

/bits and barts/ UM Linguists

News & Features

Featured Articles

- Community Outreach: Teaching English-for-Identity to Kampung Kerinchi Kids
- Featured Research: Neoliberalism in the Global South: An Analysis of English Language Textbooks used in Malaysia, Taiwan, Vietnam and Thailand
- Featured Project: Project: Concept and Theory of Language Studies for Specific Purposes (LSP)
- Featured Researcher: AP Dr Paolo Coluzzi: Covid-19 in the Malaysian and Italian Linguistic Landscape

Faculty News

- 4th Pragmatics Research Special Interest Group (PReSIG) Seminar 2021
- Your Guide to Publishing with Springer
- Sharing Sessions with Centro Universitário, Barão de Mauá

Student News

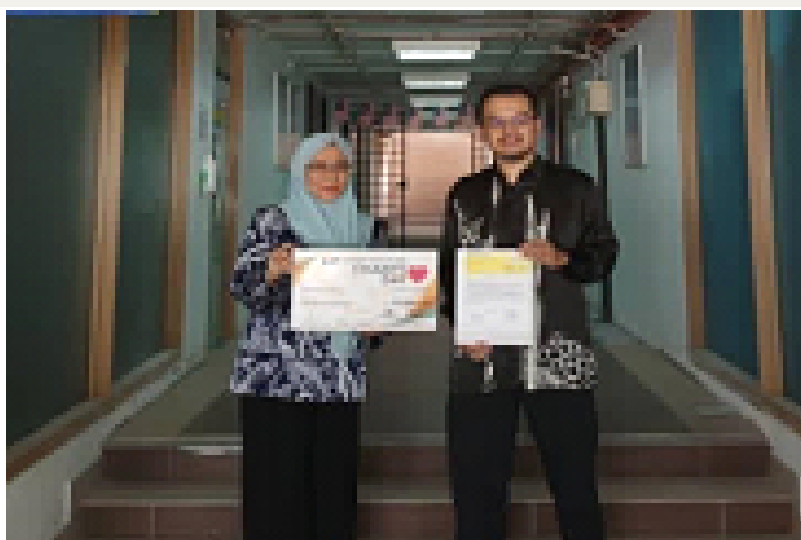
- Department of Asian and European Languages Activities
- Postgraduate Office
- Community Engagement 2021
- Students' Messages

Featured Language

- The Chitty of Malacca
- Let's Learn Sign Languages

Featured Alumni

- Journey of a Soul's Intention: Connecting the Dots
- Students Of FLL
- Immersed into the Sea of Languages
- Message from the Alumnus- Dr. Uni Kazuhito
- Universiti Malaya's Contribution to My Professional Development - Dr. Zahid Ali



Dr Jariah (left) and Dr Ridwan pose with the mock cheque and offer letter from Harlow's & MGI Sdn. Bhd.

Teaching English-for-Identity to Kampung Kerinchi Kids

Associate Professor Dr. Mohd. Ridwan bin Abdul Wahid

AP Dr Jariah Mohd Jan and AP Dr Mohd Ridwan Abd Wahid received an industrial grant of RM10,000 from the finance company Harlow's & MGI. The grant is being used for a community-based project to teach English to poor urban children during the Covid-19 pandemic.

The project aims to firstly, improve the learning of English by children in the Kerinchi community and, secondly, preserve the threatened cultural identity of the Kerinchi folk.

Hailing originally from Sumatra, Indonesia and one of the earliest peoples to inhabit pre-modern Kuala Lumpur, the Kerinchis have seen many of their traditional ways of life change or vanish entirely over the years due to urbanization. In an effort to slow down the inevitable but unfortunate cultural erosion and contribute to some form of preservation among their youth, the team is currently teaching English to about 25 of these economically disadvantaged children through online means.

The newly gained proficiency from this task-based instruction will prepare these children to showcase Kerinchi cultural aspects of their choice such as clothing, language, food, and art in high-quality YouTube videos aimed at audiences around the world. Furthermore, it is hoped that the English proficiency they attain as a result of showcasing their talents will have currency and relevance long after the project ends.

The team consists of Dr Mohd Ridwan (head), Dr Jariah Mohd Jan, Dr Nurul Huda Hamzah, Dr Siti Zaidah Zainuddin, Dr Sheena Kaur and Dr Azlin Zaiti Zainal from the English Language Department.

Featured Research

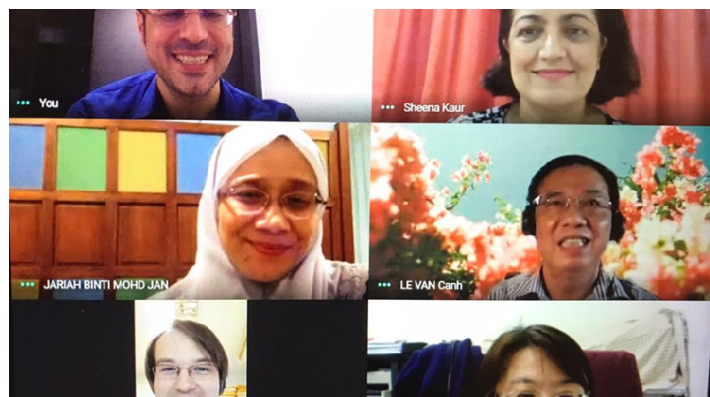
Neoliberalism in the Global South: An Analysis of English Language Textbooks used in Malaysia, Taiwan, Vietnam and Thailand

Dr. Ali Jalalian Daghigh

The content of language textbooks plays a major role in disseminating ideologies, thus, shaping beliefs of future citizens of societies. The limited number of studies on neoliberalism in the content of ELT textbooks all have been concerned that neoliberalism is a foreign ideology imported into non-western learning contexts through internationally published textbooks. On the other hand, to produce favourable conditions for local economic growth, some features of neoliberalism, specifically capitalism, have become part of the political-economic landscape in the global south to varying degrees. This view raises the issue of the existence of neoliberalism ideology in locally developed English Language materials of these countries.

The neoliberal policies implemented in global south countries have rather given way to some values such as consumerism and exposing students to such values through the discourse of the textbooks can legitimize and neutralize certain norms, life patterns, and behaviours, which need to be critically addressed. While global south countries strive to achieve sustainable growth, it is crucial for them to align the beliefs of their future citizens with their socio-cultural norms such as cultural diversity through education.

Dr. Ali Jalalian Daghigh is a senior lecturer in Faculty of Languages and Linguistics, Universiti Malaya, Malaysia (UM). Prior to joining UM, he was a postdoctoral fellow in English Language Studies at Universiti Sains Malaysia. His research interests lie within (Critical) Discourse Studies, Education as well as Translation Studies.



Online discussion on neoliberalism

Inspired by critical pedagogy in language teaching, the PI of the project Dr. Ali Jalalian Daghigh and his co-researchers Associate Professor Dr. Jariah Mohd Jan and Dr. Sheena Kaur were interested not only in investigating the Malaysian ELT textbooks for their neoliberal content but also, to bring together researchers from other global south countries to expand the context of the research to gain a better understanding of the issue. This led to formation of a team of international collaborators including Professor Ya-Chen Su from the department of Applied English at Southern Taiwan University, Associate Professor Le Van Canh from ULIS Vietnam National University, Hanoi, and Dr. Kristof Savski, an Assistant Professor of Linguistics at Prince of Songkla University in Hat Yai, Thailand. The result of the study will be used to make suggestions in critical review of the textbooks from Malaysia, Taiwan, Vietnam and Thailand which will benefit several stakeholders including the authors, the publishers as well as those responsible for making decision in the MoE. The findings of the study will also contribute in developing critical thinking skills in students and training them as citizens of the world. The project is funded by 2020 SATU joint research scheme programme.

This study focuses on the concept and theory of language studies and discusses the importance and advantages of Language for Specific Purposes. It is conducted through a teaching approach using the methodology, content, objectives, teaching materials, and assignments based on the target group in a particular field.

Language learning for a specific purpose is vital because learning a foreign language has been widely applied in countries around the globe. The increasing demand for Arabic for Specific Purposes in the field of religion has provided opportunities for Arabic language teachers to build modules and programs that are appropriate by looking at the needs and target groups, especially amongst the professionals and the general public.

This study combines five different sections: Arabic for communication and tourism purposes, concepts and theories of language studies for special purposes, Arabic for religious purposes, Arabic for media and IT purposes, and sign language for religious purposes. The results will be produced in the form of a book entitled Language for Specific Purposes, LSP in short.

Dr. Syakirah Rifa'in@Mohd Rifain is a Senior Lecturer for Department of Arabic and Middle Eastern Languages at the Faculty of Languages and Linguistics, UM. Her research interest area includes Balaghah, Pragmatic and Semantic.



Dr. Syakirah (back row; the second from the right) and group members
(Picture taken on 12 February 2020 at De Palma)

Featured Researcher

Associate Professor Dr. Paolo Coluzzi



PAOLO COLUZZI (MA University of Exeter, PhD University of Bristol) was born in Milan, Italy and worked at the University of Brunei before coming to Malaysia in 2010. His research interests are endangered languages, language planning, the linguistic landscape, new speakerhood and nationalism.

The first time I started to think that I might try to write an article about Covid-19 in the linguistic landscape was during the first lockdown in March last year, when I noticed the first signs posted in the shopping mall above which I live in PJ.

A few months later, when we were under the RMCO and we could move quite freely between PJ and Kuala Lumpur, I started noticing other signs posted on shop windows, in other shopping malls and in some LRT stations and made a point of noticing all signs and posters whose subject was Covid-19. Shortly after, as soon as the first semester was over and I had more time, I began taking pictures of all the Covid signs I had seen, which amounted to 23 photos. At that point, I began writing the draft of the article and to analyze the photos selected for the article I had in mind. Next, I happened to talk to Dr. Patricia about my research and found out that she had the same idea in mind.

Her ideas complemented mine, as she was thinking of carrying out interviews with people who had seen some of these signs. I thought that a qualitative element related to the users would enhance and improve the article. So, we decided to join forces, as we had carried out research together in the past (among the Bidayuh, Mah Meri and Baba Nyonya) and I know her as someone who is reliable, efficient, and easy to work with. I would concentrate on the analysis of signs and Patricia would carry out a survey using the Google Forms platform.

