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of Applied Linguistics

An affiliate of the International Association of Applied Linguistics (AILA)

MAAL IN TOUCH IN TUNE

YEAR 2021 ISSUE 2

EXCLUSIVE INTERVIEW

**Emeritus Prof. Dato' Dr.
Asmah Haji Omar**



RESEARCH SPOTLIGHTS

- Clinical Linguistics & Psycholinguistics
- Academic Discourse Analysis: Genre Analysis

ACADEMIC SPOTLIGHT

- English Language and STEM Education

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**Applied Linguistics Research and Practices in a VUCA World:
Embracing Digitalisation, Challenges and New Norms**

8th September 2021-10th September 2021

**The 2nd Malaysian Association Of
Applied Linguistics International
Virtual Conference (MAALIC 2021)**



EDITORIAL



Hello everyone and welcome to the exciting middle of the year 2021. We have with us thrilling updates on featured personality, Emeritus Professor Dato' Dr. Asmah Haji Omar, research spotlight sharing by Associate Professor Dr. Rogayah A. Razak, SEGi University; Dr. Ali Sorayyaeei, Management & Science University (MSU) to name a few.

A number of sharing activities have been provided and we hope you'll enjoy reading them. Also we're pleased to share with you updates of members in MAAL. Last but not least, we also open up advertisement packages for your grabs. On this note, we would like to express our sincere thanks to our generous sponsor for sponsoring 20 new MAAL student members. We hope that this sponsorship will materialize toward seeing more participation and contribution to the Gazette. Till our next issue, here's wishing all well and stay safe.

Dr. Ena Bhattacharyya
Head of Marketing Communication Committee
Malaysian Association of Applied Linguistics (MAAL)

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For the online version of the newsletter, please visit: <https://maal.org.my/maal-newsletters/>

CONTRIBUTORS

We would like to thank the following contributors to this issue:

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ORGANISATION CHART 2018-2021



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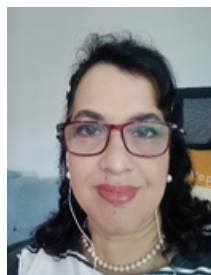
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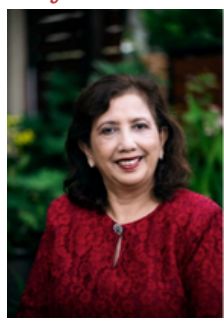
WHO WE ARE

Prof. Dr. Azirah Hashim - Advisor and Founder



Azirah Hashim is Professor at the Faculty of Languages and Linguistics (FLL), Universiti Malaya (UM). She has held several posts including Executive Director, Asia-Europe Institute; Director, Centre for ASEAN Regionalism; Dean, Humanities Research Cluster and Dean, FLL at UM. Her research interests include Language Contact in Southeast Asia, English in ASEAN, Higher Education in ASEAN and Academic and Professional Discourse. Professor Azirah is currently Vice-President of AILA. Professor Azirah is the Advisor and Founder of Malaysian Association of Applied Linguistics (MAAL).

Prof. Dr. Shameem Rafik-Galea - President



Shameem Rafik-Galea is presently a Professor of Applied Linguistics and TESOL at SEGI University Malaysia. Shameem retired as a Professor from Universiti Putra Malaysia (UPM) in October 2017 and was the Dean of the Faculty of Social Science and Liberal Arts, UCSI University from 2018 to 2019 before embarking on a career as a consultant and her current position. Shameem's experience as an educator and academic spans over 35 years. Her research interest is in the area of ESP, ELT, discourse studies, language use and acquisition including Language in the Workplace. Professor Shameem is the current President of Malaysian Association of Applied Linguistics (MAAL).

Assoc. Prof. Dr. Cordelia Mason - Vice-President



Cordelia Mason, is an Associate Professor and the Director of YAYASAN UNIKL – a foundation established by Universiti Kuala Lumpur. She is an Honorary Associate Director of Sejahtera Leadership Initiative, a member of the Board of Examiner of AICB, and an alumna of the UNESCO-UNEVOC TVET Leadership Program. Cordelia consults in the areas of education (curriculum and assessment), ethics, innovation, leadership, strategy, case writing and social entrepreneurship. Her current research interest is in greening TVET and social innovation. Associate Professor Dr. Cordelia is the current Vice-President of Malaysian Association of Applied Linguistics (MAAL).

WHO WE ARE

Assoc. Prof. Dr. Zarina Othman - Secretary



Zarina Othman is an Associate Professor at the Pusat Pengajian CITRA Universiti (School of Liberal Studies), Universiti Kebangsaan Malaysia. She obtained her PhD in Linguistics (Discourse Analysis) at Lancaster University, United Kingdom. Her research interests include the study of written and spoken discourse, linguistics sexism, language teaching and communication. Associate Professor Dr. Zarina is the Secretary of Malaysian Association of Applied Linguistics (MAAL).

Dr. Cecilia Cheong Yin Mei - Assistant Secretary



Cecilia Cheong Yin Mei is a Senior Lecturer at the English Language Department, Faculty of Languages and Linguistics, Universiti Malaya. She has a PhD in Communication and Professional Discourse, M.ESL and B.Ed. TESL (Hons). Her research interests include Critical Genre Analysis, Multimodal Discourse Analysis, ESP, and Communication and Professional Discourses. Dr. Cecilia is the Assistant Secretary of Malaysian Association of Applied Linguistics (MAAL).

Dr. Daniel Chow Ung T'chiang - Treasurer



Daniel Chow Ung T'chiang (PhD) is the Deputy Dean of Research and Development at the Faculty of Languages and Linguistics, Universiti Malaya. His areas of interest include English for Specific Purposes and Critical Genre Analysis. He is currently involved in research projects on Professional Discourses and Sustainable Development Goals (SDGs). Dr. Daniel is the Treasurer of Malaysian Association of Applied Linguistics (MAAL).

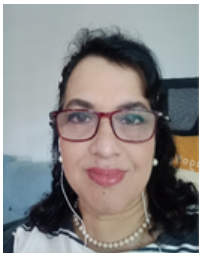
WHO WE ARE

Assoc. Prof. Dr. Hadina Habil - Head of Research Committee



Hadina Habil, Ph.D, is an Associate Professor at Language Academy, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, Johor, MALAYSIA. She teaches Discourse Analysis, and Sociolinguistics to TESL students. Her research interests are in the areas of Applied Linguistics, Language and Communication in Professional Practices, TESL, English for Specific Purposes (ESP) and Teaching English for Specific Purposes (TESP), and Computer Mediated Communication. She has supervised students in her areas of interests and presented and published papers in the field nationally and internationally. Associate Professor Dr. Hadina oversees the Research Committee for Malaysian Association of Applied Linguistics (MAAL).

Dr. Ena Bhattacharyya - Head of Marketing Communication Committee



Ena Bhattacharyya obtained her Doctorate in Philosophy in Applied Linguistics (English for Specific Purposes) from University Malaya, Kuala Lumpur in 2014. She is a Senior Language and Communication lecturer at Universiti Teknologi PETRONAS, Perak Darul Ridzuan since 2001. She began her teaching career in 1991 and served in various urban and rural secondary schools both in East and West Malaysia, including Victoria Institution, Kuala Lumpur. Her research interests are Employability Skills, Work Readiness, Professional Workplace Communication, ESL and Engineering Education. Dr. Ena oversees the Marketing Communication Committee for Malaysian Association of Applied Linguistics (MAAL).

Assoc. Prof. Dr. Chan Mei Yuit - Head of Special Interest Group (SIGs) Committee



Chan Mei Yuit (PhD) is an Associate Professor at the Faculty of Modern Languages and Communication, Universiti Putra Malaysia. She is an exco and life member of the Malaysian Association of Applied Linguistics, which is affiliated with the Association Internationale de Linguistique Appliquée or International Association of Applied Linguistics. She completed her PhD in Applied Linguistics at the University of Malaya in 2008. Her current research interests include examination of discourse in various social contexts, sociolinguistic investigation of indigenous languages and practices, language use in health education and communication, and language acquisition of children. Dr. Chan heads the Special Interest Group (SIGs) Committee for Malaysian Association of Applied Linguistics (MAAL).

WHO WE ARE

Assoc. Prof. Dr. Afiza Mohamad Ali- Head of Events and Activities Committee



Afiza Mohamad Ali is currently an Associate Professor at the Kulliyyah of Languages and Management, International Islamic University Malaysia, and holds the post as the Deputy Dean of Postgraduate and Research. She is an exco member of the Malaysian Association of Applied Linguistics (MAAL), affiliated with the Association Internationale de Linguistique Appliquée or International Association of Applied Linguistics since 2015. She completed her PhD in Linguistics at Lancaster University, United Kingdom in 2005. Her research interests include critical reading/thinking, language and identity, ESL and Language for Specific Purposes/ ESP in professional communication. Dr. Afiza heads the Events and Activities Committee for Malaysian Association of Applied Linguistics (MAAL).

Dr. Mohammad Nor Afandi Ibrahim - Head of Corporate Social Responsibility Committee



Mohammad Nor Afandi bin Ibrahim (PhD UOW) is a senior lecturer in English Language and Linguistics at Academy of Language Studies, UiTM Melaka and an associate editor for a journal in social sciences and humanities. His areas of interest are Systemic Functional Linguistics, applied linguistics, genre analysis and English for academic/workplace/specific/professional purposes. Dr. Mohammad Nor Afandi heads the Corporate Social Responsibility Committee for Malaysian Association of Applied Linguistics (MAAL).

Maxwell Sim- Social Media Engagement Coordinator



Maxwell Sim is the Head of Modern Languages in Universiti Tunku Abdul Rahman. He has M.A. (Applied Linguistics) from Universiti Putra Malaysia, and a B.Ed (TESL) from Universiti Malaysia Sarawak. His research interests lie in discourse analysis and dialectology, and science communication. Maxwell is the Social Media Engagement Coordinator for Malaysian Association of Applied Linguistics (MAAL).

WHO WE ARE

Aliyyah Nuha Faiqah Azman Firdaus - MAAL Young Researchers Outreach (MYRO) Coordinator



Aliyyah Nuha Faiqah Azman Firdaus is a recipient of the Japanese Government (Monbukagakusho: MEXT) Postgraduate Scholarship 2020. She is pursuing her PhD studies at the Graduate School of Humanities and Social Sciences, Hiroshima University, Japan in applied linguistics and educational policy. Her research interests are in Environmental Discourse and Language Policy and Planning. Mdm. Nuha is the coordinator of the MAAL Young Researchers Outreach (MYRO) for Malaysian Association of Applied Linguistics (MAAL).

Saabdev Kumar Sabapathy - MAAL Young Researchers Outreach (MYRO) Coordinator



Saabdev Kumar Sabapathy obtained his Bachelor of Education (TESL) and Master of Education (TESL) from Universiti Putra Malaysia. He is currently the HOD and Lecturer at the Center of Language Studies, City University Malaysia. He has presented papers at local and international conferences. His areas of interest include ESP, Discourse Studies, Literature in ESL, and Professional Development. Mr. Saabdev coordinates the MAAL Young Researchers Outreach (MYRO) for Malaysian Association of Applied Linguistics (MAAL).

FEATURED PERSONALITY

Emeritus Professor Dato' Dr. Asmah Haji Omar



Emeritus Professor Dato' Dr. Asmah binti Haji Omar dilahirkan pada 5 Mac 1940 di Jitra, Kedah, dan mendapat pendidikan rendah dan menengah di Kedah dan Kuala Lumpur sebelum melanjutkan pengajian ke Universitas Indonesia, Jakarta, sehingga ke peringkat Sarjana dalam bidang Bahasa dan Sastra Indonesia (1963). Dalam tahun 1967 beliau melanjutkan pengajian ke peringkat Doktor Falsafah dalam bidang Linguistik Am (*General Linguistics*) di School of Oriental and African Studies (SOAS), University of London dan mendapat ijazah Ph.D dalam tahun 1969. Beliau adalah wanita Melayu pertama yang mendapat ijazah Ph.D. Dalam tahun 1998, beliau dianugerahkan ijazah Doktor Persuratan (D.Litt.) oleh Universiti Malaya (UM) berdasarkan penilaian antarabangsa ke atas 14 karyanya. Beliau juga dianugerahkan Ijazah Doktor Persuratan (Kehormat) oleh Universiti Kebangsaan Malaysia pada tahun 2006.

Beliau dianugerahkan pingat kebesaran A.M.N. (1963), Setia Diraja Kedah (1979) dan Dato' Setia Diraja Kedah (1983).

Permulaan kerjaya sebagai seorang akademik

Kerjayanya bermula sebagai penolong pensyarah di Jabatan Pengajian Melayu (JPM) UM dalam tahun 1963, dan mencapai kedudukan sebagai Professor (Kursi) Linguistik Melayu dalam tahun 1976 sehingga beliau bersara dalam tahun 2000 dan dilantik sebagai Profesor Emeritus oleh UM. Serentak dengan menjalankan tugas sebagai profesor di JPM/APM, Professor Dato' Dr. Asmah menjadi Pengarah Pengasas Pusat Bahasa, UM yang kemudiannya dinaikkan taraf kepada Fakulti Bahasa dan Linguistik (FBL). Dalam tahun 1983-1986 beliau berkhidmat sebagai Timbalan Naib Canselor (Perjawatan).

Menurut Professor Dato' Dr. Asmah, perkhidmatannya yang paling mencabar di UM ialah sebagai Pembantu Akademik kepada Naib Canselor (1969-1972) dalam pelaksanaan Dasar Bahasa Kebangsaan, yakni mengalihkan penggunaan bahasa pengantar dari bahasa Inggeris kepada bahasa Melayu bagi seluruh universiti, dalam bidang pengajaran dan urusan pentadbiran.

(cont.)

