, torture, bloodshed and massacre in the name of religion and conquest. One of the most remembered invasions is by the Mughals in the beginning of 16th century where Babar successfully established the Mughal dynasty in 1526. The Mughal dynasty, from the eyes of the historians, is one of the most dynamic dynasty which possessed splendour, wealth, bravery, artistic architecture and conquerors who fought to glorify Islam. While historians and history were limited to the study of chronological events, the historical novel *Escape from Harem* took the liberty to peep into the human and humanity of this dynasty. This paper intends to show how Tanushree Podder exposes some unknown episodes from the history of these great conquerors and builders through her novel, *Escape from Harem*. Strings of episodes and secrets which may not be deemed important by historians are revealed as the readers follow the journey of the girl who is taken into the harem. These episodes will be seen in the light of New Historicism. This research reveals the dark side of the dynasty which are as intriguing as the magnitude of splendours which are identified with the kingdom and its rulers. The untold stories from the darkest chamber of the harem, massacre, filicide, fratricide, animalistic

behaviour of emperors and the oppressive treatment cast upon women that was carried from one generation to another in the name of power and conquest will be brought to light through this research.

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**Challenges and Overcoming Strategies in Academic Speaking Practices among
International Students in a Malaysian Public University**

Malaysia is experiencing a progressive rise in the number of international graduate students enrolling on the graduate programmes. This phenomenon has urged researchers to look for ways to ensure that they go through a smooth academic journey. This research investigates the challenges faced by these students in their academic speaking practices and their overcoming strategies to surmount the challenges. Investigation was conducted using an adapted questionnaire survey with a sample of 131 international graduate students in 10 taught Master programmes. The challenges faced by the respondents were communicating ideas fluently and speaking accurately (grammar). Furthermore, communicating ideas confidently, speaking clearly (pronunciation) and participating actively in discussions were also constraints faced by them. The strategies to overcome the challenges were doing oral discussion with coursemates, forcing themselves to speak in class and improving their pronunciation. The findings and results would help the Ministry of Education of Malaysia to further improve and enhance academic speaking practices in graduate studies.

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**Demystifying Patriarchal Conceptions of Female Corporeality and Sexuality in Rani
Manicka's Selected Novels**

This study comprises a feminist reading of Rani Manicka's *The Rice Mother* (2002) and *The Japanese Lover* (2010) through Elizabeth Grosz's (1994) theory of corporeal feminism. The review of related literature reveals that female corporeality and sexuality are key sites of women's oppression under patriarchy. Despite this, the state of feminist-informed literary studies on female body politics in Malaysia is dismal because of the taboos surrounding the subject matter. While female corporeality has been defined in terms of passivity, dependence, weakness, irrationality and volatility, female sexuality has been oriented towards procreation and the gratification of men's needs. In order to groom female corporeality and sexuality to its benefit, patriarchy employs a number of myths (the myth of the asexual woman, the virginity myth, the beauty myth) that objectify women and keep them ignorant about their bodies. Findings reveal that female sexuality is not passive and limited as believed, but active and plural. The study also demonstrates that the female body is not sexual for natural or biological reasons but becomes sexual through the male gaze. It questions the purity myth - men's obsession with chastity and the high values associated with women's virginity. It also

criticises male-directed standards of body image and beauty which reduce women into aesthetic bodies without function. This study then destabilises patriarchal notions of female corporeality and sexuality, ratifies the power and value of the female body, and celebrates it as a source of female empowerment.

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**Interpolating South Asian Transnational Heritage through Young Adult Literature:
Tanuja Desai Hidier's *Born Confused*.**

Books written by writers from the South Asian Diaspora clearly cater for an adult readership focusing on issues that centre on diasporic consciousness and experiences of the adult. One often finds common themes that revolve around issues such as Home and Exile, the magnetic pull and perhaps aggrandisement of India as the mythical homeland and conflicting constructions of diasporic spaces. Novels with themes that appeal to young readers with subject matter consistent with the age, experiences and challenges of the young adult and with a young protagonist are rare. Added to this is the fact that the majority of young adult fiction available in the market are mainly Eurocentric based, with settings and situations that reflect the white imaginary and protagonists who are white males or females. Books that have non-white or Asian protagonists are almost non-existent and, even if they do, these characters are either in the background without a voice or submerged within a dominantly Eurocentric narrative. This could possibly result in the othering of the non-white imaginary within the young adult world. This paper aims to present the ways in which diasporic young adult texts can play a role in interpolating into the traditional diasporic concerns as well as Eurocentric discourse. It chooses to focus on the South Asian diaspora by using Tanuja Desai Hidier's young adult novel, *Born Confused*, as a sample. The ultimate aim of this paper is to show that Diasporic Young Adult Literature can play a role in interpolating transnational heritage by creating an awareness of cultural heritage on familiar young adult grounds and decentre Eurocentric narrative discourses.

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Making Short Films to Learn Spanish: A Project for Thai Learners

Films are used in Spanish lessons in many different ways to help students to learn more about language and culture. Books like *Clase de Cine* (2009) suggest innovative proposals to teach Spanish using films due to the fact that films show real language examples and can be integrated in any methodology or planas claimed by Vizcaíno (2007). In India, Kumar (2010) exposed the advantages of using films as didactical tool in Spanish schools and presented some steps to plan activities. Watching films is not the only way to introduce cinema in Spanish lessons. The project presented in this document went a step forward and focused on making short films. This project was addressed to Thai students who needed to practise the

Spanish language in different situations apart from the ones proposed in class. Making short films requires a lot of time and an extra effort; it helps a lot for students to learn vocabulary, put into practice grammar rules and improve pronunciation or intonation. In this project, students worked in groups with autonomy but always helped by the teacher; they could choose the story line, scenery, costumes and write the script. The results of this project were splendid and are uploaded on www.ukkencorto.blogspot.com. Finally, the Spanish Department gave awards to the best short films. This project tries to be a good example of how students' motivation can grow if teachers propose tasks that allow them to develop their imagination and creativity while they learn Spanish.

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Directness and Face Relations in Egyptian Arabic Performatives: A Socio-Pragmatic Study

This paper investigates the socio-pragmatic factors that affect the use of performatives in Colloquial Egyptian Arabic. It examines why performatives are often avoided in Colloquial Egyptian Arabic, and what kinds of speech events require their use. Speakers often favor illocutionary force identifying devices (IFIDs) over direct performatives. For example, the performative *ʔaʔkorak* (I thank you) is often replaced by the optatives *allaah yeʔalliik*, the adverbial *ʔokran*, the active participle *mutaʔakkiriin*, and even the French *mersii*. Although the performative *ʔaʔkorak* exists in Egyptian Arabic, it is not used as frequently as *ʔokran* or *mutaʔakkir* which are preferred because they show gratitude without negatively affecting the speaker's positive face. The analysis indicates that females tend to use IFIDs in situations with unbalanced power relations if the interlocutor is a male, whereas males use it more frequently if they are in less powerful positions than their female interlocutors. Men tend to use IFIDs and performatives that are borrowed from Standard Arabic more frequently than females due to the social authority associated with MSA that can be used to maintain the speaker's face. There are certain contexts where performatives are required and therefore widely used. The key factor that determines the speakers' use or avoidance of a performative is how he/she thinks its use would affect face relations. Moreover, the patterns of avoiding performatives reflect Egyptians' tendency because of their preference for indirectness in discourse and the desire to avoid threatening their face.

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Visual Representation of Women in Action Movie Posters across Three Eras of Hollywood

This study examines stereotypical representations of women in action movie posters across the classical, post-classical and new Hollywood eras. Adopting a semiotic framework, the research analysed 30 movie posters from 1930 to 2012 with the following objectives: (i) to examine the visual representation of women in movie posters, (ii) to investigate gender bias in titles and taglines of movie posters, and (iii) to show the shift in the representation of

women in movie posters across three eras of Hollywood. Four major role categories emerged: lover, damsel in distress, sex object and heroine. Lovers were both centralised and marginalised in posters across three eras. The submissive lovers of the classical period transformed into multifaceted characters in the post-classical posters when they wielded guns or were juxtaposed with outlaws. Damsels in distress were backgrounded through the use of reduced image sizes, gloomy colors and long shots in the classical and post-classical posters. A shift came about when new Hollywood featured woman and her rescuer in close shots. Women's nudity was obscured through unnatural colors, sizes and public shots in the post-classical era. Heroines were given weapons. Though female characters were given equal space with male heroes, they were still placed at a subordinate classification level. New Hollywood showed the most reasonable presentation of heroines. Movie titles and taglines mainly referred to male heroes' missions or actions and women's villainy besides other themes such as racial conflicts or war. In general, this study showed little shift from the dependent to the independent woman across the three eras.

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Expressing Certainty and Stance in Academic Abstracts: Lessons from and for Novice Research Writers

The condensed discourse of abstracts demands that researchers make the best of its confined space to negotiate the significance of the study they are promoting as well as position their work in discourse community of their discipline. Often, writers made knowledge claims on the worth and importance of the study by means of evaluative devices. Building on the framework that suggests interpersonal dimension of academic texts, this study focuses on lexico-grammatical expressions of stance in thesis abstracts to describe the strategies employed by novice student researchers in the process of knowledge construction. Based on a corpus of 866 thesis abstracts written in the past decade collected from Malaysian universities, this study examines lexico-grammatical evaluative items employed in different functional parts of abstracts. Findings have revealed that specific evaluative items have an important, perhaps surprising, role to play in the genre of abstract, indicating attitudinal stance and the degree of certainty with which the scientific writers present their results. The study also shows that at the level of real world practice, many advice published on how to write abstracts tend to be discarded, even by novice writers. Results from this study could contribute to research student writers as well as writing teachers who need to learn/teach the skills of writing academic abstracts.

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Recognition and Production of Formulaic Sequences among L2 Learners

This review provides insights to show the importance of Formulaic Sequences in language usage and possible reasons behind L2 learners' weakness in recognising and producing FSs. Some recommendations for further research will be also provided. There is a common belief that FSs play a significant role in language and discourse and that these sequences are processed more easily than those sequences produced creatively because FSs are normally stored as a whole in the long-term memory and are retrieved as a unit from this memory at the time of application. They are also considered to be essential for language oral fluency (Pawley & Syder, 1983; Richards & Schmidt, 1985; Wood, 2002). According to some researchers, it is an enormous problem for L2 learners to identify the expressions that are commonly used by native speakers due to the difficulty in recognising the idiomatic sequences (Pawley & Syder, 1983). Learning a language is a top-down process which starts from the whole and then breaking down into its comprising elements so that learners can commence from recording the enormous received pattern and constructing their rules from what they figured out in these perceived wholes (Peters, 2009; Wray, 2009). Learning FSs is restricted by the transparency of the sequence and the learners' level of linguistic proficiency (Bardovi-Harlig et al., 2012); however even advanced learners are not able to reach the L2-norms (Trosborg, 1995:428 as cited in Barron, 2003). Based on studies done on this under-researched controversial area, by which factors "*being abroad, conceptual fluency deficiency, low level of metaphorical competence, individual variables, recognition, and so on*" are considered to be the reasons of weakness in the FSs usage among L2 learners (Kecskes, 2000; Bardovi-Harlig, 2009; Taguchi, 2013), future research should consider other linguistic and non-linguistic factors as well so as to make an acceptable generalisation.

