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of writing a story collaboratively. The study also hoped to shed some lights on the viability of bringing Storybird tool to the Malaysian English language classroom. Data for the study was collected through questionnaire and reflective journal. Results of the study show that Storybird, as a storytelling tool, was able to encourage collaboration among the participants with some types of collaboration preferred over others. Additionally, using Storybird as an educational tool in the classroom is not free of challenges as the study was also able to identify some challenges encountered by the participants.

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Student-Based Approach: Chinese Grammatical Errors

Learner language is a constant source of interesting puzzles and problems for language teachers. Besides knowledge about theories and research findings of Second Language Acquisition (SLA), language teachers also need to have basic skills and tools for the analysis of learner language. Based on observations in classroom teaching, mother tongue acquisition experience of Malay learners often influences their learning of Chinese grammar. This paper attempts to demonstrate how grammatical errors occur in the Chinese sentences constructed by Malay learners. Errors made by Malay learners of attributive-headword phrases and adverbial-headword phrases of Chinese sentences are examined in detail. For example, Malay learners wrote the Chinese attributive-headword phrase “Zhongguo ren” as “ren Zhongguo” and the Chinese adverbial-headword phrase “zai shitang chi fan” as “chi fan zai shitang”. These errors had been made by the Malay learners because Malay grammar places the modifier after headwords. Besides pointing out the grammatical errors, this paper also aims to suggest teaching methods to help the Malay learners in learning Chinese grammar.

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Teaching Practice Experience of Yemeni EFL Student Teachers: Issues and Concerns

The present paper focuses on exploring the issues and concerns facing a group of EFL student teachers during their teaching practices in Yemen. Student teachers' teaching experiences are influenced by their prior training at the university, teaching context, and the teacher education programme (Cheng, Cheng, & Tang, 2010). Investigating the Yemeni EFL student teachers' teaching practices issues and concerns would pave the way for reforming and developing the teacher education programme in a relatively under-researched setting. The