However, to make it a good and reliable article I felt something important was missing: a comparison. We cannot travel these days, but I am Italian, and one of my two brothers lives near Milan. At that point, the lockdown in Milan was about to ease, so I decided to ask him if he could take as many pictures as he could of any signs related to Covid in Milan, which he did as soon as he was allowed to travel. He agreed and produced 24 photos.

Shortly after, I thought that if we were to compare the signs (which showed remarkably interesting differences), it made sense to compare the Malaysian respondents' opinions about the languages used on signs with that of a sample of Italian nationals as well. So, I prepared a questionnaire in Italian similar to the one Patricia had sent out to her contacts, and my brother committed to send it to his own contacts as well. We ended up with the answers provided by 68 Malaysians and 53 Italians, who gave their opinion on the use of the national language (Malay for Malaysians and Italian for Italy) and English, and the possible addition of other languages.

We believe the article, which falls into the sociolinguistic area of research known as 'linguistic landscape', is quite original and comprehensive. However, we also know that getting academic articles published is becoming increasingly difficult. It is often just a case of mere luck: you may get reviewers who are willing to help and are particularly open to research that is a little different from the mainstream, or you may get reviewers who think that the only way to do research is their own way. I've experienced both cases in the past, but I always managed to get my articles published in the end, even when they were rejected by the first reviewers. So, for those who are researchers, stay strong my friends. Forza e coraggio!

Covid-19 in the Malaysian and Italian Linguistic Landscape



Example of sign in Italy



Example of sign in Malaysia

4TH PRAGMATICS RESEARCH SPECIAL INTEREST GROUP (PRESIG) SEMINAR 2021

Nur Najah Radhiah Zainal Abidin and Assoc. Prof Dr Jariah Mohd Jan

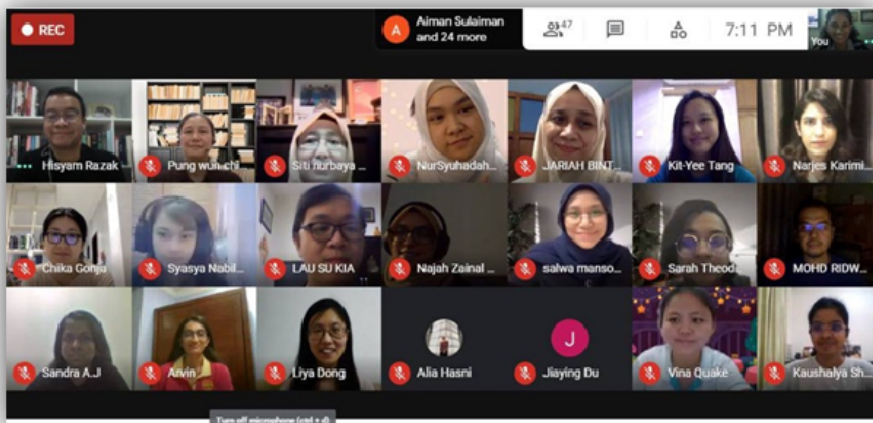
The 4th Pragmatics Research Special Interest Group (PReSIG) Seminar 2021 was held on 24 May 2021. The invited speakers for the seminar were Dr Siti Nurbaya Mohd Noor, a former senior lecturer at the Faculty of Languages and Linguistics (FLL), Universiti Malaya and Dr Pung Wun Chiew, senior lecturer at the Faculty of Language and Communication, Universiti Malaysia Sarawak (UNIMAS).



Dr Siti Nurbaya talked about the forms of agreement and disagreement interactions in a Radio Phone-In programme while Dr Pung Wun Chiew deliberated on topics of support among women with infertility problems.

The seminar was jointly organised by PReSIG and the FLL Postgraduate office. A total of 53 local and 5 international students participated in the seminar. Mohd Hisyam Abd Razak and Sathivathani, postgraduate students in the MA Pragmatics course, moderated the session, which was conducted virtually due to the pandemic.

Programme preparations and discussion of the 4th PReSIG Seminar 2021 were conducted online between April to May 2021.



The organising committee include Assoc. Prof Dr Jariah Mohd Jan as the convener, Assoc. Prof Dr Mohd Ridwan Abdul Wahid as the co-convener, Dr Veronica Lowe and five postgraduate students; namely, Nur Najah Radhiah Zainal Abidin, Nur Azwin Zulkarnain, Nur Syuhadah Abdullah, Mohd Hisyam Abd. Razak and Sathivathani A/P Seevasupramaniam as the committee members.

Dr. Charity Lee



LIVE WEBINAR SERIES

YOUR GUIDE TO PUBLISHING WITH SPRINGER

Speaker : Alex Westcott Campbell
Senior Publishing Editor

Date: 28 May 2021 • Time: 10.00am - 11.00 am

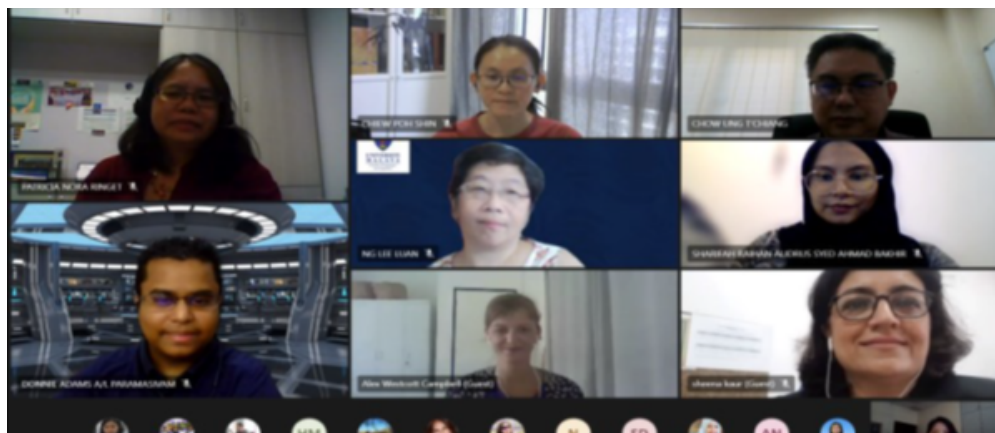
Platform: Microsoft Teams
<https://go.page.link/dkg58>

Alex Westcott Campbell is a Senior Publishing Editor at Springer, based in Singapore. She handles book acquisitions across the humanities and social sciences, working with editors and authors based in, or with research focused on, Southeast and East Asia. She commissions monographs, edited volumes, handbooks and major reference works, and oversees several interdisciplinary book series.

Come join us for a workshop on publishing with Springer with Alex Westcott Campbell. Find out what it takes to publish books successfully, how to get started and what the publishing process looks like.

The Research and Development Office organised a webinar on 28 May 2021 with invited speaker, Alex Westcott Campbell, Senior Publishing Editor at Springer Nature, Singapore. The aim of the webinar was not only informative but also to encourage faculty staff members and students to publish with reputable international academic publishers. The 25 participants consisted of faculty staff members, PhD students and a few academic staff from other faculties.

The webinar included an introduction to Springer and the various publication opportunities, the book publishing journey, tips for preparing a book proposal and some examples of past and current Springer book projects from Malaysia and the region. Ms. Campbell highlighted publishing opportunities within the field of linguistics and Springer's efforts to enlarge its repository of linguistic-related publications, particularly through the new initiative, the Springer Handbooks in Languages and Linguistics. The webinar ended with a lively Q&A session.



For those interested in finding out more, please find links to:

- the webinar slides:
https://drive.google.com/file/d/1_K9Cmng5TaFuF4SMtBVPmAh9hSU_MYe6A/view?usp=sharing
- the video recording:
<https://drive.google.com/file/d/1lRQNaHplKZ-gbncIDXdPasuZfPF3b78A/view?usp=sharing>

SHARING SESSIONS WITH CENTRO UNIVERSITÁRIO, BARÃO DE MAUÁ

Mr. Jamian Mohamad, Portuguese Language Instructor

ONLINE SESSION

PEDAGOGY: AN OVERVIEW OF PORTUGUESE LANGUAGE IN BRAZIL
1 June 2021 (Monday)
8.30am Malaysia (9.30pm Brazil)

Professor Dr. Renata Maria Cortez presents some aspects of the Portuguese language in Brazil such as the formation of Brazilian Portuguese, the indigenous and African influence, the differences between Brazilian and European Portuguese, Characteristics of Brazilian Portuguese as well as the Portuguese varieties in Brazil.

Speaker:
Professor Dr. Renata Maria Cortez da Rocha Zaccaro

- Graduated in Languages and Literature (Lettres) and Pedagogy at Barão de Mauá;
- Specialized in Linguistics and Portuguese language; Master's degree in Education from Centro Universitário Moura Lacerda and Doctoral degree in Linguistics from Universidade Federal de São Carlos;
- Currently working as a professor in the courses of Languages and Literature (Lettres) and Pedagogy at Centro Universitário Barão de Mauá and also been working as an Elementary School teacher at Lúcio Albert Sabin Elementary School for 27 years.

GASTRONOMY: TRADITIONAL BRAZILLIAN FOOD AND DRINK
9 June 2021 (Wednesday)
8.30am Malaysia (9.30pm Brazil)

This session, Professor Dr. Sabrina Galli Rabeque demonstrates how to make a famous Brazilian food and drink. Pão de queijo is a type of baked cheese bread, made with cassava flour, Mozzarella cheese, Brazilian fish stew, made with palm oil (dendê) and coconut milk, brigadeiros (Brazilian chocolate candy, made with sweetened condensed milk and cocoa powder), Cuscuzinho, the most famous Brazilian drink, made with lime, sugar and cachaça.

Speaker:
Professor Dr. Sabrina Galli Rabeque

- Bachelor's Degree in "Modern Languages and Translation - French and Italian" from São Paulo State University - Unesp (2002); a "Culinary Arts Degree" from the National Service for Commercial Apprenticeships - Senac (2005); and a Specialization Course in "Didactics of Higher Education" from Barão de Mauá University Center (2011);
- Professor since 2009 at the "Culinary Arts Programme" at Barão de Mauá University Center. Author of the book "Como não veio parar no meu prato? Um relato histórico sobre a origem da comida brasileira", produced in Germany and released in the "2019 Frankfurt International Book Fair". And recently (2021) joined the faculty as a Gastronomy Teacher at the International Programme at Lúcio Albert Sabin Elementary School.

