

BULETIN APB

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DARI MEJA EDITOR



MOHD NUR FITRI BIN MOHD SALIM

Assalamualaikum,

Buletin APB EDISI 1/2018 Keluaran Disember 2018 ini memuatkan penulisan ilmiah yang telah disumbangkan oleh sidang pengarang. Ia turut memuatkan laporan aktiviti dan program yang telah dijalankan oleh Akademi Pengajian Bahasa UiTM Negeri Sembilan.

Alhamdulillah, pada kesempatan ini saya ingin mengucapkan syabas dan tahniah kepada ahli jawatankuasa dan sidang pengarang di atas penat lelah yang dilalui dalam usaha untuk menerbitkan Buletin APB keluaran pertama ini. Semoga komitmen yang diberikan terhadap penerbitan e-buletin ini terus memupuk kesungguhan Akademi Pengajian Bahasa UiTM Cawangan Negeri Sembilan dalam menggembungkan tenaga membudayakan semangat kerja sepasukan.

Semoga Buletin APB ini dapat memberi manfaat kepada semua.

Terima kasih dan selamat membaca.

TECHNOLOGY-SUPPORTED CLASSROOM AND ITS IMPACTS ON TEACHERS' ROLES

EVELYN SHARMINNIE S. VASUTHAVAN

One of the main characteristics of education in the 21st century is the incorporation of technology in teaching and learning. Apart from its ability to make teaching and learning more convenient, efficient and effective, technology is also crucial for equipping learners with the necessary skills to survive in the current world. The Malaysian Ministry of Education has spent more than RM6 billion on Information and Communication Technology (ICT) over the past decade for education initiatives (Malaysian Education Blueprint, 2013) to scale up quality learning and increase exposure towards technology-based tools, in order to produce manpower whose skills and knowledge is relevant to the dynamic global era. Hence, the emergence of technology-supported classroom.

According to Dorota Domalewska (2014), a technology-supported classroom is a classroom that incorporates technology like Web 2.0 tools to address learning outcomes. From blogs and wikis to video sharing and social networking, these technological tools allow active and interconnected processing, digestion and evaluation of information, which is the goal of a technology-supported classroom. McGhee & Kozma (n.d.) addresses the technology-supported classroom as a classroom that uses educational technology to provide students with tools and information that support problem solving, communication, collaboration, and knowledge creation. Technology-supported classroom has produced a significant gap between conventional approaches and new technology-supported approaches, which in turn has greatly impacted the role of teachers.

The most substantive impact brought by the technology-supported classroom upon teachers' roles is the shift from being a knowledge imparter to a learning facilitator. By bringing the vast internet into the equation, teachers are no longer the sole keeper of knowledge. The internet has made information so freely available and accessible for learners that they can access information by themselves. This has decreased students' dependence on teachers to make learning more learner-centered, whereby the role of the teacher is as a learning facilitator who guides learners on the organisation and reflection of information gained. As a technology-supported classroom contains learners with capable resources and facilities, the teacher only needs to give assistance, advice and suggestions that enable students to make sound decisions and find the information they need to complete a particular task (McGhee & Kozma, n.d.). Such assistance and suggestion can be in the form of asking the right questions to guide students in finding relevant information. For example, a teacher can provide students with a problem, and then ask open-ended questions that relate to their prior knowledge or questions that pique their interest. This is to guide students in the direction in which they should explore to find the information needed. As a facilitator, teachers now have to show students how to follow the trails to learning for themselves, as opposed to the passive and conventional spoon-feeding of second-hand knowledge.

In addition to that, the role of the teacher as a team coordinator has also emerged as important now more than ever. Technology has enabled the availability of information through simulations, demonstrations and other multimedia modes, which have directed technology-supported classrooms to a more discovery-based constructive learning. Therefore, in order for technology-supported learning to be used to the best benefit of the students, it should be turned into a collaborative task (Dorota Domalewska, 2014). Collaborative learning is a group-based learning where learners join to work in educational endeavors. This would require teachers to assign group projects that optimally create opportunities for students to interact and communicate meaningfully. During the implementation of group work or team activities, the teacher plays the role as the mediator between groups.

Collaborating does not only happen within each group, but also between groups. For example, groups can be asked to gather information and present their findings to the whole class using PowerPoint presentations. Here, the teacher plays the communication mediator to help groups communicate with each other in new meaningful contexts.

This is important not only to aid effective communication among groups, but also to sustain the social aspect of learning which can be easily looked pass in technology-supported classrooms (Uibu & Kikas, 2008).

Apart from that, the role of an instructional designer has emerged for teachers due to technology-supported classrooms. This role requires teachers to design, plan, and organize learning experiences in order to effectively use and integrate technology in their classrooms. The instructional designer also takes into account of all the resources available to meet students' various needs and implement well-designed activities to address those needs (McGhee & Kozma, n.d.). When teachers are planning the objectives and selection of media and materials, they should remember to take academic material that will lead students into the required content while developing high-level thinking skills to solve the problem (Jukes, McCain & Crockett, 2010). This is because it is important for teachers to emphasize learning as problem-based since technology-supported classrooms embrace the new age of automation and outsourcing, which centralizes on information processing and problem-solving skills.

In conclusion, the integration of technology into classroom learning is no longer a luxury; it is a means of survival in a future that will be driven and supported by technology (Barron, 2006 in Ramadan Eyyam, 2014). This means that technology-supported classrooms are no longer about being progressive but about being relevant to the current reality which revolves around a digital network culture. Thus, it would be impossible for such changes to be brought into the learning classrooms without first bringing changes to the role of teachers because technology-supported classrooms have impacted teachers' roles from redesigning the learning environment to enhancing student-teacher relationship.



