

CHALK AND TALK



Centre for Education and Language

Volume 1 / January- March/2019

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About us

Centre for Education and Language (CEL) is the Center that offers English and General Studies courses across the Faculties. This Center also offers the English for Academic Purposes (EAP) programme. CEL has seven full-time and three part-time lecturers.

Director's Inaugural Address



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Welcome to our first issue of Chalk and Talk! We are very excited to launch this newsletter, our maiden attempt at sharing information and news via this useful medium.

Every three months in a year, you will receive a newsletter which contains news about important happenings in the Centre. We would also strive to include some inspiring articles on teaching and education to instill the love for academic and creative writing among students and staff. A Language Games page is also included that hopefully will enhance your interest in the language.

We strive to present the most useful and interesting articles and news in each issue. There are many exciting things happening which deserve to be highlighted and shared with colleagues, and this newsletter will also provide a forum to acknowledge staff and student achievements and accomplishments.

We want this newsletter to be valuable for you and we appreciate contributions from you in the form of news or articles. Please share them with us.

We wish you an enjoyable reading ahead.

Assoc. Prof. Azian Abdul Kadir

Director

Centre for Education and Languages

"One language sets you in a corridor for life. Two languages open every door along the way"

- **Frank Smith**

CEL UNDERTAKINGS

English Appreciation Month Feb 2019

The English Appreciation Month was successfully carried out during the month of February 2019. Play is our brain's favourite way of learning. This is the basis of the English Appreciation Month and an array of activities were organised for staff, students and the BSP community for the month. There were language games, karaoke, comedies, Valentine's Day love dedications, Public Speaking, Poetry Recitation, Debates and Drama classes. We have a Reading Corner set up at the library for students and staff to nurture the love of reading. Hopefully, these fun-filled activities have motivated and will continue to encourage you to use the language in informal, less stressful settings outside the classrooms. February 2019...let's go down memory lane with us.



Reading Corner 1st February onwards

The Reading Corner is set up at the MAHSA@Library as a community service to instill the love of reading among Mahsa family and the nearby BSP community. Book lovers can come to borrow and exchange books for reading. The Mahsa@Library is open on Weekdays from 9 am-5pm and on Saturdays from 9- 5 pm. There are more than 600 books to choose from a wide variety of genre. So please come, treat yourself to the pleasure of reading and stimulate your minds! The Reading Corner is waiting for you!

Drama Class 11th, 15th, 18th, 22nd February 2019

The Drama Class for students was held for two weeks on Mondays and Fridays at 3.30 pm. Students from IEP and Pre-University attended the classes. The objectives of the class were:

- to develop students' speaking skills through role- play and group discussion.
- to provide the context for vocabulary development

Three activities were carried out:

- Watching a movie "A Picture Paints A Thousand Words", predicting and acting out the ending,
- "Language within a Rhythm", listening to popular songs, matching songs to singers, formulating the themes of songs and enacting a short video music based on the theme and lyrics of the songs.
- Watching a movie trailer "The Corpse Bride", drafting a simple outline of the story and role-playing the story that was written.

The students enjoyed learning the language via singing, watching movies and role-playing.



CEL UNDERTAKINGS



Toastmaster-Just Say It Competition 12th February 2019

The Business Faculty organized the 'Just Say It-Toastmaster Competition' on the 12th of February in conjunction with English Appreciation. This event gave students the opportunity to improve in their public speaking skills and to speak in front of an audience in English. The participants were from all the Faculties. Participants chose one topic from a choice of topics to speak about: Sex Education Awareness in Higher Education, Should Smoking Be Banned in Eateries and Suicides among Teenagers. The 1st prize winner was Yasmine Lee Kai Wen from the Faculty of Dentistry followed by the 2nd prize winner, Khor-Jess Lin from Medicine and the 3rd prize winner was Tan Ying Ze from Pre-University. Congratulations to the winners!

Valentine's Day 14th February 2019

Valentine's Day Celebration was organised by the Engineering Faculty and the Hospitality Department, in conjunction with English Appreciation. Students and staff joined hands to participate in this enjoyable and memorable activity. There was a "Flash Mob" dance which was a glorious opening for the event. The participants really enjoyed themselves! The activities were conducted at the Habitat in the morning starting at 10am and ended in the evening around 4pm. The activities were thrilling and at the same time, meaningful. There were "Love Songs Dedications", "Photo-booth", and "Flashmobs", "Apple of My Eyes" and "Valentine's Flowers and Brownies Gifts". Thank you to everyone who participated in this event. Hopefully, we can celebrate this event again next year.



