

Message from Director of Batu Lintang Institute of Teacher Education

We are pleased and honoured to be working together with Brighton Education Learning Services in organising and conducting the English Language Teaching and Learning International Seminar 2013. At Batu Lintang Institute of Teacher Education, we are constantly seeking opportunities to forge smart partnerships with the private sector in order to promote and further develop the effectiveness of the teaching and learning of English in our ESL classrooms.

We also hope to forge other partnerships so as to make the ELT seminar a part of our campus calendar. As the Director, I am proud of the staff, in particular, the Language Department and TESL student teachers that we have - their commitment, creativity and willingness to reach out to the ESL teaching community has led to the successful organisation of activities such as English Language Festival (ELF) and our school outreach programmes.

Batu Lintang Institute of Teacher Education is also strategically placed and therefore, we have the privilege of a close working relationship with Sarawak State Education Department. This collaboration has led to the success of this ELT seminar as well as the other programmes that our campus has implemented over the years.

Special mention must be made about the strong support that we have from the state government. We are honoured to have YB Datuk Hajjah Fatimah binti Abdullah - Minister in Welfare, Women and Family Development as our principal guest. On behalf of the organisers, I would like to thank her for gracing our seminar with her presence.

I would also like to take this opportunity to thank Encik Abdillah bin Adam, Director of Sarawak State Education Department for his unwavering support and assistance in making this seminar the success it is.

I express hope that all course participants will return to their respective schools with renewed vigour and new ideas that will make them better and more effective English Language teachers.

I wish everybody an enjoyable, memorable and fruitful experience.

Thank you.

Hj. Awang Hambali bin Hj. Awang Hamdan
Director
Institute of Teacher Education - Batu Lintang Campus

Message from Executive Chairman of Brighton Education

For better or otherwise, the world is using English as the lingua franca of the 21st Century. It is the main language of business, science, technology and international relations. As educators we have a duty to give children access to this commodity so they can have better opportunities in education and employment. Brighton Education has a tag line, "Creating Opportunities", and that is what we do through education.

As English language has become increasingly important in primary schools, the focus of this seminar is opportune and appropriate. Our experience in over 600 primary schools in Malaysia has shown that moving from teaching by telling and testing to learning by using and enjoying English not only works, but also motivates both teachers and learners. I know from my British Council friends and colleagues that their work in Sarawakian primary schools has been very successful too and largely follows the same approach.

I am especially happy that this seminar is in Sarawak which is where I first taught English in Malaysia in the late 1970s, in Baram. Sarawak's unique history with the Brooke dynasty and a brief British colonial period (not to mention the Japanese occupation during which Batu Lintang featured prominently) means the people are very accommodating towards English and other non-native languages.

Unlike in the peninsular, Sarawak has the advantage of not having a dominant linguistic group and this creates a very accommodating atmosphere for teachers and learners of English.

One of the benefits of the KSSR is that it creates opportunities (to coin a phrase) for teachers to bring motivating and enjoyable activities into the classroom and outside. I have seen the positive impact of "Language Arts" -singing, playing, acting etc - on classrooms across Malaysia and throughout ASEAN. Brighton, as a Malaysian education organisation, is starting projects to improve the teaching and learning of English in Laos and Myanmar (and other ASEAN countries in the pipeline), basically using what we have created in Malaysia, adapted for these countries.

We commissioned some research into the differences in proficiency in English between classes on Year 3 students of English who were taught by teachers who are part of our Teaching English Language and Literacy (TELL) programme and similar classes in neighbouring schools which are not yet part of the project. The results were very interesting. Perhaps unsurprisingly, the TELL classes strongly outperformed the non-TELL ones in speaking and listening (as we focus a lot on these skills), but they also outperformed the non-TELL classes in reading, writing and grammar.

From my 40 years of experience, much of it in Malaysia, it is clear to me that the best way to improve English learning in primary schools is by working with teachers in schools over at least a year to enhance their pedagogy and proficiency, reinforced by team teaching and by developing English language enrichment activities outside the classroom with the schools' leadership.

I am sure the seminar will benefit all participants and am looking forward to seeing old friends and meeting new ones.

