

5th Malaysia International Conference on
Languages, Literatures and Cultures:
Meeting Challenges and Mapping
Innovations: Synergies from Languages,
Literatures, and Cultures: (MICOLLAC)
2007

MICOLLAC 2007



MICOLLAC

22 - 24 May 2007
Holiday Villa Subang
Selangor

5th MALAYSIA INTERNATIONAL CONFERENCE ON LANGUAGES, LITERATURES, AND CULTURES

Meeting Challenges and Mapping Innovations:
Synergies from Languages, Literatures, and Cultures

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

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



After a long countdown, MICOLLAC (The International Conference on Languages, Literatures, and Cultures) is once again here and ready for take-off. This much-awaited biennial conference is a greatly-anticipated event, both locally and internationally. Throughout the years, it has established for itself a formidable reputation as a synergistic platform for the vibrant exchange of ideas and developments in the three related areas of language, literature and culture. These three areas have been, and will continue to be, the influential force in the building of informed and dynamic societies. Greater recognition of the roles of these three areas is further actualized through continuous research efforts; such efforts which

I am proud to say that Universiti Putra Malaysia (UPM) promotes and nurtures. In particular, I applaud the English Department of the Faculty of Modern Languages and Communication for assuming the eminent role of perpetuating a research culture and providing dissemination of findings in the related areas. This has indeed strengthened UPM in its direction towards being a centre of excellence in research and learning.

For a successful molding of the holistic individual, intangible wealth must develop in tandem with tangible wealth in a society. However, in this post-modern era, it is only too easy to relegate the importance of intangible wealth to the back seat. To a large extent, the intangible wealth of a society is inextricably linked to the developments made in its language, literature and culture. The MICOLLAC event continuously testifies to the richness and prominence of the growth of such intangible wealth and that progress in the related areas is alive and well. Thanks to the insuppressible expressions and efforts of likeminded people who share the same ideals, a rich cultural heritage built on the foundations of language with strong scaffolds of literary operants can be firmly entrenched.

At this juncture, I would like to take the opportunity to thank all sponsors – especially the principal sponsor, Pearson-Longman – for their significant contribution. Needless to say but nevertheless noted, the organizing committee and their supporters well deserve our compliment for making the conference a reality.

Finally, to each and every single participant and speaker of MICOLLAC 2007, I extend my best wishes and welcome to the full three-day conference. Immerse and indulge in the enriching experience that this event impressively offers. “Carpe diem – corpus, cultura, colloqui!”

‘With Knowledge We Serve’

Sincerely,

A stylized, handwritten signature in black ink, consisting of a series of connected loops and a long horizontal stroke extending to the right.

PROF. DATO' DR. NIK MUSTAPHA R. ABDULLAH

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



I would like to extend a warm welcome to all the presenters and participants of MICOLLAC 2007, and my sincere congratulations to the Organizing Committee and the Department of English for making this conference a reality.

The Malaysia Conference on Languages, Literatures and Cultures (MICOLLAC), which has been an ongoing biennial event since 1999, provides a platform for academicians, practitioners, students and administrators to disseminate and obtain insights and ideas from research and practice in the fields of language, literature and culture. The conference also represents a conscientious effort by the Faculty of Modern Languages and Communication to help Universiti Putra Malaysia meet its goals as a Research University in realizing and expanding its potential in teaching, research and publications. Such an effort motivates the growth of a research culture that can bring much benefit to a developing country like Malaysia.

The theme of this conference highlights the need for synergies from and across various disciplines, which contribute to the maintenance of an intellectual ecosystem involving a critical mass of people from diverse areas including research, leadership, communication and finance. Through MICOLLAC 2007, the Faculty once again hopes to explore opportunities to identify and support such synergies. I am certain that this conference will provide meaningful interaction not only between the intellectuals present, but also among those who are involved in the publication and dissemination of research findings.

I wish to thank the conference presenters for enriching us with new knowledge and the conference participants for being here to share the experience with us. My appreciation also goes to Pearson Longman and other sponsors for their contributions towards this effort. Last but not least, I thank all who have been involved for their dedication and endless efforts in putting this conference together.

Happy conferencing!

Thank you.

A handwritten signature in black ink, appearing to read 'H. Salleh' with a stylized flourish at the end.

ASSOCIATE PROFESSOR DR. HJ. IBRAHIM HJ. SALLEH

**Foreword by
The Chairperson of MICOLLAC 2007
Universiti Putra Malaysia**



To begin with, the Patron, Advisors and the Organizing Committee of the 5th Malaysia International Conference on Languages, Literatures and Cultures (MICOLLAC 2007) extend a very warm welcome to all presenters and participants.

The Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia, through this biennial conference, once again brings together local and international academics, educators, planners, teaching professionals and graduate students for a productive and fruitful exchange. It continues to open the space for them to interact and share their views, ideas and expertise as well as to provide opportunities for novel ideas to emerge. With this year's theme, *Meeting Challenges and Mapping Innovations: Synergies from Languages, Literatures and Cultures*, we are sure that new grounds in studies related to the strands of languages, literatures and cultures will be debated, challenged and shared with the intention of embarking on a new journey crossing disciplinary boundaries. We are now at our fifth cycle and judging from the number of paper presenters and participants this year, the conference has proven to exude a similar appeal to many researchers and scholars. In addition, MICOLLAC has proved to be an avenue for academic networking where presenters and participants will have excellent opportunities to meet colleagues locally and from other parts of the world.

MICOLLAC 2007 is the result of more than a year of planning that has involved the guidance, assistance, goodwill and voluntary help of many crucial parties. First, we would not have gotten this far without the commitment and hard work of our organizing committee. I am extremely grateful to each and every one of them. I would also like to acknowledge the administrative assistance rendered us by the Faculty. My sincere appreciation and heartfelt thanks are extended to all the sponsors, in particular Pearson Longman, for their generous support and contribution. For us, I can safely say that all our efforts have been worthwhile as the event sees us bound together by a common interest.

To all the presenters and participants, I thank you, and I wish that you will have a wonderful experience over the next few days.



ASSOCIATE PROFESSOR DR. WONG BEE ENG

MICOLLAC PROGRAM

22 – 24 MAY 2007

Registration: MONDAY 21 MAY 2007

TIME	PROGRAM	ROOM
3.00 – 6.00	Registration	Boardroom

Day 1: TUESDAY 22 MAY 2007

TIME	PROGRAM	ROOM	No.
8.00 – 8.45	Registration	Classics Ballroom	Foyer
8.45 – 9.15	Parallel Session 1		
	Regis Machart, Lim Sep Neo, Wong Bee Eng & Shameem Rafik-Galea: Social Representations of Languages among Malaysian Students	Ivory 6	P1.1
	Zhou Peng: Experimental Studies on the Interpretation of Doubly Quantified Sentences in Chinese	Ivory 7	P1.2
	Francisco Perlas Dumanig: A Conversation Analysis of Direct and Indirect Request in Filipino Discourse	Ivory 8	P1.3
	Mahadi bin Kamaludin & Ahmad Mazli bin Muhammad: The Language Strategies Adopted by UiTM Shah Alam ESL Learners	Ivory 9	P1.4
	Zanariah binti Jano & E.Rajendraan Gender & Language: Gender Role Portrayal in Prime Time Television Commercials in Malaysia	Ivory 10	P1.5
9.30 – 10.30	OPENING CEREMONY	Classics Ballroom	
10.30 – 11.00	Tea		
11.00 – 12.00	KEYNOTE ADDRESS by Prof. Dr. William O'Grady Interpreting Experience: Clues from the Study of Language Acquisition	Classics Ballroom	
12.00 – 1.00	Workshop 1		
	Helen Campbell Pickford: Bilingual Transference of Reading Strategies for Average and Weak Secondary Students	Ivory 10	W1
12.00 – 12.30	Parallel Session 2		
	Kavitha Ganesan: The Portrayal of Lone Indian Women in Jhumpa Lahiri's Short Stories: Bridging the Gap between Society and the Female Outcast	Ivory 6	P2.1
	Abu Rashed Md Mostafizar Rahman, Chan Swee Heng & Ain Nadzimah Abdullah: Patterns of Language Choice in Selected Domains among Malaysian Undergraduates	Ivory 7	P2.2
	Polly Tse Po Ting It's Like Ice Cream Tasting in Ben & Jerry's: Gender and Discipline in Academic Book Reviews	Ivory 8	P2.3
	Haslina Haroon Teaching Translation: Lessons from Literature	Ivory 9	P2.4
12.30 – 1.00	Parallel Session 3		
	Mufeed Faleh Al-Abdullah 'Morgue of the Misbegotten: O'Neill's Mode of Salvation in The Iceman Cometh'	Ivory 6	P3.1
	Krishanvenee Suppiah: Acquisition of Basic English Grammar amongst LEP Diploma Learners	Ivory 7	P3.2
	Collin Jerome: Men and Sexualities in Contemporary Malaysian Short Stories in English	Ivory 8	P3.3
	Azirah Hashim & K.Rajasegaran Genre Analysis: Prospects and Possibilities for ELT Practitioners in Malaysia	Ivory 9	P3.4
1.00 – 2.00	Lunch		

2.00 – 2.30	Parallel Session 4		
	Yang Fu-Hou The Truth of Trivial Talk: The Value of Miss Bates's Discourse in Jane Austen's <i>Emma</i>	Ivory 6	P4.1
	Rogayah A. Razak, Charles Madison and Jean Johnson: Language Abilities of Malay Preschool Children	Ivory 7	P4.2
	Mary Wong Siew Lian Anxiety, Self-Efficacy, and Motivation in Learning English: A Study of Form 2 Students	Ivory 8	P4.3
	Noor Raha Mohd Radzuan Vocabulary Learning Strategies: Students' and Teachers' Beliefs	Ivory 9	P4.4
	Maya Khemlani David: The Synergy between Sociolinguistics and Non-Fiction	Ivory 10	P4.5
2.30 – 3.00	Parallel Session 5		
	Lale Massiha: How Lacanian "Other" Transforms Stephen Dedalus's Language?	Ivory 6	P5.1
	Gerry Knowles, Zuraidah Mohd Don & Maria Khristina Manuelli: Investigating Learner Grammar: The Patterning of Verbs in Malay Learner Writing	Ivory 7	P5.2
	Halizah Omar & Teoh Mei Lin: Could an Effective Use of Communication Strategies Get You a Job?	Ivory 8	P5.3
	Nor Azni Abdullah & Ahmad Mazli Muhammad: Mastery of Academic English Vocabulary among Undergraduate Students at University Teknologi MARA	Ivory 9	P5.4
3.00 – 4.00	Workshop 2		
	Tan Bee Hoon The Writing Centre Approach: Tutoring Techniques	Ivory 10	W2
3.00 – 3.30	Parallel Session 6		
	Nenny Djuhara binti Johari Mariah and Cumbi: The Harlot of Che Husna Azhari and Shanon Ahmad: A Comparative Study	Ivory 6	P6.1
	Alice Chan Yin Wa: Perception of English Speech Sounds by Cantonese ESL Learners	Ivory 7	P6.2
	Hafriza Burhanudeen: A Dialogue of Past with Present: Code-Mixing Behaviour among Malay-Malaysians	Ivory 8	P6.3
	Isarji Hj Sarudin, Ainol Madziah Zubairi & Mohamad Sahari Nordin: Gender Differences and Motivation among Malaysian University Students	Ivory 9	P6.4
3.30 – 4.00	Parallel Session 7		
	Carmencita R. Abayan: Toward Reorienting Cebuano Short Fiction Translations in English as Mainstream Literatures	Ivory 6	P7.1
	Suliana Wan Chik & Wong Bee Eng: Acquisition of English Negation among L1 Malay Speakers	Ivory 7	P7.2
	Mohd Yunus Zakariah: Relational Communication Traits and their Effect on Debaters' Adaptiveness and Performance	Ivory 8	P7.3
4.00 – 5.00	Larisa Nikitina & Fumitaka Furuoka Language Classroom: A Girl's Domain?		Ivory 9 P7.4
	Plenary Session 1 by Prof. Dr. Chan Swee Heng Defining English Language Proficiency for Malaysian Tertiary Education: Past, Present and Future Directions		Classics Ballroom
5.00	Tea		

Day 2: WEDNESDAY 23 MAY 2007

TIME	PROGRAM	ROOM	NO
9.00 – 9.30	Parallel Session 8		
	Hamid Reza Kasikhan: Coherence, Reversed Approach & Kinds of Textualization in Gabriel Garcia Marquez's <i>One Hundred Years of Solitude</i>	Ivory 6	P8.1
	Munif Zariruddin Fikri Nordin: Leadership Practice in Prophetic Discourse: An Analysis of Prophet Muhammad's Farewell Sermon	Ivory 7	P8.2
	U-maporn Kardkarnklai: Forms of Address in Lingua Franca Communication	Ivory 8	P8.3
	Taichi Nakamura Surveying Beliefs about Language Learning: The Japanese Context	Ivory 9	P8.4
	Jariah Mohd Jan & Aida Abdul Rashid Do Men Use Euphemisms?: A Linguistic Inquiry	Ivory 10	P8.5
9.30 – 10.00	Parallel Session 9		
	Larisa Nikitina Sumarokov's 'Hamlet': A Nobleman's Guide to Morals?	Ivory 6	P9.1
	Kamisah Ariffin & Misyana Susanti Husin: Language Use in Store Signs in Malaysian Towns	Ivory 7	P9.2
	Stefanie Pillai Speaking the Malaysian Way: Is There a Standard Malaysian Pronunciation?	Ivory 8	P9.3
	Ruth Sih Kinanti & Djasmonar Anwar Autonomous E-Learning in English Studies: MCL (Multi Channel Learning)	Ivory 9	P9.4
	Ragunath Ghosh The Concept of Culture and Its Relation to Language: An Indian Perspective	Ivory 10	P9.5
10.00 – 10.30	Tea		
10.30 – 11.00	Parallel Session 10		
	Mary Susan Philip: (En)Gendering the Nation: An Analysis of Kuo Pao Kun's <i>Descendants of the Eunuch Admiral</i>	Ivory 6	P10.1
	Haja Mohideen bin Mohamed Ali: The Language of Islamophobia in Internet Articles	Ivory 7	P10.2
	Elmouloudi Aziz: The Case for Interpretive Translation and Interdisciplinarity	Ivory 8	P10.3
	Jonathan Newton Intercultural Language Learning: Nine Principles for Effective Pedagogy	Ivory 9	P10.4
	Sam Mohan Lal & Paramasivam Muthusamy Indian English: Linguistic and Cultural Perspectives	Ivory 10	P10.5
11.00 – 11.30	Parallel Session 11		
	Noritah Omar & Washima Che Dan The Problematics of Islamic Literature within a Secular Genre: A Comparison of Fictive Works by Malay Muslim Writers Writing in Malay and in English	Ivory 6	P11.1
	Mok Sui Sang: Relevance in Academic Writing and Its Place in Composition Theories	Ivory 7	P11.2
	Renate Kärchner-Ober: German as Tertiary Language (L3) in a Multilingual Context –Tertiary Language Didactics in the Malaysian Context	Ivory 8	P11.3
	Shahram Ghahraei: ESP Students' Learning Styles: An Investigation at Azad University, Iran	Ivory 9	P11.4
	Arulselvan Raju: Tamil Marriage Ceremony during Classical Period	Ivory 10	P11.5
	Poster Session 1		
	Lee Geok Imm & Chan Swee Heng: Assessing Oral Skills in Business Communication	Ivory 11	Po. 1
	Zainor Izat Zainal & Wan Roselezam Wan Yahya: The Landscapes of Desolation, Destruction, Hope, and 'Home' in Tash Aw's <i>The Harmony Silk Factory</i>		Po.2
	Yap Ngee Thai & Wong Bee Eng: The Representation of Copula-BE in L1 Malay Learners of English		Po.3
	Wan Roselezam Wan Yahya & Arbaayah bt. Ali Termizi: Change, Continuity and Adaptation of Indian Ethnic Culture in Works by K.S. Maniam and Rani Manicka		Po.4
	Sabariah Md Rashid Metaphors of the Malay and English Proverbs of Perseverance: A Reflection of Different Cultures		Po.5

11.30 – 12.30	Featured Workshop	
	Alan Maley Connecting Creative Writing and Extensive Reading	Ivory 10
11.30 – 12.10	Featured Speaker Session	
	Zuraidah Mohd Don Dealing with Spoken Corpus Data: Collection, Transcription and Analysis	Classics Ballroom
	Parallel Session 12	
12.30 – 1.00	S.Kannammal: Literary Theory and Social Constructs: Meeting Challenges and Mapping Innovations	Ivory 6 P12.1
	Idris Mansor & Wan Irham Ishak: Arabic Elements in the Malay Language Vocabulary	Ivory 7 P12.2
	Soong Lee Cheng: English Words in Malay Conversations	Ivory 8 P12.3
	Ira Bhattacharyya Meeting Challenges: Helping Slow Learners Acquire English Language in a Rural Primary One Class in Sarawak	Ivory 9 P12.4
1.00 – 2.00	Lunch	
	Parallel Session 13	
2.00 – 2.30	Rashad M. Moqbel Al Areqi & Wan Roselezam Wan Yahya: Simplicity of the Place and Rise of the Third Space in Naguib Mahfouz's <i>Midaq Alley</i>	Ivory 6 P13.1
	Gopa Nayak: Negotiating Identity Online: A Study on Tertiary Students of Hong Kong	Ivory 7 P13.2
	Afiza Mohamad Ali: Exploring EAP Learners' Critical Thinking Dispositions Using the Critical Reading-thinking Disposition Interview (CRTDI)	Ivory 8 P13.3
	Himdad Abdul-Qahhar Muhammad: Translating Metaphorical Expressions from English into Kurdish	Ivory 9 P13.4
	Rosline Sandai: A Community-based Education Program for Enhancing Literacy and Oral Tradition amongst Iban Young Children	Ivory 10 P13.5
	Parallel Session 14	
2.30 – 3.00	Daryoosh Hayati: A Post-colonial Criticism of the Role of Binary Oppositions in Sadegh Hedayat's <i>The Blind Owl</i>	Ivory 6 P14.1
	Anahita Farzanfar, Mardziah Hayati-Abdullah & Wong Bee Eng: The Effectiveness of Accent Reduction Software Based on Scaffolding Principles on Learners of English Pronunciation	Ivory 7 P14.2
	Bromeley Philip: Teacher Conceptual Scaffolding in Strategies-based ESL Reading Instruction	Ivory 8 P14.3
	Abdul Hadi: Incorporating Computer-mediated Communication into Communicative Language Teaching: An EFL Setting	Ivory 9 P14.4
	Darwish Al Emadi: Language Change in Cultural and Political Settings	Ivory 10 P14.5
	Parallel Session 15	
3.00 – 3.30	Shahriar Haque "Tower, This is YANKEE ZULU ONE NINER NINER TANGO, Ready for Take off": How Crucial is Aviation English?	Ivory 6 P15.1
	Ali Akbar Jabbari: Fossilization of Inflectional Morphemes by Persian Learners of English	Ivory 7 P15.2
	Marina Mohd Arif & Fatimah Hashim Reading from the Wordless: A Case Study on the Use of Wordless Pictures Books	Ivory 8 P15.3
	Allen. D. Samuel R. Technology Integrated Language Teaching: Challenges and Prospects of Computer Aided Individualized Instruction (CAII)	Ivory 9 P15.4
	Suraini Mohd Ali: The Implementation of PBL Activities in a Language Classroom	Ivory 10 P15.5
	Parallel Session 16	
3.30 – 4.00	Shangeetha Rajah Kumaran: The Portrayal of Chinese Diaspora in Selected Novels by Amy Tan	Ivory 6 P16.1
	Olakengil Jose Joycee Back to the Basics: Family Storytelling	Ivory 7 P16.2
	Rohani Mohamed & Rosli Talif: Learning Outcomes and Reading Comprehension Skills	Ivory 9 P16.3
	Rosalina Nugraheni Wulan Purnami, Siti Mina Tamah & Yessyca Diana Gabrielle: Developing a Multiculture-oriented Learning Module for Elementary Schools	Ivory 10 P16.4
4.00 – 5.00	Plenary Session 2 by Assoc. Prof. Dr. John W. P. Phillips Dialogue and Secrecy in the Languages of Learning	
5.00	Tea	

