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The Comparison of English Education between Malaysia and Japan from the Teacher's and Learner's Viewpoints

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This presentation outlines the differences of English education systems between Malaysia and Japan in terms of learning and teaching. In Malaysia, English has been educated since primary school, which mainly focuses on vocabulary and grammar. It is noteworthy to mention that when entering the secondary school and the university, English is widely used as a mandatory language in both teaching and learning; therefore, most of the lessons, even maths and physics, are taught in English.

On the other hand, in Japan, English has been educated since primary schools but started from fourth grade which is at the age of ten and mainly focuses on pronunciation. When entering junior high schools, in addition to the main focus on pronunciation, it is the grammar lessons that become important in English education. Therefore, the learning period of English lessons are increased from three to four times a week. The teaching methods also differ according to their school types, which in this case high schools, national institutes of technology (KOSEN) and universities. In KOSEN the main focus is to develop students' translation in Japanese and speaking skills through conducting Skype-used educational methods with foreign students.

We hope that by doing this comparison, both countries could exchange their learning and teaching methods with the aim of improving the quality of English education in both respective countries. The result of the local research by visiting Malaysian high schools and universities can be concluded that how to expose the English speaking environment is the most important clue. Along with the in-depth discussion with the international students who have experienced English studies both in Malaysia and in Japan, the aspects from different angles eventually lead to unique and insightful future perspectives to improve English learning and teaching.

Keywords

Malaysia, English education system, learning, teaching, learners' points of view

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Use of Malay Literature through the Media as a Strategy in Instilling Values in the Teaching of the Malay Language

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It has always been challenging for the teacher to teach students the importance of upholding moral values, especially when students nowadays are exposed to the outside world through the culture of new media. They lack the exposure of their own culture and tradition of their ancestors.

This paper aims to discuss the extent to which literary materials through multimedia can act as a platform for the ingestion of values in the teaching of Malay Language which includes interaction, reading and writing skills. The values development models involve a number of approaches to aid teachers in the development of students' personality in facing the challenges of the 21st Century. It also affirms that no single approach is perfect and integration of a few instruments and strategies can assist teachers to produce an individual who is intellectual, physically and emotionally well balanced.

Teachers, these days have to manage the balance between practising their tradition and to entice their students through ICT. Findings showed positive effects on students' learning, that boost their creativity and aroused their interest in Malay literary works thus improved their academic performance as well as their moral values thus equipping them with the 21st Century skills.

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Implementation of Collaborative Learning in Environmental Lectures Based on West Kalimantan's Local Potential to Support Students Science Literacy In Pontianak

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The core of learning both in school and in college is to acquire knowledge through interaction and collective learning. One of the strategies that can be applied to reach the objective is through collaborative learning. This research aims to increase students' science literacy with the implementation of collaborative learning in environmental lectures based on West Kalimantan's local potential. The subjects of this research were students of second semester of academic year 2016/2017 from three study programs namely Biology, Physics, and Chemistry as many as 60 students. The data in the form of science literacy improvement were obtained through a multiple choice test instrument with 17 items with the context, content, and process aspects. The results showed that collaborative learning can create good quality lecturing process. This lecture could stimulate students' prior knowledge about the West Kalimantan's local potential exploitation and could collaboratively discuss the prevention and mitigation from the content of biology, physics and chemistry. There was an increase in science literacy on the aspects of context, content, and process. On the context aspect, there was an increase of 6.67% (cycle I 55% and cycle II 61.67%). On the content aspect, there was an increase of 4.17% (cycle I 83.33% and cycle II 87.5%), while on the process aspect, there was an increase of 12.14% (cycle I 54.29% and cycle II 66.43%). The implementation of Collaborative Learning in environmental lectures based on West Kalimantan's local potential could increase science literacy among biology, physics and chemistry students at the Teacher Training and Education Faculty of Tanjungpura University Pontianak.