Mohd. Arif Christopher Bell Abdullah
Executive Chairman
Brighton Education

ORGANISING COMMITTEE
English Language Teaching and Learning International Seminar 2013

Emerging Trends in ELT:
Sharing what works in the English Primary classroom

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Director
Institute of Teacher Education—Batu Lintang Campus

Mr Mohd. Arif Christopher Bell Abdullah
Executive Chairman
Brighton Education

Vice Chairmen: **Mr Balakrishnan**
Project Manager
Brighton Education

Mr Jamiran bin Salam
Deputy Director
Institute of Teacher Education—Batu Lintang Campus

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VENUE/SESSIONS MANAGEMENT

Mdm So Suez Pink Mdm Anne Anthony Lajinga Dr. Jeff Hawkins
Mdm Rosemary Lee Otago (TESOL) student teachers

PROGRAMME BOOK

Mdm Anne Anthony Lajinga Mdm Anis Alisya Abdullah Mr John Taylor
Hj. Thadzul Azali bin Jumaat Mr Alexander Tow Otago (TESOL) student teachers

SOUVENIRS/CERTIFICATES

Mdm Rosemary Lee Mr Michael Toh Ms Chin Jun Na

EXHIBITION

Mdm Angelia Lee Sor Gek Mdm Shirley Su Chai Siik Otago (TESOL) student teachers
PISMP January 2011 Intake TESL student teachers

PROTOCOL

Mr Tingang Trang Mdm. Siti Azura bt Said Otago (TESOL) student teachers

ICT & TECHNICAL TEAM

Mdm Liza Kay ak John Jeffrey Mr Mahadhir bin Sidi Mr Ajep Nya'en
Mr Raymond Kho Kiang Heng Otago (TESOL) student teachers

PHOTOGRAPHY

Mr Alexander Tow Mr Ajep Nya'en Otago (TESOL) student teachers

GRAPHIC/BANNER

Hj. Thadzul Azali bin Jumaat

VIDEOEDITOR

Mr Anthony Sami Janssen

SEMINAR PROGRAMME

**English Language Teaching and Learning
International Seminar 2013
18 May 2013, Four Points by Sheraton, Kuching**

0730 - 0750	Registration
0750 - 0805	Housekeeping
0810 - 0910	Workshop 1 - 2
0810 - 0840	Paper 1 - 4
0850 - 0920	Paper 5
0925 - 1015	Forum
1020 - 1040	Tea break
1045 - 1100	Welcoming address by Mr Mohd. Arif Christopher Bell Abdullah <i>Executive Chairman Brighton Education</i>
1100 - 1130	Opening Ceremony by YB Datuk Hajjah Fatimah binti Abdullah <i>Minister in Welfare, Women and Family Development</i>
1140 - 1230	Keynote address by Professor Dato' Dr. Ibrahim Ahmad Bajunid <i>Deputy Vice Chancellor INTI International University</i>
1230 - 1245	Souvenir presentation and photo taking
1300 - 1400	Lunch break
1410 - 1500	Workshop 3 - 8
1510 - 1600	Workshop 9 - 14
1610 - 1640	Lucky Draw
	Closing speech by Hj. Awang Hambali bin Hj. Awang Hamdan <i>Director, Institute of Teacher Education-Batu Lintang Campus</i>
	Afternoon tea

SESSIONS SCHEDULE

**English Language Teaching and Learning
International Seminar 2013
Emerging Trends in ELT:
*Sharing what works in the English Primary classroom***

Time	Event/Paper	Venue
7.30 - 7.50am	REGISTRATION	Ballroom Foyer
7.50 - 8.05am	HOUSEKEEPING	Ballroom
8.10 - 8.40am	USING PHONICS TO TEACH KSSR ENGLISH IN LOWER PRIMARY CLASSROOMS IN SARAWAK Dr. Jeff Hawkins, Mdm. Ira, Ms. Chin Jun Na & Mr. Sanjan Daik	Meeting Room 1
	USING DRAWINGS TO COMPOSE STORIES: A CASE STUDY OF A YEAR 5 CLASS Ms. Nur Hanisah Bt Muhammad Hanafi	Meeting Room 2
	BETWEEN INCREMENTAL AND INCIDENTAL VOCABULARY LEARNING IN THE PRIMARY SCHOOL LANGUAGE CLASSROOM Dr. Shanthy Nadarajan	Meeting Room 3
	TEACHING POETRY IN RURAL SCHOOLS IN SARAWAK - CHALLENGES AND SUGGESTIONS Mr. George Diie	Meeting Room 4
8.10 - 9.10am	BUILDING SPEAKING CONFIDENCE IN PRIMARY STUDENTS Mr. Derek Straat	Function Room 1
	A REFLECTIVE APPROACH TO CLASSROOM MANAGEMENT FOR ESL STUDENTS Mr. Mark Smith	Function Room 2
8.50 - 9.20am	THE TRICKS AND TREATS OF YOUNG CHILDREN'S LEARNING Mr. Anthony Sami Janssens	Meeting Room 4
9.25 - 10.15am	FORUM	Ballroom
10.20 - 10.40am	TEA BREAK	Ballroom Foyer
10.45am - 1.00pm	OPENING CEREMONY	Ballroom
1.00 - 2.00pm	LUNCH	Eatery Coffee House

