

LANGUAGE DEPARTMENT



3rd Edition / 2015

WHAT IS ACTION RESEARCH?

HAPPY GRADUATING!

STORY TIME

BINA INSAN GURU

EDUCATIONAL RESOURCES EXHIBIT

COHORT TRIP TO JELITA OSTRICH FARM

FROM NEGERI SEMBILAN TO SABAH

OUTREACH CARNIVAL AT ELTC

FUN ENGLISH AT SK JAYA SETIA

CHOWRASTA MOVIE PREMIERE

ESCAPE

POTATO POWER!

PPISMP REGISTRATION AND ORIENTATION

PROFICIENCY PROGRAMME AND ELTC I-CLUB

TASEK EXPERIENCE

PPISMP WELCOMING PARTY

INTEGRITY EXPLORE RACE

SPELLING ATTACK

MASH-IT-UP HANSEL AND GRETEL

FAREWELL

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Farewell

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IS THE TONGUE THE STRONGEST MUSCLE IN THE BODY?

In spite of popular belief, there is no correct answer as to which is the strongest muscle in the body. It's not clear how this idea has gained currency, as it's hard to imagine any definition of strength by which the tongue would be considered the strongest muscle in the body. The most sensible definition of a hypothetical "strongest muscle" would seem to be the one that can apply the greatest direct, measurable force on some external object, in which case, the winner is the masseter muscle. The masseter is the jaw muscle, and there are two of them, on either side of the jaw. The masseter has a significant advantage over other muscles in that it uses the jawbones as powerful levers. As a result, jaw muscles have been recorded delivering a bite force of 975 pounds (442kg) for 2 seconds, according to the Guinness Book of World Records.

Alternatively, if we consider muscles without the mechanical advantage of levers of this type, then the strongest muscles are simply the biggest ones, as individual muscle fibers are generally all of similar strength. By this measure, the biggest muscles are either the quadriceps, which are the front thigh muscles, or the gluteus maximus, which is basically the bum.

There are other ways we might define strength too. Pound for pound, shorter muscles tend to be stronger than longer ones. Relative to its weight, the myometrial layer of the uterus is the strongest muscle in

the body, as the entire uterus only weighs about 2.2 pounds (1kg), but exerts a force during childbirth of as much as 100 pounds (a little more than 45 kg). To look at the question in another way, the heart does more work over the course of a lifetime than any other muscle. Most muscles quickly get tired when given work to do, but the heart beats continuously. In short, there are any number of different ways to work out what we might consider to be the strongest muscle in the body, but the tongue doesn't seem to be the answer no matter which method is used.

That tells you something about swallowing everything media gives you nowadays doesn't it?

Taken from "Why You Should Store Your Farts in a Jar and Other Oddball or Gross Maladies, Afflictions, Remedies, and Cures" by David Haviland.



8 PISMP TESL

ACTIVITY REPORT

A letter happened — and all of a sudden, everyone's time together shortened by months. Regrettably, many plans were not fulfilled. Not even our glamorous TESL Valedictory Night. As it would be expected, there were still many words lying in wait, for the chance to be expressed. So, we asked the Semester 8 trainees what message would they leave for their inexperienced juniors, and they said...

Wanna ace your **Action Research**?

Read the interview for tips from the masters themselves!



HAPPY GRADUATING!

“
Break a leg!
Amir Aizuddin Hasbi

FLOWER POWER



Congratulations!

"Never Stop Learning!"

Muhammad Khalid Ali





*"Belajar dulu,
kahwin nanti."*

Mohamad Izzat Syafiq

"Good luck."

George Ling

*"Enjoy every
moment while you
still can."*

Hoo Jee May

What is **ACTION RESEARCH**?

“

Action research is acknowledged worldwide as a powerful form of learning. It is used in educational settings across the professions: in industry, hospitals, local government, and other workplaces. Perhaps it is most visible in education, where its popularity became prominent, particularly with reference to the professional learning of teachers. The situation is that today, a few short years since the rise to prominence of action research in the 1980s, it is recognised as a rigorous research methodology which can greatly enhance the professional learning of teachers as they study their own practice, in a way that the quality of learning of students in classrooms may be improved. Zeichner (1998) observes that self study in the teacher education movement has probably been the most significant development ever in the field.

”

We interviewed three seniors whose action research were awarded best of the year, and hopefully the content of the interview would help the budding juniors who would be following in their footsteps.



Hoo Jee May

Best Practicum Award for 7 PISMP TESL

How did you come up with that idea?

Through my past experiences as a student as well as a practicum teacher in schools.

Why?

I noticed most of the pupils were in comfort zone where they were allowed to speak their own language and eventually they did not get the chance to speak the target language even in English classes. I wish to encourage them by providing a platform for them to practice speaking the target language among themselves especially for those who have low English proficiency level.

What are the strength and weaknesses of your AR?

- **Strength:** Easy to implement. Pupils love it. The materials are manageable.
- **Weaknesses:** Depend very much on the consistency and determination of the teacher to carry out the action research.

What do you think helped most in achieving excellence in AR?

Consistency in collecting your data and don't hesitate to seek for advice from the lecturers and seniors.

Will you apply the knowledge learnt from AR now that you're a teacher?

Yes, I will.



Can you briefly explain what you hope to achieve with your AR?

I wish that this research could be expanded for other practitioners to adapt and to expand the research methods for their pupils. The results of this action research cannot be generalised where if the same study and methodology is to be applied on a different group of participants, it might produce different results. For my action research, I had this group of participants who were of mixed abilities and were less problematic, thus, I would like to further my research on using the same intervention method on different groups of pupils but with suitable adaptations and modifications in order to suit the needs of the pupils. Through this way, I believe I am not only contributing to the education community in the field of classroom management and motivational skills, but also enhancing my own ability of being able to motivate different types of pupils with different personalities and different needs.

How would you advise juniors that are about to start on their AR?

Look for the topic that you like and always reflect on your own methodology. Remember, action research focuses on improving your own teaching methodology, not to correct students' problems.

**HOW I
ENCOURAGE
WEAK PUPILS
TO SPEAK IN
ENGLISH
THROUGH THE
USE OF STAR
BOARD
SYSTEM TO
CREATE A
POSITIVE
LEARNING
ENVIRONMENT**

Patrick Paul Raj

Timbalan Pengarah Award



How did you come up with that idea?

The traditional method of teaching vocabulary is no longer useful because pupils are bored of it so I discovered this intervention through YouTube.

Why?

I came up with this idea because my lessons, especially during the Pre-Reading stage, were very bland and not interesting whereby I would be doing all the teaching and the pupils were passive learners. I wanted to change this scenario.

Can you briefly explain what you hope to achieve with your AR?

I hope that through my AR, I could shift learning towards IT based learning. That is the effective way for now and for our future. Now it is only focused in the Pre-Reading stage. But in the future, I might extend it to other parts of the lesson. I hope those who read my AR will be driven towards an IT-based learning and improvise on it.

What do you think helped most in achieving excellence in AR?

Truthfully, it's the reading that I have done. Reading about the subject matter really made me understand the core topic of my research and made me to do my research in the correct way. Reading made me stay in the focused area and not sway away.

The use of 3D Page Flip to enhance the teaching of vocabulary during pre-reading to Year Four pupils

What are the strength and weaknesses of your AR?

The main strength of my AR is definitely my intervention because it is something new and none have done research on it. So I had the freedom to test it to all extent. Fortunately my findings were on my side which proved the effectiveness of the intervention. Another strength is my mentor Mdm. Eve who really guided me throughout this journey. Without her support I wouldn't have completed my AR.

As for weaknesses, I definitely shall say it was the time constraints because I had to rush through my writing before September. Rushing really makes the writing less qualitative in terms of references. If I had more time, I would have looked for more references.

Will you apply the knowledge learnt from AR now that you're a teacher?

Definitely I will apply it as it is my dream to have an IT-based learning in my class.

How would you advise juniors that are about to start on their AR?

Don't rush. Just wait for the time during your practicum to identify your problems, only then you can start your reading stage by stage. Try to think of an intervention that is out of the box so that it turns out to be something fresh and not done before. Last but not least, please take your mentor's advice seriously because they are correct all the time.

Wong Siaw Wen

Best Action Research Award

How did you come up with that idea?

For my third and the final practicum phase, my pupils could read aloud a passage well and respond actively to the simple questions prompted, but they needed guidance to understand the texts read.

Why?

In other words, my teaching method wasn't effective enough while conducting reading for comprehension lessons. Although I managed to get them to read aloud the text well, I seemed to face problems to help them understand the meaning of the text. I realized this problem when I received incorrect oral responses from the pupils. Once I told them their answers were incorrect, they would immediately give other answers by stating words they could find in the text, which were totally unrelated to my questions. This situation proved that my teaching did not solve their difficulty in understanding the text, which led to their failure in answering the comprehension questions correctly. Therefore, I made up my mind to work on how to improve my teaching of reading for comprehension.

Can you briefly explain what you hope to achieve with your AR?

I hope to apply the knowledge gained to solve the teaching problem I faced. Other than that, I would like to get some ideas and insights to be used as my thesis topic for Masters from this AR.

What do you think helped most in achieving excellence in AR?

My supervisors and my friends helped a lot by giving useful advice so as inspired me to obtain ideas while working on my AR. Without them, I could not have done well and finished my AR on time.

Improving Teaching of Reading for Comprehension with the Use of Flower Charts

What are the strength and weaknesses of your AR?

My AR introduced an interesting way of using graphic organizer to teach reading (comprehension) lessons. Formal graphic organizers could be boring and unattractive to young learners who are new to them.

Anyway, I would like to improve my AR from the language aspects. The sentence structures, vocabularies, and cohesive markers used can be varied. Moreover, it would be better if I could get more samples of my pupils' flower charts to be included in the data analysis and final report.

Will you apply the knowledge learnt from AR now that you're a teacher?

Yes, definitely.

How would you advise juniors that are about to start on their AR?

It is essential to choose a topic which you are interested in since a lot of reading needed. Things will be easier when you are motivated to read the articles, journals, and other reading materials. Make sure there are sufficient materials and information for your topic. Consult your supervisor if you have any doubts. Do select your data collection methods carefully. Do not forget to do well for your proposal as "the beginning is the most important part of the work". It will help you to get the whole idea of your AR. Last but not least, draw a timetable for yourselves so that your time is well managed. That's all and good luck!