KONSEP KENDIRI DAN PEMBELAJARAN BAHASA INGGERIS

MOHD NUR FITRI BIN MOHD SALIM

Perubahan arus pemodenan telah banyak memberi impak kepada bagaimana cara seseorang individu melihat dirinya. Charles Donald Spielberger di dalam *Encyclopedia of Applied Psychology* menerangkan bahawa konsep kendiri berkait rapat dengan tahap penilaian kualiti seseorang terhadap dirinya. Hal ini ditakrifkan dengan lebih lanjut oleh Daphna Oyserman, seorang ahli akademik tersohor di dalam bidang psikologi yang menjelaskan konsep kendiri sebagai suatu jawapan kepada soalan yang berkaitan dengan asal usul, identiti dan penyesuaian diri seseorang. Apatah lagi, dengan kepesatan perkembangan media sosial pada masa kini secara tidak langsung mempengaruhi konsep kendiri seseorang, bukan sahaja pada persekitaran fizikal, tetapi juga di alam maya.

Di dalam persekitaran masyarakat yang menerima bahasa Inggeris sebagai bahasa kedua dan kepesatan media sosial yang rata-rata berteraskan bahasa Inggeris, penggunaan bahasa ini jelas mempengaruhi konsep kendiri para pelajar. Pengaruh penggunaan bahasa Inggeris terhadap konsep kendiri seseorang adalah seperti pengaruh hubungan seorang kanak-kanak dengan ibu bapanya, Menurut Jamaludin Ramli, di dalam penulisannya yang bertajuk ‘Pengertian Konsep Kendiri’, hubungan yang tidak sejahtera di antara kanak-kanak dengan ibu bapanya akan memberi kesan negatif terhadap perkembangan konsep kendiri kanak-kanak tersebut. Hasil daripada itu, kanak-kanak tersebut akan mempunyai tahap keyakinan diri yang rendah dan lebih cenderung untuk menjadi seorang yang pasif.

Dengan menggunakan analogi ini, perkaitan yang sama juga dapat dilakukan terhadap hubungan yang ‘tidak sihat’ bagi seseorang pelajar dengan bahasa Inggeris. Sekiranya hubungan dengan bahasa Inggeris ini tidak diperbaiki, maka kesan negatif terhadap konsep kendiri para pelajar akan terus terbina. Oleh itu, tidak hairanlah jika kita melihat wujudnya segelintir pelajar yang pasif dan kelihatan kurang berkeyakinan di dalam kelas bahasa Inggeris. Ini jelas berbeza dengan segelintir pelajar lain yang aktif dan responsif terhadap isi kandungan pengajaran dan pembelajaran bahasa Inggeris di dalam kelas, mereka rata-rata kelihatan mempunyai persepsi positif terhadap pembelajaran bahasa kedua ini. Perkara ini dijelaskan dengan lebih mendalam oleh L.E. Wells di dalam penulisannya yang bertajuk ‘*Theories of Deviance and Self-Concept*’ yang mengaitkan konsep kendiri dengan perwatakan dan tingkah laku seseorang.

Bagi mengatasi masalah pengaruh negatif konsep kendiri pelajar terhadap proses pembelajaran, Paul D. Eggen dan Don P. Kauchak di dalam buku mereka, ‘*Educational Psychology: Windows On Classrooms*’ telah mencadangkan beberapa langkah-langkah progresif yang patut diambil. Langkah-langkah tersebut membabitkan usaha untuk menzahirkan sifat mengambil berat terhadap pelajar dan menjadi fasilitator yang menggerakkan usaha pelajar disamping memberi mereka autonomi dalam mempelajari suatu ilmu. Jelas, hal inilah yang seharusnya diamalkan dalam pengajaran dan pembelajaran bahasa Inggeris agar konsep kendiri para pelajar dapat dipupuk menjadi lebih utuh.



PROPAGATING LIFELONG LEARNING CULTURE AMONG EDUCATORS THROUGH WEB-BASED TRAINING

DR WAN ZUMUSNI BINTI HAJI WAN MUSTAPHA

Most adults spend a substantial time acquiring information and learning new skills to respond to the rapidity of change, the continuous creation of new knowledge and an ever-widening access to information make such acquisitions necessary. Much of this learning occurs as a result learner's initiative, even if through formal settings. As "knowledge and skills" providers, higher learning institutions must address their institutional role has to keep up the current development by undergoing a change management process, chart new strategic directions, enhance knowledge delivery methods, and increase research and development and industrial linkages. The fact that advances in multimedia and IT have revolutionized the channels through which education is delivered such as using personal computers and video conferencing systems means lectures are now accessible at different places.

The advancement of the Internet has allowed the scope of education to be widened and PCs are now viewed as powerful complement to textbooks, and not just the main and sole source of information and reference. At workplace, training is part and parcel of the workers either though directive or voluntarily measures. The infusion of Internet expands lecturers' space and access to greater world of knowledge with the mushrooming of websites offering information on anything they can possibly imagine, known as 'network-based language teaching', where computers are connected to one another in either a local or global network.

Although there are dissenting views regarding the adoption of internet in facilitating language teaching and learning among educators, it is no doubt that computers are gaining its popularity in a language classroom to facilitate language learning, particularly English language. As English Language is becoming increasingly important as the medium of instruction, computer literacy has also become a necessity for graduates to secure a promising job in the market. Education is not just subjected to examination but now a total solution to real problems which must be constructed creatively and effectively. Therefore, lecturers are now expected to be not just knowledge in their own fields but able to upgrade their knowledge and become life-long learners. By doing so, they are preparing their students to be life-long learners.

With new knowledge and new technology, keeping up with demand of the job market is not an easy or pleasant task for some educators who have to keep abreast with the upcoming changes in teaching trend and mode of learning. This calls for redefining their roles in the classroom as technology is paving its way particularly into Malaysian higher education institution settings. With new knowledge and new technology, keeping up with demand of the work is not an easy or pleasant task for some educators who have to keep abreast with the teaching trend and mode of instruction.

Workplace training is a transition from college or university education in enhancing one's professionalism to be able to perform more efficiently and in upgrading their skills and knowledge. Malaysian workforce participate informal workplace learning as part of their employment directed by political and economic agenda other than for organizational effectiveness.