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Malaysian ESL Undergraduates' Engagement in a Massive Open Online Course

Massive open online course (MOOC) is considered as one of the dynamic educational technologies at present. Many elite universities have recognised advantages of the MOOC instructional features and have thus started to offer many courses including those for language learning through collaboration with MOOC providers. However, research on MOOC is just beginning; only a few studies have been conducted to examine students' experiences in MOOC. Therefore, with the aim of contributing new knowledge to this emerging field, the present study investigates Malaysian ESL undergraduate students' engagement in a specific MOOC called *Crafting an Effective Writer: Tools of the Trade*. Data were collected from 29 students' reflection essays after they completed the MOOC. Participants' initial reactions were positive towards the MOOC instructional system. They appreciated the flexibility and convenience of the MOOC features. They were comfortable with exchanging and posting course related materials online, watching and listening to video

lectures, and doing quizzes and assignments. However, they were not comfortable with the peer evaluation process and they pinned a question regarding the value of the certificate.

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Love Theme in *Maid Maleen*: Does the Relationship Status Influence Love Perception?

Relationships establish close attachments and embrace sentimental values, especially relationship between men and women. This matter has been variously described in a rich number of texts across a wide range of literary genres. With this paper, the perception of the German literary text *Maid Maleen* among Chinese Malaysian readers will be investigated. The focus is on the love theme, which is explored within two groups of readers: single ones and those in a relationship. The aim is to find out whether there is a difference in the interpretation of the love relationship depicted in the mentioned story between the members of the two stated groups. In this regard, five focal points related to the perception of love are addressed in this paper: (a) the readiness to sacrifice for love; (b) the readiness to date/marry a person who is from a lower social status; (c) the readiness to date/marry a person of a lower education level; (d) the readiness to protect the partner and the relationship; (d) the perceived foundation of a successful relationship; (e) the perception of the love relationship as depicted in the fairy tale *Maid Maleen*. About 30 single individuals and 30 individuals involved in a committed relationship will take part in this investigation. The research methods include qualitative and quantitative approaches, including personal interviews, group discussions and anonym questionnaires. The findings will show if there is a difference in the interpretation of the love relationships in this story, which brings us to a better understanding of the Chinese Malaysian culture. At the same time, the findings will offer a platform for new comparisons, such as the perception of the love relationships in *Maid Maleen* and other stories among German readers. These and similar studies will help to understand the social values among different cultures and may help to avoid disappointments and misunderstandings in relationships of mixed cultures.

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Restructuring Female Identity in Adrienne Rich's "Diving into the Wreck"

Adrienne Rich (1929-2012) is a representative poet of American women's poetry. The subject of female identity is a dominant theme of American feminist poetry and Rich plays the leading role in search of this identity. Rich introduced a new possibility of actualising the female identity through the restructuring of language. Therefore, the study employs Julia Kristeva's *The Semiotic and The Symbolic* in analysing Rich's "Diving into the Wreck" (1973) to explore her poetic discourse concerning the restructuring of female identity. Since Kristeva thinks that the subject can gain his or her identity through language, so the

application of her theory of *The Semiotic and The Symbolic* is relevant here. Simultaneously, Rich embraces the concept of androgyny, which tries to create a balance through uniting the opposites of masculinity and femininity to stabilise the identity. Therefore, the study traces the semiotic aspect of language in Rich's symbolic rule-governed language of her "Diving into the Wreck" to see the role of language in restructuring the female identity. Rich utilises the image of "Diving" into history to show the need for a language that rebirths the long-silenced voices of women in order to help them actualise their own female identities far from the oppressive patriarchal discourses. Rich, in this poem, exhibits a transformative understanding of the status of women reclining on the restructuring of the female identity through the way of using a unified language.

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Iranian Students' Perception on Intensive English Courses in USM: Is it Helpful in Getting Good Scores in IELTS?

In recent years, students from almost every country have been taking high-stake tests, such as the Test of English as a Foreign Language (TOEFL), International English Testing System (IELTS), Business Language Testing Service (BULATS) and others, in order to achieve the opportunity that allows them to pursue their studies or live abroad. One of the major requirements of getting permission from most universities, colleges, or companies abroad is getting good marks in IELTS or TOEFL. The purpose of such exams mostly is to determine the applicants' English abilities in writing, reading, speaking, or listening. One of the reasons why such applicants go abroad is to attend English classes and enhance their English abilities to get good marks in such tests. The main purpose of this research, therefore, is to evaluate the reasons why Iranian students attend Intensive English courses in USM, Malaysia. It aims at finding out whether these English courses could fulfill their expectations of becoming skillful enough to get good marks in such exams or not. The subjects of this research consisted of a group of 30 Iranian students who had attended the intensive English courses in USM. The instruments of this study for collecting data included questionnaire and interview. The findings showed that half of the respondents (50%) confirmed that the Intensive English courses programmes in USM are useful enough to meet their needs. The analysis of perceptions about the efficacy of teachers of Intensive English classes indicate that the majority of respondents agree that the teachers of such classes have a vital role in improving their language skills: writing skill (90%), speaking skill (70%), reading skill (60%), and listening skill (50%). The findings showed that there are many reasons why they have chosen these courses in USM, Malaysia.

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The Effects of Task-Based Instruction Programme on Malaysian Undergraduate Students' Speaking Proficiency: A Cognitive Approach

Over the last 25 years, communicative tasks have emerged as a significant building block in the development of language curricula. However, it has been assumed that adopting communicative tasks alone is not adequate as it leads the learner to prioritise meaning and neglect focus on form either to achieve accuracy or precision in speaking. Hence, the need for adopting a direct approach to contrive sufficient focus on form (accuracy) arises. Such an approach will enable interlanguage development to proceed without decreasing the naturalness of the communication that tasks can generate. This study aimed at determining the effects of a proposed task-based instruction programme on the overall speaking proficiency of undergraduate students. A group of 72 undergraduate students from two Malaysian universities were randomly selected to participate in the study. The subjects in the experimental group received training through the proposed task-based instruction programme within the cognitive approach for three months while the subjects in the control group received regular instruction. The preliminary English Test (PET) was administered as a pre- and post-test to measure the effects of the programme on their speaking proficiency. Findings of the study showed a significant improvement in the overall speaking proficiency of the students who were exposed to the task-based instruction programme. The findings suggest that the instructional programme designed according to task-based instruction grounded in the cognitive approach seems to be effective in improving university undergraduate students' overall speaking proficiency.

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Comparison in the Usage of Adjectives in English between Native Speakers and Malay Near-Native Speakers

This study attempts to expand the perimeter of ESL discussion which has always focused on language learners to one that scrutinises subjects who have presumably mastered the target language. Specifically, the study will compare the use of adjectives between Malay near-native speakers with those whose first language is English in order to examine the presumption that Malay near-native speakers have the tendency to produce adjectives more as subject complements than modifiers in noun phrases. For that matter, 30 newspaper articles, half of which are from local publishers and the other half published where English is native, are analysed. Upon discussion, no significant differences were discovered as language users from both publishers produced more of the first function than the second.

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Portrayal of Women in Selected Short Stories by South African Indian Writers

This paper attempts to examine the concept of patriarchy, female silence and feminine/femininity in selected short stories in the anthology edited by Rajendra Chetty titled *The Vintage Book of South African Indian Writing*. During the 20th century, South Africa was afflicted with the Apartheid scourge which lasted close to 40 years. This event resulted in the permanent scarring of the people, especially the South African Indian minority or constantly referred to as the *Coloured*, as they were constantly oppressed by being forced to endure hard labour and torture. However, the interest of this paper differs from other conventional works of Apartheid literature, which discussed issues on racism and oppression, as it takes a look at the feminist issues persisting in a society of minorities. By utilising the theme of the lack of freedom, this paper aims to examine the ever-oppressing patriarchal society which, in turn, leads to silence and pre-determined roles for a woman in the society as a result of her femininity. This paper also highlights the suffering inflicted upon the women as a direct result of the silence that served as a form of confinement that limits their freedom to act and react on their own volition. The utilisation of patriarchy, female silence and feminine/femininity as concepts act as tools in excising the issues pertaining to women in the short stories. This silence is caused mainly by the societal structure and norms that cages the needs and wants of women into being subservient to the predominantly patriarchal society. Ultimately, this silence stamps their fate into an endless abyss of conformity and relenting to the wants and needs of others. But silence also, on the contrary, could be seen as a source of strength for the women to resist the never-ending subjugation.

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A Conversational Analysis on the Level of Formality in SME Business Meetings

A meeting is a planned gathering and communicative event where the participants' role is to achieve the objectives discussed in a meeting and Business English is often used as the lingua franca. Studies on Business English are becoming a growing interest but there are still limited readily available studies on business meetings, especially those in the Malaysian context and even fewer that describe the formalities of small meetings. In a meeting, formality can be expressed when participants use politeness to try to maintain their conversational turn-takings through the use of discourse markers, and formality can also be seen in the participant's body gestures towards the meeting. Using a case study method, this research explores how participants in a small Malaysian company maintain formality through the use of politeness and discourse markers in their conversational turn-takings while observing participants' body gestures. Conversational Analysis (CA) will be used to analyse the audio and video recordings of the meeting. The data will be analysed through a step-by-step analysis adapted from Nielson (2012). Body gestures, on the other hand, will be analysed through adapting the System of Observation for Kinesic Communication modal (Castañer, 2009).

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Language and Religious Identity in Malaysia

This paper discusses the relation between language and religions in Malaysia in order to identify the role of language in religious activities in Malaysia, and to analyse the religious identity in language use in Malaysia. The discussion focuses on the Malay language which is the national language of Malaysia and the influence of other languages in its development, especially religious vocabulary. The discussion also emphasises the Islamic identity which reflects the position of Islam as the federal religion of Malaysia. The connection between language and religious identity will be discussed based on Ibn Khaldun's theory of language use. The finding shows that, although the Malay language has been promoted to be used as a medium of communication, there are some limitations in religious affairs; for example, in teaching of Bible where the language only can be used in Sabah and Sarawak but not allowed in Peninsular of Malaysia. This finding also highlights a monopolisation of religious interpretation in language use in parallel with the position of Islam. This paper concludes that the Malay language must be consistently used without any prejudice. The prohibition of the use of certain Islamic words by non-Muslims must be shown in the context that there is no monopolisation of religious interpretation but to create some sorts of harmonisation as well as to avoid misunderstanding in the meaning.

