MAAL
IN TOUCH IN TUNE

EXCLUSIVE INTERVIEW
- **Daryl Albright**

LANGUAGE INCLUSIVITY & DIVERSITY
- **Neurodiversity and inclusion in Malaysia's English foreign language classrooms**
- **How to challenge Anglocentricity in academic publishing**
- **Multilingual education in Malaysia: how far have we achieved towards inclusive and equitable quality education**
- **Inclusive language policies provide a home for all languages to prosper**

APPLIED LINGUISTICS & THE SDGs
- **Applied linguistics and the Sustainable Development Goals**

- **Pandemic Lexicon**
- **Top 10 most spoken languages in the world**
- **Upcoming jobs**

Malaysian Association of Applied Linguistics (MAAL) In Touch In Tune Year 2022 Issue 1

Theme:

Applied Linguistics & the SDGs
Language Inclusivity & Diversity

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EDITORIAL

Welcome everyone to the Malaysian Association of Applied Linguistics (MAAL) In Touch In Tune Year 2022 Issue 1. The gazette features exciting works and journey of featured Applied Linguists. The issue includes several sections such as Young Academic Spotlight, Young Writer Spotlight, Bits & Bytes, Language Inclusivity and Diversity, Applied Linguistics and the Sustainable Development Goals, Fascinating Facts, MAAL events, Upcoming Jobs, MAAL Members' Contribution and other interesting contributions. The issue features personalities like Daryl Albright anak Doubless in the Young Academic Spotlight section. As MAAL advocates sustainability in tandem with the United Nations aspiration, we also feature works related to Applied Linguistics and the Sustainable Development Goals elegantly written by Professor Emeritus Dr Azirah Hashim, who is the President of the International Association of Applied Linguistics (AILA) as well as the Founding President of MAAL. At MAAL. We embrace diversity and inclusivity which is imperative as languages provide a bridge for building relationships whilst celebrating differences. The Gazette brings to you, discussions under the language diversity and inclusivity theme that touches on the languages of the indigenous communities in Malaysia, by Dr Jeannet Stephen from the Borneo Research Institute for Indigenous Studies, Universiti Malaysia Sabah. Under the same theme, Distinguished Professor Ingrid Piller from Macquarie University, Australia, features as article titled: How to Challenge Anglocentricity in Academic Publishing. Multilingual Education in Malaysia is also discussed in depth by Wong Kin Tat. An interesting article on Neurodiversity and Inclusion in Malaysia's English Foreign Language Classrooms is contributed by Assoc. Prof. Dr. Jennifer Yphantides, Soka University, Tokyo, Japan. Dr Melissa Wong from Taylor's University provides an interesting analysis on Pandemic Lexicon. This issue presents exciting contributions of a series of articles that are eye-opening and stimulating. May all readers find this issue enlightening.

Assoc. Prof. Ts. Dr. Shahrina Bt Md. Nordin
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MAAL In Touch In Tune Year 2022 Issue 1

Head of Corporate Communications & Branding Committee
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WHO WE ARE

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Azirah Hashim, Ph.D, is a Professor Emeritus at the Faculty of Languages and Linguistics, Universiti Malaya (UM). Her research interests include English in Southeast Asia and ASEAN, Language and Law and Higher Education in ASEAN. Recent publications include English in Southeast Asia and ASEAN: Transformation of Language Habitats, Routledge, 2021 and Asia and Europe in the 21 st Century: New Anxieties, New Opportunities, Routledge, 2021. She is on the Editorial and Advisory Board of several journals such as English Today, World Englishes, Asian Journal of Applied Linguistics, GEMA Journal of Language Studies and Journal of Asia-Europe Insights. She is President of the International Association of Applied Linguistics (AILA) from 2021-2024 and Humboldt Ambassador Scientist of the Alexander von Humboldt Foundation, Germany from 2021-2024.

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Shameem Rafik-Galea, PhD, is presently a Professor of Applied Linguistics and TESOL at SEGI University. Professor 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 at UCSI University from 2018 to 2019 before embarking on a career as a consultant and her current position. Professor Shameem's experience as an educator and academic spans over 35 years. Her research interests are in the areas of ESP, ELT, Discourse Studies, and Language Use and Acquisition, including Language in the Workplace. Professor Shameem is the current President of the Malaysian Association of Applied Linguistics (MAAL).

Assoc. Prof. Dr. Cordelia Mason - Vice-President 1

Cordelia Mason, **PhD**, is an Associate Professor and the Director of YAYASAN UNIKL-a foundation established by Universiti Kuala Lumpur. She was an Honorary Associate Director of Sejahtera Leadership Initiative, a member of the Board of Examiners 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 1 of the Malaysian Association of Applied Linguistics (MAAL).

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Zarina Othman, PhD, 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 in the United Kingdom. Her research interests include the study of Written and Spoken Discourse, Linguistics Sexism, and Language Teaching and Communication. Associate Professor Dr. Zarina is the Vice-President 2 of the Malaysian Association of Applied Linguistics (MAAL).

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Cecilia Cheong Yin Mei, PhD, is affiliated with the English Language Department, Faculty of Languages and Linguistics, Universiti Malaya. She has taught ESL for more than twenty-five years at various levels, from secondary school to university and adult learners, and has conducted workshops on Genre and Discourse Analysis, LSP, and the use of ICT for teaching and learning purposes. Her research interests include (Critical) Genre Analysis, Multimodality, ESP, and Communication and Professional Discourse. She is a reviewer for WoS/ISI-indexed, Scopus-indexed, and many peer-reviewed journals. Currently, she serves as a Fellow of UM's Quality Management & Enhancement Centre. She is the Secretary of the 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 at the Faculty of Languages and Linguistics, Universiti Malaya. His areas of interest include English for Specific Purposes, Professional Discourse, and Critical Genre Analysis. He is currently involved in research projects on professional discourses related to Sustainable Development Goals (SDGs). Apart from teaching ESP and Language for Specific Purposes for the undergraduate and postgraduate programmes, he also supervises in the area of Professional Discourse and ESP-based research at the PhD, Master's, and Bachelor's degree levels. He is the Treasurer of the Malaysian Association of Applied Linguistics (MAAL).

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Aliyyah Nuha Faiqah Azman Firdaus – Assistant Secretary

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 of Hiroshima University, Japan, in Applied Linguistics. She has been involved in capacity building projects in Malaysia, Cambodia and Laos. She has also conducted research in discourses of expert views on obesity in Malaysia and Sweden and higher educational leadership policies in ASEAN. Her research interests include Higher Education, Bilingual Education, Communication and Professional Discourse. She is the Assistant Secretary of the Malaysian Association of Applied Linguistics (MAAL).

Assoc. Prof. Ts. Dr. Shahrina Bt Md. Nordin- Head of Corporate Communications & Branding Committee

Shahrina Bt Md Nordin, Ph.D, holds a position of Associate Professor at University Technology of PETRONAS, Malaysia. She has completed her Ph.D. in Education from Universiti Sains Malaysia and Masters of Education (TESL) from Universiti Teknologi Malaysia. Her areas of specialization include Corporate Communication, Organizational Communication, Business Communication, Teaching English as Second Language, and Second Language Writing. She has participated in 23 research projects as project leader, principal investigator, and member of team. She has 69 publications in journals contributed as an author/co-author. Associate Professor Ts. Dr. Shahrina is the Head of Corporate Communications and Branding for the Malaysian Association of Applied Linguistics (MAAL).

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Afiza Mohamad Ali, Ph.D, 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 the Malaysian Association of Applied Linguistics (MAAL).

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Dr. Roslina Abdul Aziz - Head of Membership Recruitment & Members Networking

Roslina Abdul Aziz, Ph.D, has built up a career as an academic for more than 25 years at Universiti Teknologi MARA Cawangan Pahang. She holds a PhD in Corpus Linguistics from University of Malaya, Kuala Lumpur. Her research interests include areas in Corpus Linguistics, English for Specific Purposes and English language teaching/learning. She is also the Head of Membership Recruitment and Members Networking for the Malaysian Association of Applied Linguistics (MAAL).

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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), 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 the Malaysian Association of Applied Linguistics (MAAL).

Assoc. Prof. Dr. Vahid Nimehchisalem – Head of Academic Publications Committee

Vahid Nimehchisalem holds a PhD in TESL. He has been involved in teaching English as a Second and Foreign Language since 1996. He is currently an Associate Professor at the Faculty of Modern Languages and Communication, UPM, and Adjunct Senior Lecturer at Asia-e University, Malaysia. English Language Learning-Teaching Materials Evaluation and Language Assessment are his main areas of research interest. He is the chief editor of the International Journal of Education and Literacy Studies (IJELS), managing editor of the Journal of Language and Communication (JLC), and board member of a number of other journals in the area. Dr. Vahid is the Head of Academic Publications Committee of the Malaysian Association of Applied Linguistics (MAAL).

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Dr. Nadya Supian – Head of Training and Consultancy Committee

Nadya Supian, **Ph.D**, is an Assistant Professor in the Department of Modern Languages, Faculty of Creative Industries and Chair of the Centre for Modern Languages and Literature at Univerisiti Tunku Abdul Rahman (UTAR). She is also the Head of Training and Consultancy committee of the Malaysian Association of Applied Linguistics (MAAL).

Saabdev Kumar Sabapathy – Head of Marketing Committee

Saabdev Kumar Sabapathy obtained his Bachelor of Education (TESL) and Master of Education (TESL) from Universiti Putra Malaysia. He is currently the Head of Department 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 is the Marketing Head of the Malaysian Association of Applied Linguistics (MAAL).

YOUNG ACADEMIC SPOTLIGHT

Daryl Albright
Lecturer
Betong Vocational College

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

I'm Daryl Albright anak Doubless John, 27, and currently an English Lecturer at Betong Vocational College, Sarawak. I was born in Sarawak, but in my early teens my family moved to Putrajaya for work, and that is when my love for language and technology grew. At Betong Vocational College, we teach English for Communication, English for Business and Malaysian University English Test (MUET) – a branch of English for Specific Purposes apart from teaching a wide array of vocational subjects. While teaching here in Betong, I pursued my Masters in Education, Instructional Technology at Universiti Pendidikan Sultan Idris and my key research area is in Virtual Reality. I am expected to graduate in 2023.

My journey being a teacher was rather interesting and challenging at the same time, because all my life I have been in Life Sciences and when it came time for my degree, I pivoted my interest to Teaching English as a Second Language (TESL) which made me the teacher that I am today. While teaching, I experimented different ways of teaching that could cater to my students' level of proficiency and interest. At first, it was *a game of tug and war*, where I learned about their learning abilities and style and decided to incorporate technology into my teaching. The students seemed to be receptive to my teaching approach, and that made me want to explore more in technology, despite being away in the rural area of Sarawak.

(cont.)

2. What are your reasons for studying in Japan?

My passion has always been in creation, and I love creating contents especially in video. My interest started when my teachers back in school, Mdm. Siti Faridah and Mdm. Robiyatul (SMK Putrajaya Presint 8(1)), motivated me to enter a competition which introduced me to the colourful world of cinematography. There, I have learned how to edit videos, handle cameras, and, most importantly, developing a strong and impactful story through filmmaking. Stories are instrumental in the cognitive, social, and emotional development of oneself, and if we are able to master that art, we could create an amazing and impactful video. I have learned a lot since then, and experimented them by uploading contents on YouTube.

YouTube is a video platform that is accessible to everyone and especially plays an integral part of our lives, as during the COVID-19 pandemic, a lot of teachers became their own content creators. From an entertainment platform, YouTube has evolved into a hub for many to learn new knowledge and acquire new skills. I personally learn a lot from YouTube, and mostly, in English Language, we only see a lot of contents from native speakers. I must say, they delivered amazing contents in English but what is lacking for our students here, especially in my college, is a figure or a role model that cames from their community, and that is where I step in as a content creator.

I created content regarding our subjects but with a twist so that people can acquire the knowledge without being intimidated by it. Sometimes, I do content that is outside of the syllabus for them to learn and understand that English can be used beyond the four walls of the classroom. Subjects like technology, crime and the supernatural are some of their favourites for them to discuss in school, and seeing my students being able to discuss these with pure passion and in English, warms my heart. With content creation, everything is possible and it just require creativity and motivation to get the spark going. My contents on my Youtube Channel has evolved over the year, from video to now 360 spatial video, and soon, I would love to explore more on creating podcast, in streaming platforms like Spotify.

Official Youtube Channel : https://www.youtube.com/c/Darylvlogs/videos

(cont.)