Stepmother

By Jacob Grimm

Once upon a time there was a young boy. When his mother died, his father took a new wife, who hated the boy very much and loved no one except her own daughter. But the stepdaughter loved her stepbrother very much. Finally, the stepmother wanted to get rid of the boy; Therefore, she sent her daughter into the forest and led the boy into the cellar, where there was a large chest. She lifted the heavy cover and said, "Boy, get in and gather together everything that is lying inside."

When the boy was inside, however, she slammed the cover shut, and the boy soon suffocated to death. Since it was evening, she took the boy out, sliced him into pieces, and cooked him over the fire. When the girl came home from the forest, she asked after her brother, but the mother kept saying, "Oh, I don't know where he's run off to."

Then she finished making the meal and placed the cooked boy on the table. She and her husband ate pieces, but the girl did not want to eat because she was so disturbed. Instead, she crawled beneath the table where they were eating and gathered all the little bones that they threw on the ground. When they were done, she tied all the little bones together on a red silk thread and went into the garden with them. A tall pear tree was standing there, and she threw the bones over it. Suddenly, a little bird began to sing a beautiful song that the

girl had never heard before, and the bird sang day and night on bed. The sister often stood beneath the tree and listened to the bird, and something beautiful always fell to the ground. The father also heard the song that the bird sang and was very puzzled. So he said to his wife, "Let's go outside and hear what kind of bird that is."

And when they went into the garden, the bird sang:

*"My mother cooked me.
My father ate me.
My little sister sat beneath the table
and picked up all my little bones
and threw them over the pear tree
and soon they turned into a little bird
that sings now day and night."*

While the little sister was standing and listening beneath the tree, a silk glove fell down. Her mother moved quickly under the tree and ordered the sister to go away. Just then a large millstone fell and crushed her to death.

From the Complete Fairy Tales by the Grimm brothers (Jacob Grimm's Tales)

* Original name: Stiefmutter
Was included in an 1806 letter from Jacob Grimm to Friedrich Carl von Savigny. The final version was published as no. 47 "the Juniper Tree", in 1857





6 PISMP TESL

ACTIVITY REPORT

By Shamil Usrah

The 6th semester of our degree studies' road to graduation in bachelor of education, had been an extremely challenging but fun journey for all the members of the 6PISMP TESL group, which consisted of 39 students of various social and cultural backgrounds. As the saying went, "It's not the destination as much as the journey itself, that shapes our success and identity". As such, we would like to report on the numerous activities that we had joined, organised or participated in, this semester.

From 27th of July until 18th of September, was the critical moment all 6PISMP TESL students had been waiting for, which was the 2 months' worth of Practicum Phase 2, done in each of our respective schools. During this duration or period, all of us worked diligently and vigilantly to improve on our teaching skills, delivery methods, by applying all the theories that we have learnt in class, and equipping ourselves with all the necessary skills of the education field. Along this duration as well, all of us had received formal and informal training as well as guidance from the capable hands of our supervisors, lecturers, school teachers and school admins. It was a memorable and meaningful experience for all of us.

On the 29th of September 2015, all 39 students from the 6 PISMP TESL group had organised and attended BENGKEL BINA INSAN GURU 6 PISMP AMBILAN JANUARI 2013 which was held at Bilik Simulasi 1, IPG Kampus Pendidikan Teknik. For this BIG project, we were required to organise and be involved in an educational and professionalism talk, which we had, entitled "KSSR Year 4 and 5 Syllabus and Language Arts Curriculum". This BIG talk was given and conducted by Mdm Jaswir Kaur, the recipient of the "Pensyarah Cemerlang" Award from the Language Department for her excellent years of service and admirable performance in IPG Teknik. There were a lot of useful input that we have gained from this talk and workshop, which we will surely apply in our teaching career as well as practicing professionalism in public education sector.



29 September 2015

BIG

REVISION SESSION

16 October 2015



EDUCATIONAL RESOURCES EXHIBITION

26 - 30 November 2015

From 26th of November 2015 – 30th of October 2015, which was during the Academic & CO-Curriculum Week IPG Teknik, the 6PISMP TESL group has organised an educational program called “Educational Resources Exhibition” which was held at Ground Level, Blok D, IPG Kampus Pendidikan Teknik from 8.00am to 5.00pm daily. The event was led by the representatives of 6PISMP TESL1 & TESL2, Siti Nur Ezzah and Hanis Wardah, and was supervised by our lovely lecturers, Mr. John Roy Chako and Mdm Sabariah bt Ismail. This exhibition was organised to fulfil the requirement of the 6th

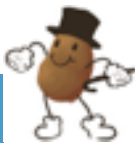
semester’s course TSL 3113 Developing Resources for Primary ESL Classroom as well as to appreciate the collective effort of all “master craftsmen” of creative and innovative teaching aids amongst us who has spent countless hours in designing and developing the teaching and learning resources. We were visited by visitors of various levels, from schoolchildren, teachers, lecturers, staffs of IPG Teknik, peers, colleagues and parents. During this week as well, we have participated in various activities, such as Escape: Asylum of Death, Spelling Bee competition, Prize-Giving and Excellence Award Ceremony, briefings, Society exhibition and many more.

On the 16th of October 2015, the 6 PISMP TESL group had conducted a revision session with our lecturers for the final exam, one of which is with Mdm Sabariah from the Language Department for TSL 3113 Developing and Using Resources. In this session, our lecturers had given us plenty of guidance, tips and advice on how to score the “killer” paper. They also had conducted some Q&A session to clear misconceptions and misunderstanding as well as a sharing session to reflect on what we have learnt throughout the semester. It was an excellent session of transparency, honesty and knowledge.





SPELLING ATTACK 2015



AWARD GIVING CEREMONY



EXHIBITION

PRACTICUM PHASE 2





Sarah's Birthday Party (daughter of Nur Askinah, 6PISMP TESL1),
Marrybrown Sendayan, 18/10/15



**BIG
BAD
WOLF**



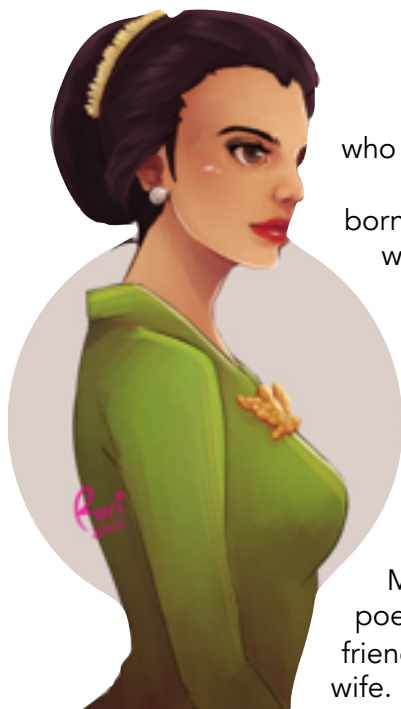
13 - 16 NOV 2015, NIEW THE GREAT GENDER DEBATE (ENGLISH) IPTA, IPTS, AND ASEAN VARSITIES, UM



21 NOVEMBER 2015, WEDDING OF NUR ATIKA MD ROS

LOCAL LEGEND

mahsuri



Once upon a time in Langkawi, there was a couple who were happy in life but had no children.

Their prayers were answered when Mahsuri was born, a sweet delightful child who grew into a beautiful young woman. Because she was such a beauty, many people wanted to marry her, including the village headman. However, he was already married. His first wife was very jealous and she refused to allow him to take a second wife. Instead, Mahsuri married their son, and they were also very happy together. Eventually they also had a child of their own.

Their lives were disrupted when her husband went off to defend their village against attackers. Mahsuri was very lonely without him. One day a travelling poet arrived at the village and he and Mahsuri became friends. People started to gossip that Mahsuri was an unfaithful wife.

Mahsuri's mother-in-law was glad about this gossip because she was still very jealous of her. She told her husband and pushed him to punish Mahsuri. Despite her parents' pleas and the cries of her child, Mahsuri was dragged away and tied to a tree. She begged for mercy, but the villagers believed the gossip and the chieftain's wife. The people should have believed Mahsuri when all the spears that they threw at her fell harmlessly at her feet. They were baffled but still convinced that Mahsuri was guilty of wrong-doing. They would not release her no matter what.

Finally, Mahsuri realised that they would not stop and she told them how they could kill her. She could only be killed by the ceremonial kris kept at her home. Someone was sent to fetch it.

The legend says that when Mahsuri was stabbed the sky became overcast and there was thunder and lightning. Mahsuri bled white blood which symbolised her innocence and purity. As she died she laid a curse on Langkawi and its inhabitants, saying that they would not be prosperous for seven generations.

Soon after Mahsuri's death, Langkawi was attacked by the Siamese. To prevent the invaders eating, the villagers poisoned their wells and burnt their rice fields, but this also put an end to their food supply and means of income for the coming year. The evidence of this burning can still be seen today, two hundred years later, as charred and blackened rice grains surface from the ground especially after it rains heavily.

Don't you think it is strange that the rice grains have not turned into soil after so long?

Some people say that Langkawi has only become prosperous again in recent years since the island became popular with tourists. In 2000 the seventh generation of Mahsuri's family visited Langkawi for the first time.

Is that just a coincidence?





The 3 PISMP TESL *Activity Report*

In the range of 5 years, PISMP TESL June 2014 Cohort is halfway on the road of education. Hopefully the next years will be as exciting like a rollercoaster that keeps on going up, waiting for that plunge of dread. But before that, there are plenty of activities to be done together, and we have listed them on the next pages.

12 MARCH 2015

Cohort Trip to Jelita Ostrich Farm

Wong Xiao Hui

On 12th March 2015, 24 teacher trainees of 2 PISMP TESL Intake June 2014 with two advisors (Madam Rouzil Armiza binti Shamsir @ Shamsir and Madam Evelyn Gnanam A/P W. George) went to Jelita Ostrich Farm in No. Lot 1504, Jalan Jelebu, Batu 6, Mukim Pantai Kampung Sungai Terip, 70400, Seremban, Negeri Sembilan, Malaysia. The purpose of this cohort trip were to have a fun learning experience and to build a good relationship between teacher trainees and lecturers.

All of us gathered in front of Dewan Serbaguna of IPG Kampus Pendidikan Teknik at 7a.m. We departed from IPG Kampus Pendidikan Teknik for Jelita Ostrich Farm at 7.30a.m. We had Tuna sandwiches as our breakfast on the bus. We reached the destination at about 9 o'clock. We were guided by an experienced and an English-speaking guide, Mr. Sam, who would take us through the farm and to ensure our visit to Jelita Ostrich Farm was educational and fun. After paying the entrance fees, we were given a briefing on history of Jelita Ostrich Farm, including the introduction of ostriches and the ostrich industry for about 30 minutes.

