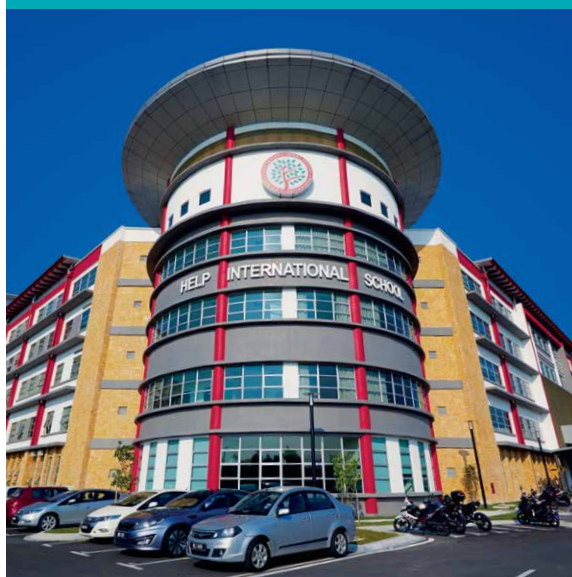




ENGLISH

- BACHELOR OF EDUCATION (TESL) (HONS)
- MASTER OF EDUCATION IN TEACHING ENGLISH AS A SECOND LANGUAGE
- INTENSIVE ENGLISH PROGRAMME





OUR MISSION

To help people succeed in life and to live a life of significance through education

OUR VISION

- To be a university with a strong culture of quality and leadership that focuses on sound academic standards, continuous improvements, and the talent development of students and staff
- To be a university that offers a learning experience that enhances career development, lifetime values and personal fulfilment
- To be a university with a strong research focus in our key areas of excellence
- To be a university that shares our success with the stakeholders and communities we serve

OUR VALUES

- Pride of Achievement
- Sharing Success
- The Courage to Be
- To be Compassionate
- To be Significant



There is a massive transformation happening in the workplace with the advent of the 4th Industrial Revolution. School is a place of learning to prepare our students to be future and work ready to take their place as members of the future IR 4.0 workforce. Teachers are no more seen as receptacles of knowledge, transmitting content to their students to prepare for an exam at the end of their school life. Today they are facilitators of learning. They moderate the manner in which learning happens. They create an environment where students use content to develop the relational competencies and technological skills needed to succeed in their future careers.

In the global economy, English continues to be the medium of communication in international trade and discourse. English language teachers play an important role in ensuring a high level of ability not just in developing language proficiency, but also in nurturing creativity and critical thinking. The World Economic Forum lists these two skills as among the top 5 skills needed in IR 4.0. Being able to critically analyse a literary text or use your creative abilities to write a story that will capture the imagination of your reader helps the TESL student to hone their skills as a writer and communicator. It opens them not just to careers in education but to all forms of media, publishing, public relations and even business.

The lecturers at the Department of English at HELP embody the core values of the organisation such as Pride of Achievement, To be Significant and To be Compassionate. As a Premier Digital Tech Institution, all lecturers at HELP go through courses in Data Science to ensure they are kept abreast of changes happening in the 21st century workplace. They then tailor their courses to reflect the competencies needed to help our students succeed. They are researchers-practitioners and model what it means to be an effective and professional teacher. They are passionate in their work and see what they do as a mission to help and prepare the next generation of teachers fulfil their critical role in a student's learning journey.

We look forward to welcoming you to HELP to begin your journey to be teachers par excellence.

Dr Gerard Louis
Dean, Faculty of Behavioural Sciences, Education and Languages
Pro Vice Chancellor, HELP University

'THE CONQUEST OF LEARNING IS ACHIEVED THROUGH THE KNOWLEDGE OF LANGUAGES' – ROGER BACON



HELP UNIVERSITY DEPARTMENT OF ENGLISH

The link between the Department of English and HELP International School provides an opportunity for all our students in the Department to observe and directly experience learning in an international school setting through interactions with the teaching faculty of the school and participating in research projects involving the school and the Department.

What has become increasingly clear in recent times is that the world is interconnected. Virtual communication that transcends borders has resulted in the exchange of knowledge at an unprecedented scale. Interactions of this nature would not have been possible without a common language, a lingua franca. In settings, both large and small, the English Language has served as a medium of communication for people of diverse backgrounds to consult on matters of global concern, and remain indispensable in the years ahead.

In response to this growing need, the Department of English at HELP University is committed to preparing students to become excellent communicators and well-rounded achievers through the delivery of cutting-edge English language teaching methods. Whether classes are taught physically or online, we ensure that students can adapt to the fast-changing circumstances in the world today.

We offer three programmes: The Bachelor of Education in TESL (Teaching English as a Second Language), the Master of Education in TESL, and the Intensive English Programme (IEP) to cater to the rising demand for proficiency in the English Language for educational purposes. All our programmes are

accredited by the Malaysian Qualifications Agency, a sure sign of quality and high standards.