Dalam tahun 2001, beliau dijemput sebagai pemegang pertama Kursi Za'ba di Universiti Pendidikan Sultan Idris, Tanjong Malim, serentak sebagai Pengarah Pengasas Institut Peradaban Melayu sehingga tahun 2005. Atas jemputan UM, beliau kembali sebagai Felo Kanan di Jabatan Linguistik Melayu, Akademi Pengajian Melayu dari 2008 sehingga 2015.

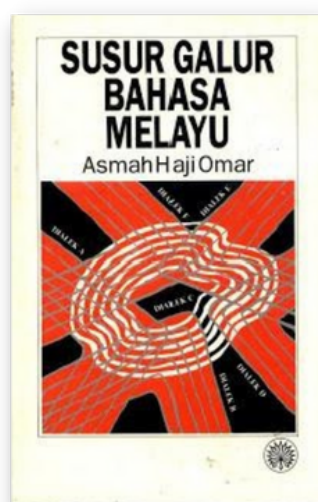
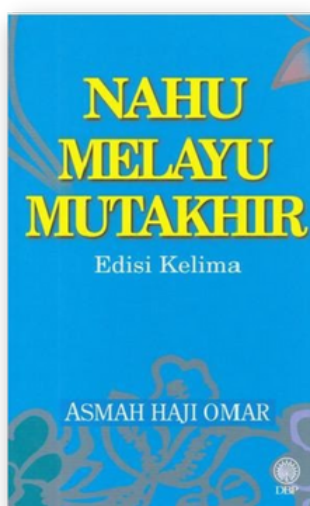
Beliau pernah menjadi Profesor Ajung di Universiti Utara Malaysia (2002-2004; 2005-2007). Dari semasa ke semasa, beliau menjalankan kursus-kursus linguistik di Universiti Malaysia Sarawak, dan juga menyelia tesis Ijazah Kedoktoran di universiti berkenaan.

Penglibatan beliau dalam penyelidikan dan penerbitan

Professor Dato' Dr. Asmah telah menjalankan penyelidikan mengenai bahasa Melayu, bahasa-bahasa bumiputera Sabah dan Sarawak, dan bahasa-bahasa Orang Asli. Antara hasil kajian-kajian ini ialah penerbitan buku rujukan untuk:

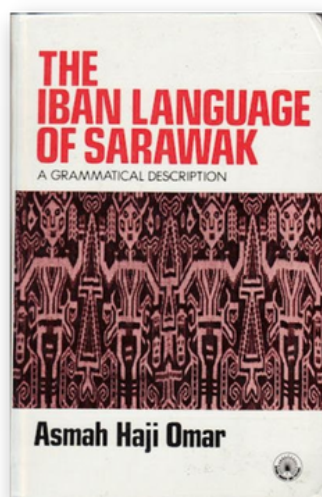
a) Bahasa Melayu

- 1) Nahu Melayu Mutakhir (1980), dengan Edisi Kelima pada tahun 2009, dan
- 2) Susur Galur Bahasa Melayu (1985) dengan Edisi Kedua pada tahun 2008, 2015);



b) Bahasa Iban

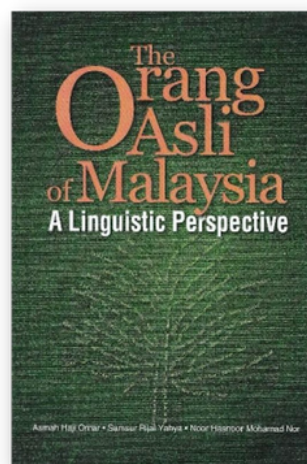
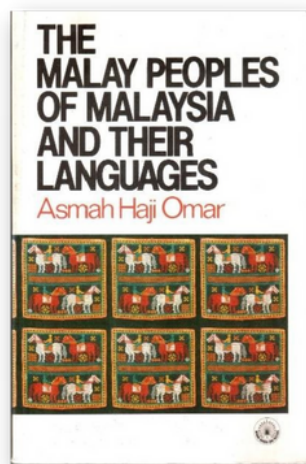
- 1) *The Iban Language of Sarawak: A Grammatical Description* (1981) dengan penerbitan Edisi Kedua yang diperluaskan pada 2013;



c) Bahasa-bahasa Pribumi Lain

1) *The Malay Peoples of Malaysia and Their Languages* (1983),

2) *The Orang Asli of Malaysia: A Linguistic Perspective* (2018).



Kajian lapangan beliau meliputi komuniti Melayu di luar alam Melayu - Australia (pantai barat dan timur), Pulau Krismas, Kepulauan Cocos (Keeling), Mekah dan Madinah, Thailand, Cambodia dan Vietnam. Dari kajian-kajian ini, Professor Dato' Dr. Asmah dapat mengemukakan kerangka teoritis mengenai penyebaran bahasa serta pemeliharaan dan pelupusannya. Buku-buku mengenai keadaan bahasa di kawasan-kawasan tersebut telah pun dihasilkan, ada yang diterbitkan oleh Pejabat Penerbitan UM, dan ada yang diterbitkan oleh DBP.

Projek penyelidikan lapangan terakhir yang dijalankan ialah mengenai bahasa Penan Selungo di Miri, Sarawak dalam tahun 2016. Projek ini ditaja oleh DBP dan disertai oleh pensyarah UNIMAS yang memerlukan latihan dalam kerja lapangan. Buku hasil dari projek berkenaan sedang dicetak oleh DBP.

Di samping itu, teks-teks Melayu lama, merangkumi hikayat, Batu Bersurat Kedukan Bukit, Sumatera (abad ketujuh), dan Batu Bersurat Terengganu (abad keempat belas) diolahnya untuk melihat pertumbuhan bahasa dan masyarakat Melayu. Surat-Surat Sultan Abdul Hamid Halim Shah (Sultan Kedah, 1881-1943) yang diiktiraf oleh UNESCO (2001) sebagai Koleksi Agung Warisan Dunia, menjadi bahan kajiannya dari segi sejarah penyebaran bahasa Melayu dan bahasa Siam di Kedah dan kawasan sempadan. Hasil kajian ini telah diterbitkan oleh Jabatan Warisan Malaysia, Kuala Lumpur.

Kebanyakan hasil penyelidikannya diterbitkan di Malaysia dan juga oleh penerbit-penerbit antarabangsa, dalam bentuk buku dan makalah jurnal-jurnal linguistik. Beliau pernah menjadi editor undangan *International Journal of the Sociology of Language*, dan juga ahli Sidang Editorial untuk beberapa jurnal linguistik antarabangsa. Mulai tahun 2019, beliau menjadi Editor-in-Chief, *Journal of Asian Linguistic Anthropology* (JALA) yang diterbitkan oleh School of Oriental and African Linguistics, University of London dengan kerjasama penerbit Francis and Taylor.

Selain daripada itu, Professor Dato' Dr. Asmah juga telah menghasilkan ensiklopedia, iaitu *Ensiklopedia Bahasa Melayu* (2008) dan Edisi Kedua (2015), dan *Encyclopedia of Malay Language and Linguistics* (2019) yang diterbitkan oleh DBP. Beliau juga merupakan editor dan penyumbang utama kepada *The Encyclopedia of Malaysia, khususnya Volume 9: Languages and Literature* (Editions Didier Millet Pte. Ltd. Archipelago Press, Singapore, 2004).

(cont.)

Karyanya yang bersifat biografi ialah Za'ba: *Ahli Fikir dan Ahli Bahasa* (DBP, 2014), dan *Riwayat Ungku Aziz* (DBP, 2015). Dalam bidang terjemahan, beliau telah menterjemahkan sepuluh tajuk buku berbahasa Inggeris ke dalam bahasa Melayu yang memperkatakan falsafah, agama, alam persekitaran, dan juga cerita rakyat. Yang dianggapnya paling utama ialah terjemahan dialog antara dua ahli falsafah, Arnold Toynbee (Inggeris) dan Daisaku Ikeda (Jepun), dalam *Choose Life* (OUP, 1976) dan diterjemahkan sebagai *Memilih Kehidupan* (OUP-Fajar Bakti, Kuala Lumpur, 1988), dan terjemahan kamus *Oxford Advanced Learner's Dictionary* (susunan A. S. Hornby) menjadi *Oxford Advanced Learner's English-Malay Dictionary* (Oxford-Fajar 2000). Kamus ini mempunyai edisi digital yang dirujuk seluruh dunia.

Terdapat dua buah buku Asmah yang masih dalam percetakan DBP. Yang pertama ialah *a write-up of her life as a student in Indonesia* (1958-1963) yang sebenarnya membandingkan kehidupan di Indonesia dan di Malaya ketika itu dengan memberi tumpuan kepada penggunaan bahasa dan kemunculan bahasa Indonesia sebagai bahasa utama Indonesia serta budaya yang diamalkan di kedua-dua negara. Tajuk buku ini ialah *Merintis Jalan ke Nusantara: Kisah Bahasa dan Budaya Dua Negara*.

Buku yang kedua bertajuk *Narratives of Malaysian Indigenous Peoples: A Historical Linguistic Study of Their Migration and Settling Down*. Buku ini bersumber dari kegemarannya akan Malay folk narratives sejak dari kecil lagi dan pengumpulan cerita rakyat pribumi Malaysia di Semenanjung, Sabah dan Sarawak.

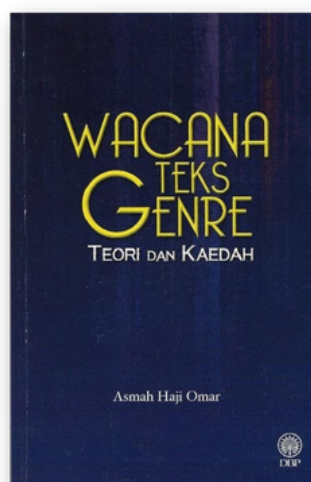
Sumbangan Lain dalam Bidang Bahasa dan Linguistik

Dalam tahun 1970-an ketika negara giat berusaha menegakkan bahasa Melayu sebagai bahasa pendidikan tinggi, peranan Professor Dato' Dr. Asmah ialah mewujudkan ejaan standard dan pedoman pembentukan istilah. Usaha ini menjadi usaha antara negara mulai 1972 apabila Malaysia dan Indonesia bersepakat menggunakan sistem ejaan bersama, dalam majlis kerjasama yang dikenal sebagai Majlis Bahasa Indonesia-Malaysia (MBIM), yang kemudian diperluas dengan masuknya Brunei (1986) sebagai anggota, dan MBIM menjadi MABBIM (Majlis Bahasa Brunei Darussalam-Indonesia-Malaysia).

Apabila bahasa Iban memerlukan ejaan standard, ketika bahasa ini dijadikan *People's Own Language* (POL) di sekolah-sekolah di Sarawak, Professor Dato' Dr. Asmah dilantik sebagai perunding jawatankuasa ejaan berkenaan. Berdasarkan pengetahuannya mengenai bahasa-bahasa pribumi Sabah, beliau telah dilantik oleh Kementerian Pelajaran Malaysia dalam tahun 2019 sebagai Pengerusi Bersama Jawatankuasa Hala Tuju Bahasa Kadazandusun, dengan objektif meninjau keadaan pengajaran bahasa berkenaan yang sedia ada dan mengemukakan cadangan-cadangan untuk memperbaiki dan mempertingkatkan sebagai POL, dan memberi pandangan berkenaan kedudukan bahasa-bahasa lain dalam keluarga bahasa Dusun sebagai calon POL. Laporan lengkap telah dihasilkan dalam tahun 2021.

Selain daripada itu, Professor Dato' Dr. Asmah juga telah menghasilkan sebuah buku teori dan kaedah wacana, berjudul *Wacana Teks Genre* (2020) yang diterbitkan oleh DBP. Buku ini memerihalkan teori dan kaedah ilmu wacana. Fokus perbincangan buku ini meliputi wacana lisan dan tulisan.

Dalam wacana lisan, beliau menghuraikan interaksi bersahaja dan interaksi formal yang meliputi lakuan bahasa, situasi dan konteks. Wacana tulisan pula mengkaji teks yang di dalamnya diterangkan konsep kohesi, laras dan koheren.



Sumbangan dalam Bidang Akademik

Beliau telah pun menghasilkan 53 pemegang Ijazah Kedoktoran dan 17 Sarjana (berdasarkan tesis) untuk Akademi Pengajian Melayu dan Fakulti Bahasa dan Linguistik, UM. Professor Dato' Dr. Asmah telah berkhidmat di universiti-universiti tempatan (UUM, UPSI, USM, UNIMAS) dan luar negara sebagai pensyarah dan profesor pelawat.

Institusi-insituti luar negara yang pernah mengundangnya adalah sebagai:

a) Pensyarah Jemputan di

- 1) Pusat Pembinaan Bahasa dan Perkembangan Bahasa, Jakarta, Indonesia (1977), dan
- 2) *Institute of Linguistics, University of Hawaii* (Julai 1977).

b) Profesor Pelawat di

- 1) *University of Qatar* (Mac 1979 - April 1979);
- 2) *Center for Southeast Asian Languages and Cultures, Mahidol University*, Bangkok (Mei 1978 dan Mei 1979);
- 3) Tajaan Fulbright untuk rancangan *SEASSI, Northern Illinois University, USA* (2 Jun 1987 - 23 Ogos 1987);
- 4) Jabatan Linguistik, Universiti Gothenberg, Sweden, Mei 1989; dan
- 5) *National Institute of Education, Nanyang University of Technology*, Singapore (July 2013).

Di samping itu, beliau juga dijemput sebagai pemeriksa luar pada peringkat ijazah sarjana dan kedoktoran oleh universiti-universiti di dalam dan luar negara.

