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International Conference on
TEACHING & LEARNING
in Higher Education 2011



Harprai

Engaging Learners in Higher Education

21st – 23rd November 2011
Equatorial Hotel, Melaka

Organised by



AKEPT HIGHER
EDUCATION
LEADERSHIP
ACADEMY



In collaboration with



MINISTRY
OF HIGHER
EDUCATION
MALAYSIA



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Welcoming Note



The Honourable Chief Minister of Melaka

It gives me a great pleasure to welcome all distinguished guests, invited speakers and participants to the International Conference on Teaching and Learning in Higher Education 2011. Allow me to wish all of you the customary Malay welcome greeting of "Selamat Datang" to the Historic State of Melaka. For those who are first time in Melaka, I ensure you that the people of Melaka are ready to welcome you. I hope your visit will be a memorable and fruitful experience.

I am happy to learn that this conference managed to gather participants and researchers from 23 different countries. With the theme of "Engaging Learners in Higher Education", it is hoped that in this three day conference, participants are able to share and discuss research findings, best practices, and practical experiences in the process of enhancing teaching and learning activities at respective institutions. Developing and establishing conducive teaching and learning environment relevant to students and international needs are critical to the health of higher education provider. To remain successful, higher education institutions must always improve the quality and relevance of its academic curriculum, teaching and learning methodologies, and the overall education leadership and management.

I look forward to the inspirations and possibilities brought by the great minds of the presenters. It is hoped that the experience gathered during the conference can be used or applied to the benefit of higher learning institutions particularly in Malaysia and other countries as well. I wish to commend Universiti Tun Hussein Onn Malaysia and its collaborators for organizing this conference in Melaka. I would also like to express my sincere gratitude to all speakers and participants for their participation in this conference. Finally, I hope this will be a productive and successful conference.

Thank you.

DATUK SERI HAJI MOHD ALI BIN MOHD RUSTAM

Education Development in 21st Century

- Research in engineering education
- Curriculum innovations
- Outcome-based education
- University and Industry collaboration
- E-Learning development and strategies
- Mobile/Distance Learning

Methodologies in Teaching and Learning

- Curriculum Design & Quality Assurance
- Pedagogy, Andragogy, Methodology and Approaches in T&L
- Assessment & Evaluation
- Student Centred Learning approach
- Laboratory and Industrial training
- Educational technology
- Content development

Leadership & Management in Education

- Leadership and governance
- Human resources management
- Counseling and motivation
- Classroom management
- Knowledge management

Conference Schedule

Pre-Conference Workshop Tentative

Time	Monday 21 Nov. 2011
1230 - 1415	Pre-Conference Workshop Registration
1430 - 1630	Pre-Conference Workshop Room: Melaka 3 & 4 "Blending Interaction with Technologies to Engage Learners" by Assoc. Prof. Dr. Peter Albion (University of Southern Queensland, Australia)
1630 - 1700	Tea Break

Conference Tentative

Time	Tuesday 22 Nov. 2011
0730 - 0900	Registration
0900 - 1000	Key Note 1 : "Challenges in Abundance: Higher Education and Learning To Learn" by Assoc. Prof. Peter Albion (University of Southern Queensland, Australia)
1000 - 1015	Tea Break
1015 - 1100	Key Note 2 : "Higher Education in The 21st Century" by Prof. Dr. Zakaria bin Kasa (Universiti Pendidikan Sultan Idris, Malaysia)
1100 - 1145	Key Note 3 : "Managing Outcome-Based Education: The UTHM Experience" by Prof. Ir. Dr. Abdul Aziz bin Dato' Abdul Samad (Universiti Tun Hussein Onn Malaysia, Malaysia)
1145 - 1200	Break & Preparation for Opening Ceremony
1200 - 1300	Opening Ceremony by YAB Datuk Seri Haji Mohd Ali bin Mohd Rustam The Chief Minister of Melaka
1300 - 1430	Lunch & Break
1430 - 1530	Key Note 4 : "Confessions of A Converted Lecturer" Prof. Eric Mazur (University of Harvard, United States)
1530 - 1600	Tea Break
1600 - 1800	Presentations : Session 1