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Malaysian Youths' Perception of Code-Switching In Malay Television Series

Code-switching is an inherent feature of language use, particularly among certain quarters of the speech community in multilingual settings. As a reflection of the multilingual characteristics of the Malaysian speech community, some Malaysian television series are showing use of code-switching in their shows. This study examined Malaysian youths' perception of the acceptability of code-switching in Malay television series. Their code-switching practices in different domains of language use were also examined to see whether extensive code-switching in daily life was linked to greater acceptance of code-switching in Malay television series. A short video clip of a Malay television series with code-switching was shown before the university students filled in the questionnaires. The results from 141 university students indicated that the Malay students code-switched more frequently than non-Malay students and were more receptive towards code-switching in Malay television series. However, they were similar in their views on the negative implications of incorporating code-switching in Malay television series. The results show that Malay speakers who code-switch from Malay to English are likely to be perceived as educated, modern and rich and, at the same time, they are seen as "showing off". In the context of language learning, code-switching is also viewed as a compensatory strategy in the face of communication breakdown.

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Religion and Nation-Building: Debate over One-Parent Conversion Law 2013 in Malaysia

Malaysia has long been neglected in the sociological studies of religion and nation-building despite the fact that the interaction between the two has become an everyday issue in contemporary Malaysia. While defining a person in ethno-religious terms is a formidable task elsewhere in the world, Malaysia has a fairly straightforward legal interpretation of it. The Constitution of Malaysia stipulates that Malays must be Muslims, regardless of their ethnic origins. Article 160 of the Constitution declares the Malay to be born to a Malaysian citizen who adheres to Islam, habitually speaks the Malay language, and follows the Malay culture. If a Malay person leaves Islam, he/she must forfeit their constitutional and economic privileges. In other words, religious conversion to Islam includes a social interpretation of the practice even within a family. This paper aims to examine the role of religion in the process of nation-building in Malaysia by investigating the conversion bill of 2013, which allows one parent to give consent to the religious conversion of a child.

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Mastering Resourceful Teaching in EFL Classrooms: Pedagogical Considerations

A practising English teacher has to constantly update skills and strategies for effective classroom instruction. The skills and strategies that teachers master during their academic careers are to be delivered in the English language classrooms to improve the language skills of the students. Further, skilful teachings sustain students' involvement throughout lessons and lead to productive learning outcomes. However, during regular classroom sessions, language teachers experience difficulties to sustain students' interests throughout lessons. This is due to the fact that teachers have to handle the transitions within the lessons between activities and bring the lessons to successful endings. During the transitions, teachers have to pitch lessons towards meeting the needs of the mixed ability group of learners. In most of the EFL situations, English teachers find it difficult to motivate the mixed ability group of learners to the prescribed teaching materials. This paper outlines poor pedagogical practices in EFL classrooms and offer better practices to make teaching-learning process resourceful. In the English language classrooms, a key element of effective instruction is to reduce the amount of teacher talk time and increase learner involvement in the class. This strategy gives ample opportunity for students to practise new materials and experience active learning. A successful learning pedagogy requires teachers to assess educational activities that meet the needs of a mixed ability group of learners and allow students to participate in curriculum implementations. The content to be presented in this paper gives resourceful insights to the English language educators and researchers on issues relating to analysing, designing and the effective use of instructional materials.

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Simplicity for Oneness: Affective Stylistic Perspective on Thich Nhat Hanh's Scientific Ways for Spiritual Message Delivery

The strength of materialism and self-centeredness in the 21st century path has driven people away from spiritual wisdom or oneness among people and nature. It is usually difficult for 21st-century people dwelling among the concrete ways of technology to comprehend abstract spirituality. However, Thich Nhat Hanh, a Buddhist master, has developed scientific ways for spiritual message deliveries as seen in his published books. His outstanding features are if-clause sentences and analogies. As seen in studies on his books of the early 2000s, the late 2000s, and the early 2010s, the if-clause sentences were divided into deductions with generic meanings (DGM), deductions with cause-effect relationships (DCE), the combination of DGM and DCE (COM), and inductions (ID). The perspective of affective stylistics was adopted to explore how such writing features affected readers' thoughts along with the use of two invented instruments: (1) multiple-choice questionnaire and (2) think-aloud task. The pilot-study task I revealed that, for persuasive communications, participants were connected to if-clause sentences or other statements linked with generic meanings, cause-effect relationships, and inductive reasonings while the pilot-study task II suggested that age, gender, and background in terms of art/science were not significant factors affecting the participants' thoughts. However, the task-II results showed that background in terms of the subjects' career path was a relevant factor having certain effects on how the individuals interpreted the texts. Further research has to be conducted to see if Thich Nhat Hanh's scientific ways of spiritual message deliveries are effective for general audiences.

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"Thainess" in Thai Language Textbooks for the Primary Education of Year One to Year Three in the Compulsory Curriculum of the Year 2008

The course book is somewhat a discourse that has strongly caused an effect on Thai society. One of the reasons is that students have been forced to enrol in the core curriculum of the national education at the basic level. Thus, this research is particularly focused on Thai culture, known as "Thainess", in other words. Its objective is to learn more about "Thainess", described in the national syllabuses of Year One to Year Three, as *phasapatee*, which are aligned by the Learning Area of the Thai Language implemented by the Ministry of Education. Importantly, a conception of the research is based simultaneously on the basics of Critical Discourse Analysis known as "the three dimensional framework" by Fairclough. The research found that "Thainess" is divided into four types, each of the styles based on culture, religion and belief, ethnic and the royal institution. Moreover, we are able to categorise them according to verbal and non-verbal languages. There are nine crucial strategies, namely 1. Lexical Selection; 2. Describing Words; 3. Modality; 4. Majority Adjustment; 5. Reasoning; 6. Pre-Supposition; 7. Multivoicedness; 8. Rhetoric; and 9. Sign.

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Distortion of Marxism in Duong Thu Huong's *Novel Without A Name* and Kim Echlin's *The Disappeared*

In *Novel Without A Name* (1996) and *The Disappeared* (2010), brutalities of the Vietnam War and Cambodian Civil War are depicted vividly. The implementation of faulty Marxist doctrines and ideologies is portrayed as the main factor that leads to such atrocities of war. Thus, the centre issue or the theme of these two novels is distortion of Marxism. This theme is foregrounded not only through the incidents that take place in the battlefield but also through the relationships between characters. The relationships between characters are not fully explored by scholars to examine the theme, distortion of Marxism. Hence, this study investigates the importance of relationships in reflecting and developing the theme, distortion of Marxism portrayed in Duong Thu Huong's *Novel Without A Name* and Kim Echlin's *The Disappeared*, using the concept of Marxism. By referring to the true set of Marxist ideologies, the distorted Marxist doctrines implemented in the Marxist regime portrayed are found. This paper reveals that the distortion of Marxist doctrines gives negative impacts on the relationships depicted in *Novel Without A Name* and *The Disappeared*. There are three main types of relationship portrayed in the novel, namely love, siblings and friendship. All these relationships reflect the theme of both novels, distortion of Marxism, because all these relationships are broken and severed at the end of the novels due to the distorted Marxist ideologies and doctrines implemented in the Marxist regimes portrayed.

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The Natural Rhythms and the Indigenous Agricultural Technology in Rurutu (French Polynesia) and Other Asia/Pacific Areas

Rurutu is located 572 km south of Tahiti. The local people coexist with nature and they rely on it in their daily lives. Rurutu belongs to the East-Malayo Polynesian branch of the Austronesian family and is a minority language spoken in the northernmost island in the Austral archipelago in French Polynesia. The Rurutu people have preserved a rich oral culture and traditional knowledge of their agricultural technology, medicinal use of plants, and fishing. The presentation focuses on my observations of the ways that soil preparation, seeding, and sowing are linked by the Rurutu people to circadian rhythm, the phases of the moon, and wind direction. The observations were made during the course of my linguistic and ethnobotanical research in Rurutu.

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Process-Oriented Guided Inquiry Learning (POGIL)-Based Instructional Materials

Process-Oriented Guided Inquiry Learning (POGIL) is a teaching approach developed based on the principles of active learning. This approach is prominent in the fields of science and mathematics at both school and tertiary levels. Moog and Spencer (2008) suggest that POGIL addresses two important areas. The first area is the development of the understanding of the content subject, while the second area is the development and improvement of important learning skills, among others: information processing, oral and written communication, critical thinking, and problem solving. In relation to the present study, POGIL is seen as a suitable approach in the teaching of Discourse Analysis (DA) due to three reasons. First, DA requires students to learn some new concepts and theories. Second, the course requires students to engage in critical thinking as they are expected to analyse and interpret different types of discourse. Third, it needs to be highlighted here that the second area outlined by Moog and Spencer echoes some of the important aspects of graduate employability traits that many higher institutions across the globe aim to nurture in their students. In this university, where the study is conducted, similar aims have been developed for the students. This paper presents a sample activity based on the POGIL approach that follows the learning cycle: Exploration, Concept Invention/Term Introduction, and Application.

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In-Class Literature Activity: An Alternative

Higher order thinking skills (henceforth HOTS) is currently the talk of the town. However, its teaching is faced with hiccups. Among others are the exam-oriented education system that has cushioned people for decades and the culture that eyed being vocal negatively hence conditioning the students to be passive individuals. In addition, there is also the issue of teachers' readiness to teach the skill. Hence, the researchers are proposing an alternative in-class activity that teachers can use in assisting their students to put their HOTS to practice. The medium used to develop the students' HOTS is a short story written by a local writer. The activity proposed focuses on synthesis. For the purpose of this paper, the activity is solely on the teaching of plot. The element of plot is chosen as it is the roots of understanding in order to allow for other activities to take place. The result of the research showed some traces of very interesting HOTS in the students' answers' scripts whereby some of them managed to anticipate rather logically the fate of the characters. There are also indications of students combining the knowledge of the text to the culture of the society and religious points of view hence creating very exciting justifications to their thoughts. More so, some students too were able to create a new relevant situation to alter the characteristics of a character to be more positive. These are all evident throughout the students' answer scripts.