After that, we bought packets of dried corns as fodders to feed the farm animals such as goats, turkeys, rabbits, chickens, horses, ostriches and so on. Then, we were allowed to be involved in "man against egg" challenge by standing on two ostrich eggs. The hard and strong ostrich eggs would not break even when a weight of 250kg was applied on them. Apart from that, we were given the chance to

ride on ostriches and a certificate would be provided for the qualifying jockey. A visit to the Jelita Ostrich Farm could not be complete without ostrich racing. An ostrich could achieve a speed of up to 70kilometres per hour. Two experienced riders demonstrated to us the way to ride ostriches. The ostrich could just run a few metres and head back to the starting point so only four of us have an attempt to experience the ostrich racing. There were no rules in an ostrich race and the first bird that turned back and headed for the starting point was the winner. One of our classmates, Lexley Mong anak Ralph Rampai, was the only successful one to ride an ostrich from the starting point to the end and back again without falling.

Apart from the farm activities, there was a souvenir store available. We went to visit the souvenir store and were introduced a lot of ostrich products. We had fried beehoon and eggs as lunch at about 11.00 a.m. We also celebrated the oncoming birthday of Madam Evelyn, Madam Rouzil's son, Lexley and Neo — all March babies. We had our lunch happily until 11.30 a.m. Later, we went to have a round in the farm and saw other farm animals such as flamingos and deer. We ended our cohort trip by 12.30 p.m. We reached campus safely at about 2.30 p.m.

It was quite a meaningful and unforgettable experience for us and I hope that we would have more opportunities to organise such a trip in the future.





Top left to right:

- Mr Sam, the Guide
- Feeding goats
- Feeding ostriches

Lower left:

- Dried corn as fodder
- Standing on the ostrich eggs
- Riding an ostrich
- Celebrating March babies' birthdays

Lower right:

- Jumpshot with Mount Kinabalu



From Negeri Sembilan to Sabah

Abby Nah ♥ 14 - 19 April 2015

Day 1

It was not a sight-seeing trip.

In conjunction with Sabah Tourism Board and USM, IPG Teknik had gladly participated in an expedition to Sabah, The Land Below the Wind, in a joint effort to map the less developed lands in Kiulu while labelling several important Hanging Bridges with their local names. Named "An Expedition of Culture and Knowledge" (Kembara Ilmu dan Budaya), the expedition was led by Dr. Rosalyn Gelunu, a lecturer from IPG Teknik. With a crew of 27 people including 7 from 2 PISMP TESL June 2014 cohort, we departed to KLIA2 in the early morning of 14 April 2015. The flight from KLIA2 to Terminal 1 Kota Kinabalu went smoothly and we checked into Marina Court Resort for the day. Participants were free to roam around the city, enjoying grand shopping centres and all-around sea view. At night, everyone gathered and practised origami skills that would be needed in a later visit to a local school.



Origami Session led by Mdm.
Thank Seow Eng

Day 2

The Sun rose early in Sabah, and so did the crew. Our first destination was Jambatan Tamparuli, a legendary Hanging Bridge mentioned even in the local folk song by the same name. As the Program Director, Dr. Rosalyn gave a briefing, introducing our in-house tour guide, Mr. Yassin, a local Kadazandusun. He taught us the melodies of Jambatan Tamparuli, in which we were asked to sing as we cross the bridge. Across the bridge was a morning tamu that translates to bazaar. We were introduced to the local vegetables, and one that caught our attention was the mango-like bambangan juice.



Losing no time, our van dropped us off on our starting point next — to begin our expedition to map the various Hanging Bridges. Our first bridge was not far from where we began. Carefully contemplating the position and method of supporting the signboard, another two local tour guides helped out with the positioning of the signboards. With the signboard bearing "Jambatan Kg. Bonto" fixed on top of the bridge, we went on our expedition in search of the next Hanging Bridge — Jambatan Rangalau Lama.

Mr Yassin was kind enough to relay to us local knowledge and information for us to know the place better, and also to ease our work. Our journey led us across dirt roads and hiking trails that snaked up and down the hills. It also brought us to a vast cornfield managed by a certain Mr. Lee. Our long walk under the Sun was rewarded with generous stalks of sweet fresh corns and we continued our journey with refreshed vigour. The journey then extended into more uncharted paths through mountains and rubber trees estates.

Day 2

At long last, we had reached Jambatan Ranggalau Lama. From far above, the naked rocks looked like polished pebbles washed on shore, as the draught season dried up a huge part of the river. Once the noble work of putting up the signage was done, we continued on our journey to Base Camp Site for our fulfilling lunch. And thus the process of labelling hanging bridges came to a short break after the two bridges and we proceeded by van to our homestay for the night at Inap Desa Kg. Tombung. The homestay catered especially to people seeking out the experience of living amongst locals in their abode. We were distributed and placed into several homes, taken in by the locals.

After a long day of hiking dirt track and climb hills, we were granted a chance to dip ourselves in the famous Sungai Kiulu that snaked around the Kampung. Sitting in the clear water and glancing up, the hanging bridge could be seen from a whole new perspective — beneath. Dinner was a potluck that involved the whole village, making the event a merry one. We



watched the beautiful stars in the clear night sky, and ate dinner accompanied by a bonfire.

Day 3

Expedition of "Hanging Bridge Challenge" on the second day began at 7.00 am, where all participants were asked to gather together with their bags. The expedition continued from the Tombung village to the fourth suspension bridge. Once completed we continued to the fifth and subsequently, the seventh — the Bridge of Kg. Poturidong. There, we had the opportunity to learn about the Tagal culture where it is one of the methods for rearing fish and became one of the preserved areas of domestic consumption by the public.

We were then given the opportunity to carry out "white water rafting", starting from the River to River Namadan in Poturidong. This activity was one of the sweetest experience for us and we had the opportunity to get to know the terrain and river flow in Tuaran better. However, due to the hot weather, the water became shallow and difficult for us to carry out this activity.

Then we moved to the last bridge which Nagutas Bridge which was located approximately 10km from the Poturidong village. When we finished installing the signage of The Nagutas Bridge, we moved to the last Homestay of our expedition which was Mitabang homestay in Kampung Nagutas. We were welcomed with musical drums by villagers to the homestay with herbal medicine and traditional Sabah cakes. After a short briefing, we were shown a demonstration of how to create a thatched roof and bamboo leaves.

The last bridge is the Nagutas Bridge with the width of 3 meters and the length of 74 meters. It has a capacity of ferrying 8 people at one time. This bridge is the main pathway to attend school by a lot of school children. Without this bridge, they would have to go through a long way to reach their schools. Hence, with this bridge, the process of pursuing knowledge is safer and easier.



Day 4

On the last day of the expedition, we continued with a visit to the Mantob National School located 1 kilometer from Mitabang Homestay. As future teachers, that was the golden opportunity for us to get to know more about the culture in the schools located in rural areas. Most of the students in this school lived in the dormitory since they were 7 years old because of the far location of schools from their village. However, this school was one of the excellent cluster schools in the state. We undertook origami as a way for us to reach out to the students in this school. The school atmosphere was very quiet and peaceful surrounded by greenery and that had attracted us to stay in this school. The determination of the administration and the teachers were admirable, as they attempted to motivate us trainee teachers as educators who originate from the Peninsular to be more open, if we were placed in rural areas like this in the future.



Day 5

The expedition ended with the visit to SK Mantob. And the next part of our journey was a reward — sight-seeing at Kundasang. Staying overnight at Marilou Homestay in Kundasang, we were granted the chance to see Mount. Kinabalu at a close distance. Witnessing the sunrise at Mount Kinabalu was a lovely thing to do after waking up at 5am and a 20minute walk in the freezing cold.



Unfortunately, all good things must come to an end. We departed for Chanteek Borneo Gallery in the afternoon — the stop that officially ended the whole expedition.

Before the ceremony, we were all invited to take a tour prepared especially by the Gallery to introduce to us the various ethnic costumes in Sabah. All the costumes were displayed by dolls, which was very creative and less space-consuming. After lunchtime, we were joined by the Director of IPG Teknik, Dr Mohammad Nor, who came all the way from Semenanjung Malaysia to attend to the closing ceremony. He praised us for doing a service to the community of Sabah, and hoped that we could bring this spirit back with us to IPG Teknik. The closing ceremony was also attended by YB Datuk Madius Yangau (MP of Tuaran) and Datuk Joniston (ADUN Kiulu and Sabah Tourism Board Chairman).

With that, our expedition ended in satisfaction and happiness.



22

April

2015

OUTREACH CARNIVAL AT ELTC

By Abby Nah

In conjunction with the World Book Day, trainee teachers from 2 PISMP TESL were invited to attend an annual carnival organised by ELTC. Leaving behind our routines next door, we departed for ELTC early in the morning of 22 April 2015 on our own transport. With the help of Mdm. Rouzil Armiza Shamshir, Mdm. Rusmanizah, and fellow classmates, all of us registered ourselves on time and were distributed into groups categorised by fairy tale characters such as Sleeping Beauty, Snow White, Cinderella etcetera. After a scrumptious breakfast prepared by ELTC, we were briefed by one of the lecturer-in-charge the outline of what the Outreach Carnival was generally about. We found ourselves joining hand with TESL trainee teachers from IPG Raja Melewar as well in this carnival. With everyone grouped and settled down at their own tables, the teachers became the "teach-ed".

An ice-breaking session always served its purpose in warming up strangers to each other. In this case, trainee teachers from IPG Teknik and IPG Raja Melewar were separated into two groups equally (with ELTC staff to fill in the spaces in the case of having an odd one out). In each group, trainee teachers formed another two concentric circles, with the people in the inner circle facing the people in the outer circle. A sticker with a fairy tale character's name written on it was pasted to the back of the people standing in the outer circle. The trainee teachers standing in the inner circle had to give verbal clues (usually character traits or signature fashion) to the clueless trainee teachers with the answer pasted on their back, without revealing the name of the fairy tale character. The ice-breaking session ended once everyone figured out the answer.

Continuing from the end of the ice-breaking, we were then introduced to "Fractured Fairy Tales" — the theme for the Outreach Carnival. Fractured fairy tales are none other than fairy tales with a plot twist. During the introduction, we were shown a classic fairy tale by Hans Anderson titled "The Ugly Duckling" directed by Disney, followed by a remake (or simply put into context, a fractured version) of The Little Red Riding Hood, where the role of the victim and prey were reversed. Activities were also carried out to test our attentiveness in the talk through fracturing Cinderella's story using story strips prepared by ELTC. After that, each group was given an envelope containing a mixture of picture cards displaying fairy tale characters that did not belong together: Maleficent, Pinocchio, The Gingerbread Man and Puss in Boots. Using the story of Pinocchio as the spine of our fractured fairy tale, each group had to produce a play according to their own creativity, complete with props. It was a mentally taxing activity, requiring instantaneous ideas and absolute agreement to swift alterations. Thankfully, everyone gave their full cooperation and we managed to perform the best that we could without much heartache. The first three groups started off with interesting performances, and the other three groups continued after a short break for lunch.