HARI ENAM • 2 Oktober 2021

SV 5 SUARA SARAWAK

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TIM PENGAJAR KV BETONG
bulih Anugerah Emas kedua

BETONG: Pemujur Tim Pengajar Kolej Vokasional (KV) Betong patut diteladan pengudah dua kali nge-megahka nama Sarawak ba pekit digital taun 2021 tu.

Sangin Juat ti nyadi siku ari kaban Tim Inovasi Pendigitalan Informasi PPDa kolej nya madahka tim sida menang Anugerah Emas ba E-Seminar Pansik enggau Inovasi Ba Pelajar 2021 (E-SPEDIP 2021) Kategori Pengajar Sekula Sekondari.

"Kami betubuh enam iku, bet-uaika Muhamad Zulfaqar ti disaup aku empu, Muhirman Mu-Alim, Daryl Albright, Abg Mohd Sabirin enggau Abdul Razak.

"Endang nadai nyangka sekali agi bulih Anugerah Emas ba pekit bukai dikumbai Virtual FIMiEx'21 Kategori

Staf diatur Eksibisyen Inovasi Fakulti Pengurusan Perindustrian 2021 (FIMIEX 2021) Universiti Malaysia Pahang," ku iya lebuh dirandau Suara Sarawak.

Sangin madah, seriris enggau peneras pemansang teknologi eng-gau dunya digital, ngasuh sida teuli-hka buah runding ngaga siti projek inovasi PPDa.

"Penemu asal ngaga projek tu en-dang datai ari bakih kami Muhamad Zulfaqar empu laban iya teleba bekerejasama enggau mayuh ejensi mutarka isu bekaul dadah.

"Tu nyengkaum Gerempung Na-gang Dadah Malaysia (Pemadam) Sarawak, Komiti Sehenti (OSC) Sarawak, Unit Mit PPDa Opis Pelajar Sarawak, Pemadam enggau OSC Betong, Ejensi Anti Dadah Betong enggau ke bukai.

"Ari nya meh iya nyau berani ngerembaika PPDa digital tu laban beratika empas ba pengelantang komuniti sereta nyendiaka kereban diguna raban digital.

"PPDa dikerembai ngena chara digital seriris enggau juluk Perintah Sarawak mansang ngagai jeman bekenaka digital.

"Bala kami ngena teknologi lebuh bekunsika penerang ba PPDa nengah Augmented Reality (AR) tauka dikumbai beentaraka utai nyata.

"Iya mantaika penerang silik pasal pekara bekaul dadah ari bala pegawai AADK Betong lalu disalin ngagai teknologi AR," terang Sangin nyentuk.

Nambahka nya ku iya, laman rama nengah pelasar Google Sites mega bisi dikemansang ngambi ulih naburka sebarang penerang nengah digital baka poster PPDa.

Bala penguna mega ulih ngelawa terus portal rama ejensi anti dadah dalam menua enggau menua luar,

lambar surat berita pasal dadah, akta dadah tau nganu nyawa enggau ke bukai.

"Kami bisi numbuhka sebuah bilik ungkup pengawa tu, dikumbai Bilik Sumber Digital PPD aba KV Betong ditu empu.

"Bilik tu disikap enggau perengka guna enggau kereban digital ungkup bala penguna baka nguji ngena aplikasyen AR, studio mit enggau

website PPDa.

"Semua endang diperansang datai, ukai semina staf sekula, bala nembiak aja ngambi sama bulih pe-maik ari asil tengkebang digital bala kami ditu.

"Barang sapa bisi ati deka nemu silik pasal projek bala kami tu tau ngelawa website http://bit.ly/Sites-PPDa-Digital-KVBetong," ku Sangin nyimpul randau.

PASUKAN INOVASI PENDIGITALAN PPDa KOLEJ VOKASIONAL BETONG
TAHNIAH! PINGAT EMAS
E-SEMINAR PENYELIDIKAN DAN INOVASI DALAM PENDIDIKAN 2021 (E-SPEDIP2021) PERINGKAT KEBANGSAAN

MUHAMMAD ZULFAQAR, MUHIRMAN MU-ALIM, SANGIN JUAT, DARYL ALBRIGHT, ABG MOHD SABIRIN, ABDUL RAZAK

NYULUT... Anugerah Emas terubah ba E-SPEDIP 2021.

CONGRATULATIONS!
PASUKAN INOVASI PENDIGITALAN PPDa KOLEJ VOKASIONAL BETONG
GOLD MEDAL
FACULTY OF INDUSTRIAL MANAGEMENT INNOVATION EXHIBITION (FIMIEX 2021) UNIVERSITI MALAYSIA PAHANG
STAFF CATEGORY

MUHAMMAD ZULFAQAR, MUHIRMAN MU-ALIM, SANGIN JUAT, DARYL ALBRIGHT, ABG MOHD SABIRIN, ABDUL RAZAK

TEMEGAH... Anugerah Emas kedua diulih ba Virtual FIMiEx'21

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3. *What is your research interest?*

My research interest is in Virtual Reality, and its potential in education. It has always been a debate whether Virtual Reality, or VR in short, can be a key part in education as there has not been much research conducted and it is still considered a grey area in the education field. Over the years, we have seen VR concepts being contentiously developed in different fields such as Aviation, Real Estate, and so on, and it's about time we (educators) jump onto the bandwagon. *If not now when, if not us – who?*

4. *What sparked your interest in this research area?*

I remember when I was in my early teens, I loved to watch Sci-Fi movies and always imagined that automation and A.I (Artificial Intelligence) would coexist with humans in developing a more modern society. I believe we are moving towards it. Among all the elements portrayed, VR was one of them, and it intrigued me as it provides a pathway or portal to an alternate reality, with unlimited possibilities.

The idea of using VR in education is because we (in Betong Division) are far away from major cities in Sarawak, such as Kuching (4 hrs.) and Sibu (3.5 hrs.). Because of this, students are unable to visit places of interest to learn and experience a highly immersive experience, which is an integral part of learning. When COVID-19 started, it further widened the gap between the underprivileged and privileged students – and there is a dire need to combat this. Thus, I believe introducing VR can alleviate this problem by allowing them to experience a highly immersive experience from the comfort of their home, or wherever they may be. They can use their smartphones, third-party (Head Mounted Device) HMD, and the best VR device - Oculus Quest 3 - to open portals to locations all over the world and even immerse themselves otherworldly experiences.

Like VR, I hope this research area will open up more opportunities and provide a gateway to new age learning in the future. I believe the best is yet to come and our students, our future should be a part of it.
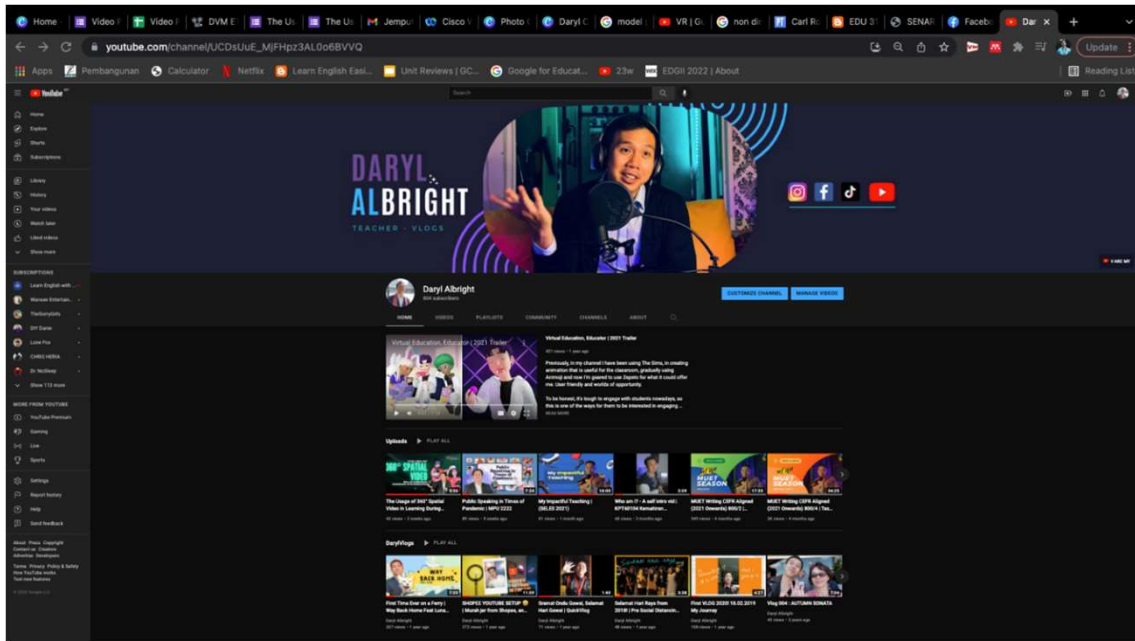
5. What would you say are the behaviors of a young inspiring academic?
Always curious, innovative and up for a challenge.

In short, that is my answer about the behaviour of a young academic, but there is more to that. In a world full of possibilities, curious eyes can discover possibilities of innovation from any angle, especially in education, as the world is evolving rapidly day by day. Young academics should be able to draw inspiration from things around them and innovate a way to alleviate problems that could improve the quality of learning in school and make teaching impactful. It does not have to be extravagant and grand, but it can be something that is familiar to the researcher or the student themselves with a bit of a tweak. The road to innovation can be difficult, but a young academic should be able to look for ways to overcome and rise above the problem.

Remember; "*There is no innovation and creativity without failure*" – Brene Brown.

6. What are some challenges that you face as a young academic?
Of course, there will always be challenges set for you on every journey, mine included. One of the greatest challenges that I had was with time. I am currently teaching as well as pursuing my postgraduate studies. At times, I will have no time to attend to both and have to be smart and prioritise whatever is important first, whether that is studying or teaching. For me, of course, I always kept it in the back of my mind; I am a teacher first, and a researcher second. So, I would always prioritise my lessons and students' welfare first, and in my free time, I would commit to my research. It's really important to have a work-life balance to avoid burnout. The next challenge that I had was with money, and adopting technology (being quite a hefty sum), but I believe that is an investment for a better future. For the line of research, I invested in top of the line VR devices like InstaOne 360 X2 - a device that could record 360 spatial video and Oculus Quest 2 – a VR device that could access highly immersive content like the Metaverse. I believe that in the long run, all these investments will impart added value to my classroom in making it memorable and impactful, leaving a good imprint on my students for the good future.

(cont.)

7. Tell us about your achievement. What is your advice for young academics?

Since university, I have loved innovation as it provides creative ways to further impact my way of teaching. Here are my innovation and best practices awards.

Innovation Contributions and Awards.

i. MALAYSIAN REPRESENTATIVE FOR SEAMEO INNOTECH & GEOTHE INSTITUTE SEADSTEM (SOUTHEAST ASIA DIGITAL STEM PLATFORM) REGIONAL PROJECT, BANGKOK THAILAND 2018-2019 *(MALAYSIA, BRUNEI, INDONESIA, VIETNAM, CAMBODIA, LAOS, PHILLIPINE, GERMANY)*

ii. MALAYSIAN INVENTION AND INNOVATION EXPO, 2022 (International Level)
    The Use of 360 Spatial Video in Learning During Pandemic
    Gold Medal

iii. IIDEL (INVENTION, INNOVATION, AND DESIGN ON E-LEARNING) COMPETITION, UNICEL (UNISZA CARNIVAL ON E-LEARNING) 2022
     The Use of 360 Spatial Video in Learning During Pandemic
     UNIVERSITI SULTAN ZAINAL ABIDIN, UNISZA
     Gold Medal

iv. EDUCATIONAL DESIGN, GAMES, INVENTION & INNOVATION COMPETITION 2022
    The Use of 360 Spatial Video in Learning During Pandemic, PROFESIONAL
    UNIVERSITI TEKNOLOGI MARA, UITM, Johor
    Gold Medal

v.   E-SEMINAR PENYELIDIKAN DAN INNOVASI DALAM PENDIDIKAN 2021,
     E-SPEDIP INSTITUT PENDIDIKAN GURU (IPGM)
     Digitalization of Drug Prevention Education (PPDa) – Virtual & Physical Hybrid Space, AR
     Gold Medal

vi. FACULTY OF INDUSTRIAL MANAGEMENT INNOVATION EXHIBITION, FIMIEX'21
     Digitalization of Drug Prevention Education (PPDa) – Virtual & Physical Hybrid Space, AR
     UNIVERSITI MALAYSIA PAHANG
     Gold Medal

vii. PITCHING FOR EDUCATION TEACHING PRACTICE (INNO-PITCH)
     EASY GO-LIVE / The Use of Green Screen in Education
     UNIVERSITI PENDIDIKAN SULTAN IDRIS
     First Place, Among 72 inventions

Best Practices Awards

i.   MOST IMPACTFUL TEACHING CATEGORY, SARAWAK ENGLISH LANGUAGE
     EDUCATION SYMPOSIUM, SELES 2020
     MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGICAL RESEARCH, MESTR.
     First Place - Champion, Honorary Award

ii. GURU KREATIF GOOGLE
     AWANTEC, KEMENTERIAN PENDIDIKAN MALAYSIA
     Top 10 – 7th Place

iii. CAMBRIDGE – DEDICATED TEACHER AWARD
     CAMBRIDGE UNIVERSITY PRESS
     Preliminary Round – Regional (Southeast Asia)
     "Mr. Daryl Albright Anak Doubless John (27), English teacher from Kolej Vokasional Betong, Sarawak has been nominated for his outstanding teaching methods in English and have introduced a lot of technology although demographically situated in rural area of Sarawak. He has introduced his students with Virtual Reality via Oculus Quest 2 and many more. His method made class fun and enlightened with the latest trend in technology."

