



**International Conference on Student-led Research and Innovation
in Arts, Humanities & Social Sciences (ICRI-HASS'22)**
1st – 2nd June 2022



ABSTRACTS

STRAND: LANGUAGE AND LINGUISTICS

Hande Gunel

Lancaster University

Understanding the status and management of foreign language anxiety in a remote pre-sessional EFL programme

With the outbreak of the global pandemic, many institutions have transitioned into crisis-prompted remote education without the volition of learners and teachers. Given that remote learning might be education's new normal, a need to revisit the nature of the multi-faceted construct of foreign language anxiety (FLA) has emerged (Côté & Gaffney, 2021). In addition to the need for research into involuntary remote learning environments, FLA researchers agree that there is a growing need to identify strategies for learners and teachers to manage anxiety (Horwitz, 2017). With the purpose of aiding anxious language learners in remote language classrooms, this study explored the essence, effects and manifestations of FLA as perceived by teachers and learners of a pre-sessional remote English programme in Turkey. In order to identify the gap between learners' needs and practices of teachers, data were collected through interviews, learner diaries, classroom observation and an online questionnaire. The results revealed that many of the factors that induce anxiety in traditional classroom are also influential in remote classrooms. Isolation and lack of real human contact were found to be additional variables that are specific to remote learning. Despite the challenges of recognizing FLA in a remote learning environment, teachers revealed a high awareness of learners' vulnerability in this context. Learners and teachers both agreed that creating a positive learning environment is the ultimate solution for reducing anxiety. Based on the results of this study, implications and interventions for language teachers to achieve a less stressful remote classrooms for learners are suggested.

Wei Zhuang, Ooi

National University of Malaysia

Translanguaging in the Discourse of Malaysian ESL Lessons: A Look into the Practice

The occurrence of codeswitching or translanguaging is evident from recent studies of Malaysian English as a Second Language (ESL) education due to reasons influenced by localisation of languages seen in society, linguistic landscape and media of the country. However, ESL teachers and pupils face stigma when translanguaging between their first language (L1) and the target language (L2) in the ESL classroom. This is heavily influenced by the purist language approach found in Malaysia's education policy. Hence, this study seeks to bridge the gap on translanguaging practices in countries with similar institutional education policies. The study aims to investigate the purposes of translanguaging discourse by teachers in ESL lessons. Teachers from Malaysian secondary and primary schools were chosen to participate in this case study. Video observations and questionnaires were carried out then analysed qualitatively and quantitatively. Findings showed that translanguaging is essential among teachers for an array of reasons to facilitate effective language learning, build healthy student-teacher relationships, encourage use of target language, manage classroom instructions or activities and facilitate teachers' self-talk. This study is substantial in providing further information on ESL pedagogy and learning as a guide for ESL educators and researchers on the recent use of translanguaging for developing ESL skills as well as recommendations for future research.

Syazwin Fahrughazi

National University of Malaysia

Perceptions of Postgraduates Majoring in English Education on Speaking Assessment Module for Online Distance Learning (ODL)

Speaking skills is one of the vital language skills in communicating. Assessment in speaking skill is differ from other language skills. The methods of conducting speaking skills are included in English Assessment Module developed by researchers from the National University of Malaysia (UKM). The module is designed to cater postgraduates (adult learners) during Online Distance Learning (ODL). ODL has become the essential education setting for adult learners as they able to manage their own learning whilst juggling with their career development and personal attachments. Covid-19 pandemic has become the starting point for postgraduates to conduct the course remotely according to their preferences of learning. The revolution of education gives the opportunity for postgraduates (adult learners) to continue their learning parallel with their work-life balance. The module includes various types of language assessment. However, this study focuses on Chapter 9, Speaking Assessment. Hence, postgraduates were chosen to give their perceptions towards English Assessment Module; Speaking Assessment. Data were collected via qualitative research method from 8 participants. The open-ended interview session was conducted via Google Meet as social distancing were taken to concern during this Covid-19 pandemic. Triangulation method was used in the study and the data obtained was analysed thematically. The findings showed that English Assessment Module; Speaking Assessment is well equipped with comprehensive information on how the speaking assessment is conducted in Malaysia. However, there is a room of improvements for the module given by the respondents. Nevertheless, the findings showed that the English Assessment Module; Speaking Assessment is suitable for ODL postgraduates (adult learners). Future research can look into the suggestions of improvements for English Assessment Module; Speaking Assessment.

