Jean Floyd
English Language Teaching Centre, Malaysia.

Jean Floyd has been a teacher, librarian, lecturer, teacher-trainer and an administrator, working in UK, Africa, the West Indies, USA and Malaysia. Currently, she is the resource consultant at ELTC.

She holds a M.Ed. (TESOL) from the University of West Indies (Branch Campus of University of London).

Her particular interests are teenage reading and English for Science.

RESOURCING ETEMS

(Workshop)

ABSTRACT

Resourcing ETeMS is the theme of the Conference Exhibition, a rich collection of materials for a) promoting English b) motivating learners and c) supporting teachers. All major publishers are presented.

After a short briefing session in the Plenary Room, workshop participants will move to the Exhibition Room. The workshop activity has a dual purpose : to give special viewing time to participants with a role to play in selecting materials for their institutions and to produce a Workshop Recommendations display and listing to share with other conference participants.

Siti Fatimah Hj. Ahmad Zabidi
Universiti Tenaga Nasional

Siti Fatimah Hj. Ahmad Zabidi is a senior lecturer at the Department of Science and Mathematics, College of Engineering.

She obtained her B.Sc in Mathematics and MA in Teaching Mathematics at Western Michigan University, Kalamazoo, Michigan USA.

She has presented papers in various conferences nationally.

and

Faridah Basarudin

Faridah Basaruddin is a senior lecturer at the Department of Science and Mathematics, College of Engineering.

THE CHALLENGES OF TEACHING FIRST YEAR MATHEMATICS COURSES AT UNITEN

ABSTRACT

Mathematics is the foundation for many majors at Universiti Tenaga Nasional (UNITEN) including engineering, computer science and information technology. UNITEN is one of the universities in Malaysia that uses English as a medium of instruction. Although mathematics basically involves symbols and signs, language does play a significant role in understanding the concepts and application of mathematics. The majority of the first year intake is SPM secondary leavers with at least credits in science subjects including Mathematics, Additional Mathematics and English. The main objective of this paper is to focus on the challenges and to share the experience of teaching the first year mathematics courses in English. To develop a model, the study on the relationship of student performance in Calculus 1 and the performance in English at the SPM level was initially conducted. The performance of students in mathematics during the first year is affected by language problem and other factors. This paper also recommends some effective ways to improve student performance in Mathematics.

Albert Peh Tze Koon
SMK Tinggi St. David,
Melaka, Malaysia

Albert Peh Tze Koon is a Lower Six mathematics teacher at SMK Tinggi St David, Melaka. He has been teaching mathematics and science since 1985.

He holds a Bachelor of Science with Education in mathematics from the University of Technology, Malaysia.

He is an EteMS master trainer for Melaka, a CETREE master trainer for the Renewable Energy and Energy Efficiency Programme and the State Technical Chairman for Secondary School Science and Technology activities.

He has been actively involved in designing and producing mathematics and physics teaching materials.

A STUDY ON THE PERCEPTIONS OF FORM 1 SCIENCE TEACHERS IN MELAKA TENGAH TOWARDS THE QUALITY OF PRESCRIBED COURSEWARE

ABSTRACT

This paper presents the findings of a study relating to Form 1 Science teachers' perceptions of the quality of the prescribed courseware, specifically CD-Rom 4: Matter in Nature - Density. The subjects of the study were selected from several urban secondary schools in Melaka Tengah district in Melaka.

A set of structured interview questions was used to find out the teachers' perceptions of how the following were incorporated into the courseware: a) the higher order thinking skills, (b) the pedagogical skills, (c) the multimedia components, (d) the interactive components, (e) content presentation - use of up-to-date and accurate terminology; use of suitable and visible fonts; use of suitable and attractive colours; the autorun feature; the match between the CD content and the syllabus and (f) clarity and accuracy in the use of English in the CD.

Among the findings were that higher order thinking skills have only been incorporated to a limited extent. Most of the questions asked were pitched at the knowledge level. Pedagogical skills incorporated were those dealing with abstract concepts taught using animations and videos clips as well as assessment.