Once we obtained the gist of the activity, it was time for us to plan our group work for the next day, where we would be joined by primary and secondary school children of various ages, and to present another fractured fairy tale. Committees were delegated tasks such as props, playwright, stage director and others. The discussion lasted for a few hours, and then after a tasty tea break, the Outreach Carnival had come to a short break for the day.

Arrivals were similar on the second morning, with a slight increase in noise as school children filled into the ELTC hall. With children conveniently delegated by the ELTC staff, we proceeded to various locations throughout the building to start practising for our role play. We started off with another mini ice-breaking session for the children to feel comfortable around us. After that, actors for the various characters were chosen, either by volunteer or by drawing lots. In a group, trainee teachers carried out their tasks, some attempted to fix the prepared props on children; some taught children the manner of speech on stage; some guided children who faced difficulty in their scripts. Again, we were exposed to a real experience in dealing with children and how to attract their attention — an experience that would be precious enough as we step out into the real teaching world.

A pleasant surprise made everyone's day as ELTC staff materialised in fully legitimate costumes that were not just limited to fairy tales. They dressed up as Maleficent, Princess, Fairy GodMother, and even Iron Man. Children were very excited to see them until they crowd around them, seeking photographs. However, the children were not the only ones who were excited by the surreal makeup and interesting costumes — trainee teachers flocked up to them and took various selfies as well!

As our time slowly ran out, we gathered once again at the hall for a briefing, and then to lunch. Excitement ran around in the form of children as they went around writing their wishes at the Wishing Tree, and posed for photographs at the Fairy Tale Backdrop. Some even sat down quietly and enjoyed light reading of children's fairy tale books provided in the ELTC building. Even then, the serious ones who wanted to make sure they did well in the performances returned to their group immediately after lunch to rehearse their parts. After lunch, it was time for a full rehearsal as we awaited the arrival of our VIPs. Many took to the chance to polish up their role-plays and props. When at long last the VIPs arrived, everyone took their rehearsed places and performed their very best — beautiful props, witty lines, cute dancing, and melodious singing. Entertained by the performances, a satisfactory smile was plastered on everyone's faces, seeing how everyone's hard work paid off.

To end, several speeches were given and tokens of gratitude exchanged, we all returned to IPG Teknik with fatigued yet happy faces. They say smiles are contagious, and perhaps, this time we were infected with those children's happy little smiles.

25 APRIL 2015

BIG to rumah anak yatim Baitul Barokah

BARA'A WAN DAUD

On 25 April 2015, 24 trainee teachers from 2 PISMP TESL Intake Jun 2014 with their mentor Puan Rouzil Armiza Binti Shamsir went to Rumah Anak Yatim Baitul Barokah, Lot 979 Jln Burhan Kg Giching, Salak, 43900, Sepang. The purpose of the program was to carry out Community Service as part of our Program Bina Insan Guru by 2 PISMP TESL Intake Jun 2014. There were 76 orphans which consist of year 1 until year 6 in the welfare home.

We gathered beside the multipurpose hall at 7:30 am and departed at 8am by bus. After that we arrived at the orphanage house at 9.00 am and proceeded with the "Ice Breaking" session to prepare the pupils for the nest session which was "Learning English is Fun".

Before taking lunch at 12.00 pm, we also did some other community service by giving books and announcing the winners of the "role play" activity. We also gave the pupils presents such as food, writing tools, learning tools and books which we have collected and bought using donation money collected from IPG Kampus Pendidikan Teknik.

Finally, at 2.00 pm, Bina Insan Guru Program ended successfully. At 2.30 pm we departed from Rumah Anak Yatim Baitul Barokah to the campus and reached there before 3.00 pm.



We arrived at the destination on 9.00 am to do the community Service.



Next, "Ice Breaking" activity was carried out for the pupils.



"Role Play" done for "Learning English is Fun" session.





29 April 2015

Fun English at SK Jaya Setia

Abby Nah

In that little gap smack dab in between post-assignments and pre-finals, 2 PISMP TESL paid a visit to SK Jaya Setia — a rural school in urban Selangor — in the early morning of 29 April 2015. Led by our mentor, Mdm. Rouzil Armiza binti Shamsir, and accompanied by Mdm. Sarah, we reached SK Jaya Setia at around 9.30am in our campus' bus. Our presence was warmly welcomed by teachers and students, who were anticipating our arrival. Amidst their busy schedules and preplanned activities, we were led to the hall to "set up camp". Unfortunately, the size of the hall was found to be inadequate for our Fun English activity, therefore we split up and set up our Game Stations throughout the school compound. The target group that made up the participants for our Fun English Program was Standard 4 and 5 students.

As additional information, Fun English consisted of 5 Game Stations, with 4 of them carried out at the same time. The last station, "The Jungle Book", was deemed the finale of our Fun English Program, which purpose was to gather all participants to act out selected scenes from their KSSR Literature Textbook — The Jungle Book. Other than that, the other stations were "Cinderella", "Catch Me", "Frozen", and "Galah Panjang" respectively. "Cinderella" was based on a story-strip matching game, but before that, it tested the expertise in story-telling of the trainee teachers — participants were supposed to listen to the facilitators as they retold the story of Cinderella, and then pin the given story strips to the storyboard pictures prepared beforehand. Afterwards, participants sat in a circle. A piece of paper was passed around and each participant was to write and continue the story from the person before. Secondly, participants would find themselves listening to the notoriously catchy song "Frozen" and filling in the blanks in lyrics. Besides the light scribbling, participants could sing the song over and over until they finished their task. Moving on to the

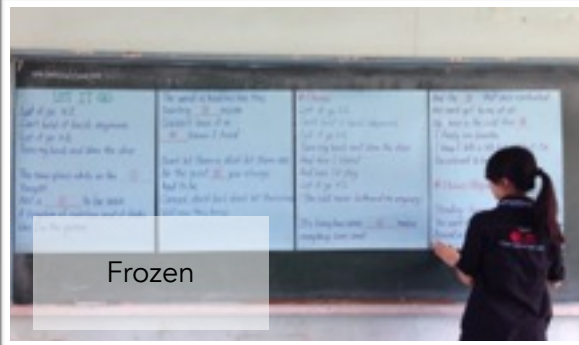
next station, a game of chase was played at Station "Catch Me". Generally, it was a game of *answer and run*. As the groups of students answered questions, they would run around until they had reached the safety zone, all without removing their hands from the previous pupils' shoulders. Last but not least, "Galah Panjang" put participants' knowledge of trivia to the test as they attempted to cross over to the other side of the "Galah Panjang".

After enjoying the light breakfast prepared by the school, a briefing was held in the middle of the basketball court as our mentor gave us instructions and reminders. After that, students lined up into the small hall like tuna in cans, and were successfully delegated into 4 groups. The groups set off towards their own stations respectively, where the committee members had carefully arranged the sequence in order to save time and prevent clashing in between groups. A runner cum time keeper kept time (20 minutes per session) and blew a whistle to signify the change of stations. The facilitators of each station were required to determine the amount of marks of each group based on the participants' performance, and hand it in to the scoreboard committee.

Once the participants had passed through all the stations, they gathered again at the hall. Whilst the scoreboard committee audited the collected marks and determined the winners, facilitators of the "The Jungle Book" outlined the activity and began the ice-breaking session. All the facilitators were paired up and one of them had to wear the mask of the animals from the story. The participants were given a piece of picture card with specific animals printed on them: tiger, snake, panther, bear, monkey etcetera. Ten seconds were given for them to look for the facilitator who wore the mask that matched their cards. After that, the training session began as the facilitators paired up and taught their group members stage performance.



Galah Panjang



Frozen



Catch Me



Cinderella

A slight setback was discovered when we found out that most of the students did not understand facilitators' instructions, nor were they equipped with adequate prior knowledge of the story even though they learnt the story in class. However, with each tick of the clock, the facilitators gave their very best. In around 20 minutes, the curtains opened up with the first group presenting Scene One from The Jungle Book. The participants overcame their initial bashfulness and performed the scenes based on their unique way of interpreting the story. That added some spice and flavour to their performances, much to our delight. As the second group took the place on stage after the first, the role-playing went on. However, due to time constraints, the dramatisation of The Jungle Book ceased with the fourth group.

No one complained, as it was time for the most anticipated session of our Fun English Program — Prize-giving Ceremony! With the participants blinking wide-eyed at the prizes that awaited them, the formalities began with a thank

you speech by our Mentor, Mdm. Rouzil, followed by the Headmaster of SK Jaya Setia. After that, the gifts were handed out to the winners, who happily accepted and distributed their snack hampers. Lastly, the Prize-giving Ceremony ended with the Headmaster graciously presenting memorabilia to Mdm. Rouzil and Mdm. Sarah, followed by a squishy group photo!

The end of the Fun English Program drew near. We filled into the bus at around 1.30pm for our IPG. This excursion opened our minds to the difficulty and challenge of conducting events with pupils, and served as a simulation before we step out into the education world as formal teachers. We also realised that this trip would not have happened, were it not because of the careful planning by our Mentor and the guidance from the lecturers from the English Department. It is with great hope and gratitude that we hoped so that our next excursion would bring much joy and learning experience to a variety of participants.



19 OCTOBER 2015

Chowrasta Movie Premiere

NORAIDA SAMAWI

I give thanks to Allah for the blessings I can complete the task set for the BIG 3 PISMP group intake June 2014. We were given the task as project manager for the premiere of the "Chowrasta" film, and to work with IPG Kampus Pendidikan Teknik under the guidance of Dr. Maria Binti Tahir. The program aimed to help in the promotion of the film before its screening at the cinemas. It was held in the lecture hall of IPG Kampus Pendidikan Teknik on October 19, 2015. The film screening was divided into two sessions, the first session was set up at 4.00 pm to 6.00 pm and the second session at 8.00 pm to 10.00 pm.