With new knowledge and new technology, keeping up with demand of the job market is not an easy or pleasant task for some educators who have to keep abreast with the upcoming changes in teaching trend and mode of learning. This calls for redefining their roles in the classroom as technology is paving its way particularly into Malaysian higher education institution settings. With new knowledge and new technology, keeping up with demand of the work is not an easy or pleasant task for some educators who have to keep abreast with the teaching trend and mode of instruction. Educators are not merely information giver; they have to be resourceful and their learning process is an on-going process.

Since web based learning are slowly becoming part of the education fabric, it is important for educators to have a better understanding of integrating technology in the classroom. As technology becomes increasingly dominant in education, educators are required to incorporate technology not just into their classrooms, but beyond the classrooms.

Educators should also be able to update their knowledge by making use of the technology such as internet so that they can be proficient and comfortable with using technology in disseminating knowledge. This means having basic computer literacy is insufficient and educators should be able to develop professional growth through the use of technology so that they can integrate it into their work and learning experiences. They should apply innovative uses of technology; they should be expected to use it in their own learning and teaching, while exploring creative uses of technology in their own teaching beyond the four walls.



HOW TO BECOME A CRITICAL READER

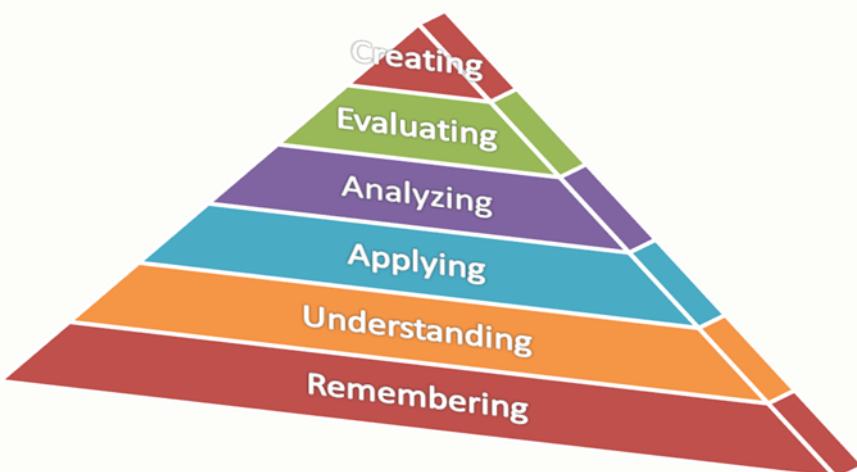
SHEELA A/P PARAMASIVAM

Tertiary education requires a great deal of time and effort to be spent on reading. As such, academic reading should not be viewed as a passive activity but an active process which contributes to the goals of learning. To become a critical reader requires one to possess good reading skills and have conscious effort on the part of the learner to understand the reading text, make links, understand and evaluate opinions and research as well as give opinions

However, in this digital era, teaching critical reading to ESL students can be a great challenge. Students today prefer to read materials online and would rather scroll down their apps such as handphone, laptops or tablets than holding a hardcopy of a book. Statistics on Malaysian reading habit reveal that 80 % of Malaysians are "reluctant" readers. As such, as educators it is important for us to encourage and develop good reading skills in our students so that they become critical thinkers. The question is how can we do this? What is critical reading?



Reading critically does not necessarily mean one has to be critical of what he/she reads. It does not mean being 'critical' about some idea, argument, or piece of writing and claiming that it is somehow faulty or flawed. Critical reading means being engaged to the text or material being read by asking questions such 'what is the author trying to say?' or 'what is the main argument being presented?'. You need to evaluate and analyse what you have read as different authors have different points of views to ideas or arguments that is presented in a text. In an academic sense, critical reading means taking your understanding of the text a step further by advancing your understanding of it and not dismissing it just because you do not agree with the author. It also means exercising your judgement about what you are reading and not taking anything read at face value. In critical reading, the reader questions, analyses and evaluates the text and uses critical-thinking skills to differentiate between facts and opinions, recognise authors's purpose in writing, make inferences, recognise the author's tone in writing as well as persuasive techniques used to capture attention in accepting the author's point of view. Critical readers are not simply absorbing the information; instead, he/she is interpreting, categorizing, questioning, and weighing the value of that information. In other words, the reader is engaging in higher-order thinking and the upper reaches of Bloom's taxonomy as described in the diagram below:



Here are some ways in how we could encourage our students to become critical readers when engaging in a text.

1. Previewing	<ul style="list-style-type: none"> • Skim and the title and illustrations. What does it tell you? • Previewing enables readers to get a sense of what the text is about and how it is organized before reading it closely.
2. Contextualizing	<ul style="list-style-type: none"> • Place the text in its historical, biographical or cultural contexts to examine its significance • Recognize the differences between your values and beliefs and the those represented in the text
3. Questioning	<ul style="list-style-type: none"> • Ask questions about the content to understand the text better • Ask what is the purpose of the author in writing the text, what ideas/arguments does the author express, how are these ideas justified? How does the author justify the arguments? Is it valid? • Examine the tone and language used in the text
4. Reflecting	<ul style="list-style-type: none"> • Examine the challenges to your values and beliefs • Examine your personal response to the arguments/ideas in the text • Do you agree/disagree with the author? Why? Why not?
5. Outlining and Summarising	<ul style="list-style-type: none"> • Identify and jot down the main ideas and supporting details • Synthesise the content you have read • Summarise what you have read (in your own words)
6. Evaluating	<ul style="list-style-type: none"> • Test the logic of the text as well as its credibility and emotional impact. • Evaluate every claim (idea, opinion, judgement, point of view) and support made in the arguments. • Evaluate the support(reasons, assumptions, values, evidence such as facts, examples, statistics, authorities) given to justify the claim
7. Comparing and Contrasting	<ul style="list-style-type: none"> • Explore likeness and differences of the arguments/issue discussed between texts for better understanding as authors may approach an issue in different ways

To conclude, reading helps to strengthen literacy proficiency and language learning. So, make reading a pleasure activity and be an active reader, even if it's for leisure or "guilty pleasure". Be a critical reader and you will definitely reap the benefits!