Time	Event/Paper	Venue
2.10 - 3.00pm	TRIBAL MYTHS AND LEGENDS, READING MODEL COMPREHENSION Dr. Jeff Hawkins	Meeting Room 1
	TEACHING WRITING SKILLS USING STORY BOOKS / PRINTED TEXTS Ms. Sarynah Bt Sabtu	Meeting Room 2
	TECHNOLOGY AND ELT FOR YOUNG LEARNERS Mr. Barry Jarrett	Meeting Room 3
	INNOVATIVE SOLUTIONS TO OLD "ITCHES" OF PRONUNCIATION Mr. Anthony Sami Janssens, Mdm Anis Alisya Bt Abdullah	Meeting Room 4
	FINGERPRINT STORIES Ms. Fraulein Angking	Function Room 1
	TEACHING VOCABULARY THE FUN WAY Mdm. Allizah Bawi, Ms. Hannah Sim & Ms. Yusmariza Reduan	Function Room 2
3.10 - 4.00pm	USING BIG BOOK TO BOOST INTEREST IN READING Ms. Pooly Steven	Meeting Room 1
	SEEKING THE ELEMENTS OF LANGUAGE LEARNING MOTIVATION Mr. William Taylor	Meeting Room 2
	ASSESSMENT FOR LEARNING Pn. Allizah Bawi & Mdm. Shirley Su, Mr. John Taylor	Meeting Room 3
	FROM STUDENTS FOR STUDENTS: ACTIVITIES FROM LOW-PROFICIENCY CLASSROOMS IN A RURAL SETTING Mr. Jarod Yong Jik Kam	Meeting Room 4
	BUILDING SPEAKING CONFIDENCE IN PRIMARY STUDENTS Mr. Derek Straat	Function Room 1
	EXPLORING CARTOONS IN AN ESL CLASSROOM Mr. Adam Prakash & Mdm Laily Yahya	Function Room 2
4.10 - 4.40pm	Lucky Draw Closing Speech Afternoon Tea	Ballroom

**ABSTRACTS AND
BIODATA OF
PRESENTERS**

PAPER PRESENTATION

TEACHING POETRY IN THE RURAL SCHOOLS IN SARAWAK - CHALLENGES AND SUGGESTIONS

GEORGE DIIIE

Institute of Teacher Education—Batu Lintang Campus

Abstract:

This study looks at the challenges faced by teachers in rural primary schools in Sarawak when teaching poetry. It will also look at some suggestion on how to overcome these challenges. An interview was conducted in order to gauge teachers' perceptions of these challenges. Respondents comprised 20 teachers who are currently pursuing their first degree in Teaching English As A Second Language (TESL) in the Open University Malaysia. Findings from the interview show that many of them face various challenges when teaching poetry to the young learners in the primary school, especially in understanding the meaning of the poem. Therefore, some suggestions will be highlighted in this study.

Biodata:

George Diie is currently attached to the Language Department as a lecturer at Batu Lintang Institute of Teacher Education. He has 9 years of experience teaching English Language in primary school, 6 years in secondary school and 10 years in the ITE. His main area of interest is English Literature.

USING PHONICS TO TEACH KSSR ENGLISH IN LOWER PRIMARY CLASSROOMS IN SARAWAK IRA BHATTARCHARYA, JEFF HAWKINS, CHIN JUN NA, SANJAN DAIK

Institute of Teacher Education—Batu Lintang Campus

Abstract:

This study investigates the use of phonics in two primary English language classrooms in a Sarawak Cluster School from January to April 2013. Consent for the study was obtained from the State Education Department and school authorities. The lessons that were observed and videoed by the research team were based on the KSSR Level One Learning Standards from the Reading Module which used KSSR phonics to acquire basic literacy. Questionnaires were distributed to all the seven English language teachers in the school and semi-structured interviews were conducted to obtain feedback about the teachers' experience in teaching phonics in the KSSR classroom. Findings indicated that the teachers were not confident about the methodology of teaching phonics owing to limited training. Nevertheless, experienced and proficient teachers were able to overcome these limitations and teach the pupils acquire basic phonemic awareness. To enhance the teaching of KSSR phonics and to upgrade knowledge and skills, it is recommended that an intensive KSSR phonics training programme should be provided to all English language primary school teachers across Malaysia.

KEYWORD: PHONICS, KSSR, Phonemes

Biodata:

Ira Bhattacharyya completed her BA (English) at the University of Singapore and M.Ed. (Spec.Ed.) at Massey University, New Zealand. Her teaching experience spans over 33 years and she is currently a senior lecturer at IPGKBL. She has been recognised as an Excellent Lecturer in English by the Ministry of Education since 1999 and has been appointed as a National Master Trainer in many educational training programmes in Malaysia. Her research interests include remedial teaching, gifted education, early reading and literature.

Dr. Jeff Hawkins is currently a Training Fellow with a focus on action research & teacher education at IPG Batu Lintang Kuching, Sarawak Malaysia. He holds a PhD in action research and a Masters in primary teaching from Griffith University, Australia. Over the last 10 years he has advocated the use of action research in teacher education in Malaysia, Japan and Australia.