The TESL degree programmes are holistic and integrated, equipping students with the knowledge and skills needed for their future career as an English educator. Our academic team consists of PhD and Master's degree holders, each one specialised in fields such as TESL, Linguistics, Literature, and Research. At the Department of English, the students work closely with the lecturers to complete their research projects and assignments. Our TESL graduates are presently working as teachers, researchers, and leaders in international and private schools as well as educational institutions.

The IEP, ranging from Beginner to Advanced levels, helps develop the students' language skills through structured English lessons and the use of technology. After completing the IEP, students can enrol in various undergraduate and graduate programmes at HELP.

We welcome you to be a part of the Department of English. Be an achiever through the power of the English Language.

WHY CHOOSE TESL @ HELP

PROSPECTS FOR GRADUATE STUDY & EMPLOYABILITY

The year 2020 has impacted our lives in many ways. Yet uppermost in the minds of every concerned parent is the education of their children. As traditional forms of education become less viable owing to prevailing circumstances, newer alternatives have emerged. Thus, amid uncertainties in the job market today, there is a demand for skilled educators in terms of knowledge of the subject matter, teaching methods, and technical expertise.

The TESL programmes at HELP mould 21st-century teachers through practical sessions, which are conducted both physically and online. Students learn to link theory and practice in a process of critical reflection, developing work-based skills as well as sound academic knowledge.

The B Ed programme also has a Practicum component, where students teach and conduct classes with school

students. This helps develop authentic teaching and professional skills required in schools. The Practicum component proceeds unhindered by any imposed restrictions as many schools are prepared to conduct their classes online when the need arises.

The programme also helps students to develop their interpersonal skills, teamwork skills and communication skills, which are highly sought after by employers. Skills gained from this area of study can easily be applied to different jobs, enabling graduates to take up a wide range of careers in various sectors.

There are also many opportunities for graduates who wish to further their studies, whether Master's or PhD, in TESL or other relevant fields. Students have access to facilities and the expertise of HELP University's ELM Graduate School and other academic departments.

In addition, HELP leverages on its extensive network of international university partners to offer a wide range of choices for graduates at premier institutions and academies.

CAREER OPPORTUNITIES

- Journalist
- Research Analyst
- Technical Writer
- Communications Officer
- Book Publishing
- Corporate Communications Manager
- Digital Copywriter
- Teacher
- Public Relations Executive
- Advertising Copywriter
- Biographer
- Author
- Interpreters/Translator
- Grant and Proposal Writer
- Direct Response Copywriter
- Reporter
- Corporate Blogger
- Career Consultant
- Editor



Established network with HIS allows graduates to gain empowering practicum experiences and possible employment opportunities.



Students are given an opportunity to observe classes at HIS.



Research collaboration between our Faculty members and Teachers at HIS enhances evidence based practice and learning.

EXTERNAL LINKAGES



**HELP
INTERNATIONAL
SCHOOL**



MEMBER OF FOBISIA (Regional federation of the leading British international schools in Asia)



Registered Centre as a **CAMBRIDGE SCHOOL** offering the IGCSE & A-Levels



APPLE DISTINGUISHED SCHOOL

Commitment to innovation in education & leadership through their Apple Inc Partnership



HIS is an IPC ACCREDITED SCHOOL.

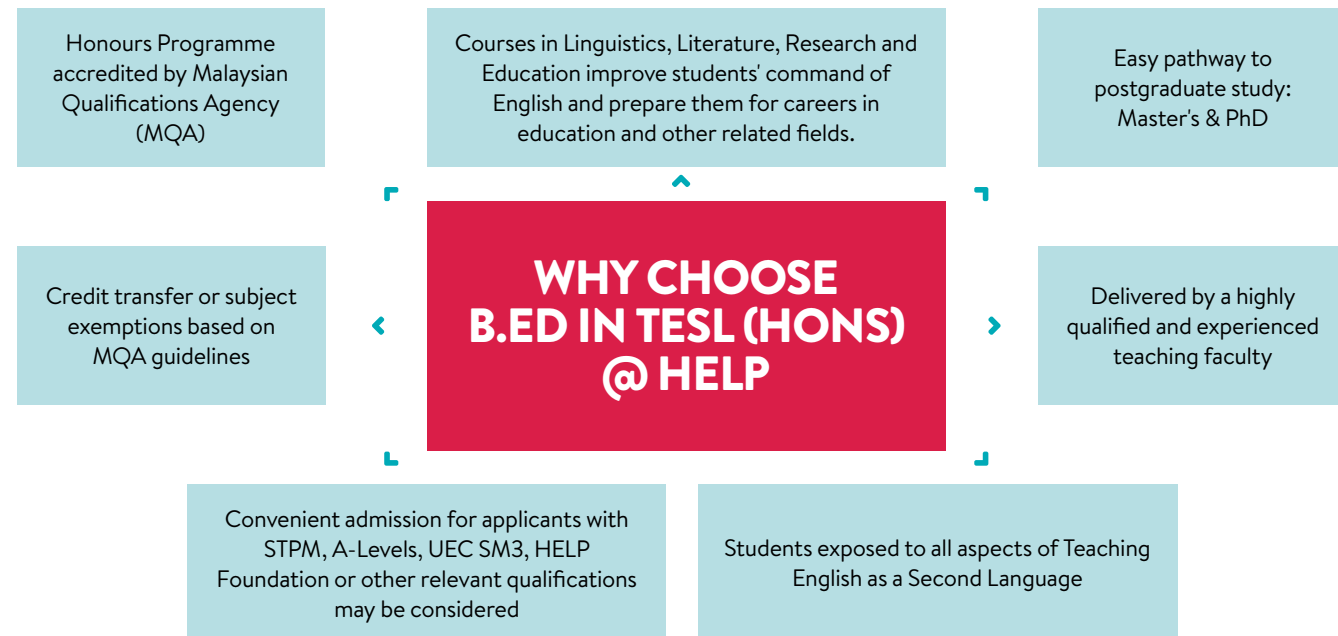
International Primary Curriculum (IPC) is a comprehensive, thematic, creative curriculum with a clear process of learning and specific learning goals for every subject. It also develops international mindedness and encourages personal learning.