Time Wednesday | 23 Nov. 2011

0730 - 0830	Registration
0830 - 1030	Presentations : Session 2
1030 - 1100	Tea Break
1100 - 1300	Conference Workshop Room: Melaka 3 & 4 "Memorization or Understanding: Are we Teaching the Right Thing?" by Prof. Eric Mazur (University of Harvard)
1300 - 1430	Lunch & Break
1430 - 1630	Presentations : Session 3
1630 - 1700	Tea Break
1700	The conference end

Opening Ceremony ICTLHE 2011

International Conference on Teaching and Learning in Higher Education
(ICTLHE) 2011
22 November 2011
Melaka 1 & 2, Hotel Equatorial, Melaka

- 1145 - Arrival of guests
- 1200 - Arrival of VIPs
- 1215 - Arrival of the Chief Minister of Melaka
YAB Datuk Seri Haji Mohd Ali bin Mohd Rustam
- 1220 - 'Negaraku'
Doa Recitation
- 1230 - Welcoming Speech by
Y. Bhg. Prof. Dato' Dr. Mohd Noh Dalimin
Vice Chancellor, Universiti Tun Hussein Onn Malaysia (UTHM)
- 1235 - Opening Ceremony by Chief Minister of Melaka
YAB Datuk Seri Haji Mohd Ali bin Mohd Rustam
- 1300 - Lunch