SAVE A DATE NOW!

Platform: Microsoft Teams

Olá! Tudo bem?

On the 1st of June 2021, an online sharing session was organized by the Department of Asian and European Languages, Faculty of Languages and Linguistics, Universiti Malaya. The program was in collaboration with Centro Universitário, Barão de Mauá, São Paulo, Brazil. This online session was hosted and moderated by Mr. Jamian Mohamad, a Portuguese language instructor at FLL and the speaker was Professor Dr. Renata Maria Cortez da Rocha Zaccaro, Professor in Languages & Literature and Pedagogy at Centro Universitário.

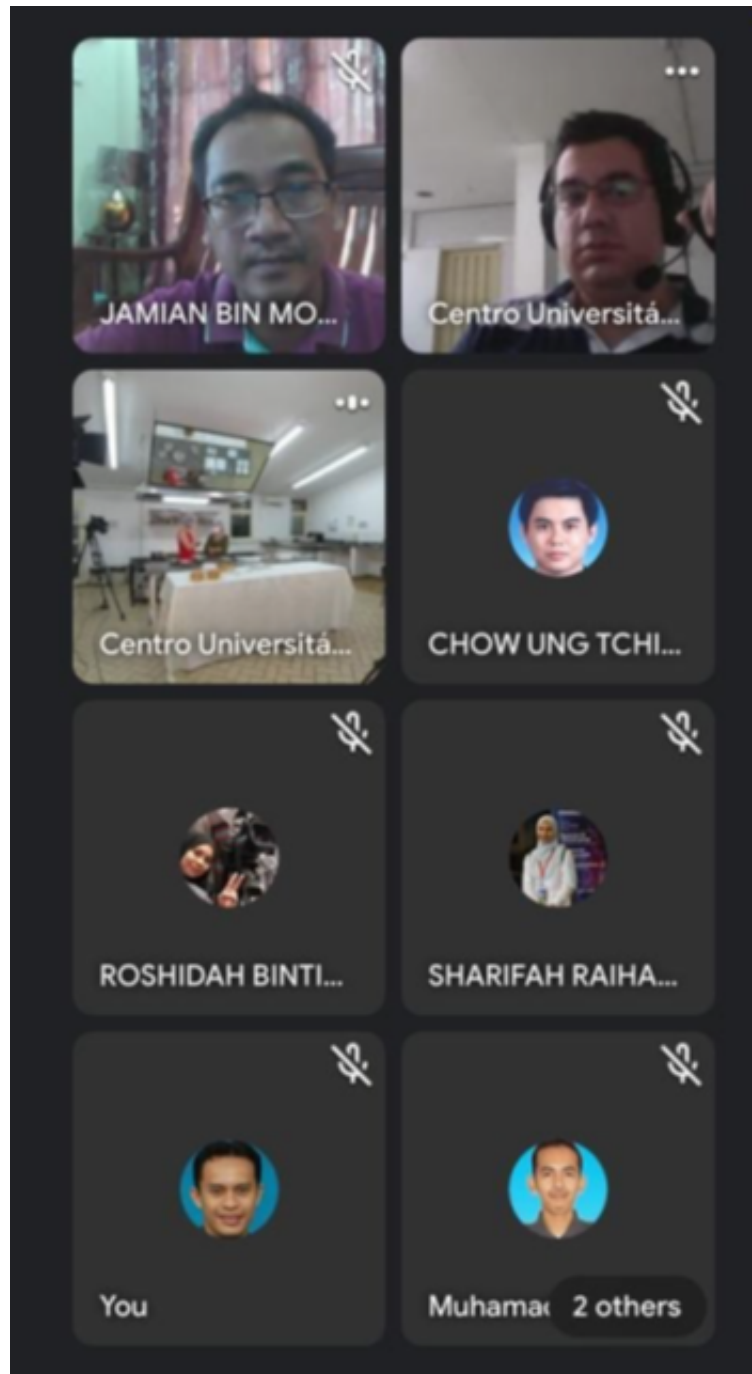
The dual objectives of this program were to inform students, especially those taking Portuguese as an elective, and academic staff about the position of the Portuguese language in Brazil as well as to strengthen cooperation between the two universities, which share an MOU.

In the opening session, Prof Zaccaro gave an overview of the Portuguese language in Brazil. Its position as an official language as well as the role of other foreign languages were discussed. She also compared European Portuguese and Brazilian Portuguese and observed that although there are some differences, they create linguistic diversity and benefit speakers in Portuguese speaking countries.

She then recalled the history of Portuguese in Brazil, whereby the language arrived during the period of the Great Navigations. On these expeditions, the Portuguese found indigenous people already living there. These people had their own languages, most of them belonging to the Tupi family. And because of this interaction Brazilian Portuguese has more than 10,000 words from indigenous languages, especially Tupi.

Até à vista!

On the 9th of June 2021, there was another session entitled “Gastronomy: Traditional Brazilian Food and Drink”, it focused on teaching language through cooking to students of Portuguese language courses (GIT1007: Basic Portuguese Language and TIX1014: Portuguese Language 1). The preparation of traditional food such as pão de queijo (cheese bread) moqueca baiana (fish stew), brigadeiro (chocolate candy) and caipirinha (drink) was demonstrated. Professor Dr. Sabrina Galli Rabeque lectured and Mr. Thiago Gavioli Pincerno Favaro (Director of the International Relations Office, CUBM) moderated.



The advantage of learning language through cooking is that students can understand vocabulary in different contexts as well as the culture and history behind the language. All in all, the online session was a success with more than a hundred participants. We hope that it gave students as well as academic staff a new experience.



Caipirinha drink is served



The delicious chocolate candy



Some cheese bread and fish stew in the making



The Association of Voices for Peace, Conscience and Reason (PCORE) is a citizen's movement. Since its establishment on 31 May 2011, PCORE has been actively involved in efforts to address social concerns such as diversity and interfaith relations, synergizing education in schools, integrity and ethics, and national unity and integration.

Over the years, PCORE has organized various programs targeting core concerns, including community-based activities such as 'Kem Jalinan Bahasa Inggeris' in primary schools and Art Clinics for children on the themes of harmony and diversity. To encourage open discourse, PCORE conducts public forums such as the roundtable series 'Women for Change and Empowerment', our webinars on 'Growing up Male in Malaysia', which address socio-cultural issues in a patriarchal society, and most recently, the Unity Webinar series in collaboration with Universiti Malaya. To further scholarship in these focal areas, PCORE recently signed a Memorandum of Association (MoA) with Universiti Malaya to provide an annual award to the top performing postgraduate student at the Faculty of Languages and Linguistics and the Faculty of Social Sciences, respectively.



PCORE objectives: (1) To establish effective channels and linkages for peace building efforts at the personal, community and organizational levels; (2) To promote a dynamic vision for nation building and development that optimizes shared resources, talents and skills among diverse groups; (3) To develop a substantive body of oral and written discourse built upon moral conscience and reason on issues of public concern through various channels; and (4) To implement meaningful programs and activities that promote the interests of its members and the community

PCORE'S core areas of concern: (1) Consolidating national integration and unity; (2) Building integrity and ethical standards; (3) Celebrating diversity and interfaith relations; (4) Synergizing the school and home in the education of our young; and (5) Sustaining and preserving the natural and cultural heritage

For further inquiries on PCORE membership and possible collaboration, please email the Secretary at pcoresecretary@gmail.com.



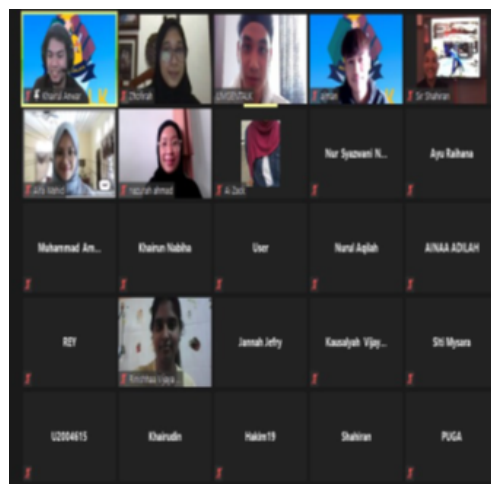
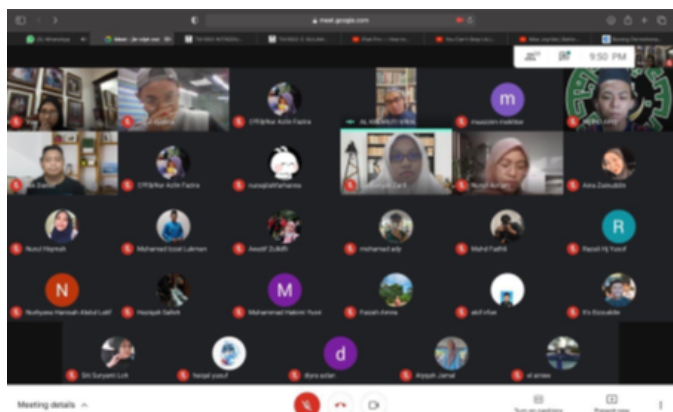
Diccionario de Fútbol

On 7 May 2021, an event under Department of Asian and Europe Languages, Embassy of Spain, La Liga, Malaysia Spanish Institute, UniKL USM and Association of Spanish Teacher and Students (APELEM). This event was held to introduce a Spanish-Malay football dictionary.



Forum Online, Kelas Fardhu Ain, Bacaan Yaasin & Kahfi Throughout Semester 1 & 2

A periodic event under Kelab Pengurusan Surau Kolej Kediaman Tuanku Kurshiah (Kolej Kediaman Tuanku Kurshiah). Many events and tasks such as weekly online Kuliah, weekly Kahfi and Yaasin reading and weekly video sharing were held during these online sessions.