Day 3: THURSDAY 24 MAY 2007

TIME	PROGRAM	ROOM	No.
9.00 – 9.30	Parallel Session 17		
	Tan Teck Thong, James Reading postmodern Clarke Quay: Spaced beyond Futurity and Historicity	Ivory 6	P17.1
	Nazarul Azali bin Razali, Mohammad Nor Afandi bin Ibrahim & Geraldine de Mello: Utilizing the Dictionary for Enhancing ESL Learners' Reading Performance	Ivory 7	P17.2
	Zuwati Hasim & Norain Md Din: Reading Strategies Used by ESL Learners in Understanding Literary Texts	Ivory 8	P17.3
	Hariharan N.Krishnasamy: English Language Learning in Rural Malaysian Schools and the Way Forward	Ivory 10	P17.4
9.30 – 10.00	Parallel Session 18		
	Veronica Lowe "It would be seem the Lord Northumberland to Say." King Richard": Language and the Fall of the King in <i>Richard II</i>	Ivory 6	P18.1
	Faiz Sathi Abdullah Constructing EAP Identities: A Critical Genre Analysis Research Agenda	Ivory 7	P18.2
	Zaidah Zainal & Rohayah Kahar: An Investigation on the Relationship between Reading Comprehension and Reading Strategies of Readers: A Qualitative Approach	Ivory 8	P18.3
	Diapo N. Lekganyane: On Corpora and the Process of Selecting High Function Words and their Treatment in Currently Available Bilingual Dictionaries for Indigenous Languages	Ivory 9	P18.4
	Yasuko Okada: How Peer Responses Affect Learners' Revisions	Ivory 10	P18.5
10.00 – 10.30	Tea		
10.30 – 11.00	Parallel Session 19		
	Wu Ching Hua Theatre as Experimental Expression: The Expressionistic Dramaturgy of O'Neill Plays	Ivory 6	P19.1
	Murtadha J. Bakir PRO, pro, or DP-trace: Empty Categories in Control Structure	Ivory 7	P19.2
	Norhana Abdullah & S.Sivaganga: Text Appeal: The Link between Familiarity and Learner's Response	Ivory 8	P19.3
	R.Vijay Sundar Ram & Sobha L: Automatic Identification of Semantic Arguments	Ivory 9	P19.4
	Nor Hashimah Isa: Ethnicity, Nationalism and National Language: Malaysia's Lingering Predicament	Ivory 10	P19.5
11.00 – 11.30	Parallel Session 20		
	Abdul Rahim Bin Marasidi & Wan Roselezam Wan Yahya: Colonization, Slavery, and Hybrid Society in South Africa in Selected Works by Rayda Jacobs, Andre Brink and Coetzee	Ivory 6	P20.1
	Manijeh Youhanaee On the Optionality of Object Movement and Parameter Resetting in SLA: A Minimalist Approach	Ivory 7	P20.2
	Abdel Rahman Abdalla Salih: Integrated Peer Review and Critical Reading in the ESL Composing Process: A Learner Training Model	Ivory 8	P20.3
	Aloysius C.H.L. Lim: Simulating Gender: Drag Reading - Theoretical and Practical Interactions of Judith Butler and Jean Baudrillard	Ivory 9	P20.4
	Carol Leon: Mapping Home and Identity in the Synergies of Language, Literature and Culture	Ivory 10	P20.5

11.00 – 11.30	Poster Session 2		
	Afida Mohamad Ali, Shameem Rafik-Galea & Khalil Walker: 'Traditional and Natural' – Manifestations of Authenticity in the Discourse of Malaysian Tourism	Ivory 12	Po.6
	Yong Mei Fung: Expanding Learner's Knowledge Construction through Collaborative Tasks		Po.7
	Ain Nadzimah Abdullah Code Choice: Speaking of Crime		Po.8
	Carolyn Soo Kum Yoke & Wong Bee Eng: The Failed Functional Features Hypothesis: L2 Acquisition of Third Person Pronouns		Po.9
	Tizreena Ismail: A Content Analysis of the Portrayal of Older Adults in Magazine Advertisements in Malaysia		Po.10
11.30 – 12.30	Plenary Session 3 by Assoc. Prof. Dr. Barnard Turner Endangered Languages and Cultures (A European Perspective)		Classics Ballroom
12.30 – 1.00	Parallel Session 21		
	Shao Pei-Jung : A Happily-ever-after Ending? George Eliot's "Finale" in Middlemarch	Ivory 6	P21.1
	Zainab Shahad Marzouk: The Role of Typological Universals in Acquisition of English Relative Clauses by ESL Learners	Ivory 7	P21.2
	Lily Law & Florence Gilliam Kayad Reading Aloud to Kindergartners: Their Responses and Perceptions	Ivory 8	P21.3
	Wan Norizan Wan Hashim: Usability Model and Principles for Online Application in Preserving the Bidayuh Bukar-Sadong Minority Language in Sarawak	Ivory 9	P21.4
1.00 – 2.00	Lunch		
2.00 – 3.00	Workshop 3		
	Kalayo Hasibuan: Game Activities to Facilitate Verb Acquisition	Ivory 10	W3
2.00 – 2.30	Parallel Session 22		
	Hafiz Zakariya The Saviours or the Destroyers?: The Images of the Ottomans in the <i>Chronicle of Ibn Iyas</i>	Ivory 6	P22.1
	Kartini Abd Ghani & Oi Pei Won: The Difference in Metalinguistic Awareness between Bilinguals and Monolinguals in Sekolah Menengah Kebangsaan Methodist (ACS)	Ivory 7	P22.2
	Rosalina Nugraheni Wulan Purnami & Mateus Yumarnanto: Discourse Analysis on Learning and Teaching Process in the Competency-based Class	Ivory 8	P22.3
	Aimillia Mohd Ramli: Review of Contemporary Critical Works on European Women Travellers' Representations of the Harem in the Nineteenth Century	Ivory 9	P22.4
2.30 – 3.00	Parallel Session 23		
	Wu Jia-rong: Deconstructed and Rebuilt Class Hierarchy in 'The Real Thing'	Ivory 6	P23.1
	Yvonne M. Campbell: The Males and Females in Malaysian Short stories: A Feminist Stylistics View	Ivory 7	P23.2
	Muhammad Fauzan Ansyari Information Gap-based Writing Activities for Developing Descriptive Paragraphs: A Technique for Indonesian Classroom Settings	Ivory 8	P23.3
	Yahya Hassan Al-Wadhaf & Noritah Omar: Identity Formation and Body-Land Association in the Novel <i>They Die Strangers</i>	Ivory 9	P23.4
3.00 – 4.00	Plenary Session 4 by Prof. Dr. Ken Hyland Discourse and Disciplines: Interactions in Research Writing		Classics Ballroom
4.00 – 4.45	CLOSING CEREMONY		Classics Ballroom
4.45	Tea		

KEYNOTE SPEAKER



Professor Dr. William O'Grady was born in Prince Edward Island, Canada. He received a B.A. in Modern Languages from the University of Prince Edward Island and an M.A. in linguistics from Université Laval, Canada's leading French-language university. He subsequently earned an M.Ed. from Harvard University and a Ph.D. from the University of Chicago, where he studied under James D. McCawley.

Professor O'Grady began his career at the University of Calgary, where he taught for twelve years before accepting a position at the University of Hawaii at Manoa, where he is currently professor of linguistics, a member of the graduate faculty in the Second Language Acquisition Ph.D. program, and a member of the Centre for Korean Studies.

Professor O'Grady is well known for his work on syntactic theory, on Korean, and on first language acquisition and second language learning. In recent years, his work has focused on the importance of processing for our understanding of how language works and how it is acquired. This work has contributed significantly to the broader theoretical framework known as 'emergentism,' which rejects the idea that the human language faculty is built around an innate Universal Grammar.

Professor O'Grady is the author of several books and numerous journal articles. His most recent books include *How Children Learn Language*, an easy-to-read introduction to language acquisition published in 2005 by Cambridge University Press, and *Syntactic Carpentry*, a monograph on syntax and processing published in 2005 by Erlbaum. He is the co-editor of a widely used textbook, *Contemporary Linguistics Analysis*, whose sixth edition will soon be published in Canada by Pearson Longman.

Abstract:

Interpreting experience: Clues from the study of language acquisition

A very fundamental issue in the study of first and second language acquisition involves the role of experience, and especially the relative frequency of particular forms and patterns in the input. I will consider several examples of phenomena that illustrate a role for frequency in understanding how language is acquired and used, and I will defend the view that frequency effects, once properly defined, are worthy of careful consideration both by linguists and by language teachers. However, I will suggest that there are principled limits on the role of frequency in language learning and that an understanding of these limits is essential to an eventual theory of how language works.

PLENARY 1



Professor Dr Chan Swee Heng has been involved in English language teaching, in particular, testing and its application for many years. She coordinates the Unit of Professional Development and the Unit of Testing and Evaluation in the Faculty of Modern Languages and Communication. She has published widely about language practice and testing issues, both locally and abroad. Among her publications is *ELT Concerns in Assessment* targeted at ESL teachers in Malaysia. She also serves the Ministry of Education in its testing endeavours and continues to add to practitioners' choices in accessing ESL test materials for use in the public domain. At the workplace, she has led the design of a test to assess the English competency of foreign undergraduate students in UPM for placement purposes. In an IRPA (Intensification of Research in Priority Areas) project of which she headed, she has also led in the design of a Standardized English Test for the Commercial Sector. Aside from testing, she has interest in other areas. Her latest research includes collaborative efforts that study the interaction between grandparents and grandchildren and other E-Science Projects such as developing benchmark indicators for language proficiency needs to meet industry demands, and evaluating automated essay scoring procedures. She also heads a Fundamental E-Science Project that investigates graduate student writing with a focus on reader orientation.

Abstract:

Defining English language proficiency for Malaysian tertiary education: Past, present and future directions

Any attempt to define English language proficiency can never be divorced from the theories that describe the nature of language, language acquisition and human cognition. By virtue of such theories being socially constructed, the descriptions are necessarily value laden. Thus, a definition of language proficiency can only, at best, be described as developmental, following changes that are linguistic, pragmatic, cultural and political. In defining English proficiency for tertiary education, the context is naturally linked to the focus on university education. The argument has been that an 'acceptable' level of language competence of a university applicant is anything but constant. Tremendous social changes have seen traditional values of elitism in university education giving way to the 'massification' of education. As Kaplan and Baldauf (1997:257) affirms, "The principal problem in tertiary education is not declining literacy standards but rather it is about meeting changed societal, cultural and informational requirements and circumstances".

In the light of these changes, this paper attempts to trace influencing factors that help define an 'acceptable' level of English proficiency for Malaysian tertiary education and by implication, the manner of assessing it. The paper examines past and present efforts of establishing an English language policy for tertiary education, and concludes with some views on future development that could evolve from the current indicative practice in language learning and assessment.

PLENARY 2



Dr. John W. P. Phillips teaches in the Department of English Language and Literature at the National University of Singapore. He is the author of *Contested Knowledge: A Guide to Critical Theory* (London: Zed, 2000), and co-editor of *Reading Melanie Klein* (London: Routledge, 1998), *Postcolonial Urbanism: Southeast Asian Cities and Global Processes* (New York: Routledge, 2003), and *Beyond Description: Space Historicity Singapore* (London: Routledge, 2004). He writes on linguistics, psychoanalysis, philosophy, literature, urbanism, critical theory, military technology and aesthetics and has three new books near completion. He is on the editorial board of *Theory, Culture and Society* and is currently working on several volumes of the New Encyclopaedia Project.

Abstract:

Dialogue and secrecy in the languages of learning

The paper aims to examine the present position of knowledge as it faces up to the challenge of the future and to the question once again of where it might be going.

A major challenge for contemporary knowledge is posed by the several inclusive modes of globalization that currently dominate in economic, cultural, political, and epistemological contexts. Everyone has access in principle to knowledge about everyone else. Electronic technologies in particular have hastened a process of removing or at least rearranging borders and yet simultaneously multiplying them endlessly.

Emerging disciplinary groupings that combine approaches and objectives have increasingly become the focus of diverse scholarly activities. Study groups are regularly formed with rubrics like religion and media; culture and politics; regional studies; theory and experience across domains; language, culture and power; literature and law. Alternative juxtapositions of such research terms are easily conceivable.

Much of this combining of resources—often involving serious in-depth scholarship—responds to a perceived demand for building bridges between otherwise antagonistic or alienated cultural groupings, and for keeping access open wherever it might seem threatened. The demand thus falls back on ancient questions of the following kind: what calls for learning and how does one learn? Are there special modes of learning for those who would like to live well today? What boundaries remain? What remains to be learned?

In response to such questions I propose to re-examine some of the conditions of possibility for dialogue alongside a stubborn persistence of the secret, which shadows all dialogue in an age that nonetheless desires maximum transparency. My talk makes detailed reference, and is in homage, to the work of two figures, Jacques Derrida and Jean Baudrillard.

PLENARY 3



Dr. Barnard Turner has been at the National University of Singapore since 1989, and is currently Associate Professor in the Department of English Language and Literature and Academic Convenor of the European Studies Program. Born outside London, he studied in Canada, the UK and the USA, and taught in Berlin, Germany, and Nashville, USA, before Singapore. His teaching and research interests are mostly in the English and European 20th-century, and extend to Theatre Studies, post-coloniality and cultural studies, including minority cultures and languages in Europe. He has published some two dozen articles and essays on a wide range of topics, most recently (2007 and forthcoming)

including essays on William Blake, Richard Brautigan, Harold Bloom, Tom Stoppard and sustainable development (especially in Lithuania). He has also published a short monograph on the reception of Henry David Thoreau in India, and *Cultural Tropes of the Contemporary American West*. He is currently co-writing two chapters for volumes on *Perceptions of the European Union*, a research project organized by the University of Canterbury, New Zealand, and supported by the Asia-Europe Foundation (ASEF). While retaining a focus on English and related literature, a general direction of his research is towards linking EU-ASEAN, especially in the field of sustainable sociocultural development.

Abstract:

Endangered languages and cultures (a European perspective)

Since Michael Krauss's *World's Languages in Crisis* (1992), and more recently through David Crystal's *Language Death* (2000), attention to endangered and moribund languages has been a soft undercurrent in anthropology, linguistics and cultural studies. Yet normally the object of concern is the chthonic and indigenous in the commonly used meaning of the terms (i.e. other than "us," the researchers and their culture). For example, of the more than 6,000 languages posited for the world, more than ten percent are in Papua New Guinea, and (with some overlap) more than a quarter throughout more remote parts of Southeast Asia. Yet declining birth rates, lack of outreach to outsiders, migration profiles and the increasing ubiquity of English mean that the beginnings of decline can be envisaged for some European languages also. Welsh, Manx and even Cornish are enjoying something of a come-back, and indeed Welsh—with its half million speakers—is now in the top 10% of the world list (along with Breton, once also thought endangered and the subject of much dispute in France). Yet these are exceptions for smaller, minority languages. Often the cause for language retrieval and sustenance is made through rather affective factors (the loss of a language diminishes our world) or nebulous ones (possible use-value of the knowledge, along the lines of the medicinal uses for Amazon plants). These arguments are unlikely to sway public opinion or policy. By considering endangered cultures and languages in general, and then looking at some European examples, I hope in this paper to provide some nuancing of the debate, and a reconsideration of such issues as: what can or should be done about the situation (if anything); what role a linguist based outside the group can or should play; and what might be the roles of government policy, education in general and IT and mobile communications in particular in sustaining such languages.

PLENARY 4



Dr. Ken Hyland is Professor of Education and director of the Centre for Academic and Professional Literacies at the Institute of Education. Before arriving in London in 2003, he taught in Asia and Australasia for 26 years, including 3 years in a rural Kelantan secondary school. He has published over 120 articles and 11 books on language education and academic writing, most recently *Second language writing* (CUP, 2003), *Genre and second language writing* (University of Michigan Press, 2004), *Metadiscourse* (Continuum, 2005), *EAP* (Routledge, 2006) and *Feedback in second language writing* (CUP, 2006). He is co-editor of the *Journal of English for Academic Purposes*.

Abstract:

Discourse and disciplines: Interactions in research writing

Research in written academic discourse has increasingly stressed the need to acknowledge disciplinary differences, both in terms of academic practices and the texts that these produce. Typical of such research into the discourses of disciplinarity is a focus on the ways writers typically position themselves and their work in relation to other members of their communities. This research has drawn heavily on corpus data of written genres and is increasingly supplemented by more qualitative studies of writers, their activities and their perceptions.

This paper addresses one aspect of disciplinary participation by focusing on textual interaction. The view of academic writing as an objective and faceless kind of discourse has largely been replaced by one which sees it as a rhetorical activity involving interactions between writers and readers. In this perspective academics don't just offer a view of the world, but negotiate a credible account of themselves and their work by claiming solidarity with readers, evaluating ideas and acknowledging alternative views, so that controlling their disciplinary 'voice', or level of personality in a text, becomes central to building a convincing discourse. The linguistic resources they use to do this have been variously described as evaluation, appraisal or metadiscourse. In this paper I offer a model of interaction in academic writing which highlights both stance, or how writers convey their attitudes, personality and credibility, and engagement, or the ways they explicitly bring their readers into the discourse.

In an analysis of 240 published research papers from eight disciplines and insider informant interviews, I explore these resources to show the importance of interaction in academic argument, suggest some of the ways this is achieved, and indicate how these choices reflect and construct disciplinary communities.