MOTIVATING THE YOUNG MINDS

SITI FATIMAH BINTI ABD RAHMAN

One of the crucial aspects in teaching is grasping your students' motivation to focus in class and digesting the lessons. Whenever they are given any tasks, they will ask, "Is it one of the assessments?" or "will there be any marks given for this assignment?". The most challenging situation as a lecturer is to motivate your students to do not just --- the required assessments, but the practices as well. There are methods in motivating the millennial minds, which are:

1) Get to Know Them

The first day of the semester is the most crucial hours for you and your students. The first thing that you must do is to get to know your students well. During the ice-breaking session, you can make it into something meaningful rather than a boring -normal introductory session. You can ask your students number of questions such as their true passion, a basic principle in their lives, how they perceive life, their perspectives in friendship and the list goes on and on. You might be surprised with the answers that you will get! Students are very unpredictable. Never underestimate their true potential. Your first day with your students is the day that you will get the first impression, make sure you slay it!

2) Students will get to Know You

Once they have introduced themselves and opened up their minds towards you, it is the time for you to introduce yourself. It is okay to make up ‘a little story’ about yourself and how hard it is to be in your current ‘position’. Whilst you’re telling your story, make sure you give some motivational insights, not just to make them see how cool you are (the millennial generations love the fact that their lecturers are cool enough), but the real intention is to gain respect, trust, and to make them open their hearts to your teaching and learning sessions in class. But always remember to draw a fine line between you and your students. The fact that you’re so cool and approachable, it is important that your students respect you. On your first day, the very last thing to talk is on rules and regulations. Tell them the do’s and don’ts in your class so you won’t get much problems later on.

3) Simplify!

Students often see assignments as difficult tasks to do. All you have to do is, simplify your instructions. Show them the right way. If possible, teach them some short-cuts. This is not only applicable to assignments, but you can practice this method to your teaching as well. Even though most of the textbooks are now in simplified versions, it is easier if you can teach some tips or easy ways to learn some topics or chapters. Believe me, students will be grateful with this method.

4) Always Relate Your Lesson With Real Life Situation

If you can read your students' minds, you will see the pop-ups balloons from their heads stating, "Why on earth do I have to learn this?" and so many whys. So, in order to erase the confusions, always relate the topic with their life situation. For example, when you are teaching them paraphrasing, you can tell them that they can apply this technique in writing their final year proposal later. So, they can see the purpose clearly (even though you had mentioned the objectives of the lessons at the beginning of the semester). In addition, you can be as creative as you can while relating the lessons with the real life situation.

5) The Future is Possible

Last but not least, always motivate your students to further their studies. Share with them your wonderful experiences while when you were doing your Masters or PhD. Tell them how important it is to be educated, share with them how education has changed the way you think, the way you see life and motivate them to enjoy their life as students. In the end of the day, you will be happily teaching and your students will be enjoying themselves in class. Good luck!





APRIL 2018

LEARNING JOURNEY 2.0: INTEGRATED LANGUAGE PROGRAM

WITH SEK. KEB. DATO INAS, JOHOL AND
UiTMCNS KUALA PILAH CAMPUS



The collaborative effort that was carried out in April 2018 was themed "To love, to enjoy and to explore English in a fun way". In order to enhance the primary school students' interests in acquiring English, creative and interesting activities were carried out. To spice up the activities, APB lecturers guided and trained some student facilitators from EAGLE (English) Club to carry out all the activities. As the saying goes 'To teach is to learn twice' in relation to the benefits of accruing students who act as peer facilitators in activities where they can enhance their leadership qualities and also take on the role of a teacher which involves them restructuring knowledge into helping the school children to learn. The activities carried out were: 1) Creative Writing, 2) Fun with English Rhymes and Songs, and 3) Fun with Board games.



The student facilitators played their roles to their best to make the young participants enjoy each of the activities and have a great time learning English language in a fun way. In poem writing, students were guided to write poems with the use of different Parts of Speech. Hence, the primary school students learnt the different parts of speech and used them in writing poems. Next, participants actively exhibited their creativity in rhyming and singing English songs. Finally, the students took part in various board games. The winners of each category walked away with various gifts and other goodies. Overall, the students' performance was amazing and it was an unforgettable experience for our student facilitators as well as students from the school. So much fun that the teacher-in-charge of the program had already got down to planning "The Learning Journey 3.0" for the following year.