Fun Games in English for Staff 18th February 2019

CEL team organized Fun Games in English for all Mahsa staff on the 18th of February 2019 at The Habitat's Entrance. It was carried out from 10:30 am till 3:00 pm. Two types of games were designed for the participants: "Word Correction" and "Crossword Puzzle". MAHSA academic and non-academic staff participated in the activity. The three selected winners were announced during the Closing Ceremony of English Appreciation. They were Mr Mohd Ariff bin Yusoff from Business and Hospitality, Ms. Siti Aminah Mohd Sabri from Pre-University and Ms Siti Afifa Anuar from Engineering and IT. Congratulations to the winners!

CEL UNDERTAKINGS



Poetry Recital Competition 20th February 2019

Contestants for the Poetry Recital competition were from the academic staff and students. The theme was 'Social Justice'. Staff and students had fun, enjoyment and learnt to appreciate English poems and there was a sense of belonging to the MAHSA family. The 1st prize winner of the staff category was Ms Bhavani Pathmanathan from Health and Sports Science, 2nd prize winner was Beatrice Devadason from Nursing and the 3rd prize winner was Dr Nadiatul Azra from Pharmacy. For the student category, the 1st prize winner was Vivian Endu from Nursing, 2nd prize winner was Muhammad Farid from Nursing and 3rd prize winner was Safa Allouzi from Medicine. Congratulations to the budding poem reciters!

Debate Arena: Intellectual Duel 23rd February 2019

The Debate Arena-Intellectual Duel was held on Saturday, 23rd February, 2019. Twelve students from the various faculties of Medicine and Biomedical Science, Business and Hospitality, Foundation in Science and Health and Sports Science participated in the competition. The competition was organized by CEL, with our student, Reena Jit Kaur, taking the lead as co-organizer. The competition was held from 8.30 to 1.30 pm at the Auditorium Level 9, Empathy Building. The debate instilled critical and creative thinking among students and enhanced students' oratory and argumentative skills in English.

Congratulations to the winners: The Best Group from the Government Team was Su Wei Jie from the Faculty of Health and Sports Science, Ganesh Kumar from the Physiotherapy and Arina Nurdiyana Md Zaharuddin from the Medical Imaging. The Best Speaker was Abdel Moezz Sabry Lotfy from Pre-University while the Best Chairperson was Dr. Ain from the Faculty of Engineering and Information Technology.



"We should learn languages because language is the only thing worth knowing even poorly.
- **Kato Lambo**

History of Badminton



A badminton-like game was known in ancient Greece and Egypt - a game called battledore and shuttlecock - in which two players hit a feathered shuttlecock back and forth with tiny rackets. The game was played in India during the 18th Century, at which time it was called "Poona". In the 1860s it was adopted by British Army officers stationed in India. The officers took the game back to England, where it became a success at a party given by the Duke of Beaufort in 1873 at his estate called "Badminton" in Gloucestershire.

The sport was played under the Pune rules until 1887, when J. H. E. Hart of the Bath Badminton Club drew up revised regulations. In 1890, Hart and Bagnel Wild again revised the rules. The Badminton Association of England (BAE) published these rules in 1893 and officially launched the sport at a house called "Dunbar" in Portsmouth on 13 September. The BAE started the first badminton competition, the All England Open Badminton Championships for gentlemen's doubles, ladies' doubles, and mixed doubles, in 1899. Singles competitions were added in 1900 and an England-Ireland championship match appeared in 1904.

England, Scotland, Wales, Canada, Denmark, France, Ireland, the Netherlands, and New Zealand were the founding members of the International Badminton Federation in 1934, now known as the Badminton World Federation.

