



# *The* **Epitome** */I'pitəmi/*

Academy of Language Studies, UiTM Cawangan Kedah

*We are back!  
Welcoming the epitome of artistic ideas &  
astonishing writers!*

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## **SYNOPSIS**

The Academy of Language Studies, Universiti Teknologi MARA (UiTM) Cawangan Kedah is thrilled to announce the release of the second edition of its e-magazine, The Epitome. This publication exemplifies our steady dedication to fostering creativity in language and literature.

The primary objective of THE EPITOME is to offer a platform where writers, educators, scholars, poets, and researchers can come together to exchange their ideas, discoveries, expertise, and narratives. Our special focus revolves around an array of creative writing genres, encompassing Playwriting, Short stories, Songs, Speeches, Memoirs, Literary Journalism, Humour writing, Lyric essays, Innovative essays, and Personal essays, with a goal to embrace diverse linguistic expressions, with content available in four languages: English, Bahasa Melayu, Mandarin, and Arabic.

# table of contents

<b>我的快乐时代</b>	21
By: Lee Seng Hua Department of Wood Industry, Faculty of Applied Sciences , UiTM Pahang Branch Jengka Campus	
<b>Imbauan Semalam</b>	22
By:Melina Mahpuz Fakulti Komunikasi dan Pengajian Media, UiTM Shah Alam	
<b>Lamunanku Terhenti</b>	25
By: Dr. Mohd Izani Othman Fakulti Farmasi, UiTM Cawangan Pulau Pinang Kampus Bertam	
<b>When Something Ends</b>	27
By: Muna Liyana Mohamad Tarmizi Akademi Pengajian Bahasa UiTM Shah Alam, Selangor	
<b>My DRP Journey</b>	28
By: Nurul Nadiah Dewi Faizul Ganapathy Academy of Language Studies	
<b>Customer Services 101</b>	30
By: Razanawati Nordin Academy of Language Studies, UiTM Cawangan Kedah, Kampus Sg. Petani	
<b>Observation</b>	32
By: Ruzana Omar UiTM Kuala Terengganu	
<b>Reconnecting Millennials with Society</b>	34
By: Dr Sheikh Ali Azzran Sh Said School of Construction and Quantity Surveying, College of Built Environment, Universiti Teknologi MARA, Shah Alam	
<b>A Never-Ending Vacation</b>	36
By: Sharifah Syakila Syed Shahrudin & Sharifah Sharmaine Syed Shahrudin	
<b>Hurtful Authenticity or Flattering Lies</b>	38
By: Nor Asni Syahriza Abu Hassan Academy of Language Studies, UiTM Kedah Branch	
<b>A Mother's Anguish</b>	40
By: Sharina Saad Academy of Language Studies, UiTM Kedah Branch	



*Every day is learning curves...*

Dear Readers,

We are back! We are thrilled to present a collection of articles that we believe capture the essence of the writers. Our team has worked diligently to curate content that we hope will both engage and resonate with you.

In these pages, you will find a diverse range of perspectives on life, from joy to sorrow. We hope these pieces inspire reflection and spark meaningful conversations.

We want to express our deepest gratitude to our talented contributors for their time and expertise. Their dedication is what makes the second issue of Epitome possible.

As always, we value your feedback. Please do not hesitate to reach out with your thoughts and suggestions.

Thank you for being a part of our Epitome community.

Warm regards,

**Razanawati Nordin**  
**Editor-in-Chief,**  
**The Epitome**

EDITOR'S NOTE

# Observation

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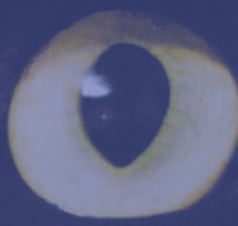


I observed an English language teacher teaching Year 1 in a school in an East Coast state as a compulsory subject at the intermediate level. The topic taught was The Different Seasons in a Country. She started by showing picture cards of various types of seasons in a country and asking the students to identify each to attract her student's attention to the lesson. The teacher asked the students what the weather looks like now. The teacher said, 'There's only one season in our country, but some countries have four seasons' in code-switching. She said, 'Today you will learn "Different seasons in a country.''

The teacher writes the topic of the lesson on a whiteboard. She also writes the day and date of the day in the upper right-hand corner of the board and lists the names of the four seasons on the board. The teacher shows picture cards of a country with four seasons, one by one, starting with winter, autumn, summer, and spring. The teacher then explains the activities people have during the seasons. The teacher distributes worksheets of the four seasons. Students ticked the correct picture based on the names of the seasons.

The teacher summarized the lesson by asking the students to say the words of the seasons loudly. This teacher has a good command of the subject matter where detailed instruction with clear explanations on the topic had been given. The students had a fun time learning from this teacher as she had the experience and had her own way of tackling students' different learning abilities. That was noticeable when she grouped her students into three mixed skills of students. When asked the reason for the strategy, she explained that it would allow the weaker students to mingle freely with the brighter ones and prevent the feeling of an inferiority complex. The tone of voice is well-modulated, with reasonably good pronunciation with suitable and correct intonation. The language used is generally excellent and acceptable. Somehow, appropriate stress patterns are needed. The Teacher's English pronunciation is generally good, but the influence of the Malay accent is highly noticeable. Practicing correct pronunciation is essential to an English language teacher. BBC Learning English would be a good resource for the teacher.

She has a strong voice, but there is warmth in it. Her eyes were fixed on each and every one of her students tenderly. That was enough to attract her student's attention before she started testing her students' background knowledge on the number of seasons in the four-season countries. I could see that she was very much in control of her class.

A close-up photograph of a cat's eye, showing the iris and pupil, set against a dark background. The eye is looking towards the left of the frame.

The set induction was a good starter. The lesson is presented clearly and according to the sequence and use of appropriate examples, where she appropriately explained the different weathers in the countries of four seasons with the aid of attractive colourful picture cards showing the different climates. The lesson is paced according to the student's comprehension ability and sufficient activities for the duration of the task, which is thirty minutes.

The teacher makes systematic and practical use of the board. Her scribbling marker pen handwritten on the board is of the correct size, clear enough even to those who were sitting at the back of the classroom. A primary school teacher needs to use precise and right-size handwriting when they use a board for their teaching aid. That is for the benefit of the students to grasp the content of the teacher's writing on the board. Code-switching was noticeable in her giving instructions to students.

Teaching aids are suitable to the topic and effectively reinforce teaching. Her teaching method and strategy are similar, though. The usage of technology and innovative education still need to be improved.

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