APB KUALA PILAH



**MINGGU BAHASA
UiTM KAMPUS KUALA PILAH
20—26 APRIL 2018**

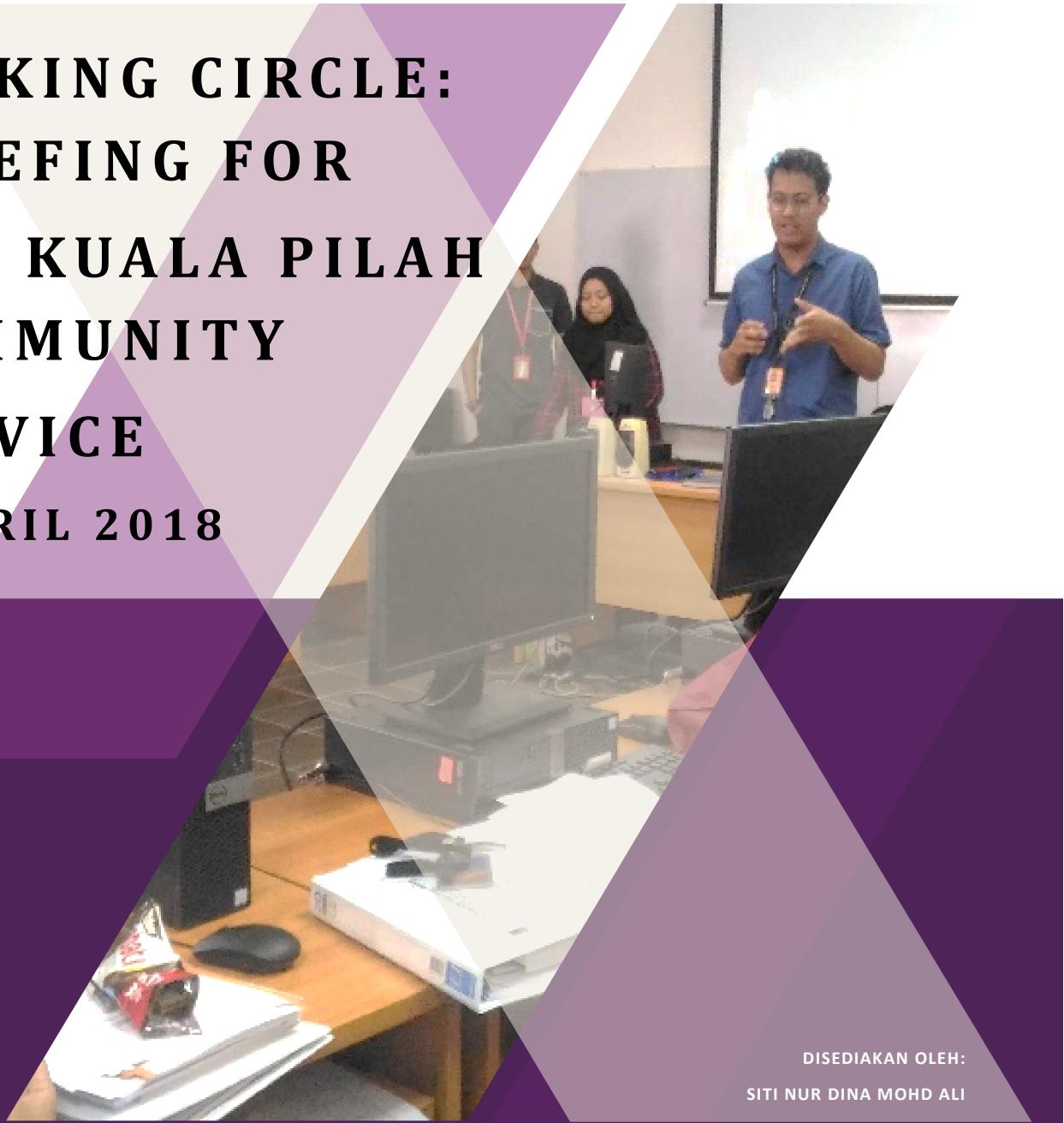
“Minggu Bahasa juga mendapat maklum balas yang positif daripada para pelajar serta mendapat puji dan pensyarah Fakulti Bahasa”



Kelab *Eagles* iaitu kelab Bahasa Inggeris UiTM Negeri Sembilan Cawangan Kuala Pilah di bawah pimpinan Encik Shashi Kumar A/L Krishnan @ Shanmugam, penasihat kelab bahasa Inggeris telah mengadakan Minggu Bahasa di bawah kerjasama Persatuan Bahasa Arab. Minggu Bahasa yang bermula pada 20 April 2018 sehingga 26 April 2018 memampatkan sebanyak lapan aktiviti iaitu *Explorace*, *Movie Night*, *Singing Competition*, *Public Speaking*, dan *The Grand White Ceremony* untuk bahasa Inggeris dan bahasa Arab terdiri kepada Jawi dan *Imlak*, Nyanyian *Tasrif* dan *Kalam Jamaie*. Penyertaan yang terbuka kepada semua pelajar Kampus Kuala Pilah ini telah mendapat sambutan yang memberangsangkan. Seramai lebih 200 pelajar terlibat secara langsung dan tidak langsung dalam menjayakan Minggu Bahasa ini. Minggu Bahasa merupakan aktiviti utama bagi Kelab Bahasa pada setiap semester bagi memberi pendedahan kepada pelajar yang terlibat akan kepentingan bahasa Inggeris dan pengenalan kepada bahasa Arab.

TALKING CIRCLE: BRIEFING FOR APB KUALA PILAH COMMUNITY SERVICE

5 APRIL 2018



DISEDIAKAN OLEH:

SITI NUR DINA MOHD ALI



Pada 5 April 2018, Akademi Pengajian Bahasa (APB), UiTM Cawangan Negeri Sembilan, Kuala Pilah telah mengadakan sebuah taklimat berkenaan program khidmat kemasyarakatan di SK Dato Inas. Taklimat ini diadakan bagi memberi pendedahan kepada para peserta tentang senarai aktiviti yang dijalankan di sekolah tersebut.

Seramai 10 orang peserta telah menghadiri bengkel selama 2 jam yang bermula pada pukul 12.00 tengahari hingga 2.00 petang. Bengkel ini disampaikan oleh Dr Alice Shanthi dan diadakan di Makmal Bahasa 1, Aras 4 di UiTM Negeri Sembilan, Kampus Kuala Pilah. Tujuan bengkel ini diadakan adalah untuk memberi maklumat berkenaan tujuan dan latar belakang program khidmat kemasyarakatan yang diadakan. Selain itu, bengkel ini turut menerangkan tentang aktiviti-aktiviti yang diadakan di SK Dato Inas seperti permainan bahasa dan nyanyian.

Secara keseluruhan, para peserta memberi reaksi positif berkenaan bengkel tersebut berdasarkan borang penilaian yang diberikan. Bengkel ini diharapkan dapat memberi nilai tambah kepada para peserta serta memberi panduan yang berguna dalam menjalankan aktiviti kemasyarakatan di masa akan datang.