A research-led education programme supported by **HELP UNIVERSITY'S DEPARTMENT OF ENGLISH**

BACHELOR OF EDUCATION (TESL) (HONS)

KPT/JPS (R/145/6/0063) (MQA/FA3634) 10/27



PROGRAMME STRUCTURE

- 37 Modules
- 28 core subjects
- 3 electives
- 1 Teaching Practicum
- 5 MoHE compulsory subjects
- Fulfill a minimum of 120 credit hours

DURATION

3 years 1 semester

ENTRY REQUIREMENT

- STPM/A-Levels (2 Principal passes)
- HELP Foundation in Arts
- HELP Foundation in Science
- UEC (5 Bs)

Note: Students with other qualifications may be considered

** Interview (all candidates are required to attend an interview)*

International applicants are required to fulfil a minimum score of 5.5 for International English Language Testing System (IELTS) or the equivalent.

INTAKES

January, May, August

YEAR 1

BESL1013	Introduction to Philosophy of Education
BESL1023	The History and Structure of English
BESL1033	Language Policy and Planning
BESL1043	Psychology for Language Teachers
BESL1053	ELT Methodology I
BESL1063	Second Language Acquisition
BESL1073	Sociolinguistics
BESL1093	English Literature I

YEAR 2

BESL2103	Semantics
BESL2114	Teaching Reading
BESL2123	Teaching Vocabulary
BESL2133	Psycholinguistics
BESL2144	Teaching Listening and Speaking
BESL2153	Teaching Grammar
BESL2163	Action Research
BESL2173	Materials Adaptation and Development
BESL2184	Teaching Writing
BESL2193	Teaching Literature
BESL2203	Classroom Discourse

YEAR 3

BESL3214	Language Assessment
BESL3223	ELT Methodology II
BESL3234	Teaching and Learning Technology
BESL3243	Language Curriculum Design
BESL3253	Professional Development in ELT
BESL3264	Microteaching and Teacher Preparation
BESL3273	Managing the Classroom Learning Environment
BESL3284	Academic and Research Paper Writing Skills
BESL3293	Teaching Diverse Learners
BESL3296	Teaching Practicum

ELECTIVES

BESL0303	English Literature II
BESL0313	Theatre Arts
BESL0323	Intercultural Communication
BESL0333	Children's Literature
BESL0343	Teaching Students with Special Language Needs
BESL0353	Discourse Analysis

MASTER OF EDUCATION IN TEACHING ENGLISH AS A SECOND LANGUAGE

KPT/JPS (R/145/7/0037) (MQA/FA2999) 05/23

The Master of Education in TESL is designed to develop and enhance professional competence and knowledge in the teaching and acquisition of English as a second language. Candidates in the course are trained to critically and proactively appraise TESL theory, language policy and major developments in current practice with the hands-on training and

academic research experience provided. The MEd TESL programme aims to transform the thinking of English language teachers regarding the principles, approaches and methodology of more effective delivery in language classrooms in Malaysian schools as well as equip these teachers with skills to enable them to make learning of English efficacious and

interesting. In order to attract not just local students but also those from ASEAN, the Asia Pacific region and beyond, the programme provides affordability and flexibility in terms of its modular structure to cater for busy adults engaged in work and personal and family commitments.

DURATION

Approximately 2 years

ASSESSMENT MODE

There are two modes of assessment:

- Coursework (100%)
- Examination (40%) + Coursework (60%)

COURSE REQUIREMENT

12 subjects (10 core + 2 electives) to be completed on a modular basis, 3 weekends per module

ENTRY REQUIREMENT

A bachelor's degree of at least 3 years' study in any discipline from a recognised university with a minimum CGPA of 2.5 or equivalent; Non-degree holders with at least a diploma or STPM may obtain MQA Accreditation of Prior Experiential Learning (APEL) approval for postgraduate admission.

International applicants are required to fulfil a minimum score of 5.5 for International English Language Testing System (IELTS) or its equivalent.