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A Discourse Analysis on Structure used in Medical Case Presentations

Oral case presentation (OCP), particularly in the medical field, is one of the medical trainings that medical students need to go through. It is a genre that involves organisation of input and discourse strategies. In oral case presentations, students normally 'tell a story' to their senior physicians or lecturers. There are several moves and structures that need to be followed by medical students in presenting their oral cases. According to H. Hung et al.(2012), there are nine moves in oral case presentations which are (1) history of present illness, (2) past medical history, (3) personal and social histories, (4) family medical history, (5) drug history, (6) general physical examination on admission, (7) general laboratory and diagnostic findings on admission, (8) clinical course after admission and (9) medical records after discharge. Throughout the moves mentioned above, which model of oral case presentation is used by students in presenting their OCPs? This paper focuses on medical students presenting Obstetrics and Gynaecology cases to their senior physicians. In doing so, a corpus of Obstetrics and Gynaecology case presentations were qualitatively analysed. This study presents some preliminary results on the rhetorical moves in the oral case presentations and the models used in presenting the cases.

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Home is Where the Heart is: Exploring the Sense of Belonging in Margaret Atwood's *Cat's Eye*

Human beings need to associate and mingle with the surroundings, be it with the family, neighbours, colleagues, nature or place, in order to feel attached and belonged to a particular society and its environment. This paper explores the concept sense of belonging in Margaret Atwood's novel *Cat's Eye* (1988). The story is about the protagonist Elaine revisiting her childhood memories where she learns about friendship, longing and betrayal. Although she is bullied by her own best friends, Elaine remains with them as she fears being alienated. Despite the many years spent outside Toronto and away from her sad childhood memories, Elaine still feels that her hometown is the real home. The notions of belongingness used in this analysis are aided by Abraham Maslow's Hierarchy of Needs and William Glasser's Choice Theory. Elaine's strong attachment towards her hometown and her childhood memories are due to the human's needs for love and belongingness and as an attempt to evade alienation and loneliness. Parallel to what Maslow defines as the sense of belonging, humans, at the very basic level, long for belongingness, respect and love and Elaine's actions are seen as a desperate attempt to strive through her days as Glasser outlined in the Choice Theory – the need for love and belongingness is closely linked to the need for survival.

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The Use of Humorous Texts in Improving ESL Learners' Vocabulary Comprehension and Retention

Successful language acquisition requires extensive word knowledge. However, learners are reportedly unable to increase their word knowledge due to insufficient meaningful input in the language classrooms. This paper intends to present another tool to encourage learners' vocabulary development. It examines the effect(s) of using short narrative jokes on ESL learners' word comprehension and retention. The study involved an experiment in which two intact groups of tertiary students attended four reading sessions. Before they began reading, the participants were given a vocabulary test (pre-test) to measure vocabulary recognition of the target words. The experimental group was then exposed to short humorous texts while the control group was exposed to comparable non-humorous texts. After each reading session, the participants were given immediate vocabulary test (post-test 1) to measure vocabulary comprehension. After a week, the participants were given delayed vocabulary test (post-test 2) to measure vocabulary retention. The participants' gain scores were assessed by comparing their post-test 1 to pre-test score. Lastly, the gain scores and scores in delayed vocabulary test of the two groups were compared using *t* test. The findings of this study indicated that humour could assist in word comprehension and retention. One of its implications is for language teachers to include humour in vocabulary teaching and learning.

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Credibility at Stake: Seeking Truth in Ian McEwan's *Atonement*

Ian McEwan is one of the modernist writers who utilised new and uncommon ways of narrating. We find him dealing with history, wars, and social themes all knitted in a maneuvering way. The unreliable narrator, a technique he employs, is a mode first coined by Wayne C. Booth in his *The Rhetoric of Fiction* in 1961. McEwan's employment of what might be termed as the unreliable narrator is an issue that needs further analysis. In *Atonement*, his character, Briony, who is still a child, narrates parts of the novel but her narration is questioned for she might not be truthful or honest. Her being unreliable adds much to the novel and changes the fates of her sister, Cecelia, and her lover, Robbie. It is not only a matter of telling but it also interferes in the discourse of the action and propels the events to a different direction. As a result, it is doubtful to give the role of talking to a character (Briony) to narrate and cope with events and the telling is questioned, maybe, for the ideas are far from reality, or the character's being too young or simple-minded. The present paper attempts to reread *Atonement* and show what is meant by the unreliable narrator and how it is employed. How significant can such a technique be in telling the events of a piece of fiction? This paper illustrates the significance of the aforementioned technique which adds new knowledge to the literary work.

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Re-thinking English Pronunciation Goals in the Malaysian Context: Lessons from ELF

There are now more non-native speakers of English than native speakers of English; however, this is not mirrored in the setting of goals and standards in language curriculums and examination standards in many contexts around the world. Pronunciation is often an area that receives the least attention and often relegated to be discussed in passing in the English curriculum. It has been noted by Jenkins (2000) that, although pronunciation is the most diverse linguistic construct, it is the “area of greatest prejudice and preconception, and the one most resistant to change on all sides” (p. 4). The norms and approaches used in the research and teaching of pronunciation of English are still based on native speaker models. This paper argues that, given the changed roles and functions of English in Malaysia, the goals and norms in the teaching of pronunciation should be re-examined to reflect the realities of the Malaysian context. This paper will examine the various English language policies in Malaysia in terms of pronunciation goals, keeping in mind the roles and functions that English plays in Malaysia now. Should the goal of pronunciation reflect the realities of English in Malaysia or should the goals be based on external norms? Data from second language learners’ interactions will also be used to highlight the necessity of re-thinking pronunciation goals. Pronunciation teaching needs to be approached in a meaningful way to reflect local norms in the Malaysian context.

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Before They Were Dreamers: The Filipino and the American Dream

The prospect of having a better life has attracted immigrant groups of various ethnicities to the United States of America for centuries. This American Dream has manifested itself in various works of literature by mainstream American authors and ethnic minorities, including Filipino-Americans, and has played an important role in the diaspora of the Filipinos to the United States. Through Part I of *America is in the Heart* (AIH), Carlos Bulosan, one of the pioneers of Filipino-American literature, presented the rural life conditions of Filipinos during the American colonisation in the early 20th century. Bulosan’s fictional counterpart, Allos, gives the reader a view of the rise to prominence of America’s influence on the mindset of the Filipinos, showing how the implanting of the American Dream into the minds of Filipinos through American-based education and stories about greener pastures in the United States fueled the hopes and aspirations of Filipinos for a better life, which later led to waves of Filipino immigrants to the United States. In addition, the present in Part I of AIH is the push-pull effect that stemmed from the American occupation of the Philippines during the early 1900s, reflecting the general Filipino perception of America and the American Dream, and exhibiting the journey of the would-be Filipino immigrants, in their path towards their dream going to the United States in search of a better life; in search of the American Dream.

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Thai Orchid Naming

This study focuses on how to name Thai orchids and their social and cultural reflections. 333 names of Thai orchids were selected from the book “Thai Native Orchids 1” and “Thai Native Orchids 2” of Queen Sirikit Botanic Garden, the Botanical Garden Organisation of the Ministry of Resources and Environment. It is found that there are 3 types in the form and structure of Thai orchid naming: 1. main part whose family names or names include words meaning “orchid” occurring with modifiers; 2. main part whose family names exclude words meaning “orchid” occurring with modifiers; and 3. only names or family names without modifiers. Semantically, Thai orchid names can be classified into 9 domains: 1. Plants, 2. Animals, 3. Items, 4. Humans, 5. Places, 6. Nature and Environment, 7. Religion and Ritual, 8. Colors, and 9. Food. Additionally, there are 5 parts of social and cultural reflections on the names: 1. Wealth and Prosperity, 2. Religion and Ritual, 3. Agricultural Society, and 4. Luck.

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Buddhist Dharma in Isan Literature

The objective of this paper is to present the Buddhist moral codes in Isan literature affecting the lives of Isan (north-eastern of Thailand) people. Buddhist moral codes in Isan literature have more moral contents than truths. The content of the teaching is the practice of individuals in the society in terms of morality in living a life, both personal and social lives, according to the principles of Buddhist which are divided into two subject matters: 1) Buddhist moral codes for society, and 2) Buddhist moral codes for individuals. Besides these, there are also teachings about on Buddhist predicts which are prophecies on different happenings in the society in the future whether economic problems, politics, and society which are also happening in the present time. Besides this, Isan literature outlines three roles for living a life for the Isan people; the role in controlling society, the role in preserving culture and the role in being good models of behaviors.

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Factors Contributing to the Speaking of English among Secondary School Students in Melaka

The purpose of this study is to examine three major factors that contribute to speaking English as a medium of communication among secondary school students in schools. The three factors examined are students' exam performance in school, the influence of traditional media, such as television shows, radio channels and newspaper reading in English, and social media usage, such as Facebook, Twitter and other online social networks. 150 secondary school students from schools in the Melaka state were given questionnaires consisting of 20 questions measuring factors, namely exam grades, traditional media usage and social media participations, that influence students to speak English in schools. The dependent variable in this research is the assessment of the actual speaking of English language as the main medium of communication in schools. A majority of the respondents felt that the social media promotes English-speaking; this is probably due to the need to master the basic level of English proficiency to engage with others in online communities that are mostly in English. This, among other findings, is discussed in this paper followed by recommendations to further improve the command of the English language among secondary school students.

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The Significance of Interruptions in Speech: A Case Study of an Interview in the Late Show with David Letterman

Unlike writing, conversation is an ongoing process and its participants do not usually pause to structure their thoughts into words; they speak and think simultaneously. Since the whole process of conversation is instantaneous, there can be impairments in speech, such as stuttering, pauses and interruptions among others. These so-called impairments may exist due to the inability for our mind to process necessary information in time to be uttered. Consequently, such impairments have been viewed in a negative light - a sign of incompetency. However, in some cases these so-called impairments - one of which being interruptions in speech - serve a specific purpose in spoken discourse. In this research, the focus will be placed on the roles played by interruptions in conversations, namely those found in a talk show interview between David Letterman and Emma Watson. This case study aims to identify the types of interruptions present in the talk show the Late Show with David Letterman, the functions they have in the context as well as in the overall conversation, and the frequency of their occurrence. In order to do so, the interview was transcribed and analysed using a speech interruption framework. This study discovered two major types of interruptions in the data: competitive interruption and cooperative interruptions. Cooperative interruptions occurred more frequently than competitive interruptions. It was also found that the presence of simultaneous speech did not necessarily mean that there is an interruption; interruptions can occur even when no simultaneous speech was present.