Nadrah binti Zainal Abidin

National University of Malaysia

Language Learning Strategies for speaking among polytechnic ESL learners in online learning

Language learning strategies is a vital element in acquiring a language, especially in the pandemic era of COVID 19. Numerous researches have concluded the inefficiency of language learning without employing the language learning strategies. Speaking skill is the most difficult skills to acquire, thus, learning speaking in an online learning environment posed has been quiet a challenge for many. This study aims to determine the use of language learning strategies use for speaking among polytechnic ESL learners in online learning and also to determine the difference in the use of LLS between gender and also learning major. Oxford (1990) classification of language learning strategies were modified to fit under the construct of teaching presence, social presence and cognitive presence within Community of Inquiry framework were employed in this study. 397 participants answered the online survey via google form link in two polytechnics in Kuantan, Pahang. Statistical Package for Social Science (SPSS) version 26 was used to analyze the data using descriptive statistics and independent t-test. Results reveals polytechnics ESL learners employed social strategies the most and memory strategies the least and there is no difference in the use of LLG between gender and learning major for speaking skills. This study adds more knowledge to the library of LLS based on gender and major variables that may help teachers and policymakers to incorporate the appropriate LLS in online learning as well as incorporating a portion of LLS in the textbook use.

Nur Syafiqah Yacob

National University of Malaysia

To be or not to be: ESL teachers' perceptions on global competence in English lessons

More emphasis has been placed on improving teachers' global competency in English language instruction with the advent of global education and global citizenship education in schools. The global competence of English language teachers leads to the development of students' global competence through language lessons. This study aimed to look into the perspectives of English as a Second Language (ESL) teachers on global competence in English teaching and determine how global competence is integrated into English lessons. 172 Malaysian ESL teachers completed the web-based google form survey questionnaire. According to the findings, ESL teachers believed that global competency should be emphasised in English classes. On the other hand, the Ministry of Education did not provide enough support to the respondents to help them develop their global competence. As a result, the respondents' understanding of the idea of global competency in ESL teaching was questioned, and they admitted to a

lack of pedagogical expertise about the issue. Furthermore, there is a need for additional depth in the general knowledge of improving ESL teachers' global competency and incorporating it into teaching. The findings were used as a model for a more extensive study that focuses on applying global competency in a non-western setting.

STRAND: SOCIOLOGY

Qin Fan

Lancaster University

Discursive value creation: the case of the sustainable fashion industry in Shanghai's high-end market

This study examines how Bourdieu's conceptualisation of distinction manifests itself in the promotion of fashion products that are regarded as 'ethical', 'sustainable' and 'authentic'. Adopting both ethnographic- and corpus-analytical methods, I investigated how a Shanghai-based fashion brand 'klee klee' linguistically constructs the meaning of sustainable fashion, and discursively creates added value around its products. It highlights the significance of language in creating taste distinction and contributes to scholarly discussions on the role of language within political economies. The mix-methods approach allows for methodological triangulation: the ethnographic part comprises participant observations and semi-structured interviews to understand the relations between klee klee and other stakeholders within the industry that are all engaged in the valuation of sustainable clothing, while the corpus-analytical part, informed by ethnography, analyses the brand's social media posts on Weibo to explore the discursive ways of value creation and self-representation. The analysis reveals that through corporate branding, klee klee identifies itself with sustainable fashion and other like-minded stakeholders within the industry. It is argued that added value is discursively created through taste distinction, which helps the brand establish a niche market in Shanghai by differentiating it from others that rely on the industrial-, exploitative- and delocalized forms of production.