FEATURED SPEAKERS



Alan Maley is Visiting Professor at Leeds Metropolitan University. He has been involved in ELT for over 40 years and has lived and worked in 10 countries, including China, India, Singapore, Thailand and Malaysia. His main interests are in extensive reading, creative writing, literature and innovative methodology. He has published widely and is Series Editor for the Oxford Resource Books for Teachers. His publications include *Resource Book for Teachers: Literature, Beyond Words, Sounds Interesting, Sounds Intriguing, Words, Variations on a Theme, and Drama Techniques in Language Learning* (all with Alan Duff), *The Mind's Eye* (with Françoise Grellet and Alan Duff), *Learning to Listen and Poem into Poem* (with Sandra Moulding), *Short and Sweet*, and *The English Teacher's Voice*.

Abstract:

Connecting creative writing and extensive reading

Research is almost unanimous in its support for Extensive Reading (ER) as a prime resource for L2 acquisition. It is unfortunate that, despite this fact, ER is still not implemented as widely as it might be. Support for Creative Writing (CW) is more muted but growing. In this paper, I shall first explore the possible reasons for lack of implementation of ER. I shall then show how these may be partially offset by using the output from CW as input for ER. I shall draw on two recent cases of fiction written by Asian teachers to be read by Asian students, and by Asian students for their peers.



Dr. Zuraidah Mohd Don is Professor at the Faculty of Languages and Linguistics, University of Malaya and Honorary Research Fellow at the Department of Linguistics, Lancaster University. Her recent publications include two co-authored books entitled *Malay Word Class: A corpus-based Approach* and *Malay Adverbs: Problems and Solutions* and two articles published in *Journal of Pragmatics* and in *International Journal of Corpus Linguistics*.

Abstract:

Dealing with spoken corpus data: Collection, transcription and analysis

This paper discusses some of the challenges that linguists face when compiling and handling a corpus of spoken language data. In the present century, there is a growing need for computer readable databases in a number of fields, ranging from language documentation for field linguistics or for the study of endangered languages to the study of prosody, either as an end in itself or for applications in speech technology. In the past, many linguists have made orthographic transcriptions of spoken data and studied them in much the same way as written originals, but this methodology is insufficient for the needs of the present and the future. The question we have to confront is how as linguists we are going to handle and present spoken data. In this paper, we deal with the question of how spoken data is to be collected, transcribed, and analyzed. In the last century, the expertise of linguists was devoted to the invention of new theories and new ways of presenting and analyzing data. In the present century, the real world presents the linguist with extremely complex problems, such as making a general assessment of standards of English among Malaysian graduates, or describing the properties of the kind of English generally spoken in Malaysia. The main task for the linguist is to generate linguistically annotated data using theoretically sound methods of annotation. This is a task which can only be carried out by people with the necessary linguistic expertise, and gives us as linguists a new direction for the new century.

ABSTRACTS

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Integrated peer review and critical reading in the ESL composing process: A learner training model

The recursive nature of the composing process involves multiple steps in the production of a text. The complexity of the process requires drafting, revision, rewriting, reshaping, and negotiation of meaning and peer feedback (Zamel, 1983; Nelson & Murphy, 1993). It is argued that an active involvement of learners in peer review activities is deemed beneficial since students develop a sense of collaboration, interaction, and an awareness of multiple stages in the composing process. However, a key aspect that awaits a thorough investigation is the focus of peer review and type of feedback provided. This paper reports the efficacy of integrating critical reading as a core element in the peer review process and as an important mechanism that can guide review process and provide a platform for positive feedback that can foster the composing and revision process. It is believed that an understanding and implementation of critical reading can improve the ability of both feedback provider and student writer to work together toward the accomplishment of the writing process and production of the final draft.

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Incorporating computer-mediated communication into Communicative Language Teaching: An EFL setting

This paper proposes the incorporation of Computer-Mediated Communication (CMC) in the implementation of Communicative Language Teaching (CLT) in EFL settings. The basic reason underlying this proposal is that the implementation of CLT in EFL settings has not brought about the expected results promised by its proponents. As Deckert (2004) notes, this failure in the implementation of CLT has often been attributed to inadequacies on the part of EFL teachers. This paper argues that CMC may become a significant part toward success in the implementation of CLT in EFL settings that is, CMC constitutes a major helping hand to EFL teachers in translating the principles of CLT in their classroom practices. This is especially true when EFL teachers, who are mostly non-native speakers of English, are faced with the challenges to perform teaching responsibilities they are not confident with. These may include pronunciation, conversation skills, writing, or in general being good models as users of English. In addition, success in the implementation of CLT in EFL settings may become more possible due to the nature of CMC which enables students as well as teachers to enjoy authentic learning materials by making use of the sophisticated features of CMC such as audio, video, emails, Moos, online newspapers and magazines, etc. CMC is also believed to help reduce cultural barriers in student-teacher interactions during language learning process. A discussion on how CMC can be incorporated into CLT in EFL settings is also presented.

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**Colonization, slavery and hybrid society in South Africa in selected works by Rayda Jacobs,
Andre Brink and Coetzee**

This paper examines Dutch colonization of South Africa and its impact on South African society such as slavery, hybrid society, and racism in selected works by Rayda Jacobs, Andre Brink and J.M Coetzee. Theories relating to colonization and hybridity by prominent authors and critics such as Bill Ashcroft, Edward Said, and Ania Loomba are used to read these selected works. The sufferings of the slaves and natives as well as hybrid relationships and society are exposed in the novels by Rayda Jacobs and Andre Brink. J.M. Coetzee's novel, *Disgrace*, successfully portrays the humiliation of the former colonial master as a result of South Africa's long history of racial oppression.

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Patterns of language choice in selected domains among Malaysian adolescents

The choice of a code in a multilingual context that is 'who speaks what language to whom, when, where and even why?' is a complex task and it depends upon different variables such as language user's social background, linguistic profile, profession, educational background, attitudes and social domains. This study investigated the pattern of language choice and use among UPM undergraduates and examined the relationship between their pattern of language choice and use in different domains of life and (a) language proficiency (b) gender (c) ethnicity and (d) discipline of study. This study was based on the theoretical framework of Fishman's (1972) domain analysis. The study collected data through a questionnaire survey and personal interviews. The data were analyzed quantitatively. The findings show that there is a positive relation between language proficiency and language choice and use. The pattern of language choice and use and its relationship with other variables will be discussed in detail during presentation.

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‘Traditional and natural’ - Manifestations of authenticity in the discourse of Malaysian tourism

According to Cohen (1989), keying is a form of communicative staging used in tourism promotion in order to present a destination and its people as an alternative to routine mass tourism. It is an attempt to characterize tourist attractions as authentic and novel. A tourist may be a stranger to such new experiences but these soon-to-be experiences are linguistically framed to transform unfamiliar items, people and places into something much more pleasant and familiar. Using a corpus-based approach, this study investigates how authenticity is described in a corpus of Malaysian tourism promotional materials taken from brochures and official websites. Similar to advertisement language, these promotional materials use various linguistic means to catch the attention and imagination of the target audience. The results of this study show a significant use of adjectives and adverbs reflecting manifestations of authenticity. Such findings are highly significant for those involved in ESP and the marketing of tourist destinations.

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Exploring EAP learners’ critical thinking dispositions using the Critical Reading-Thinking Disposition Interview (CRTDI)

The idea of inculcating critical thinking (CT) among L2 learners has raised much concern, especially among native English researchers whose views centre on L2 learners distinctive and deep-rooted cultural patterns of thought which they claim are not conducive to radical change such as to that of CT. However, their generally deterministic views that Asian learners are passive are glaringly problematic and unsound. This present study attempts to help counter such claims that L2 students do not or cannot think at all and that they are always locked up in this non-thinking mould. The students’ responses to the CRTDI showed that they possessed critical reading-thinking (CRT) dispositions and that they contextualized them in relation to their general reading practices, which revealed the depth and richness of these dispositions. The analysis also showed that their responses mostly contained references to their reading for academic purposes in English, for instance reading for their argumentative essay research. This aspect of their responses was significant in giving the impression that the students had a precise idea of the application of the dispositions in their academic lives. Although CT was not learned through the pores, these EAP students’ appreciation and understanding of the importance of CT is a good starting point for any form of criticality development in higher education setting.

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Review of contemporary critical works on European women travelers' representations of the harem in the nineteenth century

A common problem that needs addressing in the study of narratives concerning the Orient, particularly in the nineteenth century, is a popular belief amongst certain groups in postcolonial and feminist scholarships that writings by women are the alternative to the hegemonic imperialist discourse. In recent years, critics like Sara Mills, Reina Lewis, Billie Melman, Susan Meyer and Shirley Forster have accused Edward Said of neglecting to mention women's writing within his study on Orientalist discourses. He is alleged to have paid attention only to 'a male conception of the world'. They argued that since women were not directly involved in the imperial project, their writings should be considered as articulating alternative views in colonial narratives. One of the aims of this paper is to present evidences that suggest that narratives by women did not necessarily bear a counter-hegemonic imprint. It argues that in most cases, they display, through the attention to gender and race, ambivalences that neither completely support nor subvert the imperialist subject.

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Code choice: Speaking of crime

Code choice is often investigated in contexts of the workplace and is usually related to distinctions of domains, like family, peer group, religion, profession, etc. This study picks up just one of these domains, which is the legal domain, and concentrates on contexts that are related to national language (Bahasa Malaysia) and English language use when dealing with criminal matters in the Malaysian courtroom. In the legal workplace, language is a constant preoccupation, and it is likely that we will find code choice strategies specific to each of the various sub-domains within the legal domain. The study aims to investigate how speakers manage the switching from one language to another in the courtroom. The study will not only examine the factuality of code choices, but also shed light onto the whys and wherefores, onto possible patterns of explanation and motivation, e.g. efficiency, politeness, identity claims, etc. All these contributions have an empirical foundation.

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Fossilization of inflectional morphemes by Persian learners of English

Many fluent bilingual speakers who acquire a language show evidence of long-lasting non-native performance in the second language (Long, 2003; White, 2003 among others). Han (2003) distinguishes between global and local fossilization. Globally, it affects the entire Inter Language (IL), making it unlikely for L2 learning to occur. On the other hand, fossilization can be seen in local terms, such that one particular subsystem (e.g. syntax) or even a particular feature (e.g. tense markers) can fossilize while development in other areas proceeds unabated. This study addresses the latter. It investigates whether the learners' inflectional morphemes play a role in English fossilization. In Persian, the person and number features of the subject are marked by verbal agreement. They are null just for the third person singular, while they are just non-null in English. A cross-sectional research of fossilized end state L2 acquisition of tense and case markers was conducted on forty three graduate and undergraduate students at two levels of high (600 plus in TOFEL) and lower intermediate proficiency (between 300 to 350 in TOFEL) levels. The results are presented from a retelling task. In this task two episodes of a 5-minute cartoon film were shown to each subject. Each subject explained "what happened" and "what happens" to refer to the past and present times respectively. Each sentence or utterance was analyzed for the absence or presence of morphological markers of past tense marker (-ed); and simple present 3rd person singular marker (-s); and agreement pronominal case assignment. A high level of accuracy in English past tense and pronominal case was found for both groups suggesting no underlying impairment to functional categories or features. In contrast, 3rd person marking (-s) was significantly low for both groups supporting the transfer of L1 agreement feature into English.

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Perception of English speech sounds by Cantonese ESL learners

This paper discusses the results of a research study which investigated the perception of confusable English speech sounds by 40 Cantonese ESL learners in Hong Kong. The participants participated in one categorical discrimination task and two L2 minimal pair discrimination tasks. In the categorical discrimination task, they were required to determine for each trial whether the middle item (X) in a set of AXB stimuli (where A, X, and B were English phonemes) was the same as the first or the third item. In the first L2 minimal pair discrimination task, target English words were spoken in isolation and played to the participants one by one. They listened to the words and indicated what they had heard by circling the target words from the corresponding minimal pairs given on the answer sheet. In the second L2 minimal pair discrimination task, English words containing the target sounds were placed in carrier sentences. The participants listened to the sentences one by one and chose between corresponding pictures which showed the word being spoken and its minimal pair. The results of the study show that Cantonese ESL learners have problems perceiving confusable English speech sound pairs but the problems may not parallel their production problems. Other factors such as positions of consonants and preconception of word pronunciations may be possible causes. It is argued that both production and perception problems should be the focus of remedial teaching if ESL teachers are to help their students approximate the target language norms.

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Technology integrated language teaching: Challenges and prospects of Computer Aided Individualized Instruction (CAII)

Technological revolution has made a lot of changes in various fields and education is no exception to it. In the context of the work- place demand for technology oriented communication, the need for effective teaching of English communicative skills becomes paramount to a teacher of English. This paper analyzes several methods of English Language Teaching and Methods used in Computer Aided English Language Teaching and Computer Aided Individualistic Instruction (CAII). Discussions of computer use in education have crossed various stages. In the era of educational revolution, educators are concerned for a more effective methodology to teach computer-based education and the role of computers in effective language teaching. Behaviorist Computer Assisted Language Learning (CALL) was implemented in the sixties and PLATO is the best known tutorial system (Ahmed et al. 1985). However, it was rejected by Communicative CALL that popularized the idea of creativity that serves as process of learning and development. Integrative CALL aims at integrating all the skills of language (listening, speaking, reading and writing). This paper analyzes the various approaches in Computer Aided Language Teaching and argues for a philosophy of education called Computer Aided Individualistic Instruction (Altman 1972) or CAII. Such an approach would provide greater prospects for the students in the developing countries to learn English at their own pace and locale.

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Simulating gender: Drag Reading -Theoretical and practical interactions of Judith Butler and Jean Baudrillard

This paper examines the cultural phenomenon of drag performance in relation to simulation, bridging two areas of cultural studies gender and cultural theory. Judith Butler's theories on gender performativity in *Gender Trouble* (1990) are useful in interpreting gender presentation and portrayals in the media while Baudrillard theories of simulation in *Simulacra and Simulations* (1995) inform a great deal on the pervasiveness of images in the media and daily life. My aim is to explore the relationship between Butler and Baudrillard theories on gender performativity and simulation in two contemporary films, *Connie and Carla* (2004) and *Transamerica* (2005). Both films share common ground in that they (re)present gender primarily through drag and thus highlight the notion of simulating gender. In *Connie and Carla*, two girls on the run from the mob disguise themselves as drag queens to hide; whilst in *Transamerica*, the pre-operative transsexual protagonist goes on a road trip with his son - only the actor playing this male transsexual is a woman. In both films, gender is doubly simulated. In particular, I discuss these performative/simulative strategies of drag and consider how notions of simulation contribute to a study of gender performativity and vice-versa.

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The effectiveness of accent reduction software based on scaffolding principles on the fluency and pronunciation of ESL learners

This research investigates the use of accent reduction software in helping learners to develop pronunciation modelled on standard American English as they follow scaffolding-based software to progress within the *Zone Of Proximal Development* (Z.P.D.). It also includes an examination of the software to find out how the software design supports scaffolding principles. A pre-and post-test was designed to determine the effectiveness of the software on the pronunciation and fluency of learners in English. The sample for this study comprises 30 adult learners with L1-Persian, Mandarin, Arabic, Thai and Cantonese backgrounds. They practised with the software for two hours at a time, twice a week within 16 weeks, focusing on one particular sound in each session. With the appropriate scaffolds provided by the software in the form of explicit instruction, native models and multimodal feedback, the learners were found to have moved towards the native model in their general pronunciation and progressed within the Z.P.D.

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Tamil marriage ceremony during classical period

Tamil literature is an ancient literature. It is also known as *Cankam* literature and classified as classical literature because from the earliest times it has not been expanded. This literature has a long history back to 3 A.D. *Cankam* literature as a classical literature includes various anthologies and poems. The anthologies are *Ettuttokai* (Eight Anthology) and *Pattuppattu* (Ten Idyles) which contain more than two thousand poems. They are the main source of information about the history of the Tamils, their social life, economy activities, games, customs, beliefs, wars and religion. The purpose of this paper is to discuss about Tamil marriage ceremony during classical period as seen in classical works. The discussion uses the *Cankam* literature as the main source and compares it with current ones.

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Genre analysis: Prospects and possibilities for ELT practitioners in Malaysia

A recent development, in English Language Teaching (ELT), is the attention given to the notion of genre. Interest in genre analysis and pedagogy is gaining strength as recent research has offered new insights into the social purposes, rhetorical 'move' structures and linguistic features of spoken and written texts and ways of imparting relevant genre knowledge to learners in academic and professional contexts. In fact, genre as a framework for analysing non-literary texts and genre analysis as a tool for developing educational strategies is now used widely, and is seen as "a concept that has found its time" (Candlin, 1993:ix). Unfortunately, interest in genre-related studies within the Malaysian ELT context is not encouraging. Therefore, this paper will first point out some pertinent aspects related to genre analysis to show how research in this area has been useful and can be used by ELT practitioners in both professional and academic contexts. Then, latest research that has been undertaken in genre analysis, both in professional and academic settings will be highlighted. Finally, possible areas of research in academic writing, with particular reference to Research Articles will be provided in an attempt to garner interest among ELT practitioners in Malaysia in this rather neglected area of research.

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Teacher conceptual scaffolding in strategies-based ESL reading instruction

The major aim of this study was to examine the extent to which teacher scaffolding of strategy use helps facilitate the learners' effort at comprehending academic texts. Its main focus was to determine the impact of teacher conceptual scaffolding on the learners. By conceptual scaffolding, the teacher informed the learners not only features but also rationales (why, how & when) of applying each strategy deemed appropriate for the reading tasks; equipping the learners with conditional knowledge of strategy use. The study adopted a quasi-experimental approach involving two groups of Malaysian ESL tertiary learners: control and experimental groups. The experimental group attended ten (10) hours of reading sessions, intensive with teacher conceptual scaffolding, while the control group only attended conventional reading sessions. Both groups were pre-tested and post-tested on recall and comprehension of propositions in academic texts. The results obtained were analysed using Wilcoxon Matched-Pairs Signed-Rank Test (WMPSRT) for changes in level of significance, established at $p < 0.05$. The results indicate that there was significant increase in terms of scores between the pre-test and post-test for the experimental group. The findings suggest clearly that teacher conceptual scaffolding provides positive impact on the learners reading performance.

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Toward reorienting Cebuano short fiction translations in English as mainstream literatures

Of the various concerns in regional literatures, issues regarding the translation of Cebuano short fictions into English seem to have been the least explored. In response to this neglect, this study attempts to show, at the outset, what Cebuano translations are. It highlights a history of translation in the Cebuano areas in order to understand the production and reception of translated texts in authentic contexts. In this light, this study discusses the efforts of colonizers to forcibly control the natives by means of translation, and the corresponding response of the natives to docilely submit. It also discusses a means by which the translation process can be done effectively via the semiotic approach. It explores a step-by-step procedure in translation: (a) word for word (b) free and then (c) re-creation. Finally, it suggests ways by which Cebuano short fiction translations into English – a tongue understood by almost all Filipinos – can function as an aesthetic motivator. It does this by showcasing some illustrations like satire, characterization and idiomatic expressions in the translated texts. In short, this work argues that in the national literary canon, Cebuano short fiction translations in English be recognized as central and not peripheral, or worse, non-existent.