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Gambling at the Funerals: An Immoral Culture in the Northeast Society, Thailand

Gaming or gambling can be considered as a part of the funeral of people in the Northeast of Thailand (I-san). However, worrisome thing happening at present is the popularity of playing gaming which is illegal but allowed to play them legally in funeral. Therefore, this article aimed to propose the social dynamics in the Northeast of Thailand, aspects of Buddhism towards the gaming or gambling at the funerals, and troubleshooting guidelines by engaging the communities. The findings indicated as follows: 1) Social dynamics towards gambling at the funerals are the changes from the playing the gambling for fun becoming for bet; the patronage system collapsing in the society; the capitalism influencing the society; the impotence of temple; and the laws turning out to be unreliable; 2) According to Buddhism, gambling is considered as allurements which lead to ruin. Therefore, playing gambling at the funerals is judged to commit immoral cultures or sins resulting retribution, loss of the property, lack of respect, insulted, no one wants to marry; 3) Troubleshooting guidelines with participation of community are; should have community as base and community members include monks, community leaders, people, and local government institutes viz., agreeing to prohibit drinking and gambling at the funeral. If people still play gambling at the funeral, no one will participate in that funeral.

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John Donne Resisting Patronage

Samuel Johnson defined a patron as "one who looks with unconcern on a man struggling for life in the water and, when he has reached ground, encumbers him with help". In England, literary patronage can be traced back to as far as ancient Greeks. A patron, usually a famous person of a high rank and with a lot of influence and money, promises to take care of a poet/playwright. Patronage, however, came with a tax—sometimes writers had to write in praise of their patrons and sometimes they had to be dictated not only on subject matters but also when and what to say and even how to say it. So far, patronage has largely been taken for granted; therefore, more research is needed to examine this phenomenon critically in order to evaluate its impacts on the course of literature production. While many poets had no choice but to conform to that and take patronage with its all package, few poets showed some resistance in an attempt to have their own voice rather than that of the patron. John Donne was one of those. There is strong textual evidence in Donne's poetry that he was, by all means, attempting to detach himself and even resist any kind of patronage that determines what he had to say, when, and how. Resisting literary patronage, Donne proves to us that he always believed in literary independence. His belief was that a poet has to be an individual who has the freedom to express feelings and thoughts the way he sees fit, and not by being told what to do. Resisting patronage marked the first of a series of traditional milestones that Donne had to contest later on.

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The Myth of Empty Palestine in Jewish Poetry (1898-1948)

It is not surprising that Zionists have recently started to bring back the idea that Palestine was empty before the establishment of Israel in 1948. Palestine indeed was empty—it was empty in the literature written by Jewish writers for Jewish people. Reading Jewish poetry written before the occupation of Palestine, one cannot help but notice that Palestinians barely existed. Because the greater focus has been on the political aspect of the conflict, there has been only little attention paid to how literature played a major role in mobilising Jews from all over the world to come and colonise Palestine. We are set to show how Israeli poetry, which has been working as a major player in both shaping certain Jewish narratives to spark nationalistic Jewish enthusiasm, is a characteristic example of how literature has been and is constantly used to create a reality to serve the Jewish agenda in establishing a home for Jews in Palestine. In the Jewish poetry of Palestine in the 19th and first half of the 20th centuries, Palestinian Arabs of Palestine are almost always absent thus denying them existence in Palestine and giving the impression that Palestine is a land without a people. Israeli poets resorted to certain techniques to erase the existence of the “Other” and claim ownership of the place, encouraging Jewish people around the world to come to “a land without a people”. To claim exclusive ownership by emptying Palestine of its indigenous people, Jewish poets employed two main literary techniques: narrating and remembering and envisioning biblical times.

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Undetermined Noun Phrases in New Englishes: Zero or Null Article?

This corpus-based study investigates the phenomenon of article omission in Singaporean English, Indian English and Kenyan English using a case study of noun phrases headed by ‘house’. Data from British English, Australian English and New Zealand English are used for comparative purposes. The paper will show that conceiving \emptyset as the null article, rather than its zero counterpart, can throw light on New English speakers’ intended meanings of those undetermined noun phrases that are often explained away as cases of article omission. Undetermined noun phrases headed by ‘house’ are indeed more frequent in New Englishes but about 80% of them are instantiations of the null article which is also found to be common in the native varieties as can be seen in, for example, ‘We are moving \emptyset house’ or ‘You set up \emptyset house together’. Interpreted with the null article, many of the otherwise untypical noun phrases in the newer varieties become identifiable, inclusive and maximally abstract (Chesterman 2005). Some 15% of the investigated noun phrases are one-member sets which also act as proper name, for example, ‘House’ for ‘The House of Representatives’. Finally, ‘house’ is found to be used in the phrase ‘in \emptyset house’ by way of misanalysis. This is due to ‘house’ in the adjectival compound ‘in + house’ being treated as an overt noun. Broadened in its scope of description, the phrase is consequently used as a premodifier or a postmodifier. With this re-interpretation, the incidence of ungrammaticality is low thus shedding light on the widespread occurrence of article omission in the New Englishes.

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Malaysian Sino-Indians: When Heritage Language is No Longer the Native Language

The historical past of Malaysia as a British colonial state and the government policies, after the nation gained its independence in 1957, have allowed Malaysia to prosper as a heterogeneous multiethnic nation and has allowed for the occurrence of intermarriages to flourish. Sino-Indians, or better known as Chindians, are biethnic individuals of Indian and Chinese parentage commonly found in Malaysia and neighbouring Singapore. This paper discusses the language that the Malaysian Sino-Indians consider as their native language which is an important element in ethnic identity development. Based on qualitative data obtained from observations and in-depth interviews conducted on 30 Sino-Indian participants, this research finds that an array of languages is considered as their native language by the Malaysian Sino-Indians but a strong preference towards the English language is evident which causes heritage languages to no longer be considered as the native language by a majority of the biethnic Sino-Indians. This finding is proof to the fluidity of ethnic identity among the Malaysian Sino-Indians and the occurrence of language shift.

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Lights, Camera, Action! The Use of Video Technology in the FSL Classroom and Science Classroom

This paper presents our action research as participants in the self-directed, 2013/2014 Teacher-Learning-Leadership-Project (TLLP) entitled, *Communicating Without Borders*, and supported by the Ontario Ministry of Education in Canada. The paper will define the TLLP in Ontario and explain the parameters around applying for and pursuing a TLLP. Our TLLP project, highlighted in this presentation, involved four teachers who used technology in secondary French as a Second Language (FSL) and Sciences. Their goals were to support students in developing their skills in communication and collaboration. The project encompassed French teachers integrating online video technology to support students in practising their speaking and listening skills in French as a Second Language context. In the Sciences, teachers used technology to support students' journey in understanding terminology and concepts relevant to their studies. Data was collected through student surveys and through student video/sound productions. The findings show that students responded positively to videos made by their teachers and by their peers for learning. They preferred the use of video (both teacher-generated and student-generated) over other forms of learning technologies used in the classroom.

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Western Influence on African Prose since Chinua Achebe's *Things Fall Apart*

This paper seeks to shed light on the nature and extent of Western influence on African prose from both thematic and stylistic points of views. Impressions that the literature of Africa took its roots from Western civilisation received a deathblow in Chinua Achebe's *Things fall Apart*. Using quantitative tools and relying heavily on published African writers, largely prose, the researcher examined the styles and themes of selected *African writers series* in the early days of Nigeria independence and the contemporary authors of African prose from the early 1980s. The language of the authors was of immense importance as we try to check every iota of the influence of the West while writers express African cultures through their themes. The findings show that, rather than pattern their work after Western literature, authors take as much of the Western structure as is necessary to ensure acceptance and customised both style and language to reflect their thoughts. The latter changed this perspective and firmly entrenched the fact that Africa had a literature. All Africa owes the West is the medium and the Western classification of genres. Literature, in the experience of Africa, is chiefly a documentation of African history and an expression of African worldview. The first impact of the West on African literature was the provocation of protest.

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Schematic Structural Analysis of Newspaper Editorials: A Comparative Study of American and Malaysian Newspapers

An editorial in a newspaper is a popular genre targeting general public as its discourse community. It plays an influential role as it presents the official position of the newspaper on a topic that is considered to be of particular societal importance. To carry the message through effectively to the public, the editors' awareness of the generic prototypical pattern and its rhetorical moves employed in editorial writings is essential. Such is the importance of editorials in the lives of the masses, yet few studies have been done to investigate the rhetorical structure of editorials and determine its persuasive style. Based on the belief that each language owns unique rhetorical conventions, the aim of this study is to compare and contrast the generic and rhetorical characteristics of 60 editorials of two different newspapers namely *The New York Times* and *New Straits Times*. To realise the objectives, a systematic sampling was done on editorials of the two newspapers in 2013. The selected editorials were then subjected to a content analysis to discover editorials' macro-structural elements and their sequences. The analysis showed a typical rhetorical structure for editorials that include obligatory and optional moves and steps. Variations in the use of the last move and its steps were also observed in *The New York Times* and *New Straits Times*. The results of this study would have pedagogical implications where ESL/EFL students' awareness on the rhetorical structures of editorials could be enhanced and this awareness could lead to a more effective editorial writing.

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Metaphor of Architecture in Raymond Carver's "Cathedral"

Many of Raymond Carver's male characters are concerned with dilemmas of their masculine identity, a situation which leaves most of them helpless in the end. The narrator/protagonist of the short story "Cathedral," however, is lucky and mature enough to find a way out. He, suffers from a defensive sense of masculinity and, from lack of true relationship with others, is introduced to and tries out new methods of reaching out to people, a process which first necessitates him to make a connection with the spiritual side of human life, particularly his own unconscious. Having lived according to the dictates of his isolating ego for a long period of time, this protagonist is given an opportunity in the course of "Cathedral" to design an alternative definition of masculinity for himself. Carver's message in this short story is that, through socialisation, empathy, and spirituality, it is possible to build a new masculinity which is based neither on enclosure nor on control by constant vigilance. This paper is actually an attempt to show how Carver's creative use of architectural metaphor in the forms of castle, the Panopticon, and cathedral helps illuminate the different phases of masculine identity experienced by the main character of "Cathedral," which is truly regarded as the author's best piece of fiction. Adopting a psychoanalytic perspective, the paper selects to read Carver's short narrative in the light of the ideas of the British scholar, Antony Easthope.