Daphnie N. Costa, Raine E. Rillera, Chrissa Jenia D. Lorica and Annie G. Sorima

Eastern Visayas State University

Making space for mourning practices and remembrance: Deathscapes in facebook during the covid-19 pandemic

In the midst of the COVID-19 pandemic in the Philippines, many practices have begun to change, including the way people mourn, grieve, and memorialize the dead through a new digital death landscape in Facebook. This research discovered and examined the dominant languages that Filipinos in Eastern Visayas use in expressing their grief for the deceased, such as English, Waray-Waray, and Tagalog. Additionally, the themes that are commonly expressed when mourning and commemorating the deceased on Facebook timelines. Corpora from the deceased timeline posts was utilized by the researchers for analysis. The study adopted a qualitative approach, particularly through the use of thematic analysis (Braun and Clarke, 2006). The data analysis resulted in the researchers' findings that the English language was the most dominantly used by Filipinos in expressing grievances on Facebook, and the themes that were frequently expressed are as follows: friendship experiences, personality traits, moments shared, unexpected death, and sympathy over the deceased. This research will serve as a model for future researchers who will be conducting studies similar to this one which is very scarce in the existing literature. Aside from texts, the use of visuals and other semiotic resources may be considered for future research.

Princess Amestoso, Bernadeth Kaye Colima, Ashley Damasin, Vaness Ysa Decadiz, Mikko Iglesias

Eastern Visayas State University

Investigating Gender Stereotypes Among Filipina Gamers of Mobile Legends: A Phenomenological Study

In present times, not only men but also women feel a lot of pressure to have skills and strengths that would fit into society's standards in the gaming world. This study aims to investigate how Filipina gamers experience gender stereotyping and how they cope with the negative stereotypes they

encounter while playing *Mobile Legends*. The study consisted of sixteen (16) Filipina participants coming from different places in the Philippines. A qualitative method was used through phenomenological approach to better understand the common gender stereotypes experienced by Filipina *Mobile Legend* players. The findings revealed that female gamers experienced negative stereotypes when playing mobile legends. Based on the findings, some female gamers experience unwanted attacks such as trash talk, curses, and negative stereotyping, generalizing female gamers as weak and reliant on men. Thus, in coping mechanisms, majority of the participants answered the same way to handle the negative stereotyping. Most of them are emotionally and mentally strong enough to cope with these gender stereotypes. Future studies may consider the experiences of women players in other online gaming platforms and game categories enable to gain varied results.

Antonia Entino

Eastern Visayas State University

Semantic Macrostructure of Philippine Presidential Candidates Campaign Taglines

In business context, taglines are one of the common marketing tools to “create a belief about your brand, product or services for the wider public” (Smith, 2020). This marketing strategy maintains to be effective not only in the business world but also in other contexts such as, the academic institutions, tourism and more importantly, in politics. Dooc (2020) posits that in every presidential election, a battle of taglines emerges among the presidential candidates to promote their candidacies projecting their best features while trying to communicate and appeal to undecided voters. This paper examines the semantic macrostructures of the Philippine Presidential Candidates Campaign Taglines that influences the behavior of voters’ existing attitudes toward a candidate. This paper is anchored on Van Dijk’s theory of Semantic Macrostructures (1980) and Ideological Square (1988a). The taglines were examined at three level of analysis: linguistic, ideological, and intertextual. These level of analysis focuses on examining the lexical structures, analyzing the underlying themes and uncovering the embedded ideological assumptions depicted in the select campaign taglines through the employment of intertextual analysis. The paper suggests that other framework and/or methods may be considered in the analysis of the present study in order to come up with significant results from different perspectives.

Diana Trisnawati ; Azniyati binti Kamaruddin; Abd Razaq bin Zakaria

University of Malaya

The Development of International Schools in Indonesia: A Socio-Historical Perspective

Study in an international school is an enthusiasm idea and people expectancies for their children, so that they can attend education in international standard. Some societies thought international schools have several advantages compare with conventional schools, such as facilities, use of international languages, using international curriculum, learning process, teaching staff, and output which have wider opportunities to choose universities abroad. In its development, international school admirers are not only expatriates or migrants living in Indonesia, but also the Indonesian, particularly the upper-middle classes, who are considering international schooling for their children. Regarding the study that has been conducted by International School Consultancy (ISC) in 2017, Indonesia is the main destination for premium international schools in Southeast Asia with a total of 192 schools. This is what makes researchers interested in taking up the issue of the development of international schools in Indonesia from a socio-historical perspective. This study uses a qualitative history method that involves the study of literature and archives in data collection (heuristics), verification, interpretation, and historiography. The finding indicates that the development of international schools is closely related to the increasing awareness of the community about the needs and demands of globalization. Choosing international schools for children’s education is the way to prepare future whereas needs highly technological skills, multi-language skills, data sciences, and global perspectives.