Aminuddin bin Mustaffa
SMK Padang Siding, Arau,
Perlis, Malaysia

Aminuddin Mustaffa is a senior science teacher at SMK Padang Siding, Arau, Perlis. He is also the senior teacher in charge of students' affairs in the same school.

He holds a B.Sc (Hons) in Physics from University Putra Malaysia.

ADMINISTRATORS' PERCEPTIONS OF THE SUPPORT THEY CAN OFFER TO MATHEMATICS AND SCIENCE TEACHERS TEACHING IN ENGLISH

This research paper is based on interviews with selected school principals in Perlis. Its main objective is to identify several possible ways in which school administrators can fulfill their roles of providing support to the mathematics and science teachers teaching these two subjects in English. It also attempts to studyr the perceptions of the school principals about the change in government policy and their willingness to implement that change successfully in their schools.

Chan Kim Fook
SMK Methodist
Ayer Tawar, Perak, Malaysia

Chan Kim Fook is an ETeMs master trainer for the Manjung District, an NIE master trainer, the key personnel for KBSR and KBSM and an assistant trainer for MTDP courses.

He is actively involved in organizing and conducting various INSET workshops and courses.

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THE GLOBAL AFFAIR: ETeMS

ABSTRACT

This paper consists of 'classroom-based experiences' combined with my experiences as a key personnel and master trainer for professional INSET courses.

In the ETeMS courses that I conducted at district level, I made use of additional materials that I felt would assist classroom teachers overcome their psychological 'mind block' as well as to assist these teachers to obtain a global picture of ETeMS and comprehend the nature of the English language. Supplementary materials such as the daily newspapers and components of methodology such as multiple intelligences, constructivism, future studies, contextualization, and study skills were used. The teachers were impressed with the notion that ETeMS should not be taught in isolation.

The 'Buddy System' provided assurance to the mathematics and science teachers that they are not isolated from the mainstream and that other English speaking colleagues are on hand to provide assistance when they require it at the school level.

Chia Keng Boon, PhD

SMK Seri Ampangan, Seremban, Negeri Sembilan, Malaysia

Chia Keng Boon is the principal of SMK Seri Ampangan, Seremban since 1999. Prior to this, he has served as an English teacher in several schools, a deputy district education officer, a state English language officer and the head of research in the State Education Department of Negeri Sembilan.

and

Latifah Bte Pandak
SMK Seri Ampangan, Seremban, Negeri Sembilan, Malaysia

Latifah Bte Pandak is a Form One science teacher with more than 24 years of teaching experience. Although she was trained as a science teacher she holds a BA in History and a Master in Complementary Medicine.

ETeMS: CHALLENGES AND PROSPECTS - A SCHOOL STORY

ABSTRACT

This paper will look at the implementation of ETeMS at the mini and micro levels. It will discuss the challenges thrown at schools in terms of resources and culture. Several strategies deployed by the school will be discussed. The paper will also feature a testimony from a practising teacher. She will discuss the pains and tribulations of implementing ETeMS and some of the strategies she used to cope with the issues at hand.

Hashimah Binti Zubir
SMK Gelang Patah, Johor Bahru, Malaysia

Hashimah Zubir is a science teacher with 15 years of teaching experience at Sek.Men.Keb. Gelang Patah, Johor Bahru.

She is also the state ETeMS trainer for Johor.

She has lived in Canada for 6 years and in the USA for 4 years.

DILEMMA OF FORM ONE STUDENTS IN LEARNING SCIENCE IN ENGLISH: MY PERSONAL EXPERIENCE

ABSTRACT

This paper aims to raise Form One science teachers' awareness of common vocabulary problems faced by students and the ways to overcome them. Many teachers are not aware that certain technical terms in science have different connotations in our daily lives. This leads to confusion amongst the students. Lack of vocabulary itself hinders the students in understanding and learning science in English. Additionally, there are words that have both common as well as specialized scientific meanings. Homophones and homographs cause additional confusion amongst the students and hinder their acquisition of science concepts and content. This study proposes several techniques that may be used to overcome the problem of a lack of vocabulary and the confusion about certain words amongst students especially those with low English language proficiency.