INTAKES

January, March, May, July, September

MODULES

Core Modules (10 units)

MEd 501	Second Language Learning: Theory, Acquisition & Development
MEd 502	TESL Methodology 1
MEd 503	Task-Based Language Teaching
MEd 504	Testing, Evaluation & Measurement in TESL
MEd 505	Curriculum & Syllabus Design in TESL
MEd 506	Education Research Methods
MEd 507	Integrating Technology & Multimedia in TESL
MEd 509	Linguistics & Language Teaching
MEd 510	Research-based Practicum (Project Paper)
MEd 515	TESL Methodology 2

Electives (Choose Two)

MEd 508	Teacher Development in Language Education
MEd 511	Language Planning, Policies & Implementation
MEd 512	Practical Strategies for Managing Large TESL Classes
MEd 513	Literature & Language Teaching
MEd 514	English for Specific Purposes



A MURDER MYSTERY: MARY'S MISFORTUNE

Mary's Misfortune is a theatre production that centres on an arrogant businesswoman who is murdered during a dinner in her luxurious mansion. The main suspects are her husband, her business partner and her best friend. All three stand to gain a fortune with Mary dead. The story focuses on how Mary's sister works to uncover the murderer.

This 30-minute play was produced by the students of the Theatre Arts elective course. The students performed in front of a live

audience of 150 people at the TESL Annual High Tea event in November 2019.

The TESL annual gathering is organised to celebrate the achievements of the students throughout the academic year and show appreciation for the contributions of the outgoing student council members. It is also an opportunity for students to showcase their creativity as the event is attended by their family and friends.



The moment of Mary's misfortune



Mary's sister investigates the murder



The main suspects in Mary's murder: the best friend (left), the husband (standing) and the business partner (right)

LANGUAGE CARNIVAL

Annually, the TESL students organise a Language Carnival for CISS students. The Carnival features a variety of language games that test the students' knowledge of English grammar and vocabulary. Students participate in teams, competing to complete the games at each booth to obtain the highest score.

In 2018, two Language Carnivals were organised: one in Kuching, Sarawak and the other at HELP Subang 2. Both carnivals were largely managed by the TESL students themselves. The events were not only well-executed, but also well-received.



A student describing an object to guess what it is while being blindfolded



Students describing a word to their friends without using the 'taboo' words



Students competing to form words using Scrabble tiles



Students forming as many words as possible from a longer word



Students watching a video to spot random items in a scavenger hunt

JINJANG UTARA LITERACY PROJECT



INTENSIVE ENGLISH PROGRAMME

In order to succeed academically and socially in today's intellectually challenging environment, university students need to have a strong command of the English language. The Intensive English Programme (IEP) is designed to upgrade the students' language skills.

Consisting of 6 levels from Beginner to Advanced, each level involves 20 contact hours per week for 4 weeks. Levels 1 to 4 of this programme focuses on developing general English Language skills, namely reading, writing, listening and speaking. Levels 5 and 6 aim to develop academic and advanced thinking skills to prepare students for academic study in the Foundation and Degree programmes at HELP University.

The IEP also prepares students for the International English Language Testing System (IELTS) and the Malaysian University English Test (MUET), English language proficiency tests that are recognised and accepted by international organisations and institutions. Upon completion of Level 6, students can then register to sit for MUET. HELP University is also an examination centre for MUET.

This programme is built upon the internationally recognised Common European Framework of Reference for Languages (CEFR) which addresses the students' language needs in incremental yet achievable ways.

COURSE STRUCTURE DURATION:

4 weeks Contact hours: 20 hours per week
Class time: 8 am to 12 pm or 12:30 pm to 4:30 pm,
Mondays to Fridays

PLACEMENT TEST

Students who wish to enrol for the IEP are required to take the online Oxford Placement Test provided by HELP University.

This test is in line with the CEFR, and is designed to assess students' needs and place them at the appropriate level of study.

A fee of RM100 is charged for the test for any non-HELP students and the receipt of payment must be produced before taking the test.

*** The placement test result is only valid for six (6 months). If students do not register within six (6) months for the course, they are required to retake the placement test.

ASSESSMENT

Student achievement is regularly assessed through a combination of methods, including quizzes, assignments, oral presentations, examinations, and class participation. Students must achieve a minimum grade and consistently display a measure of proficiency in order to advance to a higher level.

CERTIFICATES

A Certificate of Achievement will be issued to students when they successfully complete each level.

INTAKE

Admission into the Intensive English Programme is offered 10 times during the academic calendar year.

IE 091 INTENSIVE ENGLISH 1

KPT/JPS (R/KJP/00317) 10/21

This is a basic course designed for students who have little to no knowledge of English. It focuses on speaking and listening skills so as to enable the students to function in an English-speaking environment.

IE 092 INTENSIVE ENGLISH 2

KPT/JPS (R/KJP/00318) 10/21

This is an elementary level course that builds a strong language foundation, focusing on grammar, vocabulary, and the functional use of English. The lessons also engage students through a variety of interactive speaking and listening activities.