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Mapping home and identity in the synergies of language, literature and culture

Today's world, which has grown so anxious and dark, questions celebratory rhetoric of seamless, porous borders, global citizenry and crossings boundaries effortlessly in the face of issues like ethnicity, roots and race divisions which have surfaced with such urgency. Indeed it is difficult to feel a sense of belonging now. In times like this, I strongly believe that literature has the capacity to educate us and help us understand and live in contemporary times. Some of these issues are in keeping with the theme of the conference, "Meeting Challenges and Mapping Innovation: Synergies from Languages, Literatures and Cultures". This paper tries to incorporate our present realities and our recent literatures by looking at two travel texts, one by V. S. Naipaul and the other by Michale Ondaatje. This study analyzes the way these writers deal with aspects of travel, diaspora, history, identity and belonging. Their books, "An Area of Darkness" and "Running in the Family" which look at these topics in interesting, reflective ways, seem to demonstrate that it is possible to narrativise home, a sense of self and spaces of belonging in ways that are meaningful.

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The Failed Functional Features Hypothesis : L2 acquisition of third person pronouns

This paper explores the Failed Functional Features Hypothesis by investigating how L2 learners acquire the English third person personal and reflexive pronouns. The focus is mainly on L2 acquisition of English third person personal and reflexive pronouns by Malay ESL learners of different age group and English proficiency levels. To account for the crosslinguistic differences between the English and Malay language in the acquisition of English third person personal and reflexive pronouns, considerations will be given to the principles and parameters grounded in the theory of features and functional categories of Chomsky's Universal Grammar. The effect of differences in the phi-features (person, number, gender and case) will be analysed in relation to acquisition of English third person personal and reflexive pronouns by Malay ESL learners. We will also investigate binding principles prevalent in English reflexive in relation to acquisition by Malay ESL learners. To determine the different age group, fifty Malay ESL learners aged 11 and 12 in primary six, fifty Malay ESL learners aged 17 and 18 in Form five and fifty Malay ESL learners aged 23 to 27 in final year undergraduate studies will be identified. The Oxford placement test, a standard proficiency test, will be carried out for the purpose of determining the elementary, intermediate and advanced level. In order to find out the acquisition of the English third person personal and reflexive pronouns in relation to the phi-features and to the binding principles, a grammatical judgment test will be carried out. To further substantiate the L2 learners' acquisition of English third person personal and reflexive pronouns, a written test and an oral test will also be carried out.

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Men and sexualities in contemporary Malaysian short stories in English

This paper explores the depiction of men and sexualities in a selection of contemporary Malaysian short stories in English. It attempts to highlight the socio-cultural and psychological phenomenon relating to the changing sexual behaviour in the contemporary Malaysian society. Challenging the regulation and/or homogenisation of the often puristic and essentialistic nature of heterosexual male sexuality, the paper aims to uncover its diversity, ambivalence and paradox through the absence and presence of male homosexuality as well as the presence of transgenderism in Karim Raslan's *Go East* and *Neighbours* (1996), and Abdul Aziz's *From the Journals of Azlan Mohammad* (2003). Critics commented that recent literary works in English by local writers documented the changing sexual behaviour through the depictions of male and female sexuality, implicating the sexual behavioural patterns and expressions that correspond with modernization. However, it is the changing sexual behaviour which lends depth into the inquiry of men and masculinities in the contemporary Malaysian society that still remains unexplored and undiscussed.

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Language change in political and cultural settings

This paper examines the interplay between the Qatari dialect and the political/cultural and educational elements in the past 120 years. The protection Treaty with Great Britain in 1916, the discovery of oil in 1930s, the introduction of formal education in 1951/2 and the globalization process in the last 20 years have had immense impact on the shape, the substance and direction of change witnessed in Qatari Arabic. The dialect has witnessed some impact from various sources in the last 120 years. Urdu, Persian, Standard Arabic and English have been the main players. The former two languages played a significant role in the first part of the 20th century whereas the effect of the latter two has been profound in the second half of the 20th century. The paper will also examine the effect of the decision of the education authority in the country to expand the teaching of English in public schools.

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A post-colonial criticism of the role of binary opposition in Sadegh Hedayat's *The Blind Owl*

The Blind Owl by Sadegh Hedayat has been a controversial issue among scholars. Although it is commonly called a nihilist manifesto of Existentialism, the application of F. Saussure's 'binary opposition' in this work proves it to be facing the existing cultural problems in our society and tells us of the problems not observed by many. This essay considers how different binary oppositions such as those of time (past/present), space (inner/outer), gender (male/female), and reality/shadow, in depicting a clear cultural picture of Iran between 1910's and 1940's. The paper also reveals the lament of the author for the psycho-historic upheavals which have transformed the cultural discourses in his society, from a pure one to one of mixture of East and West cultures.

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On corpora and the process of selecting high function words and their treatment in currently available bilingual dictionaries for indigenous languages

Language politics of South Africa can, simplistically spoken, be divided into two phases. The first phase is represented by the constitution of South Africa in the apartheid era and the second phase by the post apartheid constitution. The language principles and stipulations in the constitution of the previous government recognized English and Afrikaans as the only official languages of South Africa, and indigenous languages were marginalized. The second political phase started with the post apartheid constitution of South Africa. It recognized the indigenous languages as well as English and Afrikaans as official languages of South Africa, thereby officially changing their status. The language stipulations in the constitution entail that indigenous languages should be promoted so that they can enjoy the same high functional status as English and Afrikaans. Status planning paves way to acquisition planning whereby users may acquire a language through speaking and reading textbooks written in other languages. Lexicographers and terminographers can also elevate the status of the language amongst mother-tongue speakers by improving the existing African-language bilingual dictionaries. This paper will then address the "HOW" part of making this Indigenous languages to be in par with English regarding the use of high function words in all spheres of life.

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The case for interpretive translation and interdisciplinarity

The paper explores the nature, rationale, dimensions and pedagogical implications of 'Interpretive Translation' as an interdisciplinary field of study whose content is informed by insights from reading/writing theories, communication theory, text-linguistics, literary theory, sociolinguistics, discourse analysis, cultural studies and critical discourse, among other fields. The imperative of 'interpretation' in the interlinguistic, intercultural act of translation is clearly seen in the rendering of literary texts and 'authoritative statements', where diversified cultural allusions, connotation, symbolism, and various other types of 'implicit meaning' are predominant features. Thus, explication, elucidation, commentary, or other strategies, are required to facilitate comprehension, to help preserve the source text 'accuracy', and to ensure the 'skopos' of the translated text, its 'acceptability', and its proper exploitation by the receptor language 'interpretive community'. The interpretive nature of translation is also reinforced by the increasing need for global understanding and more 'equitable' human contact and interaction in the context of today's globalizing trends, and the strengthening of different national linguistic and cultural identities. While it emphasizes the 'epistemological' and 'hermeneutic' orientation of translation, the paper calls for an expansion of the field to be an area of research and scholarship which truly exploits its intellectual, communicative, reflective, critical, and educational (instructive) potentials to disseminate human thought and knowledge and to foster global cross-cultural understanding and mutual enrichment.

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Constructing EAP identities: A critical genre analysis research agenda

Current critical positions question traditional EAP monolithic view of academic discourse and its pragmatic ideological stance as accommodationist and unquestioningly assimilationist. Another major issue concerns the global hegemony and neo-colonial tendencies of English, and the potential loss of cultural identity (read: American English and McDonaldisation) among the users of the language, particularly in non-native settings. Using an emergent critical genre analysis (CGA) framework that incorporates the notions of a dialectically constitutive relationship between sociocultural practice and language as well as an intervening tactical, interdiscursive space, the interplay between power relations, ideologies and language in the construction of academic/professional identities may be examined. The paper presents some preliminary data and explores the potential of CGA to address key issues in the critical pragmatist approach to EAP.

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A conversation analysis of direct and indirect request in Filipino discourse

This study examines the different discourse moves and sequential structures in making direct and indirect request in Filipino discourse. There were 10 naturally occurring data gathered in this research by tape-recording the actual conversations. The actual conversations were recorded, transcribed and analyzed using the conversation analysis. The findings show that direct and indirect request in Filipino discourse follows common moves and sequential order. It reveals that request + sequential insertion + offer + acceptance or rejection + expression of gratitude is a common pattern in direct and indirect request in Filipino discourse. Moreover, it shows that direct request in Filipino is usually stated in an imperative statement. It also starts with an overt subject followed by a polite word. In most cases, both direct and indirect requests always show politeness, which helps in making the request less face threatening. Furthermore, politeness is evident in the linguistic choices like the use of particle *po*, *ho* and other English kind words. In general, this study reveals a distinct way for Filipinos in making direct and indirect request. However, the findings of this study could not really generalize that all Filipinos use the same pattern specifically in their linguistic choices to show politeness because of the linguistic diversity in the Philippines. Like the use of *po* and *æho* as signs of respect are used only in the Tagalog region.

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Investigating learner grammar: The patterning of verbs in Malay learner writing

This paper puts forward the case for using large amount of naturally produced corpus data for examining the grammatical usage of university students. It investigates the use of English verbs by Malay learners, and concentrates on tenses and other verb forms. Our interest in verbs follows an earlier finding that these constitute a major source of difficulty for Malay learners of English. The source of the problem is the vast different patterning of verbs in Malay and English. Although a considerable amount of work has already been done on verbs, most of it consists of case studies of small sets of data, and there has been little empirical, corpus-based work. This paper is based on a study of a selected sample drawn from the MACLE corpus, which is tagged for part of speech using the CLAWS tagset. The analysis begins with a consideration of the problems of identifying grammatical class in ill-formed learner data, and traces problems in verb usage to their source in the structure of Malay.

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Negotiating identity online: A study on tertiary students of Hong Kong

The use of online communication for both education and entertainment has spiralled over the last decade demanding the time and attention of students. This has resulted in users of CMC (Computer-Mediated Communication) having to negotiate their identities in English which is evidently the predominant language of the web. Negotiating identity online through a second language could be a challenging task for some learners. This paper reports the findings of a study done on tertiary students of Hong Kong to explore the cultural and linguistic factors that affect the negotiation of identity online in a second language. The participants were asked to go online, and briefly sketch out their online profile as they envisioned it. Further investigation of the task, in the form of a questionnaire, followed by an interview, helped shed light on the difficulties and problems faced during the task. This paper aspires to provide crucial insights into the precepts that make up the different facets that one needs to factor in, while negotiating identity through a second language.

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The language of Islamophobia in internet articles

Islamophobia may be defined briefly as the hatred for and fear of Islam and Muslims. It manifests itself in various forms-physical, political, cultural, and linguistic, among others. This paper deals with Islamophobia from the linguistic perspective. It discusses many words which have been coined and are used to perpetuate prejudices against Muslims and their religion. Expressions are freely used to associate Islam, which means peace in Arabic, to concepts and actions which the religion and practicing Muslims do not approve, much less condone. We have expressions such as "Islamic terrorism", "Islamic fanaticism", "fascist Islam", "radical Islam", "Muslim terrorists" and "Muslim extremists". Besides the above there are expressions like "Muslim fundamentalist" and "political Islam" which have been misunderstood and used pejoratively. To strike fear and misgivings in the minds of many Europeans, the British capital has even been called Londonistan by anti-Muslim elements. The paper will discuss the above and other such vocabulary items taken from Internet articles objectively to respond to linguistic Islamophobia.

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The saviours or the destroyers?: The images of the Ottomans in the chronicle of Ibn Iyas

The portrayal of the "Other" is highly controversial because one's attitude and perception towards another people tend to be influenced by politics or ideology that affects one's interpretation. This is especially true if this representation involves relations between the occupier and the occupied. Hence, we can question whether this representation of the "Other" can be deemed "objective"? The issue under focus here is Ibn Iyas (b. in Cairo ca.1448) representation of the Ottoman "conquest" of Egypt in 1517. This "conquest" of Egypt puts an end to the long Mamluk political suzerainty in the Near East, a regime which Ibn Khaldun considers as the saviour of the Muslim world from the Mongol and the Crusader threats. At the same time, this controversial major event brings up a number of intriguing questions: How were the Ottomans who established its suzerainty over predominantly Arab land perceived by the local population? Did the local populace regard them positively as the upholders of Islamic caliphate-sultanate, and the protectors of the two Holy Lands, or rather as a barbarous regime which inflict various kinds of injustice and atrocities upon Egypt and its subjects? It would also be relevant to examine factors influencing Ibn Iyas' perceptions towards the Ottomans.

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A dialogue of past with present: Code-mixing behaviour among Malay-Malaysians

Domain analysis is a popular choice for many scholars who choose to investigate a community's norms of language use. This paper aims to revisit data gathered in 1998 on the code-mixing behavior of 20 Malay-Malaysians in the friendship, family and transaction domains from the perspective of 10 Malay-Malaysians who has lived in a community of Malay-English bilingual code-mixers. Concerns and comments will focus on whether the circumstances in which the code-mixed choices were made "where," "when" and "why" are still relevant factors that influence the language choices in the chosen three domains of use today. The discussion will also include the shifting or maintenance of linguistic, cultural and social norms needed for their successful interaction into the matrix of the Malaysian society as a whole.

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Could an effective use of communication strategies get you a job?

Oral competence in English has always given an added value to individuals applying for jobs particularly in a Malaysian work context. During job interviews, the individual who is able to communicate fluently and portray competence in the language is usually preferred than the one who is unable to converse well. This paper will report the findings of a study conducted with six non-native English speakers in a series of job interviews. The simulated interview sessions were recorded, and the spoken discourse was transcribed and analyzed. A detailed analysis of the transcription revealed that the more successful user of the language employed some effective strategies to get the job. Both L1 and IL strategies were evidently used by the subjects (job candidates), and some possible reasons would be provided to explain why the subjects used the strategies. The implication of this study would provide some insights to course designers and ESP instructors for oral communication courses.

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Proposed supplementary features on magical realism for coherence, reversed approach and kinds of textualization in Gabriel Garcia Marqueza's *One Hundred Years of Solitude*

The present article is focused on proposing new literary elements in magical realism as the particular, ethnic Latin American literature with due consideration to Gabriel Garcia Marqueza's "One Hundred Years of Solitude". I have proffered two new techniques as coherence & reversed approach and have explicated and categorized textualization into three branches: physical, behavioural, and emotional. The newly coined term of coherence scrutinizes close relationship and interconnection among the elements of magical realism, elucidating and exemplifying how fixed terminologies of defamiliarization, hybridity, carnivalesque, and textualization are each engendered by the other and in turn, pave the way for the rise and appearance of the other terms. Reversed approach examines and peruses the author's inverse approach in explanation of the events s/he encounters. The author's diverse treatment of fantastic as real, seemingly irrelevant exaggeration or understatement, in my opinion forms another fundamental principle of magical realism that I would like to coin as reversed approach. It illustrates an absolute coolness or understatement when describing incredible situations, and overstatement or exaggeration when dealing with the commonplace. The difference between the applications of reversed approach with that of authorial reticence is also succinctly pointed out.

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English language learning in rural Malaysian schools and the way forward

The challenges of learning English as a second language among Malaysian schoolchildren are manifold, especially for students from the lower socio-economic strata who live in rural communities. Currently, an understanding of the challenges faced by both English language students as well as their teachers is generally confined to analyses of classrooms, and if beyond, to students' families, but predominantly from an individualist perspective. This paper opens the field by applying a much wider macro-sociolinguistic perspective. This presentation argues for a new paradigm that foregrounds the role of students' macro-sociolinguistic environment as a necessary prerequisite for understanding and responding to problems of underachievement by students from disadvantaged social groups. A more extensive and holistic approach foregrounds those factors outside the classroom that constitute a major influence on language learning outcomes. Presently, it is this aspect of learning English as a second language that is under-theorised and peripheral if not generally neglected. This innovative approach draws on work by Bourdieu, Gee, and Eijkman, and is supported by research conducted in a rural Malaysian community in 2005.

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Teaching translation: Lessons from literature

Literary texts are believed to be of great value in the translation classroom as they can be used to generate discussion on a variety of issues relating to the practice of translating. The aim of this paper is to show how literary texts and their translations can be incorporated into the translation classroom so as to benefit those training to be translators. More specifically, the aim of this paper is to show how literary texts can be used (a) to exemplify certain translation strategies, for example, transposition, equivalence and modulation, (b) to demonstrate the limitations of translation and (c) to demonstrate the mistakes made in translating and their possible causes. It is hoped that the use of specific examples from literary texts and their translations will help enhance the skills of translator trainees / future translators and at the same time make them more aware of their own translation practices.

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Bilingual transference of reading strategies for average and weak secondary students

Helen Campbell Pickford has been working with teachers in secondary schools in the Alor Gajah district of Melaka to help students with average or weak reading skills to improve their reading strategies. She devised the workshops in response to the pleas of teachers who were struggling to teach the English Literature books to students from Forms 1 - 5 who had significant difficulties reading their mother tongues, and were therefore unable to cope with English. The workshop, therefore, focuses on transferable skills which, while demonstrated in English, can be used to improve reading in Bahasa Melayu, Tamil, Chinese, etc. These skills can be used for fiction or non-fiction. All the activities are also designed to motivate weaker students, since weak readers are usually reluctant readers. Participants are warned that the workshop is very active and they will not spend much time sitting down!

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Translating metaphorical expressions from English into Kurdish

One of the most complicated and problematic issues facing translators is that of metaphorical expressions. Although metaphorical expressions are much tackled their translation has not received its due attention in Kurdish. The paper attempts to fill the gap and come up with an acceptable procedure(s) for the translation of metaphorical expressions. It studies the main problems related to metaphorical expressions at the time of translation and to what extent metaphoricity is retained or lost. Three major translation procedures are suggested in this paper: (a) translating a metaphor by the same metaphor (M1 M1), (b) translating a metaphor by another (M1 M2), or (c) translating a metaphor by the literal meaning (M1-L). These procedures are alleged to be a framework through which translators can translate metaphorical expressions, in their endeavour to transfer it into the target language (Kurdish) to achieve maximum possible degree of equivalence, sense, aestheticity, connotation, and effects. These procedures could be due to the fact that metaphor is mostly culture-specific, though there might be some universals. Translators seem to follow these procedures but unconsciously. The paper is enriched with instances from journalistic samples taken from the translated articles.

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Arabic elements in the Malay language vocabulary

The contribution of Arabic language into Malay vocabulary is very big. There are more than 2000 words in Malay language which were originally from Arabic language. Idris (2002) in his unpublished dissertation concluded that Arabic words have big influence in Malay vocabulary. Out of the 2000 Malay words borrowed from Arabic language, not all words are appropriately used like the Arabic context. It is therefore, the aim of this paper to highlight Malay loan words from Arabic language in terms of semantic and use. This study will discuss and highlight words, which are semantically equivalent, semi-semantically equivalent and not semantically equivalent. In the process of this study, a comparison will be made between Malay loan words to the original words in Arabic. Finally, it is hoped that the outcome of this study will contribute to the progress of Malay and Arabic language studies and this paper is very useful for linguists, academicians, scholars, and those who are interested in this particular discussion.