Parallel Sessions Schedule

No	Name	Title	Paper ID	Track	Date	Time	Venue	Chair person
1	Tenh Hock Kuan, Norshuhada Shriratuddin, Harryzman Harun	Digital Storytelling's Conceptual Model: A Proposed Guide Towards the Construction of a Digital Story	MTL003	S1-1	22-11-2011 (Tuesday)	4 00 - 4 20pm	Melaka 3	Elizabeth Anthony (eliz@uthm.edu.my)
2	Fauziah Sulaiman	Students' Perceptions of PBL Online	MTL004			4 20 - 4 40pm		
3	Siti Nor Amira Baharudin	Exploring the second season of an English Language Camp Experience in Malaysia: A case study in Universiti Tun Abdul Razak	MTL007			4 40 - 5 00pm		
4	Melior Md Yunus, Hadi Salehi and Sara Kashefian Naeeni	NEESU- To be, or not to be. That is the question	MTL009			5 00 - 5 20pm		
5	Marzieh Mokhtarpour and Ali Siadat	Teaching and learning in higher education	MTL015			5 20 - 5 40pm		
6	Iwan Zahar	Integration of Modernist or Postmodernist photographers into a course on photography	MTL024			5 40 - 6 00pm		
7	Muhamad Saufi Che Rusuli, Rosmaini Tasmin and Norazlin Hashim	Knowledge Sharing Practice in Organization	LME101	S1-2	22-11-2011 (Tuesday)	4 00 - 4 20pm	Melaka 4	Halizah Omar (busu@ukm.edu.my)
8	Hamani Mat Zin, Nor Habiah Ubaidillah, Mohamad Ibrahim, Saka Banu Omar Khan	SUnCD Decision Support System for School Leavers	LME102			4 20 - 4 40pm		
9	Mustofa Usman, Hendarman, Jampel D and Faiz A M Elfaki	Analysis and Modeling of Education Participation Index (EPI) in Indonesia from 2003-2008	LME123			4 40 - 5 00pm		
10	Ismail Sheikh Ahmad, Amina Hassan, Siraje Ssekamanya, Nor Azian Md Noor	Career development among women academicians: A case study in selected universities in Uganda	LME105			5 00 - 5 20pm		
11	Kambiz Esmaeili	Factors Contributing to Job Satisfaction of Faculty Members: The Case of Islamic Azad University-Gorgan branch	LME107			5 20 - 5 40pm		
12	Faizah Mohamad, Erlane K Ghani, Ismie Roha Mohd Jais and Hazadiah Mohd Dahan	Achieving University Excellence through Academic Leadership	LME110			5 40 - 6 00pm		
13	Sarasvati Rajindra	Internet Usage among Foundation students' in a University in Selangor	EDC215	S1-3	22-11-2011 (Tuesday)	4 00 - 4 20pm	Melaka 5	Muhammadul Bakur Hj Yaakub (mbakir@ium.edu.my)
14	Yen Nee Chong, Assoc. Prof Dr Wan Mohd Fauzy Wan Ismail and Assoc. Prof Dr Toh Seong Chong	Green Learning Objects: Implications of the Reduce, Reuse and Replicate Dimensional Strategy	EDC216			4 20 - 4 40pm		
15	Warsuzanna Mat Jubadi, Masnan, Mohamed and Wan Suhaimizan Wan Zaki	A Study on POPBL for Analog Electronics (BEL10203) Course at the Faculty of Electrical and Electronic Engineering, UTHM	EDC224			4 40 - 5 00pm		
16	Yee Mei Heong, Jailani Md Yunus, Tee Tze Kiong, Widad Othman, Mimi Mohaffyza Mohamad and Razali Hassan	Faktor-Faktor Kesukaran Penajaan Idea Dalam Kalangan Pelajar Rangkaian Universiti Teknikal Malaysia	EDC232			5 00 - 5 20pm		
17	Manir Abdullahi Kamba, Habibah Ab Jalil and Mokhtar Haj Nawawi	A Proposed Framework for Customizing Learning Management System Based on Content Knowledge, Task-Based Pedagogy, User Needs and Experiences	EDC233			5 20 - 5 40pm		
18	Wan Sazli Nasaruddin Safudin, Sazilah Salam and Muhammad Haziq Lim Abdullah	MMCD Framework and Methodology for Developing m-Learning Applications	EDC236			5 40 - 6 00pm		
19	Sue Davies and Tarryn Phillips	Incorporating 'Reflection' into a First Year Legal Studies Curriculum: The Latrobe Experience	MTL027	S1-4	22-11-2011 (Tuesday)	4 00 - 4 20pm	Melaka 6	Abdul Rahman Ahmad (darahman.ahmad@fpe.upsi.edu.my)
20	Sareen Bhar, Subarniam Kannan, Chua Yong Eng and Nor Azlah Abu Bakar	Language Barriers: Feedback from the IT Industry	MTL034			4 20 - 4 40pm		
21	Weng Hing Thong and Wei Wei Pang	Learning Biotechnology - A Blended Learning Approach	MTL035			4 40 - 5 00pm		
22	Norshima Zainal Shah	Students' Perception of Critical Thinking Abilities and Importance to Future Employment	MTL041			5 00 - 5 20pm		
23	Ujang Suparman, Herry Yufnzal and Herprahwi	Goofings in Translation by Undergraduate Students	MTL067			5 20 - 5 40pm		
24	Soo Yin Tan and Chih Chin Chou	Using Supervision in Enhancing the Professionalism of Counselling Trainees	LME120			5 40 - 6 00pm		