My advice to young academics is to know your students' Achilles Heel and use it to your best advantage, and explore ways for you to overcome such a problem. When you identify their weakness, look for ways to overcome it; use it as your Achilles shield—your strength—and exploit it to the fullest extent possible. Do not be afraid of experimenting in ways that lead to dead ends. One door closes, another one opens. Thus, I believe everyone has their own key areas of interest and passion that they can further explore, and the fruit of success is sweet.

8. *What is your motto and future plan?*

"*The Future is VR*"

I believe that indeed, the future of education and life in general is Virtual Reality. Since, we have seen emerging trends in using VR technology in non-educational fields, it should be a matter of time that VR will be introduced and practiced in education.

My future plan is to normalise Virtual Reality in the education world; such as how video, pictures, and audio have been used by teachers in the classroom. It should be accessible to schools from all around, regardless of their locality and their demographic background, so that we can further bridge the gap between privileged and underprivileged children, because everyone deserves a good and quality education. Changes can be scary and crazy at times, because they can open doors to a world of uncertainties, but always; *People who are crazy enough to think they can change the world, are the ones who do – Rob Siltanen.*

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APPLIED LINGUISTICS & THE SDGs

Applied Linguistics and the Sustainable Development Goals
By Prof. Emeritus Dr. Azirah Hashim (Universiti Malaya)

Source: https://sdgs.un.org/goals

Introduction

Sustainable development for countries and polities is increasingly viewed as important, not only from an economic perspective but also through social and environmental lenses. Applied Linguists play a crucial role in how language and communication are enabling factors for societies to develop and gain inclusivity. In September 2015, the United Nations adopted the Sustainable Development Goals (SDGs), several of which direct attention to issues of language. For example, Goal 4 on Quality Education includes the role of language of instruction in ensuring that education is provided to all. In addition, Goal 8 on Productive Employment and Decent Work is dependent on the ability to communicate linguistically in the workplace. This article highlights the role of applied linguistics and interdisciplinary research in contributing to the achievement of the SDGs. The 17 SDGs are aimed at engaging not only governments but people at all levels in society. Malaysia has implemented sustainable development via its national development plans since the 1970s. By adopting the 2030 agenda for sustainable development, Malaysia indicates a global commitment towards a more sustainable, resilient, and inclusive model of development. Moreover, the country has aligned the SDGs with the 11th Malaysia Plan, which contributes to the SDGs being embedded in all facets of development. Beyond Malaysia, the ten ASEAN nations have adopted and implemented a range of policies and plans aligned to the 2030 Sustainable Development Agenda. This can be seen, for instance, in efforts to harmonise higher education systems and to narrow the development gap among ASEAN members. Southeast Asia has two closely related visions and agendas to achieve the SDGs, namely: the 2030 Agenda and the ASEAN Community Vision 2025. The complementarity of ASEAN Vision 2025 to the SDGs is apparent in all the elements of the ASEAN Community blueprints that provide feedback to, or support the SDGs. All the SDGs have equivalent goals in the three ASEAN Community blueprints.

Language and the SDGs

Although the SDGs are intended to engage people globally so as to produce action, a direct focus on language as such is absent from the SDGs themselves; there is a lack of attention to language and language differences. The importance of linguistic diversity and communication regarding the SDGs being in a multiplicity of languages, has not been sufficiently highlighted. The rise of English worldwide and in ASEAN as the official lingua franca, while it facilitates communication among those who speak the language, has also exacerbated the divide between those who speak English and those who don't.

The relevance of the contribution of applied linguistics to the SDGs can be seen in the following research areas and many more: studies on Language Policy and Quality Education and studies on Language and Mother Tongue (SDG 4: Quality Education); studies on Language and Gender Equality (SDG 5: Gender equality); studies on Language in the Workplace, for example, Language and Law, and Language in Business, and Minority Languages (SDG 8: Decent Work and Economic Growth); and studies in Linguistic Diversity in Modern Cities (SDG 11: Safe and Sustainable Cities).

To achieve these goals, applied linguists require collaboration and partnerships, often across disciplines. Therefore, SDG 17 Partnerships for the Goals is indeed relevant, as global partnerships allow the other 16 goals to be achieved more effectively.

SDGs and Interdisciplinary research

Globally, there is an increase in scientific, technological, and social complexity as well as strong demands for increased productivity. There are demands for new advances from the general public, government, and business. Meeting these practical needs and demands requires work across disciplines, as single-discipline projects are increasingly rare in practice.

The SDGs require interdisciplinary research, usually grounded in real-world problems and aimed at tackling global challenges. Awareness of global agendas, the ability to incorporate other disciplinary knowledge, and collaboration with the professions are important. Similarly, engagement with policy-makers and the public is essential.

As applied linguists, it is important to communicate with other specialists across disciplines to ensure that the contribution of applied linguistics is understood. There is a need to ask what the place of applied linguists is in stakeholder engagement and how they complement inputs by other stakeholders. Equally important is the need to venture into more policy-focused research efforts aiming to contribute to the achievement of the SDGs.

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AILA has endorsed the UN 2030 Agenda for Sustainable Development. MAAL has been highlighting the SDGs in the conferences and seminars that it has organised. It is hoped that these efforts will heighten awareness of social issues among applied linguists. These include the elimination of poverty, the provision of quality education, reduction in inequality, gender discrimination, and action on climate change. There has never been a more crucial time for ensuring that the work of experts across the board is communicated to, and discussed by, the many people it affects. Applied linguists play a vital role in bridging gaps between experts and non-experts and between members of different disciplines in order for them to cooperate more effectively on global issues. The global pandemic, that has affected everyone, but has done so in different ways and to different extents, and has demonstrated that applied linguistics can make an important contribution through its focus on interdisciplinary research to solve practical problems related to language and communication. Many of the problems around the world are common and solutions are best pursued through regional and interregional collaborations to produce sustainable solutions.

Applied linguists should venture into more practical and policy-engaged linguistic efforts that aim to contribute to achieving the SDGs. They should make their research relevant to national, regional, and global policies and engage in collaborative research and funding. In addition, applied linguists should look at the relationship between indigenous languages, traditional knowledge, and sustainability. They can highlight the importance of supporting the publication of research in languages other than English. Minority or indigenous or heritage languages cannot only be the objects of research and/or sustainability actions; they also need to become the medium through which all this is shared. Applied linguists should work in a grassroots fashion, supporting language communities, promoting languages in the workplace, in education, etc. (https://aila.info/about/endorsements/policies-guidelines/un-2030-sustainable-development/)

Therefore, it is important to maintain links with researchers internationally. Networks' activities promote collaboration and facilitate joint events and projects, e.g. AILA ASEAN. International funding applications with members of the regional network or with inter-regional networks would be good avenues to explore. Working with stakeholders within and outside academia in different disciplines and in different parts of the world is to be encouraged, as is disseminating research findings to ministries, regional organisations and others.

In conclusion, applied linguists have responsibilities towards members of the public and the wider society. They should try to ensure that research is disseminated and understood by the public. Communicating research and findings has to be done using language that can be understood by lay people to ensure public understanding of expert views and findings at public forums or in the media.

LANGUAGE INCLUSIVITY AND DIVERSITY

Inclusive language policies provide a home for all languages to prosper
By Dr. Jeannet Stephen, PhD;
Borneo Research Institute for Indigenous Studies, Universiti Malaysia Sabah

In this guest post, I would like to share my thoughts on the inclusivity of national language policies in relation to indigenous languages, particularly in a country's national education system. By 1953, UNESCO had issued a policy paper recommending that every pupil start his/her formal education using their native language. UNESCO supports the idea that pupils start early reading and learning in their mother tongue for psychological and pedagogical purposes. This is in line with several studies as well as past research on the effectiveness of pupils' academic performance when they start the premise of their education with their mother tongues (Dutcher, 1995; Mehrotra, 1998). Pupils who learn to read in their mother tongues are identified as being able to learn to read in a second or foreign language faster compared to students taught by using a second language or a foreign language as the basis of schooling. In addition, according to Mehrotra (1998), pupils who were taught to read in their mother tongues achieve academic results and skills faster when compared to pupils who did not use their mother tongues as a basis for learning at school. In this writeup, the mother tongue is defined as the indigenous language of the indigenous peoples. The Sustainable Development Goal 4 (SDG 4) challenges member countries to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

The teaching of the indigenous languages amongst indigenous children is not only for pedagogical purposes; it is also associated with human rights and socio-cultural contexts. It is not only associated with literacy ability but also with the ability to apply specific knowledge in certain cultural contexts (Hull & Fernandez, 1999) for successful learning and teaching of indigenous languages, or indigenous language acquisition (ILA) (Kickham, 2013).

Awareness and changes in viewpoints on the importance of indigenous language-based education have been coordinated with several international agreements that support indigenous language policy in education. For example, the International Covenant on Civil and Political Rights (1966) (Article 27) recognises the right of minority communities to use their language in communication with other members of the group (King and Benson, 1999); and the International Labor Organization (ILO) Convention 169 (1989), which emphasises that indigenous children in all independent countries be taught the fundamentals of reading and writing in their own language or in the language most commonly used by the group to which they belong (Article 28). Subsequently, the Convention on the Rights of the Child (1989) emphasised that the focus of children's education should be directed towards the development of respect for cultural identity, language, and values.

(cont.)

Meanwhile, the UN Declaration on the Rights of Indigenous People (2007) emphasises the rights of Indigenous people and communities belonging to minorities in a country from ethnic, religious, and linguistic aspects, which states that every country should take appropriate measures to ensure that to a large extent, people who belong to minorities have sufficient opportunities to learn their native language.

Why do we need to include indigenous languages in the education system? The short answer is because these languages face threats and without effective steps to help them , they will go the way of the dinosaurs; extinct and gone from the face of the earth. UNESCO (2003) explains the definition of "threatened language" as a situation in which as speakers stop using it, there is a decrease in the use of language in any communicative domain, as well as intergenerational transmission, i.e., the inheritance of the language from one generation to the next (McCarty et.al. 1999). According to Krauss (1992), there are three phases of language, which are: i) Moribund; ii) Endangered; and iii) Safe. The 'Moribund' languages are languages that children no longer learn; 'Endangered' is a language that although it is still being studied by children, if the usage pattern is limited as it is, it will not be able to survive (learned) in the next century. On the other hand, a 'Safe' language is a language that does not experience interruption in its intergenerational transmission nor is it threatened.

The concern for indigenous language education is not only on the endangered languages but also on the languages considered safe. Language is the main tool for understanding and communicating. Language is practically a treasure trove of a community's culture and human stories. When we maintain and preserve these languages, we also guard the culture and heritage of the speaker communities. Linguist and polyglot Kenneth Hale (1934 – 2001) who can speak 50 languages, states that "When you lose a language, you lose a culture, intellectual wealth, a work of art. It's like dropping a bomb on a museum, the Louvre"[1] . All languages, including indigenous, under-resourced, lesser-used, and minority languages, are priceless and nothing like patah tumbuh, hilang berganti. Once these languages are extinct, bringing them back is nothing short of a huge effort on the part of the speaker community. While writing the literature review for the final report on a research about Bahasa Kadazandusun (BKD), I could not help but be impressed by the steps taken by Indonesia to protect its indigenous languages, or bahasa daerah.

There are about 700 indigenous languages, or bahasa daerah, in Indonesia. Bahasa daerah plays multiple roles such as a) A symbol of pride and identity for speakers from the respective daerah, b) As a communication tool within families; and c) As an important vehicle for culture and literature. In the Indonesian national language policy, bahasa daerah is recognized as a vital pillar that supports the Indonesian language and it is a recognized medium of instruction for early learning education.