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Meeting challenges: Helping slow learners acquire English language in a rural Primary One class in Sarawak

This study explores the impact a group of English Unit lecturers had on ten Primary One pupils who were identified as slow learners and who could not identify the letters of the alphabet after 3 months in Primary One. None of the pupils had attended pre-schools. The lecturers taught a 60-minute remedial English language lesson once a week from March 2006 under the Teaching School Programme implemented by a Teacher Training Institute in collaboration with a small rural primary school in Sarawak. This study discusses the strategies and activities that were found to have a positive impact in the remedial programme. The findings of this study are based on diagnostic tests, observations, reflections, and journals documented by lecturers participating in the programme. Overall, this study found that it was necessary to conduct remedial lessons using the pull-out class model for weak pupils while the rest of the class had regular instruction with the class teacher. Further, it was found that the pupils learned more effectively when ICT-based lessons, colourful teaching aids, intensive drills, language games, songs, and positive reinforcement were used. It also became evident that team teaching brought about better learning outcomes, in particular for classroom management and follow-up activities. However, the Whole Word and Phonic approaches both had limited success over a short term. It is hoped the findings of this study could benefit teachers facing similar challenges in improving English language acquisition.

English Unit Lecturers
Teaching School Programme

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Gender differences and motivation to use English among Malaysian university students

The purpose of this paper is to investigate the motivation of Malaysian university students to use English within the framework advocated by Dornyei (2002). Dornyei (2002, p. 8) identifies motivation as "why people decide to do something, how long they are willing to sustain the activity [and] how hard they are going to pursue it." A total of 1533 Malaysian university students of six public universities responded to an 18-item Likert scale motivation questionnaire. Responses of the questionnaire were subjected to Rasch analysis for validation of the instrument. Additionally, the study investigates motivation to use English based on gender differences. The findings indicate that in general male and female Malaysian university students are equally motivated to use English. However, there are differences found between gender and motivation on different language use at different universities.

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Do men use euphemisms?: A linguistic inquiry

It is known that men and women communicate differently because they internalise different rules and purposes of communication. For instance, the notions of politeness and face largely influence female language, but not necessarily the male speakers. This paper reports on a recent research that examines the styles in which men use euphemisms in terms of themes and linguistic features. For this research, data was collected through audio recording of naturally occurring conversations of male teachers from a secondary school in a rural area. The collected data was analysed following the principles of *Discourse Analysis* and transcribed in order to compare the themes and styles of euphemisms used by men in their discourse. The findings indicate that men do use euphemisms differently in their communication and for different purposes. The research particularly shows that male speakers use much less euphemisms and the linguistic features that depict the different use of euphemisms are also presented.

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Intercultural language learning: Nine principles for effective pedagogy

Intercultural language learning: nine principles for effective pedagogy Intercultural language learning (ICLL) is a relatively recent but by now well established approach to second language learning and teaching that emphasizes the interrelatedness of culture and language, and that views the foreign/second language learning experience as a critical site for developing cultural awareness and intercultural communicative competence (Byram, 1997; Kramsch, 2004; Lange & Paige, 2003). This paper reports on a project undertaken in New Zealand in 2006 - 2007 to identify core principles that might form the basis for an intercultural approach to the teaching of languages in New Zealand. This paper will provide a background to this research project and then discuss the set of nine principles identified by the project, exemplifying each principle with observation and interview data collected from a range of foreign/second language classrooms. The principles, while reflecting some unique features of New Zealand's cultural and linguistic landscape, attempt to capture a more generalisable essence of how interculturality can be achieved through language education.

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Game activities to facilitate verb acquisition

The difficulty of English verb acquisition (L2) for EFL learners is viewed that verb acquisition is influenced by the culture of learners' first language (L1). It is obviously known that verb acquisition is affected by the facets of doers and tenses. The activities given to EFL learners are in the forms of games to facilitate language learning and acquisition. The activities are intended to make students involve in language learning process. The importance of students' involvement lies on the quotation "If you tell me, I will forget; if you teach me, I will remember; and if you involve me, I will learn". The game activities offered to students as their practices or tasks to learn or acquire English verbs. The activities cover (a) recognizing picture/object with action verb, (b) sentence development/pictorial jumbles, (c) question and answer development, (d) recognizing tenses, (e) guessing word quiz, (f) quick words mapping, (g) preposition development, (h) describing event based on picture, (i) sound discriminating, (j) irregular verb development, (k) discriminating special sounds: /d/-/t/-/id/ for ed suffix, and (l) grouping words of occupation.

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Language use in store signs in Malaysian towns

The use of foreign words and phrases as names of local places such as residential areas, streets and shops has become a very common practice in this country. This paper examines the language use in store fronts of four town centres in Malaysia. The analysis indicates that English is the preferred language for store signs in larger cities while those in smaller and provincial towns are in favour of (a) Bahasa Melayu (BM), (b) a mixture of BM and English, or (c) a mixture of BM and English plus another native language. The findings show that the language chosen for store signs is related to the type of township, store location, and targeted customers. The linguistic analysis reveals that the store signs in larger cities portray sophisticated language use in terms of English or foreign names, foreign loanwords and language play. On the other hand, store signs in smaller towns contain simple BM, English, or a native language. In addition, there are some signs in these towns that contain the use of the local variety, Malaysian English (ME), or even broken English. Although some people may consider that the use of ME or broken English portrays the Malaysian identity, this deserves serious attention as it could contribute to the decline of English language proficiency among Malaysians and can contribute to causing problems of international intelligibility.

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The difference in metalinguistic awareness between bilinguals and monolinguals in Sekolah Menengah Kebangsaan Methodist (ACS)

Evidence from most bilingualism studies has shown positive cognitive advantages in bilingual individual. Metalinguistic awareness is one example of our conscious awareness of how language works and our ability to think of language as an object. This study aims to look at the differences between metalinguistic awareness among bilinguals and monolinguals in Sekolah Menengah Kebangsaan Methodist (ACS). A quasi-experiment was conducted and the data was collected using Metalinguistic Ability Test n.2 (MAT-2), which is a two-level-awareness metalinguistic analysis to explore the language structure. In order to test the hypotheses, two groups of students, 15 bilinguals and 15 monolinguals, aged 12 to 13 years old, were compared in terms of their metalinguistic awareness. MAT-2 includes three subtests: synonym, grammar function and phonemic segmentation. Result from the MAT-2 test showed that students' metalinguistic awareness, word awareness, and syntactic awareness are significantly different between bilinguals and monolinguals. However, there is no significant difference in the students' phonological awareness. Overall, these findings demonstrate that there are heightened cognitive awareness in terms of metalinguistic ability in bilingual children as compared to monolinguals. In addition, implications of these research findings to language theory and practice, methodological and conceptual limitations, and directions of future research in this area are also elaborated.

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How Lacanian “Other” transforms Stephen Dedalus’ language?

This study analyzes the various language forms that Stephen Dedalus speaks through James Joyce’s *Portrait of the Artist as A Young Man*. I use Lacan’s philosophy on how a child enters the symbolic order of language, as he calls it, in order to justify the changes in Stephen’s language. In Lacanian psychoanalysis, language exists because of the idea of lack or absence of the object for which everyone wishes. In this paper I will trace Stephen from the time the first lack occurs in his life up to the time he assumes that he has found the object, he has always desired for. When the child finds the possibility of subjectivity this lack is called “Other”. I will demonstrate several different concepts of “the Other”, which repeatedly transforms Stephen’s language. The characters’ obsessions are reflected in the concept of “Other” or the focus of language. This idea will answer the question of how Stephen utilizes a childlike language at the time he did not start to question his former beliefs or how he shifts to a highly figurative language when he wanted to break the bonds.

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Language classroom: A girl’s domain?

Substantial research has been done on gender differences in relation to various aspects of learning and teaching. In the field of second language acquisition (SLA) learner’s gender and its relationship with emotional (affective) component of language study has been a subject of numerous academic inquiries. These studies focused on female and male students’ motivational patterns, preferences for learning strategies, classroom behaviour, teacher-student interaction, etc. However, research on beliefs about language learning from the gender perspective is conspicuously lacking. The present study aims to address this gap and to examine beliefs held by one hundred seven students learning a foreign (Russian) language at University Malaysia Sabah (UMS). Participants had been asked to complete the questionnaires after which the obtained data were computed and statistical analysis was performed to assess whether male and female students’ beliefs about language learning were significantly different. Pedagogical implications of the research findings are briefly discussed.

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Sumarokov's 'Hamlet': A nobleman's guide to morals?

Reforms initiated by Tsar Peter the Great (1672-1725) had far-reaching effects on all spheres of life in eighteenth-century Russia, including the cultural sphere. Profound changes occurred in Russian literature and the process of "literary transplantation" was gathering momentum. As Russian literature was becoming increasingly secular and new literary genres evolved there began an intensive search for aesthetic principles and ideological platform suitable for the demands of the post-Peter the Great epoch. Alexander Sumarokov (1717-1777) was among those Russian writers who considered adopting ethical principles and aesthetic norms of French classicism the most appropriate path for development of the nascent secular Russian literature. In his rendering of Shakespeare's "Hamlet" into the Russian language, Sumarokov subscribed to the rules and traditions of French classicist dramaturgy. He adopted *modus operandi* and approaches to translation prevalent during the classicism period in French literature. In doing so, Sumarokov followed a very clear objective. Tailoring his "Hamlet" according to the patterns of French classicism and bringing in a strong didactic element into his version of the Shakespeare's masterpiece, Sumarokov was able to re-evaluate the original material, to look at it through the filter of Russian reality and to focus on the issues that he considered most important for his contemporaries in eighteenth-century Russia.

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Assessing oral skills in business communication

In the business world, effective oral communication is important to ensure successful deals which would entail profit. Oral communication is also necessary in facilitating the flow of information in business. This study aimed to assess the level of the undergraduates' oral ability in business communication. For the purpose of this study, an oral test was conducted on 30 undergraduates in a local university who were in their final year and were about to go into the job market. The results of the assessment indicated that the subjects' level of oral ability averaged in the intermediate level. This study suggested that more emphasis on oral proficiency development should be given by higher learning institutions to prepare students for their future careers.

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Reading aloud to kindergarteners: Their responses and perceptions

Reading aloud is an activity parents and teachers have been pursuing for a long time. Research has shown that the activity contributes significantly to the language and literacy development of children who are learning to read in a school-based language that is different from their home language. This paper focuses on a group of 30 4-6 year-old Malaysian kindergarteners participating in sessions where stories in English are read out loud to them. This study aims to look at the responses of these children when story books in English are read to them. This study is also designed to learn of the perspectives of these kindergarteners in the read-aloud sessions. The sessions are videotaped and the interviews are recorded and qualitative analysis of the data is then carried out. The findings from this study would contribute towards further work on conducting read aloud of books to these kindergarteners and inform practitioners on their work.

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The language learning strategies adopted by UiTM Shah Alam ESL learners

This study was carried out to investigate the language learning strategies adopted by undergraduate ESL learners at UiTM Shah Alam. It focuses on identifying the types of language learning strategies adopted by three groups, advanced (30 subjects), intermediate (40 subjects), and elementary (50 subjects) ESL learners. A total number of 120 first semester bachelor's degree students from three classes from the three faculties participated in this study. The three faculties each represent the three major clusters of all the faculties in UiTM i.e. Administration and Business, Social and Humanities and Science and Technology. The instrumentation utilized for this study was a questionnaire adapted from Oxford (1989) and Muhammad Amin Embi (2000). The data collected was analyzed using frequency distribution. It was found that the most frequently adopted language learning strategies by UiTM ESL learners were cognitive strategies. The second most frequently adopted strategies were metacognitive and the third was social strategies. This is then followed by compensation and memory strategies. The least frequently adopted strategies were affective strategies. The findings indicated that UiTM ESL learners use learning strategies in English language learning, but there is no significant difference in the selection and utilization of strategies between advanced, intermediate or elementary learners.

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**On the optionality of object movement and parameter resetting in SLA:
A minimalist approach**

The hypothesis that all cross-linguistic variation originates from the parametric settings of Functional Categories has provided new perspectives on the study of second language grammar. If L2 grammar falls within the domain of natural languages and natural languages are constrained by UG (hence there are no 'wild L2 grammar'), the properties of L2 grammar can be explained in a principled way by reference to the properties of functional heads and their projections. Given the Functional Parametrization Hypothesis, (Chomsky, 1989), we explore the validity of a maturational view of the functional categories (Smith and Tsimpli, 1995) which proposes that once parametric settings of functional categories are fixed in first language acquisition, they become inaccessible in second language acquisition. Data was collected from four (elementary, lower intermediate, upper intermediate, and advanced) groups of adult Persian speakers learning English as a second language at Isfahan university. The findings indicate the initial L1 parametric values in L2 grammar and their resistance to resetting. However, the emergence of new patterns which are not determined by L1 values suggest that the functional module cannot be entirely inaccessible in second language acquisition. It is argued that one obstruction to resetting might be the mismatch between the functional categories which are involved in the realization of grammatical features in L1 and L2. Properties of relative clauses in Persian are determined by an interaction of parametric properties of two functional categories, namely; the complementizer phrase and the Agr_O phrase with the argument structure specifications of Persian light verbs. Resetting, then, can occur only after the features of both functional heads are acquired in the related domains. It is also argued that the evidence for developmental patterns which are not determined by L1 values is compatible with similar trends observed in child L2 data and adult L2 data with different L1s.

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Reading from the wordless: A case study on the use of wordless picture books

For centuries people have conveyed meaning through the use of visual images, without the aid of written text (Brilliant, 1984; Considine, 1987; Heins, 1987; Whalen, 1994). Consequently, wordless picture books have become a distinct genre within the world of literature (Degler, 1979; Dowhower, 1997; Grasty, 1978; Lindauer, 1988; Stewig, 1988). The wordless book is unique in that its content must be communicated solely through the use of illustrations. The reading of wordless picture book is an open-ended process in which viewers read stories by bringing their background experiences and personal histories to bear on the visual images they encounter within the text (Crawford & Hade, 2000). This study looks at the use of wordless picture books on a 7-year old male non-reader. The investigation focuses on the exploration of the child's responses to a selection of narrative wordless picture books. This study suggests that wordless picture books are a good source for analyzing a child's early and emergent literacy. Acknowledging the importance of wordless picture books may deepen the definitions of emergent literacy and broaden our approaches to the teaching of reading.

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(En)Gendering the nation: An analysis of Kuo Pao Kun's descendants of the Eunuch Admiral

This paper will begin by looking at how nation is 'gendered' at the same time that it is 'engendered': as the nation is created, it is also given a particular gender identity, depending on the particular aspirations and desires of the engendering authority. While there will be some reference to concepts of nation-building and nationalism as put forward by Gellner, Renan, Anderson and Bhabha, the focus will be on the deliberate attributing of a male gender to the fledgling nation of Singapore. I will then analyze Kuo Pao Kun's play *The Descendants of the Eunuch Admiral* to argue that in the case of Singapore, this male bias in the creation of nation does not necessarily extend privileges of power to its male inhabitants. I will instead suggest that while the Nation (read: governing authority) is overwhelmingly male, powerful, and patriarchal, the nation (read: citizenry) is deliberately made powerless/castrated. Their immediate progenitor is, ironically, the 'Eunuch Admiral' Cheng Ho, who ceded his manhood/power for the right to work within the Imperial Palace. Kuo's text suggests, allegorically, that individuals in Singapore have similarly ceded their individual agency and power to the patriarchal authority.

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Anxiety, self-efficacy, and motivation in learning English:

A study of Form 2 students

This paper presents the findings of a study to investigate the relation between affective factors, namely, anxiety, self-efficacy, and motivation in learning English. Consideration of these psychological aspects of learning is important because the learner is an individual with affective needs and reactions. Two hundred and fifteen Form 2 students (102 males, 113 females) from a government secondary school in Kuching participated in this study. Students were categorized into three levels of language anxiety based on their total score in the Language Anxiety Scale. Content analysis of students' responses to a questionnaire on learning English provided insights into the challenges students faced in English class. Pearson Product Moment Correlations showed that there was significant negative correlation ($p < .05$) between language anxiety and language self-efficacy. High language anxiety (HLA) students were less self-efficacious regarding their ability to complete English learning tasks in the Language Self-Efficacy Scale. High language anxiety students are also reported to use less effort in improving their proficiency in English as compared to low language anxiety (LLA) students. Implications of the findings are put forward.

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The synergy between sociolinguistics and non-fiction

Language as it is used in society can be learned in many ways. Field research is one obvious way of obtaining data for a sociolinguistic course. However, one armchair methodology for learning about language as it is used in society is through reading autobiographies, memoirs and other genres of non-fiction. The synergy between the social aspects of language like argot, code mixing, choice and status of language dialects (when and why), pronominal usage, forms that various speech acts take etc. and non-fiction will be made clear through what William Dalrymple calls "unquestionably one of the most memorable non-fiction books to come out of India."

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Relevance in academic writing and its place in composition theories

The major thrust of this paper is to study the problem of irrelevance in some Hong Kong university students' academic essays. With reference to the Anglo-American rhetorical framework- the linear 'thesis-support approach'- in academic writing, I have examined a number of academic essays written by some Hong Kong university students, and have identified some major patterns that underlie the irrelevance problems in those essays. I then explain the causes of these problems by correlating them with the students' higher-order thinking skills manifested. Another attempt in this paper is to critically review two composition theories in light of the analyses and findings obtained in Part 1. The two theories are Briggs' (1988) approaches to essay writing and the theory of contrastive rhetoric (e.g. Connor, 2002). The essential questions I seek to answer are: (a) How does the concept of 'relevance' figure in these two composition theories?

(b) What role do the cognitive skills discussed in the Part-1 research play in the two theories?

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Relational communication traits and their effect on debaters' adaptiveness and performance

Two relational communication traits, communication apprehension and interaction involvement, are investigated within a competitive debating framework to assess their impact on debaters' adaptiveness and performance. Using a sample of university debaters, results demonstrate that debaters exhibiting lower levels of communication apprehension are more highly involved in communication interactions, and higher involvement facilitates increased adaptiveness and debate performance. This research highlights the importance of effective communication within debate interactions and offers suggestions to improve debaters' communication skill.

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Morgue of the misbegotten: O'Neill's mode of salvation in *The Iceman Cometh*

This paper analyzes Eugene O'Neill's advocacy of the impossibility of salvation or reformation on both societal and individual levels as dramatized in *The Iceman Cometh*. The method the playwright uses is to have a group of derelict characters gather in an isolated place and put them under the spell of a savior, Hickey, who aspires to shape their lives according to his own vision. O'Neill's savior, however, proves to be a parody of a savior who alienates the misfortunate group instead of saving them. Hickey's brand of salvation leads to death as a means of terminating human life and negating spiritual values. The study thus analyzes O'Neill's masterpiece as a dramatization of his pessimistic vision of the world as a lodge of the misfortunate, of human life as a nightmare, and death as the only way out. *The Iceman Cometh* orchestrates no hope for man in the modern times, but lyres an elegy for the misbegotten and depicts the world as a morgue for death-in-life.