UM Gentalk: Live Webinar

Date: 17th April 2021, 24th April 2021, 29th May 2021 & 12th June 2021

A live webinar under Sekretariat Sukarelawan Universiti Malaya (Cluster of Education). These live webinars were held for 4 times. Among others, strategies in online learning, digital marketing for businesses and the Palestine-Israel conflict have been discussed.




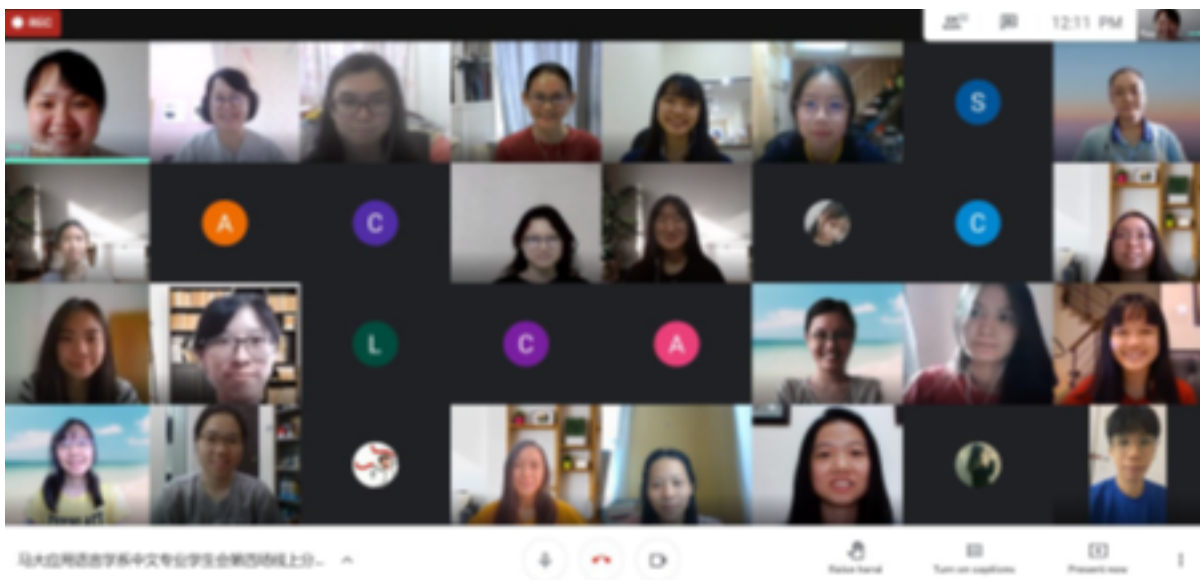
Environmental Talk

Date: 23rd April 2021, 1st May 2021, 21st May 2021 & 28th May 2021

An initiative under Kurshiah Cares Club (Kolej Kediaman Tuanku Kurshiah) to spread awareness regarding environment and nature conservancy.



 CARESKURSHIAH



Alumni Sharing Session: My Career Journey as a Teacher

To provide students with better understanding of different careers, the SSoCLL of Chinese programme organized an alumni sharing session on 17th April 2021 morning through an online meeting platform. The sharing session titled "My Career Journey as a Teacher" was presented by Ms. Chang Pou Yun. Besides giving information about becoming a teacher in a national school, Ms. Chang also shared her personal experiences and stories during her 28 years of teaching. Some students demonstrated their interest in an education career and posed some relevant questions at the Q&A session. The sharing session ended at 12:00 pm with great interaction between the current students and alumni of Chinese Language and Linguistic programme.

Summary

The Francophonie Contest was organised by Jom Francais, a social media platform for French language and Francophonie in Malaysia and it was opened to the public. All participants needed to illustrate one "dicton" or proverb of a country from the Francophonie among the list provided by the organiser either with a photograph, a drawing or a GIF. The deadline for the creations was 29 March 2021.

General background

Jom Francais received 790 registered participants in total with 370 creations. We, the students under the department of Asian and European Languages and French Language as our core courses at Universiti of Malaya, were encouraged to participate in this competition. All the participants from UM had sent their creations on time through email.

Result

Jom Francais" had chosen 101 winners out of the 370 creations and they had announced the result on 9 April by emailing all the participants. They also posted the name list of the winners on their social media platform. Luckily, 8 students from UM got their names listed and the links to their creations are below.

Conclusion

This competition really enlightened people to the fact that there are a lot of proverbs from Francophone countries. It also encouraged them to think creatively and innovatively.

Names of winners and the links to their presentations:

Nur Zulaila Akmal binti Ab Ghaffar

&

Tuan Nur Ain Natasha binti Tuan Roslee

<https://drive.google.com/file/d/1f911BcxwKc7pIIFUB4IUF43Z7zVnJ9o/view?usp=sharing>

Nur Nazatul Najiha binti Mohd Sabri

&

Nur Dalilah Hikmah binti Mohd Zamri

<https://drive.google.com/file/d/1aKM5bMdX4DL-JliTpC5A3pp78ZHMg32M/view?usp=sharing>

Nur Aizatul Afifah binti Mohd Rusdin

<https://drive.google.com/drive/folders/1dBcZHfjoXP5sf4pzPOMqDBLEXmzW5ykj?usp=sharing>

Adlin Imanina binti Azman

&

Daniel Azim bin Mohd Arshad

&

Wani Hamizah binti Hazan

<https://drive.google.com/file/d/1RjjopJul6fptuYSxCOTxF1mj8bp6JUxr/view?usp=sharing>

UNIVERSITI MALAYA, BACHELOR OF ITALIAN

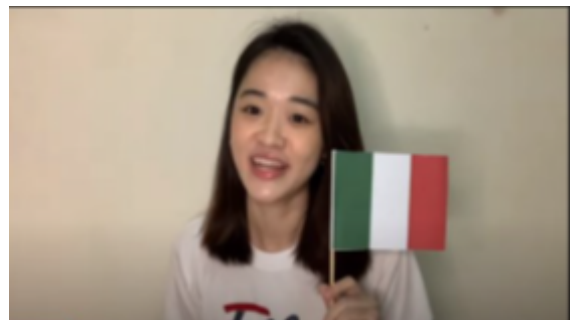
The following students participated in the celebrations of Italy's Republic Day on June 2 2021, by contributing to a feature video that the Embassy of Italy to Kuala Lumpur compiled for the occasion. Six students' clips were selected to be part of the video, whereas the others were published on the Embassy's Facebook page.

<https://www.youtube.com/watch?v=b7IH6JxvOF8>

All the participating students were awarded a prize for their valuable contribution.

NAMES OF PARTICIPANTS

- Kioko Tan Si Ying (Carlotta)
- Syahirah Nurlyana Binti Surdi (Stella)
- Ng Li Kien (Lisa)
- Hannah Jane Suraya Binti Ishak (Alice)
- Noor Hassanah Bushran Bin Hj Noor Halim (Dante)
- Sabella Qawiema Binti Mustapha Kamal (Caterina)
- Mellisa Pearl Nemesius (Monica)
- Nurul Asyiqin Binti Kamaruddin (Laura)
- Siti Nur Asyiqin Binti Mohd Sharif (Anastasia)
- Awatif Binti Ismail (Sofia)
- See Moon (Luna)



Workshops

POSTGRADUATE RESEARCH SKILLS SERIES (PGRSS)
Organised by the Postgraduate Office,
Faculty of Languages and Linguistics.

Postgraduate Workshops

- Reading skills for postgraduate study**
9 April 2021 • Fri, 10 am - 12 noon
- Citation skills for postgraduate study**
16 April 2021 • Fri, 10 am - 12 noon
- Descriptive writing skills for postgraduate study**
23 April 2021 • Fri, 10 am - 12 noon
- Critical writing skills for postgraduate study**
30 April 2021 • Fri, 10 am - 12 noon

Dr. Sridevi Srinivas (PhD) is Senior Lecturer in the Faculty of Languages and Linguistics, Universiti Malaya (UM). She has been involved in teaching and learning in Higher Education for the past 35 years, serving in UM for almost 28 years. She contributed to the MOHE handbook on Postgraduate Supervision (2008) and Reflections on Supervision Practices (2013) and has worked with ADEC, UM (2010-2012) towards the preparation of training the trainers academic writing modules for MOHE. She is a regular presenter at Systemic Functional Linguistic conferences (most recent ASFLA, Sydney, 2019) and has published in *Moderna Språk* (SFL), *USL* (Scopus), *Pernika* (Scopus), *Egipinus*, *UM Press*, *L'Harmattan*, *Peter Lang*, *JMLA*, and *YDM* among others.

Join us Online! Free registration!
Invitation will be sent to the registered participants.

UNIVERSITI MALAYA
POSTGRADUATE RESEARCH SKILLS SERIES (PGRSS)
Organised by the Postgraduate Office,
Faculty of Languages and Linguistics.

Presents:

- An Introduction to Data Analysis using Excel**
30 January 2021 (Saturday)
10:00 AM - 12:00 PM (Malaysia)
- An Introduction to Data Visualization using Excel**
27 February 2021 (Saturday)
10:00 AM - 12:00 PM (Malaysia)

With
Dr Chiew Poh Shin

Dr Chiew Poh Shin is a Senior Lecturer at the Department of Malaysian Languages and Applied Linguistics, Faculty of Languages & Linguistics. Her main research interests are phonetics and phonology (especially suprasegmental features), Chinese varieties (especially the phonological variation) and Chinese as a second/international language. Her research is mostly quantitative and she has experience using Microsoft Excel for data analysis.

Join us Online! Free registration!
Invitation will be sent to the registered participants.

UNIVERSITI MALAYA
POSTGRADUATE RESEARCH SKILLS SERIES (PGRSS)
Organised by the Post Graduate Office, FLL

WORKSHOP 1
21 May 2021
Friday
10 am - 12 noon

OVERVIEW OF HALLIDAY'S SFL SYNTAGMATIC AND PARADIGMATIC RELATIONS

This workshop is for those interested in the relationship between grammar, meaning and discourse from a systemic functional linguistics (SFL) perspective. You will learn how to analyse and interpret texts from key SFL theoretical concepts such as structure, system, classification, instantiation, and contextualisation. Authentic samples of language are used to illustrate the basis of an SFL analysis that the organisation of language is related to social use. The significance of an SFL approach will be discussed especially in the light of teacher research and educational research.