TALKING CIRCLE: BRIEFING ON EAGLES PROGRAMME

5 JULY 2018

DISEDIAKAN OLEH:

SITI NUR DINA MOHD ALI



Pada 5 Julai 2018, Akademi Pengajian Bahasa (APB), UiTM Cawangan Negeri Sembilan, Kuala Pilah telah mengadakan sebuah taklimat berkenaan program anjuran kelab EAGLES. Taklimat ini diadakan bagi memberi maklumat baharu berkenaan kelab EAGLES secara lebih khusus.

Seramai 11 orang peserta telah menghadiri bengkel selama 1 jam yang bermula pada pukul 12.00 tengahari hingga 1.00 petang. Bengkel ini disampaikan oleh Dr. Alice Shanthi dan diadakan di Bilik Rehat Pensyarah, UiTM Negeri Sembilan, Kampus Kuala Pilah. Tujuan bengkel ini diadakan adalah untuk memberi maklumat berkenaan latar belakang program yang dianjurkan kelab EAGLES. Selain itu, bengkel ini turut menyampaikan maklumat mengenai senarai program yang dianjurkan kelab EAGLES.

Secara keseluruhan, para peserta memberi reaksi positif berkenaan bengkel tersebut berdasarkan laporan penilaian yang diberikan. Bengkel ini diharapkan dapat memberi input baharu kepada para peserta berkaitan kelab EAGLES dan senarai aktiviti yang dapat membangunkan penguasaan Bahasa Inggeris para pelajar.



30 OKTOBER 2018

PROGRAM TAUTAN KASIH TAMAN SINAR HARAPAN TUANKU AMPUAN NAJIHAH, SEREMBAN

DISEDIAKAN OLEH:
NURUL SYAFAWANI BINTI HALIM
DR. WAN ZUMUSNI BINTI HAJI WAN MUSTAPHA



Mengenali lebih dekat
dan menghayati
kehidupan
kanak-kanak
istimewa.



Membawa keceriaan
kepada kanak-kanak
istimewa melalui
perkongsian ilmu.



Dapat mendekati dengan
pelajar istimewa seperti ADHD,
autisma yang berada di bawah
akta kanak-kanak melalui
aktiviti yang
dianjurkan.

Program Tautan Kasih bersama Taman Sinar Harapan Tuanku Ampuan Najihah, Seremban, Negeri Sembilan anjuran Akademi Pengajian Bahasa UiTM Cawangan Negeri Sembilan Kampus Seremban ini merupakan satu inisiatif bagi meningkatkan penglibatan pelajar dan pensyarah di dalam aktiviti kemasyarakatan dalam kalangan generasi muda dan pensyarah mereka. Di samping itu, program ini diharapkan akan dapat mengeratkan hubungan silaturahim dalam kalangan pelajar, pensyarah dan organisasi kerajaan yang mengurus kanak-kanak istimewa. Program ini diserikan dengan kehadiran Yb Nicole Tan Lee Koon, ADUN Bukit Kepayang serta Pengarah Jabatan Kebajikan Masyarakat Negeri Sembilan, Mohamad bin Hapil. Pihak APB Seremban juga telah menyalurkan sumbangan berupa sebuah rak buku, sejumlah buku cerita kanak-kanak serta sumbangan peralatan penjagaan diri.

PROGRAM TAUTAN KASIH

"Membawa keceriaan kepada kanak-kanak istimewa melalui perkongsian ilmu dan pemberian hadiah untuk kanak-kanak yang kurang bernasib baik"





LANGUAGE WEEK

APB SEREMBAN

22—26 OKTOBER 2018

Akademi Pengajian Bahasa (APB) Seremban telah berjaya menganjurkan Minggu Bahasa di UiTM Negeri Sembilan, kampus Seremban pada 22 Oktober hingga 26 Oktober 2018.

Program ini adalah salah satu usaha mempertingkatkan pengetahuan bahasa dan memberi pendedahan sebenar dalam kalangan pelajar supaya mampu mempraktikkan bahasa-bahasa yang mereka pelajari secara efektif dan cemerlang. Di samping itu, terdapat kumpulan pelajar yang mengalami masalah untuk menguasai pembelajaran di dalam kelas, maka aktiviti ini juga merupakan salah satu strategi berkesan bagi membantu pelajar-pelajar ini dengan kaedah dan suasana berbeza serta menarik.

DISEDIAKAN OLEH:
TEOH JOO TONG
MOHD ISLAH BIN MOHD YUSOF

Akademi Pengajian Bahasa (APB) telah menganjurkan Minggu Bahasa bagi pelajar Diploma dan Ijazah Sarjana Muda Semester September 2018 – Januari 2019. Program Minggu Bahasa ini diadakan sebagai langkah untuk menggalakkan penggunaan dan pengucapan bahasa dalam kalangan warga UiTM N.Sembilan, Kampus Seremban khususnya dalam kalangan pelajar.

Tujuan program Minggu Bahasa ini adalah seperti berikut;

- Memupuk minat para pelajar untuk mempelajari dan mendalami bahasa yang dipelajari.
- Meningkatkan tahap kemahiran bahasa iaitu membaca, mendengar, menulis dan bertutur, supaya para pelajar mampu menambahbaik pencapaian keputusan mereka bagi subjek bahasa khususnya.
- Menggalakkan para pelajar untuk mempraktikkan bahasa yang telah mereka pelajari di dalam kelas ke arah memperkasakan nilai tambah peribadi pada masa akan datang.
- Mencungkil bakat pelajar khususnya dalam kemahiran bahasa supaya dapat diketengahkan.

Program ini telah berjalan dengan lancar, serta mencapai objektif yang diharapkan. Ramai peserta yang telah mengambil bahagian dalam aktiviti –aktiviti yang dijalankan. Program ini juga sesuai untuk diteruskan pada masa hadapan. Selain itu juga, program ini telah meningkatkan kemahiran dan pengetahuan pelajar dalam bidang berkaitan.