Chan Yue Weng, PhD
English Language Teaching Centre, Malaysia

Chan Yue Weng is the Head of Research & Development, Documentation and Publication Department, English Language Teaching Centre, Ministry of Education, Malaysia.

He holds a Ph.D. in Applied Linguistics from Victoria University of Wellington, New Zealand and has taught in 4 teacher training colleges as a TESL/ESP teacher educator (MP Kuala Terengganu; MP Lembah Pantai, KL; Institut Perguruan Sultan Idris, Tanjung Malim, Perak and MP Ilmu Khas, KL).

Areas of interest are action research, reading across texts and writing from sources.

TeSME AT THE DEEP END:
COPING STRATEGIES AND LANGUAGE NEEDS

ABSTRACT

One of the recent most significant curricular changes in the Malaysian education system is the Teaching of Science and Mathematics in English (TeSME). After 33 years of teaching science and mathematics in Bahasa Melayu, making the transition to teach the same subjects in English poses many challenges to the teachers concerned. Even though, the Ministry of Education through the various divisions has provided them with training courses, notably, ETeMS Phases 1 and 2 and the necessary support resources (language courseware) in preparing them *to stand and deliver* in English, in reality, many of them found themselves at the deep end, groping and coping to fulfil the demands of the language change as well as the subject curriculum compelled by administrative workload and workplace conditions. This paper discusses the findings of a study on the coping strategies of Year 1 and Form 1 science and mathematics teachers as well as their language needs. The findings provide valuable insights and information for future provisions of ETeMS training and resources.

Kuldip Kaur, PhD
Open University Malaysia

Kuldip Kaur is currently attached to the Faculty of Education, Arts and Social Sciences, Open University Malaysia.

She holds a Master of Science and a Doctorate in English Education from Syracuse University, New York.

She taught undergraduate and post-graduate courses in research, reading, applied linguistics and ELT methodology at the Faculty of Education, University of Malaya.

LEARNING OBJECTS IN TECHNOLOGY-MEDIATED INSTRUCTION

ABSTRACT

Modern-day technology-mediated instruction requires the creation of online teaching-learning materials that incorporate intended pedagogical purpose. However, while face-to-face interaction clearly allows for the direct application of instructional intent (as in well-paced, frequent discussion and feedback), online instruction is a little less flexible, especially in asynchronous distance learning programmes.

This paper presentation offers an opportunity to view Learning Objects as tools for creating effective interactive online teaching-learning materials. A number of templates will be presented for discussion: the Intelligent Paragraph Tool; the Hotspot Problem; Time Revealed Scenarios and the Case Study Problem. The paper will also focus on issues such as utilizing instructors' academic experience and knowledge in creating Learning Objects; the potential of using templates in e-learning courses; and the need to cater for variation in learning styles.

Marcia Fisk Ong
English Language Fellows Program, US State Department

Marcia Fisk Ong began her professional career in Rio De Janeiro in 1975 and has since worked in a dozen countries on four continents teaching, working with future teachers, conducting in-service programs, and writing classroom materials.

She is currently serving her second year in Kuala Lumpur as Senior English Language Fellow through the English Language Fellows Program of the US State Department, helping to design and implement new programs and projects to enhance English language teaching in Malaysia.

INTERNET TREASURE HUNT:
A WEB-BASED SCIENCE ACTIVITY FOR DEVELOPING CRITICAL THINKING SKILLS

ABSTRACT

The internet and the World Wide Web place a seemingly limitless quantity of information literally at teachers' and students' fingertips. And therein lies a problem – there is so much information on the Web about virtually any given topic that a user can find it overwhelming rather than instructive. This session demonstrates a simple yet effective technique for designing a classroom activity requiring students to access information through the Internet, evaluate its relevance to the assigned task, and synthesize it in order to complete the task. It allows teachers to structure students' use of Web resources while at the same time nurturing higher-order thinking skills. Session participants will receive a model science Treasure Hunt activity and will see how it works as the presenter leads them through the steps of designing and implementing the activity.