25	Birol Topuz	The Gulen Inspired Turkish Schools in Baku, Azerbaijan and Mystery of Their Success	LME104	S1-5	22/11/2011 (Tuesday)	4 00 - 4 20pm	Melaka 7	Lai Chee Sem (lcsem@uthm.edu.my)
26	Herpratiwi, Ujang Suparman and Wini Tarmimi	The Implementation of Inclusive Education at Elementary School in Lampung Province	LME122			4 20 - 4 40pm		
27	Kathryn Barker	A Code of Practice for Engaged Learners	LME124			4 40 - 5 00pm		
28	Aida Suraya Md Yunus, Wan Zah Wan Ali, Sidek Ab Aziz, Nor Azirawani Man	Factors Influencing Lecturers' Involvement in University Activities	LME127			5 00 - 5 20pm		
29	Soo Yin Tan and Chih Chin Chou	Using Supervision in Enhancing the Professionalism of Counselling Trainees	LME119			5 20 - 5 40pm		
30						5 40 - 6 00pm		
31	Joelle Adams	E-Feedback for Better Student Learning and Expenence	EDC213	S1-6	22/11/2011 (Tuesday)	4 00 - 4 20pm	Melaka 8	Alina Shamsuddin alina@uthm.edu.my
32	M Rasaya and T. H. Lim	Metacognitive Awareness of Reading Strategies of University Students in a Hypertext Online Reading Comprehension Lesson	EDC214			4 20 - 4 40pm		
33	Thirunaukarasu Subramaniam, Hanizah Idns and Mohammad Raduan Mohd Arff	Labour market consideration as course selection criteria in a Malaysian university	EDC237			4 40 - 5 00pm		
34	Mohd Syafarudy Abu	Mentransfomasikan Penguasaan Matematik Kepada Pelajar Penngkat Diploma	EDC239			5 00 - 5 20pm		
35	Michael Cant and Louise Van Scheers	The promotion of efficient management in public schools in Soweto, South Africa	EDC241			5 20 - 5 40pm		
36	Hery Yufnzal	Communicative Negotiation of Meaning in Second Language Development	EDC242			5 40 - 6 00pm		

*subject to changes

No	Name	Title	Paper ID	Track	Date	Time	Venue	Chair person
37	Tenh Hock Kuan, Harryzman Harun, Norshuhada Shiratuddin	Digital Storytelling: A Contemporary Knowledge Dissemination Medium in a Classroom	MTL013	S2-1	23-11-2011 (Wednesday)	8.30 - 8.50am	Melaka 3	Sarasvati Rajindra (lovelysachu@yahoo.com)
38	Sue Jackson	Supporting part-time learners in higher education: equalities and inequalities	MTL018			8.50 - 9.10am		
39	Elizabeth Anthony	A Road Not Taken: A Breakthrough in English for Specific Purposes via Problem-Based Learning	MTL021			9.10 - 9.30am		
40	Nur Azah Hamzaid, Muhammad Faiz Mohamed Saaid, Mohd Shuhaibul Fadly Mansor and *Azman Hamid	Problem Based Learning in Management and Clinical Engineering Course	MTL022			9.30 - 9.50am		
41	Iwan Zahar and Abdullah Sani	Written Exams: Concrete Solution to Solve Image-Text Relation for Visual Communication Design students (art students)?	MTL026			9.50 - 10.10am		
42	Annette De Jager and De Crom Engela P	ME-LEARN: PDAs in the Face-to-Face Classroom	MTL061			10.10 - 10.30am		
43	Marzieh Mokhtanpour and Ali Siadat	Administration in higher education	LME106	S2-2	23-11-2011 (Wednesday)	8.30 - 8.50am	Melaka 4	Wan Sazli Nasaruddin Saifudin (wansazli@utem.edu.my)
44	Norliah Kudus, Safiah Sidek and Sufean Hussin	Learning Organization Practices as Human Resource Development for Transformational Change at UTeM	LME115			8.50 - 9.10am		
45	Sharmila Kassim, Rosmani Tasmin, Muhamad Saufi Che Rusuli and Norazlin Hashim	Level of Technological Knowledge Management Adoption and its Relation to Firm's Innovativeness	LME116			9.10 - 9.30am		
46	Abd Rahman Ahmad and Hamidah Mohd Yusof	Learning Organization in Public Primary School	LME117			9.30 - 9.50am		
47	Michael Cant and Bothma Cornelius	Challenges faced by universities in Mass education: What type of technology will suffice for the ODL student?	LME119			9.50 - 10.10am		
48	Bujang Rahman, Herpratiwi and Mulyanto Widodo	The Effect of Journal Toward Students' Learning Achievement at Department Health and Sport Faculty of Teacher and Education of Lampung University	LME121			10.10 - 10.30am		
49	Steven Marshall and Dr Scott Wilson	A living curricula - conversations with teaching and learning	EDC202	S2-3	23-11-2011 (Wednesday)	8.30 - 8.50am	Melaka 5	Siti Nor Amira Baharudin (amira@pintar.unirazak.edu.my)
50	Mohd Shahizan Othman, Nur Shamsiah Abdul Rahman, Lizawati Mi Yusuf and Norazah Yusof	Social Network Learning: The Relationship between Characteristics in Social Network and E-Learning Websites with Learning Activities	EDC207			8.50 - 9.10am		
51	Manimekalai Jambulingam	You Tube Video Sites Enhance the Learning Environment	EDC208			9.10 - 9.30am		
52	Khairina Rosli, Mohd Hadzrami Harun Rasit and Raudah Danila	Teaching Information and Communication Technology Literacy Skills for Accounting Undergraduates Students: Does it Necessary to be Taught in University?	EDC212			9.30 - 9.50am		
53	Fazlinda Ab Halim	Perbezaan Faktor Jantina Dan Kursus Yang Diambil Oleh Pelajar Bermasalah Penderangan Terhadap Kemahiran Employability	EDC218			9.50 - 10.10am		
54	Muliati Sedek, Rosnaini Mahmud & Habibah Ab Jalil	Individual Characteristics in using Ubiquitous Technology among Undergraduates: A Confirmatory Factor Analysis	EDC249			10.10 - 10.30am		
55	Annelise Kachelhoffer and Annette De Jager	Curriculum Design and Quality Assurance the MOA at AIU	MTL062	S2-4	23-11-2011 (Wednesday)	8.30 - 8.50am	Melaka 6	Yusmarwati Yusof (marwati@uthm.edu.my)
56	Lai Chee Sem	Investigating the Impacts of PBL and EBL on Learner's Transfer Performance	MTL064			8.50 - 9.10am		
57	Lloyd Holiday and Hery Yufriзал	Learning Styles and University Students' Language Proficiency in Indonesia	MTL068			9.10 - 9.30am		
58	Mimi Mohaffyza Mohamad, Yee Mei Hong, Muhammad Rashid Rajuddin and Tee Tze Kiong	Vocational Pedagogy a Dimension of Vocational Learning with Workplace Requirement	MTL050			9.30 - 9.50am		
59	Hadi Salehi, Melor Md Yunus, Sara Kashaefian Naeeni, Kashaefian Naeeni and Hoda Sadat Mousavi	Washback effect of the EEU on the Iranian high school English teachers' made-tests	MTL054			9.50 - 10.10am		
60	Halizah Omar, Mohamed Amin Embi and Melor Md Yunus	Engaging ESL Learners in an Online Discussion via Facebook	MTL060			10.10 - 10.30am		