Sanjan Daik is currently the Head of Department in the Language Department at the Batu Lintang

Institute of Teacher Education. He has 32 years of teaching experience. He has a teaching certificate from IPGK Rajang , a Bachelor of Law (LLB) from University of London, a certificate in Legal Practice (Malaysia) and a Master of Education (TESL) from University Technology Malaysia. Before lecturing, he taught in various primary and secondary schools in Sarawak.

USING DRAWINGS TO COMPOSE STORIES: A CASE STUDY OF A YEAR 5 CLASS

NUR HANISAH BINTI MUHAMMAD HANAFI

Muda Hashim Primary School, Brunei Darussalam

Abstract:

This qualitative case study investigated the use of drawing to compose stories among students in a Year 5 class. The study also examined the narrative features of the stories the children produced. The study also explored how the four key student participants and their teacher perceived the use of drawing to compose stories about an accident and a nightmare. Students' drawings and data, from the talk between the researcher and the key participants to elicit stories about their drawings were analysed to investigate how they used drawings to compose stories. Their final written drafts were analysed to examine the narrative features in their stories. Data from the interviews were used to look at how the students and their teacher perceived the use of drawings to compose stories. Key findings revealed that students used drawings to develop and organise ideas for their stories. Their written drafts contained elements of stories including the plot, the setting, and characters. The students and their teacher agreed that drawing helped them to express ideas as they composed their stories.

Biodata:

Nur Hanisah binti Muhammad Hanafi is a teacher, specialising in English. She has been teaching for 15 years, after completing the Certificate in Education course at Universiti Brunei Darussalam (UBD) in 2003. She continued her studies at UBD undertaking Bachelor of Education (TESL) and obtained a first class degree. In 2012, she did her Master of Education in English Language Education and the paper she will be presenting was her research for her masters thesis. She was appointed as one of the committee member for TIARA, and helped in designing the scheme of work for English in the pre-school, year 1 and 2. She was one of the facilitators for the Readwrite inc. Phonics

BETWEEN INCREMENTAL AND INCIDENTAL VOCABULARY LEARNING IN THE PRIMARY SCHOOL LANGUAGE CLASSROOM

SHANTHI NADARAJAN

University Malaysia Sarawak

Abstract:

The study investigates word knowledge and word use in the primary school language classroom. Involving 80 L2 learners from Year 4 and 5, the study investigates vocabulary development in relation to incremental and incidental word knowledge and word use in relation to missing inflectional features through a cross sectional study. Learners' word knowledge was assessed through Meara (2010) (Levels Test 1-3) and word use was assessed through a Discourse Completion Task. An in-depth analysis of breadth and depth of vocabulary knowledge revealed that there were significant differences for both years according to vocabulary levels and learner awareness. The marked differences in learner ability to master inflectional features and word use suggest that such linguistic processing abilities in young learners are not a function of the incremental learning process but of attainment and good use of literacy skills.

Biodata:

Shanthi Nadarajan is a lecturer at the Center for Language Studies, University Malaysia Sarawak with a specialization in Second Language Acquisition and Teaching. Her research interests include vocabulary, language learning and cross-linguistic studies.

WORKSHOP

TEACHING VOCABULARY THE FUN WAY

ALLIZAH BAWI, YUSMARIZA REDUAN, HANNAH SIM

Institute of Teacher Education—Batu Lintang Campus

Abstract:

The Malaysia Education Blueprint 2013-2025 stipulates bilingual proficiency as one of the key attributes our children need to be globally competitive. In tandem with this shift, the Primary School Curriculum Standards (2011) outlines the emphases on more fun and meaningful learning opportunities while conducting formative assessments for learning. As such, experiential learning (Kolb, 1984) and cooperative learning (Johnson & Johnson, 2000) are the selected strategies to demonstrate how to teach vocabulary the fun way as the foundation for interacting with words for meaning. It is crucial for teachers to realise the importance of teaching an extensive vocabulary as without vocabulary, meaning cannot be conveyed. At the most basic level, knowing a word involves knowing its form and its meaning. Being non-native speakers of English, our pupils face challenges in terms of: acquiring a critical mass of words for use in both understanding and producing language; remembering words over time, and being able to recall them readily; and developing strategies for coping with gaps in word knowledge, including coping with unknown words, or unfamiliar uses of known words (Thornbury, 2002). As such, there are various interesting ways that can be used to teach vocabulary in our language lessons. This workshop aims to demonstrate an array of learning opportunities for our language classroom that incorporates a fun learning element, cooperatively experienced through hands-on activities whilst on-going assessment can be observed by the teacher.

Biodata:

Allizah binti Bawi has extensive experience teaching at primary, secondary and tertiary level. She also served at the Kuching District Education Office for two years. She is currently a lecturer with the Language Department, Batu Lintang Institute of Teacher Education and is involved in training the pre-service teacher trainees and in-service training for teachers.