Pengiktirafan

Usaha dan sumbangannya mendapat iktiraf dari berbagai arah. Dari negeri Kedah Professor Dato' Dr. Asmah mendapat anugerah Dato' Setia Diraja (1983) dari Sultan Kedah. Pengiktirafan pada peringkat Kebangsaan lain termasuklah:

- 1) Sijil Penghargaan Menteri Pendidikan Malaysia kerana memperkembangkan MABIM dan MABBIM pada tahun 1995;

(cont.)

- 2) Anugerah Bahasa Raja Nazrin pada tahun 1996 dari Persatuan Bahasa Moden Malaysia;
- 3) Anugerah Tokoh Ilmuwan Bahasa pada tahun 2001 dari DBP;
- 4) Anugerah Tokoh Ilmuwan Bahasa Kebangsaan pada tahun 2010 dari Kementerian Pelajaran Malaysia;
- 5) Anugerah Tokoh Akademik Negara (AAN), 2011; dan
- 6) Anugerah Pencapaian Cemerlang Sepanjang Zaman oleh Kerajaan Malaysia (sebagai Ikon Semenanjung) sempena Ulangtahun ke-55 Kemerdekaan pada 31 Ogos, 2012.



Pada peringkat antarabangsa pula, pengiktirafan berupa:

1. Anugerah ASANAL (Asian Association on National Languages) pada tahun 1979, sebagai '*a foremost Malaysian linguist*';
2. 'Orde Des Palms Academique (dari kerajaan Perancis) pada tahun 1989;
3. GRATA HOME NAGEM' *Institute Portugese Do Oriente, Macau* 1990; Piagam Penghargaan MABBIM Indonesia pada tahun 1993; dan
4. Anugerah Tokoh MABBIM pada tahun 2003.

Aktiviti Masa Lapang

Sebagai mengisi masa lapang, Professor Dato' Dr. Asmah mengasah kemahirannya dalam bahasa-bahasa yang dipelajari selama ini. Beliau terus menerus membaca buku-buku bahasa Iban dan bahasa Jawa supaya bahasa-bahasa itu tetap difahaminya sekurang-kurangnya dalam kecekapan membaca. Beliau juga membaca buku-buku bahasa Arab dan bahasa Perancis, walaupun masih kekurangan. Beliau berpendapat bahawa bahasa Sanskrit yang dipelajarinya semasa di Indonesia dahulu sangat berguna dalam penyelidikannya mengenai etimologi kata pinjaman dalam bahasa Melayu.



Message and Advice from Emeritus Professor Dato' Dr. Asmah Haji Omar

The write-up above clearly reflects my interest in the study of language. As you see I am a Jane of all trades and specialist of none.

I think linguists have to acquaint themselves with as many aspects of language use and usage to understand the roles and significations that it has in the life of mankind. Acquisition of languages other than one's own is high added value to this understanding besides the joy that one may have in being able to read their products, literary and otherwise.

Applied Linguistics is a broad discipline. Certainly, it began with language teaching. In history, the development of the gramophone and the telephone began with Alexander Graham Bell's interest in phonetics. The tajwid that is important in reading the Holy Quran requires a knowledge in the phonetics of Arabic. In the world we are in now, this branch of linguistics has developed tremendously in computerisation: IT, artificial intelligence, speech synthesis, corpus linguistics, etc. These are some examples to show that there is no clear line that divides applied linguistics from general linguistics.

Giving a writing and spelling system to a language not having it requires some knowledge in the phonology and phonetics of the language. Of course, there were no schools in those bygone centuries then to teach people systems of sounds in human languages, but they surely had the intuition what the systems were in their own language just as they do grammar and semantics in their language.

RESEARCH SPOTLIGHT

Assoc. Prof. Dr. Rogayah A. Razak

SEGi University

(Research Niche: Clinical Linguistics & Psycholinguistics)



1. Can you tell us a bit about your research interests in Applied Linguistics?

My research interests cover clinical linguistics and psycholinguistics. It includes linguistic analysis of language of individuals with communication disorders: children with developmental language disorders (DLD), hearing impairment, autism, dyslexia) and adults (aphasia); typical developmental language, development of language tests and Malay grammar. My training was in English Literature Education (B.Sc.), Masters in TESOL and PhD in Malay linguistics (syntax). Even though I retooled in Clinical Linguistics when I joined UKM in 2000, I still maintained my areas of expertise in morphology, syntax and grammar in my research work through my sojourn of 21 years.

2. What sparked your interest in this niche research area?

I was motivated to pursue this area of study as it allows me to study ‘real life’ problems after having come from a theoretical background and perspective at PhD level and at work post-PhD, where I was teaching courses on morphology, syntax and grammar of Malay and research work (1995-2000) which generally was geared towards theorizing on generative theories of Malay morphology and syntax. Incidentally in 1998, I met by chance at an international conference, the then Head of Department of Speech Science, UKM who broached the idea of me visiting her Dept. I visited the department, fell in love with its facilities and the rest they say is history.

There were a few issues which needed to be addressed and still need addressing: lack of needed local language assessment tools, lack of developmental speech and language milestones and norms of children’s language, and lack of analysis of clinical disordered speech and language data. All these issues are related to the speech-language therapy needs and are needed urgently for objective assessment and diagnosis of speech-language disorders.

(cont.)

The continued lack of speech-language therapy tools and materials might lead to misdiagnosis or overdiagnosis of children at risk of speech-language difficulties. Add to this, the multilingual and multicultural aspects of the population of Malaysia bring about added complexities of the problems in speech-language therapy clinics. Our multilingual children need to be tested in the repertoire of languages that they speak to come up with an appropriate diagnosis.

The Department of Speech Science, which is in the Faculty of Health Science UKM, facilitated me to collaborate across disciplines to work with health and medical professionals such as speech-language therapists, audiologists, optometrists, diagnostic imaging professionals, psychologists, pediatricians, neurologists, etc. I was able to apply my linguistic knowledge to analyze language data of individuals with autism, hearing impairment, dyslexia, dementia, and aphasia. Strategic partnerships with local stakeholders in public sectors and the industry in addition to international collaborators from the US, UK, Australia, China, Indonesia, Singapore, Germany were established. I am a member of two working groups: Bi-SLI working group COST Action IS0804 Language Impairment in a Multilingual Society: Language Patterns and the Road to Assessment (Europe) and Collaboration of Aphasia Trialists (CATs, UK). I was also the child language expert member at the Child Development Centre, Hospital Canselor Tuanku Mukhriz (formerly UKM Medical Centre) from 2017-2021. My UK partner, Assoc. Prof. Dr Maria Garraffa from East Anglia University and I successfully bid for Global Challenge Research Fund (GCRF) from the Academy of Medical Sciences, UK in 2021 to carry out research on early identification and intervention of speech-language disorders in the Southeast Asia region namely Malaysia, Indonesia and Vietnam. Networking is one of the keys to a fruitful academic career.

3. Can you tell us the major research breakthroughs and significant contributions to the field of Clinical Linguistics?

One breakthrough is the language assessment tool called *Alat Penilaian Bahasa Kanak-Kanak Prasekolah Melayu*/Malay Preschool Language Assessment Tool (MPLAT), which I developed and is used to assess the receptive, expressive language and early literacy skills of Malay preschool children. It is the first standardized language assessment tool in Malaysia for speech-language therapy (Razak et al, 2018). It is used by health professionals such as speech-language therapists, developmental pediatricians and psychologists in government and private hospitals in Malaysia and is also used by preschool teachers and special needs teachers in schools and early intervention programs. MPLAT is also being used at the main hospital in Brunei Darussalam. Researchers examining child language also use this tool in their research work. This work was funded by the Fulbright Visiting Scholar Award (2006) and an internal UKM University-Industry grant. MPLAT won two awards and was a finalist at the Ministry of Health Innovation Exhibition in 2017. A few other tests that have been developed for SLT use include the Malay Early Language Profile, Malay Syntactic Test, Mandarin Syntactic Test, Malay-Boston Naming Test, Malay Hearing in Noise Test, and Malaysian Multilingual Sentence Repetition Task.

Another breakthrough is the postgraduate Clinical Linguistic program at UKM. I was the founding member and was instrumental in the planning and obtaining its approval from the Ministry of Higher Education Malaysia. In 2009, the Clinical Linguistic program accepted its first PhD candidate. This is the first program introduced in Malaysia and in the Southeast Asia (SEA) region. To date, the program has produced 5 PhDs and 10 Masters.

I have also published widely in journals such as PLOS One, Proceedings National Academy Science USA, Brain Sciences, Aphasiology, etc to bring Malay data to the international scientific community and contributed Malay data to experimental cross-linguistic studies such as the Cross-Lexical task study (Warsaw University, Poland) and the Sensory Perception studies (Max Planck Institute of Psycholinguistics).

Just recently, I was appointed as consultant to the ‘Growth in Bilingual & Biliteracy Proficiency: Environmental, Individual & Experiential Factors (GIBBER)’ — Subproject 2 on English-Malay language development — a research grant awarded to the Centre for Research in Child Development, National Institute Education/Nanyang Technological University, Singapore. This project is funded by the Ministry of Education, Singapore.

4. In your opinion, what does research in Clinical Linguistics have to offer to the man on the street?

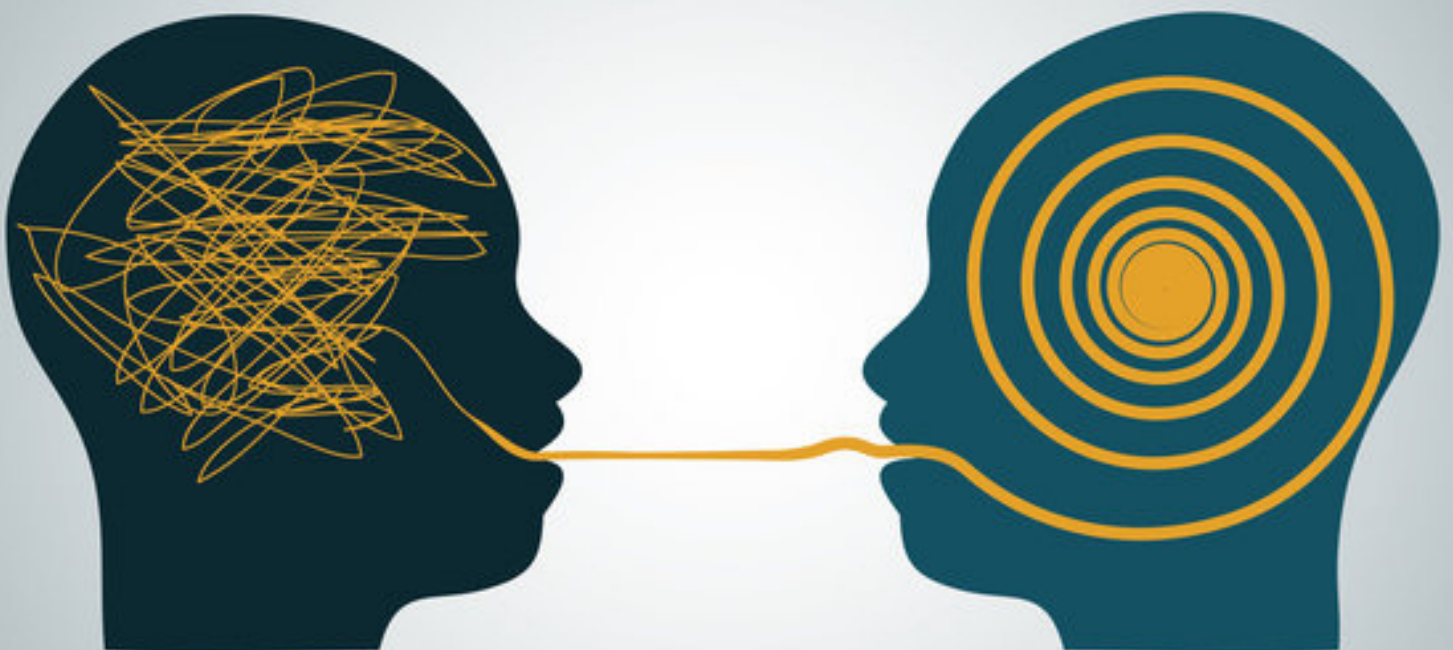
Research in Clinical Linguistics like applied linguistics has much relevance to individuals in the community – man on the street. The linguistic analysis of clinical language data (of individuals with autism, dyslexia, aphasia, etc.) will help towards a better understanding of the nature of difficulties experienced by these individuals and lead to better evidenced-based practices in managing these difficulties by speech-language therapists. The sociolinguistics aspects of individuals with special needs are also important to explore – for example what are the language choices that must be made for which language to be used for multilingual children in speech therapy clinics, language choices at home and the challenges of multilingual children with communication difficulties in managing their repertoire of languages in their personal and social milieu, daily conversation challenges of adults with aphasia with their conversational partners and family members, etc. The fact that people with special needs are individuals in the community who have their own social networks and the need to communicate and interact make research in clinical linguistics much more pertinent.

5. What are your future research plans in the field?

I wish to continue doing the research and publication work in addition to mentoring younger colleagues to develop areas of study in Clinical Linguistics. At SEGi University where I am based now, I am in the Faculty of Education, Language & Psychology which will provide me new opportunities to do work in early childhood education, special education, and relevant aspects of psychology in education. There are yet many areas in Clinical Linguistics and Psycholinguistics that are still under-explored in Malaysia: multilingualism and communication disorders, development of assessment tools and materials in local languages in Malaysia (the content of these materials are all about specifics of languages and are language-based), developmental norms in child language acquisition of all areas: phonetics, phonology, morphology, syntax, semantics, pragmatics, diglossia and literacy skills, and discourse. Not mentioning language diversity and learning of literacy skills. These areas of research could help speech-language therapists in their work and could improve the quality of life of individuals with communication disorders.