The film, Chowrasta, was one of the early marketing medium that was carried out at the university level because the film would be screened in advance of the actual display on December 3, 2015 in theaters nationwide. Therefore, we were the first audience to watch this film. Chowrasta told the story of the struggle of a Malay boy named Hamid, who was born in poverty, to change his destiny. Poverty taught Hamid to improve himself; to be ambitious in soul and spirit to become successful. Since then, he decided to help shape the destiny of the nation and to uphold the idea through Universiti Teknologi MARA (UiTM). The film was inspired by a true story, starring Rosyam Noor, Nora Danish, Chem Amar, Fauzi Nawawi, Wan Hanafi Su, Risteena Munim and Safiah Hanifah.

Before the program was implemented, we had established a committee to expedite the implementation of the tasks required. We took the program seriously this time because it involved artists in the movie and students from UiTM. We had held meetings many times to constantly update pending tasks for each executive committee and ensure the program could run smoothly on the day of the event. I had been entrusted with the task of food AJK. My job was to help manage food for the executive committee members and guests of honor. On that day, the

food had arrived at 12 pm and I was asked to decorate the dining room for the MACC who was the guest of the day. Then at 1.30pm all executive committee members who consisted of all 3PISMP students gathered in the lecture hall to hear a briefing for the last time from our project leader, Mohan Chandran, to ensure everything went smoothly. All committee members were busy at their work places, while I helped distribute food for them.

The first session of the film was not so lively because it only attended by the deputy director and the lecturers alone. However, the evening was the peak time where the hall was fully occupied by the students from UiTM and our IPG. They came flocking as the main actor in the film, namely Chem Ammar Hamid was present along with his fellow actors. All students were very happy and impressed to see the artist who was so good looking. After the film finishing at 10:00 pm, photo taking session with the artists was conducted. Then, my colleague and I ran down to the guest room to tidy it up so that it looked normal.

In conclusion, all the audiences who came to buy tickets and watched the movie were very satisfied because the film had brought meaningful messages and good moral values, especially to the students. I myself also obtained a lot of lessons and opened my mind that poverty is not an obstacle to successfully pursue higher level education. Therefore, it has spurred me to continue my studies and do not stop where I am now. In handling this program, I am not only gaining experiences in the management for the guests especially artists, even I as executor AJK could watch the film twice. It was well worth it and I feel the program Bina Insan Guru is very different this time than last semester's. I hope we will be given another chance to run more challenging programmes like this one in the future.



ONG SHI JING



ABBY NAH

On the 28th and the 29th of October 2015, 3 PIMSP TESL of Institut Pendidikan Guru Kampus Pendidikan Teknik had organised a game called *Escape: Asylum of Death* in conjunction with *Karnival Pendidikan Guru 2015*. Led by Nah Jiun Rou Abby, the chairperson of the game, this was a Sherlock Holmes-type of game which the participants, in groups of 3 to 5, had to solve a mysterious case in 20 minutes in order to win the game. Participants had to solve the case using the clues scattered around the dark room with only a torch light given. There would be a woman inside who acted as the asylum patient, whose family the tragedy had befallen. Her job was also to scare the participants whenever they speak languages other than English during the game. The reasoning behind this rule was to provide a context to use English as a means of communication, in place of the participants' mother tongue. Other than that, there are other rules as well — they were not allowed to speak other languages other than English; players were not allowed to destroy anything inside intentionally and should not hurt anyone inside. The rules were explained to the participants before they start the game. However, to achieve dramatic effects, participants were not told that the consequence of breaking the rules was having the asylum patient scare them every time they made a mistake. After they had finished the game, they would have a photoshoot with a signage with the words "success" or "fail" written on it and many other props such as Instagram-feed-like board, organs made out of modelling clay as a remembrance.

For security measures — as accidents always happen whenever people have their courage challenged — a Guide was placed in the asylum room to watch over the players (and to take care of the asylum patient inside). The Guide was given specific instructions to ensure the safety of both the crew. While the game was going on, a group of crew members called 'Minions' waited next door in the Resting Room. Their job was to reset the game by rearranging all the clues in the room once each group had

completed the game. The fee for the game was RM5 for every group of 3 to 5 people for IPG lecturers and teacher trainees (so cheap! I know), while it was free of charge for school students from out of campus.

Despite the careful planning and cooperation from the crew, we still faced a risk — could the members of our IPG be uninterested to play this game? All our efforts would have gone down the drain if no one was interested. Unbeknownst to us, the major problem that we should be worrying about was not the potential players' interest, but their availability. Since the early graduation of our Semester 8 seniors, the numbers of teacher trainees in our campus had decreased considerably. Moreover, most classes were in charge of more than one event during the Carnival — be it food stalls, performances, competitions, games, or exhibitions. Added up with the compulsory events at the main hall, there were hardly any members of IPG who were free. Thankfully, our IPG had taken the initiative to introduce visitors to all of the available booths in an orderly manner — which they could choose to visit at their free will after the tour. We thanked our lucky stars that we had more people who signed up for the game than we could manage. Fortunately, our excellent crew knew what to do. Therefore, with a total of 34 groups (20 from IPG, 14 from students out of campus) that played the game, we have earned a humble income of RM100.

We received a lot of compliments from the lecturers and the students that played the game. They praised us for the creativity of the game and the great spooky atmosphere in the game room. With all the blessings and positive view from players, we were grateful that we were able to bring excitement to the participants before our exam commenced. The team leader, Abby Nah, expressed her appreciation towards all the cooperation given by the whole 3 PISMP TESL class in making this game a success. Without the respective AJKs, the game wouldn't have been able to proceed as smoothly or as successfully.





Winners!



Crew waiting to congratulate players and reset the game.



Briefing done before the game.

POTATO POWER!

Potato is staple to many countries for its rich content of ~~fattening and ability to uglify consumers~~ carbohydrates. However, potato is as famous to the virtual net users as Pierce Brosnan is to James Bond movies — you will only encounter them if you choose to (much like you will only know Pierce Brosnan if you watch James Bond movies). Potato popularity is justifiable, considering how versatile it is — can be found everywhere; look like a lump of shapeless brown mess; could take on shapes that sometimes even resemble human body parts. Potato is commonly used mockingly as a reply to obvious or idiotic questions or to mock many other memes. It is also used as a popular trolling method. It started to gain popularity after the release of The Ringer although it reached its peak in popularity following the release of Portal 2, an RPG game, in which the Player carries around a malevolent computer attached to a potato.



HOW ARE POTATOES MEMES MADE POPULAR?

The confusion behind offering potatoes for long posts come from fanboys who enjoyed Portal 2 so much they decided to incorporate it into the 9Gag culture. A lot of people who have never played Portal 2 have no idea what the meaning of the potato reference. It just sort of became a running gag that took on a life of its own. Rather, for the laymen, it becomes something rather unique in the sense that it becomes interesting — to the point of being nerdy.

Sites like 9gag and Imgur are for sharing funny memes and posts and videos, mostly. You would also see people sharing sob stories, international news, interesting and sometimes sad personal stories. To lighten up the mood of a long post, people post cat pictures (Imgur) or potato pictures.



Potato Quality

Potato can also mean “low-quality”. How did that happen? Netizens did not stop their bullets of thoughts, saying that it is basically a joke that the camera is so low-tech that it is equivalent to a non-technological item like a potato (note: it works too if you replace ‘potato’ with any other non-technological item like ‘banana’). It’s hard to explain the rest, so I’ll just post the screenshot here.



NOW THAT YOU KNOW THE EDITOR'S FASCINATION WITH KAWAII POTATOES, DID YOU FIND ALL THE POTATOES SCATTERED IN THIS MAGAZINE?

BECAUSE POTATO IS ANYTHING BUT PREDICTABLE.



Harry Potato



Heard people calling themselves a potato?
Here's why.

I believe the potato shape may refer to someone who is overweight and dumpy looking. There may be some kind of physical representation that comes from the potato lore. Either way, the potato can take on unique shapes that sometimes may appear humanistic in its own art-form.

— Aaditya Rathour, Quora User

i'm a potato

Saying this refers to the fact that someone is ugly, strange, and/ or fat.

You can also refer to someone as a potato if they are dull, uninteresting, or boring. Such as:

"Mary is such a potato"

"David asked me to prom, but he's a potato so I'm not going"

"Our professor is such a potato."

"Dude I'm a potato"

As a matter of fact, potato is so versatile, that some people even suggested that you should give your girlfriend a potato on the grounds that a rose means "My love for you is transitory and based solely on your appearance". A Valentine's potato means "I have many ways in which I show my love for you, and it doesn't matter at all what you look like, I will still love you."

But please, guys, don't.

Cute as it is, no one appreciates being compared to a lumpy potato, much less the love of your life. But hey, a penny for the idea!

Theres the pretty



Girls....

And theres the



Popular girls...

And I look like



A Potato.

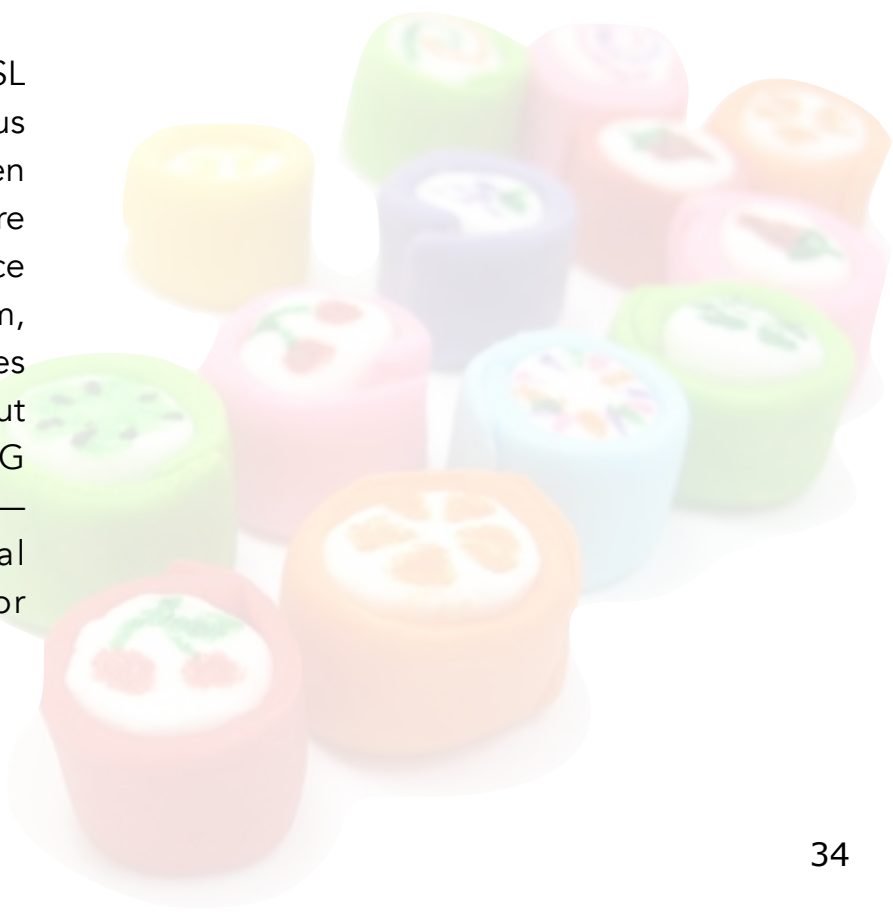


A Kawaii potato.