A translation of an extract from the article "Sejarah Awal Sukan Badminton dan Kebangkitannya di Malaysia" 2015, taken from the journal "PURBA", based on a research done by Mr Mohammad Badrul Adzham

Tun Dr. Mahathir Mohamed



Mahathir Mohamad is a Malaysian politician who is the seventh Prime Minister of Malaysia. The veteran politician had also previously been the prime minister from 1981 to 2003. With a career spanning over seven decades, he is one of the most respected political figures in Malaysia. During his previous tenure as the prime minister, he formulated policies that helped businesses flourish and made education

easily available to the people of the country. While his policies have earned him a lot of criticism, Mahathir never wavered from his convictions. This healthy stubbornness makes him an effective politician. The first example of this resolution could be seen when he was exiled from politics for criticizing the current regime. Instead of cowering, he wrote 'The Malay Dilemma', which continued the critique. This book played a huge role in Prime Minister Rahman's resignation. His extensive career has cemented him as perhaps the most influential figure in Malaysia's political history. In his nineties now, he is the world's oldest head of state or government and the oldest living Prime Minister of Malaysia.

*An extract from:
<https://www.thefamouspeople.com/profile/mahathir-mohammad-5815.php> Updated 14th May 2018*



Kellie's Castle is a castle located in Batu Gajah, Kinta District, Perak, Malaysia. This unfinished, ruined mansion was built by a Scottish planter named William Kellie-Smith. Some of the people also called it Kellie's Folly. According to some sources, it was either a gift for his wife or a home for his son. Kellie's Castle is situated beside the Raya River (Sungai Raya), which is a small creek to the Kinta River. In 1915, with the birth of Kellie Smith's son, he started planning for a huge castle with Scottish, Moorish, and Tamilvanan Indian architecture. Smith brought in 70 craftsmen from Madras, India. All the

Kellie's Castle

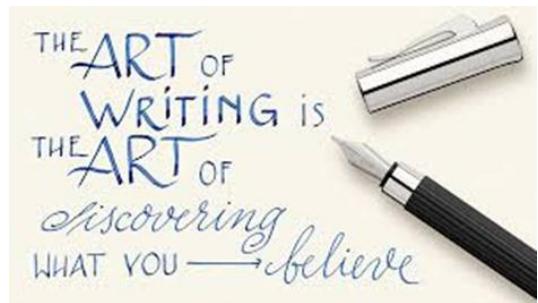
bricks and marble were imported from India. Included in the plan for the 6-storey tower was Malaysia's first elevator, an indoor tennis court and a rooftop courtyard for entertaining.

During construction, a virulent strain of Spanish flu struck his workmen. When his workmen approached him to build a temple nearby, Smith readily agreed. In return for his generosity, they built a statue of him beside the other deities on the Lord Murugan temple wall. It is believed that a tunnel was built to the temple from the castle.

William Kellie Smith died at the age of 56 due to pneumonia during a short trip to Lisbon, Portugal in 1926. William's wife was devastated and decided to move back to Scotland; construction on the castle was never completed by the Tamilvanan workers. At the end, Kellie's House, later known as "Kellie's Folly" or "Kellie's Castle," was sold to a British company called Harrisons and Crossfield. Kellie's Castle is now a popular local tourist attraction, with some believing it to be haunted.

*A summary of the article by Roger Thiedeman entitled 'Kellie's Castle: Fantasy or folly?' from The Sunday Times
<http://www.sundaytimes.lk/001203/plus10.html>, 3rd December 2000*

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today”
-Malcolm X



Lessons from Students

by Janefrances Das

Lecturer, EAP, Elementary Level

"Teacher we will make you change your mind about students from the Gulf countries."

These words keep ringing in my head whenever I have a class of students from the Gulf countries.

Let me start at the very beginning.

I started teaching Intensive English classes at MAHSA University in January 2018. When I first started, I was assigned a Pre Intermediate class. As soon as I walked into the class, I noticed that most of my students were from the Gulf countries. With my past experience of teaching these students (which was not very pleasant) I told them that most students from the Gulf countries were rude, indisciplined and downright lazy. The students took my negative remarks about them in their stride. That was when they uttered those words.

"Teacher we will make you change your mind about students from the Gulf countries."

Change my mind they did!

I taught this class for 3 semesters and found them to be well-mannered, disciplined and very hardworking. I had to eat my words. From that day I never made assumptions about students before actually getting to know them.

Every student is different; no two students are the same. I must say I enjoyed my 3 semesters with them and was most delighted that they made it through their IELTS and continued their studies in their chosen courses. I still keep in touch with them and I feel elated when they remember to come out of their way to see me just to say hello.

I have taught many more students since then and I have learned to respect and love them.

Let me share some of the challenges I have faced teaching in the Intensive English Programme:

1) Students who can't read. A lot of patience and guidance is required to familiarize them with the Phonetic Sounds before they are able to read.