Akademi Pengajian Bahasa (APB) telah berjaya menganjurkan Minggu Bahasa di UiTM Negeri Sembilan, kampus Seremban pada 22 Oktober hingga 26 Oktober 2018 (Isnin hingga Jumaat). Minggu bahasa ini merangkumi Bahasa Inggeris, Bahasa Arab, Bahasa Mandarin dan Bahasa Jepun sebagai usaha untuk menggalakkan para pelajar diploma dan ijazah Sarjana Muda bagi semester September 2018 – Januari 2019 khususnya untuk mempraktikkan dan mengaplikasikan bahasa yang telah dipelajari di luar kelas.

Program ini merupakan salah satu usaha bagi mempertingkat pengetahuan bahasa dan memberi pendedahan sebenar kepada pelajar supaya mampu mempraktikkan bahasa-bahasa yang telah mereka pelajari secara efektif dan cemerlang. Di samping itu, terdapat juga kumpulan pelajar yang mengalami masalah untuk menguasai pembelajaran di dalam kelas, maka aktiviti seperti ini juga merupakan salah satu strategi berkesan bagi membantu pelajar-pelajar tersebut dengan menggunakan kaedah dan suasana berbeza serta menarik. Selain itu, melalui program ini para pensyarah juga mampu mencungkil bakat terpendam yang ada dalam diri pelajar agar dapat diketengahkan.

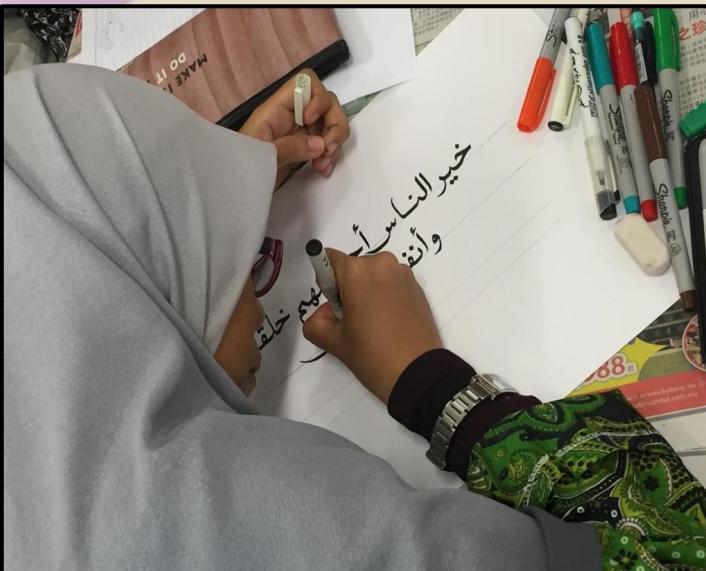
Aktiviti-aktiviti yang dijalankan adalah mengikut kategori solo dan kategori berkumpulan. Antara aktiviti –aktiviti yang dijalankan ialah *crossword puzzle*, pertandingan menyanyi, *choral speaking*, dikir barat, *role-play*, *demonstrative speech*, kaligrafi bahasa cina, pertandingan khat bahasa arab dan pertandingan memasak. Aktiviti ini juga telah dapat meningkatkan pengetahuan pelajar dan memberi pendedahan sebenar dalam konteks praktikal bahasa setelah mempelajarinya di dalam kuliah dengan lebih cemerlang dan produktif.

Majlis Penutup Mingguan Bahasa dijalankan pada jam 10 pagi, hari Jumaat (26 Oktober 2018) di Dewan Kuliah Tok Puan Sg. Ujong 2, UiTM Negeri Sembilan, Kampus Seremban. Tetamu jemputan yang turut hadir ialah Penolong Rektor Prof. Madya Mohammad Nor Bin Othman dan Ketua Pusat Pengajian APB Prof .Madya Zainon Ismail, Ketua Pusat Pengajian Fakultti Sains Sukan dan Rekreasi Dr Nadiah Diyana Tan Bt Abdullah, Koordinator Akademi Pengajian Bahasa (APB) kampus Seremban En. Mohd Nur Fitri bin Mohd Salim dan Koordinator APB kampus Rembau, Prof. Madya Dr Carol Soo Kum Yoke.

Minggu Bahasa APB 2018 telah diakhiri dengan persembahan montaj aktiviti, persembahan pelajar-pelajar yang mendapat tempat pertama dalam pertandingan yang diadakan seperti dikir barat, *role-play*, pertandingan menyanyi dan *choral speaking*. Majlis penutup juga turut diserikan dengan majlis penyampaian hadiah kepada peserta-peserta yang telah memenangi pertandingan yang diadakan.



PERTANDINGAN DIKIR BARAT



PESERTA KALIGRAFI
BAHASA CINA & BAHASA ARAB

PERTANDINGAN
CHORAL SPEAKING

Aktiviti –aktiviti yang dijalankan ialah *crossword puzzle*, pertandingan menyanyi, *choral speaking*, dikir barat, *role-play*, *demonstrative speech*, kaligrafi bahasa cina, pertandingan khat bahasa arab dan pertandingan memasak.



*“Pin down the flutters
of the butterfly - once
you get something, jot it
down immediately”*

- Prof. Madya Dr.
Saratha Sithamparam

TALKING CIRCLE 1/2018: “RESEARCHING, TEACHING & WRITING : REFLECTIONS ON PUBLISHING IN HIGHER EDUCATION”

13 DISEMBER 2018

DISEDIAKAN OLEH:
NURUL SYAFAWANI BINTI HALIM



Akademi Pengajian Bahasa (APB) Kampus Seremban mengambil inisiatif untuk menganjurkan *Talking Circle 1/2018: "Researching, Teaching & Writing: Reflections On Publishing In Higher Education"* sebagai satu platform untuk perkongsian ilmu dan pengalaman mengenai cara-cara penghasilan bahan penerbitan untuk manfaat masyarakat selain menggalakkan penglibatan para pensyarah dalam penghasilan penyelidikan berbentuk ilmiah di dalam bidang masing-masing.

Penghasilan produk-produk penerbitan yang efektif dari kalangan para pensyarah dapat membantu menonjolkan kewibawaan sesebuah institusi pendidikan/penyelidikan.