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Information gap-based writing activities for developing descriptive paragraphs: A technique for Indonesian classroom settings

Writing is one of the four language skills taught to students of EFL classes. In order to be able to write well, students should have an adequate number of strategies and techniques and should know how to use them accurately. The students have learned writing and realized the importance of writing in learning language, but most students of English Language Education Program of Education and Teachers Training Faculty of UIN SUSKA Riau learn it passively due to several factors. Firstly, they consider writing difficult. Secondly, students only think of writing learning as studying sentence structures. Thirdly, they usually write paragraphs when the lecturers ask them to do so. Lastly, many students do not want to take risks in applying or practising what they have learned. In CLT classrooms, information gap is one of the activities, which encourage students to actively write using their own language. The research question investigated is: Do information gap-based writing activities help the students develop descriptive paragraphs? Result shows that this technique is helpful for the students in developing their descriptive paragraphs, particularly in terms of content and organization, and the students show great interest in it.

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**Leadership practice in prophetic discourse: An analysis of Prophet Muhammad's
farewell sermon**

The last sermon of Prophet Muhammad (peace be upon him) is a sermon about rights, responsibilities and the rewards bestowed upon those who propagate peace. By using the principle of *kalimah tayyibah* (good words) as a framework, the paper discusses the leadership practice of the Prophet (pbuh) in the sermon. The paper emphasizes the ways he as a prophet and leader provided inspiration for the followers with the emphasis on brotherhood and equality so that they would attain *takwa* (devotion). By regarding *takwa* as the absolute aim, basic needs such as life, wealth, trust and time would be well managed, thereby refraining his followers from usury, murder, *Jahiliyyah* and Satan's activities. The major finding of the paper shows that the Prophet (pbuh) had displayed the prophetic qualities of truthfulness, and honesty when giving advice and information. He always set good examples in order to ensure that the message conveyed in his prophetic discourse was effective.

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PRO, pro, or DP-trace: Empty categories in control structures

This paper investigates control structures and the various proposals to account for this phenomenon. Three empty categories have been proposed to fill the empty subject position of the complements and adjuncts in control structures: PRO, pro, and DP-trace. PRO was proposed within PRO-theorem to account for the idiosyncratic properties of this position: ungoverned, and hence caseless. PRO was later assigned a specific case – null case – which can only be assigned or checked in this position. Pro was also postulated in this empty position in order to account for optional or arbitrary control with pronominal characteristics. Within the more reductionist trend in the minimalist Program, the control relationship, or one type of it; i.e. obligatory control, was analyzed as a special case of NP movement, albeit different from the ordinary raising structures in double theta-role assignment. We project these alternatives on the three constructions which exhibit control in Arabic. These include infinitival, gerundive, and participial complements and adjuncts, all of which seem to involve an empty subject position that is coreferential with a particular DP outside its clause. A raising analysis for the control relation (with a DP-trace is found untenable since the status of raising to subject in Arabic is dubious in general). This analysis is also rejected on general theoretical grounds – theta-role conflict. Big PRO and small pro seem to share the task of accounting for the various control relations. The postulation of one or the other depends on agreement inflections as much as questions of obligatory vs. optional control and substitutability of the empty category with a lexical subject.

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Utilizing the dictionary for enhancing ESL learners' reading performance

The English language dictionary is a tool that is considered important for second language learners. However, this useful language tool is not being centrally utilized in the second language learning environment. In the Malaysian ESL context, no guidelines on using the dictionary have been introduced to teachers to teach their students to use it in a formal or informal learning setting. Therefore, this study was conducted to look at the suitability and effects of implementing the usage of the English Dictionary outside the language classroom to improve students' in-class reading performance. This study was conducted in an urban school involving two Form One classes with similar proficiency levels. The study brings into perspective the need for a more direct approach for the usage of the dictionary in aiding ESL learners' language development. The paper suggests ways in which the dictionary can be used to improve students' reading performance. The paper also highlights the importance of teaching dictionary skills to ensure self-learning among second language learners.

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**Mariah and Cumbi: The Harlot of Che Husna Azhari and Shahnnon Ahmad -
A comparative study**

Both Che Husna Azhari and Shahnnon Ahmad created a reflection of ordinary women in the bosom of close-knitted Malay society. The conflict came in the form of religious manipulation and the misogynistic perception of women as prescribed by men. This paper discusses Mariah's and Cumbi's struggle in dealing with the being le femme object whereby the misogynistics prescribed image of women is dictated by men in the society. This is further reinforced by the misogynistic interpretation of the Quran; a verse-like An-Nis and Al-Baqarah 2:222. The label, harlot, was given due to the extravagant sexual display of the physical bodies and mannerism. These women are seen as harlots because they allowed themselves to be sexually exploited and subjugated by men for heavenly rewards. When women's sexuality is exploited and legalized with the misogynistic misinterpretation of the Quran verses, the abuses reflected the societal condition whereby the corruption of the soul had prevailed. These women are condemned as the harlot by men and the society around them because of their erotic physical beauty of the way they projected their sexuality, both physical and mental. They had no control over such perception and some flaunted their eroticism with no concern over the society around them.

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**Mastery of academic English vocabulary among undergraduate students
at Universiti Teknologi Mara**

Teaching professionals in the field of English as a Second Language (ESL) often express concern that their students lack sufficiently broad vocabulary knowledge to perform adequately in classroom tasks. Hence, this study aims to determine students' performance on a test of knowledge of academic vocabulary. It also looks at whether there is correlation between students' academic vocabulary knowledge and their academic performance. In this pilot study, 180 undergraduate students from 4 faculties at the University Teknologi Mara, Shah Alam were chosen. All the students were enrolled in ESP courses. The instrument used was a vocabulary test (Begler and Hunt, 1999). The analyses will report on whether there is correlation between students' knowledge of academic words (test score) and their academic performance (CGPA). It is hoped that the findings will provide salient input on tertiary students' English academic vocabulary and thus facilitate all stakeholders (politicians, decision makers, administrators, educators, parents, and students) to understand and to improve the pedagogy of teaching primary and secondary schools, especially in the use of English as a medium of instruction for Mathematics and Science, and for English for Science and Technology (in Form 4 and Form 5). Most importantly, it may provide an insight into the current academic profiles of Bumiputera-Malay tertiary students specifically in the knowledge of English academic vocabulary. Therefore, many strategies may and can be planned to remedy the weaknesses found among Bumiputera-Malay tertiary students.

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Ethnicity, nationalism and the national language: Malaysia's lingering predicament

Malaysia is a diverse society with the Malays, Chinese and Indians as the majority. Nationalism amongst the ethnic groups is questionable even after the country's independence from the British. Ethnicity is not really identifiable with nationalism. The role of the national language in promoting nationalism is a debatable concern. During pre-independence, the races were subjected to the British 'divide and rule' policy that segregated the races. After independence in 1957, the races were forced to stay together in a young country that was constantly in turmoil of racial dissatisfaction and prejudice. Every race carried with them racial baggage that clouded efforts of togetherness and identity. In 1969, the diversified Malaysians witnessed to the bloody May 13 racial riots that took many lives and scarred the nation. This paper addresses the conflicts in post-independence Malaysian Malay and English short stories from 1963 to 1969 that jeopardize ethnicity, nationalism, and language in the new country. Discussions into the conflicts depicted in the Malay and English short stories are divided into two quarters to offer a better understanding of the scenario from 1963 to 1969. Ethnicity, nationalism, and the national language were at risk then and prolonged till now.

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Text appeal: The link between familiarity and learners' response

This paper will discuss how a short story, a literary genre common in the Malaysian ESL secondary classrooms, is exploited to reflect the tenets of the Reader Response Theory (Fish, 1985 ; Rosenblatt, 1995). It will show the effectiveness of the material selected to enhance students' awareness and interaction with the text. The selected material is a short story; *Mariah* by Che Husna Azhari. The short story is a representation of human conditions which invites the learners to reflect on their own experience and provoke them to find answers to questions about life, ideology, ethnicity, and social values. Learners are encouraged to express their feelings and responses to the text which is the essence of Reader Response Theory (RRT). The paper will first describe some of the relevant assumptions underlying the RRT followed by a discussion on the criteria for material selection. It then goes on to outline the activities within the lesson which correspond to the RRT. It is also found that the lesson promotes emotional and intellectual enrichment with enthusiastic, willing, and responsive learners. This provides an insight into the development of self-reliant thinkers among young adult learners. The paper concludes with an in-depth discussion on the positive and promising effects of the material on the learners' self actualization and reader autonomy, as well as advancing some pedagogical implications to the teaching of literature.

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**The problematics of Islamic literature within a secular genre: A comparison of fictive works
by Malay Muslim writers writing in Malay and in English**

Tun Dr. Mahathir Mohamad, during his tenure as Prime Minister of Malaysia, and therefore, representing the Malaysian Government, affirmed that Malaysia is an Islamic country. The subsequent launch and introduction of Islam Hadhari (living Islam in a moderate way) as 'the way of life' for Malaysian Muslims (in other words, the Malays) by the current Prime Minister, Datuk Seri Abdullah Ahmad Badawi further reaffirms the generally accepted perspective that 'to be Malay in Malaysia means to be Muslim'. In other words, the Islamic and ethnic identities of the Malays of Malaysia cannot be clearly delineated. Such an official position for Islam has led many Malay writers to explore their own understanding of Islam, and how Islam works in their writings. The various interpretations of Islam and different ways of infusing Islam have potentially created a tension in the reading of modern literature as Malay authors resist and reconcile with their Malay cultural identity. This paper examines the relationship between the notion of Malay and Islamic literature in the context of contemporary modern-day 'Islamic' Malaysia, through the creative works of Malay Muslim writers writing in Malay, and those writing in English. It is commonly believed that Malay writers writing in English tend to be contesting or resisting their Malay Muslim identity to promote a more hybrid modern identity of a Muslim, while Malay writers writing in Malay are not seen as disrupting, but rather, as reconciling with or even promoting their Malay Muslim identity. Is it a question of language, or the politics of practising Islam as a moderate way of life, or simply, the politics of literature? Can Islam live in a secular genre? And, is there such a thing as Malay Islamic literature?

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Vocabulary learning strategies: Students and teachers' beliefs

Having little word knowledge has been identified to be one of the major problems that most second/foreign language learners have to deal with. A number of research have been conducted to investigate the strategies employed by learners in learning new vocabulary. This study, however, attempted to make a comparison between students' and teachers' beliefs on vocabulary learning strategies. Two sets of questionnaires were distributed to 30 Malaysian undergraduates learning English as a second language and 10 Malaysian teachers teaching English subject. The data from these questionnaires were later compared to find the similarities and differences in their beliefs in vocabulary learning strategies employed in understanding unknown vocabulary words when reading.

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Back to the basics: Family storytelling

Discussions on children's literature do not give sufficient importance to storytelling. Narrative thinking encapsulated in stories and storytelling is ideally suited to discussing the exceptional on a person to person basis. In this way, stories appeal not only to the mental process of the brain, but are also grounded in the feelings of the listener. Storytelling, which is not only an ancient art, but also a sophisticated practice, thus calls for a negotiation between teller and audience, providing immediate experience, and active involvement. Storytelling in homes is one of the most universal of human experiences. It is so familiar, common, personal, and immediate that there is next to nothing ever written about them, except as an excerpt, digression, or part of discussion on some other serious issue. It is not that we are not aware of the uses, significance and impact of storytelling in homes, but that it is not considered dignified enough to attract scholarly attention. The subject of this paper is the telling of stories to children in homes and the state of family storytelling today. A multi-method research design is employed to investigate various dimensions of the subject like the state of family storytelling, the main consumers of which are children, changing texts, textures, and context.

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"It's like ice-cream tasting in Ben & Jerry's": Gender and discipline in academic book reviews

While social interactions in academic discourses have become an increasingly popular area of study to applied linguists, the impact of gender on evaluative choices has remained largely unexamined and research which suggests that academic style overrides gender-linked preferences is less than conclusive. This paper focuses on the little studied genre of the academic book review to explore gender and disciplinary variations in the use of interactive strategies through analyses of metadiscourse, or "the linguistic resources used to organize a discourse or the writer's stance towards its content or the reader" (Hyland & Tse, 2004, p. 156). Based on a corpus of 56 philosophy and biology book reviews and interviews with editors and academics, the discussion examines the ways gender and discipline influence writers' perceptions of appropriate writer-reader interactions in this highly evaluative genre. The findings show while there is no one-to-one relation between gender and language, gender and discipline identities cross-cut each other in significant ways in the context of professional self-conception and personal preferences.

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The concept of culture and its relation to language: An Indian perspective

The aim of the paper is to explain the etymological meaning of the term 'culture' (krsti) from the Indian perspective and to point out the important role of a particular language in the development of a particular culture. The Sanskrit rendering of the term 'culture' is 'sanskrti', which means 'to do something in a very refined way.' Culture (sanskrti) is the refinement of nature (Prakrti). Many Indian thinkers prefer to use the term 'krsti' for culture as Sanskrit equivalent. This choice is grounded on some internal affinities with these two words – krsti and culture, as both of them are originated from root 'krs' meaning 'to cultivate'. That is, it would signify both the cultivation of soil (bhumi) as well as the cultivation of citta (bhum) or mental soil. When a man reveals himself within this-worldly world fulfilling basic needs, it is due to the krsti, but in the transformed state when the surplus is fully utilized he can have the power of artistic creativity forming culture (sanskrti). Culture refines the whole nature. Nature is the base on which the culture stands. If our mind can assimilate other cultures through interaction without being slave to it, it attains monarchy in the domain of ideas where there is no room for narrowness. To him our Indian minds should be made broader but not orthodox so that we accept what is good in a foreign culture or 'reasonably rejects' what is bad. Language is intrinsic to the expression of culture. As a means of communicating values, belief and customs, it has an important social function and fosters feelings of group identity and solidarity. It is the means by which culture and its traditions and shared values may be conveyed and preserved. Language is fundamental to cultural identity.

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Simplicity of the place and rise of the third space in Naguib Mahfouz's *Midaq Alley*

This paper explores the impact of British metropolitan domination over the indigenous identity of the fictional characters on Mahfouz's *Midaq Alley*. Using the concepts of hegemonisation and hybridisation from the postcolonial theory to read the text, the dislocated and 'unhomely lives' of the characters are unraveled. The finding reveals that the characters in *Midaq Alley* are transformed into varied aspects of indigenous identity represented in their social behaviour and religious commitment. Another finding points to the fact that despite the limitation of the place and the simplicity of *Midaq Alley's* people, the British metropolitan power has succeeded in reshaping the indigenous identity as shown in the presence of hybrid identity or the rise of the 'third space' in the lives of the native. The characters are inevitably influenced by the metropolitan ideas; thus glorifying the cultures and customs of the metropolitan centre.

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Social representations of languages among Malaysian students

In the wake of Durkheim et de Moscovici, European social psychologists became interested in the concept of social representations. Within the framework of the European construction, numerous studies were conducted on social representations of bi- or plurilingualism or of the languages of the European Union, thus demonstrating the importance of discourses on constructs of knowledge and their impact on language learning and intercultural relations. The methodologies used were mainly derived from those employed in social psychology. Such methodologies had developed a whole series of tools to investigate social representations that emerged from respondents' utterances. However, little has been written about the social representations of languages in the Asian context. The methodology used in this study is adopted from sociolinguistics. An evaluation scale proposed by Janet-Holmes (2001) to evaluate the different accents of English-speaking persons has been adapted for the evaluation of 19 recordings representing 15 different languages with four of these languages being presented by native speakers of the two genders. This scale was accompanied by a questionnaire which allowed us to draw conclusions on the social categories when the analysis of the data was carried out using the SPSS. The views of the 171 respondents were evaluated by means of a Likert Scale. They responded to the utterances of native speakers based on esthetic, affective and pragmatic criteria. The subjects represent the three major ethnic groups in Malaysia, i.e. the Malays, Chinese and Indians. They are Universiti Putra Malaysia students from various states of Malaysia, aged between 18 and 24 years old. The differences in evaluation among the three ethnic groups are noteworthy and the different treatment of the data according to the recognition or non-recognition of the language evaluated has enabled us to detect traces of social representations of these languages among the Malaysian students. The languages have been rated more or less positively according to their prestige within the ethnic group. This rating enables us to classify the languages on a scale for each evaluated criterion.

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German as tertiary language (L3) in a multilingual context- tertiary language didactics in the Malaysian context

Tertiary Language Acquisition (TLA) has become a viable research field on its own as a vast body of studies has revealed, that the process of acquiring a second foreign language differs vastly from learning a first foreign language. Worldwide, the most common language constellation of plurilinguals is 'L1x-L2 English-L3 German'. Differences in SLA and TLA require different methodological and practical considerations. The learning process could be facilitated as the learners have gained experience with foreign language learning. New factors come into play, namely age, previous inter-languages and learning awareness. Thus, the L3-learner is an experienced learner and "knows" how a foreign language is learned. Empirical research has clearly shown, that English serves as a 'bridge' in the learning process of German. In Malaysia, L1 is a totally unrelated language to L3. It is assumed, that the learner is much more influenced by his/her L2 English, which is fairly similar to the L3 German and a related language. In particular, comprehension is facilitated by this reference frame. In this paper, I will explore the role of L3-models and didactics within the Malaysian context. Furthermore, I will outline and discuss to which extent English serves as a helpful bridge in learning German and which role the respective L1 plays, as all languages in the learner's mental lexicon interact.

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Ecology, literature and welfare of mankind

Scientific and technological innovations have, no doubt, helped man in attaining the 'unattainable' but at the cost of exploitation and destruction of nature. Theoretical concepts as 'ecological imbalance', 'global warming', 'depletion of ozone layer', etc have gained currency in the recent times. Educated people with a bare modicum of sensibility are getting increasingly interested in the importance of ecology, which is concerned with the interrelationship among different organisms and their habitats. The Vedas, Kabir, Tulsidas, Aurobindo and a host of Western writers have exhorted man to live in harmony with nature, as man is part of the universe and exists within its pulsating orbit; and, howsoever, he may try to extricate himself from the subtle influences emanating from different points of nature and its airy canopy, he cannot succeed. The great English writer, D.H. Lawrence, commenting on the perfidy of man's vested interest said: "My individualism is really an illusion. I am part of the great whole, and I can never escape. But I can deny my connections, break them, and become a fragment. Then I am wretched". Ecocriticism, a twentieth century literary development, focuses on a similar theme of broadening of humans' conception of global community to include non-human forms of life and the physical environment. Literature has the capacity to realise the relation between landscape and lifestyle and to make us aware of the non-human perspective, towards an "environmental literacy". The effort of the paper lies in exploring the contribution made by creative writers in developing the awareness about the relationship between landscape and life, and the need to salvage nature from the menacing onslaught of technology.