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Transhumanism versus Bioconservatism: Enhancement or Dehumanisation in Daniel H. Wilson's *Amped*

To be skeptical about technological advances which will make our dignity weaker is called Bioconservatism and is in contrast to Techno-progressivism which supports all kinds of technological developments in our life. In fact, one of the most debated movements that enhance human abilities is Transhumanism. *Amped* (2012) is a contemporary science fiction novel in which Daniel H. Wilson has used transhumanism as cybernetic brain implants in order to help mentally-damaged people in having normal life but these implants turn people into superhumans. It is fascinating to note that implantation is a choice to be transhuman known as 'amped' but a kind of discrimination against them exist in the form of bioconservatist groups of non-amped people. They believe that amped people are dehumanised by implantation and thus are not pure any more. Humans hope to minimise and abolish unwanted sufferings through medical improvements but it depends on whether they say 'yes' to technological advances whenever they become transhuman or not. Some critics, such as Francis Fukuyama, have highlighted transhumanism as one of the world's most dangerous ideas. The aim of this study to examine the author's struggle to show the arguments of two opposite sides in order to remove ambiguities concerning the truth of human enhancement or dehumanisation in the story.

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**Intelligence Explosion as a Future Sword of Damocles: A Study on William Hertling's
*A.I. Apocalypse***

Artificial Intelligence could be the most important thing or the worst mistake that ever happened in our history. William Hertling's *A.I. Apocalypse* (2012) is a post-apocalyptic novel about the vulnerability of modern technological life against superintelligence. The author depicts characters living in A.I-controlled societies behind a revolution or revolt by self-controlling machines when a personified computer virus infects all the world's computers. As a result, it leads to disruptions in human life—billions of people are about to die. Vernor Vinge states that A.I could be a possible cause of 'intelligence explosion' where superintelligences produce hyper-developed generations of machines in order to surpass human mind. This scenario will be a new epoch called Technological Singularity in which human civilisation and even nature will change. In the novel, Hertling warns of dehumanisation under the shadow of superintelligence in order to challenge his readers' minds to ponder about such a future. This study attempts to demonstrate that Hertling criticises intelligence explosion through singularity in which mankind are entrapped in A.I-controlled society. It also investigates the relationship between dehumanisation and singularity.

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Translating Culture Specific Words: A Study on the Applied Strategies

Culture specific words play an important role in translation. Translating them has always been a controversial issue in the realm of Translation Studies. Normally, this type of words carries cultural, religious and ideological loads which may cause difficulties for the translators while translating texts. These words are simply used in spoken or written language by the speakers or the authors of a language as they interact with each other using familiar codes of the language and they live in the same society and share similar cultural attitudes and values. Considering translation, this kind of words is not regarded as so simple. This is due to the fact that, unlike source text readers, the target text readers may have problems understanding them because they do not share the same cultural background knowledge as source text readers. It is very essential that the target text readers can communicate with the translated texts and understand its content and the authors' points. These words can hinder this process of understanding. Here, the role of translators is highlighted. They are responsible for conveying the meaning of the source texts to the target texts and making translation texts as understandable texts for readers via using different applicable translation strategies. Therefore, this study sought to explore the translation of these culture specific words between these two languages, namely Persian and English, and to see what strategies the translators use in rendering them. The study showed that reader-oriented strategies have been used in translation.

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The Use of Apology Strategies and Gender Differences among Iranian Postgraduate Students

Apology is defined as a remedial exchange to produce social harmony after an offended action has been committed (Goffman, 1941). Apology is a type of speech act which has been the object of numerous studies (Gusztav & Demeter, 2000). The notion of apology may differ from one culture to another based on the social norms of the target culture. With this concern in mind, this study aims to identify apology strategies used by Iranian postgraduate students who are living in Malaysia. To this aim, 50 Iranian postgraduate students (25 males and 25 females) in one of the public universities in Malaysia (Universiti Putra Malaysia) were selected in order to investigate the apology strategies using the questionnaire proposed by Sugimoto (1995). The questionnaire was designed to compare the apology strategies used by male and female students. In this study, duration of stay and gender are the two variations which are also taken into consideration. The design of this study is quantitative and the framework to analyse the data from all responses will be categorised according to Sugimoto's model of apology speech acts set. The findings of this study revealed that male and female respondents differed in the use of strategies they used and also showed that the length of stay would affect the use of apology that one can use in an apology situation. This study hopes to show whether English learning experience in the EFL context of the participants' home country helps them to use English in an ESL context communicatively.

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Speech Accommodation Strategies in the Selling of Life Insurance

In an oral communication context, speakers often adjust their speech to "accommodate" the person they are addressing. This situation may be more prominent in sales talk. In the selling of life insurance, sales talk is recognised as a goal-oriented interaction with a specific structure, role and patterns of language use. The sellers and buyers of the life insurance will use different accommodation strategies to ensure a sale or to reject a sale. In addition, life insurance sales talk involves talking about sensitive matters, such as illness and death that may be taboo for some, and thus may require speakers to adjust their speech in order to address such sensitivities. Thus, how these participants speak to one another in the sales meetings matters as how both the sellers and the buyers or customer pursue their goals using language becomes important. This paper addresses the role of speech accommodation by sellers and buyers of life insurance in a number of life insurance sales meetings conducted in Malaysia. The participants of the meetings were bilingual Malaysians of Malay and Chinese backgrounds and their levels of spoken English differed from one participant to another. The paper will discuss the extent to which the participants used convergent and divergent strategies throughout the meetings to accommodate linguistic differences and difficulties. The paper also discusses whether both the sellers and buyers of life insurance were aware of the need to adjust language for the need of their listeners and to achieve the communicative purpose.

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I Do, Therefore I Learn: An Experience in the Learning (Teaching) of Drama through a Performance Based Pedagogy: The Case of Shakespeare's *King Lear*

The teaching and learning of drama in the language classroom is ultimately indispensable because it offers a lens for learners to use their imagination. It draws upon learners' abilities to imitate and express themselves and, if well handled, it should arouse interest and foster personality development. Drama encourages adaptability, fluency and communicative competence. It puts language into context and gives learners the experience of success in real-life situations (Davies 1990: 97). In response to this, my paper is an attempt to outline and relive the experience of adopting a performance based pedagogy (PBL) in the teaching and learning of Shakespeare's *King Lear*. The participants of this experience are 20 pre service teacher trainees in their foundation year in a teacher training institution. The performance based pedagogy I utilized encompassed a drama workshop, close reading of the scenes, drama techniques like hot seating and voices along the corridor, auditions, rehearsals and full dress rehearsals which was then followed by a student-based theatrical production. What was perhaps the most significant aspect of this experience is the active involvement of the teacher trainees' in the interpretation of characters, scenes, setting and action in this complex play. This paper will relive this unique learning (teaching) process through the stages in which it was carried out. The outcome of this learning (teaching) experience was very promising and encouraging in support of a performance based pedagogy. The teacher trainees' reflections which was gleaned from their learning journals indicated positive responses to the whole learning process. Perhaps an important implication from this whole experience is the interactive nature of this pedagogy which allows for real and authentic use of the language.

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Conceptual Metaphors in Malay and Chinese: A Comparative Study

Cognitive models on conceptual metaphor, such as the Contemporary Theory of Metaphor, have been tested on many languages and most studies found slight variations across cultures. The aim of this paper is to provide a comparative account of the Malay and Mandarin Chinese conceptual metaphors using corpus data (MalayWaC and Chinese Gigaword). For this later conceptual metaphor, quite similar uses are found although the expressions vary. This paper has examined two conceptual metaphors – one that is mapped differently in Malay and Chinese while the other is mapped rather similarly. The discussion will benefit the studies of human cognition across cultures as cultures are reflected in their use of languages.

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Power Relations and Learning French in the Corporate World

More and more international companies are slowly but certainly setting up business in Malaysia. Certain organisations in particular sectors have decided to offer foreign language courses to their local and/or expatriate staff in an attempt to enable seamless communication among the work force and to create some kind of uniform corporate culture. From the learners' point of view, learning the language of the organisation, or, to put it bluntly, the language of the boss, represents more than just a simple task of language learning. While not obligatory, the ability to speak the language of the corporation is looked upon as highly desirable for better navigation of the unique sociocultural context of the organisation. Apart from enhancing communication between locals and foreign language speakers in the organisation, knowledge of the foreign language associated with the organisation may have implications on the power dynamics between participants within the organisation. This connection between language and power relations in the context of foreign language learning in international corporations, often unseen and hence unrecognised, is the focus of the current study. Interviews with learners of French in an international company were conducted to explore what learning the language of the boss means to them. What do the learners' expectations and motivations, their successes and pitfalls while acquiring the language throughout the learning process reveal of power relations in the corporate world? The study will employ the theoretical perspective of mixed intersubjectivity (Dervin, 2013) which provides the means to study complex multi-layered identities individuals portray of themselves. Through the close analysis of talk, the subjects' construction of power relations between language learners and the decision-makers in the organisation will be revealed. These insights will provide a better understanding of language learners' motivation to learn the language of foreign-owned organisations as a multi-faceted construct.

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***Vive la France* (2013), the French Answer to *Borat* (2006)**

In 2006, Sacha Baron Cohen's mockumentary *Borat: Cultural Learnings of America for Make Benefit Glorious Nation of Kazakhstan* became a blockbuster and, at the same time, one of the most controversial movies of the time. The movie presents a stereotypical, underdeveloped, backward Kazakhstan and it portrays a supposed racist and misogynic population. In comparison, the 2013 movie *Vive la France* (VLF) of the French actor-cum-humorist Michaël Youn sounds like a French answer to *Borat*. Youn relates the adventures of two terrorists from the imaginary "Taboulistan", a country in search of international recognition through the world-famous France. The two characters try to reach Paris to blast the Eiffel Tower but their plane has to land in the southern Island of Corsica and the two misogynic terrorist-wannabes have to struggle throughout the various French regions before reaching the capital. During the expedition in this "hostile" land, their beliefs change while in contact with the different local populations. Both these black comedies portray the exotic journey of a pair of highly stereotyped males in a foreign land although the French movie

avoids naming an existing state as the country of origin. The 'intercultural' encounters which occur are thus rather *cliché* but the trip in VLF appears as a mere excuse to highlight regionalism and provincialism in opposition to Paris, and to essentialise people from Corsica, Marseille or the Southwest instead of taking into consideration real diversity. While Borat focuses on (inter-)national boundaries, VLF joins the recent French movies which praise French regional differentialism.