Penyelidikan merupakan satu aktiviti penerokaan yang dijalankan secara saintifik dan mendalam mengenai sesuatu perkara bagi tujuan-tujuan tertentu. Pelaksanaan penyelidikan merupakan agenda penting ke arah mengukuhkan institusi pengajian tinggi di Malaysia. Kelebihan melaksanakan penyelidikan adalah jelas dan nyata, tetapi amalannya di dalam sistem universiti masih rendah. Pemikiran kreatif dan inovatif menjadi asas penting kepada kemajuan dan kemodenan umat manusia.





PROGRAM JELAJAH AKADEMIK APB KE UITM CAWANGAN NEGERI SEMBILAN KAMPUS SEREMBAN

16 MEI 2018

DISEDIAKAN OLEH:
RODHIAH BINTI AMZAH

OBJEKTIF PROGRAM JELAJAH AKADEMIK AKADEMI PENGAJIAN BAHASA





Akademi Pengajian Bahasa, UiTM Shah Alam telah mengadakan Program Jelajah Akademik ke kampus-kampus cawangan. Program Jelajah Akademik ini melibatkan semua negeri di seluruh Malaysia termasuk Sabah & Sarawak. Pihak APB telah mengadakan lawatan ke UiTM Cawangan Negeri Sembilan bagi mencapai beberapa objektif penting yang melibatkan pengurusan akademik, pengajaran dan pembelajaran serta perancangan di antara APB Negeri Sembilan dan APB Shah Alam.





APB REMBAU



18 OKTOBER 2018

BENGKEL BAHASA: PROGRAM MERAKYATKAN BUDAYA MEMBACA PERINGKAT DAERAH REMBAU TAHUN 2018

DISEDIAKAN OLEH:

NUR AFIQAH WAN MANSOR

Pada 18 Oktober 2018, Perpustakaan Awam Cawangan Rembau telah menganjurkan bengkel bahasa dengan tujuan untuk menyalurkan maklumat yang berkesan kepada para peserta agar dapat mengukuhkan dan meningkatkan keupayaan menguasai bahasa serta mengaplikasikan penggunaan tatabahasa bahasa Melayu dengan betul. Bengkel bahasa selama setengah hari ini telah dihadiri oleh peserta daripada pelbagai institusi seperti sekolah, kolej dan universiti di daerah Rembau. Koordinator Akademi Pengajian Bahasa Universiti Teknologi Rembau, Prof. Madya Dr. Soo Kum Yoke, pensyarah kanan Prof.Madya Dr. Norwati serta dua pensyarah yang mengajar subjek Bahasa Melayu iaitu Cik Nur Afiqah dan Cik Adriana Santa antara peserta yang dijemput menyertai bengkel bahasa ini.



Prof. Madya Dr. Soo Kum Yoke, Prof Madya Dr. Norwati,
Cik Nur Afiqah dan Cik Adriana semasa bengkel bahasa berlangsung



Puan Hajah Mahaya memberi ceramah di Bengkel Bahasa Melayu "Betulkan Yang Biasa, Biasakan Yang Betul"

Bertemakan "**Betulkan Yang Biasa, Biasakan Yang Betul**", menjadikan bengkel bahasa ini menarik dan unik untuk dihadiri. Puan Hajah Mahaya merupakan penceramah jemputan merangkap Ketua 1 Persatuan Penulis Negeri Sembilan. Bengkel bahasa yang telah diadakan ini memberi banyak manfaat dalam penggunaan tatabahasa bahasa Melayu kepada para pendidik,

pentadbir dan pelajar. Selain bengkel bahasa, Perpustakaan Awam Rembau juga menganjurkan pelbagai aktiviti seperti Jejak Bahasa Melayu (Simpulan Bahasa, Ejaan, Pendeta Za'ba) dan Cetusan Warna Berkeluarga untuk pelajar sekolah di sekitar Rembau.



Sesi bergambar bersama penceramah jemputan Puan Hajah Mahaya, Ketua 1 Persatuan Penulis Negeri Sembilan



29 NOVEMBER 2018

THE FIRST APB CONFERENCE FOR UNDERGRADUATES 2018

DISEDIAKAN OLEH:

NADIAH YAHYAUDDIN

On Thursday, 29th November 2018, The Academy of Language Studies (APB) UiTM Negeri Sembilan Rembau Campus had organized its first one-day mini conference.

The conference gathered 12 groups of students from Mass Communication & Media Studies, Information Management and Business & Management Studies. These students have been tutored by dedicated lecturers of APB to start their own research from scratch and polish their presentation skills through their classes in EWC 661, English For Report Writing.

The first part of the conference started with a briefing by the chairperson of the mini-conference, Mr James S. Kunaratnam. Students were huddled in DK200 for a session on the rules and regulations that they must adhere to. After the briefing, they were separated into four classes for the parallel sessions. Students took their turns to present their topic. To add a little challenge to the students' presentation skill, special judges were invited to assess the twelve groups' ability in delivering the results of their study.

Next, students were throng together in DK200 again for the closing ceremony after giving their best presentation. The closing ceremony was officiated by Associate Professor Dr Abdul Halim bin Ramli, Deputy Rector of HEA, University Teknologi MARA Negeri Sembilan.

The prize giving ceremony commenced after being officiated by the Deputy Rector where the twelfth group with the research title "The Use of Social Media and Its Impact on the Academic Performance of Students in UiTM Rembau Campus" won The Best Presenter.





Towards the end of the mini-conference, all students, lecturers and respected VIPS gathered for a photography session. Participants had given their positive feedbacks on the conference, saying that it was their first intriguing experience in managing a mini-research and delivering its result to a large crowd. Thus, lecturers of EWC661 are keen to organize such an eye-opening experience to their future researchers in order to give an opportunity to be actively involved in research writing and academic conference.



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*Nothing can dim the light
that shines from within*
- Maya Angelou