STRAND: DIGITAL EDUCATION

Haida Umiera Hashim

National University of Malaysia

AReal-Vocab: An Augmented Reality Mobile Application for English Vocabulary Learning of Children with Mild Autism.

American Psychiatric Association defined autism spectrum disorder as a neurological disorder in which diagnosed children may face difficulty in social communication or have a repeated or restricted set of behaviours. Learners with autism are mostly visual strategy learners and they tend to learn better through pictures and images. Due to their cognitive disabilities, most learners with autism struggle to acquire new vocabulary and with the existence of the Fourth Industrial Revolution, the use of technology is no longer a stranger to the education field. The use of augmented reality technology has proven to be helpful in providing autism learners with a more meaningful learning session. Therefore, an augmented reality mobile application named 'AReal-Vocab' is designed and developed to help children with mild autism in their English vocabulary learning. The developed mobile augmented reality application then later employed to 6 mild autism children to discover to what extent the designed and developed augmented reality mobile application helps to assist them in their English vocabulary learning. Findings have gathered that AReal-Vocab mobile application has given an impact in children with mild autism's English vocabulary learning. Not only AReal-Vocab has helped mild autism children to learn English vocabulary in a more interesting yet meaningful manner and at the same time spark their interest in their English vocabulary language learning process, AReal-Vocab also acts as a platform to inculcate leisure learning at home, and helps to stimulate pronunciation skills and language articulation at home.

Joanna Maclean

Lancaster University

Digital Innovation in Secondary Schools: Design Thinking to Develop Meta-competencies

As the world undergoes significant digital technological advancements, many believe that traditional education systems are not providing the essential competencies learners require for the future. With an ever-increasing critical digital skills gap, today's learners must be encouraged to develop their digital prowess and develop the meta-competencies required for the world they are to inhabit. Many feel compulsory education fails to provide learners with the requisite digital computing competencies. Therefore, more engaging and effective alternatives to our current curriculum content delivery and high-stake examinations must be examined. This proposal and research study examines an alternative method of developing digital computing competencies by employing a social constructivist (SC) approach using a design thinking (DT) model, also purported to develop the much-needed meta-competencies (MC) learners need in the future. Internationally renowned universities such as the Massachusetts Institute of Technology (MIT), Stanford, and Berkeley use DT to develop MC; however, there is little research into DT studios in a compulsory educational setting. This opportunistic, single-case study details a school's journey to develop outcomes from a digitally focussed design thinking studio integrated into its curriculum, examining the perceptions and experiences of outcomes from five groups of learners and educators immersed in a two-week digital DT studio.

Sangeeth Ramalingam

National University of Malaysia

Exploring ESL Learners' Blended Language Learning Experiences on Integrating Learner Presence for Verbal Communication

Employers regarded 21st-century skills particularly communication skills as a crucial element during the job hiring process. Nonetheless, previous research has shown that ESL graduates are lacking in verbal communication skills and that makes them face challenges in obtaining jobs in organizations. Thus, incorporating learner presence into blended language learning (LP-BLL) is the most effective way to address the communication problem among ESL students. Qualitative research was conducted to examine the ESL learners blended learning experiences on integrating learner presence for verbal communication. Data were gathered through semi-structured interviews as well as written accounts

produced by tertiary ESL learners and thematic analysis by Braun and Clarke (2006) was employed to analyze the qualitative data. Findings revealed three significant themes namely learner self-guidance, learner self-awareness, and assistance from people. LP-BLL plays a big role in providing a new and appropriate English language learning environment that integrates self-regulation abilities and various online components to address the demands of 21st-century learning including verbal communication skills. Furthermore, LP-BLL offers a good learning environment that can reduce the high anxiety level and boost the motivation to learn communication among the ESL learners as they can suit their language learning strategies to an appropriate environment.