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[1]The Economist, 3 November 2001

The law states that bahasa daerah ranks high in the state legislature and must be developed by the state. The obligation to respect, maintain, and develop bahasa daerah is a form of responsibility of the state because preserving bahasa daerah means advancing the national culture. The amazing logic behind Indonesia's supportive stand on its hundreds of bahasa daerah deserves a study as it dispels pessimistic attitudes and banishes doubts about the Indonesian government's seriousness in protecting its many bahasa and budaya daerah.

Most recently, in line with the International Indigenous Language Decade (2022 – 2032), the Ministry of Education, Culture, Research, and Technology launched the School-Based Bahasa Daerah Revitalization Program in February 2022 as a strong response from Indonesia to the conservation of its 718 bahasa daerah. Among the measures taken were the reorganization of the language learning model, training and workshops that will involve, for its first phase, 38 bahasa daerah, 1.5 million students from 15,236 schools, 29,000 teachers, and 17,000 head teachers (kemdikbud.go.id, 2022[2]). In South Sulawesi, for example, according to the Governor's Rule Number 19 (2018), bahasa daerah is allocated 2 hours of study per week and every Wednesday is a day where it is an obligation to use one's respective dialect.

Highlighting Indonesia's plans for their indigenous languages revitalisation, maintenance, as well as teaching and learning is by no means looking down on our own efforts. I view it as wholly positive and amazing that there are champions and advocates of indigenous languages in Malaysia, either from the formal and public sector (Ministry of Education, institutions of higher learning (IHLs), and state education departments) or from the community themselves, in the form of NGOs such as the Kadazandusun Language Foundation, PACOS Trust, Dayak Bidayuh National Association, Summer Institute of Linguistics (Malaysia), and others. Some of them in their respective organisations, have spent decades advocating for the languages and working hard – often using funds from their own pockets – to create language learning materials, to do capacity building within the community, and countless activities for the learners to showcase their abilities. The close cooperation of the good people in the Ethnic Language Unit of the Ministry of Education is an example of best practice, i.e., involving the policymakers in the process. One example was the research carried out by the Borneo Research Institute for Indigenous Studies (BorIIS), Universiti Malaysia Sabah for the Ministry on the issue related to the Bahasa Kadazandusun subject in the schools. Clear objectives and good communication between all parties involved in the research (MOE, BorIIS-UMS, State Education Department, and other experts from local IHLs) enabled positive reactions to the research team's recommendations. One of the post-research output on the part of MOE, based on the recommendations of the research team, was the setting up of a committee of experts to look into a possible review of the Bahasa Kadazandusun curriculum.

[2]Merdeka Belajar, Episod 17: Revitalisasi Bahasa Daerah
https://ditsmp.kemdikbud.go.id/merdeka-belajar-episode-17-revitalisasi-bahasa-daerah/

This is indeed a welcome move, and hats off to the Ministry for this step up. To wrap up, the diversity of dialects and languages in Malaysia is an asset to the country. A policy that involves, embraces, and enhances the capabilities of the languages; that encourages the growth, revitalisation, maintenance, and promotion of the languages; and that aligns with the UNDRIP's universal framework of minimum standards for indigenous peoples' survival, dignity, and well-being. We cannot rest on our laurels, but must strive to learn from those that are already far ahead of us in indigenous language policy – not to be like them, but to learn from their success stories. Sustainability of indigenous languages is important not only to ensure the continuity of the culture, customs, and history of the community, but also to address the loss of biodiversity and the problem of climate change (Reo et al., 2019).

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LANGUAGE INCLUSIVITY AND DIVERSITY

Multilingual Education in Malaysia: how far have we achieved towards inclusive and equitable quality education
by Wong Kin Tat

Source: https://sdgs.un.org/goals/goal4

Introduction

Following the adoption of the new Sustainable Development Goals (SDGs) by the United Nations in 2015, this article intends to provide a general overview of language policy and practice in a multi-ethnic society, including the successes and challenges of mother tongue-based multilingual education (MTB-MLE) implemented in Malaysia. Also, it seeks to review the MTB-MLE policy implemented in Malaysia and the extent it has moved towards achieving inclusive and equitable quality multilingual education according to SDG4, which states that: "Equitable quality education and lifelong learning for all is only possible when education responds to and reflects the multilingual nature of the society. Children, youth, and adults require learning opportunities that are relevant to their lives and needs, in and through their own languages" (UNESCO, 2016). Since it is so foundational that without MTB-MLE education, the rest of the other SDGs will remain unattainable.

Notably, the MTB-MLE education starts from the language that the learner speaks most effortlessly, and then gradually introduces other languages. In Malaysia, children may first be taught in a particular mother tongue (MT) (i.e., Mandarin Chinese, or Tamil) before proceeding to learn additional languages (i.e., Malay). This is particularly crucial as Ali and David (2021) highlighted that MLE education can preserve cultural diversity and promote inclusion and quality education. More importantly, this model of education embraces humanity in the classroom context (Ferguson, 2003), in addition to connecting students to their own culture (Nishanthi, 2020). Nonetheless, Ali (2020) maintained that the approaches adopted from MLE education can improve and enhance students' performance and socio-cognitive processes. Certainly, the benefits of MLE, as asserted by various authors, lend support to the status of providing MTB education to children in order to observe their holistic growth and development.

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Likewise, UNESCO has stressed the importance of the MTB-MLE policy in 2021. Countries like Cambodia, Thailand, the Philippines, and even India have taken similar steps to initiate MT education as the medium of instruction (MoI) for pre-school or even primary school for their initial stages of education. Their decisions are built upon the argument that MT education helps not only the minority language communities feel excluded but also promotes the implementation of inclusive education policies in order to reduce dropout and unemployment rates. Nevertheless, with the aim of promoting national unity in the country, the policymakers in Malaysia implemented Malay language as the only MoI for all national schools. Despite that, they maintained that the MT, such as Mandarin Chinese, and Tamil are taught at vernacular schools in Malaysia for at least 6 years in primary education (Darus, 2010).

There are several steps that have been taken by Malaysia in embracing the diversity of a multilingual society. One obvious move is the funding allocated to the vernacular primary Mandarin Chinese and Tamil schools as a sign of support extended by the government in line with Malaysia's language and education policy. Besides, the government of Malaysia has also cooperated with UNESCO to work with the Bidayuh community and provide funding to support pre-school programmes with the hope of preserving the community's language and culture (Kayad and Ting, 2021). Concerning the language policy and practice in Malaysia, some parents are satisfied with the government of Malaysia's efforts and options by enrolling their children to either Malay for national schools, Mandarin Chinese or Tamil for vernacular primary schools, or even English for international schools. These parents are convinced that the language policy and practice upheld in Malaysia is able to nurture and bring up the new and potential multilingual children and society in the country. As such, they have also taken a proactive role in affecting the government's decision with regard to the choice of MoI policy in Malaysia.

However, the implementation of the MTB-MLE policy in Malaysia is not without its flaws, particularly in the issue concerning the preferred types of schools that parents choose to enrol their children for education (David, 2021). Although Malaysia is made up of three main ethnic groups (i.e., Malay, Chinese, and Indians), the standard Malay introduced in schools is not the same variety spoken at home. The same scenario applies to Mandarin Chinese and Tamil introduced in vernacular schools, which are not the same variety of dialects used among the communities. Another example taken is Kadazandusun, which is among the largest indigenous groups in Sabah. There are an estimated more than 10 distinct languages within this group (David, 2021). Even for Bidayuh, it is one example of choices made out of the 6 indigenous dialects used in the communities (Riget and Campbell, 2020).

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In a nutshell, the implementation of the MTB-MLE policy in Malaysia can be regarded as 'inequalities of multilingualism' wherein the promotion of this policy is inconsistent with international socio- political structures. This is especially true when one dominant language, in this case, English is overemphasised due to the positive attitudes of many parents shown towards the language as the MoI in view of its political and economic status internationally. While some parents show their positive attitudes and faith towards vernaculars as the MoI due to the need to maintain their culture and heritage, others have negative attitudes towards the implementation of MTB-MLE. This is because such implementation is often associated with heavy workload, worries, as well as a lack of interest in allowing their children to pick up such languages while living in Malaysia. Nonetheless, these parents are eager to integrate their children into the national language by enrolling them in a school where Malay is the MoI, Nevertheless, due to other factors such as the on-going religious interference and language policy dilemma, this phenomenon continues to provoke parents' confidence in upholding the MTB-MLE policy in Malaysia (David, 2021).

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LANGUAGE INCLUSIVITY AND DIVERSITY

Neurodiversity and Inclusion in Malaysia's English Foreign Language Classrooms
By Assoc. Prof. Dr. Jennifer Yphantides
Soka University, Tokyo, Japan

Background to Inclusive Education

The topic of inclusive education has been gaining steam internationally over the past three decades. In 1994, 92 governments and an additional 25 non-governmental organisations became signatories of the Salamanca Statement at the World Conference on Special Needs Education, under the auspices of UNESCO. The purpose of the statement was to make the inclusion of disabled students in mainstream classrooms the norm and to ensure that each student mattered equally in the classroom. This new international policy was established primarily to ensure social justice, but it also has pedagogical justifications for both disabled and non-disabled students (Ainscow et al., 2019).

Inclusive Education in Malaysia: Progressive Policy, Lagging Practice

In Malaysia, the Salamanca Statement is viewed as a watershed in inclusive education history. In addition to this, the Malaysian Persons with Disability Act, passed in 2008, further guaranteed formal schooling to all students from elementary to upper secondary. Despite these powerful policy initiatives, relatively little progress has been made towards the full inclusion of disabled children in the mainstream school system (Chin, 2020). However, in 2019, the Malaysian government launched a "Zero Reject" policy which is meant to bring significant change to the status quo by pushing full inclusion in mainstream classes up from 50% to 75% by 2023 (Chin, 2020). While policy is critical in guaranteeing rights to disabled students, there are several key problems in practice. First, there is no single definition of inclusive education, which leads to great discrepancies in practice (Haug, 2017). Second, teachers, while they report being knowledgeable about the importance of inclusive education, state that they are not appropriately trained to provide education to children with a wide variety of learning needs (Kaur, 2021). Third, there is still significant social stigma worldwide surrounding the issue of disability (Grue, 2016), and this stigma is prominent in Malaysia as evidenced by the derogatory language used around disability and the tendency of a significant minority of people who believe that disability is caused by the will of God or the misbehaviour of parents (Chin, 2020).

While a significant amount of progress has been made on the policy side in the Malaysian context, there is room for more development on the practice side. Yeu and Teng (2015) report that 68% of Malaysian teachers have a negative perception of the way inclusive education is practiced in Malaysia. They state that they are expected to support students without appropriate training (Yeu & Teng, 2015) or support from para-professionals such as speech therapists, occupational therapists, reading specialists, and psychologists (Kaur, 2021). In the country, teachers also report an extremely heavy out-of-class administrative workload that prevents them from accessing professional development opportunities that would help facilitate inclusive practice (Rahman & Wollard, 2019).

Inclusion of Students With Hidden Disabilities in English Language Classes
While there have been important policy initiatives in the Malaysian education system towards inclusion, barriers to improved practice remain. Particularly in the English Foreign Language classroom (EFL), teachers will notice that certain hidden disabilities such as autism (ASD), attention deficit hyperactivity disorder (ADHD) and dyslexia will cause challenges for both student and teacher when it comes to language learning. Because students with ASD and ADHD tend to have sensory sensitivities that make the classroom a noisy and uncomfortable place for them and because they often have trouble with self-regulation and social communication, learning a foreign language can be particularly difficult for this population. There are several possible solutions that range from the macro to the micro that can be put in place to ensure the full inclusion and academic success of these students.

1. School heads and administrators need to support inclusive policy initiatives by creating supportive environments in their schools. They can do this by providing teachers with the time they need for professional development opportunities geared towards inclusive practice. This can be accomplished by offering in-house workshops that introduce teachers to the neurological and genetic basis of hidden disabilities and concrete practical tips that they can use in class to support neurodiverse students. Such workshops can be successful in countering teachers' deficit thinking about neurodiverse students and can improve their self-efficacy (Burkhalter, 2019).

2. School heads need to create support networks for both students and teachers that facilitate shared information and best practices for students with different learning needs. This support network should involve the creation of an individual education plan or IEP (Jachova, Kovačević & Hasanbegović, 2018). For example, students who enter classrooms with a formal diagnosis can meet with teachers at the beginning of the school year. In the case of young students, parents may be included in these teacher-student meetings. The purpose of the meetings is to determine the specific needs of the student, the appropriate level of accommodation, and an individual education plan. Students without a formal diagnosis can be approached by teachers on an individual basis and offered support depending of the difficulties they are experiencing in class. Files can be made for each student and updated on a regular basis so that teachers in future years can have access to information about the student and the past supports and accommodations they have received.