WORKSHOP 2
28 May 2021
Friday
10 am - 12 noon

TRANSITIVITY, FIELD, THEME AND MOOD

In this workshop, you will be introduced to the grammatical resources of Transitivity for the expression of Field meanings. You will also learn the grammatical resources of Theme and Rheme and its relationship to Mode of meaning. Authentic samples of language are used to illustrate the basis of an SFL analysis that the organisation of language is related to social use.

WORKSHOP 3
4 June 2021
Friday
10 am - 12 noon

MOOD, MODALITY AND DYNAMICS OF SOCIAL EXCHANGE

In this workshop, you will be introduced to the grammatical resources of Mood and Modality for the expression of meanings in exchange. You will also explore a framework for analysing reciprocal conversations through the framework of dynamics of social exchange. Authentic samples of language are used to illustrate the basis of an SFL analysis that the organisation of language is related to social use.

WORKSHOP 4
11 June 2021
Friday
10 am - 12 noon

CLAUSE COMPLETING AND EMBEDDING

In this workshop, you will be introduced to the model of clause completing for the creation of discourse. You will also learn how meaning can be expressed and regulated in logical relations and embeddings. Authentic samples of language are used to illustrate the basis of an SFL analysis that the organisation of language is related to social use.

DR. SRIDEVI SRINIVAS
010-2524000
sridevis@um.edu.my /
sridevi@h3mail.com

2021 Universiti Malaya 3-Minute Thesis (UM3MT)

It was a great honour for me to have been given the chance to represent the faculty for the UM3MT competition this year. I joined the competition to have a firmer grasp of understanding on my research and help me articulate my thoughts better. Alhamdulillah, my journey continued to the national level with ample support from everyone around me including the faculty. The faculty dean, Associate Prof. Dr. Surinderpal Kaur kindly granted the faculty representatives the permission to record our videos for the university level competition at the Learning Space using the facilities available i.e., green screen, camera, TV, microphone, and industry-standard editing software. On top of that, she had personally provided us with quick feedback during the rehearsal before the recording session for the university level 3MT competition. She was also kind enough to help the UM3MT winners prepare our video submission for the national level by letting us use the facilities available at the faculty although the faculty was not part of the UM3MT committee.



I am also grateful for the help of Puan Roshidah Kasby, Encik Md Khairull, and Encik Muhamad Zubir who had helped me tremendously throughout the filming and video editing process for the university and national level 3MT competition. In terms of personal preparation, I had watched a lot of winning 3MT videos and observed the style of presentation of the speakers. My supervisors, Associate Prof. Dr. Surinderpal Kaur and Prof. Dr. Stefanie Pillai, also helped me refine my presentation script with their constructive feedback and comments. I also appreciate the tips shared by a senior, Madam Ernie Adnan who had won as a runner up in a national 3MT competition.



Next, I sought the help and expertise of my husband who is a good orator to help me become more confident with my presentation. Finally, I would like to express my gratitude to the faculty for supporting and empowering me from the faculty up until the national level.

**Soffiya will represent Malaysia in the international level 3MT competition in Queensland, Australia.*

The Bachelor of English Language & Linguistics (BELL) students designed various modules for year 4 - 6 primary students in S.K. Runchang and S.K. Kota Perdana, Pahang to learn English in a modern, fun and easy way. These modules include interesting videos, fun quizzes and exercises and can be accessed from Easy English with BELL website (<https://englishwithbell.wordpress.com/>). Some of the featured videos from BELL students include Grammar in your area: Subject Verb Agreement (<https://youtu.be/-UUGbvaDIdQ>), Sing-along video on pronouns (<https://www.youtube.com/watch?v=vyARdUhWtoE>) and many more. Due to Movement Control Order (MCO), the materials were firstly sent via WhatsApp. Being aware of the limitations faced by the Orang Asli students, printed copies of the modules were later sent to the school and book vouchers were given to reward students who completed the modules.



The students were happy to receive modules and book vouchers from FLL.



Mr. Samuel Isaiah (L) with Dr Chew



Mr. Samuel's sharing session with BELL students



The modules and certificates were received by the headmaster of S.K. Kota Perdana.

BELL students would especially like to thank Mr. Samuel Isaiah who was an English teacher of S.K. Runchang and the finalist of Global Teacher Prize 2020 for passing the printed materials to the schools and for his useful advice before the project kicked off. His generous sharing of knowledge and experience with Jakun tribe or Orang Asli students have helped BELL students from Universiti Malaya to design appropriate learning materials.



The Orang Asli students from S.K. Runchang.



Presentation of certificate of appreciation to S.K. Runchang.

KOREAN

나는 1 년 동안 온라인에서 배우고 있습니다. 저는 이것이 좋은지 아닌지 잘 모르겠습니다. 매일 가족을 만날 수 있어서 좋습니다. 그리고 시간이 많아서 게임을 하거나 드라마를 볼 수 있어서 좋습니다. 그런데, 이번 학기는 지금까지 가장 힘든 학기라고 생각합니다. 우리 가족과 나는 Covid-19의 영향을 받았습니다. 공부하고 수정하는 것이 너무 어려웠습니다. 나는 열이 많이 났고 심각한 두통이 있었습니다. 또 나는 식욕을 잃고 근육도 아팠습니다. 이 증상은 Covid-19의 증상이었습니다. 그래서 나는 2 주 동안 수업에 참석하지 못했습니다. 내가 하지 않은 과제와 시험도 많이 있습니다. 특히 나의 전공은 비디오 녹화와 녹음이 많입니다. 이것은 말하기 테스트를 위한 것입니다. 하지만 운이 좋게도 좋은 교수님이 있습니다. 교수님들은 내 상황을 이해해주었습니다. 또한 제가 과제를 완료할 수 있는 시간을 추가로 주었습니다. 격리에서 해제된 후에 나는 지금 수업을 따라가고 기말고사 전에 많은 과제들을 제출해야 합니다. 친구들도 모두 저를 이해해 주어서 저는 수업을 잘 들을 수 있습니다. 하지만 친구들도 covid-19 때문에 병원에서 수업을 들었고 교수님도 사고가 나서 가끔 수업을 못해서 힘들었습니다. 교수님과 우리는 지금 힘든 시간을 보내고 있습니다. 그래서, MCO에서 배우는 과정이 정말 어렵다고 말하고 싶습니다. 왜냐하면 우리는 많은 힘든 일이 언제든지 생길 수 있습니다. 그렇지만 나는 좋은 친구들과 교수님이 있기 때문에 공부를 계속할 의욕이 있습니다. 나는 Covid-19가 빨리 끝나고 캠퍼스 강의실에서 친구들과 교수님을 만나기를 희망합니다. 여러분, 힘내세요!

Nur Farahin

ARABIC

سيتي نور الشاكرة بنت أحمد بعد تنفيذ قرار تقييد الحركة الذي أعلنته الحكومة في منتصف مارس من العام الماضي، قد حوّل مائة بالمائة التعلّم وجهًا لوجه في الجامعة إلى تنفيذ التعلّم عبر الإنترنت لجميع المواد المقدّمة. في الواقع، هذا التغيير في طريقة التدريس والتعلّم الافتراضي يعطي تحديًا كبيرًا والصعوبات لبعض الطلاب الجامعي خصوصًا وكذلك للمحاضرين من قبل إعداد التدريس عبر المنصّات المتنوعة. ومع ذلك، بجهود وجدية الطلاب الراغبين في متابعة المعرفة والمحاضرين المتزمين بتنفيذ واجباتهم، فهم يعتبرون أن هذا الأمر ليس مرهقًا بل هي التحديات في الحصول علي خبرة جديدة بناء على خبرتي، اكتسبْتُ العديد من الأشياء الجديدة وبخاصة في استخدام وسائل الإعلام وتكنولوجيا المعلومات والاتصالات. مثال على ذلك، أستفيد بعدد كبير من المعرفة الجديدة فيما يتعلق باستخدام التطبيقات على الأجهزة المحمولة مثل جوجل ميت، ومايكروسوفت تيمز، وزوم وما إلى ذلك وبجانب ذلك، عند إجراء التقييم المستمر في المواد المعينة أحتاج إلى المساعدة من الأصدقاء لطرح الأسئلة ومشاركة الآراء. لذلك، أقضي المزيد من الوقت مع الأصدقاء مما يجعل روحي الشاب ليس مملاً. وخلاصة القول، إن التعلّم عبر الإنترنت أفادني بآثار جيدة وسينة. أودّ أيضًا أن أشكر الجميع خاصة للعائلة والمحاضرين والأصدقاء في تشجيع جهودي لمواصلة هذا التعلّم عبر الإنترنت. بارك الله فيكم

نورحنيس بنت مد يونس

منذ فرض "قرار تقييد الحركة"، لم يعد هناك تعليم وتعلّم وجهًا لوجه. ونشعر بشيء من الحزن لأننا لم نستطع أن نتدوَّق حلاوة التلقّي ومقابلة المحاضرين. ومن ثمّ، يتمّ تنفيذ التعلّم عبر الإنترنت. ومع ذلك، لم نزل ملتزمين بمواصلة دراستنا على الرغم من بعض الصعوبات مثل تعطل شبكة الإنترنت. لماذا نحن ملتزمون على ذلك؟ علينا أن نتحمّس وندعم المحاضرين الذين لا يتخلّون عنّا في العطاء والتدريس والتثقيف. إذا تمّ تكليفنا بمهمة، فسنحصل على الكثير من الفرص والتوجيهات. ونحن الطلاب سنساعد بعضنا البعض حتى لا يتخلّف أحد متّا في الدراسة. أخيرًا، لا شيء يمكن أن يوقف جهودنا الطبية ونشكركم أيّها المحاضرين الأعزاء ودُمتُم في دعائنا.

ENGLISH

The other day, my older siblings said something unsettling. "If PKP had happened earlier in our lives, we'd be dead by now." When we were all still in school, mom was working in Singapore to make ends meet. If international borders got closed back then, only one of two scenarios could happen. Either mom would be fired immediately or she'd have to work in Singapore to keep us afloat while we fended for ourselves back home. Neither were favorable for three little kids who knew more about crying than surviving. The fact that we're still alive today; it's dumb luck.