Asmaa Jazia Ghitri

University of Limerick, Ireland

Analysing Student-Teacher Discourse Using the Community of Inquiry Model: A Corpus-Based Analysis of Online and Face-To-Face Modes

Blended learning has emerged as the fundamental approach and design for traditional and web-based learning to establish and sustain a solid community. This research study used the Community of Inquiry (Col) framework (Garrison et al.2000) to inform the teaching and learning processes within the blended learning environment. The three elements underpinning the Col model, teaching, learning, and social presence, are used to analyse the student-teacher discourse. This research explores the aspects of interaction existing in face-to-face and online modes in the Algerian third level EFL context. A blended course was designed to investigate the face-to-face and online written and spoken discourse of the second year EFL students enrolled in the English Language program in Algeria. A corpus-based discourse analysis of written and spoken data collected during the blended course will be provided to analyse the existing elements of the Col model. Students completed pre-and post-surveys to examine their perceptions of face-to-face and online learning experiences. This study aims at establishing a solid community of inquiry to support blended teaching in high education.

Natalie-Jane Howard

Lancaster University

A Socio-Material Framing of Lecturer Professional Identity Enactment in Digital Gamification

Digital gamification has emerged as an innovative educational practice, yet a research gap regarding the socio-material imbrications arising from this pedagogical approach and their influence on lecturer professional identities was discovered. This presentation reports on a qualitative study conducted in a Middle East college where the use of Kahoot! is particularly pervasive. The study mobilised visual-elicitation interviews with lecturers from varied academic disciplines and observations of live sessions. Resultant to a socio-material narrative analysis, the imbrications of people, institutional discourse, software, phones and game-based artefacts demonstrate how the digital enactment of Kahoot! gamification is not a neutral practice, with four key identity positions arising at the nexus of socio-material affordances and constraints. The talk contributes to the expanding body of socio-material research in higher education and concludes by suggesting that future studies should attend to both the discursive and materially produced aspects of lecturer identity work in the digital space, whilst offering recommendations for gamification educators and their institutions.

STRAND: PSYCHOLOGY

Liu Cong, Mohd Nazri Abdul Rahman

University of Malaya

Influence Factors of Emotional and Behavioural Problems among Chinese Firstborn Children in Transitions: a Meta-analysis

At the present stage, some family structures in China are undergoing changes under the incentive of the fertility policy. First-born children showed a series of emotional and behavioral problems during the transition from the only child to the non-only child, which affected their physical and

mental health, sibling relationships and family harmony. The meta-analysis method was used to systematically integrate 24 literatures with a total sample size of 10637 on the influencing factors of first-born children's emotional and behavioral problems in China during the role transition period. The overall meta-analysis results showed that the 4 variables of first-born children's empathy level, parental anxiety, family harmony atmosphere, and parental emotional neglect showed high effect level. The results of subgroup analyses of first-born children's age and place of residence as moderators explained the heterogeneity among independent samples for most of the variables. Finally, according to the analysis results, two practical strategies were put forward to guide first-born children out of the dilemma of role transition in China, namely, parental cooperative attention to create a harmonious atmosphere of siblings family and empathy training to enhance first-born children's understanding of siblings and parents

Mengzhen Lim

Meiji University

An exploratory study on the social representation of long and short-term romantic relationship among Japanese

The Japanese government is pushing for implementation of Society 5.0, a modern society where technology is deeply integrated into daily life across a variety of aspects. However, how this integration changes the traditional romantic relationships experiences remains unknown. The delayed or sexless marriage, high rate of divorces and increase in extra marital affairs hinted that the concept of romance might have changed over time. Using the Theory of Social Representation (TSR) as the foundation, this research explored the lay representation of long (LTR) and short (STR) term romantic relationships. A total of 61 Japanese adults aged between 19 and 42 years old ($M=25.84$, $SD=6.41$) responded to a structured questionnaire that prompts for the representation in English using free association technique and the representation is interpreted using the structural approach of the theory. The result showed LTR is socially represented with love, trust, marriage, understanding, family & stable while STR is represented with fun, sex, love & casual. Comparing both types of romantic relationship, love represented in both while sex is only represented in STR. These findings could be used as the basis to explore more issues related to romantic relationships in Japan.