(cont.)

3. Neurotypical peers need to be given opportunities to support students with special needs as this is an evidence-based practice that benefits both disabled and non-disabled students (Alqahtani, 2015). Buddies can be selected by the teacher or students can volunteer to assume such positions of responsibility. Buddies can be trained in workshops about neurodiversity and can sit close to their neurodivergent peers in the classroom. They can help these students navigate social situations, keep focused, monitor for sensory overload, and can help ensure that teacher instructions are clearly understood.

Support of neurodiverse students in the English language classroom needs to be a community effort. Teachers need the support of their administrators to establish the backbone of support which includes regular meetings for IEP development and the flow of information from teacher to teacher. Additionally, students need to be included in supporting the disabled. This allows for stigma to be broken down and for self -efficacy to develop, both in the disabled and the non-disabled student. Establishing such support systems are possible and, with the combined determination of administrators, teachers, and all students, inclusive education will shift from policy to practice.

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LANGUAGE INCLUSIVITY AND DIVERSITY

How to challenge Anglocentricity in academic publishing
By Distinguished Professor Ingrid Piller
Macquarie University, Australia

	Country		↓ Documents	Citable documents	Citations	Self-Citations	Citations per Document	H index
1		United States	84127	80025	1723619	806207	20.49	345
2		United Kingdom	32361	30100	549701	142499	16.99	226
3		Germany	21284	20533	215900	54216	10.14	152
4		Spain	19050	18409	108948	32965	5.72	111
5		France	13353	12795	111744	26057	8.37	126
6		Canada	12778	12120	251438	39372	19.68	174
7		Australia	10841	10275	144451	34454	13.32	120
8		Italy	10318	9696	92258	20735	8.94	117
9		Netherlands	9581	9108	177604	30057	18.54	141
10		China	9153	8967	83395	33138	9.11	110

Top-10 countries producing linguistics research (Source: Scimago Journal & Country Rank)

US- and UK-based scholars dominate linguistics

Global academic knowledge production is dominated by the Anglosphere. In Linguistics, for example, scholars based in the USA and UK produce more academic publications than scholars from the next eight top-10 countries combined. Not only do American and British scholars produce a lot more linguistics research than everybody else, their work is also much more influential as the comparatively high h-indexes of linguists from these countries indicate.

55% of the 100 most cited scholars under each of the keywords "Applied Linguistics" and "Sociolinguistics" with a Google Scholar profile are affiliated with a US or UK institution.[i] To put this figure in perspective: the population of the USA and UK together accounts for 5.12% of the global total. In other words, linguists from these two countries are massively overrepresented among the thought leaders in our field.

By contrast, not a single applied linguist or sociolinguist based at a university in Mainland China is among the 100 most highly cited scholars in "Applied Linguistics" and "Sociolinguistics." To put this figure in perspective: China accounts for 18.47% of the global population.

(cont.)

[i] As of April 17, 2021. This includes some duplicates as scholars who appear both under "Applied Linguistics" and "Sociolinguistics" were counted in each category.
Note: Distinguished Professor Ingrid Piller permit to re-publish this short article that has been published on *Language on the Move (https://www.languageonthemove.com/how-to-challenge-anglocentricity-in-academic-publishing/)*

Challenging the Anglophone publication monopoly

For multilingual scholars, i.e. those with English as an additional language in their repertoire, particularly if they are based outside the Anglosphere, the stats above can be pretty demoralizing. Publication in "top-tier" journals and impact metrics have become central to hiring, promotion, and funding decisions in the neoliberal academy worldwide. Yet, despite the meritocratic rhetoric, the playing field is obviously far from level and multilingual scholars based in global peripheries labor "under a heavy mountain."

The burden is intensified by the fact that academic publishing can very much look like a black box. While advice on how to get published abounds, what is missing are positive case-studies that showcase experiences of multilingual peripheral scholars challenging their linguistic and epistemic exclusion.
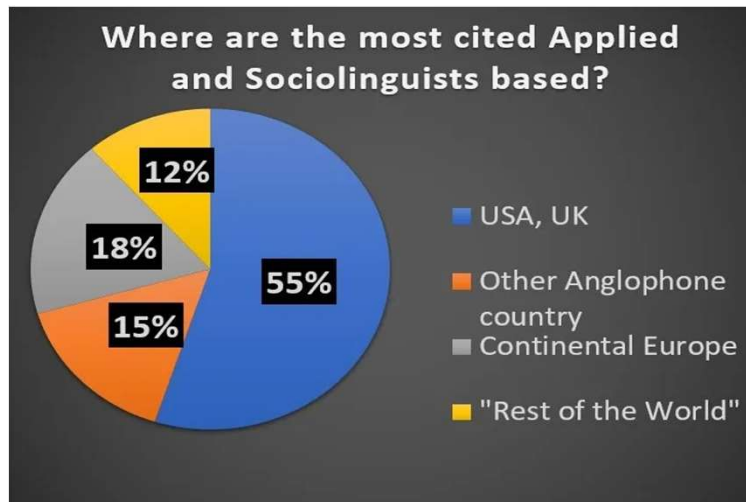
Where the world's most cited Applied Linguists and Sociolinguists are based, according to Google Scholar

A look into the black box of academic publishing

In a new article titled "Peripheral multilingual scholars confronting epistemic exclusion in global academic knowledge production," which has just been published in Multilingua, my colleagues Jenny Zhang, Jia Li and I provide precisely such a positive case study.

As regular readers of Language on the Move will remember, in 2020, we co-edited a special issue of the highly-ranked international sociolinguistics journal Multilingua devoted to "Linguistic Diversity in a Time of Crisis." To the best of our knowledge, this was the first concentrated effort in English to address the language and communication challenges raised by the COVID-19 pandemic. The special issue centered on research from the Chinese world.

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The special issue has been widely read and is already well cited. In addition to its topical exploration, it also constitutes a contribution to intercultural dialogue in applied and sociolinguistics.

Reflecting on the process that led to the publication of the special issue, we felt that it contained several lessons for linguistic and epistemic justice in our field. In "Peripheral multilingual scholars confronting epistemic exclusion in global academic knowledge production" we make those lessons explicit in the form of a collaborative autoethnography that illuminates the process behind the product.

In the article, we reflect on enabling personal and academic networks, textual scaffolding, and linguistic and epistemic brokerage. And we have three take-home messages.

	Country	Documents	Citable documents	Citations	Self-Citations	Citations per Document	↓ H index
1	United States	84127	80025	1723619	806207	20.49	345
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9	Spain	19050	18409	108948	32965	5.72	111
10	China	9153	8967	83395	33138	9.11	110

US and UK linguistics research has an overwhelming impact on the field (Source: Scimago Journal & Country Rank)

Against the center vision of "global" academic knowledge

The dominant vision of linguistic research is solely focused on the central circuit of academic knowledge production. Efforts at global knowledge transfer almost always move outward from this central circuit. In this vision, sharing center knowledge with the periphery is considered transformational. By contrast, Linguistic Diversity in a Time of Crisis demonstrated that some of the most exciting developments in contemporary applied sociolinguistics, such as the development of Chinese emergency language services, are located outside the center.

Knowledge flows in many directions and many circuits. Engaging with multi-directionality and multi-scalarity requires the kind of networks and teamwork we were able to bring to bear.

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For community building and an ethics of care

Within circuits of knowledge production, peripheral multilingual knowledge producers are assigned seemingly perpetual status as international students, academic novices, visiting scholars, junior partners, and interlopers in center institutions. These positionings ultimately preclude deep engagement.

The foundation of our joint work goes beyond academic collaboration and is based on longstanding personal friendship. We consider recognition of the affective dimensions of knowledge production and the importance of ethical relationships of care vital to the decolonization of knowledge.

Confronting privilege

Jenny, Li Jia, and I each write from different points in our career and from different points of inclusion and exclusion in various centers and peripheries. The same is true for all academics and each of us has a responsibility to center questions of linguistic and epistemic justice in whichever position we may find ourselves.

For us, this has involved building and engaging with various networks, collaborating across borders and generations, creating publication opportunities, and volunteering our time and expertise to act as linguistic and epistemic brokers.

At this conference in Wuhan in 2012, we had no idea our friendship would lead to joint research on COVID-19 communication in 2020

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To read our collaborative autoethnography about linguistic and epistemic justice in global academic publishing in full head over to *Multilingua*:

Piller, Ingrid, Zhang, Jie, & Li, Jia. 2022. Peripheral multilingual scholars confronting epistemic exclusion in global academic knowledge production: a positive case study. *Multilingua.* [free access]

Piller, Ingrid. Can we make intercultural communication less Anglo- and Eurocentric? Reflections on linguistic and epistemic justice. Keynote lecture at *Re-Thinking Interculturalism*, The Society for Intercultural Education, Training and Research (SIETAR) Europa Congress, May19-21, 2022

Most Spoken Languages in The World

Here is the best estimate of the world's most-spoken languages at the time of writing, based on total speakers, not limited to just native speakers.

Mandarin Chinese

Chinese is the most spoken language in the world, with 1.3 billion native speakers and counting. But it's worth remembering that Chinese is a macrolanguage with 13 dialect groups and hundreds of local variants.

FUN FACT!

MANDARIN IS THE OFFICIAL LANGUAGE IN 3 COUNTRIES (REPUBLIC OF CHINA, TAIWAN & SINGAPORE)

FUN FACT!

SPANISH IS A PHONETIC LANGUAGE! LETTERS ARE PRONOUNCED CONSISTENTLY AND EACH LETTER REPRESENTS CERTAIN SOUNDS)

Spanish

Spanish is one of the most frequently spoken languages in the world. With approximately 543 million native and non-native speakers, Spanish is the third most used language on the internet and one of the most taught foreign languages in the world.

English

English is commonly regarded as the official language of business, travel, and opportunity, with over 369 million native speakers. English, like Greek and Latin in Antiquity, is today's lingua franca (a bridge language, a common language, a trade language, or a link language).

FUN FACT!

RHYTHM IS THE LONGEST ENGLISH WORDS WITHOUT VOWELS (A, E, I, O, U)

Hindi

India has 23 official languages, the most common of which are Hindi and Urdu. Hindi, which is spoken primarily in northern India and parts of Pakistan, is written in devnagri script. A little Hindi will get you a long way if you ever travel to the Indian subcontinent. What's not to like about a language that brought us shampoo, jungle, jodhpurs, and bungalow?

FUN FACT!

THE PRONUNCIATION OF HINDI WORDS IS THE SAME AS HOW IT IS WRITTEN

Arabic

According to recent estimates, Arabic has over 315 million native speakers. Arabic is so diverse in its dialects that it is practically a collection of languages grouped together. Modern Standard Arabic is predominantly a written language that is closely related to the Quran's Classical Arabic. The spoken forms of Arabic in countries like Oman and Morocco, on the other hand, are different.

FUN FACT!

ARABIC ALPHABET HAS NO CAPITAL LETTERS

Infographic created by:
Nur Hidayah binti Mohd Khidzir (405022)
Nur Nazneen Alia binti Khairul Akmal (404022)

Pandemic Lexicon

By Dr. Melissa Wong

Taylor's University

Now that the world has seen the worst of the Coronavirus pandemic, let's take stock of some of the words that were most often used over the past two years.

Case

From very early on, case seemed to be the most used word to represent a known unit of a medical infection. This word was used at every level of society and government i.e., by the WHO, governments, medical practitioners and the common person. This simple word could oftentimes be loaded or reassuring depending on the context of its use. The higher or lower the number inserted before it could correspond to the level of worry or ease its reader feels upon reading it.

Even at the time of writing, more than two years since the first outbreak, The Atlantic reports that, "Coronavirus cases are up more than 25 percent in the United States over the past two weeks – and those are just the ones we know about. Experts warn that the true size of the current outbreak could be 10, or even 14, times worse than the official count suggests" – talk about a loaded term. Fewer reports of infection however do not automatically connote lesser worry to the reader such as is found in this article by the WHO, "One case of monkeypox in a non-endemic country is considered an outbreak". At the rate that new diseases are emerging post-pandemic, it seems that the word case is a mainstay in the public health lexicon.

Quarantine

This word was a personal favourite of mine during the pandemic as I had to learn the Korean equivalent 격리 kyeok-ri to speak it to my husband who underwent quarantine a minimum of eight times in 2020 due to travel for work and personal reasons. Some examples of how we have used it in our communication are, translated from Korean to English "I end the mandatory quarantine period at 12 midnight tonight" and more recently, "There is no longer a need for quarantine now in Korea".