6. *Any words of wisdom for a potential researcher in the field of Clinical Linguistics?*

Start publishing your research findings and output. Be part of the academic community by being a member of researcher websites such as ResearchGate, Academia.edu or LinkedIn, etc. Promote your research work to the world, share your research findings with the rest of the scientific community. These will lead to interested parties who like the research that you are doing, read your publication and would like to collaborate in research and publication projects. For example, I became a member of the Collaboration of Aphasia Trialist, UK through my promotion of my work on Twitter. Apply for national and international grants which would open doors of opportunities to collaborate at all levels. There are not many local researchers doing work in Clinical Linguistics locally, therefore you will easily be noticed. Remember the plethora of languages (130 languages) that Malaysia has, those are the languages that you could work on. Increasingly, multilingual tools are the way to go forward. Data mining our multicultural and multilingual situation in Malaysia must be one of our top agenda in research.



RESEARCH SPOTLIGHT

Dr. Ali Sorayyaei Azar

Management & Science University (MSU)

(Research Niche: Academic Discourse Analysis: Genre Analysis)



Introduction

I am a Senior Lecturer at the Department of Education, School of Education and Social Sciences, Management & Science University (MSU), Shah Alam, Malaysia. I got my Ph.D. (in the field of Academic Discourse Analysis: Genre Analysis) from Faculty of Languages and Linguistics, University of Malaya, Malaysia in 2017. In a career spanning 25 years, I have worked as an EFL/ESL lecturer, researcher, and curriculum developer in Iran, Turkey, Qatar, and Malaysia. I have published and presented research papers on topics of my interest namely Academic Discourse Analysis, Genre Analysis, Corpus Linguistics, and English Language Teaching Strategies.

1. What is your research interest?

My primary research interest is in the area of Academic Discourse Analysis. New and sub-categories of research genre and its ecosystem, aided by the global presence of the Internet infrastructure, are playing an increasingly important role in the academic settings all around the world. Such increasing reach is making the demand for genre awareness strategies among novice writers and non-native learners more stringent than ever. Junior researchers and novice writers can now have access to the various research genres and subgenres on websites and webpages. On the other hand, the dramatic increase in heterogeneity of the networked blogs and journal homepages is making the academia settings ever more challenging.

Investigating the schematic organisation of academic review genres, particularly review article genre, its metadiscoursal features and its underlying functions were the major goals of my research.

(cont.)

How to formulate a reliable schematic move structures using evaluative and argumentative components and how local algorithms based on experts' knowledge can derive globally emergent system characteristics such as reliability, availability, and efficient active resources are the central questions that have driven most of my research activities. Because academic genre systems are complex and cyclical, answering these questions requires careful design and implementation that attends the details of the real scenario. Moreover, Prof. Dr. Azirah Hashim, my supervisor, was a great help and source during my PhD research journey and she was indeed a knowledgeable academic source for my research area. I have also used theoretical and ethnographical research methods to simulate and formulate my conceptual framework in my research journey that allowed exploration of design parameters in wider ranges and in isolation. The feedback and perspectives of our discourse community members and parents namely Prof. Bhatia, Prof. Bazerman, Prof. Hyland, and Prof. Wray have given me a crystal picture of academic review genre during my research journey. They have helped me to understand the impact of each parameter on the observed parameters and functions of the system of research and academic review genre and sub-genres.

2. How does your research contribute to the community, society, and nation?

Some publications of my research contribution in the community, society and analysis of review article genre and its metadiscoursal features are provided below:

1. Sorayyaei Azar, A. & Hashim, A. (2014). Towards an analysis of review article in Applied Linguistics: Its classes, purposes and characteristics. *English Language Teaching*. Vol. 7(10), 76-77.
2. Azar, A. S., & Hashim, A. (2019). The Impact of Attitude Markers on Enhancing Evaluation in the Review Article Genre. *GEMA Online® Journal of Language Studies*, 19(1). <http://doi.org/10.17576/gema-2019-1901-09>

Academic review genres are professionally written texts that can provide suitable places for expression of personal ideas, attitudes, and evaluations. It is important to note that authors in review genres are involved in arguing their ideas and expressing their judgment and evaluations. Hence, the review article genre makes a room for the contributors and discourse community members to construct a dialogue or an argument so that they could engage with each other through a dialogic interaction. The authors evaluate the developments of a research in the field, and "they assess the value of research and provide a platform for members in a community to engage with each other's ideas..." (Hyland & Diani 2009, p. 1). The review article also plays a significant role for those people in creating knowledge and informing them on how to manage their own learning and how to make use of scholarly reviews.

The results revealed that the review articles in the field of applied linguistics can be classified into three types namely: (1) critical evaluative review (i.e. its focus is on critical evaluation of published work and it encompasses the subject-oriented approach), (2) bibliographic review (i.e. it gives readers a comprehensive descriptive record of annual works in that field and it encompasses the literature-oriented approach), and (3) mixed-mode review (i.e. it has the twin roles). Almost fifty percent (47%) of the review articles in this research involved mixed-mode reviews and the rest of the reviews belonged to both classes, that is to say, the rate of variability for the two classes was very close (28% and 25% critical and bibliographic reviews respectively).

The findings clarified the functionality variation among review articles whether they functioned as evaluative reviews or descriptive reviews (see Sorayyaei Azar & Azirah, 2014).

The critical evaluative review article was written with the authors' critical and evaluative perspectives and its value relied on the writers' expertise. The writers attempted to evaluate the ideas and attitudes in the related field. At the same time, they intruded themselves in the content of discussion due to the validity of their point of views. The text type was evaluative, critical, and selective. Moreover, it neglected to act purely as annotated bibliographies and as a booklet of abstracts. Thus, it is necessary for novice writers and junior researchers to master this type of genre due to its significant analysis and evaluation conducted by the scholar. The critical evaluative review article usually serves four main purposes, they intend to: (1) become subject-oriented, (2) survey the selected works and raise an issue in the related field, (3) announce the strong point of view in order to evaluate the opponent's position and opinions in the related field, and (4) suggest a new direction or trend. The intended audiences of this type of review are researchers, experts, and parent members of the discourse community in the field.

In short, it can be contended that the review article genre creates the room for the authors to interact with their readers. The authors in the interactive review texts try to communicate with their readers to take a stance and emphasize their evaluation of the developments of a research and raise an issue or indicate a gap, argue ideas, and give suggestions and offer possible solutions. The given functions for this type of genre often clarify that evaluation is one of the essential roles for the review article genre (particularly for critical evaluative and mixed-mode review articles) and we can claim that these types of review article act as an evolutionary genre.

3. What further insights need to be discovered in this area of research?

While it is acknowledged that the English for Academic Purposes (EAP) course offered at university level focuses on academic writing skills, the current research suggests that writing academic review genres can be considered an area of emphasis to serve as an instructive guidance for EFL postgraduates and novice writers on how to review research developments critically and get them ready to write review of literature sections efficiently. Syllabus designers need to provide and prepare related material and textbooks (e.g. Swales and Feak, 2012) to be presented in EAP classes. Other directions for future researchers can include focus on functions of all stance features (i.e. hedges, boosters, attitude markers, and self-mentions) in review articles within one discipline or multi-disciplines to have a comparative analysis.

ACADEMIC SPOTLIGHT

*Hazelynn Rimbar
Language Educator and Innovator
(Research Niche: TESL)*



1. Your career as an English Language is quite diverse in terms of scope as well as responsibilities. Could you tell us more about that?

I started my career in ESL in 2011. At that time, the government froze intake of public servants, so most of us education graduates from universities were not posted to schools. I started teaching at UiTM Sarawak while pursuing my master's degree. On top of that, I also taught part time at UNIMAS and Swinburne University of Technology. Working for these different institutions has enriched my teaching as each institution has a different institutional culture, student demographics, as well as teaching styles and syllabus. Besides teaching at universities, I also have experience teaching secondary students of Lodge School, Kuching before being offered a position at LeapEd as an Associate Education Partner. There, I was specifically trained to mentor schools, teachers, administrators and parents by conducting training, workshop, coaching and mentoring on lesson observations, designing projects, programs as well as course materials to transform the education system in Malaysia, one school at a time.

I was with them for 3 years before being headhunted by the Sarawak State Government to Head the English Language and STEM Education section in the newly gazetted Ministry of Education, Science and Technological Research, Sarawak. From there, I learned to look at things from a different perspective. With a variety of experience teaching students from different education levels in both public and private institutions besides being an active researcher, being entrusted with an administrative, managerial role inspired me to work towards implementing positive changes. That's when I learned the challenges that the Government has in trying to improve the education system as a whole, in this case, the focus was on Sarawak.

(cont.)

2. Tell us a bit more about your innovative teaching approaches that you use in the classroom.

Having taught diploma, foundation, and degree courses with only 1 semester to develop the students' language skills made me try to find "quick" solutions. I started teaching students with the help of Rhythm and Poetry (RAP). I introduced RAP to help them focus on fluency, vocabulary, and even grammar. I also designed some RAPs to teach literature. This even helped students who had stutters, lisp and different kinds of speech challenges.

It is common to use music in the classroom especially because it lowers the affective filters. However, RAP is a genre that has always been misunderstood and ostracized by the main society because of its vulgar lyrics and sensitive content. However, there is huge potential in RAP. One of the most important organs for speaking is the tongue. Just as leg muscles need to be exercised for one to run faster and better, the tongue needs to be exercised to be more flexible, and therefore be able to produce certain sounds. In fact, there has been research done on the effects of tongue twisters on this. RAP uses the same principle – only in a more authentic, lyrical and popular manner.

On top of that, always remember that remaining contemporary can keep motivation in the classroom.

3. Can you tell us the major research breakthroughs and significant contributions to the field of English Language Teaching?

I have done workshops on how to use Rhythm and Poetry (RAP) at conferences, and this caught international attention as well. I was invited to Hungary and to the University of Vic in Spain to deliver a guest lecture on the use of RAP in the classroom. I was also invited to write about it in IATEFL Slovenia's magazine. I also publish papers on other subjects – the latest will be on the Teacher Agency in Rural Sarawak which will be in *The English Teacher* to be released in August.

Besides teaching and research, I was an education partner for Trust Schools, mentoring teachers for at least three years before moving on to be the Head of English and STEM at The Ministry of Education, Science and Technological Research, Sarawak where my role was to conduct and design programs to improve English Language Education in the state. This included organizing three international conferences for 1000 English language teachers yearly.

4. Can you tell us a bit about your constraints as a language educator?

Since I have not been a classroom teacher for some time, I can only answer in general terms by referring to what English Language teachers have been facing in Malaysia. One of the major constraints is the divide between the teaching syllabus and the exam syllabus. This forces teachers to teach for the test and not develop students' skills in general. This is understandable because teachers' appraisals are partly based on their students' achievement on standardized tests. However, this discourages them from experimenting and trying out new techniques and strategies in the classroom - which may or may not work - and stick to tried and tested methods.

5. In your opinion, what does the future hold for English language teaching in Malaysia?

We will probably not go back completely to the ‘old normal’ as the pandemic has forced-trained a lot of teachers to use more technology in their teaching and learning even if they were reluctant at first. Therefore, I foresee (and hope) that when we return to a more classroom-based learning, most of these “newly” learned tools will still be utilized in classrooms because they will extend learning beyond the classroom and develop important 21st century skills for the learners.

6. Tell us a bit about your journey as a researcher-teacher and how applied linguistics has contributed to your understanding of language learning?

Every teacher is a researcher. Every teacher is inquiring about their own practice and student learning. Except one is more practiced than others.

There are two kinds of theories, namely bottom up theories generated by teachers in the classroom which are context-specific and top down theories generated by researchers which are generalizations. The best language teachers learn to use their own practice-driven theories together with theories generated by researchers to inform their practice. And this is what I have been trying to do.

7. Any words of wisdom for the average English language teacher in the classrooms?

The answer to the Ultimate Question of Life, the Universe and Everything according to Douglas Adams in the book *the Hitchhiker’s Guide to the Galaxy*, is 42.

That means different things to different people. Everybody has to find meaning and answers for themselves. A lot of average or novice teachers look at great teachers and try to copy them, but, it does not work. There are many great teachers out there and although you could look at them for inspiration, being a great teacher simply requires finding what you’re good at, what you love as well as what you’re passionate about and using that in your classroom.

YOUNG ACADEMIC SPOTLIGHT

Aliyyah Nuha Faiqah Azman Firdaus

PhD Student

*Graduate School of Humanities and Social Sciences,
Hiroshima University, Japan*



1. Tell us about your background, when and where did you begin your career as a young academic?

I graduated with a Bachelor's degree in Communication, majoring in Marketing Communication from HELP University College in 2010 and after almost two years of working in the Public Relations and Marketing Communication sector, I left to pursue my Master of English as a Second Language (MESL) degree at the University of Malaya (UM) in 2012. I worked as a Research Assistant at the Humanities Research Cluster UM whilst pursuing my MESL degree part-time and finally graduated in 2016. Upon graduation, I was promoted to the position of Project Officer and was based at the Centre for ASEAN Regionalism University of Malaya and the Asia-Europe Institute, UM until 2018. I left UM to teach English to underprivileged children in Desa Mentari, Selangor with the Mentari Project Association. In February 2020, I was awarded the Japanese Government Monbukagakusho: MEXT Postgraduate Scholarship 2020 to pursue my PhD study at the Graduate School of Humanities and Social Sciences, Hiroshima University, Japan, where I am currently based.

(cont.)



2. What are your reasons for studying in Japan?

I wanted to experience a different style of education, to challenge myself by living in a foreign land with a foreign language and culture, to meet new people and make lifelong friends. Hopefully, upon my return to Malaysia, I am equipped with a broader perspective on life itself and memories for keepsakes.

3. What is your research interest?

My research interests are on environmental discourse, language policy and planning and the role of applied linguistics to achieve the Sustainable Development Goals (SDGs). My PhD study is on the role of language to achieve the SDG 4: Quality Education in Malaysia and Japan.