IE 093 INTENSIVE ENGLISH 3

KPT/JPS (R/KJP/00319) 10/21

This is a pre-intermediate level course which focuses on expanding the foundation students already have, through continued emphasis on the four skills of reading, writing, speaking and listening. Lessons engage students through a variety of interactive activities where social language skills are gradually built.

IE 094 INTENSIVE ENGLISH 4

KPT/JPS (R/KJP/00320) 10/21

This is an intermediate level course, which follows on from the strong foundations laid in Intensive English 3. It further provides an avenue for students to practise and enhance their skills. At this level, students not only engage in interactive language activities such as role play, debates and presentations, but also in the basics of academic writing.

IE 095 INTENSIVE ENGLISH 5

KPT/JPS (R/KJP/00321) 10/21

This is an upper-intermediate level course that helps students to further develop their ability to use English to communicate effectively. At this level, students not only learn and use English in context, but also learn how to read and write different genres of texts. Students will engage in peer learning, and begin to focus more on English for academic purposes.

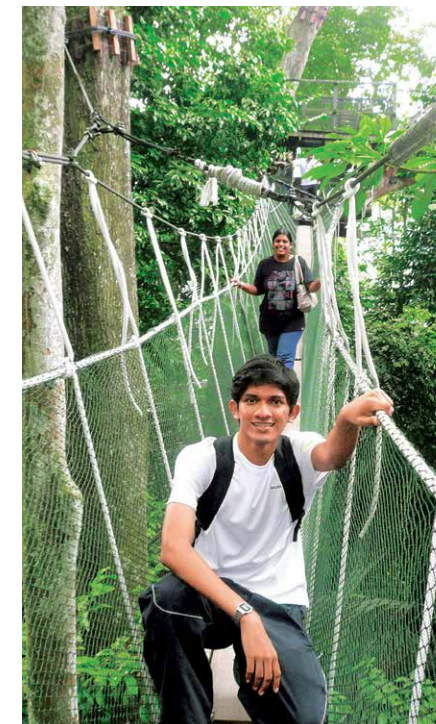
IE 096 INTENSIVE ENGLISH 6

KPT/JPS (R/KJP/00322) 10/21

This is an advanced level course designed to prepare students to cope with academic texts and business-related articles in English. It also covers vital aspects of grammar and vocabulary used in real-life settings, and provides a platform to practise presentation skills and develop students' skills in academic reading and writing through the introduction of a variety of academic texts.



Visiting the iconic Petronas Twin Towers diversifies students' experience and expand their vocabulary



Hiking in Taman Negara, reputed to be the world's oldest tropical rainforest

INTENSIVE ENGLISH AND ENGLISH SUMMER COURSES

The Department of English also offers English Summer Courses for international students from schools, colleges and universities around the world. These courses broadly follow the format of the Intensive English Programme, but include extracurricular activities such as trips to places of interest in and outside Kuala Lumpur. These trips and other extracurricular activities help students to improve the learning of English and expand their vocabulary.



Students brainstorming ideas for collaborative writing



ESC students never fail to enjoy the interactive and meaningful English language lessons



A student giving directions to his partner in an information gap activity



Students role-playing a telephone conversation



Students practise their skills through creative activities

OUR ACHIEVERS AND ALUMNI SAY...

“I enrolled into this course with zero expectations. As a mature student, all I wanted was a degree so that I could get on with my life. However, I left with a degree, lifelong friends and valuable learning and teaching experiences that would carry me through my teaching career. Today, I’m employed as an English language teacher in a prestigious international school in Malaysia. What a blessing!”

Marie-Anne Thiang
Bachelor of Education (Hons) TESL (First Class Honours)
English Teacher
HELP International School



THE EMPLOYERS SAY...



Ms Chan Siew Yen
Head, Languages Department
HELP International School

“The collaboration between HELP University (HU) and HELP International School (HIS) has seen selected HU TESL graduates completing their training at the School and subsequently joining the School as full-fledged specialist teachers in the English Department. Marie-Anne’s programme mentor commented that she has shown great professionalism and a high level of enthusiasm, and has carried out her teaching role with exceptional excellence. Her students are excited and motivated by her keen subject knowledge and passion for the English language and the vitality she brings with her to learning. It has indeed been a fruitful collaboration that has produced world-class teachers.”



“The valuable skills and knowledge that I gained from the MEd TESL programme at HELP University allow me to participate and contribute to Human Resource Development and Capacity Building work in Myanmar.

I sincerely enjoyed the experience of studying in HELP University. I had opportunities to learn innovative teaching techniques and methodologies, leadership skills and hands-on experiences from dedicated lecturers and professors. For teachers and educators who wish to take their career to the next level, MEd TESL is the best option.”

Junny Ei Mon That
MEd TESL
Lecturer and Director of Business Development
MultiVerse Advertising, Yangon, Myanmar



“Pursuing the BEd TESL at HELP University was the right choice as it shaped me into an effective English language teacher. Throughout my learning journey in HELP, I was properly guided, encouraged and provided with constructive feedback by experienced and qualified academicians. Today, I see myself as a confident and competent English Language Teacher. Last but not least, I’d like to leave with this quote ‘Teaching is the best master of learning.’”