Amelia Ho

Online learning during the Movement Control Order (MCO) totally drained me at first. I felt demotivated, to the point that I wanted to pull out from the semester. I barely attended classes, because everything felt dreadful. However, online learning somehow brought me closer to my classmates - Alif, Hanniz, Nisa, Shafiqah, and Rabia. Their presence motivated me to go on, and we always study together virtually. The outcome is I managed to get the Dean's Award for the first time in the 5th semester. Notwithstanding that, I still feel burdened with several subjects, especially this (6th) semester in which every subject seems to be super complicated.

Muhammad Salman Farruz Bin Mohd Muzzafar

CHINESE

我总骇然，所谓“大学”，现在不过就一盏桌灯和电脑荧幕之间。我总回想，为大学忙得天昏地暗的宿舍生活，与在家撑着眼皮打字、黯淡的灯光相比，截然不同。我总想象，疫情不再的日子。

愿平安，愿安好。

Marilyn Wong Zhen 王璿

乖乖，现在外面世界很危险，不能出门，不然阎王随时会召唤你。乖乖在家学习吧。但是，家里有吵吵和闹闹，影响乖乖学习，甚至还要操持家务。乖乖还是希望能和朋友一起手拉手回校专心学习。

Ong Zhi Qin 王亨之

TAMIL

உலகத்தின் கால்களக் கட்டிப்பாட்ட ககாறனியால், கல்விக்கு மட்டும் அகணகபாட முடியவில்லை. ககாறனிப் பரவலால் மாணவர்களின் வகுப்புகள் இயங்ககலக்கு மாற்றம் கண்டன. இயங்ககலக் கல்வி புதிய அனுபவமாக இருந்தாலும், அதகன முன்கனடுத்துச் கசல்வது கடினமான ஒன்றாககவ உள்ளது. இயங்ககல வகுப்பு, வீட்டில் இருப்பது, அதுவும் வீட்டிலிருந்து கல்வி கற்பது எவ்வளவு கடினம் என்பகத உணர்த்தியுள்ளது. வீட்டுச் சூழல் பல கநரங்களில் இயங்ககலக் கற்றலுக்கு ஏதுவாக இல்கல.

இகணயச் சிக்கல் தீராச் சிக்கலாய் உள்ளது. இடுபணிகளும் வீட்டுப் பாடங்களும் முற்றுப்பகறாமல் நீள்கின்றன. இருப்பினும், 'இதுவும் கடந்து கபாகும்' எனும் நம்பிக்கையில் நாள்கள் நகர்கின்றன. #இயங்ககலக்கற்றல் #onlinelearning

PAVIYA A/P SOMASUNTHARAM

நடமாட்டக் கட்டுப்பாட்டுக் காலத்தில் என் வாழ்க்கையில் நடந்த ஒரு துயரச் சம்பவம். என் அண்ணனின் மரணம் தான். மூச்சுக் ககாளாறினால் மருத்துவமகையில் அனுமதிக்கப்பட்ட சிறிது காலத்தில் அவர் இகறவனடி கசர்ந்தார் என்ற தகவல் எங்ககள அதிர்ச்சிக்குள்ளாக்கியது. கநற்று வகர எங்களுடன் சிரித்து உகரயாடிக் ககாண்டிருந்த ஒருவர் இன்று இல்கல என்பகத எங்களால் ஏற்க முடியவில்லை. இன்றளவும் எங்களால் இத்துயரத்திலிருந்து மீளமுடியவில்லை என்றாலும், இதுதான் வாழ்க்கை என்ற உணகம எங்களுக்குப் புரிந்தது.

#பாதுகாப்பாய்இருங்கள்

#staysafe

RINISHHAA A/P VIJAYA KUMAR

FRENCH

Le covid-19 a mis tout le monde dans une situation difficile, même pour nous, les étudiants. Cela fait plus d'un an maintenant que nous sommes en classe en ligne. C'était très difficile au début, mais nous avons réussi à nous y habituer maintenant. Bien que les classes physiques donne plus d'avantages dans l'apprentissage, il vaut mieux de rester à la maison pendant cette pandémie pour tout le monde à l'avenir. Mais, rester à la maison peut aussi nous donner plus de temps et de chance de passer du temps avec notre famille et de nous concentrer sur nous-mêmes en faisant notre passe-temps. Eh bien, chaque étudiant est dans une situation différente et malgré le fait d'être loin des amis, nous trouvons nous trouvons toujours un moyen de nous entraider dans nos études et nos devoirs. Peu importe les difficultés auxquelles nous sommes confrontés, nous essayons toujours de trouver un moyen de les résoudre.

-Yasmine Soraya binti Ruffehe-

PORTUGUESE

Olá! Eu chamo-me Elvin Tey Yee How. Eu tenho 22 anos. Eu sou de Melaka. Now I would like to share my own experiences in learning Portuguese. First and foremost, I would like to thank Mr. Jamian for guiding me throughout this semester. In my opinion, I personally think that learning a new language, the teacher or lecturer plays a very important role as the students need motivation to develop the interest of learning Portuguese. Especially during the period of this pandemic, we cannot meet each other physically (face to face). However, I am still able to grab the opportunity of learning Portuguese by having online classes. Throughout the online class, I was able to listen to the accurate pronunciation from Mr. Jamian. We can learn in a short time by listening to the lecturer and getting to know the correct grammar and vocabulary. That's all from me, Obrigado! Tenha um bom dia!

Elvin Tey Yee How

GERMAN

Guten Tag, Mein Name ist Chin Mei Ling. Ich bin dreiundzwanzig Jahre alt. Ich wohne in Kuala Lumpur. Now, I will share my online language learning experience during MCO. Firstly, I would like to thank Frau Soong Pei Ru so much for teaching us German. At first, I was afraid that I could not learn German because I had zero knowledge of it. However, Frau Soong teaching style is very interesting, she teaches us from the very basic German such as began with the simple greetings, numbers, and alphabets. In my opinion, teacher play an important role to guide students especially during online language learning. Although it is online learning, I do not have to worry about keeping up with the progress because Frau Soong teach us started from a very basic German.

In addition to doing weekly exercises, I also did the exercises in textbooks and exercise books to help me learn German better. In my opinion, students' self-discipline is very important during online language learning. In addition to the teacher's guidance, students must study on their own initiative to understand a language better.

After the whole 14 weeks, I could understand the basic greetings, numbers, and vocabulary in German. Although this semester is over, I will continue to study German. Danke, das ist alles!

Chin Mei Ling

THAI

สวัสดีค่ะ:sawatdiikhâ. Chan chuu Siti Balqis, riak chan Balqis อื่นมาจากประเทศ Malaysia. ฉันเรียนภาษาไทย ฉันอายุ 22 ปี Chan yuu nai Batu Pahat, Johor. Now I would like to share my own experiences in learning Thai Language. First and foremost, I would like to thank Aajan Rosenun Chesof for guiding me throughout this semester.

In my opinion, I personally think learning Thai language as a new language for me. It is very interesting and aajaan Rose plays a very important role as our lecturer in develop interest students for learning Thailand. Especially during the period of this pandemic, we cannot meet each other physically but in google meet, we still able to grab the opportunity of learning Thailand. I have a fun class with varies of online learning by sings and acting in class.

Throughout the online class, I was able to listen the accurate pronunciation from aajaan Rose. We can learn in a short time by listening to the lecturer and getting to know the correct grammar and vocabulary. That's all from me, khawbkhun kha.

ITALIAN

La mia esperienza delle lezioni online durante il MCO è positiva. I nostri insegnanti d'italiano ci fanno sempre partecipare quindi le lezioni non sono noiose e siamo sempre attive al contrario di alcune altre lezioni non di italiano dove dobbiamo solo ascoltare e dove partecipiamo pochissimo. In questo caso, ci sono alcune volte in cui mi annoio e mi sento da sola perché è difficile concentrarsi durante un'ora intera. Vivo da sola quindi per me le lezioni sono il solo momento della giornata dove posso interagire con altre persone, quindi preferisco le lezioni come in italiano perché posso vedere e parlare con altre persone e non mi sento da sola.

Clara Sarah Rolande Devaux

SPANISH

Nunca he estudiado en línea antes de la pandemia y ahora es mi segundo semestre de estudiar de esta manera. Me siento feliz y emocionada porque yo puedo aprender español y también porque mis compañeras de la clase y yo ya nos hemos hecho amigas cercanas, aunque nunca nos hemos reunido en persona. Pero a veces me siento frustrada porque hay momentos que son muy difíciles de entender bien. Tengo dolor de cabeza y mi cuerpo ya está cansado porque tengo que sentarme todo el día delante del ordenador para ir a las clases y también para hacer las tareas.

Nur Syazwani binti Nor Rashid

JAPANESE

最後の授業になりました。ずっとオンライン授業なので対面に会えなかったが、いつか会えると信じています。

ザ・セブン・ワンダー



Dr. Nurul Huda Hamzah pursued her PhD study at the School of Education, Communication and Language Sciences at Newcastle University in the United Kingdom and built on interest in Sociolinguistics and Austronesian languages, particularly Chitty language (a widely spoken language among this minority community in Melaka), which is currently under threat for a range of reasons. Her current research work is on the Chitty traditional wedding ritual and religious beliefs among Chitty and the changing nature of this community, with a current transition to a predominantly monetary economy and the sociocultural effects.

Melaka in the 14th century was flooded with traders and merchants from all over the world resulting in it emerging as one of the busiest and modern entrepôts in the world. The positioning of the Malay Archipelago itself between mainland China and the Indian sub-continent combined with the extent management of the Melaka sultanate meant the port of Melaka emerged and attracted merchants from every part of the world. People came from everywhere to trade in Melaka and the Chitty was one of them.

The Chitty of Melaka was established in the 15th century, after the arrival of the Hindu 'Kling' (predominantly Tamil) merchants from the Coromandel Coast in Southern India. This gave rise to the community through inter-marriage between this group of incomers and the local Malay, Chinese, Javanese and Batak (largely women), from which emerged a new community and cultural practices known as the Peranakan Hindu. Each ethnic group has its mother tongue. Chitty Melaka uses Chitty Malay language (CML) as its native language. Now, the Chitty Melaka or Peranakan Hindu community lives in Kampung Chetti (Chetti Village) in the historical town of Malacca.