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Language abilities of Malay preschool children

This paper presents a study on 59 Malay preschool children aged from 4;0-6;11 on their receptive, expressive language and early literacy skills. Subjects consisted of children who according to their parents demonstrated normal language development and whose L1 is Malay. Subjects were grouped according to six monthly age intervals across 4;0-6;11. A language assessment tool (which is still in the process of development) called Malay Preschool Language Assessment Tool (MPLAT) was used. MPLAT assesses three main components of language abilities: lexical semantics, syntax, and early literacy skills. The results show that scores in sub-tests improve with age and the correlation between age and sub-test total was significant for all sub-tests when analyzed using the Pearson Correlation and Cronbach Alpha. All subjects generally did well on the sub-tests picture vocabulary, relational meaning, and referential meaning. However, the early literacy sub-test generally does not seem appropriate for children under the age of 5 years old particularly the age group 4;0-4;5, though 50% of the 4;6-4;11 seems to be able to write but could not spell yet. Nevertheless the early literacy sub-test seems to be valid for the age groups of 5 and 6 indicating that they are able to write, read, and spell. The qualitative aspects of language capabilities of the subjects will also be provided.

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Learning Outcomes and Reading Comprehension Skills

Research has examined that learners are possible to understand all words in a passage of text but still fail to comprehend the text as a whole. As a result to this problem, the new English Language Curriculum Specifications has emphasized learning outcomes to be taught in the teaching and learning of reading comprehension skills. However, no specific guidelines on learning outcomes are designed for teachers in the curriculum specifications. Learning outcomes are important because they are seen as a starting point of a learning experience which provides direction in the planning of a learning activity as well as the end results of the learning process. This paper presents the findings of a study which investigated how learning outcomes facilitate learners' reading comprehension skills especially in literary skills. It also examined how learning outcomes enhance learners' comprehension skills. Thirty students from a residential school completed a questionnaire and reading comprehension test. The questionnaire was used to find out the respondents' perceptions of the benefits of learning outcomes and the latter was used to determine the success of reading comprehension through learning outcomes. The finding revealed that learning outcomes have facilitated and enhanced learners' comprehension skills. The action verbs used in the reading comprehension test enable learners to categorize and classify the levels of intellectual learning.

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Developing a multiculture-oriented learning module for the students of elementary schools

Indonesia as a multicultural country might face difficulty in choosing the right (or maybe appropriate) educational policy which might reach the needs of its people which is heterogenic and have different visions and missions. The process of administering education as one important fulfillment of human rights is a very long and complex process involving government, institutions and the society in order to create versatile and knowledgeable human resources. This research is a multidisciplinary research which combines Educational and Psychological, especially educational psychology and across-culture psychology, disciplines to help the government, especially the educational department, in finding the right policy in administering education for the people in Indonesia. This research is aimed at developing a multiculture-oriented learning module for the students of elementary schools. This kind of module is hoped to enable schools in Indonesia in maximize their potential.

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Discourse analysis on English learning and teaching process in the competency-based class

This study focuses on the analysis of classroom discourse in competency-based classroom in English classes at SMA Kristen Petra II, Surabaya. The study aims to determine how the teachers build classroom discourses that motivate the students to learn. Further, this study investigates the different strategies used by the two teachers (male and female) in teaching English. From the observational data collected and analyzed, it was found out that the two teachers build two different classroom discourses. The first type is the classroom discourse that is centered on empowering the students (following the competency-based curriculum). The second is a traditional classroom discourse in which the teacher is the central gravity of the dynamics of the classroom. The strategies used to build motivating classroom discourses are apparently also different in the two types of English classes. The teacher in the first-type classroom showed a tendency to empower the students using scaffolding techniques. She invited the students to think and to solve problems by initiating classroom act using questions, statements, and aided by classroom media such as pictures and comic strips. On the other hand, in the second type of English class, the teacher was happy being the central role in the classroom. He used questioning strategies such as drilling and open-ended statements to be completed by the students. No apparent teaching aids were used in the classroom. In giving evaluation, both types of classes have no apparent differences. The teachers used encouraging evaluation as well as confirmation for correct responses. However, they often fail to give verbal evaluation to correct responses. In different contexts, the formulation of evaluation might be encouraging, but they sometimes also sound different.

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A community-based education program for enhancing literacy and oral tradition amongst young Iban children

The paper presents the situational analysis of a doctorate study which is still in progress that argues Iban oral tradition should be taught to young Iban children through rhymes and narratives in order to impart ancestral knowledge, knowledge of spoken words, knowledge of written language, and experience of learning. Furthermore, literacy acquisition in children's first language is able to occur through innate disposition, convention learning through daily activities in home environment, and when children are immersed in contexts where they can use written language to communicate. It has been a concern that apprenticeship in Iban oral tradition from the elders is becoming more difficult or almost impossible to take place in many longhouses. Moreover, there is no preschool based on Iban cultural context that has been organized to cater to the needs of Iban children in Sarawak. The study thus intends to develop a community-based traditional education programme, which covers two aspects of Iban oral tradition namely augury, and myths and legends. The undertaking of situational analysis in this study is specifically for identifying the needs of young Iban children, parents and Iban community. It is also to provide a systematic database for devising proposed program aims and objectives.

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Autonomous E-learning in English Studies: MCL (Multi Channel Learning)

The University of Bina Nusantara is one of the universities which has e-learning in Indonesia. In conducting its e-learning program for some classes the teachers must give certain tasks that can motivate students to learn English. This e-learning has evoked positive and negative reaction. Even the teachers have complained about the program. When talking about advantages and disadvantages regarding this program, we must know students' opinions. This study tries to find out whether the program gives benefits and motivation to students learning English. The paper also discusses the advantages and disadvantages in doing tasks in e-learning. Teachers are also given questionnaires to ask their opinion of whether the program is applicable in terms of approaches and methodology in e-learning program. To conclude we could say that both teachers and students enjoy the program. Furthermore the teachers could give feedback in the classroom about their weak areas in e-learning. In other words this program helps students and teachers learn English skills.

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Automatic identification of semantic arguments

In this paper we present a method to identify the semantic arguments of verbs using sub-categorization rules. The semantic arguments of a verb are the subject and the object. The subject and object of a sentence can be a clause, phrase or a noun phrase. For example consider the sentence "The dog that caught the thief got a prize". In the above sentence "The dog that caught the thief" is the subject and "prize" is the object, of the verb "Get". But the subject of the verb "Get" itself is a clause with a clausal verb "catch". The sub-categorization of the verb 'catch' is [+animate] for subject argument and [+animate] for object argument. The dog and the thief agree with the sub-categorization rules of the verb "catch". Considering the sub-categorization rule of the main verb "Get", which is [+animate] for subject and [+concrete] for object. From the above analysis we conclude the verbs in the main clause and the sub clause should have similar subject sub-categorization. Similarly if the object is also a clause then the object of the main verb will be the subject or object of the clausal verb. Identification of the arguments is done by identifying the phrases and clauses followed by identification of main verb and clausal verbs. These are done using hybrid method, using linguistic rules and conditional random fields. The identified arguments are verified using the sub-categorization rules of the verbs. Semantic roles are assigned to the arguments of the main verb. The identification of the subject and object are very useful in many natural language applications and in shallow parsing.

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Metaphors of the Malay and English proverbs of perseverance: A reflection of different cultures

Studies on metaphor have shown that it is an important linguistic device that reflects the cognitive source of human thought. Researchers who employ the experientialist view claim that metaphorical expressions mirror our ordinary conceptual structure and treat them as conventionalised cognitive structure. Examples of metaphorical expressions that have been studied vary from daily verbal expressions to idioms and proverbs. Adopting the experientialists' view of examining metaphorical expressions as a conceptual structure of the bodily experience, the present study examines how Malay and English proverbs of perseverance reflect different cultural information through their internal cognitive structures. The source domain and images embedded in the cognitive internal structures of the proverbs, with an emphasis on their similarities and differences are discussed. The findings of the study may shed light on how different cultures play a significant role in the motivation of proverbs of perseverance. Since proverbs are a form of 'indirect advice' or 'constructive comments' about life in general, it is interesting to uncover how different communities construe their experience and culture through the manifestation of metaphorical expressions such as proverbs.

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Indian English: Linguistic and cultural perspective

India is a multilingual country having more than 1652 mother tongues including 103 foreign mother tongues as of the 1961 census of India. It is needless to say that this linguistic mosaic of India invariably has multilingual, multicultural and multiethnic composition. Subsequently, lots of intercultural and inter-lingual interferences are observed when a language is being learnt as a foreign language. Though English is accepted as one of the Indian languages, as far as its domain specific functions are concerned, its linguistic and cultural usage has a lot of setbacks. Similarly, cultural behaviour of the non-native English speakers in Indian context too has a lot of amalgamated behavioural expositions. These have a lot of implications on the learners of English as second language, curriculum developers and English text book developers. While discussing about Indian English, Kachru (1983) says that Indianness in Indian English is the result of the acculturation of a western language in the linguistically and culturally pluralistic context of the sub-continent. This statement of Kachru is the reflection of various sociolinguistic and interethnic interaction of different linguistic and cultural groups with English. This paper explains the different levels of linguistic and cultural influences observed among the English speakers of various mother tongue groups and the formation of various types of Indian English and amalgamated culture with reference to English. Further, it discusses the English learning scenario in Indian context, highlighting the text book and teaching strategies.

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ESP students' learning styles: An investigation at Azad University, Iran

Most students have a preferred learning style. According to Reid (1998) learning styles are internally based characteristics, often not consciously used by learners, for intake and comprehension. Thus, this study aimed to identify the major learning styles of ESP learners in Iran, and to determine possible relationships among them. Other factors that may affect learners' learning styles were also considered, such as gender and field of study. To achieve these goals, five groups of ESP students (91 males and 59 females) majoring in human sciences and engineering were randomly selected. All participants completed a self-report questionnaire concerning learning styles. Based on the results of several t-tests and ANOVA, it was found that there were significant differences between different observed learning styles - activist, reflector, theorist, and pragmatist. The results also revealed that there were no significant differences among ESP students' preferences of the learning styles in engineering. However, there was significant difference between ESP students' preferences of learning styles in guidance and counselling and economics in using activist style. It was also found that ESP students majoring in mechanics preferred to use more pragmatist style of learning than ESP students majoring in guidance and counselling. Significant sex-related differences were observed in using pragmatist learning style. The implications of this study in teaching English to Iranian students are also discussed.

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The portrayal of Chinese diaspora in selected novels by Amy Tan

This paper aims to explore the mother-daughter relationships and examine the cultural differences of Chinese diaspora in selected novels by Amy Tan. An analysis of three novels by Tan forms the basis of this paper. This paper enables readers to understand the difficulties faced by the Chinese diaspora in their everyday struggle of trying to adapt in a new culture. Furthermore, the study gives insights to the difference between two cultures – Chinese and American. A diasporic community not only have to struggle within them in order to adapt their way of thinking and culture to the new environment but also have to work hard to be accepted by the society that they are in. The findings indicate that in all of Amy Tan's novels, it is evident that the Chinese-born mothers are trying to adapt and assimilate into the American culture while the American-born daughters are trying to accept their Chinese culture. Through this paper, it is hoped that readers will be more aware of the challenges that a society imposes on a diasporic community on the whole.

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A happily-ever-after ending? : George Eliot's "Finale" in Middlemarch

George Eliot, in concluding Middlemarch, provides the reader an unconventional ending, which carries not only aesthetic significance but also Eliot's challenges to the voice of the public about the roles of men and women in marriage. On the one hand, George Eliot, fully aware of the expectation of the readers, who mostly would like to see a happy ending, satisfies the reader by providing the marriage ending and the future of these characters. On the other hand, Eliot emphasizes the presence of the social opinion and how each character reacts to it. Mary and Fred, though the Middlemarch society denies their individual achievement in publishing, maintain their mutual happiness by an overturning husband-wife relation. Dorothea also marries Ladislav regardless of their difference in social rank in order to show her influence within the range of social acceptance. However, Lydgate, overwhelmed by the highly stratified and exclusive Middlemarch social circle, is forced to give up his enthusiasm and to act conformably to the majority. Hence, Eliot, by moulding Dorothea and Mary to stand against the judgment of the townspeople, and Lydgate who surrenders to the mainstream, challenges the general value judgment.

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***“Tower, this is YANKEE ZULU ONE NINER NINER TANGO,
ready for take off”: How crucial is aviation English?***

The worst disaster in aviation history occurred in March 1977 due to miscommunication of critical information between controller and pilot, both speaking English as a second language; in fact, since the mid 1970s until 2003 there have been over 1,500 fatalities in more than nine aviation accidents worldwide, in which language was identified as a possible contributing factor (Mathews, 2003). In the aviation industry, English is used as a tool of safety. However the English that is used by the different personnel varies according to the needs. When speaking with passengers, the discourse used by pilots, sales and traffic officers, flight attendants, usually conform to the norms of communicative English, which is mutually intelligible. But, when pilots converse with the control tower, the whole discourse becomes alien to the normal ear. The pilot-controller discourse is different in the sense that they use aviation English; it has a different set of alphabets, for instance, A for Alpha, B for Bravo, C for Charlie, D for Delta, E for Echo, and so forth. Aviation English is used between pilots and controllers especially during in-flight communication. However, despite every precaution, sometimes miscommunication occurs, leading to fatal mishaps; adequate training in aviation English, language proficiency and clear pronunciation should be prerequisites to aviation safety. This paper intends to find out whether there is a need for specific training on aviation English, language proficiency and clear pronunciation for the trainee pilots being trained at the Bangladesh Flying Academy (BFA). A study of this nature could make BFA more conscious and concerned about the quality of their graduates; at the same time, it could raise questions for Bangladesh aviation industry regarding the lack of stringent recruitment criteria for pilots and trainee-pilots, with regard to Aviation English proficiency and clear pronunciation.

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Literary theory and social constructs: Meeting challenges and mapping innovations

The futuristic direction for meaningful literary and language studies would be to shape a tool for sociological studies. In this challenging prospective, this study attempts to shape a tool for destabilizing the man-woman dichotomy and shape a new approach to Gender Politics. This paper takes a position that there exists a close relationship between language and society. Language reflects the deep-rooted attitudes of society. Moreover, the social systems founded and the norms formed are not carried down genetically to posterity, but it is done through language. Hence, it becomes essential to examine language for analyzing and disinfecting contaminating and damaging role constructs for man and woman. By changing the language structures, any change that one desires can be brought in the society. Post-Structuralist language and literary theory could be a tool to destabilize man-woman oppressive role constructs by using the Post-Structuralist framework to read the man-woman role constructs in the fictional world of Toni Morrison, the African- American writer. This analysis shows the collapse of man-woman dichotomy. The collapse of several categories leads to the deconstruction of fact/fiction dichotomy thus relating the discourse analysis to actual social conditions.

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English words in Malay conversations

English words are found in Malay daily conversations in different manifestations. Through analyzing a set of data collected from Malaysian local Malay sitcoms, the present study finds that the inflectional morphemes in English do not apply to the English words used in Malay conversations. The Malay speakers do not inflect English verbs for tense and finiteness, nouns for plurality, and pronouns for case marking as the inflectional morphology of the Malay language does not mark these grammatical contrasts. On the contrary, instead of using appropriate English inflectional morphemes, the Malay speakers employ Malay affixes, and apply the morphological measure of reduplication to the English words. It is also found that the syntactic categories of the English words are altered. The speakers tend to use more prominent derivational-based English words and maintain their form regardless of their original grammatical function throughout. For instance, 'boring' can mean 'bored', 'boredom', or even 'to bore' in Malay conversations. In other words, the English word in the Malay conversations might still sound English phonologically, but their morphological and syntactic functions or forms are lost.

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Speaking the Malaysian way: Is there a standard Malaysian pronunciation?
All over the world, English is spoken in a myriad of accents. In Malaysia, accents can vary depending on ethnic, educational, geographical and socio-economic backgrounds, and can range from heavily marked to less marked accents. The variety of local accents and international English accents presents a challenge to teachers of English in Malaysia in relation to issues of local identity versus global intelligibility; that of good versus bad pronunciation; and the reliance on native-speaker pronunciation models such as Received Pronunciation. As a step towards building a more localised model of pronunciation, this paper firstly, examines the concept of Standard English pronunciation, and secondly, discusses findings from an ongoing instrumental study on Standard Malaysian English vowels based on data from the Corpus of Malaysian English Language (CoMEL). Preliminary results from the study indicate that vowels in the more acrolectal form of Malaysian English are pronounced in a smaller phonetic space compared to British English. This paper concludes by discussing how such research findings can inform pedagogic decisions.

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Acquisition of English negation among L1 Malay speakers

It has been observed anecdotally that L1 Malay learners of L2 English have difficulty with sentential negation in English. It is postulated that these problems could be due to properties related to English negation that are not found in Malay. These are the not-placement rule and do-support rule (Celce-Murcia and Larsen-Freeman, 1983:97-99). In English, various types of auxiliary verbs (modal, aspect and passive auxiliaries) can co-exist simultaneously in a sentence as in "The bag might have been being taken by Mary". In the negative construction, the not-placement rule states that the negative particle "not" should be placed after the first auxiliary verb as in "The bag might not have been being taken by Mary". However, this condition does not apply in Malay as the language does not permit more than one auxiliary in a sentence. Additionally, unlike English, a 'do support' language, Malay does not require a 'dummy' auxiliary to be present in sentential negation with thematic verbs. Inability to conform to these rules may result in the production of ungrammatical sentences. This paper reports on part of a study that investigates the Interlanguage of English negation among L1 Malay speakers. Specifically, the paper will report the extent to which learners are able to acquire English sentential negation with the copula be verb, auxiliary verb and with thematic verbs (which needs do-support) and see if transfer from the L1 is involved in the process. Instrumentation for the study include a grammaticality judgement task and an elicited translation task. Three groups of respondents (advanced, intermediate and elementary) took part in the study. This paper presents data obtained from the intermediate group. Initial findings indicate that learners seem to find sentential negation with the copula be and thematic verbs more difficult.

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The implementation of Problem Based Learning (PBL) activities in a language classroom

Many hiring decision makers are blaming the current language curriculum and pedagogy as being a failure in preparing students to function effectively in the job market. Thus, there is a pressing need for language practitioners to design materials/activities to assist the students in developing skills needed for real life language usage. Therefore, this paper explores the implementation of Problem Based Learning (PBL) activities in a second language classroom to enhance students' skills in critical thinking, problem solving, teamwork and life long learning. The data was collected using an online instrument: Students' Assessment of Learning Gains (SALG) whereby, the students responded to the on-line instrument once they have undergone PBL activities. The data was reviewed on line and downloaded to arrive at the analysis of the students' responses. The analysis portrays that majority of the students have benefited from the PBL activities. However, there are also some weaknesses in implementing PBL activities that will be addressed.