Aung Myint @ Alvin
BEd TESL
English Teacher
St Aloysius Gonzaga Institute of Higher Studies (SAG IHS), Taunggyi, Myanmar



“Deciding which course to select to further my studies was a challenge. After months of contemplation, I decided to study TESL at HELP University. Many times, I questioned myself if I had made the right decision. However, with the assistance of caring and dedicated lecturers, and a well-structured programme, this course moulded me into the teacher I aspired to be. ‘Give it your all because when you have the right team guiding you, success is guaranteed.’”

Vishanthy Sivapalasingam
BEd TESL
English Teacher
Regent International School, Klang



“Finding my passion was never easy, but after pursuing a degree in TESL, I finally found mine. Of course, training to be an educator takes a lot of effort, but guidance provided by the right people here at HELP University has definitely eased my journey. The constant guidance by dedicated lecturers and the lifelong friends I made taught me not only about new insights in teaching but also to care for those around me as well because true success is only achieved when we come together. I am grateful to have pursued my degree here as I am able to embrace the values and lessons to become the teacher I aspired to be. I will always have them with me as I embark on new journeys ahead.”

Siti Nur Aqilah Binti Khalil
BEd TESL
English & Drama Teacher
Beaconhouse Sri Inai International School, PJ



Mr Jarlath Daniel Madine
Principal
Beaconhouse Newlands
International School, Cheras

“Ms Chong has quickly established herself as a respected teacher among the whole school community. She has maintained a good working relationship with the rest of the teachers and is definitely a ‘team player’ She takes pride in work and is always looking for ways to improve her lessons to ensure students make academic progress, develop personal skills and remain engaged and happy throughout the day. Students and teachers feel comfortable coming to her with questions and comments. She usually has insightful viewpoints and is always willing to share them with others. She is honest and reliable when working with others and it’s been great to have Ms Chong as part of The Newlands Teaching Team.”



“I had a great experience pursuing MEd TESL at HELP University. My teaching background was limited when I started this course, but HELP groomed me to become a professional teacher capable of fulfilling every student’s needs. Besides, I was exposed to different cultures because of the diverse nationalities in the classroom. Learning with them was fun and memorable. I love HELP University!”

Melinda Ann
MEd TESL
Teacher
Sri UCSI Secondary School, Subang



“Being able to study the course that I’m interested in has indeed expanded my horizons in education. Coming from a background where English isn’t my first language, I initially found it tough to adapt, use and apply the language in teaching and learning, but I’m glad for the people that I have met and who helped me through thick and thin in the journey at HELP. Learning became more fun and easier with them. It has been a truly invaluable learning experience for me throughout the past three years.”

Sharon Lau Sie Lin
BEd TESL
Teacher Assistant
British International School, KL



“Teaching will be my rebound career to fall back on to if my plans do not work out.’ These were the exact words that I laid out, until the journey began. It was not a bed of roses, but definitely an eye-opener as I learnt the importance of being an educator and not only a teacher. With the knowledge and experience gained from respectable lecturers, it is a comfort to know that I’m prepared to face various challenges to help build the future leaders of the world.”

Lydia Barker
BEd TESL
English Teacher
Nobel International School, PJ



“Throughout my years in HELP, I was not only academically prepared to become good teacher, but I was also equipped with the knowledge and skills needed to face the various challenges in the real world. This is only possible with the guidance and encouragement of the incredible lecturers at HELP University. They were all passionate and resourceful in training and molding me with the vital skills and qualities needed to become a competent teacher I am today. With the right support and guidance, success is guaranteed.”

Prithashini F. Utuman
English Teacher
Beaconhouse Sri Inai International School
(Secondary level)



Mr Wong Chee Kheon
Principal
Wesley Methodist School
Kuala Lumpur (International)

“Ms Elise Lai has been a valuable asset since joining our institution in January 2017. Despite being a young teacher, she shows maturity in her interactions with colleagues and continuously hones her teaching skills with support from the school. Elise’s creativity and tenacity are not only felt in the classroom, but also in the extracurricular activities she is involved in. Her exemplary work ethics coupled with her uncanny ability to relate to students displays her passion for nurturing the young minds of our next generation. We are glad to have Ms Elise contribute to the success of Wesley Methodist School KL (International).”

A RESEARCH CULTURE TO INTEGRATE THEORY AND PRACTICE

As academicians in the TESL programme, we actively integrate research and instruction to inform practice and policy in the teaching and learning of the English language. We believe that research serves as a tool for building knowledge and for facilitating language learning. The Department of English undertakes focused research in areas of specialisation, such as teacher development, pedagogy, methodology, reading, writing, language assessment, and linguistics. Our undergraduate and graduate students actively carry out their action research throughout the Bachelor's and Master's programmes, with a particular focus on teaching and learning, which is of immediate relevance to local interests and the needs of today's language education, in developing the quality of the academic and professional fields.