Fathimath Maasha

Sunway University

Psychological Well-being among University Students in Maldives: The Mediating Role of Grit and Stress

Considering the current societal stigma attached to the whole concept of mental health and psychological well-being in Maldives, there is less awareness about the importance of psychological well-being as well as the crucial factors that predict and relate to psychological well-being among university students in Maldives. The current study investigated the predicting role of social support and emotional intelligence on psychological well-being as well the mediating role of stress and grit between social support and psychological well-being, and emotional intelligence and psychological well-being. A cross-sectional study was conducted with 208 undergraduate students from both public and private universities in Male', Maldives who were aged between 18 to 25 years ($M = 22.06$, $SD = 1.27$). These students were recruited through convenience sampling. Participants completed an online survey which included the psychological well-being scale, emotional intelligence scale, multidimensional scale of perceived social support, perceived stress scale, and grit scale. Multiple regression analysis showed that both social support and emotional intelligence were significant predictors of psychological well-being. The analysis using PROCESS by Hayes revealed that the relationship between social support and psychological well-being was mediated by stress and grit. In addition, the relationship between emotional intelligence and psychological well-being was found to be mediated by stress and grit as well.

Glen Johan Lim Ri Young

Sunway University

Mediating Effects of Self-efficacy and Parental Acceptance-Rejection on the Parenting Practices and Adolescents' Mental Health

It is estimated that 10-20% of adolescents suffer from some type of mental illness globally. Although there is a wide range of factors that affect mental health, one of the prominent components is parenting. This study investigated the mediating effect of adolescents' self-efficacy and parents' acceptance-rejection on the relationship between ineffective parenting practices and adolescents' mental health. This study involved 761 school-

going Malaysian adolescents aged 13 – 18 (38.5% male; $M_{age} = 15.65$; $SD_{age} = 1.43$). The variables were measured using self-reported questionnaires, namely strengths and difficulties questionnaire, parental acceptance-rejection questionnaire, Alabama parenting questionnaire, and general self-efficacy scale. The parallel mediation model was analyzed using PROCESS by Hayes. The current findings are consistent with existing literature where self-efficacy and parental acceptance-rejection were significant mediators, where ineffective paternal and maternal parenting practices are more likely to yield higher perceived paternal and maternal rejection and lower adolescents' self-efficacy, which in turn contributed to poorer adolescents' mental health. Our results provide deeper insight for the governments to draft future family policies. Following our findings, parents should also be more aware of their parenting practices due to their salient impact on adolescents' mental health.

Renz Louis T. Montano

De La Salle University

The Relationship of Perfectionism and Peace of Mind: The Mediating Role of Implicit Theories of Intelligence

The existing literature on perfectionism in the East Asian setting has documented its impact on well-being. However, majority of published works utilized measures of well-being that originated from the Western setting. To address this gap, the present study incorporated the construct of Peace of Mind (PoM), a valued indicator of affective well-being in collectivistic societies. Also, the present research assessed the underlying role of implicit theories of intelligence in the link between perfectionism and PoM. 451 Filipino undergraduates took part in the study. Using structural equation modelling, the impact of perfectionism on PoM via implicit theories was examined. The results show that the maladaptive Evaluation Concerns (EC) dimension of perfectionism had a negative impact on PoM. Meanwhile, the more adaptive Positive Strivings (PS) dimension had a significant indirect impact on PoM via incremental theory of intelligence. This finding indicates that the EC and PS dimensions of perfectionism are differentially related to PoM. The outcome shows that incremental theory of intelligence – the belief that abilities are malleable – plays a vital role in the attaining PoM among those who report a high degree of PS. The theoretical and practical implications of these findings are discussed.

JOIN US ONLINE:

Click [here](#) to join Language and Linguistics Strand (1st June) & Digital Education Strand (2nd June)

Click [here](#) to join Sociology Strand (1st June) & Psychology Strand (2nd June)