4. What sparked your interest in this research area?

I was blessed with the opportunity to be involved in various research projects while working at UM under the expert guidance of Prof. Dr. Azirah Hashim. One particular research on the Humanities and the Environment (HUME) related to Corporate Environmental Reporting of Oil and Gas Companies in Malaysia from the Professional Communication project caught my attention. It was through this research that I started reading more on environmental discourse, Bhatia's Critical Genre Analysis theory and sustainability. My interest in the Sustainable Development Goals (SDGs) grew steadily through my involvement in MAAL, which champions the SDGs and language, as a co-researcher in the Training of Trainers Programme for CLMV countries in ASEAN and the Erasmus+ Key Action 2 Capacity Building in Higher Education 'Building Social Research Capacities in Higher Education Institutions in Lao PDR and Malaysia' (BRECIL) project. My former supervisor, Prof. Dr. Azirah Hashim, also encouraged me to pursue this research area; Applied Linguistics and the SDGs.

(cont.)



5. What would you say are the behaviors of a young inspiring academic?

Willingness to learn from mentors and superiors, plus not being afraid to try new things. Understanding and respecting differences especially when you are involved in a multidisciplinary and multi-country project. Commitment and showing dedication to achieving research excellence. Expand your networking horizons with other researchers of various disciplines.

6. What are some challenges that you face as a young academic?

Unfamiliar with the publishing process and journal(s) selection. Learning takes place through a trial and error phase. Finding a good balance between work and family life.

7. What is your motto?

Begin and end the day with good intentions.

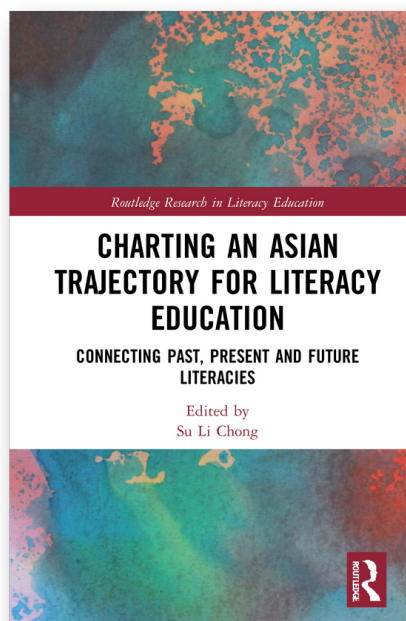


PUBLICATIONS

Sharing with you updates on publications.

BOOKS

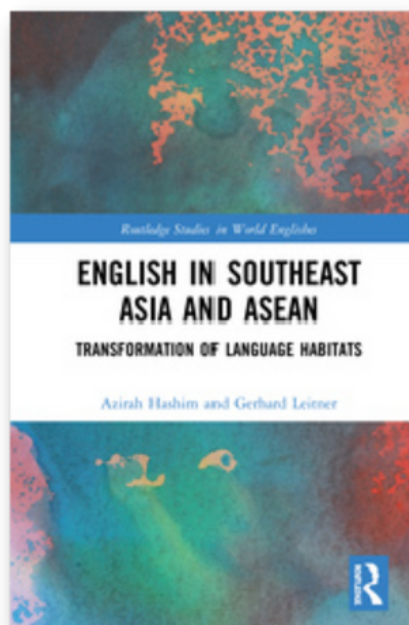
Charting an Asian Trajectory for Literacy Education Connecting Past, Present and Future Literacies by Su Li Chong (2021)



Weaving outwards from a centripetal force of biographical stances, this book presents the collective perspectives of literacy researchers from Brunei, China, Hong Kong, Malaysia, Singapore, the Philippines and Taiwan. It represents the first all-Asian initiative to showcase the region's post-colonial, multilingual and multicultural narratives of literacy education. This book provides a much-needed platform that initiates important conversations about literacy as a sociocultural practice in a region that is both challenged and shaped by sociocultural influence unique to Asia's historical and geopolitical trajectory. Driven by the authors' lived experiences of becoming literate as well as their empirical research work in later years, each chapter brings decades of biographical narratives and collective empirical research findings to bear. Within the book are negotiations about literacy across and within home and school contexts; transactions of literature, text and reader; and considerations of the literacy policy-practice nexus. These trajectories, while divergent in their issues, come together as shared lived experience located in local contexts considered through global perspectives. As Asia looks set to become the 21st century's new economic and labour force, the need to understand the sociocultural milieu of this region cannot be understated. This book on literacy education in Asia contributes to the larger narrative.

BOOKS

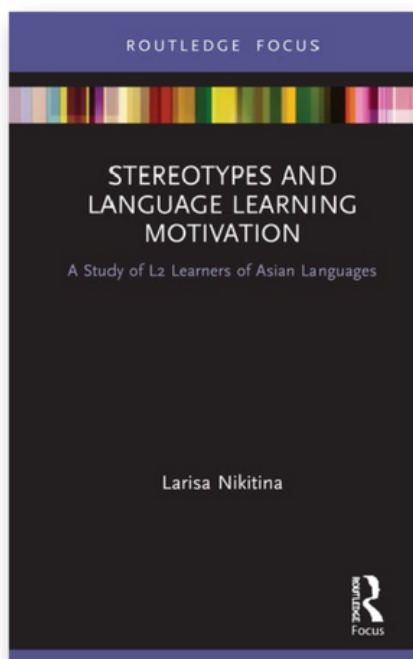
English in Southeast Asia and ASEAN: Transformation of Language Habitats by Azirah Hashim and Gerhard Leitner (2021)



English in Southeast Asia and ASEAN embeds English in its various regional Southeast Asian and political ASEAN language habitats. Addressing the history, developmental stages and contacts with other languages, it provides in-depth insights on the region and its political organization. In doing so, it analyzes the geo-political division of the region between former Anglophone and non-Anglophone colonies and shows that this distinction has led to considerable differences in the status and texture of English. This analysis includes the role and impact of American English in mainland and maritime Southeast Asia to highlight the linguistic properties of English and its linguistic and sociopolitical development, English used in specific domains, language policies and concludes with the future of English and future challenges. This book therefore provides an integrative survey of the various roles of English in ASEAN member states and studies the transformation of entire language habitats, including the major national and regional languages that participate in this process. It is a valuable resource for scholars and students in the fields of World Englishes, Asian Studies as well as those interested in language contact, policy and planning.

BOOKS

Stereotypes and Language Learning Motivation: A Study of L2 Learners of Asian Languages by Larisa Nikitina (2020)



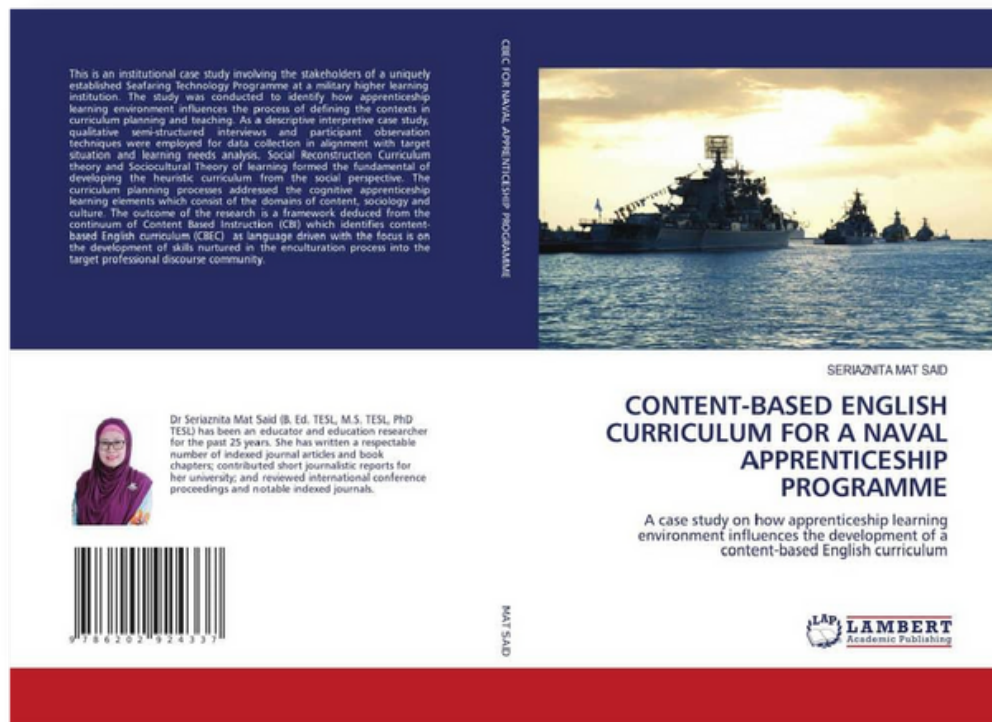
This book explores stereotypes that learners of six Asian languages— Japanese, Mandarin, Korean, Myanmar, Thai and Vietnamese—hold about the target language country, its cultures and people.

Some of the findings, such as the language learners' mental images of Myanmar, Thailand and Vietnam, are presented here for the first time. Recognizing that stereotypes, and attitudes embedded in them, have an impact on people's actions and behavioural intentions, this book examines whether and how the country stereotypes held by the students influenced their motivation to learn the target language. Besides providing worthwhile insights into the content and structure of the country stereotypes and their relationship with language learning motivation, this book offers methodological and theoretical advancements. Drawing on intellectual heritage of Russian psychologist Lev Vygotsky (1896-1934) the book highlights how the concepts of word meaning (*znachenie slova*) and word sense (*smysl*) could be fruitfully employed in studies on stereotypes that people learning a foreign language hold about a target language country.

This book will appeal to all readers interested in stereotypes that people have about foreign countries and also to educators and researchers who study language learning motivation.

BOOKS

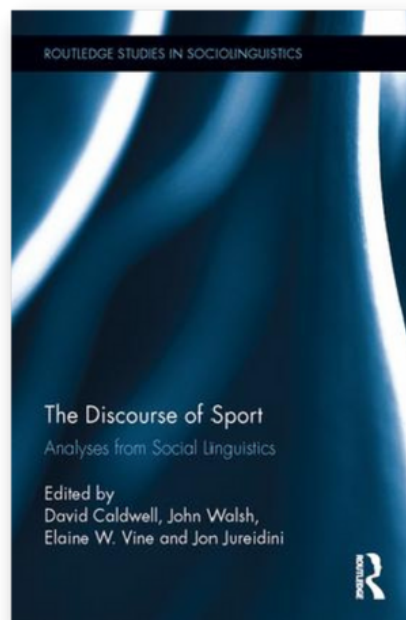
Content-Based English Curriculum for a Naval Apprenticeship Programme by Seriaznita Mat Said (2020)



This is an institutional case study involving the stakeholders of a uniquely established Seafaring Technology Programme at a military higher learning institution. The study was conducted to identify how apprenticeship learning environment influences the process of defining the contexts in curriculum planning and teaching. As a descriptive interpretive case study, qualitative semi-structured interviews and participant observation techniques were employed for data collection in alignment with target situation and learning needs analysis. Social Reconstruction Curriculum theory and Sociocultural Theory of learning formed the fundamental of developing the heuristic curriculum from the social perspective. The curriculum planning processes addressed the cognitive apprenticeship learning elements which consist of the domains of content, sociology and culture. The outcome of the research is a framework deduced from the continuum of Content Based Instruction (CBI) which identifies content-based English curriculum (CBEC) as language driven with the focus is on the development of skills nurtured in the enculturation process into the target professional discourse community.

BOOK CHAPTER

Of Cover Girls and Bad Boys: A Corpus Linguistic Analysis of Gendered Keywords in Malaysian Sports News Discourse by Habibah Ismail (2017)



Cases of gender bias which occur in sports discourse have been numerous, as reported by past studies, primarily on ‘Western’ sports news discourse. The aim of this chapter is to analyse Malaysian sports news discourse, with special emphasis on ‘dominant’ discourses, which involve instances of objectifying, trivialising, and stereotyping female athletes (Caple, 2013). The study focuses on the examination of written texts and gendered representation through an analysis of a representative set of Malaysian sports news discourse. Based on data collected from selected Malaysian online newspapers, representations of female and male athletes are examined through analysis of a 3 million word corpus. Employing key words analysis as the main corpus technique, the study discusses salient words and language patterns in Malaysian sports news discourse in relation to gender bias/equality. Gendered key words that were identified and examined include gendered pronouns (she, he, etc.), the lemmas MAN and WOMAN, GIRL and BOY, FEMALE and MALE, and other related key words. These key words were further examined via analyses of individual concordance lines to investigate the key word in context for more qualitative insights. Examination of these key words sheds light on the kinds of words and language patterns that are prevalent in Malaysian sports news discourse: For example a language pattern was identified where the word men’s is always positioned before women’s in almost all syntactic sequences. Examination of the key words also reveals a difference in the focus of respective news reports: thus, women’s sports reports revolve around prominent individual athletes, while men’s sports reports focus on team sports. The findings help to identify language patterns that insinuate fair or biased gender representation and contribute to the investigation of gender bias in sports news discourse.

JOURNAL ARTICLES

Nativised Structural Patterns of Make Light Verb Construction in Malaysian English

Christina Sook Beng Ong & Hajar Abdul Rahim (2021)

Concentric, 47(1), 93-112

Abstract: This study investigated nativised structural patterns of light verb constructions (LVCs) in Malaysian English using a corpus-based, descriptive approach to analyse grammatical innovations. To facilitate the analysis, a 100-million-word general corpus comprising threads from Lowyat.Net, a popular Internet forum in Malaysia, was created, and the British National Corpus (BNC) was used as the reference corpus. Using the Sketch Engine corpus tool, the three most frequently occurring make LVCs in the Malaysian English corpus were identified. The data was analysed to reveal the differences between the structures of make LVC in Malaysian English and its prototypical structure. The findings show that besides the nonisomorphic deverbal noun form, make LVCs in Malaysian English prefer taking the basic constituents of an LVC. Nativised LVCs are essentially those with zero articles and isomorphic deverbal nouns taking definite articles, determiners, and descriptive adjectives in their modifier slots. The zero article LVC is the most common nativised structure pattern due to the influence of substrate languages in Malaysian English.