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Window of Opportunities: Cultivating Language Acquisition Action Research in Malaysian Kindergarten Teachers

English language acquisition for Malaysian ESL learners has been emphasized for the past four decades but, unfortunately, there have been increasing problems of Malaysians being proficient in English. We believe that interests and motivation in language learning should be instilled at the foundation level. Therefore, this paper aims to discuss a language acquisition project in a local kindergarten in Northern Malaysia and how this project has had a good impact on the teachers. This qualitative study reveals four stages in making a gradual impact on the local kindergarten teachers in providing quality language teaching and language learning. The first stage deals with the researchers observing the learning environment in the classroom. Then, a teaching and learning innovation was conducted for two months at the kindergarten with 20 pupils. The third stage is interviewing the teachers on their practices and how the demonstrated innovation, for two months, has changed their perception towards improving the language acquisition environment. The fourth stage is engaging the teachers on areas of improvement, which require them to systematically analyse any changes of improvement among the preschoolers. The implications of this research are related to classroom practices in terms of whether teacher-student interactions should be viewed as socially constructive and teachers should utilise mediation or scaffolding in stimulating children's interests and motivations. It is hoped that undertaking any language research should not just benefit the L2 learners but also cultivate, innovate and enhance the stakeholders to make appropriate improvement that can have a sustainable impact on language teaching providers.

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Conceptualising Cultural and Commercial Authenticities for the Interpretation of TV Commercials –A Conceptual Working Paper

According to Min Zhou (2008, 103), “language proficiency alone does little to facilitate effective communications if one is unaware of the nonverbal and “situation-specific” codes of another culture”. Consequently, *authentic* teaching materials, for example, television commercials, which mix language and culture together, could help beginners in a foreign language to open up the meanings of audiovisual materials and the implied and literal meanings of texts. Integrated into the discourse of authenticity, this raises the question of whether television commercials are really *authentic*. This paper attempts to find a well-founded answer and to derive the authenticity term based on the literature. After a discussion on the construction of authenticity in commercials, this paper also deals with the question of cultural authenticity in commercials and the extent to which it is perceived by learners of a foreign language (in this case, German) in Malaysia.

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Teaching Pronunciation of English in the ESL/EFL Context: A Practical Approach

This paper presents what should be the goals and the practical ways of teaching pronunciation of English in ESL/EFL settings. Teaching pronunciation of English in ESL/EFL contexts is riddled with complexities. This paper offers reflections on fifteen years of my experience teaching pronunciation to students studying English as a second or foreign language and some realistic goals as well as suggests practical ways in which these goals can be accomplished in the English language classrooms. Some of the goals of teaching pronunciation in the ESL/EFL contexts include developing a liking for the English language, achieving intelligible and fluent speech, comprehending audio and video texts used in the classrooms, and developing sensitivity to varied accents of English. Some of the practical ways of teaching pronunciation include familiarising students with basic pronunciation features of English, such as the sound systems, minimal pairs, contractions, strong and weak forms, syllable division and stress patterns; helping students to use good pronunciation dictionary, developing students’ speech and listening comprehension with reference to pronunciation; identifying problem areas for students; and allowing for meaningful pronunciation practices.

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Komunitas Sastra, Literary Development and Publishing in West Sumatra

As part of literary development, we may find, in most places in Indonesia, *komunitas sastra* or literary clubs, associations of people who have interest in literature or, more generally, arts and cultural activists who found club or group for their literary activities and interests. They, in turn, have shown their importance in supporting literary publications and literary processes. Literary clubs act as laboratories where authors and critics, in most cases also artists from different art genres, help each other to support literary improvements. This investigation tries to present a literary infrastructure, in correlation with literary publishing and history in West Sumatra, literary clubs as organisations or institutions. Literary clubs also act as literary publishers, especially in special events and intentions, usually in the form of independent book publishing ways. In West Sumatra, there were, and still available in present times, literary clubs such as *Komunitas Seni Intro* (Payakumbuh, since 1991), *Kerikil Tajam* (1970s), *Yayasan Taraju* (1980s-1990s), *Kandang Padati* (since 2005), *Rumah Puisi* (since 2008), and many others. The main focus of this research is to find out how literary clubs function, if it is present, in supporting literary developments in West Sumatra, their contributions to modern West Sumatran literary developments, the activities and efforts made by these literary clubs to foster the availability and creative processes of authors in the literary publishing field, and the characteristics and model of literary clubs in this region.

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The Politeness Strategies by Thai EFL Tertiary Learners in Online Forums

This paper aims to report the language usage of Thai students in an online discussion site for an online English language course. The study was undertaken to investigate the speech acts of politeness and discourse strategies for politeness from the perspectives of intercultural communications, and the formation and maintenance between Thai and Western politeness norms. It examines the politeness strategies used by Thai students with the native lecturer, and describes the hybridity of Thai-Western politeness, how Thai students mediate intercultural communication in computer-mediate communications. The data was gathered from online threads and were analysed using the intercultural transformation. This qualitative study employs Speech Acts of Politeness (Brown and Levinson, 1987) from a pragmatics perspective as its primary approach, and the Intercultural Transformation Theory (Kim, 2002) as the secondary approach. Possible strategies of speech acts for politeness and three dimensions of intercultural transformations are also applied as analytic tools. The findings reveal that the hybridity of Thai politeness strategies was merged into the Western casual style of communication which is in line with the linguistic features that took place in CMC although the meaning-making was semantically interpreted in the Thai scenario.

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A Tonal Study of Chiangkhan Phuan

The Phuan language belongs to a Southwestern Tai branch of the Tai language family. Chamberlain (1975) classifies Southwestern Tai into two groups: the P group and the PH group. Since the proto-initial voiced stops in Phuan developed to be aspirated voiceless stops (*b, *d, *g > ph, th, kh), therefore Phuan was classified to be a member of the PH group which is the same as Lao, Phu Tai, and Standard Thai. The linguistic survey of Phuan spoken in Thailand was conducted by Tanprasert (2003). However, the Phuan spoken at the Buhom village, in the Chiangkhan district of Loei Province, has not been investigated. The aim of this paper is to examine the tonal system and characteristics of Chiangkhan Phuan and compare them with Tanprasert's (2003) findings. The tonal data was collected at the Buhom village and two informants were chosen. The findings show that the Chiangkhan Phuan tonal system consists of six tonemes, namely four are contour tones and two are level tones. According to the patterns of tone splits and coalescences, Phuan dialect spoken at the Buhom village, in the Chiangkhan district of Loei Province, can be grouped into Phuan dialect group V, A1-234 and C123-4, as proposed by Tanprasert (2003), which, in turn, is the same as the dialects of Phuan spoken in the Utraratit, Pichit, and Nakhonnayok provinces.

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Grammaticality Judgment Test: Do Item Formats Correlate With English Language Proficiency?

Grammaticality judgment test (GJT) is one of the many ways to measure language proficiency and knowledge of grammar. It was introduced to second language research from the mid-1970s. GJT is premised on the assumption that being proficient in a language means having two types of language knowledge: receptive knowledge or language competence (namely, knowing the grammar or metalinguistic awareness), and productive knowledge or language performance (namely, using the language); GJT is meant to measure the former. In the test, learners judge and decide if a given item, usually taken out of context, is grammatical or not. Over the years, GJT has been used by researchers to collect data about specific grammatical features in testing hypotheses, and data collected by a GJT is said to be more representative of a learner's language competence than natural occurring data. It also allows the collection of negative evidence (ungrammatical samples) to compare with production problems such as slips and incomplete sentences. Despite the usefulness of GJT, its application is riddled with controversies. Other than the reliability issues, it has been debated that certain item format is more reliable than the others. Therefore, the present study aims to investigate if two different item formats correlate or not with the English language proficiency of 100 ESL undergraduates.

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Critical Thinking Abilities of Postgraduate Students in Threaded Discussions

Critical thinking has increasingly been seen as one of the important attributes where empowering human capital is concerned and, in line with this recognition, the tertiary educational institutions worldwide are putting more effort into designing courses that produce university leavers who are critical thinkers. This study aims to investigate the critical thinking abilities of postgraduate students in threaded discussions. Participants of the threaded discussions were the postgraduate students of a faculty of a public university located in the Klang Valley. Data was collected from the postgraduate courses' threaded discussion assignments mediated via a learning management system. Overall, four threaded discussion transcripts were collected and used as the source of data of this study. The researchers assessed the four threaded discussion transcripts based on Newman et al.'s (1995) content analysis framework. Results showed that the participants' postings mainly reflected their critical thinking abilities in terms of being able to include relevant (R+ positive critical thinking indicator), clear (AC+ positive critical thinking indicator), novel (N+ positive critical thinking indicator) and justified (JS+ positive critical thinking indicator) input into the threaded discussions. It was found that, in the postings, the participants integrated a lot of their personal experiences into the discussions (O+ positive critical thinking indicator) and were able to link their ideas coherently (L+ positive critical thinking indicator). However, it was found that the participants generally lacked the ability to critically evaluate their peers' or their own postings.

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Attitudes of French Language Learners towards the Common European Framework of References for Languages

Since its implementation in Europe in the 1990s, the Common European Framework for References (CEFR) has drastically changed the approach to second and foreign languages teachings. The different competences have been internationally standardised and the success of the experience led to its extension beyond European languages. In the last ten years, the CEFR has been implemented in Malaysia for the teaching of French: teaching methods following the descriptors are imported from France and the DELF-DALF certifications, based on the CEFR competences, are largely offered in language centres as well as in secondary schools where French is taught. However, learners have not been involved in this decision-making. This study aims at evaluating the reception of the CEFR among Malaysian students who registered for French as an L3 elective course in a major public university. Individual interviews were conducted with 10 learners of French at the beginning and at the end of one semester, addressing directly and indirectly the CEFR and the associated developed skills. Malaysian learners seem not to be aware of the CEFR at the beginning of their language study. However, after one semester, they recognise that the methods used in the classroom generally match their expectations. These preliminary results bring up the larger question of the adequacy and desirability of the CEFR for the Malaysian context.

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Generation Y's Notions of Ethnic Identities in Ethnically Diverse Malaysia

In ethnically diverse societies, different ethnic groups have their distinctive characteristics while, at the same time, sharing common characteristics as citizens of the same country. Research has indicated that different ethnic groups may have different criteria of ethnic group membership which may include parentage, language, culture and other identity markers. With the onset of globalisation, a technologically-savvy generation has grown up with social media as their playground, with the possibility of more homogeneous notions of ethnicity due to the free sharing of views in the social media. This study examined the criteria of ethnic group membership as seen from the perspective of university students from different ethnic groups. The data were obtained from 140 Malaysian university students aged 20 to 24: 68 Malay, 24 Sarawak and Sabah indigenous, 8 Indian and 40 Chinese. They were asked to describe what made them a member of their ethnic group. The results indicated that bloodline is important but language and practice of culture are also defining characteristics of ethnic group membership. The cultural elements frequently brought up were food, customs, dance and celebration of ethnic festivals. The preliminary results indicate some variation across ethnic groups in criteria for ethnic group membership.