Dr Anna Nirmala (left) and Dr Wong Shin Pyng (right)

DR ANNA NIRMALA

Dr Anna Nirmala is a member of the Learner Research Network, Common Ground Research Networks, registered in Illinois, USA. She has presented a paper on Maternal Parenting Styles and Adolescents' Socio-Academic Development at the International Conference on Learning and also published an article in the *International Journal of Learning: Annual Review* in 2009. She also presented a paper on Extensive Reading at the Twenty-sixth International Conference on Learning at Queen's University, Belfast in 2019. She is currently working on her publication of the journal on Extensive Reading with Common Ground Research Networks.

DR WONG SHIN PYNG

Dr Wong Shin Pyng is a researcher in higher education policy and practice and TESL. Her research interests include the internationalisation of higher education, mentoring practice at the workplace, L2 speaking and writing, and sociolinguistics. She has published papers in the areas of higher education internationalisation, language maintenance and cultural viability, and online collaborative argumentation. She has presented research papers at international conferences. She is currently working on a research project that examines the dynamics of mentoring practice in a community of local and international students. She is also keen to study the changing university rankings for internationalisation policy and practice.

TEACHER TRAINING WORKSHOPS FOR CISS ENGLISH TEACHERS

The HELP Academic Team of the Department of English conducted teacher training workshops for the CISS English teachers in 2017 and 2018, covering a wide range of pedagogy-related topics, such as teaching listening, giving feedback for writing, teaching pronunciation, teaching grammar through games, and teaching literature. CISS teachers from around the country attended these one-day workshops with positive reviews.



Students paying close attention during the English proficiency classes



Students receiving guidance during lessons



Students engaged in group discussion for narrative writing

NAMDROLING ACADEMIC ENGLISH FOR MONASTIC SCHOLARS (NAEMS) PROGRAMME

In 2018 and 2019, the HELP Academic Team from the Department of English was involved in the NAEMS programme at the Namdroling Monastery in Bylakuppe, Mysore in India. This programme, funded by Yayasan Pema Norbu Vihara (YPNV), prepared the monks and nuns of the Padma Mani Translation Committee (PMTTC) for IELTS, with the possibility of tertiary education abroad, as well as the establishment of an English Language centre within the monastery. Upon the completion of the programme, 10 monks and nuns in total were selected to sit for IELTS, successfully achieving scores between Bands 6 and 7.

Additionally, English proficiency classes were offered to other monks and nuns who were keen to learn the language. These classes attracted a large number of students, and the response was very positive, leading to a heightened interest in English language learning at the monastery.

CHONG HWA PROJECT

The Department of English carried out listening and speaking classes in Chong Hwa Independent High School, Kuala Lumpur to improve the Senior 3 students' skills. The students were taught effective communication skills and were exposed to public speaking and debates. The activities were designed to develop the students' confidence in speaking English. Towards the end of the project, when the students were interviewed in a Co-Curriculum and Curriculum Expedition organised by the school, their fluency and accuracy of the English language impressed the government officials who were invited for the event.

Moreover, the students took second place in the Chong Hwa Business Challenge and subsequently represented the school to participate in the Business Challenge Presentation at Sunway University. The outcome of the competition was a true testament to the success of the programme, as they emerged as the champion for 2019.



A student giving a motivational speech



A student explaining the purpose of a project proposal she developed



A student using persuasive language to sell a product



The first runner-up team of the Chong Hwa Independent High School Business Challenge Competition

ENJOY OUR PURPOSE-BUILT CAMPUS



Football Field



Swimming Pool



Theatre



Multipurpose Hall



Spacious Student Lounge



Micro Teaching Room



Rooftop Garden



Simulation Room



Multipurpose Hall



Dance Studio



Library



Library



DR GERARD LOUIS
Pro Vice-Chancellor & Dean
PhD (Counselling Psych) (DLSU, Manila),
MSc (Guidance & Counselling) (DLSU, Manila),
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Dr Gerard Louis has been involved in education, counselling and training for over 30 years. He spent almost 10 years in educational leadership in mission, private and international schools in Malaysia. He has been with the HELP Education Group for the 18 years and was the founding Principal of HELP International School.

Dr Louis is a Counselling Psychologist and has extensive experience in the training, supervision and development of both professional counsellors and counsellors-in-training. Gerard has also worked as a corporate trainer, specialising in areas such as customer service training, coaching and mentoring, talent development and leadership in organisation. He was responsible for setting up the Centre for Workplace Performance and Learning at HELP University. This centre oversees the talent development programmes at HELP and offers specialised workplace training programmes to local and international businesses.

He is currently the CEO of HELP Education Services and HELP International School as well as Pro Vice-Chancellor (Mental Health) & Dean Faculty of Behavioral Sciences, Education and Languages at HELP University. He also sits as the Chairperson of the Board of Governors of the Crescendo-HELP International School in Johor Bahru.



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Dr Anna Nirmala commenced her career as an English language Teacher with a Malaysian government secondary school and taught English language for 18 years. Since 2015, she has been a lecturer with the Department of English at HELP University. She is currently the Head of the Department of English. She obtained her Master of Science in Education (TESL) in 2003 and her PhD in English language (TESL) from Universiti Putra Malaysia (UPM) in 2013.