A cursory reference to the Cambridge Online Dictionary reveals that this word is most often used to define the separation of a person or animal that has a disease. In fact, this is the very meaning that comes to mind for most people when they encounter the word. I have found however quite interestingly that emails too can be quarantined; that is, the spam variety that are detected by the Security Center of your email provider. You could review the isolated email and release it if you deem it to be virus-free from a legitimate sender. It is reassuring to know that even emails have equal status to people and animals when it comes to their potential to non-medically endanger the public.

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Social distancing

It is interesting that this term emerged almost two decades prior to the recent pandemic. Merriam-Webster defines the medical definition of socially distance as, "to distance (oneself) physically from other people or avoid any unnecessary contact with others during the outbreak of a contagious disease in order to minimize exposure and reduce the transmission of infection".

Right from the start of the pandemic this was a term that was personally baffling to me in terms of its use. What most of us were implored to do in order to curb infection rates was in fact to maintain physical distance. The actual distance between, for instance, two persons has little to do with how much or how little the two are communicating with each other. In other words, it could be literally taken to mean "to cause (oneself) to avoid social interaction with an individual or individuals perceived as different from oneself or belonging to a social group other than one's own", which is the Merriam Webster's other definition for social distancing.

Now that most countries in the world have lifted all or the most severe social distancing measures, this word may feature less prominently in our daily vocabulary and there may be a time in the future where we recall with nostalgia, our use of this term.

Work-from-home or WFH

I must admit that I was one of the people who was late to the introduction of the acronym that stands to mean that an employee is working from their place of residence rather than working from the office. Thanks to the wonderful search function in Whatsapp, I am able to trace the following conversation I had with my friend on the meaning of WFH and it went like this:

> **Friend:** Meaning you guys will wfh till June?
> **Me:** What's wfh?
> **Friend:** Work from home. (two rolling on the floor laughing emojis). New lingo.
> **Me:** Oh, silly me…

Since then, there have been 82 instances of the word being used in my Whatsapp conversations. A colleague of mine used it in the following sentence, "I was wfh yesterday" meaning that this term at least in usage can be used to denote that working-from-home had occurred in the past, or even in the present, such as in this example, "All the best today. I am WFH today". Apparently, the abbreviation for this word can be in lower, upper or mixed cases, and is not necessarily restricted to grammatical rules at this early stage of its use.

It remains to be seen if these words will remain as fixed lexicon in our day-to-day lives. It has been said that most people are likely to experience one extreme pandemic like COVID-19 in their lifetime. If once in a hundred years is anything to go by, then we can expect the words to remain in our everyday vocabulary for quite some time.

YOUNG WRITER SPOTLIGHT

The Impacts of Online Distance Learning on English as a Second Language (ESL) Students'

Language Acquisition

By Muhammad Firdaus Hidayat bin Mohd Fauzi (UiTM Johor)

Online distance learning (ODL) is a form of online education in which the main elements consist of the physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication (Hatim, 2021). The approach is similar to the implementation of open and distance learning which has been used in universities especially for post-graduate students. Due to the COVID-19 pandemic, educational institutions have adapted to the impossibility of face-to-face classroom since March 2020. Language acquisition, on the other hand, is the process of being able to understand and use a language (De Villiers et al., 1978). English language acquisition has been affected by ODL in several ways. There are pros and cons when it comes to English language acquisition in ODL among students.

The first positive effect is that students can discover more vocabulary through online searching. In ODL, students learn by themselves much more than in conventional learning. According to Ag-Ahmad (2020), students feel the need for more information to supplement the existing material they have learnt in class. On top of that, teachers should promote autonomous learning for students, especially for students to search online for additional material, as each student's learning curve might differ from the next student's. In doing so, the students will stumble across words that they are unfamiliar with. With one click, they will know the meaning of the said word. Hence, finding new materials online will expose students to new vocabulary with each search. To support this, Theodore (2013) found that students acquire much more vocabulary in ODL and are able to use them in written exams. The language acquisition of English for students will hasten when students discover more vocabulary in ODL.

ODL also benefits students in terms of receiving appropriate proofreading features that are easily available online where it acts as a guide. When students do their online assignments in English, they either use Google Suites or Microsoft Office, which automatically offer proofreading services: wrong spellings are underlined in red, for example. These features teach students to correct their mistakes. This is pertinent to language acquisition as the process of acquiring the language, learning from mistakes, is one of the most important parts. Just like toddlers, using a first language and being filled with errors is a natural process that happens, so does the acquisition of the English language as a second or third language. Although the acquisition of the English language differs when age increases, all will use the language with mistakes in the process of acquiring the language (Birdsong, 1999). So, proofreading features will guide students as they learn from their mistakes in acquiring the English language, which is a benefit of ODL.

However, it is not all sunny side in this matter; ODL is believed to also negatively impact the acquisition of the English language when students become too dependent on proofreading features. Proofreading features are mostly auto-correct and click-to-correct. This innocent feature designed to ease users proves to be a bane when students become overly dependent on these features. As a result of overdependency, they will neglect the basic rules of English or even the correct spelling.

These problems stem from the thought that errors will be corrected by another entity, which in this case is the proofreading feature. The main issue arises when these students use English outside of their computers in the absence of those features. Without the proofreading features to correct them, students now only have themselves to depend on, and most of the time, they will make trivial mistakes. Hult (1985) finds that students make mistakes in writing outside of their computers, especially in spelling. Hence, the language acquisition of English will be hindered by the proofreading features of Microsoft Office or Google Suites, which are essential for ODL.

Furthermore, ODL also unconstructively affects the acquisition of the English language in a sense where English interactions with peers are limited. It is common for ODL to be autonomous and solo learning, while learning languages needs practice. Indeed, writing and reading play major parts in successful language acquisition, but as speaking is one of the productive skills; learners need to produce words, sentences, or even phrases, i.e., oral practice in conversations is essential. Due to the nature of ODL, real-life connections and conversations using English as a tool of communication are limited to a minimum where it happens only with assessments and presentations. Inconsistent practice of English will result in a dormant or declining acquisition. Even adept speakers will be negatively affected by not using English for a long time. On top of that, according to Brown and Yule (1983), "speaking is the skill that the students will be judged upon most in real life situations". AlSaleem (2018) hypothesised that students who practice speaking more will improve in English as a whole. Thus, language acquisition of English will be hindered among students who are in ODL due to the limited interactions using the English language.

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In conclusion, there are pros and cons when it comes to the acquisition of the English language in ODL. Even though language acquisition is boosted by ODL through students discovering new vocabulary while searching online and students being guided by the proofreading features, it may also be hindered because of the dependency on the proofreading features and the limited interactions using the English language among the students.

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YOUNG WRITER SPOTLIGHT

Language Inclusivity and Diversity

By Tiffany Ann William (TAR UMT)

I think it's extremely important that we adopt inclusive language practices with students of various language backgrounds, as language is the most common method of communication. It's how we connect, form relationships and express ourselves. Most importantly, it is how we understand others and ourselves. By being inclusive in our everyday conversations, we not only include and welcome everyone, but we also make the most of the languages.

A good example of inclusive language practices among students of different language backgrounds is bearing in mind the language barriers and using a common language understood by everyone. For instance, Bahasa Malaysia is a language everyone can comprehend well, living as Malaysian citizens. By using a language that everyone can understand, this creates an inclusive environment for all students regardless, of their differences.

I feel that students nowadays do not put that much effort into practicing inclusive language. Everyone should not exclude certain people just because of their different language backgrounds, as there is a certain language barrier between them. This will cause some students, especially international or foreign students, to feel left out of the conversation instead of being included. I'm sure these people who are being excluded would feel many negative emotions such as lowered self-esteem, negative moods, and such. This will affect their school/university life, which is unfortunate as they will feel unmotivated every time they go to school/university.

As a student, it is important to me because I, of course, would want to feel included with the youths in Malaysia. This sense of inclusivity is important because in Malaysia, we often culture the attitude of togetherness, so this calls for us to be inclusive and include everyone, no matter their language, gender, ethnicity, and things like that. The youth of today will be the future of tomorrow. I can say that these inclusive language practices are very significant to me.

(cont.)

Personally, I will try my best to make sure that I am easily understood by everyone around me. I will speak in a slow and clear manner. I will also ensure that everyone is speaking one at a time, and not over each other. That brings me to my next point, which is making sure others are heard and understood as well. This creates an inclusive and safe environment for students of different language backgrounds. As stated earlier, using a common language or the local lingua franca is also a practice I use for language inclusivity.

Some of the challenges I face are assumptions. It is part of human nature to create assumptions based on past experiences and patterns, and maybe even stereotypes. I tend to assume people understand what I'm saying, or people know the language I am communicating in. When the other students tell me that they do not understand me, I also have a hard time rephrasing myself.

In my opinion, practicing inclusive language helps us make full use of this communication tool. By including all students regardless of language background, gender, and ethnicity, as well as other differences and labels, we can make the most out of our words. Another benefit of practicing inclusive language is that we build stronger connections and relationships. We can expand our horizons and discover more about other cultures and people. We make bonds that we hold close to our hearts. Other than that, it also promotes the mental and emotional wellbeing of all students, despite their different language backgrounds.

One of the possible ways and methods to promote inclusive language practices is through social media. As the youth nowadays are caught up in the latest news, it is important that they have famous role models and examples that emphasize language inclusivity. Another way is to advise your friends and acquaintances if they tend to use harsh words and language. Instead, tell them to make use of gentle and welcoming words and encourage the practice of inclusive language.

There are examples of companies that practice language inclusivity, specifically sign language. Grab Malaysia is one of those companies. They use the hashtag #BreakTheSilence to promote sign language in support of their deaf driver-partners. This means that they are inclusive of the deaf community. They have posted multiple videos of teaching simple sign language on their social media pages as well as on their Grab app.   *(cont.)*

Other than that, Starbucks is also doing their part to incorporate sign language into their operations to practice language inclusivity among Malaysian citizens. The Starbucks Signing Store in Bangsar Village is run by nine deaf employees and baristas.

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UPCOMING JOBS

Japanese Speaking Purchasing Executive (Selangor)

JOB DESCRIPTIONS

- Purchase processing of purchased components/ items for production orders [Tosho include, CMI exclude] implementing the company's policies and Standard Operation
- Follow procedures in dealing with vendors, and good techniques to secure supply on time and with added value
- Manage and control the correct quality, quantity and price of purchases
- Analyze all irregularities and coordinate corrective actions plan, either internally and/or externally
- Upload the "Build of Materials" from CSV file to ERP
- Handle supply claims/ rejects and receiving miss with vendors, monitor and control
- Internal [Production and Warehouse] and external [vendors] liaison on parts tracing for production orders, coordinate troubleshooting arrangement, "loan parts", alternate parts replacement, etc.
- Coordinate the sub-contract job arrangement
- Operate the ERP Purchasing module for purchase order processing, etc.
- Perform any duty duly assigned by the superior when required

JOB REQUIREMENTS

- Degree qualification or equivalent in a business-related subject
- Fresh graduates are also welcome to apply
- Familiar with Microsoft Office Skills and Applications
- Possess good communication and strong negotiation skills
- Possess self-discipline, proper time management and organized personality traits
- Able to work as a team and under pressure with tight schedule

Contact Details: Ms. Sue Sin Yong (JAC Recruitment Manager, Johor Branch)

Kindly email your CV and cover letter to suesin.yong@jac-recruitment.com

Khmer Speaking Customer Service

JOB RESPONSIBILITIES
- Case Management Function
- Ensure timely response to Client(s)/ Medical Team and Provider(s) for the coordination of service delivery
- All cases are logged in claims system with accuracy and in a timely manner
- Compile accurate information from client(s) when handling request for quotation / estimated cost from provider(s)
- Liaise and follow-up with provider(s) in order to obtain required case documentation and ensure that provider(s) is/are completely educated of required medical information and documents
- Ensure assigned active cases are closely monitored and attended to promptly
- Ensure no leakage when cases are handed over to other colleagues
- Handle phone calls skillfully
- Ensure inbound calls are answered within 3 rings and calls are not put on hold for more than 3 minutes. All calls are to be handled in a professional manner.
- Demonstrate a high level of customer service by setting proper expectations at the beginning
- While on a call, ensure that all necessary information from provider(s) and member(s) related to the case is collected and recorded in the system
- When handling members/ insured calls, perform membership verification and advise on the coverage according to the policy and/or provide status update of the case accurately
- Provide service to client(s) who need assistance according to the scope of service
- Build and maintain good relationships with service provider(s), client(s), insurance company and other party
- Monitor patient's medical expenses during hospitalization and ensure the cost is reasonable and within the coverage limit
- Ensure timely requests for quotation and logistic for medical assistance are obtained for approval
- Ensure that escalation process is in place and Superior or Senior CSA is aware of difficult/ sensitive cases
- Work closely with the Medical Team to ensure the execution of medical evacuation /repatriation is coordinated according to the plan of action