Hannah Sim is currently a lecturer at the Language Department, Batu Lintang Institute of Teacher Education. Her teaching experience includes conducting various English Language courses as well as providing training for both pre-service and in-service teachers.

Yusmariza bt Hj Reduan is a lecturer at the Language Department, Batu Lintang Institute of Teacher Education. She provides training of pre-service teacher trainees and in-service teachers.

THE TRICKS AND TREATS OF YOUNG CHILDREN'S LEARNING

ANTHONY SAMI JANSSENS

Institute of Teacher Education—Batu Lintang Campus

Abstract:

The teacher's craft is often defined through its connections with a multitude of theories of learning. This works well for experienced teachers who already have a big bag of learning experiences from the classroom to draw on. So, let's take a look at some of these learning events, and, from the point of view of the learners, call them tricks and treats. (The tricks learning events would be those emanating from the teacher, the treats those events coming from the students.) A healthy mix of both can provide the substance of a teacher's craft, and give learning teachers useful topics for discussion when relating their growing awareness of the craft to learning theories.

Biodata:

Since the 1970s, Sami's academic focus has spanned several fields. Although Sami's career for the last eighteen years has immersed him specifically in teaching English in different, fascinating places, the question kicking inside his head has consistently been: How do people learn from each other? While

studying architecture, Sami was actively involved in student union activities. During his time in the West End, he became intimately acquainted with the Theatre Royal Drury Lane, the Sadler's Wells Royal Ballet, amongst other troupes. He worked on projects with colleagues from St. Martin's, the Slade, RADA, LAMDA, Central - all art colleges in London. During his stint in West Berlin, he became deeply involved with experimental theatre from Poland, and, equally significantly, with teacher trainers at the Berlin Art School (Hochschule der Kuenst). These encounters eventually led Sami to the world of education. It is education that has put Sami in touch with the vast spectrum of humanity, such that he soon realized how remote a theatre stage is from the realities of life. He thus began a journey to help put the 'stage' back where it truly belongs - bang in the middle of a learning community. The oral tradition that gave birth to the Commedia del' Arte understood the true roots of theatre and drama: that these are the basis of learning and the academic tradition - to exchange ideas of the moment.

TECHNOLOGY AND ELT FOR YOUNG LEARNERS

BARRY JARRETT

Institute Of Teacher Education – Gaya Campus, Kota Kinabalu Sabah

Abstract:

The benefit of using technology in the classroom is self-evident. It is clear that it offers opportunities in areas of self-regulated learning, student to student interaction, teamwork, problem solving, information literacy, communication and task etiquette. Its use in a language learning environment enhances learning in a way that aids and assists the process. However it is well noted that language learning could and does occur anyway, regardless of the presence of electronic devices, computers or hand-held devices. Nevertheless, intelligent incorporation of these items in the classroom will improve, expand and enhance learning in ways not considered before their use. It is only when technology is used that its possibilities and benefits are fully realized.

This workshop explores the potential of a number of commonly available technologies that can offer assistance to English language teachers particularly in Language Arts teaching.

Biodata:

Barry William Jarrett, an Australian national, has worked in schools and colleges as a classroom teacher, department head, vice principal and director of learning for over 25 years. His diverse learning environments cover Australia, Singapore, China, Indonesia and Malaysia. Barry holds a Diploma in Teaching (Young Learners), Master of Education in Education Technology and Master of Applied Linguistics. Over recent years he has specialized in the use of ICT in the EFL classroom.

BUILDING SPEAKING CONFIDENCE IN PRIMARY STUDENTS

DEREK STRAAT

Teaching English Language & Literacy (TELL) Program, Brighton Education

Abstract:

Do your students like to speak in class or are they shy when called upon? In this one hour session, participants will receive a demonstration lesson on building speaking confidence using Shakespeare's 'Romeo and Juliet'. We will explore gestures, beats, staging and arrangements. Participants will have a chance to unlock the magic of drama and relate it to their own lessons. After the demonstration, we will take a story or chant from the KSSR textbook and apply the same dramatic techniques. All attendees will receive a 'secret recipe' for teaching speaking skills in the classroom. Come and see how in one hour you can turn your students into happy, skilful and confident English speakers!

Biodata:

Derek Straat is an actor turned teacher. After achieving his MFA in Acting from the *Actors' Studio Drama*

School, working in New York as a professional actor, touring the country, and performing internationally, this *Actors' Equity Association (AEA)* member began running drama programmes in New York City primary schools. Finally switching over to ESL instruction in 2006, Mr. Straat has kept his theatre background alive and well in seminars throughout Brazil, Turkey, South Korea, and Peru. From voice work to Shakespeare, Mr. Straat has been using acting techniques to help second language learners of all ages and levels achieve their goal of speaking English confidently. He is currently working towards his second MA in English Language Teaching from the *University of East London*. He lives and works in Malaysia training level one (1) primary school English teachers under Brighton Education's TELL (Teaching English Language and Literacy) programme.