2) Pronunciation. Most students from the Gulf countries have problems with pronunciation. There is no "p" sound in Arabic so most students will substitute a "p" sound with a "b" sound. "Pencil" becomes "bencil" and "parking" becomes "barking". This is just one of the problems with pronunciation.

3) Spelling. Since many of them do not have a strong foundation in phonetic sounds, they struggle to master the correct spelling which puts a damper in their Writing.

4) Grammar: There is no verb 'to be' in the Arabic language and so many students make mistakes such as, 'He good in English. / Malaysia a beautiful country.'

There are many other challenges but I have found ways to get my students to understand the different grammar rules and improve.

In conclusion, I believe that my job is not just to teach. Teaching is secondary. I believe that more importantly one must always give positive feedback and to always compliment your students. Build their confidence. With confidence and a positive attitude they will continue to grow. From my students I have learned that I am capable of showing love, care and patience to these students who are not my flesh and blood. And for this I thank all my students. You have made me a better person.

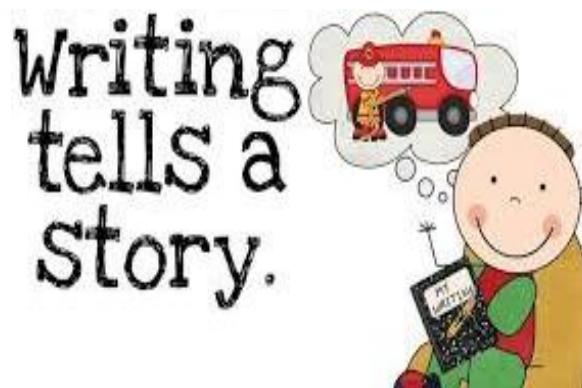


The Voices Trapped Within
by *Abdelmoezz Sabry Lofty*
Foundation in Science

It was the night before the exams... which exam you ask? I don't know, not anymore. All I could remember are random scenes of myself looking at questions, pouring some coffee and scribbling down in my notebook. It came as no surprise, after all I've only had 5 hours of sleep in the last 2 days. I was tired, yet desperate for good grades even if it meant sacrificing my health. One hour before leaving I got prepared and wore my best shirt, hoping that someone would compliment me for choosing a black shirt with a cosmic wolf inscribed onto its silky smooth texture. I opened the door of my home, hoping that today marks a great day for me. One when I finally would gain social acknowledgment for my hard efforts, one when others would put their trust and values in me.

Skip forward 3 hours later and I'm minutes away from the promised exam. Much to my dismay I found my classmate wearing the very same shirt and even worse, around him were most of our colleagues congratulating him... instead of me. It's as if people were choosing him on purpose just to mess with me, and that left a pretty bad mark, literally. I could tell that my exam grades weren't going to be that good. And that's just because everyone would keep complimenting him that I felt so self-conscious, so disturbed and even annoyed that I was not able to answer all the questions.

Mere minutes later the teacher left the classroom and everyone started talking to each other again. Everyone except me, sitting alone like some kind of twisted freak that nobody wants to deal with. I even felt annoyed by my own presence and especially the fact that I couldn't do anything about this situation. I was left small, weak and most importantly alone and helpless. No one would want to speak to me, no one could even begin to care. I kept rubbing in these thoughts hoping that way I'd find the solution to my troubles, yet what happened that day was beyond all of my expectations.





When I Give, I Give Myself

by Assoc Prof Azian Abdul Kadir

Director CEL

"Behold I give not lectures nor a little charity, when I give, I give myself" (Anonymous).

This is the very essence of teaching which lies at the root of all the pedagogical techniques, approaches and discourse. This is the very foundation in which all the ideals of teaching are interwoven.

My feelings about teaching are difficult to define. Sometimes in the classroom when my students and I venture into new paths; when our learning involve the enlightening of the mind- then teaching is the finest work I know. After all, aren't all great men teachers? But sometimes, I would feel so inadequate and powerless as a teacher. Confusion seems to be in everything...in the subject matter that I believed I have mastered and in the students who all of a sudden seem so unfamiliar.

Long ago when I was a blundering student teacher, I was told by my supervisor that teaching is an art; it's either you have it or you don't have it. To me it seems like more of a mystical art- so very hard for a mere mortal to master. The complexities of teaching; it is very much related to our limits and weaknesses, and to our strengths and potentials!