JOB REQUIREMENTS
- Able to communicate in Khmer language
- Have experience working in a call center role
- Experience working in the health/ medical industry will be an added advantage
- Able to join immediately

Contact Details: Ms. Sue Sin Yong (JAC Recruitment Manager, Johor Branch)

Kindly email your CV and cover letter to suesin.yong@jac-recruitment.com

Japanese Speaking PA to MD

JOB DESCRIPTIONS

    • To provide secretarial duties and overall administration support to the Managing Director

    • Handle and organize daily routine for MD, screening and attending

telephone communications

    • Arrange and schedule appointments and departmental meeting for Managing Director and senior

management personnel

    • Organize and maintain a good office filing system for smooth data retrieval and reference and

follow-up on pending matters

    • Provide high level administrative support for expatriate staff in the office

    • Provide office administrative support and undertake other special assignments or related duties as

may be specified by MD

JOB REQUIREMENTS

    • Diploma or Degree in Business Administration or Secretarial studies; or equivalent in other related field(s)

    • Minimum 4 years of working experiences in similar field(s)

    • Confident personality and able to deal with multiple issues and details at the same time

    • Ability to work independently under minimum supervision and at all levels including senior management

    • Good interpersonal skill, discipline on punctuality, patience and well groomed

    • Excellent written and verbal communication skills in Japanese & English

Contact Details: Ms. Sue Sin Yong (JAC Recruitment Manager, Johor Branch)
Kindly email your CV and cover letter to suesin.yong@jac-recruitment.com
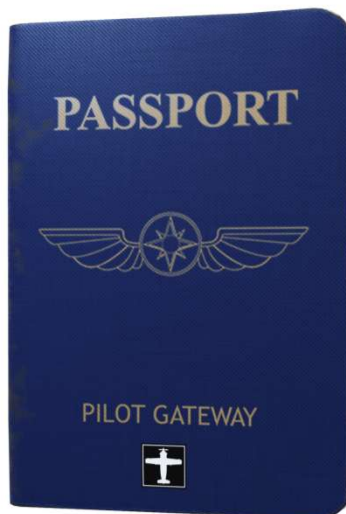
Vietnamese Speaking Digital Marketing Consultant

JOB RESPONSIBILITIES

• Communicate with customer(s) via phone, email or chat for any issues related to their interaction with company platform

• Manage the relationships between the internet giant and its customers resulting in increased business by providing consultative advice in relation to sales solutions

• Tell us how we can be better and act as a voice for users/ advertisers to provide product and process improvement opportunities back to the internet giant

• Any other duties and responsibilities that may be assigned to you by the management from time to time within your category of employment in the organization and for the effective implementation, maintenance and continual improvement of the ISO9001 and
ISO18295-1 Quality Management System

JOB REQUIREMENTS

• Possess at least a Bachelor's Degree in any field, preferably in advertising or marketing

• Excellent communication skills in English and a native speaker of Vietnamese

• 1-2 years of experience in customer support will be an added advantage

• Fresh graduate is welcomed to apply

• Passion for social media, online marketing, or online advertising

Contact Details: Ms. Sue Sin Yong (JAC Recruitment Manager, Johor Branch)
Kindly email your CV and cover letter to suesin.yong@jac-recruitment.com
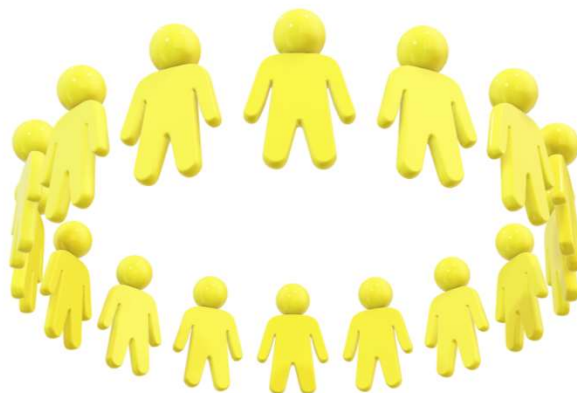
BITS & BYTES

Ingrid Piller is Distinguished Professor of Applied Linguistics at Macquarie University, Sydney, where she previously served as Executive Director of the Adult Migrant English Program Research Centre (AMEP RC). Over the course of her international career, she has also held appointments at universities in Germany, Switzerland, United Arab Emirates and USA. She is a [Fellow of the Australian Academy of the Humanities](#) and recipient of a [2018 Anneliese Maier Research Award](#).

Ingrid Piller is an applied sociolinguist with research expertise in intercultural communication, language learning, multilingualism, and bilingual education. She has published, lectured and consulted widely in these areas.

(cont.)

BITS & BYTES

Ingrid Piller is the author of *Linguistic Diversity and Social Justice* (Oxford University Press, 2016), which won the 2017 Prose Award in the Language and Linguistics category and the 2017 BAAL Book Prize. She is also the author of the bestselling *Intercultural Communication* (Edinburgh University Press, 2nd ed., 2017) and over 400 other publications.

Ingrid Piller is a member of the Australian Research Council (ARC) College of Experts, serves as editor-in-chief of the international sociolinguistics journal *Multilingua* (De Gruyter Mouton) and edits the sociolinguistics portal *Language on the Move,* through which many of her publications and those of her team, including their research blog, can be accessed. She tweets about linguistic diversity @lg_on_the_move.

MAAL Activities and Events
MAAL ROUNDTABLE 2022
By Dr. Roslina Abdul Aziz (UiTM Pahang)

As a strategy to increase its visibility MAAL has organised a series of four roundtables from April to June 2022 involving leading public and private higher institutions in Malaysia. On 21th April 2022, the first roundtable was held with the theme Trends And Challenges In The Teaching And Learning Of Third Languages in Malaysia. Involving a panel of experts from Universiti Teknologi MARA (UiTM), Universiti Sultan Zainal Abidin (UniSZA), Universiti Malaysia Pahang (UMP) and Universiti Kebangsaan Malaysia (UKM), the roundtable discussed and highlighted the importance of strengthening the teaching and learning of foreign languages in the Malaysian higher institutions in the effort to produce multilingual graduates with the language skills to become the key players in the global economy.

MAAL Roundtable 1

The second roundtable focusing on the challenges and directions in the upliftment of Bahasa Melayu (Cabaran dan halatuju dalam pemartabatan Bahasa Melayu) was organised on 13th May 2022. Gathering Bahasa Melayu experts from Dewan Bahasa dan Pustaka (DBP), International Islamic University of Malaysia IIUM), Universiti Kebangsaan Malaysia (UKM) and Universiti Teknologi MARA (UiTM), the panel of experts engaged in a discussion on the challenges and strategies faced by stakeholders and educators in restoring Bahasa Melayu to its former glory as the lingua franca and language of economy, politics and culture.

MAAL Roundtable 2

(cont.)

MAAL ROUNDTABLE 2022

MAAL Roundtable 3

With the theme Language Inclusivity: Reviving The Endangered Languages In Malaysia, MAAL held its third roundtable on 26th May 2022. Anchoring the discussion towards the the current development of and effort in revitalisation of endangered languages in Malaysia, the team of panelists from Universiti Malaysia Sabah (UMS), Universiti Malaysia Sarawak (UniMAS), University of Malaya (UM) and Universiti Teknologi Petronas (UTP), has brought forth strategies of empowering community in reviving and reclaiming their heritage languages that are in the brink of extinction and measures in creating future generation of speakers of these languages.

The fourth and final roundtable held on 17th June 2022 engaged the esteemed panelists and participants with the discussion on the theme Engaging Industries and Societies in Diverse Language and Linguistic Research. The focal point of the discussion was on why industry collaboration and community engagement are vital aspects of academic life and how such engagement can benefit university graduates and academicians. The knowledge and ideas shared by expert panelists from Universiti Teknologi Malaysia (UTM), Universiti Sains Malaysia (USM), Universiti Utara Malaysia (UUM) and Universiti Kuala Lumpur (UniKL) provided valuable input that could be used as a guide for participants who plan to engage with the industries or societies in collaborative research and community works.

MAAL Roundtable 4

MAAL Activities and Events
The Story Behind the Case
By Nazhatulshima Nolan (UiTM Johor)

Malaysian Association of Applied Linguistics Training and Consultancy headed by Assistant Professor Dr Nadya Supyan has successfully carried out the first webinar, The Story Behind the Case presented by Associate Professor Dr Cordelia Mason,the Executive Director of Yayasan UNIKL. The webinar started off with an interesting counting activity of the images of a book with the background of UNIKL building was done through Zoom platform from 2:30pm to 5:00pm on the 11th of May 2022.

The two-part talk was moderated by Dr Khairil Razali from International Islamic University Malaysia.

The sharing session began with the introduction and the origins of the case method which was initiated in 1912 at Harvard School of Administration. It generates about 600 cases yearly, focusing on analysis, decision making or implementation. Dr Cordelia explained the four steps of the case methods;Step 1, get to know the case method,Step 2, know the features and types of cases,Step 3,decide if the case method is suitable for the class,Step 4,decide if you want to write your own case or use other's. She continued by elaborating the basic steps in writing a case study, in selecting the topic knowledge and in planning the case study and finally in the drafting,reviewing and editing.

(cont.)

Part Two was the elaboration on how to tell your business story in three steps:
1. Setting of the four signposts
2. Describe the four signposts in business storytelling
3. Explain the role of each signposts

In Part 2, famous characters from movies and cartoons such as Popeye,Michelle Yeo, Mickey Mouse were used as ice-breakers. They were then used to illustrate the way the four signposts:setting,characters,conflict and resolutions were applied.

Professor Dr Evangelos Angelou Afendras was also present and gave his insightful inputs based on his own experience by telling his stories.

Mr William Loh from Emerald Publishing shared on the opportunities to publish case studies on Emerald publication.