Communication Norms in NGOs Advocating Reproductive Health: A Comparative Study of Malaysian and Nigerian NGOs

Mumtaz Ali, Maya Khemlani David & Angela Rumina Leo (2020)

IARS' International Research Journal, 10(1)

Abstract: Reproductive health is an emerging issue in developing countries. The United Nations Population Fund (UNFPA) reports that every minute, a woman in the developing world dies from treatable complications of either pregnancy or childbirth. Nigeria is a country where the state of reproductive health of its population is dismal. In 2012, UNFPA pointed out that Nigeria has one of the worst maternal mortality statistics in the world with a maternal mortality ratio of 545 per 100,000 live births. Several NGOs around the world deliver services at various levels to advocate the right of mothers to have safe births as well as address the shortage of skilled midwives. In this context, Malaysia has done much to control its infant and maternal mortality rates, through its community reproductive health initiatives. This study then aims to determine the communication norms in two NGOs, one in Malaysian and the other in Nigeria. The analysis was of projects undertaken by two NGOs, the Federation of Reproductive Health Association of Malaysia (FRHAM) and the Association for Reproductive and Family Health (ARFH) of Nigeria. The communication norms and ways of getting the community involved in their projects were examined through progress reports, document review and web searches. Besides being interviewed, questionnaires were filled by the employees of the NGOs. The findings indicate that the Nigerian and Malaysian NGOs have different communication models and they can learn from each other's best practices.

JOURNAL ARTICLES

Malaysian Students' Perceptions of Their Interactions in UK Seminars

Zurina Khairuddin, Zulaikha Khairuddin & Nadia Ibrahim (2020)

Journal of Nusantara Studies, 5(2), 384-405

Abstract: Coming from different social and academic cultures, students may exhibit perceptions which are in contrast to the convention of the targeted culture. Hence, this study aims to explore how first-year Malaysian students perceive their interactions in UK seminars. Employing qualitative research method, nine Malaysian students were chosen based on two criteria: they have to be first-year students and registered in content modules in UK university. The data were collected from interview and focus group discussion, and the audio-recordings were transcribed and analysed utilising thematic analysis. The participants of this study perceive their interactions differently. Semek, Enot, Fatin, Ammar, Ming and Izlin mentioned that they responded during seminar discussion if they were nominated by the tutor and most agreed that they did not ask questions because information was provided to them or they could ask the tutor or their friends after the seminar. Fatin however disagreed and asserted that students should ask questions if they did not understand the academic content well. Qaisara, Puspa and Semek also shared that their lack of English language proficiency influenced their lack of contribution which was not the case for Fatin and Ming. Being marginalised as an international student was one of the reasons Semek did not contribute to the seminar discussions in contrast to Qaisara who felt the need to contribute. The findings of this study suggest that academic institutions should be flexible in encouraging students to be engaged in seminars as coming from different educational background, these students may require additional help to socialise in academic setting and consequently become expert members.

Strategies and Leadership Values in Obama's Apology Discourse

Susanna Bithiah Varma, Shamala Paramasivam & Vahid Nimehchisalem (2020)

Open Linguistics, 6, 463-481

Abstract: This study analyses leadership apologies to gain insights into effective leadership performance from the perspective of apologising. The study explores Obama's leadership qualities that are projected through his apology discourse mainly the strategies used to construct his apologies and values that emerge from them. The study concluded that leadership should be versatile for a leader to be able to perform efficiently in crucial situations. It is important for a leader to have the ability to blend strategies to display good values to perform the speech act of apology well because in doing so, they will be able to bind themselves in good rapport with their followers which creates unity in the relationship. The significance of the study can be viewed in the potential to reframe apology as an empowering act that can positively impact leaders' image rather than an act that is viewed as taboo or ineffective for leadership.

JOURNAL ARTICLES

The Relationship between Collocation Competence and Writing Skills of EFL Learners

Bilan Mohamad Abdi & Adlina Ariffin (2020)

Asian Journal of English Language and Pedagogy, 8(1), 41-52

Abstract: This paper aims to highlight the importance of collocations in learning English as a foreign language. Learning collocations is deemed crucial for it enables EFL learners to position words in suitable context and use them appropriately. A word may not be correctly utilised or understood unless one is familiar with the immediate context in which the word is used. Furthermore, collocations are regarded as an important factor in communicative competence and in determining learners' level of proficiency (James, 1998; Nation, 2001). The current study aimed to explore the effects of students' knowledge of collocation on their writing production. The participants were 20 Djiboutian postgraduate students undergoing their studies in one of the higher learning institutions in Malaysia. Using a multiple-choice test consisting of 60 items and a writing test, this study sought to investigate the correlation between lexical collocation knowledge and writing skills of the Djiboutian students. The results from the study revealed a positive correlation between the collocational knowledge and writing production. It was also found that Djiboutian EFL learners did have difficulties in English lexical collocations. These findings corroborated the need for EFL students to learn lexical collocations in order to develop their writing skills. The outcomes of this study provide useful lessons to foreign language learners, teachers, curriculum designers and material developers in the teaching and learning of English as a foreign language.

Collocation Networks and Covid-19 in Letters to the Editor: A Malaysian Case Study

Siti Aeisha Joharry & Syamimi Turiman (2020)

Asia Pacific Journal of Corpus Research, 1(1), 1-30

Abstract: The present study examines language used to talk about the global coronavirus pandemic during a three-month period of movement control order in Malaysia. More specifically, a corpus of online letters to the editor of a local popular national newspaper was collected during the time in which the official quarantine instruction was initiated, resulting in a total of 303 online letters written by Malaysians that were analyzed through use of corpus linguistics techniques. For this purpose, the latest version of #LancsBox 5.0 (Brezina et al., 2020) is used to analyze patterns of language surrounding the portrayal of Covid-19 and further visualizing them by use of collocation networks. Findings present 25 statistically significant collocates that share an interesting relationship in revealing what the letters are about and thus, reflecting how Malaysians perceive and receive news about the pandemic during this time. Recurring topics and expressions include describing the virus in terms of metaphorical use of language (Covid-19 does not discriminate), preparing for an economic fallout (Prihatin Economic Stimulus Package), and preference to associate Covid-19 as a pandemic (impacts of the Covid-19 pandemic) rather than an outbreak (first/second/third wave of the outbreak). Implications of the study resonates with findings from Azizan et al. (2020) where constructions of positive discourse among Malaysian writers may reflect the culture and society that make up the nation.

JOURNAL ARTICLES

Power and Voices of Authority in the Media Narrative of Malaysian Natives: Combining Corpus Linguistics and Discourse Analysis Approaches

Habibah Ismail, Hazleena Baharun, Hazlina Abdullah & Siti Norzaimalina Abd Majid (2020)

3L: Language, Linguistics, Literature, 26(2), 50-66

Abstract: Orang Asli is a group of indigenous people who live according to a set of lifestyle and belief system and speak the native language. Previous studies have found that the Orang Asli are mostly depicted in the news media as backwards and dependent on others (Marlina Jamal & Shakila Abdul Manan, 2016). Such stereotypical depiction is shared with other research undertaken in various countries, particularly those in Canada or Australia. While many of these studies analysed findings from the media and communication or socio-cultural perspectives, the present study examines the representation of Orang Asli in Malaysian news/media by focusing on the use of language, i.e. linguistic viewpoint. The examination undertaken in this study focuses on headlines and lead paragraphs of one of the most influential English language newspapers in Malaysia. This study demonstrates the synergy of two methodological approaches in linguistics namely critical discourse analysis and corpus linguistics. Our main findings show how Orang Asli is consistently depicted around stereotypical news narratives such as issues of land rights and other resources. We also found that the voices of Orang Asli leaders are overshadowed by other authorities such as the state government. Thus, this study contributes to shed light on the linguistics resources and language patterns used to portray the Orang Asli in Malaysian newspapers.

Bilinguals' Processing of Lexical Cues in L1 and L2: An Eye-Tracking Study

Irwan Tham, Meng Huat Chau & Siew Ming Thang (2019)

Computer Assisted Language Learning

Abstract: This study seeks to understand how bilinguals process texts with lexical cues in their first language (L1) and second language (L2) using an eye-tracking methodology. Quantitative data were obtained from an eye-tracker and a post-test, while qualitative data were gathered through interviews with the participants. The findings from the eye-tracking results indicate that the participants' fixations were similar on novel words accompanied by their L1 cues and those accompanied by their L2 cues. When comparing the participants' fixation on L1 and L2 cues, the findings show that the participants spent similar time on both types of cues. The use of L1 cues leads to a similar amount of acquisition of novel words when compared to the use of L2 cues. The study makes two contributions to research in language learning: Methodologically, the use of eye-tracking is discussed along with how it may be triangulated with other methods for studying language processing. Empirically, the study sheds light on how bilinguals process cues in their L1 and L2. Implications for future research and classroom practice are considered.



MAAL MEMBER RESEARCH PROJECTS

Here are some on-going research projects by MAAL Members.

A STUDY OF JAPANESE GLOBAL JINZAI PRACTICES FOR EMPLOYABILITY OF NEW GRADUATES IN JAPANESE, MALAYSIAN AND VIETNAMESE WORKPLACES (2021-2022)

Sumitomo Grant 2020

Grant Amount: USD 8,000

Principal Investigator:

Dr. Ena Bhattacharyya, Universiti Teknologi PETRONAS (UTP)

Collaborators:

Associate Professor Nguyen Chi Nghia from Aomori Chuo Gakuin University, Japan

Ho Thi Thao Nguyen, Senior International Officer, FPT University, Vietnam

Abstract

The aim of all educational institutions is to ensure the employability of new graduates as employees in the working world. Despite institutional employability initiatives, global unemployment has increased to 4% to 6.9% including Malaysia and Vietnam (Malaysian Reserve, 2020; New Straits Time, 2020). One plausible factor would be the implementation of Japanese “Global Jinzai” (Global Human Resources) skill set requirement, spearheaded by the Japanese Ministry of Economy, Trade, and Industry (METI)’s Council with emphasis on graduate attribute, attitude and global intercultural competence among its new graduates. This study is timely as it documents Japan’s new graduates’ resilience, when some companies in Malaysia and Vietnam struggle to increase graduate global competitiveness in curbing unemployment, especially during the pandemic fallout. The study aims to explore the suitability of necessary skill sets, and how such skills can be emulated in ASEAN workplaces, such as in Vietnam and Malaysia. The exploratory study is expected to identify the promoting and hindering factors as well as provide implications for global human resource development in Japan, Malaysia, and Vietnam.

Contact: ena_bhattacharyya@utp.edu.my

THE IMPACT OF COVID-19 ON MALAYSIAN HIGHER EDUCATION AND ECONOMICS (2021-2023)

MSU Research Seed Grant

Grant Amount: RM 20,000

Principal Investigator:

Dr. Mohammed H. Al Aqad, Management & Science University

Collaborators:

Arun Kumar Tarofder, Management & Science University

Professor Azirah Hashim, University of Malaya

Abstract

This research project investigates the 2019–20 coronavirus pandemic that affected educational systems worldwide, leading to the widespread closures of schools and universities. As of 16 March 2020, governments in 73 countries have announced and implemented school closures, including 56 countries which closed schools nationwide and 17 countries with localized school closures. Country-wide school closures have affected over 421 million learners globally while localized school closures have put over 577 million learners potentially at risk. Thus, the objective of this research is to examine the impact of Covid-19 pandemic on the higher education system in Malaysia. According to data released by UNESCO on 10 March, school and university closures due to Covid-19 have left one in five students out of school globally. The researchers provide in our discussion a typology of the types of responses currently undertaken and assess the agility of higher education in preparing for the pandemic.

The aim of this paper is to discuss university responses across the world. The goal is to support a knowledge sharing activity across a balanced sample of universities. This manuscript adopts a desktop analysis approach with careful consideration as to the quality of the information source. To create an effective and rigorous status update for universities globally, it is critical that the researchers seek to use reliable sources given the general fluctuation of information regarding Covid-19. To ensure transparency, the researchers use 150 sources, and provide a summary of sources used. The findings from this study make several contributions to the current literature of Covid-19.

Keywords: Covid-19, Malaysian higher education, economics, school closures.

Contact: alakkadmohmad@yahoo.com

BUILDING SOCIAL RESEARCH CAPACITIES IN HIGHER EDUCATION INSTITUTIONS IN LAO PDR AND MALAYSIA (BRECIL) (2017-2021)

Erasmus+ KA2 Capacity Building in Higher Education Joint Project

Grant Amount: 681,035.00 euros

Principal Coordinator:

Professor Dr. Azirah Hashim, University of Malaya

Abstract

BRECIL is a project acronym for 'Building Social Research Capacities in Higher Education Institutions in Lao PDR and Malaysia'. It is a multi-partner project led by University of Malaya. Partner universities in ASEAN are Universiti Utara Malaysia, National University of Laos and Souphanouvong University, Laos. Partner universities in Europe are University of Gothenburg, Sweden; University of Groningen, the Netherlands; and International University SDI, Munich, Germany.

• Main Objective:

- To develop human capital and facilitate individual learning and institutional mechanisms in Social Science research in HEIs in Malaysia and Lao PDR through research training and capacity building, including research governance

• Specific Objectives:

- To develop and empower researchers to design and undertake research, write up and publish findings and inform policy (Knowledge- DEV1)
- To develop good governance by enhancing the capacity of research departments and teams in universities (Governance- DEV2)
- To create a sustainable research capacity building programme including the utilization of ICT technologies (ICT/Technology- DEV3)

Impact of Project:

Individuals:

Academics: attitudes and mindset changes; enhance teaching; knowledge transfer; quality research.