The Effect of Journal Toward Students' Learning Achievement at Department Health and Sport Faculty of Teacher and Education of Lampung University

Authors:

Bujang Rahman, Herpratiwi and Mulyanto Widodo
Faculty of Teacher and Education, Universitas Lampung, Indonesia
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Abstract:

The aims of this research are to determine: (1) interaction between initial capabilities through the written and oral journals toward students' learning achievement, (2) differences in learning achievement of students who use written and verbal journals in learning process, (3) differences in learning achievement of students who have high initial abilities using written and spoken journals, and (4) differences in learning achievement of students who have low entry using oral and written journals in learning process. The research used a quasi experimental approach to the design of Non Equivalent Control Group Design. The independent variable is the learning journal, the variable attribute is the initial ability, and the dependent variable is academic achievement. The study is conducted in the department of health and sport Faculty of Teacher and Education of Lampung University. The sample was determined by purposive sampling technique. Data were collected by using test instruments. Data were analyzed by using 2 x 2 factorial analyses. The results showed that: (1) there is an interaction between early/initial abilities through oral and written journal of the students' learning achievement (p -value 0.050), (2) the average of students' learning achievement using written journals is higher than those who use oral journals with different values- average 3.73. (3) The average in learning achievement of students who have high entry using written journal is higher than using oral journals with a value of 4.058 and the average difference is 8.13. (4) the average in learning students'achievement of students who have low entry using oral journals is higher than those who using written journal and the average difference is 0.667.