The subjects that we teach- as vast and complex as life itself- so our knowledge of them is always imperfect and incomplete. What we know is never enough. The more we read and research, the more there is to discover and to find out. Subject content knowledge requires a command of content that escapes our grasp. Students are even more bewildering and mind-boggling- to see them as they are, to respond to them or to hold back, to allow them to come to terms with their own minds...these acts require the astuteness of Freud and the wisdom of Solomon.

And as a teacher, how well do I know myself? I actually teach who I am! Knowing and recognising myself is as crucial to good teaching as knowing my students and my subject. How well I know myself would determine my knowledge of my students and my ability to relate to them. The subject, the student and the teacher- these three aspects are integral to education and need to be interconnected in our pedagogical approaches and discourse. Knowing

Everyone who remembers his education, remembers teachers, not methods and techniques. The teacher is the heart of the educational system

-**Sidney Hook**

myself, my students and subject content paves the way to good teaching.

In every class that I teach, my ability to connect with my students and to connect them to the subject, depends on the degree to which I know and trust myself. I need to be there at the heart of the subject matter and reach out to my students.

But in the end, I must know how to let go. I can take students by their hands and show them the path, but in the end the journey is theirs. In whatever they are learning, they will interact with the subject matter, make their own interpretations, build their own world views and create their own meanings.

Which brings to mind a poem by Kahlil Gibran written in the 17th century that portrays a philosophy about teaching and learning which is relevant even to this day. This poem has haunted me throughout my whole life as a teacher.

The Lebanese poet, Kahlil Gibran from his anthology of poems 'The Prophet' wrote:

Then said a teacher, Speak to us of Teaching.

And he said:

*No man can reveal to you aught but that
which already lies half asleep
in the dawning of your knowledge.*

*The teacher who walks in the shadow of the temple,
among his followers,
gives not of his wisdom*

but rather of his faith and his lovingness.

*If he is indeed wise he does not bid you
enter the house of his wisdom, but rather
leads you to the threshold of your own mind.*

*The astronomer may speak to you of his
understanding of space, but he cannot give
you his understanding.*

*The musician may sing to you of the
rhythm which is in all space, but he cannot
give you the ear which arrests the rhythm
nor the voice that echoes it.*

*And he who is versed in the science of
numbers can tell of the regions of weight
and measure, but he cannot conduct you
thither.*

*For the vision of one man lends not its
wings to another man.*

*And even as each one of you stands alone
in God's knowledge, so must each one of
you be alone in his knowledge of God and
in his understanding of the earth.*