FINGERPRINT STORIES

FRAULEIN ANGKING

Institute of Teacher Education—Batu Lintang Campus

Abstract:

This workshop will focus on how teachers can use fingerprint craft to engage their learners in language learning activities. Learners create their stories using fingerprint craft as a springboard to develop their writing skills. This allows them to use their imagination and creativity to bring their stories alive. Teachers can extend fingerprint stories further and use them as stimulus for error correction or even speaking activities. The range of activities is limitless. Fingerprint stories allow language learners to use language in a more fun and stimulating way. In this workshop participants will fingerprint their own stories through hands-on session. Participants must be prepared to get their fingers dirty.

Biodata:

Fraulein Lipun Angking is currently a lecturer in the Language Department at the Institute of Teacher Education - Batu Lintang Campus. Before moving to the then Batu Lintang Teachers College, she taught in secondary schools in Sarawak and was one of the key personnel for the English curriculum. She was also a trainer of teachers for Sekolah Bestari Programme and is currently working collaboratively with schools on the Professional Learning Community Programme. She is very actively involved in teacher training.

ASSESSMENT FOR LEARNING

JOHN TAYLOR, SHIRLEY SU CHAI SIIK, ALLIZAH BAWI

Institute of Teacher Education—Batu Lintang Campus

Abstract:

This workshop will outline the nature and importance of Assessment for Learning (formative assessment) and make explicit its place in Malaysian primary classrooms. We will also outline an Action Research project that we have begun in order to investigate the use of formative assessment in Year 3 classrooms. There will be an opportunity for participants to discuss the issues associated with such assessment and we will suggest practical ways to address some issues.

Biodata:

Allizah Bawi is a lecturer at IPGK Batu Lintang. She is teaching pre- and in-service TESL courses at the institute.

Shirley Su Chai Siik is a lecturer at IPGK Batu Lintang. She is very much involved in the TESL programme at the institute.

John Taylor is currently a Training Fellow at IPGK Batu Lintang. He has previously worked as a Teacher Educator in New Zealand and as an Educational Consultant in the South Pacific.

EXPLORING CARTOONS IN AN ESL CLASSROOM

LAILY YAHYA, ADAM PRAKASH

Institute Of Teacher Education – Rajang Campus, Bintangor Sarawak

Abstract:

We began sometime ago to wonder if fun still has a place in the 21st century classroom! Being potentially interesting, a small innovative idea such as the use of cartoons signifies the potential of how little things could make a difference. Thus, this workshop opens doors and invites participants to explore possible yet practical ways of using cartoons in teaching and learning. It seeks to enhance teachers' understanding, challenge their creativity, stimulate cognition and to offer new instructional ideas. It attempts to offer and suggest the possibility of authentic materials an English teacher can draw on for use in the classroom. The art of great teaching lies not solely with the teacher but also the tool that engages students in learning. Cartoons seem to be an innovative pedagogical tool in stimulating thinking amongst learners. With this in mind, hopefully we will illuminate a sound and informed understanding in teaching and possibly pave a new perspective of exploiting cartoons as a tool in injecting humour into the classroom and making learning fun. Perhaps shifting plains of thinking and learning from Hah-Hah to Aha. (Humour to reflection). We hope that this workshop will stimulate further inquiry of the use of cartoons. What's learned with pleasure is learnt full measure (B S Jadhav 2011)

Biodata:

Laily Yahya is an English Language Lecturer at ITE Rajang Campus, Sarawak. She has 20 years experience of teaching. Her areas of interests are Sociolinguistics, Training of Trainers, Experiential Learning and Methodology of ELT. She has facilitated courses and was formerly an English Liaison Officer with Selangor State Education. She is passionate about innovation and working collaboratively with others.

Adam Prakash is currently a lecturer at ITE Rajang Campus, Sarawak. He has 29 years of experience in Teaching English as a Second Language with vast experience in Adult Learning, Methodology of Teaching, Principles of ELT, Sociolinguistics and areas of ELT. He was formerly a lecturer at Polytechnic Kuching. His interests are based around innovation and publication.

A REFLECTIVE APPROACH TO CLASSROOM MANAGEMENT FOR ESL STUDENTS

MARK SMITH

Institute Of Teacher Education – Gaya Campus, Kota Kinabalu Sabah

Abstract:

As teachers continue to promote student-centred approaches in their classrooms, a different array of management skills is required. For example, traditional direct instruction is being increasingly replaced by a facilitatory style that requires teachers to be able to manage heterogeneous groups of students assigned to various task-based assignments.