Activity Report

We do not always have TESL juniors enrolling in IPG Kampus Pendidikan Teknik. But when we do, things get a lot more interesting. As the abundance of activities showered on them, we highlighted a few activities that they have had throughout their first half-year in IPG Kampus Pendidikan Teknik — Some of them traditional (passed down from senior cohorts); some of them new.



Registration and Orientation

by Jacqueline Dior

The registration for the new intakes for June 2015, IPG Kampus Pendidikan Teknik took place in the hall of the campus itself on the 22nd of June 2015 of which started at 10 AM in the morning. Students all over Malaysia came to enrol, accompanied by their parents according to their courses respectively. Soon after the registration was done, the students were required to check into their rooms and leave their things there before attending the next program being held. Parents were required to attend the parents' talk that took place at the lecture hall to get more information about the things that their children will undergo while studying there. The students then said their goodbye to their family as the orientation program started later in the evening.

All of the students were asked to wear sportswear later in the evening as there would be a tour around the campus organised by the seniors. At night, the students gathered at the hall for activities such as 'ice breaking'. Several activities were carried out like getting to know the head of the committee members and the rest of the members but it was not such an easy task since the newcomers had to go around looking for the right person with their right posts in the committee. Some of the students were even singing and dancing to obtain the seniors' real names and their posts. The next consecutive day, students were required to go to the lecture hall at 8AM and sit according to their courses in the hall. The lectures lasted until the evening at around 5PM. Then, the students were given time to go have some rest before they were gathered again at 7PM at the hall for more activities. There were a lot of activities being held throughout the week of the orientation and all of the activities enhanced the skills and interest amongst the students, including finding out the true intentions behind why they chose teaching as their future profession in life. At the end of the week of orientation, the new intakes then were gathered in the lecture hall (including the lecturers and some of the seniors) for a closing ceremony to be held. The new students were asked to perform and it was in the form of a choir as they sang several popular songs like 'Who Says' by Selena Gomez and many more. The director gave his speech at the end of the ceremony by expressing his hopes for the new intakes to be useful and to make their parents' proud.

Orientation
Program

22
JUNE
2015

Students

of

the

new

intakes

for





PROFICIENCY PROGRAMME AND ELTC I-CLUB

By Joshua Tan



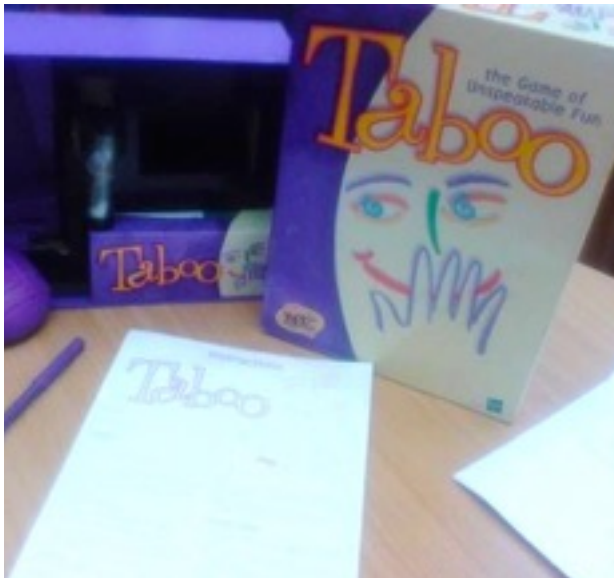
Apart from the main subjects, teacher trainees of 1PPISMP TESL 2015 had the opportunity to be involved in another activity called "Proficiency Programme". This programme was aimed to improve students' proficiency and the mastering of the English language based on different activities organised. With endless guidance from Madam Ch'ng Bee Ee and Madam Hajah Norzalimah binti Mohd Kasim, teacher trainees were able to plan out the list of activities that were to be carried out every Wednesday in their home class. All the activities ranging from "Spelling Bee" to "The Amazing Race" was conducted by respective teacher trainees themselves, and this sure added to the fun and thrill!

One simple yet fun activity that was carried out was "Action Songs". Here, all participating teacher trainees were divided into three groups and were given a classic children's song each by drawing lots (Eg: O MacDonald Had a Farm). Then, they have to come out with easy yet creative actions to accompany the song. As it may be the first time for many of the teacher trainees, it was something new and different. But

with teamwork, each and every team managed to deliver the actions successfully. Although action songs may be a cliché for TESL teachers and students, however this activity exposed teacher trainees to the correct pronunciation of words when singing; different and interesting ways of teaching English in the classroom; as well as adding in actions to make learning fun. At the end of the day, everyone was happily singing along to the songs!

Besides their weekly activities in campus during Proficiency Programme, teacher trainees were also involved in ELTC i-Club Programme organised by English Language Teaching Centre (ELTC), Bandar Enstek and the Malaysian Ministry of Education. This programme was aimed to instil creativity in the methods and pedagogy of English teaching that can be used in the classroom through films and language games. Teacher trainees accompanied by Proficiency Programme lecturers headed over to the centre on alternate Tuesdays from 2 p.m. to 4 p.m. An example of the many activities that were carried out with organisers there was "Playing Taboo Game".



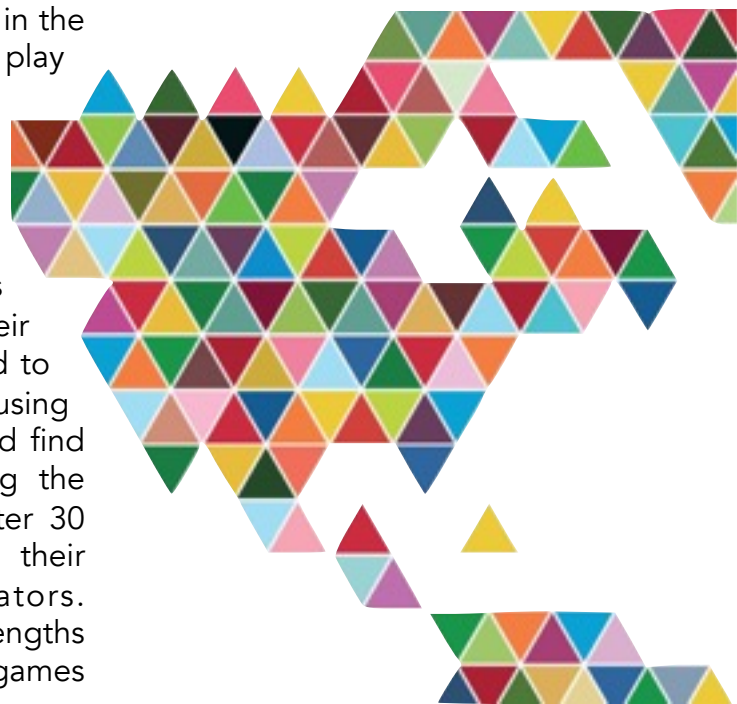


On that day, everyone was briefed on how to play Taboo (a word guessing game) by the facilitators. The objective of the game was for a player to have their partners guess the word on his/her card without using the word itself or five additional taboo (forbidden) words listed on the card as clues. The player could only use speech to prompt his or her teammates; gestures, sounds or drawings were not allowed. The opponent team would take note of the words mentioned by the player and take note of the time during each turn. Once the team correctly guessed the word, the player may move on to the next word, trying to get as many words as possible in the given time. When time ran out, play was switched to the opposing team. The playing team received one point for correct guesses and one penalty point if "taboo" words were spoken.

Once the game was completed, teacher trainees in their respective groups were requested to create their own board game using five difficult words that they could find from a passage given by taking the Taboo game as an example. After 30 minutes, both teams presented their work in front of the facilitators. Feedbacks were given on the strengths and weaknesses of the board games presented by both

teams at the end of the session. At the end of every programme at ELTC, teacher trainees were invited to savour various types of food prepared by the organisers. It was truly a blessing (and a bonus) for everyone apart from the knowledge that was imparted there.

With the support from lecturers, seniors and fellow teacher trainees of 1 PPISMP TESL, every activities planned were successfully carried out. Everyone had improved their proficiency in the language in one way or another and most importantly, gained valuable experience as a future teachers-to-be.





22 JULY 2015

AEROBIC DANCE COMPETITION

BY JOANNE ELODEA

On the 22nd of July 2015, our Tasek Club joined a very exciting competition which was 'Aerobic Dance Competition' held in IPGKBA. Aerobic dance is a distinct exercise where it combines dance movea and exercise simultaneously in a song.

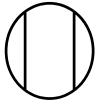
One week before the competition, the members of the club were divided into two groups for the competition. The first group was named Tasek A. The group consisted of many good dancers, while the other team was named as Tasek B. This latter group consisted of freshmen and only one boy was in the group. Right after the teams were decided, we practiced until night every day. During our practice session, it was easy because most of us knew the choreographs since our club had ample practice for a Zumba Dance in the future. It gave us the advantage to make our practice a lot easier. For this competition, we just needed to form the floor patterns.

On the day of the competition, both teams wore the Tasek official shirt to showcase our own identity and to synchronize the outfits. When we arrived there, we were given a briefing about the

competition, then we were assigned seats. After the representative from Tasek A and B picked the number to perform, we anxiously wait for our turn. It was the worst feeling. A few team performed and it was finally Tasek B's turn to perform. The crowd were clapping and shouting because the team did very well. Finally it was the time for Tasek A to perform, they were the last performers for that night. When they started to dance the crowd went berserk. Their choreographs was very awesome that the crowd were continuously shouting and cheering. We knew that they would won the competition.

We were right. They were named as the winner and to our surprised Tasek B was named as the first runner up. We were so happy that we could make our IPG proud. The fellow students in the IPGKBA were congratulating us. It was the most memorable night for us.

Winning the competition was another goal that we accomplished but our lecturer advices us to stay humble. The experience was a golden opportunity to lift up our IPG's name and we managed to do it.