In the CML, there are words that are still actively used (the local Melaka folk or other Malays barely comprehend them); specifically 'cangkir' (CML word that translates as 'piring' in the standard Malay language (SML) or 'saucer' in the English language); 'ciwan' (which means 'tandas' or 'toilet') and 'menjela' (which means 'tingkap' or 'window'). Additionally, in the use of idioms, there is a slight difference between the SML and CML. Some of the interesting examples are 'buah hati' ('sweetheart') and 'panas pedih' ('angry') in which the Chitty Melaka community refers to as 'mata ayer' (or 'mata air') and 'baka dara' (or 'bakar darah'), respectively, with the same meaning and usage.

"Learning how to sign can also help you to meet and mingle with members of the local signing community."

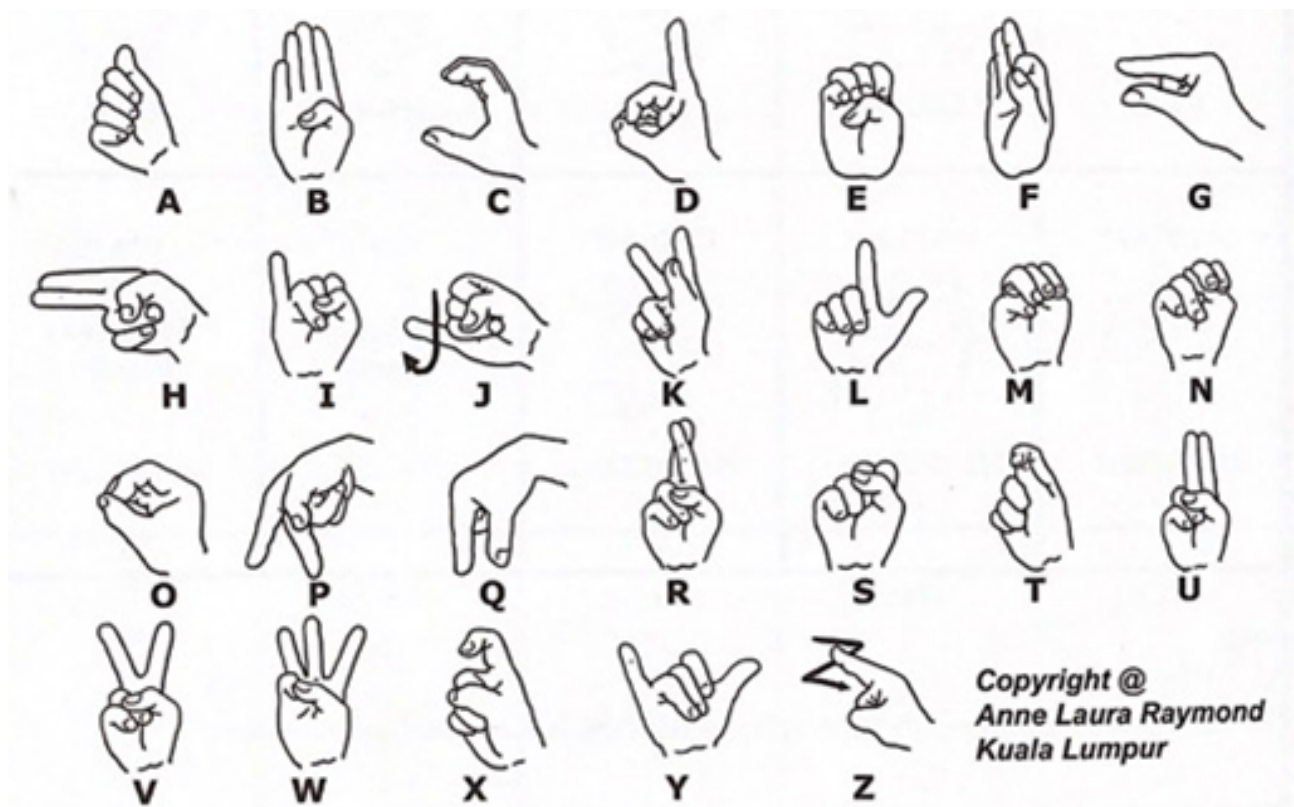
~Dylon Harrison

In Malaysia specifically, the hearing impaired community use Bahasa Isyarat Malaysia (BIM or Malaysian Sign Language). Interestingly, our faculty offers TIX1045 (BAHASA ISYARAT MALAYSIA ASAS), previously known as TIX1031, as an elective course that is open to all UM undergraduate students. The course is not only about learning how to sign, but also about understanding the use of sign languages in different conversational contexts.

There has been a collaborative effort between the UM research team led by Puan Ainun Rozana Mohd Zaid and experts from the hearing impaired community to publish the BIM-English-Malay Handshape Dictionary. Within this space, we aim to share some interesting sections from the dictionary which we think may be useful for beginning signers to use, especially in the local context.

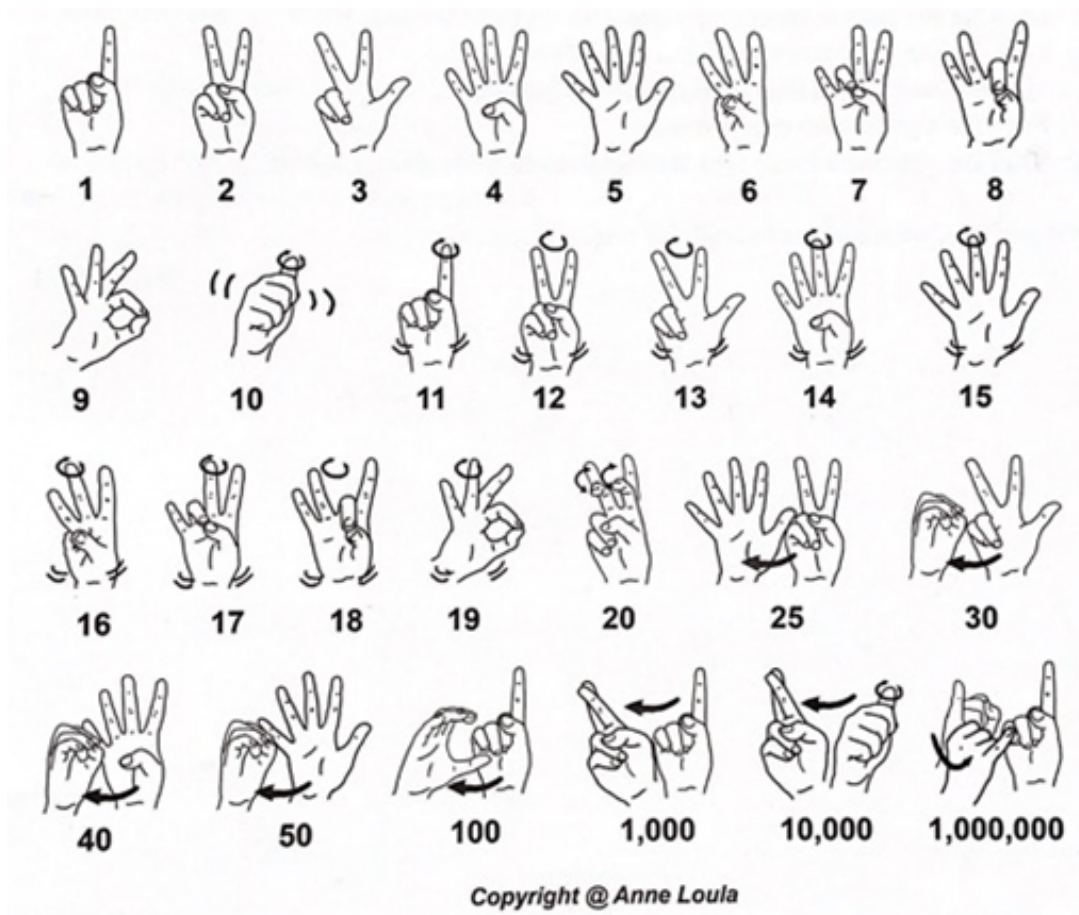
BIM Alphabets

The BIM hand letters (A-Z) are very similar to those of the American Sign Language (ASL) except for G and T. These letters are used both by BIM as well as KTBM (Kod Tangan Bahasa Melayu: Manual Berkod Melayu) signers.



BIM Numbers

The BIM hand number system is similar to the ASL system, especially the numbers one to ten which are identical with a frontal orientation of the palm and all are signed from left to right for two digits or more.



To join courses or learn more about the Malaysian Sign Language (Bahasa Isyarat Malaysia - BIM) offered outside UM, you can have a look at the following:

- [YMCA KL Sign Language Courses](#)
- [Malaysian Federation of the Deaf](#)
- [The Sarawak Society for the Deaf](#)
- [RC Deaf Missions](#)
- [Elma Production YouTube Channel](#)
- [The EDDY app on Android](#)

Credit: mind.org.my

Hi there,

I'm Chanikarn Kerdsud (you can call me Earn), former student of the English Language Department at this prestigious Faculty of Languages and Linguistics, UM, which makes me an FLL alumnus from the class of 2014. When I was starting to write this very piece to be featured in the faculty's newsletter, I was thinking of how I first got into UM and really the phases of life I've gone through until now after I've left and trying to connect the dots.

I believe that it was truly a "journey of my soul's intention". When I was in my sophomore year back at my local high school in Phuket, my hometown, I remembered thinking about what I really wanted to do in life. I realised then that I wanted to improve my command of English as I love communicating in it but couldn't utilise it as fluently as I wanted to. So, I made an intention, really a strong wish, that I wanted to be in a place where I could improve my English everyday and maybe with my improved capability, I'd be able to serve my country in some way useful. Not long after, I encountered a post on Facebook about a government scholarship to study abroad, and so the story goes.

My time at UM and the faculty has been a rewarding chapter of my life. I was cherished, loved, guided, and sustained by all the wonderful people I met there: classmates, lecturers, and staff. To me, all the beloved female lecturers at FLL were the greatest role models at the time. They were super intelligent, smart, beautiful, kind, confident, humble, and had a great sense of humour, all the qualities you wish you'd grow into one day. Back then, I didn't even realise it, but now I know how important it is that I cultivated these qualities along with the effective command of English language I had aimed for, which was greatly developed by FLL's curriculum (I mean, from IELTS 6.5 to 8.0, I just couldn't believe it!). Having been surrounded by such an environment of excellence really made me want to become better and believe that I could. It was these bases that helped me move confidently into the next phase of my life and believe I could make it into one of the best universities in the UK, King's College London.