INTEGRATED APPROACH TO THE TEACHING AND LEARNING OF SCIENCE

Yeap Chin Heng,PhD
Curriculum Development Centre, MoE

Yeap Chin Heng holds a PhD in Curriculum Study from the University of Minnesota.

He is the Head of the Core Science Unit in the Curriculum Development Centre, Ministry of Education and is actively involved in implementing the teaching of mathematics and science in English programme (PPSMI). He has worked in the Centre for 20 years serving in the various subject units of Research and Evaluation, Mathematics, Moral Education, Smart School and Science.

ABSTRACT

In teaching science at primary Year One, teachers should look out for opportunities to incorporate the teaching of language and the inculcation of values and positive attitudes. Translating this ideal in practical terms means that science teachers should interpret the curriculum flexibly and make conscious efforts to organize science lessons that integrate other academic disciplines. To illustrate how this can be done, the presenter combines four learning outcomes on the topic of classification in the Year One science curriculum to generate a series of lessons to simultaneously develop pupils' science process skills, familiarize pupils with simple question patterns, consolidate pupils' vocabulary and inculcate in pupils an awareness of their environment. It is hoped the integrated approach to teaching and learning in a more extensive manner facilitates the holistic development of pupils' potentia

SILENCES IN THE MATHS CLASSROOM: PRELIMINARY FINDINGS

Fatimah Hashim, PhD
Faculty of Education, University of Malaya

Fatimah Hashim is a lecturer in the Faculty of Education, University of Malaya. She is also the Head of the Language and Literacy Education Department at the faculty.

Her areas of work include language and literacy in the secondary school context, foundations of teaching and learning and provision for ESL students in mainstream classes .

Her main areas of interest are ESL reading, curriculum development and action research. Fatimah's doctoral research was on ESL collaborative action research and strategy training.

ABSTRACT

Numerous studies have been conducted on learner participation, focusing very much on the amount of learner participation, the negotiation of meaning between learners and their relation to second language acquisition. The assumption seems to be, the more learners participate orally and the more they engage in the negotiation of meaning, the better they will acquire the language. This assumption largely ignores the possible underlying factors governing learner participation or the lack of it.

This paper takes a look at the reasons behind the silences of second language learners in two mathematics classrooms. Researchers' observations, students' reported use of avoidance behaviours, and teachers' use of supportive and non-supportive statements in the

and Zarina Ramlan Language Studies Academy, Zarina Ramlan is a lecturer at Akademi Pengajian Bahasa, University of Technology, Malaysia. She is currently working on her doctoral dissertation at the Faculty of Education, University of Malaya.	classrooms were examined. Qualitative analyses revealed that teachers tend to use more non-supportive motivational and instructional statements in these classrooms. Implications of the results for practice are discussed.

Leone Burton University of Birmingham, UK Leone Burton is the Professor Emeritus of Mathematics and Science Education at University of Birmingham and is also the visiting professor at King's College, London. She is well known for her numerous books, chapters and articles amongst which are: *Thinking things through: Problem solving in mathematics, thinking mathematically* (with John Mason and Kaye Stacey), *Learning Mathematics :from Hierarchies to Networks* and *Which Way Social Justice in Mathematics Education?* She has worked extensively with practising teachers, both in the UK and abroad.	**MAKING MEANING IN MATHEMATICS CLASSROOMS** **(Workshop)** **ABSTRACT** We know that building a connected and cohesive view of what mathematics means is the basis for confident and competent use of mathematics in adults and that this seems to happen only rarely in classrooms. Unlike rote learning, learning that is incorporated into changes that affect what a person knows and can do, cannot happen in the absence of meaning. To build mathematical meaning in a classroom depends upon three things : social context, engaged activity, and reflection and all three are language-based. In this presentation, I will show video examples of these in English classrooms and discuss their implications for teachers in Malaysia, specifically with reference to the language changes recently introduced.