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Time to Turn the Digital Page: The Social Element of E-Book Usage

Today, many educational institutions use e-learning systems and subscribe to e-book services (Falk, 2003) to facilitate and complement additional classroom teachings. In addition to learning from traditional literacies of paper, pencil and print books, students in today's classrooms encounter a plethora of new literacies, including digital texts, and online communication experiences. Leu et al. (2004) recognise that new literacies are constantly changing and that the relationship between literacy and technology is transactional; therefore, teachers need to help students to tap into the emerging and evolving technologies and use the technology in new ways. This exploratory study focuses on investigating the impact of the usage of e-books among Malaysian undergraduates, particularly their out-of-school learning experiences (informal) and literacy practices. A questionnaire was distributed to undergraduates in a local university and their responses were analysed. Results showed that e-books do not bring any significant impact on these undergraduates' out-of-school learning experiences and literacy practices. Moreover, the findings showed that the respondents prefer to use e-books for their studies. In contrast, for other leisure readings or writings, the respondents prefer to use print books than e-books. This study offers some insights on the impact of the role of e-books and how this usage affects the out-of-school learning experiences and literacy practices of Malaysian undergraduates.

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Syntactic Factors and Polarity of Verbs Affecting Ethics of Journalism in *The New Straits Times* and *Malaysia Kini* Headlines Discussing the Murder of Altantuya

Headlines are the shortest yet the most powerful part of news in newspaper. A journalist can change or manipulate people's perceptions by just playing with the words in headlines. Here, ethics of journalism is a challenge. This study investigates the syntactic factors and polarity of verbs in *The New Straits Times* and *Malaysia Kini* headlines discussing the murder of Altantuya. Ten headlines from *The New Straits Times* and ten headlines from *Malaysia Kini* are collected and analysed based on the theory of Generative Transformational Grammar by Chomsky and the lexical database, SentiWordNet. The headlines from *The New Straits Times*, a pro-government company, and *Malaysia Kini*, a pro-opposition company, proved to be different. In terms of syntactic structures, it was found out that there is a difference in the words chosen and sentence arrangements in the surface structures and deep structures of every headline. *Malaysia Kini* stimulates the reader's emotions through the usage of adjectives and adverbs. As for the polarity of verbs, the percentage of negative verbs in *Malaysia Kini* is higher than *The New Straits Times*. The study has found substantial evidence to show that *Malaysia Kini* deliberately uses syntactic factors and polarity of verbs to skew the readers' minds that the Altantuya murder case was suspicious in nature. The attempt to influence readers' decisions was purposeful and conscious because of the consistency.

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How the Three Dominant Ethnic Groups of Malaysia View and Construct Their Identities

In a multi-ethnic, multi-cultural and multi-lingual society where people practise their own traditions, religions and lifestyles, how the different ethnic groups within a Malaysian society construct their own and their next generations' identities can become an intriguing subject to investigate. Using a qualitative approach, a total of 66 respondents; 22 of each ethnic of Malay, Chinese and Indian descents, with ages ranging from 20 to 73, were asked three questions related to identity constructions. The questions are: 1) How do you view yourself as a Malay/Chinese/Indian in Malaysia?; 2) Is there anything you have done or are going to do in constructing your ethnic identity?; and, 3) Are you proud to be a Malay/Chinese/Indian in Malaysia? If so, in what ways? Upon collection, data were transcribed verbatim and then analysed. Findings indicate that a majority of the respondents were aware and concerned about their own ethnic identity constructions. They were proud of their own ethnicities but their reasons for being proud and what they are proud of vary between the older and younger generations. It appears that the latter were more comfortable at being identified as Malaysians compared to being identified through ethnic entities. The reasons given will be discussed at the end of the paper.

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On the Interference and Enhancement in the Marriage of Practical Performances and Research Trainings: The Case of Taiwan's Translation Graduate Programs

The use/usefulness of Translation Studies in the practice of translation has been one of the most argued and investigated subjects as the discipline has been regarded as highly practice-bound. The issues therein cannot be more foregrounded in a graduate program where the two are regarded and joined as mutually dependent constituents. As in the case of Taiwan, it is still widely and firmly held that a training, emphasising equally in practice and in research, is an indispensable element in a well-rounded graduate curriculum program—despite the fact that an investigation on topics of Translation Studies can justifiably focus on the facets of this activity that are not related to the practice itself and the fact that there have been many excellent translators without any academic training or theoretical research experience whatsoever. As a result, when this concept is embodied in actual curriculum design and graduate requirement, it can prove unrealistic and, even, problematic. Presently, there are five established translation graduate programs and two new ones to come in Taiwan. This concept, or mis-concept, is generally apparent in their curriculum and the graduate requirement. This paper will offer a survey of the contents in their curriculum, the subjects of their finished master dissertations, and their graduate requirements. A critical comparison will be performed and evaluative comments of them individually and in whole will be advanced. The problems emerging therein will also be discussed. Although this paper does not boast the ambition for any solution, it does aim at pointing out a feasible direction for a more constructive and productive marriage of practice and theory—or, the industry and the academy.

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Towards Learner Autonomy in Research Skill Development

Learning about research for novice can be a challenging process. This exploratory study is conducted in an intact Master degree research methods class over one semester. The class comprised five locals and five international students. More than half of the class did not have any research background. A set of pre and post questionnaire was administered at the beginning and end of the research method course to find out the extent of students' research skill development after going through the research methods course. The questionnaire was based on the framework for the Research Skill Development (RSD) which was developed by John Willison and Kerry O'Regan (2006). The findings showed that all students reached a higher level of autonomy in the various facets of inquiry in research.

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Floral Imageries and the Female Body in Margaret Atwood's *The Handmaid's Tale*

Postmodernism has remarkably affected many theories, including feminism, since the 1970s. Alongside a background of postmodernist negotiation, the mid-1980s became a period of evaluation and reinvention for feminism, which formed the second wave feminism. Margaret Atwood's *The Handmaid's Tale* (1986) is measured as a postmodern feminist reworking of a male genre-dystopian fiction. This paper intends to elucidate the flower as a symbol of femininity and the female body in order to reclaim a sense of selfhood and authority in a male-dominated society/context. It is worth noting that there have not been any detailed arguments made on flower imageries in the novel. Furthermore, studying the floral images would help to convey knowledge existing beyond the linguistic structure of the text in order to scrutinise feminist utopias and questions of liberty in Atwood's *The Handmaid's Tale* as a second wave feminism. This paper will be employing a close reading in the symbolic meaning of flower figures associated with femininity, the female body and the female reproductive organ in *The Handmaid's Tales*, applying Lyotard's "Grand Narrative" Theory which builds his definition of Postmodernism on the idea that postmodernist thought questions, critiques, and deconstructs metanarratives. This study would create a better understanding of the female position in the postmodern feminist text and, at the same time, demonstrate the dilemma of postmodern feminism in a dystopian society of Gilead.

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Yang-May Ooi's *The Flame Tree* and the Politics of Environment in Malaysia

The question of "Who has the power?" is often central in environmental politics since power serves as a crucial mediation through which conflicts related to environmental problems are resolved (or not). In this paper, I analyse how power relations are unpacked in Yang-May Ooi's *The Flame Tree* (1998) and what effects these relations have on land that is threatened by environmentally-destructive projects. Environmental politics within a society is usually carried out based on the political system that exists. In the case of Malaysia, it is within a semi-democracy that environmental politics takes place, which is characterised by liberal democracy (such as competitive elections, citizen participation and civil liberties) as well as authoritarian rule (dominant political ruling parties and strong interventionist states). My analysis compares and contrasts the novel with the Marxist theory of power, which I refer to as "power over" or the various ways that power is operated in order to maintain the status quo. I argue that, although Ooi seems to subscribe to this traditional concept of power, representing the state, the capitalists, and their ideologies as "having" power, she also undermines that "having" by constructing notions of "power to" – power that refers to an individual and/or a social group's sense of worth, values, knowledge, and potential to shape the course of actions and decisions related to the land – in order to create more equitable relations and structures of power. Ooi also presents this notion of "power to" as "problematic"; that human rights - particularly freedom of expression, right to information,

participation in decision-making, and right to justice – remain crucial in the realisation of “power to”.

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The Silence of Women: A Feminist Reading of Toni Morrison’s *Paradise*

Paradise (1997) is a Nobel-Prize novel which completes the trilogy including *Beloved* (1987) *Jazz* (1992). Morrison in *Paradise* depicts a vivid portrayal of women who live in a Convent in the town Ruby (Oklahoma). The conflict is between these women and the men who run the Convent. Throughout the story, the treatment of the women is noticed which denotes the patriarchal society that they live in, disturbing their own freedom and own choices. The novels of Morrison are basically a focus on black women rather than a feminist approach. Morrison deliberates these concerns of sexual oppression, patriarchal society, and racist issue; but she doesn’t allow them to control over her whole experience.

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Conceptualisation of the Economic Transformation Programme in Selected Speeches by Yab Datuk Sri Najib Tun Razak

The Economic Transformation Programme (ETP) was introduced by the current Malaysia’s Prime Minister, YAB Datuk Seri Mohd. Najib Tun Abdul Razak, in October 2010 with the aim of transforming Malaysia to become more competitive in the global arena and to be a high-income nation by 2020. The information regarding ETP has been disseminated to the public via various medium including the internet and the media. What is more pertinent is how the Prime Minister conveyed the idea to the people. This study, therefore, investigates the conceptualisation of the notions related to the ETP in selected speeches of the Prime Minister. The dominant focus is on the use of metaphors, where the notion of metaphor is not related to the literary device that is often used for aesthetic purposes in creative texts. Over the years, various studies (Howe, 1988; Chilton & Ilyin, 1993; Jansen & Sabo, 1994; Chilton, 1996, 2004; Chilton & Schaffner, 2002; Charteris-Black, 2004, 2006, 2007, 2009; Koller, 2004; Musolff, 2004, 2006; Semino, 2008; Ahrens, 2009; Musolff & Zinken 2009) have looked at metaphors in political discourses and examined how metaphors were used as a tool of persuasion by Western politicians. The analysis of this study was based on the Conceptual Metaphor Theory by Lakoff and Johnson (1980) which state that metaphors are, in fact, a mode of thought. More specifically, metaphors are a cognitive mechanism which is employed to help people make sense of their experience. As pointed out by Lakoff and Johnson, “the essence of metaphor is understanding and experiencing one kind of thing in terms of another” (Lakoff and Johnson 1980: 5). Findings from the study show several repetitions of conceptual metaphors in the Prime Minister's speeches, among them are the concepts of War, Journey, Sports and Personification.

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