Students: different ways of learning; acquisition of knowledge and skills.

Institutional: Universities/Higher Education Institutions: Changes in research infrastructure; enhanced functions and mechanisms; personnel and human development; good research governance according to local circumstances.

National: Policy makers: Effective dissemination of results; dialogues and stakeholders' consultations; meeting the nation's higher education needs.

Regional: ASEAN 2025: People-to-people connectivity; intra-ASEAN mobility of students and scholars; community-building; researchers' network; common higher education area; socio-economic impact on ASEAN nations; intercultural benefits.

BITS & BYTE



Professor Dr. Azirah Hashim, Faculty of Languages and Linguistics, has been appointed to the position of Humboldt Ambassador Scientist, Alexander von Humboldt Foundation, Germany from February 1, 2021 to January 31, 2024.

Humboldt Ambassador Scientists support the Alexander von Humboldt Foundation (<https://www.humboldt-foundation.de/>) by disseminating information on the Foundation's sponsorship programmes and by acting in an advisory capacity to the Foundation. As Ambassador Scientist, Azirah will be giving talks on the Foundation's programmes, organising networking events and sharing her Humboldt experiences throughout the three-year appointment. The Foundation promotes scientific collaborations between excellent foreign and German researchers. It supports qualified researchers from all over the world in several of their programmes.



Professor Dr. Azirah Hashim has been awarded a Senior Fellowship, Marie Skłodowska-Curie FCFP, for a research stay at the Freiburg Institute for Advanced Studies, Albert-Ludwigs Universität Freiburg in Germany for the 2021/2022 academic year. The Marie S. Curie FCFP is co-financed by the European Union through the Horizon 2020 research and innovation programme “Marie Skłodowska-Curie Action, People, Co-funding of regional, national and international programs (COFUND)” and the state of Baden-Württemberg.

The Marie S. Curie FCFP addresses excellent researchers from all disciplines, including the humanities, social sciences, natural sciences, medicine and engineering. Under the Marie S. Curie FCFP, incoming fellows are placed within the strongest and most competitive research areas of the University of Freiburg.

Prof. Azirah is from the Faculty of Languages and Linguistics and an Associate at CARUM, Asia-Europe Institute.

HAPPENINGS

Embarking on a Ph.D. Journey: Challenges and Opportunities

Organised by Akademi Pengajian Bahasa, UiTM Johor, Kampus Pasir Gudang

Invited Speakers:

Dr. Aminabibi bte Saidalvi
Ph.D. in TESL
(Universiti Teknologi Malaysia, Skudai)

Dr. Mohammad Nor Afandi Bin Ibrahim
Ph.D. in English Language and Linguistics
(University of Wollongong, Australia)

Moderator: Dr. Normah binti Ismail

February 25
Thursday
2.30 p.m. - 4.30 p.m.

UiTM Johor YouTube Live Streaming

Contact Person: Nurul Nadiah 012 6467929

REPS - APPLS 2021: Guest Lecture Series

SYSTEMIC FUNCTIONAL LINGUISTICS: OVERVIEW AND APPLICATIONS IN ACADEMIC WRITTEN DISCOURSE

Speaker:
Dr. Mohammad Nor Afandi bin Ibrahim,
Akademi Pengajian Bahasa, UiTM Melaka

2 May 2021 | Sunday
10.00-11.30am

Platform: Zoom
<http://tiny.cc/SFL2May21>

ORGANIZED BY:
OFFICE OF DEPUTY DEAN,
RESPONSIBLE RESEARCH AND INNOVATION,
KULIYAH OF LANGUAGES AND MANAGEMENT,
IUM.

Dr. Mohammad Nor Afandi bin Ibrahim, Akademi Pengajian Bahasa, UiTM Melaka was invited to give a talk on 'Embarking on a Ph.D. Journey: Challenges and Opportunities' on the 25th of February 2021. This event was organised by the Akademi Pengajian Bahasa, UiTM Johor, Pasir Gudang Campus.

I-ROLE 2021
INTERNATIONAL CONFERENCE OF RESEARCH ON LANGUAGE EDUCATION 2021 - VIRTUAL CONFERENCE

23 & 24 MARCH 2021
AKADEMI PENGAJIAN BAHASA
UNIVERSITI TEKNOLOGI MARA
CAWANGAN MELAKA

ENGAGING IN CHANGE: EMPOWERING LINGUISTICS, LITERATURE AND LANGUAGE

WORKSHOP FOR STUDENTS

DAY 1 - TUESDAY | MARCH 23, 2021 | 3:00 - 4:30 PM
SPEAKER: Assoc. Prof. Dr. Afiza Mohamad Ali
(International Islamic University Malaysia)
WORKSHOP 1: 'Communicating in the Future: Career Prospects for Graduates in English Language for Professional Communication'

DAY 2 - WEDNESDAY | MARCH 24, 2021 | 3:00 - 4:30 PM
SPEAKER: Dr. Ena Bhattacharyya
(Universiti Teknologi PETRONAS Malaysia)
WORKSHOP 2: 'Pitching Business Presentations With Academic Discourse'

Workshop Fee
Payment by MFR (Malaysian Ringgit) currency through Local Order (LO) / Banker's Cheque / Electronic Fund Transfer.
Beneficiary Name: Bendahara UiTM Kampus Melaka
Bank Name: Bank Islam Malaysia Berhad
Account No.: 6402 4010 0179 52
Swift Route Code: BSMIMYKL
Amount: RM20
Reference: I-ROLE2021 Students' Workshop (name)

*Please be informed that we do not accept payment via cash deposit machine. After performing the wire transfer, please attach a copy of the transaction in the workshop registration link in our official website. All bank charges are to be borne by the participant. Payments made are NOT refundable.

Visit us at <https://irole2021.iuim.edu.my> for more details.
Contact our Secretariat:
Dr. Mohammad Nor Afandi: +60126846076
Pn. Nurul Azzah: +60199699983
CA Nurul Azzah: +60149724987

ORGANIZERS:
UNIKES
UiTM
UTeM

STRATEGIC PARTNER:
UTeM

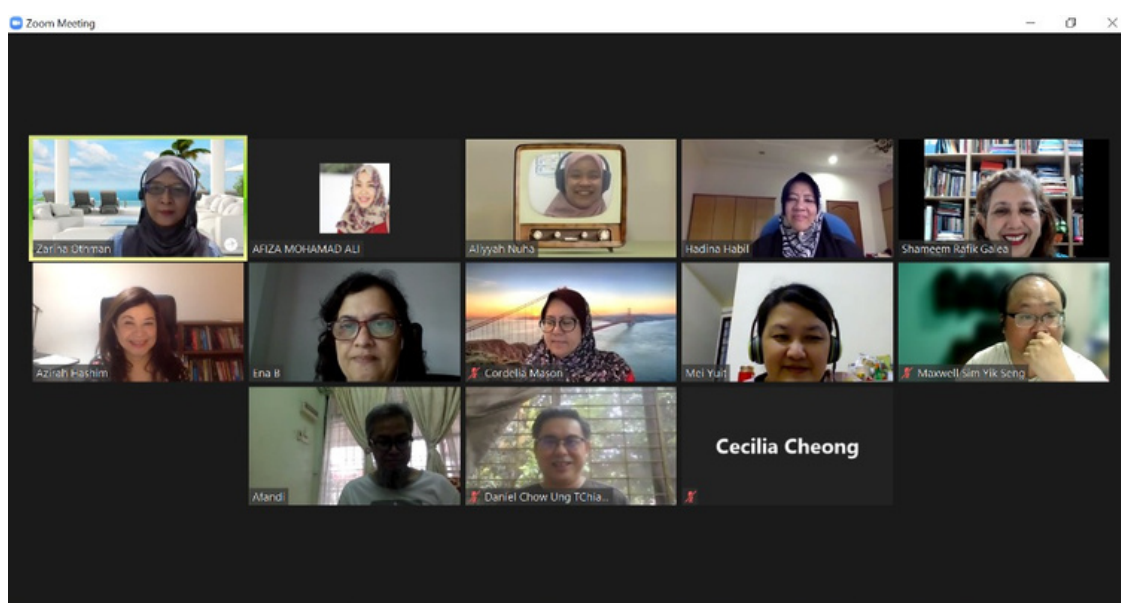
Associate Professor Dr. Afiza Mohamad Ali, International Islamic University Malaysia (IIUM) and Dr. Ena Bhattacharyya, Universiti Teknologi PETRONAS (UTP) delivered workshops entitled 'Communicating in the Future: Career Prospects for Graduates in English Language for Professional Communication' and 'Pitching Business Presentations With Academic Discourse' on the 23rd and 24th of March 2021. These workshops were organised by Akademi Pengajian Bahasa, UiTM Melaka in conjunction with the International Conference of Research on Language Education 2021 (23-24 March 2021).

MEETINGS

The MAAL Executive Committee's Meeting 1/2021 on 24 April 2021.



The MAAL Executive Committee's Meeting 2/2021 on 20 June 2021.



MEETINGS



The AILA 60th Anniversary World Congress Lab 2024 with MAAL's partners - MyCEB, Pico and KLCC was held on the 2nd of April 2021 at KLCC. Representatives from MAAL were Prof. Shameem, Dr. Cordelia, Dr. Daniel and Dr. Cecilia, while Prof. Azirah attended it virtually.

MOVERS AND SHAKERS



Dr. Ang Pei Soo

Faculty of Languages and Linguistics, University of Malaya

<https://www.thestar.com.my/opinion/letters/2019/11/27/presenting-better-images-of-disability>

THE STAR, WEDNESDAY 27 NOVEMBER 2019

Views 17

Presenting better images of disability

IT is encouraging to note that the media (print, broadcast and Internet) in Malaysia is giving more attention to disability issues. With the forthcoming International Day of Persons with Disabilities (Dec 3), it is a good time to assess the impact of such efforts, in particular the depiction of disability through images.

The theme of the observance for 2019, "Promoting the participation of persons with disabilities and their leadership: taking action on the 2030 Development Agenda", is concerned with promoting the participation and leadership of persons with disabilities (PwDs).

To give them more voice and involvement in decision-making, we, as a group of linguistics researchers, would like to share views from PwDs and their stakeholders (with whom we have been interacting throughout our research projects for more than 15 years) on how to better represent and empower them through images in the media.

Firstly, PwDs should be depicted in an "agentive" or "participatory" manner, reflecting their capability of being independent and taking charge of their lives. Although

some PwDs may still require long-term support, they should not be painted in a passive, pitiful or dependent light.

While the reality can be difficult and many PwDs live in poverty, they should be presented as individuals leading a dignified life and able to have families of their own, according to a World Health Organisation (WHO) Geneva officer who was interviewed.

Group photos should depict every member of the group as a unique individual. Avoid the "they-all-look-the-same" kind of homogenised representations which categorically mark people by biological or cultural signs.

Wheelchair users assert that a wheelchair is not to be perceived as a limitation but a representation of accessibility, mobility and independence. Images of people on wheelchairs should be captured at eye level, not with a top-down angle.

When the images are viewed, this will present them as equals with the viewers. Any non-disabled positioned in the same row with wheelchair users should be seated together, not standing next to a wheelchair, again to present them

all as equals.

Blind research participants have commented that while they could not see, they are aware that visually impaired people are often captured in stereotyped ways.

Frontal, close-up shots that draw attention to their eyes must be avoided as well as representing them by using only pictures of the white cane and tactile walkway.

Blind persons also want us to know that training is needed to use the white cane. It is not merely about picking up a cane and fumbling to find one's way.

They also feel that there is a tendency to capture them on the road from a distance without informing them. This not only makes them appear "lost" on the street but also creates an inaccurate portrayal of the experience of blindness. Therefore, please ask before taking images of a blind person.

For a posed shot, photographers should provide voice cues so that blind persons know where to face based on the source of the voice.

A prominent Deaf linguist has remarked that "the media love our beautiful hands". Our local Deaf community prides themselves on being a linguistic minority that

signs the Malaysian Sign Language and this ought to be respected.

A former Deaf leader of an NGO also advises that images of children with cochlear implant devices should be avoided.

Carers and NGOs advocating for children with autism are also urging for a balance in the exposure of those with special talents and those without. An NGO representative has commented that there have been parents who brought their children to the centre, expecting them to be transformed into one of the savants highlighted in media reports.

Adults experiencing non-visible conditions such as communication difficulties and degenerative conditions, including Alzheimer's, Parkinson's disease and multiple sclerosis, often feel that images do not fully tell their lived experiences. The difficulties faced may not be fully understood by others, resulting in a lack of consideration for their well-being.

Also, they are often depicted with other accompanying adults. This highlights their dependence and reduces their rights when it comes to decision-making that directly affects them.

Images should also include younger people with such non-visible conditions to increase the awareness of young onset (below 40 years of age).

Mental health issues are almost always typified by the "head clutcher" image – a lonesome person with the hand covering the eyes or face, looking downward and depicted against a dark or gloomy background.

World Health Organisation officials in Geneva said we should encourage more images of them seeking help and being with others. This would help motivate them to do something about their issues.

In progressing towards a rights-based Malaysian agenda for PwDs, social perception of disabilities ought to be checked.

The media plays an important role in supporting inclusivity and equity for PwDs through images that do not perpetuate stigmatisation.