She was involved in developing teaching materials for Malaysian secondary schools for the Education Ministry. Dr Anna's research interest is reading, writing and teacher development. She has conducted workshops on writing for CISS English language teachers in Kuching, Penang and Kuala Lumpur and also at HELP campuses. Recently, she presented a paper on Extensive Reading at the Twenty-sixth International Conference on Learning at Queen's University, Belfast.



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Dr Frankie has vast experience in teaching English as a second language (TESL) and education subjects at numerous levels of education from primary school to tertiary level. He has served as an English teacher for more than 26 years at several schools in Sarawak (primary and secondary schools) teaching English Language and MUET. He was the Head of Panel for the English Department for more than 3 years.

He also has experience lecturing as a part-time tutor for more than 6 years. He is currently teaching courses in the Intensive English Programme, BEd TESL and Med TESL programmes at HELP. He has a keen interest in doing research in areas of a second language acquisition (TESL), sociolinguistics, psychology, and education and has published numerous research articles with several international journals.



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Dr Nur Sakinah has been teaching since 1994 in various institutions in Malaysia and Turkey. Her areas of expertise are language, teaching and learning. Her research interests include interdisciplinary studies on language, education, psychology and spirituality. She has published and presented papers at local and international conferences. Currently she is pursuing her second doctorate in Universiti Putra Malaysia as she is specialising in Educational Psychology.



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Dr Wong has served in the higher education sector and schools over the past 12 years. In her teaching, she puts into practice Aristotle's saying, "The roots of education are bitter, but the fruit is sweet". The thrust of her education philosophy is commitment, practice and reflection. She believes that teachers and students need to interact and work together to achieve the goals of teaching and learning. Dr Wong is currently a lecturer on the BEd and MEd TESL programmes, and also teaches communication skills.

Her research interests include higher education policy and practice, teaching oral and listening skills, and workplace communication. She has published articles on sociolinguistics and higher education policy and practice.



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Ms Nalini commenced her career as an English language teacher in Primary and Secondary government schools and has taught for almost 20 years.

She has conducted various workshops in schools and has 16 years of experience heading the English Panel in the government sector. She was also an adjudicator for English Language debates for Secondary Government schools. She joined HELP University in 2012 and taught English in the Business Department before joining the Department of English.

She is involved in research and publication. She is pursuing her PhD in the Faculty of Education at Unitar International University. Currently, she is involved in the Intensive English Programme, training students for the MUET examination, and supervising undergraduate students' action research and teacher trainees' teaching practicum.



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Anne Beatrice has approximately 10 years' experience teaching English. She has taught various levels of learners from pre-school to tertiary. Besides teaching based on the Malaysian curriculum, she also has experience teaching for Montessori, the Alpha Omega Programme, and the Accelerated Christian Education, which are based on the American Curriculum.

She is currently teaching in the Intensive English Programme and the BEd TESL programme at HELP. She is actively involved in English language projects at HELP such as conducting IELTS workshops in Chinese Independent Secondary Schools, facilitating language carnivals and acting as an adjudicator for English Language debates. In addition, she has also been involved in an overseas project to prepare students for IELTS. She constantly seeks opportunities to expand her teaching experience and career in education.



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Ms Nyidhyaa Vinodhan holds a Master of Education in TESL from HELP University. She is currently teaching on the B Ed TESL programme, the Intensive English Programme as well as other English proficiency courses at HELP University. She was also involved in the Language Training Programme which was carried out at the Guilin University of Electronic Technology (GUET) in China. During the programme, she was involved in the design of the syllabus, assessments, and the Enhancement Activities for the students. The Enhancement Activities served as a medium of teaching English Language in a fun and entertaining way. Before joining HELP, she taught English at a private secondary school for two years upon the completion of her Bachelor's degree, focusing specifically on the IGCSE syllabus. She has been in the education sector since 2014.



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Ms Ashley Tam has served the government as a language teacher since 2015 and has taught both local and international students. Ashley has conducted Common European Framework of Reference (CEFR) workshops and has experience in heading the English Panel in the government sector.

During her years of teaching in the government sector, she coordinated Teaching of English Language workshops using 21st Century Pedagogy and Project-based Learning (PBL) for language teachers as she strongly believes that student-centred pedagogies enable the students to acquire a deeper knowledge through an active exploration of real-world challenges and problems. She is currently teaching on the Intensive English Programme at HELP and she finds implementing communicative approach as well as Task-based Approach in her lessons an interesting experience. Ashley also assisted in the Chong Hwa Project undertaken by HELP University.



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Ms Simranjit Kaur is an MEd TESL degree holder from University Malaysia Sabah. At present, she teaches on the B Ed TESL programme, the Intensive English Programme, and other English proficiency courses offered by HELP University. Prior to joining HELP, she taught English at three different private schools over the course of five years. She has taught a variety of learners from primary to tertiary levels. Besides teaching the Malaysian syllabus, she also has experience teaching the Cambridge International Curriculum for upper primary and lower secondary students. Ms Simran has been working in the field of education since 2014.



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