It was just a thought before, sort of an intention, again, that "What if just a small girl from a small town got into one of the finest universities in the world? Wouldn't that be really cool?" This time, looking back, my intention was different from the one that led me to UM. The first was answering a bigger question of what direction I wanted my life to go in, thus it felt stronger and more purposeful. The second was kind of a playful one. I didn't really feel like it was an intention that would shift my life's trajectory far from the first intention. It was just "well, it would be cool to have been a part of King's". But surprisingly, it led me to King's too.

Up until now, I'm starting to see how life sorts itself out, how the dots kind of connect. I'm starting to learn that our "intention" is like a "map" to our destination in life. You may not know the "how" but if you have the "what", meaning "what do you want?", and the "why", "why do you want it?", strong enough, you'll be carried there. And sometimes, I think it takes some fun thoughts and intentions along the way too, so perhaps ask yourself sometimes "what would it be like to experience..." and release it. You may find, surprisingly, that it becomes your experience one day, after all your thoughts manifest. Getting into FLL turned out to be a huge dot for me. It has contributed to so much of what I wanted to be able to do today and will hopefully continue to in the future (...)

"You can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future". - Steve Jobs

Love,
Earn



Many would agree that studying for their first degree – being a full-time student – is simply one of the best times in their lives. For me, leaving my homeland Sabah to pursue my degree in Languages and Linguistics (English Language), and subsequently, my Master in Linguistic was one of the best decisions I have ever made.

The 3.5 years I spent as a degree student and 2 years as a postgraduate student of the English Language Department in FLL strengthened my appreciation and knowledge of the English language and have spurred my personal growth. Almost all of the courses I took contribute to helping me establish the intrinsic connection between language and the real world; how language shapes the narrative of society and vice versa, thereby allowing me to understand not only the function of languages but also the world around me.

The high standards demanded by my lecturers shaped my work ethics which I found greatly beneficial as I embarked on my career path as a lecturer for four years. However, I must say that the greatest asset of the faculty, which made me who I am today, would be the team of dedicated lecturers. I was very fortunate to have good teachers who were fun (very cool!), ethical and humane. Since our batch was small in number, we had the opportunity to build relationships with our lecturers, who not only taught us all things linguistics, but also valuable life lessons. They are the teachers I aspire to be one day.



Angelica Anthony Thane



Selfie after Poster Presentation for Pragmatic with Dr Thila

My experience in FLL, UM, including my exposure to text, discourse and genre has led me to the current pursuit of my Applied Linguistics doctorate. Although I am now attached to another university, I take great pride in being an alumnus of the English Language Department, FLL. In fact, I constantly carry with me a subtle pressure of maintaining the 'standards' of my alma mater, often prompting me to parlay my academic efforts. Given the opportunity, it is my hope to one day return and be part of the FLL academic team!

Angelica Anthony Thane
B. Lang Ling (2010)
M.Ling (2014)



Hi. I'm Muganiswary Ramasamy, a Bachelor's of Tamil Language and Linguistics degree holder. My studies at the Faculty of Languages and Linguistics allowed me to gain knowledge about linguistics, language, and translation. Furthermore, the quality of the courses I attended continuously helps me in my career and life.

For internship, I joined as a trainee at a private publishing company. I was given the responsibility for content creation for a primary level magazine. I did well as I had learnt about content creation in Tamil Competency, one of the courses I had taken. Also, according to the new course structure, internship is located at the last semester study. The major work in my internship was translation. As translation in general and specific fields offered in my programme allowed me to execute what I learnt. I outperformed during my internship with the guidance and motivation from internal and external supervisors which later led to be assigned as an Associate Editor at the company.

My programme and faculty also provided some other benefits indirectly. For example, there was an Outbound Programme to Bharathiyar University, India after my fifth semester. It gave me a chance to study in Bharathiyar University for one month and I gained a broader knowledge about linguistics. I also learned about Language Teaching Methods, Computational Linguistics, Neurolinguistics, and Forensic Linguistics during my time there. During my final year, I participated at the Tamil Day Colloquium as part of the 7th University of Malaya Discourse and Society International Conference. Also, I presented at the International Conference on Language, Linguistics and Social Sciences 2019 where I documented my research. Currently, I am also a member in a non-government organization and some Tamil related projects.

Truly it is said, one cannot study from the books alone. Instead, one must learn from all extracurricular activities in which one participates. At faculty, we organized a charity dinner under Tamil Programme where I learnt about culture dances and literature. I also joined sports and societies out my faculty.

University is a place that helps shape one's personality. We are truly cared for, rightly educated, and well socialized here at my faculty, the Faculty of Languages and Linguistics. I feel nothing but pride having been a student here.

Muganiswary



As I recalled back to the moment of receiving the admission letter from University of Malaya, I was over the moon as I believed that it would be something memorable in my life. I embarked my journey in language studies (to be more specific, it is “Chinese Language and Linguistics”), and I was exposed to uncountable linguistics knowledge. I come from a rural city that is relatively falling behind, my perspective was widened during my degree studies, I came across with different languages and acknowledged that a linguistics degree is more than just what it is meant to be. Throughout the study, I learned more than just language skills, but knowledge behind the language itself.

During the period of study, I picked up a new language, Japanese as well and have obtained JLPT N1 qualification. At the same time, I have a deeper understanding on Chinese language and other aspects of linguistics. Under my passionate lecturers, I knew that language is not merely a combination of alphabets or characters, and the fact sparked my interest in linguistics. Besides utilising the notes provided by the lecturers, I trained up my observation skills on how the knowledge I acquired in the university is closely related with my daily life. I became more sensitive to ambiguous language expressions that I did not realise previously and how a single meaning can be expressed so differently in another language.

Furthermore, I would like to deliver my gratitude in this piece to my final year project’s (FYP) supervisor, Dr. Chiew Poh Shin, who allowed me to write the comparison of language acquisition between Japanese and Mandarin languages. Since the topic that I chose was relatively “unusual”, but under the guidance of my supervisor and other lecturers, I managed to complete it successfully with a huge sense of satisfaction. I never expect that I would be able to utilise my interest towards both languages in my FYP. The freedom and encouragement given allowed me to move one step further, working as a Finance Service Desk (Japanese Speaker). I chose a career pathway which is out of the common on what people usually expect from a Chinese linguistics’ graduate. Notwithstanding, I am still interested to discover more about linguistics and language acquisition.

Words are never enough to describe how enormous the impact of having the opportunities to study in FLL towards my life and career. But I am assured that I will never regret studying in FLL and I believe for those who are hesitating if they should pursue linguistics study, just go for it and enjoy every moment.



I enrolled as a doctoral student at Universiti Malaya after earning my master's degree from Kyoto University in Japan, aiming to attain a Ph.D. degree in teaching Japanese as a foreign language. During my studies, I presented papers at conferences in Malaysia, Japan, Canada, and the United States. I was also invited by the National Institute of Education in Singapore to conduct an individual seminar on my Ph.D. research. Numerous professors and lecturers at the Faculty of Languages and Linguistics and other faculties continuously encouraged and assisted me. I am indeed grateful for their invaluable support.

After my Ph.D. degree was conferred, I taught Japanese for two years as a Senior Lecturer at a Malaysian university. My students were not Japanese language majors; therefore, I endeavored to connect Japanese to their primary languages of interest, namely Arabic or English. I frequently fostered students to apply the languages they knew in the quest to build beneficial lifelong habits.

As an activity I once gave them an elective exercise of using Malay, Japanese, English, or Arabic to write letters of thanks to a person of their choice, such as a lecturer, an administration clerk, a member of the cleaning staff, or anyone who had supported them in any way. Fortunately, most students willingly performed this altruistic activity and, in the process, became aware of the significance of explicitly articulating their gratitude to others.

Good habits enhance the happiness in our lives, and the effective use of languages can be pivotal to a joyous existence. I will start teaching at another institution this year. I sincerely hope that you will also explore your areas of interest at the Faculty of Languages and Linguistics and seek a meaningful purpose for your life in the near future.

Greetings.

This is Zahid Ali, Associate Professor, Department of English Language and Linguistics, Faculty of Languages and Literature, Lasbela University of Agriculture, Water and Marine Sciences, Uthal, Balochistan, Pakistan. I did my PhD in Linguistics from Universiti Malaya, Kuala Lumpur, Malaysia. My PhD research work is in Linguistics in general and Morpho-syntax of Sindhi and English Verb Phrase in particular. My areas of interest are Syntax, Morphology and Sociolinguistics. Currently, I am teaching and supervising undergraduate and postgraduate students of language and linguistics at Lasbela University, Uthal. I have supervised around 15 Masters/MS and 7 BS students in Syntax, Morphology and Sociolinguistics.



Dr. Zahid and Prof. Stefanie

Since completing my PhD I have participated in 4 national and 1 international conferences. Besides conferences, I have published 8 papers in national and international journals. Recently, I have also submitted 7 more research papers to various national and international journal; hopefully, they will be published by the end of 2021. In addition to that, I have been examining Masters/MS and PhD theses at various universities of Pakistan. I have been serving as a head of department of English Language and Linguistics since 2016. I have also been serving as a local and foreign reviewer to national and international journals. Furthermore, the duty of editor to Balochistan Journal of Linguistics has also been entrusted to me since 2016.

Universiti Malaya has contributed a lot to my life; it has made me what I am today. All credit goes to Faculty of Languages and Linguistics, Universiti Malaya, Kuala Lumpur, Malaysia.

**Get in touch with us via
various medias:**

Facebook:

<https://www.facebook.com/FllumOfficial>

Instagram:

https://www.instagram.com/um_fll/?hl=en

Twitter:

https://twitter.com/um_fbl

YouTube:

UM Languages & Linguistics

**Faculty of Languages and Linguistics
Universiti of Malaya
50603 Kuala Lumpur
MALAYSIA**