This is not easy, especially for teachers who have been 'brought up' on traditional approaches to classroom management. The following workshop, therefore, aims to help participants:

Explore and reflect on their current approach to classroom management.

Become aware of the importance of 'self-reflection' in effective classroom management.

Understand the difference between 'expectations' and 'rules' and have an opportunity to develop their own rules and expectations for their classes.

This workshop is geared towards KSSR teachers but may also be suitable for secondary teachers. At the conclusion of the workshop, all participants will receive a CD-Rom of useful classroom management ideas and strategies to utilise in their classrooms.

Biodata:

Mark Smith is a teacher educator with over twenty years experience at the primary and tertiary levels. Mark commenced his career as a primary classroom teacher in Australia in 1990. In 1999 he made the transition to ESL teaching and from this time has worked as a teacher and lecturer in Brunei, and more recently with the Brighton Education group in Sabah. Mr. Smith has a Masters in TESOL, and his research interests include, establishing professional learning communities, phonological awareness and classroom management.

USING BIG BOOK TO BOOST INTEREST IN READING**POOLY STEVEN**

SK Goebilt, Bako Sarawak

Abstract:

What is Big Book? How do we use Big Book to boost interest in reading? What has Big Book got to do with teaching KSSR classes?

The English Language module has four focuses - Listening & Speaking, Reading, Writing and Language Arts (for Year 1, 2 & 3). Grammar will be introduced in Year 3. The pupils are introduced to Book Covers and Stories in the Learning Standard for Reading in KSSR. Big Book reading techniques is one fun way to arouse their interests and nurture their reading habit. As the reading of Big Books brings forth many benefits to the pupils, I would like to share the techniques and activities on how to use Big Books to complement the teaching of the English Language in KSSR.

Biodata:

Pooly Stephen has served as a teacher for 32 years. In the course of her career, she has been a trainer for the Buddy Support System from **2003 to 2009 and a facilitator** for the Supplementary Reading Programme in 2008 and 2010. The Supplementary Reading Programme was a programme by UNICEF (Malaysia) in collaboration with Ministry of Education, Malaysia. She was also involved in their Capacity Building Programme in 2009. The Supplementary Reading Programme in 2010 focused on slow learners in various schools in Sandakan, Sabah. In 2012, she was given the opportunity to share the techniques of using Big Book at the Academic Forum for Principals and Teachers of The Border Region, in West Kalimantan, Pontianak, Indonesia.

TEACHING WRITING SKILLS USING STORY BOOKS / PRINTED TEXTS**SARYNAH BINTI SABTU**

Sultan Abdul Bubin Primary School, Negara Brunei Darussalam

Abstract:

The knowledge of writing will teach students skills such as narration, composition, grammar and even research. However, *the acquisition of these skills is both a cognitively complex and challenging task for most students with writing difficulties. Students with poor narrative writing skills often exhibit numerous problems such as poor spelling, weak organization of ideas, lack of vocabulary, weak grammar and they produce short, incomplete stories.*

Therefore it is very important for the teachers to allow the students to keep their creative "voice" alive, and to express themselves while learning proper grammar, spelling and composition so as to maintain their interests in writing through the creative process .

This workshop, therefore, has the aim to show how teachers can use storybooks and printed texts as tools to teach writing effectively and creatively.

Biodata:

Sarynah binti Sabtu has been an English Language teacher since 2002, after obtaining her Diploma in Primary Education. Because of her interest in teaching the English Language in 2008 she continued her

studies in B.Ed Primary Education (TESL). She is currently teaching in Sultan Abdul Bubin Primary School and has dealt with different types of learners in different levels, from lower to upper primary. Recently, in 2012, she conducted a program called 'Basic English For Adults' to teach the parents in her school to learn the language and hence encourage them to use the language with their children. Her teaching focuses mainly on helping the lower primary pupils to develop their reading skills while promoting writing skills to the upper primary pupils.

SEEKING THE ELEMENTS OF LANGUAGE LEARNING MOTIVATION

WILLIAM TAYLOR

Institute Of Teacher Education – Gaya Campus, Kota Kinabalu Sabah

Introduction

This workshop utilises an adaptation of an earlier unpublished research work carried out by the author in Kuala Lumpur in 2009. The aim of the original paper was to uncover the elements of motivation that volunteer Malaysian learners of English were able to identify in their attempts to convey meaning in English at the upper limit of their English language competence. This workshop-style presentation aims to extend participants' understanding of language learning motivation and to provide direct experience with a qualitative research technique by pair-work involvement in an in-depth interview.

Workshop participants are led through the background of the investigation and then paired as interviewer and respondent using the carefully prepared research instrument to provoke an in-depth focus on the questions asked in the original research. What decision-making processes, both voluntary and automatic, can be identified in these respondents at the time of motivation to assemble language for oral communication?