The Implementation of Inclusive Education at Elementary School in Lampung Province

Authors:

Herpratiwi, Ujang Suparman and Wini Tarmini
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Abstract:

This evaluation of the inclusive program is conducted with the intention to determine the antecedent, transaction and outcomes of the program. Stake's countenance model of program evaluation is applied to the elementary school X at Lampung Province during the year 2005/ 2006. The subjects of the research were taken purposively, i.e. 23 students with special needs and handicaps, 6 homeroom teachers, 2 subjects teachers, 1 guide/ counselor, 1 principal/ headmaster, 6 parents of students with special needs, and 2 members of the school council. The results are as follows: 1) Antecedent: (a) the inclusive education is administered in regular classes using pull out system, (b) student recruitment is conducted without assessment, (c) there is no special training for the teachers of special needs, (d) learning programs is not oriented to individualized education, (e) general facilities and infrastructures are used for the programs, and (f) the school financial support from the government. 2) Transaction: (a) learning activities are conducted conventionally without special enrichment for the students with special needs. Remedial programs are carried out in the inclusion room by a guide teacher accompanied by the classroom teachers and the principal, (b) in order to keep interpersonal relationship, teachers tend to be open-minded, tolerant, patient, and emphatic to students, and (c) evaluation is conducted in the form of written tests at the end of the learning process. A follow up activity is performed as remedial for all students with special needs. The criterion used to measure the learning outcomes are the maximum achievement. 3) Outcomes: changes are observed in the cognitive, affective, as well as in the psychomotor domain, even if it is not very significant. The most important thing is that the handicapped children are able to read, write, and do simple arithmetic. However, it is difficult for them to attend a higher level of education.

Learning Styles and University Students' Language Proficiency in Indonesia

Authors:

1Lloyd Holiday and 2*Hery Yufrizal

1School of Graduate Education, La Trobe University, Australia, 2Faculty of Teacher and Education, Universitas Lampung, Indonesia

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Abstract:

This study reports a study on the effect of learning style on the university students' English proficiency tests at a university in Indonesia. Using a cross-sectional study, 136 students were tested their English Proficiency through institutional TOEFL tests. The learning style is determined by giving the students a set of questionnaire of learning styles. The results show that there is no significant effect of learning style on students communication ability as measured by their attempts to produce comprehensible input and comprehensible output. Additionally, it was also found that there is no significant effect of learning style on students' English proficiency. The finding of the study show that there is a particular path that distinguishes learners who learn English in order to communicate with the native speakers of the target language and learners who learn English for as a subject with less opportunities to communicate with the native speakers.

Goofings in Translation by Undergraduate Students

Authors:

Ujang Suparman, Hery Yufrizal and Herpratiwi

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Abstract:

The aim of the research is to investigate strategies use by students taking part in translation class. The startgies, which are frequently considered "errors" but in fact show their tactics to overcome their problems at hand. The participants of the research comprised 50 undergraduate students taking a translation course at Lampung University, Indonesia. The research last for four months in 2010 during the lecturing hours. The researcher was one of translation lecturer not only at a Diploma Program but also at a Graduate Program where the two programs run a translation course. The research is qualitative by nature. A protocol analysis was used as a major data collecting instrument. Other instruments were observation and interviews. The participants were assigned to translate various texts of different genres after they were trained on how to translate ideas from a source language into a target language. The protocols were then coded and analyzed to identify what kinds of goofing the participants made, and why they goofed. Observation was intended to get data on goofing while the participants were on the process of translation or discussion of their translation with their peers. Interview was intended to get the data on how they translated, why they translated in the way they did. The data from both observation and interview were used as supporting data for protocol-analysis-based data. The findings show that majority of goofing that the participants committed was on how to translate effectively and communicatively. Feedback from the lecturer plays an important role in minimizing their goofing. Therefore, the lecturers of translation are suggested that they should provide a lot of exposure and appropriate training on how to translate communicatively. They are also suggested that they should provide feedback for every transition assignment or work to the participants so that they could take benefits from such feedback.