On the 25th of July 2015, our IPG dance club, Tasek, was invited to perform a variety of dances for the "Aramai Tii Begawai" festival held in IPG Ilmu Khas. "Aramai Tii" is a word that means "Let's have fun", while "Gawai" is a famous festival celebrated by Ibans in Sarawak. The purpose of the festival was to celebrate Kaamatan and Gawai simultaneously.

Three weeks before the performance, president of the club, Kalai Anak Ampu, divided us into three groups since there were many participants. The first group was assigned to perform the beautiful traditional Iban dance which is Ngajat. The second group was assigned to perform another traditional dance from Sarawak which is the Bidayuh dance. Lastly, the third group was assigned to perform a traditional dance from an ethnic group in Sabah, the Rungus' traditional dance. Everyone gave their full commitment in their own respective group.

During those three weeks, we sacrificed our time and energy in order to make our dance perfect and flawless. Sometimes, we would stay up late until twelve thirty in the morning to practice. It was not an easy dance because we have to remember a lot of different floor patterns and choreographs. Unfortunately, it was the assignment week at the time too, so most of us got a stack of assignment waiting to be done. We were struggling to balance our time for both dance practice and assignments. Despite the struggles we had, we managed to practice with laughs and joys.

The day had finally come.

We went to IPG Ilmu Khas by bus, departing at 7.00am.

It was an hour's journey from our IPG to IPG Ilmu Khas. Along the journey we slept due to exhaustion.

Around 8.00 am we arrived and an usher escorted us into a big room as our changing and makeup room. We unpacked all our stuff and went to the hall.

There we saw the students busily decorating the hall with beautiful arts and traditional Bornean crafts. Then, the president of the festival told us that we needed to rehearse. While we were rehearsing, the two groups which were the Sarawakian dances, performed and went very well. When the Sabah Dance Group rehearsed, there was a problem. The music was too fast that the group could not keep up and it was terrible. Luckily, my friend obtained a copy of the original music. As the rest of the performers were preparing in the changing room, the Sabah dance group, only settled the problem at around 5.00pm. Then we rushed to the changing room and started to prepare too.

Around 8.00pm, the festival started. There was such a big crowd and the atmosphere felt like we were in Borneo. It was a nerve-wrecking situation. We were anxiously waiting for our turn. Time passed by and our dancers performed very well. After the festival we had a photoshoot with the crowd and fellow performers.

We packed our stuff and headed home that night. It was a very exciting moment when all the Sarawakians and Sabahans gathered together as they were far from home. As for the peninsular students, it was a glimpse of the culture in Borneo.

ARAIMAI TII BEGAWAI

25 JULY 2015 * BY JOANNE ELODEA



ARAMAI TII BEGAWAI



PPISMP
WELCOMING PARTY!



1

On the 12th of August 2015, an exceptional event took place in the third floor of an academic block in IPG Kampus Pendidikan Teknik. Although the event only utilised a small lecture room area and it only lasted for around 3 hours (which was from 7p.m – 10p.m), but the sole reason that made this event memorable was that it was organised by our 3 PISMP TESL seniors to welcome the new batch of June Intake 2015 TESL members. In other words, us, for joining the IPGKPT community.

3

When all of us found our respective group members, we were then required to play a teamwork game where each group were given a few pieces of paper and a pair of scissors only. We had to craft the papers into a circle that could fit the whole group. Simple delicacies provided at the side as snacks such as doughnuts, puddings and fried noodles mixed with a series of trending pop songs truly enhanced the atmosphere of the party.



2

The Language Lab lecture room where the welcoming party was held at was indeed a beautiful sight because it was decorated with a variety of ornaments and even a photo booth! After all the new intakes and the seniors arrived, the welcoming party started off with a unique activity which functioned as a group divider. This activity required all of us to find our group members by specific types of animals such as kangaroo, frog, monkey and so on. The grouping was done according to the animal cards that were distributed by the seniors beforehand.

4

However, everything nice need to come to an end. The last activity that followed up the meal required all of us, big or small, to sit in a circle and introduce himself. Although everyone seemed quite heavy-hearted to leave the lecture room after the photography session ended, but I know that they enjoyed themselves very much and that the TESL seniors were indeed awesome. This welcoming party developed a strong bond between the TESL seniors and us, the TESL newbies.



26 AUGUST 2015

Integrity Explore Race

BY SOFIANA GUDON

"Integrity Explore Race" was a fun activity organized by our IPG for the new batch of 1PPISMP this year. This activity was held on 26 August 2015 and the aim of this activity was to give more knowledge to the new future-teachers about the real meaning of "integrity". The participants of this activity were all the students of 1PPISMP 2015.

On that day, we were gathered early in the morning at Dewan Serbaguna. We were given a little heads up from the facilitator about our journey on that day. We were assigned to complete few missions on that day and we would do it as a team, one class was defined as one team.

We had to complete 6 missions on that day and we were given a paper for the lecturers to sign everytime we finished the missions and we all started out with Zumba Competition which our class came as the first team to go and began to do the first mission which was to create our own flag that would represent our class on that day. After finishing the flag, we were asked to explain each and every detail that we put together on our flag.

The next mission was to climb the 'Integrity Wall'. This part was the most challenging part because we had to climb the wall that was quite high without any equipment provided to us. All that we had was only teamwork and thanks to everyone, we managed to climb that wall and pursued to the next mission.

After climbing the wall, we were asked to climb a hill but only this time, we were helped by few facilitators and few equipment. We had to take turn at this mission as the equipment could only supported one person at one time.

At this mission, our class managed to show a very good cooperation among each other by helping each other to wear the equipment as only a few of us knew how to wear it properly and as the result, the lecturer whom in charge at this mission complimented us for doing so.

Next, we arrived at the most strict mission, 'Marching Mission'. We had to perform a short march for this mission and one of us was asked to give the commands. Before performing the short march, the lecturer in charge gave us some words of advice and also told us about how marching could shape a human. Although some of us never actually performed any marching before but all of us managed to please the lecturer with our rather nice and short marching performance.

Next mission was the longest mission ever in our class' history. At this mission, we were given a few potatoes and sent away to a spot. The facilitators told us to cook the potatoes in any way that we wanted. The first attempt was, burying the potatoes and then lighting up the fire on top of it but then it failed. So we came up with a new idea where we used a grill that we found somewhere there and we actually grilled the potatoes. Although this way took a very long time and made us the last group to have the potatoes cooked but it worked. The good news was everyone contributed to the very ideas that finally made the potatoes cooked and everyone was willing to do anything including sitting on the ground and got all the clothes dirty to watch over the fire and went down of the hill to get some leaves, all of those thing we did just to make sure that the potatoes were cooked.



After we had our potatoes cooked evenly and the lecturer in

charge finally set us free to do the last mission, we went to see the director of our campus and asked for his signature. In this last mission we were asked to collect signatures from few lecturers. Since we were the last group to finish so we decided to make a strong ending by asking the Director's signature because we knew that no class would done that. As an addition for our meeting with the Director, we took few pictures and had a short conversation with him.

After that, we had to go back to where we started but not using the same road. We had to complete the building of the the soil stairs. The other classes had done most of it so we finished the stairs by making few stairs and we called that soil stairs 'Integrity Stairs' which everyone uses it until today.

We went back to Dewan Serbaguna around 1pm and the last activity we did was to compete among each other, in our class to be fastest one wearing their shoes after we threw our shoes and scattered them all over the place. This activity turned out to test us whether we understand or not the meaning of integrity and most of us failed. After that, the facilitators gave a short speech about that day and they announced the winner.

Although we did not win the explore race that day but we knew that we had won and seized the day in a different way. We were able to know more about ourselves, how we handled the stress over some problems and how we worked as a team to make the impossible dream became possible. All of these things were the highlights of our journey that day. Thanks to this activity, we are able to bear the meaning of the word 'Integrity' in our minds and practice the good habits of it because integrity is what makes every part of a teacher right.





JOANNE ELODEA

TESL NIGHT AT IPBA

On the 2 September 2015, Tasek Club was once again invited to perform a modern dance for TESL Night in IPGK Bahasa Antarabangsa. The event was a dinner to commemorate the graduation of the fellow TESL students in the said IPG.

Three days before the performance, we started our meeting with the president of the club, Kalai Anak Ampin. He then divided us into two groups, one group was a boy group and the other one was a mixed group. The boy group was assigned to perform "Dream High" dance from the famous hit Korean Drama. While the mixed group would do a modern dance along with the song by Meghan Trainor 'Dear Future Husband'. As soon as we were divided into groups, we practiced immediately according to our respective groups.

During those three days, we practiced day and night. The boy group was a lot easier for them because they already knew the choreographs but they still need to ensure their dance was perfect. Same went to the mixed group, most of them already knew the choreographs but they needed to teach a few newcomers who did not know the dance. During the last day of the dance

practice, we had a meeting to discuss the outfit for the performance. Despite a few contrasting opinions, we finally decided that we would wear white shirts and black pants. After that, we went back to our hostel to get a good night's sleep.

The next day, we arrived at IPGKBA at around 6.00pm and went straight to the hall. There was a student that was in charge of the event who ushered us to our seats. We sat down and our president submitted our songs to the sound system technicians. At 8.30pm sharp, the event started with an opening act by our IPG which was by the boy group. They did a very good job. After a few more performances, it was the mixed group's turn to perform. They were very nervous at the backstage because, at the last minute we decided that one of our friends would sing while we danced. We were very anxious because we did not practice in such condition. Despite that situation, the group managed rather well.

After the event, we had a photoshoot with the students of IPGKBA, they were very friendly and nice. The night ended with a simple goodbye to the students and we headed back to our IPG. The experience allowed us to bond and make friends with other people. It also taught us to overcome our stage fright and just be confident.

2 SEPTEMBER 2015

On the 16th October, IPG Teknik with the help of the JPP as the main organiser came up with the idea to held this spelling competition. The competition formally known as the Spelling Attack 2015 had taken place in the beautiful IPG Teknik's library. One IPG college and a primary school had participated in this competition. About six students from IPG Perempuan Melayu Melaka came with their lecturer to have a battle against IPG Teknik's students. Five primary school students from Sekolah Kebangsaan Kompleks KLIA were battling among themselves.

The participants were required to come early at 8 AM to register their name. The competition started at 9 AM after the participants had finished eating breakfast provided by the organiser. The primary school kids started their battle first despite looking very nervous. Each of them had to draw out a folded paper from one of the two boxes provided. He was then required to give the paper to the judges and they would say

trophy and a big hamper. The second place also goes to IPG Teknik student and IPG Melaka was satisfied getting the third place. There are a few weaknesses that I would want to focus here. Sometimes, the judges were not pronouncing the words clearly which might lead to confusion. They should be fair in distributing the easy and difficult words in the boxes as some get really easy words to be spelt. This could be the contributing factor of the difficulty to determine the real winner. Hopefully the organiser would take a necessary action to improve these if they are gonig to held this kind of competition again next year.