Overall, this webinar has sparked interest in future research of case study methods.
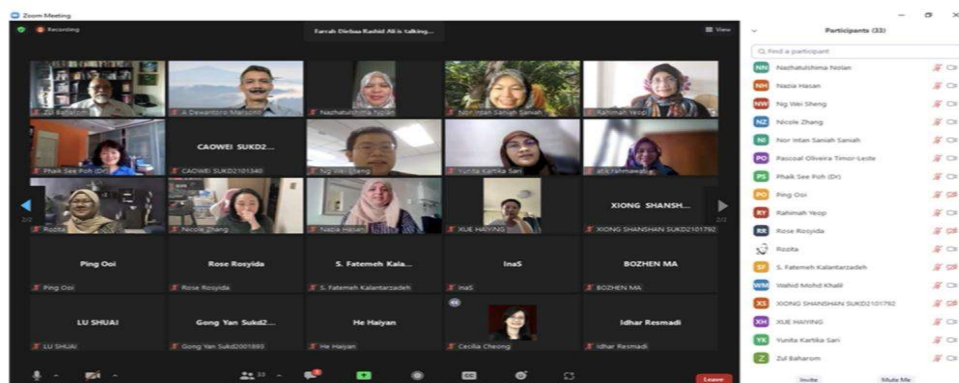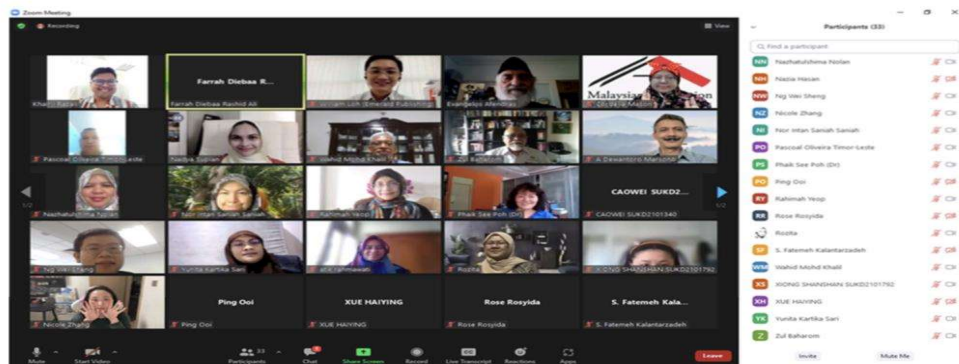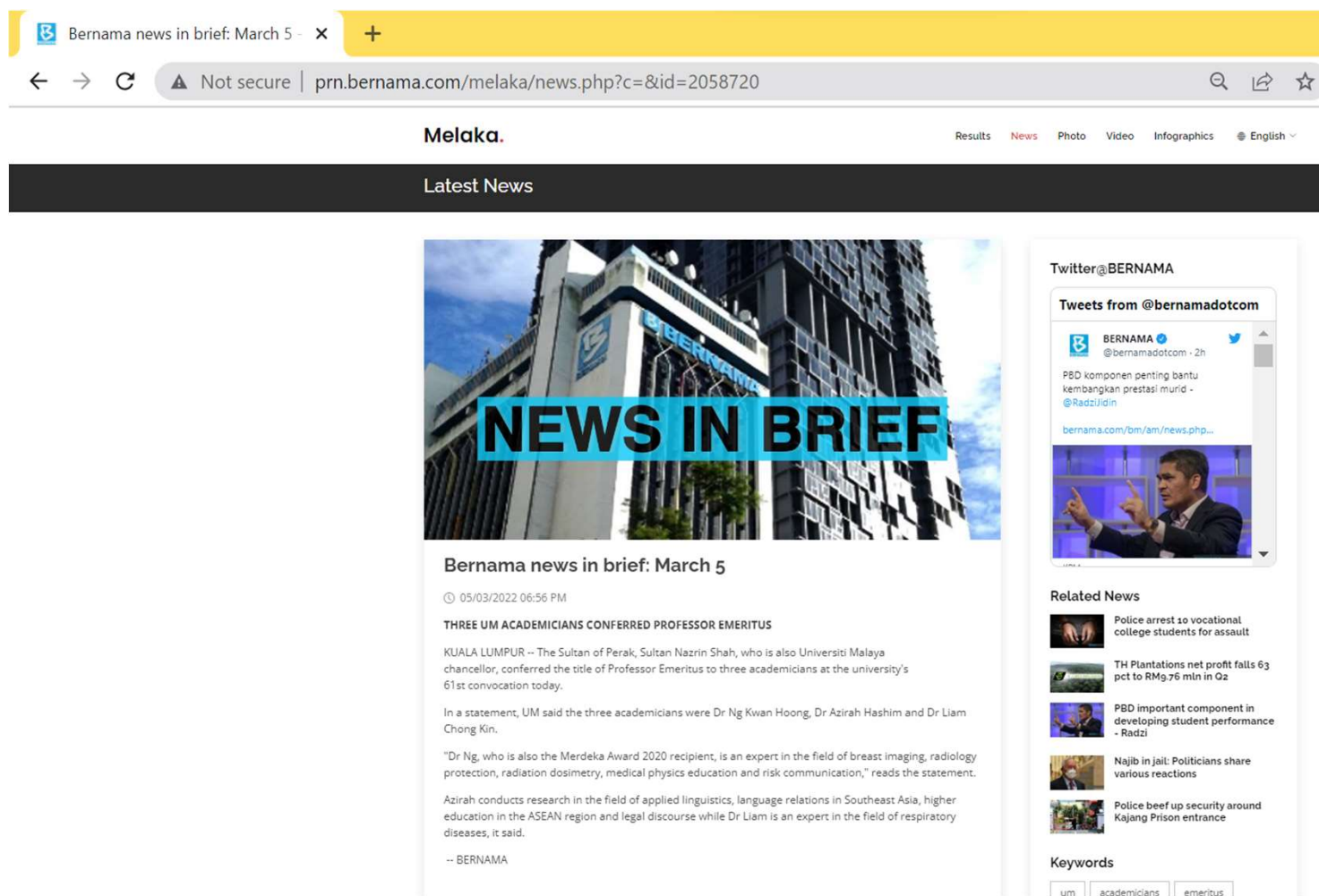
MAAL MEMBERS' CONTRIBUTIONS

Professor Emeritus Dr. Azirah Hashim

Universiti Malaya

Professor Emeritus Dr. Azirah Hashim from **UM Languages & Linguistics**, **Universiti Malaya** being coffered the title of "Professor Emeritus" during the 61st UM convocation ceremony. The Emeritus appointment is a prestigious title given to retired, tenured Professors by institution as a recognition of their extensive contributions and distinguished service.

https://www.facebook.com/Universiti.Malaya.Research/photos/a.2108216946102232/3138606206396629

http://prn.bernama.com/melaka/news.php?c=&id=2058720

(cont.)

MAAL MEMBERS' CONTRIBUTIONS

Watch Professor Emeritus Dr. Azirah Hashim well-deserved appointment full recording at https://www.youtube.com/watch?v=9dV4YAFSF8o (starting at 46:40)

https://www.facebook.com/Universiti.Malaya.Research/photos/a.2108216946102232/3138606206396629

MAAL MEMBERS' CONTRIBUTIONS

Fun English learning for Orang Asli pupils

From Dr. Chew Shin Yi (Universiti Malaya)

https://www.thestar.com.my/news/education/2021/09/05/fun-english-learning-for-orang-asli-pupils

STAREDU, SUNDAY 5 SEPTEMBER 2021

2 Schools

Fun English learning for Orang Asli pupils

UM students design lessons for school community as part of social engagement project

LEARN ENGLISH

BRATS

Star Bright Roving Annoying Teens

By GAN XIAO TIAN
brats@thestar.com.my

ENGLISH language lessons have been made more fun and engaging for pupils from two primary schools in Muadzam Shah, Pahang, thanks to an initiative by some 30 Bachelor of English Language and Linguistics (BELL) undergraduates from Universiti Malaya (UM).

Called Easy English with BELL, the initiative, which began last year, has seen the setting up of a website filled with learning modules comprising videos, quizzes and exercises for Years Four to Six pupils at SK Runchang and SK Kota Perdana.

Cognisant that their target pupils – many of whom are from the Jakun tribe of the Orang Asli community living in remote areas – have limited to no access to Internet connectivity and digital devices, the team delivered 160 printed copies of the modules with help from former SK Runchang English language teacher Samuel Isaiah early this year.

"To get connectivity for remote learning, the pupils have to travel 5km from their homes. Their lack of devices is also a problem that needs to be tackled to enable inclusivity in remote learning," said Samuel, who was a Top 10 finalist for the Varkey Foundation Global Teacher Prize 2020.

The printed modules included not only exercises, but also cartoons, tongue-twisters, word search games, jokes, riddles and language tips.

Joint effort: Chew (right) handing over the printed modules for Samuel to deliver to the pupils in Pahang.

To motivate the pupils in their learning, book vouchers were given as a reward upon their completion of the modules.

Student Adam Hakimi, who was the project director, said he and his team were initially nervous about achieving what they set out to do.

"The majority of us are from the cities. We have few ideas of how education is conducted within the Orang Asli community," said Adam.

Starting out, UM Faculty of Languages and Linguistics senior lecturer Dr Chew Shin Yi, who guided the second year BELL undergraduates on the project, reached out to Samuel and English language teachers at both schools to understand the pupils' proficiency level.

Chew credited Samuel to providing insights into the learning progress of the pupils, and being the bridge of communication between the undergraduates and the schools.

"I knew Samuel from a Common European Framework of Reference for Languages (CEFR) master trainer's course we attended together in 2016.

"I could see he was passionate about his Orang Asli pupils and until today, he is more than willing to assist us in making the project a success. We are very thankful to him for that," she said.
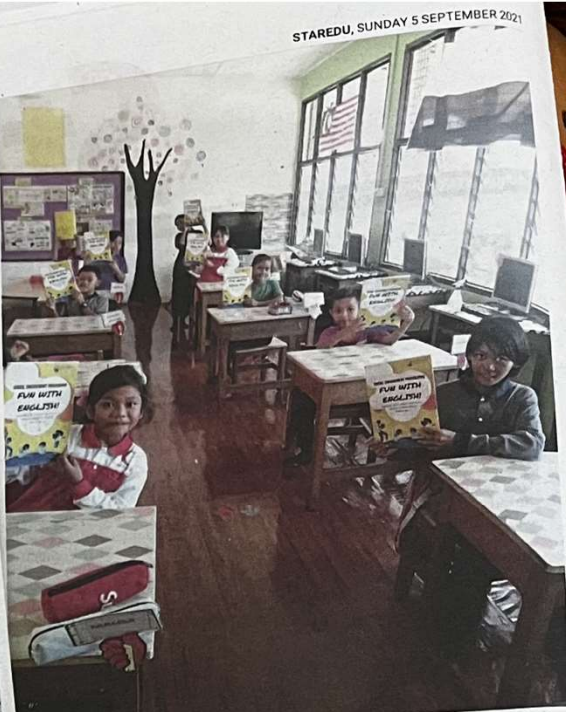
Having put together feedback from Samuel and the schoolteachers, the undergraduates leveraged on online resources to design the modules from home due to the outbreak of the Covid-19 pandemic.

"We really appreciate the support that we received from UM and the help that we received from Samuel and the schools involved, especially Hamizah Jaffar, an English language teacher at SK Runchang," said Chew.

The Easy English with BELL initiative was part of the undergraduates' Social Engagement course, which is aimed at encouraging tertiary students to serve the community.

The undergraduates had wanted to organise a three-day English camp for the pupils in April last year but their plan was shelved due to the pandemic.

It is hoped that through the Easy English with BELL initiative, the undergraduates were able to enhance their module designing skills, as well as attract pupils to learn the language and bridge the learning gap during the pandemic.

The online learning modules were made available to the two schools in July last year, and were adapted for use at SK Bukit Pantai and SK Kampung Selayang in the Klang Valley under UM's Sekolahku Universitiku programme in October.

The undergraduates will carry out another social engagement project called "My Tribe, My Pride" next month.

To access the learning modules, go to *https://englishwithbell.wordpress.com/*.

Gan, 21, a student in Selangor, is a participant of the BRATs Young Journalist Programme run by *The Star's* Newspaper-in-Education (Star-NiE) team. Throughout the year-long programme, participants aged between 14 and 22 from all across the country experience life as journalists, contributing ideas, conducting interviews, and completing writing assignments. They get to earn bylines, attend workshops, and extend their social networks. To join Star-NiE's online youth community, go to *facebook.com/niebrats*.

Timely boost: The Orang Asli pupils at SK Runchang posing with their modules early this year. (Note: Mask wearing in class was not a mandatory requirement when the photo was taken.)

DON'T MISS IT

Deadline: Sept 12

CaM-Bridging Fund

> Unlike most UK universities, the University of Cambridge requires applicants to be interviewed, either in their home countries or in Cambridge.
> The fees associated with their UCAS applications, online SAQ forms (as of 2021) and interviews raise a RM1,000+ barrier to entry for candidates.
> The Cambridge Malaysian Bridging Fund (CaM-Bridging Fund) aims to sponsor the application fees of 15 low-income students applying to study at the University of Cambridge.
> The fund was launched by Cambridge University Malaysia Society (CUMaS), a non-profit student organisation in Cambridge that serves to unite Malaysians while promoting Malaysian culture and traditions.
> Applicants will be selected based on: household income

MAAL MEMBERS' CONTRIBUTIONS

Years of Innovation

By Saliana Sawaluddin

Universiti Sultan Zainal Abidin

From Left: Nur Naimhafizah, Saliana (writer and project leader), and Norazurawati during the Minggu Pertandingan Inovasi 2022 at Universiti Sultan Zainal Abidin, Terengganu

As an English teacher, it has been proud to receive another gold medal in Minggu Inovasi (MPI) 2022 after successfully collected three golds and one silver in the past innovation competitions since 2019. The current technology in education used, mobile apps, launched as 'Commtastic: Language Quiz Game', has been recognised to be a good innovation for the university students, after the AR (augmented reality) and VR (virtual reality) used in previous competitions . In 2021, the writer (project leader) and her team had also won first place in the video competition on the best teaching and learning practices during 'Minggu Citra' 2021. Last but not least, 2021 was another year for the writer to receive an innovation award from Faculty of Fundamental Studies and Continuous Education.
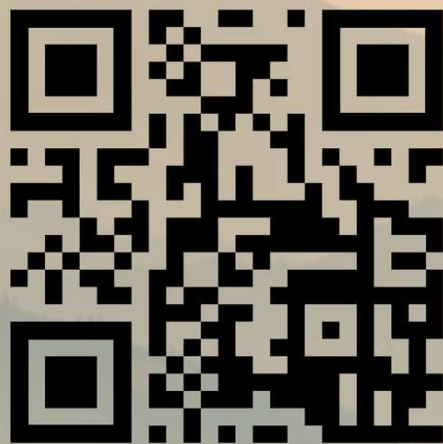
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| THE HOME THAT SPEAKS YOUR LANGUAGE |

Malaysian Association
of Applied Linguistics

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exciting world of applied linguistics

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