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Surveying beliefs about language learning: The Japanese context

This presentation is intended to investigate beliefs about language learning held by Japanese learners of English (non-English major university students) and determine how they are affected by gender differences. Quantitative data from the Beliefs about Language Learning Inventory (BALLI) were collected and analyzed on the basis of the following taxonomies proposed by Horwitz (1999): (a) Beliefs about the difficulty of language learning; (b) Beliefs about foreign language aptitude; (c) Beliefs about the language learning process; (d) Beliefs about communication; (e) Beliefs about motivation and learner expectations. Also, Analysis of Variance (ANOVA) was employed to ascertain whether and to what extent gender differences were involved in specific beliefs about language learning. The results of the present study are discussed in detail within the realm of second language acquisition with special reference to similarities and differences identified in previous studies dealing with East Asian students such as Korean and Taiwanese EFL learners. Pedagogical implications for those engaged in ELT at secondary or tertiary level are also considered.

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The Writing Centre Approach: Tutoring techniques

Writing is an essential skill for academic, vocational and professional purposes in the Knowledge economy. And, the ability to write well in English has become an imperative in the increasingly globalised world. Yet writing has often been labelled as the neglected "R", attested by recurring complaints in popular media about tertiary students' lack of writing competence in English. In the quest for an intervening mechanism, peer tutoring practised in most writing centres in North America has proved effective in nurturing student writers. Today the non-directive and non-judgmental individualized student-centered one-on-one tutoring has become synonymous to the writing centre approach. This session aims to introduce the theory and practice of the writing centre approach and to take participants through the various techniques of peer tutoring that can be practised in any educational setting.

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Reading post-modern Clarke Quay: Spaced beyond futurity and historicity

As a cultural space and tourist attraction, Clarke Quay's locality along the upper banks of the historic Singapore River frames its initial function as a nexus of godowns and shophouses that facilitated trade and industry in pre-independent Singapore. However, recent facelifts to Clarke Quay ranging from the installation of Singapore's first reverse bungee as well as the towering structures known as lilypads suggest that the narrative of Clarke Quay's spatial historicity becomes now intertwined and infused with a narrative of futurity that challenges how and whether we can read Clarke Quay as a postmodern spatial text. Despite its popularity as a tourist attraction and cultural spectacle, little academic research has been undertaken on Clarke Quay to date. Finding ways towards reading Clarke Quay as a postmodern text, this paper aspires to contribute to the critical reading of landscapes and spaces in contemporary postmodern Singapore, landscapes and spaces that have become more relevant to our quotidian experience as urban dwellers in this rapidly globalizing world. This paper argues and reads Clarke Quay as a postmodern text that is self-conscious of its own spatiality between the contested narratives of historicity and futurity. Combining digital photography and post-structuralist critical approaches from the writings of Jacques Derrida and Jean Baudrillard, this inter-disciplinary paper is also intended as a self-reflexive pursuit to mediate upon the methodological limitations and potentials of cultural studies as an academic discipline.

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A content analysis of the portrayal of older adults in magazine advertisements in Malaysia

The economic growth and development in Malaysia over the last few decades has caused changes in its population demographics. Improved health care facilities, longer life expectancy, lower mortality rates and a declining fertility have resulted in an increase in population of older people (people above the age of 46), and a decrease in younger age groups. The aim of this study is to examine the depiction of the social group of older adults in order to gain an understanding of the cultural mores inherent in Malaysian society towards older adults. More specifically, the study employed a framework developed by Harwood and Roy (1999), to conduct a quantitative content analysis on a total of 390 magazine advertisements from 14 mainstream magazines in Malaysia. The analysis revealed that older adults were portrayed less frequently in advertisements in comparison to younger adults below the age of 46. The study also indicated that despite having more female characters than male characters (across the various age groups) portrayed overall in the magazine advertisements from Malaysia, in the age group of older adults, older men were found to be portrayed more frequently than older women.

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Forms of address in lingua franca communication

Considerable variations of address form in the literature on sociolinguistics, anthropology, social psychology, business communication have been documented in relation to age, gender, status (power, equality), social relationship (intimacy, distance), social context (formality, informality), homogeneity and individual preference. Surprisingly, the use of address forms in English lingua franca communication is rarely explored. This paper examines the choice of address forms in Thai-Japanese meeting communication in one large Japanese organization. Influential factors and shifting styles of address form choice in such setting are also explored. The findings reveal that the prominent choice of address forms is due to the constraint of culture and communicative setting. It is shown that within-group participants (Thai to Thai; Japanese to Japanese) of both groups use their own norm of address forms to establish good relationships; whereas outside-group participants (Thai to Japanese; Japanese to Thai) of each group attempt to conform to the interlocutors' norm of address forms in order to express politeness and deference. In addition, English norm, and a mixture of English and native norm used by within-group and outside-group participants are perhaps as a result of English lingua franca communication.

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'It would beseem the Lord Northumberland to say "King Richard"': Language and the fall of the King in Richard II

This paper examines language and power in 4 scenes from Shakespeare's Richard II: Scenes 1 and 3 of Act 1, Act 3 Scene 3, and Act 4. These scenes find King Richard and Henry Bolingbroke in contrasting situations. In Act 1, Richard presides over his court, wielding the power to determine Bolingbroke's future. The tide changes in Act 3 Scene 3. Richard returns to England to find himself at the mercy of Bolingbroke, who has seized power. In Act 4, the latter's political ascendancy is complete as he forces Richard to abdicate publicly in his favour. The change in their status is reflected in the language. Two linguistic frameworks, Brown and Levinson's theory of politeness and Sacks, Schegloff and Jefferson's model of conversation analysis, are used to analyse the language used before and after Richard's deposition. The positive and negative politeness strategies employed, as well as the management and construction of turns are indicative of the power relations between the interlocutors.

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Usability model and principles for online application in preserving the Bidayuh Bukar-Sadong minority language in Sarawak

This paper describes approaches to preserve minority languages of Bidayuh Bukar-Sadong in Sarawak online. Current web usability and accessibility design principles are mostly for the design of multi language sites and none for single minority languages. Therefore, this paper explores a few existing usability models of online application that can be applied for the Bidayuh Bukar-Sadong community using their native language. The model includes the most common features used by current minority websites such as private message, photo gallery, journal, forum, search function dictionary, glossary, guestbook, member area, greeting cards, literature and places of interest. Other than that, the principles and guidelines from Nielson such as 10 Good Deeds in Web Design and HOMERUN principles also are discussed. As usability becomes more important to meet user's needs and expectation, a preliminary study is conducted to determine the efficacy of the usability model and principles in the context of websites employing minority languages. This research presents a proposal for usability models for online minority language and community.

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Change, continuity and adaptation of Indian ethnic culture in works by K.S. Maniam and Rani Manicka

The study involves close and careful reading of the selected novels by leading Indian diaporic writers K.S. Maniam and Rani Manicka using postcolonial theory to extract events and incidences which portray the changes and problems encountered by the Indian immigrants and their descendants in the new land (colonial and postcolonial Malaysia) and how they cope with them. The various aspects and experiences of the Malaysian Indian diaspora are observed from the perspective of history, culture, education, and economy as portrayed in the selected novels. It also examines how colonisation has affected the Indian diaspora. The findings of this study highlight the struggles and aspirations of the Indian diaspora amidst a pluralistic society where they strive desperately to find a sense of belonging in a new homeland. Later generations of the diasporic Indian immigrant seem to have evolved to a more stable life in Malaysia. However, the diasporic mental state is not evident in the younger generations of Indians in Malaysia as they have a strong sense of belonging to this land called home.

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Theatre as experimental expression: The expressionistic dramaturgy of O'Neill plays

What makes Eugene O'Neill a great playwright is his use of combined writing techniques and detailed stage directions. During his middle period from 1920 to 1934, O'Neill extensively investigated expressionism, symbolism, naturalism, psychoanalysis, and realism. Among all the dramaturgic devices employed in O'Neill plays, this paper proposes to discuss O'Neill's theatrical mode of expressionism focused on some examples of his scenery arrangement and thereby to hypothesize why he chose this model to express some of his plays. Expressionism in drama was a movement that began in Germany in 1910 and flourished until around 1924, a method which O'Neill did make use of during the 1920s. In O'Neill's expressionistic plays, he conducted such experimental devices within the expressionistic modes as time/space distortions and unrealistic visions, spiritual sights and psychoanalysis, free fantasies and dehumanized characters, mystic forceful style and the emotional charge. All these expressionistic intent and devices are discussed with focus mainly on two plays: *The Emperor Jones* and *The Hairy Ape*.

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Deconstructed and rebuilt class hierarchy in *The Real Thing*

The authenticity of objective reality and imagination has always been questioned in the debate of realism. In his short story *The Real Thing*, James answers this question by constructing class hierarchy in the story. The conventional class hierarchy demonstrates the power of objective reality over imagination. Yet, later James deconstructs this hierarchy by reversing it entirely, placing the lower class over the nobles, indicating the power of imagination surpasses objective reality. But eventually, James does not satisfy with this conclusion, therefore, he deconstructs this reversed class hierarchy by positing the role of artist on the top of hierarchy, asserting the power of artist's creativity is the dominant factor to balance the power between objective reality and imagination.

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The truth in trivial talk: The value of Miss Bates' discourse in Jane Austen's *Emma*

Published in 1816, *Emma*, noted for its rich domestic realism, is Jane Austen longest novel. Other than the narrator, who speaks for Emma consciousness most of the time, the minor character Miss Bates, as a great talker upon little matters [. . .], full of trivial communications and harmless gossip (Austen 17), is the one who speaks most in the novel. Nevertheless, Miss Bates loquacity does not win her much praise, but bores a large number of readers. However, despite its meaninglessness on the surface, it would be a great loss if Miss Bates words were ignored. Actually, the different ways of seeing reality by Miss Bates and Emma are understood through the analysis of their different types of discourse. In other words, discourse serves as a way to penetrate a character perception. In discourse, not only the events are unfolded but also the characters reveal themselves. By examining Miss Bates discourse closely and analyzing what shapes Miss Bates language in detail, the paper proposes to argue that Miss Bates discourse shows insights into characters relations, and her language style actually is a disguise to cover up her keen perception.

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Identity formation and body - Land association in the novel *They Die Strangers*
This article focuses on one of the mostly neglected if not totally ignored literary form in the contemporary postcolonial Arabic narrative fiction: The Yemeni novel is a purely late 20th century phenomenon which emerged recently following the Yemeni revolution in 1962 and the emergence of the modern nation-state in Yemen. However, this new form suffers from serious marginalization in the contemporary postcolonial studies. This article evaluates the novel *They Die Strangers* (1972) by the Yemeni novelist Mohammed Ahmed Abdul Wali as a postcolonial narrative of emigration in which the writer argues about what is called the ideology of return. An emigrant himself, the writer discusses the impact of long-term emigration on the individual, his family and the society as a whole. The discussion, using a postcolonial perspective covers issues related to the construction of the Yemeni identity, the Yemeni farmers' dream and the representation of women focusing on the body-land association. The discussion concludes by considering the novel as a parody against those who migrate leaving their women and their land behind, only to live and die as strangers.

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How peer responses affect learners' revisions

Peer response is a powerful way for learners to respond to one another's writings and to view their own writing from different perspectives. For those foreign language (L2) learners who have learned English for several years and still had difficulty in using the language, it is not easy to understand what peers wrote and to provide feedback on language (e.g., grammar) and content (e.g., organization), due to their limited knowledge of the L2. This paper investigates the types of revisions Japanese learners of English made during peer response time. Analysis of learners' drafts and audio-recordings of peer-response sessions reveal that most language revisions learners made on one another's writings did not often influence the meaning of the content. More than half of the revisions were not attributed to responses from peers. Research reveals that peer responses were effective in helping learners focus on language, while those responses rarely called for changing the meaning of the content. Implications from this study suggest that successful training for focusing on content is crucial to responding to peers' writings and encouraging learners to make meaningful revisions.

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The representation of copula-BE in L1-Malay learners of English
The paper reports preliminary findings of a study done to probe L2 learners' knowledge of the L2 to address questions on interlanguage representation. Earlier work done by Soong and Wong (2005) with L1-Chinese learners of English suggests that L1 Chinese learners of English have more difficulty with modal + BE +XP constructions and less trouble with BE as main verbs because the BE forms are instantiated as expletive I-supporter and not as a copula or a local-relation marker. This result is argued to provide support for the partial access hypothesis, which claims that L2 learners may not be able to acquire features or functional categories that are not triggered while acquiring their L1. The current paper presents findings of another study done to extend work done in Soong (2004) and Soong and Wong (2005) to L1-Malay learners of English. Findings from a comparison of performance among advanced and intermediate L1-Malay learners are also discussed.

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Expanding learners' knowledge construction through collaborative tasks

This paper reports on a qualitative study which examines how ESL learners construct knowledge together in collaborative activity. Data driven case study approach was used to examine a group of learners who collaborated in academic writing tasks. Data was collected from audiotape and video-recordings, interviews, reflective journals, and questionnaire. The findings reveal that learners' knowledge construction is enhanced through collective scaffolding, sharing of expertise, negotiation, conflict resolution, among other things. The experience of writing in a group not only develops cognitive skills, but also social skills which are important for future use.

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The males and females in Malaysian short stories: A feminist stylistics view

This study examines the portrayal of male and female characters in Malaysian literature in English with reference to Malaysian short stories. Using a feminist stylistics framework, this study focuses on the language choice that the authors use to describe these characters and their roles in the texts. This study follows closely the feminist stylistics approach in order to gain a more objective analysis of the texts. Feminist stylistics not only look at the language choice of the author but also at the socio-economic and socio-cultural factors that have made the language to appear as such or which influence how the text would be interpreted. Therefore, this analysis would also look at words at the discourse level and relate the language of the texts to extra-textual processes as well as relation to the culture and society in which the language. In other words, this study associates the individual lexical items i.e. words and phrases with the notion of ideology through the patterns and structures of the texts.

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An investigation on the relationship between reading comprehension and reading strategies of readers: A qualitative approach

A number of empirical studies on reading have investigated the relationship between strategy use and comprehension. To name a few, Kobeil (1999), Hassan (1999) and Tailléfer and Pugh (1998) are among the researchers who investigated the correlation between reading strategies and comprehension of L2 readers. The overall results of these studies are inconsistent and inconclusive. As the issue of the level of association between these two areas of reading is still open for question, this researcher investigated the phenomenon by employing think-aloud protocol and verbal recall method. Fifty subjects from UTM participated in this study. Frequency of strategies and strategy types was tabulated from the think-aloud data, while frequency of idea units was tabulated from the verbal recall protocol. Using Pearson Correlation test, results suggest a highly significant correlation between the number of meaning preserving idea units and the total number of reading strategies. However, no significant relationship between meaning preserving and strategy types is observed. This suggests, although students tended to use a number of strategies when they read, they were not particular about the types of strategy they used.

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The role of typological universals in acquisition of English relative clauses by ESL learners

Recent studies on the acquisition of English relative clauses among L2 learners has shown that universal linguistic factors determine the learning process rather than the peculiarities of particular languages. However, these studies are rather controversial, and there is no general agreement about the role of markedness as opposed to L1 transfer in the acquisition of relative clauses. Thus, this paper re-examines the role of noun phrase accessibility hierarchy in the acquisition of English relative clauses by adult learners, the case of pronoun retention. The subjects of the study are ten L1 speakers of Arabic and ten L1 speakers of Malay. Grammatical judgment task and Sentence combining test are used to collect data which is analyzed using SPSS. The results have shown that the acquisition process of English relative clauses follows the order of NPAH with little deviation. The finding of this study seems to suggest that teachers introduce relative clauses following NPAH order paying the same attention to all positions in the hierarchy.

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**The landscapes of desolation, destruction, hope, and home
in Tash Aw's *The Harmony Silk Factory***

This paper is an exploration of nature as portrayed in Tash Aw's novel *The Harmony Silk Factory*. The treatment of nature here is seen as anthropocentric because nature is not allowed to stand on itself and is viewed only through the eyes and feelings of the narrators in the novel. Temporal and physical description of setting, representations of the land and landscape, and symbols and metaphors pertaining to nature are investigated. The harsh beauty of nature in the woods of the Seven Maidens Island and country life in Kampar and Kinta Valley are seen as both entertaining as well as a challenge. The focus on nature deals with the themes of beauty, love, passion, home and death. The finding reveals that the protagonists in the novel are associated with nature both literally and metaphorically. The Seven Maidens Island is seen as a landscape of desolation and destruction or the 'Loss of Eden' as Peter Wormwood's hope of winning love from Snow Soong failed; Snow Soong is described as a landscape of hope as Wormwood builds the 'Garden of Eden' to commemorate her; and finally, the Kinta Valley is depicted as a landscape of 'home' as Wormwood finally finds peace and resolution in his final days awaiting death.

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**Gender and language: Gender role portrayal in prime time television commercials
in Malaysia**

This study focused on analyzing the portrayal of gender in relation to language used in the Malaysian advertising industry. The findings then were compared to previous studies done by Mulac & Lendell (2003) to ascertain whether the trends portrayed in their studies still persist. The language used in terms of adjectives, intensifying verbs and emotion words were examined in depth. The lengths of sentences were also analyzed. The extent of gender role stereotypes in television advertisements pertaining to language used was explored by using a content analysis which was integrated with a stylistic analysis. Although the findings suggest that gender stereotypes are still being reinforced by the language used, new patterns were emerging from the study. Some significant differences could be noted in the portrayal of non-stereotypical roles whereby men are preoccupied with fashion and beauty and women are becoming more conscious of health and fitness.

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Experimental studies on the interpretation of doubly quantified sentences in Chinese

Quantifier scope interpretation involves the interaction between syntax and semantics. Thus, by examining the mechanism of quantifier scope interpretation, we will certainly gain some insight into how the two interact with each other. To address this question, three experiments, an offline judgment task, a self-paced reading task and an eye-tracking experiment, were conducted to investigate the interpretation of Chinese doubly quantified sentences, like *Mei-ge xuesheng dou maile yi-ben shu* 'every-CL student all bought one-CL book. Every student bought a book'. According to current literature, doubly quantified sentences in Chinese like the one above are unambiguous, which can only be interpreted as 'for every student, there is one book which he/she bought' (surface scope reading), contrary to their ambiguous English counterparts, which also allow the interpretation that 'there is one book that every student bought' (inverse scope reading). Specifically, three questions are discussed. (a) What is the initial reading of doubly quantified sentences in Chinese? (b) Whether inverse scope interpretation can be available if appropriate contexts are provided? (c) What are the processing time courses engaged in quantifier scope interpretation? Based on the findings of the three experiments, the mechanism of quantifier scope interpretation is explored.

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Reading strategies used by ESL learners in understanding literary texts

Learning how to read is obviously as important as learning how to write. Emphasis should be put on reading for it is a major source of knowledge. Readers are to be made aware of the strategies used in reading for promoting effective and better understanding of the texts read. Having difficulties in comprehending a reading text has a great influence on the readers' attitudes towards reading. This is apparent especially in the case of reading and understanding literary texts. Hence a study was carried out to identify and explore the problems that ESL learners have in reading, understanding and appreciating literary texts. The study was also conducted to observe the reading strategies used by ESL learners in reading literary texts. By identifying the problems faced and the strategies used in understanding the literary texts, it is hoped that ESL learners can be further assisted on how to read effectively.

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