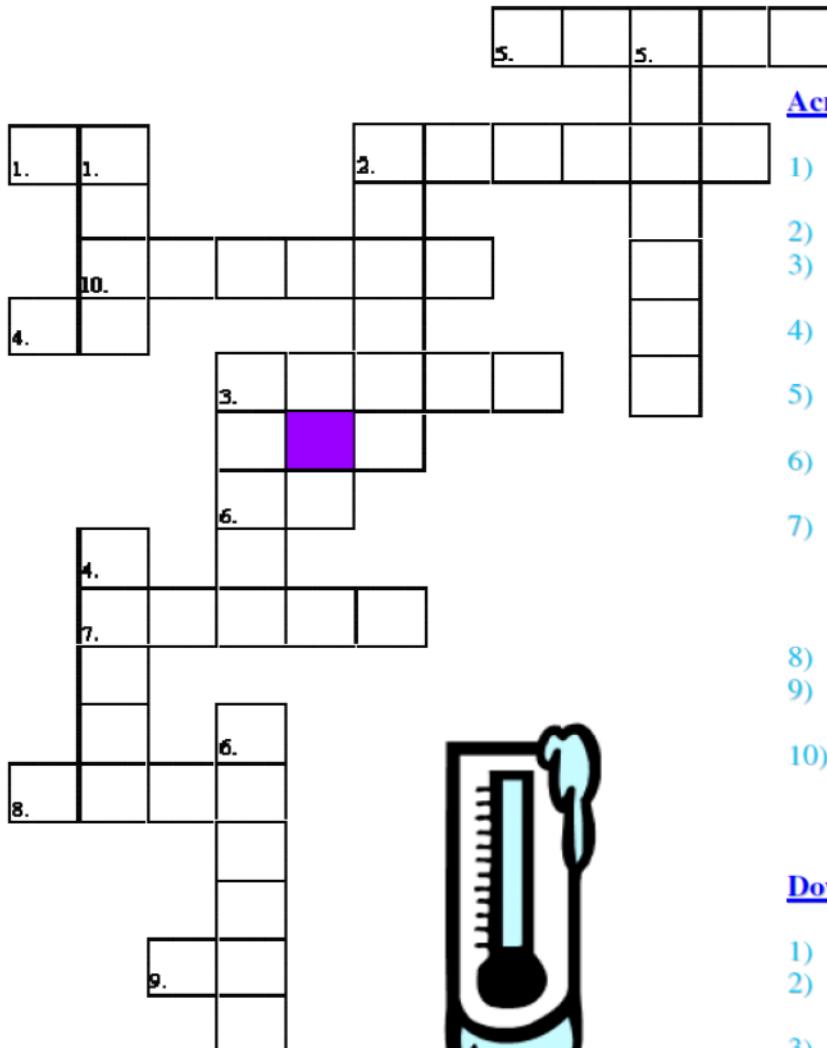


WORD SEARCH

There are 18 words related to arts and media in this puzzle. Please find as many as you can and circle the words that you have identified.

e	m	t	i	o	g	f	i	m	e	p	s	d	c	p	e
a	a	e	r	c	g	k	b	g	a	l	l	e	r	y	m
j	a	v	d	a	u	c	i	n	z	p	b	i	r	p	y
i	g	h	k	l	k	l	h	m	i	i	e	e	t	l	u
t	n	f	e	b	a	n	t	a	e	e	s	t	s	a	c
i	v	t	d	u	i	s	t	u	n	b	t	o	f	z	r
r	e	e	m	i	o	r	e	r	n	s	i	s	a	e	
a	l	x	e	r	l	a	c	e	a	e	e	a	u	v	
u	u	f	h	p	v	s	k	i	i	s	l	l	h	a	i
e	i	d	e	i	e	a	q	r	a	i	l	u	r	j	e
h	a	m	i	b	b	s	l	j	u	i	e	n	g	d	w
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s	r	a	g	y	e	c	d	i	e	d	i	t	o	n	
f	d	s	h	o	w	p	e	w	o	p	a	r	t	f	y
f	f	n	w	l	n	u	i	l	a	n	n	t	t	y	t

CROSSWORD PUZZLE: PREPOSITIONS

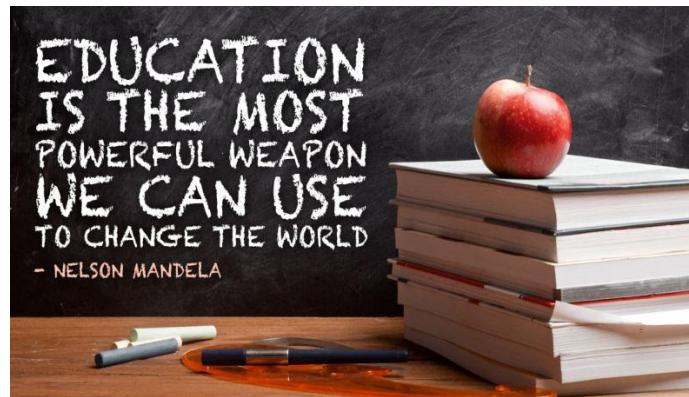


Across:

- 1) We learn English ____ the Community College.
- 2) 27 comes ____ 28.
- 3) Water flows ____ a bridge.
- 4) Fish swim ____ the ocean.
- 5) Lunch comes ____ breakfast.
- 6) Alyosha is going ____ the mall.
- 7) The temperature in Vostock, Antarctica can fall to 125 degrees ____ zero. That's cold!
- 8) A synonym for "close to".
- 9) The computer sits ____ the desk.
- 10) It's a good idea to look both ways before you walk ____ the street.

Down:

- 1) Ko is taller ____ Linda.
- 2) The mouse is ____ the computer.
- 3) The library doesn't close ____ 8:30 pm.
- 4) The lights shine ____ us.
- 5) We used our windshield wipers as we drove ____ the pouring rain.
- 6) Everyone stood ____ the fire to get warm.



CHALK AND TALK

If you have any essays, poems, news or updates, please share with us.

Submit your work together with an image and your details to:

Mr. Azzubair, azzubairawwam@mahsa.edu.my