All in all, this competition gave lots of input for students to be mentally challenged of what being tested especially in spelling. It also help IPG Teknik students to form bonds with other IPG students besides being able to converse in English correctly.

AQEELA SPELLING ATTACK ADILA

out the word from the paper for him to spell. It was something like the usual spelling competition which we had seen on TV. The participant was required to stand infront of the microphone and spell out the word correctly. Even a smart person could make mistakes during the spelling as you were being watched by more than twenty people there.

At 10 AM, the first group which consisted of four people was called to compete. There were three students from IPG Teknik and one student from IPG Melaka. In the first round, only one student from IPG Teknik and one student from IPG Melaka succeeded in that round. They had to wait for competitors from other groups to compete with them. One of our friends who was the representative of 1PPISMP TESL had managed to go into the semi-finals after battling for a few rounds. However she was disqualified at that round after getting the word 'Mannequin' spelt wrongly. Nur Adila Yasmin Binti Wahib said that she was lucky enough to spell the words correctly and she was glad to have a very good experience. The winner of the Spelling Attack competition is Abby Nah who brought home with her a trophy and a



Mash-it-up



Hansel & Gretel

BY SITI NAJIHAH

"Mash-It-Up" was all about many things that we combined in the drama "Hansel and Gretel" such as jazz chants, interactive games and action songs. The drama was held from 28 October until 29 October 2015, during the "*Karnival Pendidikan Guru*" at IPG Kampus Pendidikan Teknik, Bandar Enstek. All the characters from the drama were played by the students from 1PPISMP TESL.

On the first day, we performed the drama for the students from a secondary school and the responses from the students were unexpectedly good! We were so happy to get such good responses from them and they really enjoyed our performance. At first, we thought that the students might get bored with our performance because our drama was mainly to target students from primary schools, but we were wrong. The students from the secondary school gave us many positive responses from the beginning until the end of our "Mash-It-Up" performance.

The second day, we got even more students from different schools and also students from our own IPG to become the viewers for our performance. Some of them even entered our drama room for three to four times since the first day! We performed the drama more often than we expected because of the large number of visitors. However due to a small space, we had to limit the number of viewers to watch the

session of our drama to about 30 students at a time. We started the drama from the beginning every time new viewers entered our drama room for the next session.

We also got the opportunity to perform our "Mash-It-Up" drama in front of some lecturers and the director of IPGK Pendidikan Teknik on the second day. We were thankful to get many positive responses from them and some of the lecturers even gave us a few tips on how to attract the viewers' attention during the performance. For sure, the tips did help us a lot!

It was very tiring but watching the smiles and listening to the laughs that came from the students and lecturers alike were indeed a satisfaction for all our hard work. Our efforts were paid off in the end!



trip to ipgtho johor

by Alya Bt. Ashrof

The trip to Institut Pendidikan Guru Kampus Tun Hussein Onn (IPGTHO) was conducted by our lecturer herself, Puan Normala from Institut Pendidikan Guru Kampus Pendidikan Teknik (IPGKPT) involving all of our foundation students including all classes that took place from 16th until 18th November. IPGTHO is located in Batu Pahat, Johor that roughly took around three hours to reach by bus. We went there with two buses for students and a van for all the lecturers. The opportunity given to us to travel this far would not be taken for granted as we (all 87 students involved) gave our all for this bonding programme to succeed. Batu Pahat, a district in the state of Johor is really an interesting place to visit. The whole experience and the opportunity to explore the district was really valuable to us.

day 1

On the first day, as we finally finished our test for our very first semester, we were given some time to pack and prepare ourselves for the trip. Our journey to Johor began at 3 o'clock in the afternoon. When we finally reached there, it was around 6 o'clock and we were welcomed warmly by their lecturers and some of their student representatives. We were exhausted but when we reached there, we were really excited. After putting our luggage and bags in our rooms, we were told that it was time for dinner. We were happy as finally we got to see how an IPG looks like aside from the one in Bandar Enstek. We ate the dinner served to us with the attendance of IPGTHO's director which is Dr. Hamzah bin Ihsan. It was an honor because their director himself attended the dinner and welcomed us to their wonderful place. Afterwards, we were given some time to perform our prayers in our rooms and cleaned ourselves before the programme that we were about to have for that night. We were asked to gather in the mosque at 9 o'clock for the launching of our bonding programme between IPGKPT and IPGTHO. We were introduced to their lecturer, Encik Zahidi bin Kamis who would be taking care of us until the last day we were at IPGTHO. We learned that, this was the start to a really close relationship between both of our IPGs, and both IPGs really hoped that this would not be the last time we visit. Puan Normala invited them to our IPG too so that this bonding would last. Finally, Dr. Hamzah delivered his speech; his hopes and wishes for us to succeed for the upcoming years definitely touched our hearts as foundation students. After the launching, we had our supper and went back to our rooms to get some rest.

day 2

The next day, we had our breakfast at 8 o'clock and were asked to head to the lecture hall. There were some student representatives and foundation students from IPGTHO in there too. We watched videos that introduced us to their IPG and student representatives. Afterwards, we listened to the speech from Encik Zahidi before we were told that they were going to bring us to Bandar Lama, Ayer Hitam. We were really thrilled as most of us are not from Johor and rarely came to Johor so it was really exciting. We went there by bus and reached there around 11 o'clock in the morning. Bandar Lama Ayer Hitam was really a unique and fascinating place. It was a place that sold a lot of interesting things at a really affordable price that was rarely found in other places in Malaysia. It was definitely not easy to control myself from buying all of the unique stuffs there.

We headed back to IPGTHO at 3 o'clock to get some rest and have our lunch. We had plenty of rest before we headed to their field for some activities. It was a wonderful evening to exercise and play some games with their students. We could choose whatever games we wanted to play. Some of us played football, basketball and even volleyball. It was a great time to actually get to know more of their students — what better way to get to know a person other than exercising with them? After a tiring day we headed back to our room to get some rest before heading back to IPGKPT the next day.



Fruit stalls in Bandar
Lama Ayer Hitam

day 3

On the last day, while having our fried noodles for breakfast, our lecturers gave their speeches and thanked IPGTHO for welcoming us there and so did their lecturer. Encik Zahidi said that he hoped this would not be the last time that we meet and hoped to see us soon. When the bus arrived we put our bags and luggages and headed back to our beloved IPGKPT. On our way back, we stopped at 'Pekan Rabu' and Malaysia Prison Museum in Malacca. It was an eye opening experience to learn so much about prisons and prisoners in Malaysia. After seven hours of journey we finally reached IPGKPT.

We had such a wonderful time and more importantly, we learned a lot from this experience. We really hoped that we would get the chance to go for a trip together again in the future.

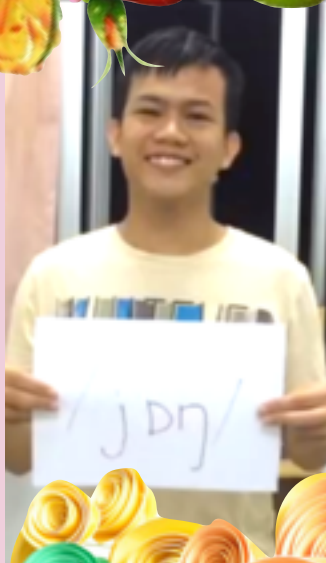


FAREWELL

"Goodbye doesn't mean forever.
If it did, we ought to be saying
'BadBye'."

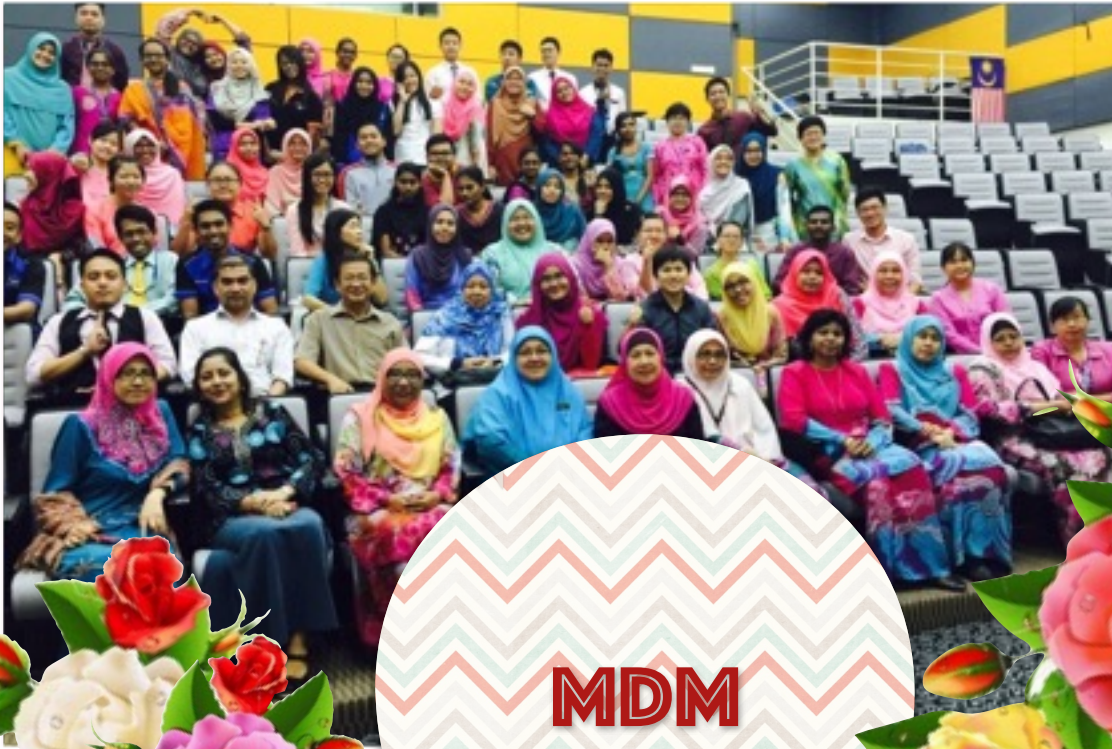


**MDM
SHARIFAH
ZURAIMAH**



**MDM
YONG LEE CHOO
(VIDEO
PRODUCTION)**







8 PISMP TEST



6 PISMP TEST



3 PISMP TEST



PPISMP TEST