The interview is followed up by a reflective discussion on the new perspectives on language learning motivation gained during the activity. This discussion is ultimately oriented towards the ways in which these findings might be incorporated in teaching English to young learners. Conclusions drawn from the discussion are expected to concur with the original research, which were: "*Findings appear to reinforce arguments for fostering a relaxed, enjoyment oriented ESL/EFL classroom environment for effective language learning*"... and to extend this to include: "... for learners of all ages."

Workshop presentation note:

In applying these findings to young learners, the use of strategy will be greatly modified, so emphasis will be more squarely on the elements of immediate reward. As always, teachers' knowledge of their students' cognitive levels and learning styles allows them to decide which motivational elements are appropriate to foster in their classroom TESL approaches.)

Biodata:

William Taylor is currently working as a Training Fellow at IPG Kampus Gaya in Kota Kinabalu, Sabah. He was educated in England and spent his early career in several fields of biological R&D in various parts of the world before a PGCE at Durham University in 1988 brought him into teaching. He has since taught English in a broad variety of institutions: to children of all ages in private language and international schools, and to young adults in government projects and in university research departments. The teaching has involved periods in Singapore, Spain, England and the Middle East. In 2003 he began in-service teacher training with the MME-CfBT DELC project in Sabah and followed this with five years of teacher training as a lecturer at Universiti Malaysia Sabah before joining the Fellows project. He has conducted research in the fields of language learning motivation, TESL methodology, teaching-trainee practicum practices, and reflective practice.

FROM STUDENTS FOR STUDENTS: ACTIVITIES FROM LOW-PROFICIENCY CLASSROOMS IN A RURAL SETTING

JAROD YONG JIK KAM

SMK Katibas, Kapit Sarawak

Abstract:

The buzzwords in today's ELT classrooms are student-centred lessons, collaborative learning & project-based learning. All of the above are exemplary pedagogies to apply in place of the old and worn teacher-centred classrooms intensively drilling students for an additional mark or two in standardised-exams. In my workshop, I will demonstrate the application of the above in activities practising a combination of the four language skills (listening, speaking, reading, and writing). I will share 3 very simple ideas that can be adapted for any classroom of any proficiency level. For listening and speaking, I will share and demonstrate 2 activities: "Show & Tell" and "Tell Me A Story". As for reading and writing, I will share and demonstrate "Pen-Pal Project". "Pen-Pal Project" is a year-long activity where students exchange letters with students from another school. The teacher acts as the intermediary and postman.

Biodata:

Jarod Yong Jik Kam is currently teaching at SMK Katibas and is the Head of English panel. He did his B.Ed.(TESOL) at Victoria University of Wellington.

INNOVATIVE SOLUTIONS TO OLD 'ITCHES' OF PRONUNCIATION

ANTHONY SAMI JANSENS, ANIS ALISYA ABDULLAH

Institute of Teacher Education - Batu Lintang Campus

Abstract:

This workshop attempts to explore uncommon, uncomplicated, doable ways of learning pronunciation in the primary school classrooms. Participants will be taken through a number of activities which are very hands-on, directly applicable in class and memorable for both pupils and teachers.

Biodata:

Anis Alisya Abdullah is a lecturer in the Language Department, Batu Lintang Institute of Teacher Education. Prior to being a teacher educator, she was teaching in school for 17 years. She has a Postgraduate Certificate in Training of Trainers for English Language from University College of Marjon and is a master trainer for the Primary Innovations Programme. Other than teacher training and development, her interests include reflective practice and teacher efficacy beliefs.

Sami Janssens is currently working as a Training Fellow (Brighton Education) at the Batu Lintang Institute of Teacher Education.

chocolate OR chocolate

vegetable OR vegetable

TRIBAL MYTHS AND LEGENDS, READING COMPREHENSION MODEL

DR JEFF HAWKINS

Institute of Teacher Education - Batu Lintang Campus

Rationale/abstract:

Tribal myths, legends and story lore are a recognized medium in Language Arts that enhance English language skills and provide a template to create personal myths, legends and stories in local contexts. This module explores Tribal myths and legends in order to spark the imagination of primary classrooms and share the wisdom traditions of the Ojibwe tribe, Ottawa Canada, Maori of New Zealand, and the Iban in Kuching region of Sarawak Malaysia.

Traditionally, tribal myths and legends have been used to explain the natural world and as a result, tribal myths and legends are not only stories to be told and enjoyed, but also offer insight that students can connect with, think critically about and apply in everyday life.

Theory and Practice:

The Tribal myths and legends module incorporates Five Reading Powers as the integrating device to teach young readers how to think critically, logically, and imaginatively while reading in the English language. Through the reading powers, primary students understand that their thoughts, their connections, their images, their questions, and insights are the most important when it comes to constructing meaning in reading. By teaching pupils that reading is not just words on a page, but about our thinking, feeling, and imaginations we can bring those words and books to life in our lives (Gear 2011).

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