DR ANG PEI SOO
DR LEE LA KORAN
DR YEO SIANG LEE
Faculty of Languages and
Linguistics
Universiti Malaya

FOOTPRINTS OF AILA PRESIDENT

SEA TALKS #40

27/ APRIL 2021
16.00 - END
Jakarta Time

zoom
Meeting ID: 972 6067 3878
Passcode: 27042021

SOCIAL SCIENCE
IN THE AGE OF
TRANSFORMATION AND DISRUPTION
ITS RELEVANCE, ROLE AND CHALLENGE
"Social Sciences in Southeast Asia: An Anthropological Perspective"

SPEAKER
Prof. Judith Schlehe
University of Freiburg

DISCUSSANT
Prof. Azirah binti Hashim
University of Malaya & FRIAS,
University of Freiburg

MODERATOR
Dr. Vissia Ita Yulianto
CESASS, Universitas Gadjah Mada

BOOK DISCUSSION SERIES #4

Center for Southeast Asian Social Studies
Universitas Gadjah Mada

PUSAT PENGUSULAN IDEAS PERGURUPURUS TINGGI

UNI FREIBURG

Research in Social Sciences in Southeast Asia: An Anthropological Perspective, University of Freiburg and Centre for Southeast Asian Social Studies, Gajah Mada University, 27 April 2021

Professor Dr. Azirah Hashim was a discussant for a book discussion series organised by the Centre for Southeast Asian Social Studies, Gajah Mada University and University of Freiburg on the 27th of April 2021. The speaker was Professor Judith Schlehe from University of Freiburg who spoke about Social Sciences in Southeast Asia from an anthropological perspective.

WORKSHOPS



ASEM Education Action Plan 2030 - Workshop 4
Lifelong Learning Including Technical and Vocational Education & Training
 9 February 2021 9.30-12.30 (CET)



Keynote by Renee Tan (Director for Research, Institute for Adult Learning Singapore)

Panel of Experts



Séamus Ó Tuama
 ASEM Lifelong Learning
 Hub Chair and Director of
 ACE (Adult Continuing
 Education) at University
 College Cork



Nur Sahara Sadik
 Assistant Director, Institute
 for Adult Learning
 Singapore; ASEM Research
 Network 2



Georgios Zisimos
 Senior Expert on EU
 Policies on Education and
 Training, European
 Training Foundation



Shanti Jagannathan
 Principal Education
 Specialist, Sustainable
 Development and Climate
 Change Department, Asian
 Development Bank



Olga Oleynikova
 Director of
 Centre for VET Studies,
 Coordinator of the
 Erasmus+ programme in
 Russia



Moderated by Prof. Azirah Hashim (Principal coordinator, Jean Monnet Centre of Excellence, Asia-Europe Institute)

Professor Dr. Azirah Hashim moderated the Asia-Europe Meeting (ASEM) Education Plan 2030 workshop on lifelong learning including technical and vocational education and training on the 9th of February 2021. A panel of experts with complementary fields of expertise looked at the role that ASEM Education Process can and should play in raising the profile of lifelong learning including TVET. They presented the state of play and future perspectives of the programmes and initiatives they are involved in.

<https://www.asem-education.org/events/general/workshop-4-action-plan-2030-lifelong-learning-lll-including-technical-and-vocational-education-training-tvet>

WORKSHOPS



Asia-Europe Meeting
ASEM Education

ASEM Education Action Plan 2030 - Workshop 3
Fostering Transversal Skills
2 February 2021 9.30-12.30 (CET)

Keynote by Francesca Helm (Researcher, University of Padova)

Panel of Experts

Prof. Azirah Hashim
Principal coordinator, Jean Monnet Centre of Excellence, Asia-Europe Institute (AEI)

Brikena Xhomaqi
Director, Lifelong Learning Platform

Prof Lee Wing On
Executive Director Institute for Adult Learning Singapore (IAL)

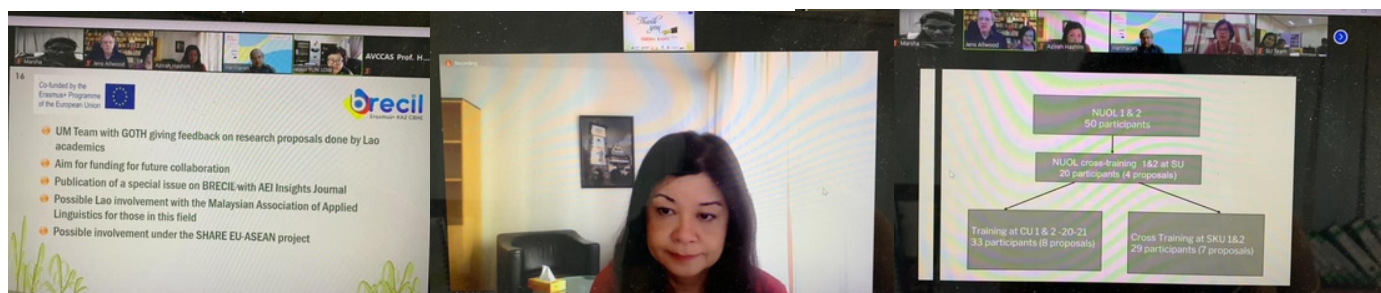
Denis Barrett
Cork Learning City Co-coordinator; Coordinator ASEM Research Network 6 "Learning cities & regions"

Moderated by Manuela Prina (Head of the Skills Identification and Development Unit, ETF)

Professor Dr. Azirah Hashim participated in the Asia-Europe Meeting (ASEM) Education Plan 2030 workshop on fostering transversal skills on the 2nd of February 2021. She was a part of a panel of experts with complementary fields of expertise who looked at the role that ASEM Education Process can and should play in fostering transversal skills. She presented the state of play and future perspectives of the programmes and initiatives she is involved in.

<https://www.asem-education.org/events/general/workshop-3-action-plan-2030-transversal-skills>

ACTIVITIES



Building Social Research Capacity in Higher Education Institutions in Malaysia and Lao PDR (BRECIL) Roundtable, 23 February 2021

Professor Dr. Azirah Hashim participated in a roundtable discussion of the Erasmus+ Capacity Building in Higher Education (CBHE) Project, Building Social Research Capacity in Higher Education Institutions in Malaysia and Lao PDR (BRECIL) on the 23rd of February 2021. Together with Professor Sarinah Low, both of them presented on University of Malaya's achievements, problems and solutions within the BRECIL consortium.

43. JAHRESTAGUNG DER DEUTSCHEN GESELLSCHAFT FÜR SPRACHWISSENSCHAFT

MODEL AND EVIDENCE

Language Policies in Higher Education : A Comparison of Europe and Southeast Asia, 43rd Annual Conference of the German Linguistic Society (DGfS): Modelling and Evidence, University of Freiburg, Germany, 23 – 26 February 2021

Professor Dr. Azirah Hashim (University of Malaya, during her fellowship at the FRIAS, the Freiburg Institute of Advanced Studies) presented her view on the role of the national language(s) vis-à-vis English as the (primary) language of academic instruction and the special role that professional linguists should (or should not) play in devising relevant language policies. Azirah Hashim is a leading researcher of English in higher education in Southeast Asia.

ACTIVITIES

AKEPT-SEAMEO RIHED

ROUNDTABLE DISCUSSION

Wednesday
10 March 2021
2 pm | GMT+8

AGENDA

- 2:00 pm **Commencement of roundtable discussion**
Short welcoming remarks by AKEPT and SEAMEO RIHED representatives
- 2:15 pm **Presentation Session 1**
Professor Dato' Dr. Norzaini Azman
"Higher Education Leadership Training Need Assessment in ASEAN Countries"
- 3:00 pm **Presentation Session 2**
Professor Dr Azirah Hashim
"Higher Educational Leadership Policies in SEAMEO Member Countries: Malaysia, Singapore, Thailand, Indonesia and Lao PDR"
- 3:45 pm **Discussion**
Q&A Session
- 4:30 pm **Adjourn**



Professor Dato' Dr. Norzaini Azman
Professor, Centre of Education Leadership & Policy (UKM) and Chairman of The Malaysian Society for Research and Higher Education (HE) Policy Development (PenDaPat)



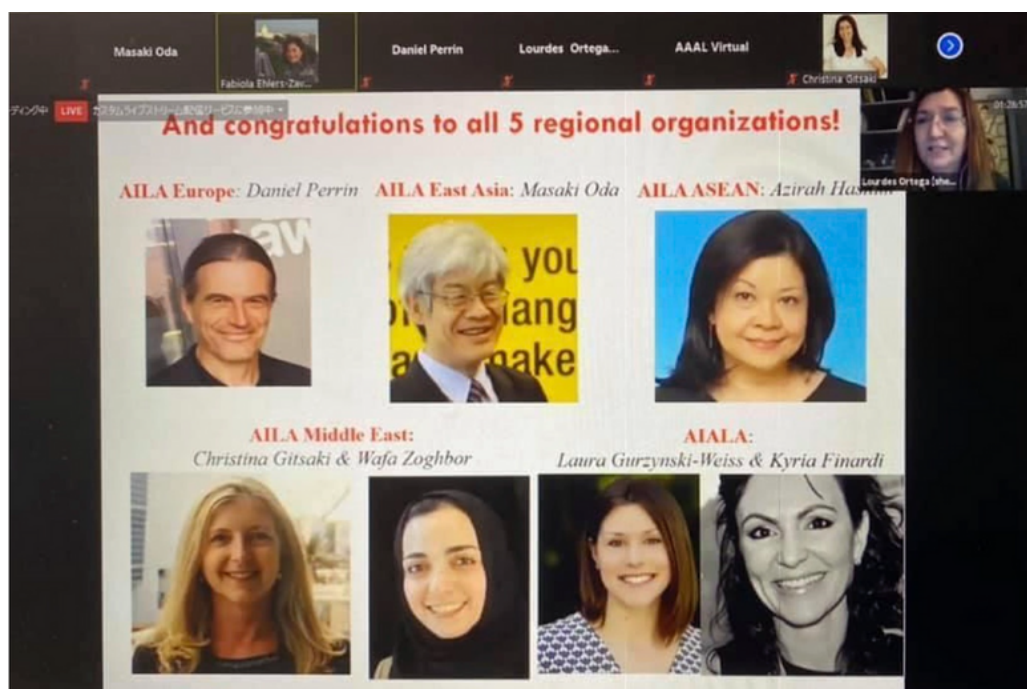
Professor Dr Azirah Hashim
Former Executive Director of Asia-Europe Institute University of Malaya and FRIAS Senior Fellow and Alexander von Humboldt Fellow Freiburg Institute for Advanced Studies (FRIAS), University of Freiburg






Professor Dr. Azirah Hashim participated in the AKEPT-SEAMEO RIHED roundtable for higher education leaders in Southeast Asia held on the 10th of March 2021. She presented on a project carried out under AKEPT entitled 'Higher Educational Leadership Policies in SEAMEO Member Countries: Malaysia, Singapore, Thailand, Indonesia and Lao PDR'. Findings from this and other studies and feedback from leaders will contribute towards the development of a higher education leadership programme at AKEPT for SEAMEO higher education leaders.

AILA ASEAN NEWS

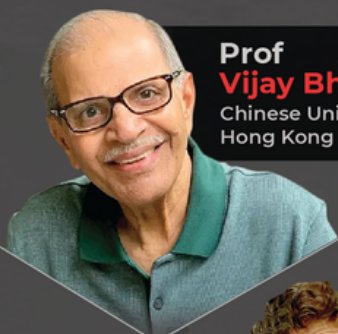


American Association of Applied Linguistics (AAAL) 2021 Virtual Conference
Regional organizations in applied linguistics: The power of multilingual perspectives (Joint Session AILA@AAAL), 23 March 2021

Professor Dr. Azirah Hashim was invited to present in a colloquium on ‘Regional organizations in applied linguistics: The power of multilingual perspectives’ at the American Association of Applied Linguistics (AAAL) 2021 Virtual Conference on the 23rd of March 2021.

The colloquium highlighted the unique motivation and efforts in each of the five International Association of Applied Linguistics (AILA) regional organizations as well as the singular foci that unite them all: a drive to demonstrate that multilingual perspectives in applied linguistics research will always offer a more complete view of and service to all languages and speakers, and the conviction that the increasing viewpoints with which one can engage, the more inclusive and progressive the world will be. Prof. Azirah presented on ‘Transdisciplinarity, multilingualism and global challenges: 3 years of AILA ASEAN’, the ASEAN network of five applied linguistics associations which are affiliates of AILA. She is the Vice-President of AILA and the coordinator of AILA ASEAN.

KEYNOTE SPEAKERS



**Prof
Vijay Bhatia**
Chinese University of
Hong Kong



**Prof
Andrew Moody**
University of Macau



**Prof
Lorna Carson**
Trinity College Dublin
University of Dublin



**Dr.
Susanto Saman**
Bandar Lampung
University, Indonesia



THE 2ND MALAYSIAN APPLIED LINGUISTICS ASSOCIATION INTERNATIONAL VIRTUAL CONFERENCE (MAALIC 2021)

8-10
SEPTEMBER 2021

THEME

Applied Linguistics Research
and Practices in a VUCA World:
**Embracing Digitalization,
Challenges, and New Norms**

REGISTER HERE

maalic.maal.org.my/registration-payment/



FEATURED PANEL/ SYMPOSIUM

AILA-ASEAN Symposium

Applied Linguistics Research and Practices in a changing world: Perspectives from Southeast Asia (Led by Prof Azirah Hashim)

MAAL Postgraduate Symposium

Postgraduate Symposium by MAAL Young Researchers Outreach (MYRO)
(Led by Aliyyah Nuha Faiqah Azman Firdaus)

MAAL Featured Panel

Leading in A VUCA World—The Role of Language and Communication
(Led by Asst Prof Radhika Jaidev & Assoc Prof Dr Cordelia Mason)

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Malaysian Association
of Applied Linguistics



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FINAL NOTE

Thank you everyone for your contribution. We welcome more updates from you in the next MAAL In Touch In Tune. Until then, stay safe.

Down Memory Lane at MAALIC 2018.



ing together different expertise; strengths etc

