



## THE INFLUENCE OF SELF-DRIVE ON THE DEVELOPMENT OF MALAY LANGUAGE PROGRAMME: NON-NATIVE ADULTS' PERSPECTIVE

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### Abstract

**Purpose:** The purpose of the study is to analyse non-native adults' self-drive and ways that has influenced towards the development of Malay language programme in which the programme caters to their needs, expectations and self-drive in University of Malaya for Continuing Education.

**Methodology:** This study aims to analyse non-native adults' self-drive in an informal adult education at a higher learning institution in Malaysia using an action research method comprising 58 non-native adult learners which was implemented from January 2014 to December 2017. The evidence gathered through feedback, observation and continuous assessment.

**Findings:** The outcome of this study reveals that strong self-drive among non-native adult learners encouraged and increased the effort towards the introduction of a Malay language programme that suits their needs and expectations.

**Research Limitations/Implications:** It was reported that the development of new Malay programme would have been more successful and benefits more language instructors and academicians. Their involvement would provide more support and critical views in the research in order to validate the formulation of the Malay programme.

**Social Implications:** The improvement in teaching and learning process undertaken has also accelerated adult learners' attainment and competency in Malay language. As a result of non-native adult learners' excellent attainment has reinforced the Malay language educator to attract and increase the enrolment for continuing education at higher learning institutions that offer Malay programme as lifelong learning programme.

**Originality/Value:** The study on self-drive among non-native adults and how it has influenced towards the development of a Malay programme that caters to their needs, interests and expectations is still new, and it is a first-hand study of its kind. The results will be useful for those who are involved in adult teaching and in steering Malay as Modern Foreign Language programme at higher education.

**Keywords:** *non-native adults, self-drive, Malay language programme, higher education, continuing education (Life Long Learning)*

### INTRODUCTION

Since Malaysia has become a hub for continuing education, there is a major influx of foreign students as well as expatriates working here in which has affected immensely their communication skill in Malay language during the long stay. Therefore, the demand for acquiring Malay language had increased the value for them to equip with proper communication skills that are useful during their interaction with natives for trading and work purposes, fulfill official responsibilities, manage daily routines and such (Alis, 2006). These conditions had raised foreigners' self-drive to seek intensive Malay language education at local higher learning institutions. The growing emphasis on continuing education in Malay language calls for a more skilled workforce and the desire to expand one's knowledge and skills is an important source of self-drive to learn. Primarily, adult learners who are intending to continue their education usually were found to be expanding their knowledge and skills of Malay language in an interesting and satisfying way of living (Smith & Spurling, 2001).

### PROBLEM STATEMENT

Generally, these non-native adults' self-drive do not parallel with the type of Malay courses they desired as they needed a course that can prepare them efficiently and become competent speakers after completing an intense course programme (Wan Zarina et al., 2007). The Malay courses which they self-select were unable to fulfill their interest, needs and expectations and at worse mismatched to their self-drive as well. Despite strong self-drive and high demand for Malay language course, yet the enrolment declined due to the fact of refusal to invest for undeserving courses. The compulsion for a flexible, feasible and interactive Malay language course has prompted the study to formulate a Malay language course programme that caters to non-native adults' needs, interests and expectations thus introduce as a marketable product for the higher learning institution. As a result, the study intends to identify factors that foster non-native adults' self-drive to engage in the Malay language course and then investigate how their self-drive influences the formulation of a new Malay programme for non-native adult learners at the higher learning institution. So, the research study will analyses these two objectives in detail.

## REVIEW OF LITERATURE

Self-drive is defined as individuals' internal desire to acquire new information or knowledge in a psychological term. As for adult education, a number of researches have been studied specifically on motivation influences on adult learning.

[Rueda & Chen \(2005\)](#) claimed that learners who are learning foreign language generally reflect high motivation level and probability of attaining better grades and proficiency level. Basically, learners especially adults with strong self-drive tend to seek more resources and assistance towards improving their language performance. Adult learners with strong self-drive possess higher expectations in learning and manage their learning to better achievement and performance in foreign language ([Segalowitz & Freed, 2004](#)). As mentioned by [Gardner et al. \(1997\)](#), strong self-drive signifies learners' attitude, interest, and endeavor in learning a new language. This would lead them invest their energy and time to learning with the expectation of achieving better performances. Adult learners likely to assess their existing state and abilities in relation to language learning and find ways in combination of effort plus desire to achieve the goal of learning in their self-selected language.

As investigated by [Darkenwald \(1980\)](#) found factors that deter adults from attending organized education caused by personal commitments, lower confidence, and lack of interest in available language courses likely to decline adults' learning motivation and further prevent their learning process. According to [Macaro \(2006\)](#), learners' attribution adds to stronger self-drive in which highly influences their learning goals. [Bernat \(2004\)](#) mentioned that adult learners' learning preferences determine their strong self-drive and the time they expect to invest in foreign language learning. Even then, individuals self-drive are different from one another in acquiring a foreign language. This can be seen with adult learners who are educated in non-western cultures demonstrate dissimilar motivation and their expectations towards learning and teaching compared to learners from western educational background. Therefore, learners from diverse countries display varying achievement and performance even though the same learning materials and teaching methods have been used ([Maehr, M.L., 1998](#)).

The above literature review reveals that self-drive influences non-native adults learning and led to the development of newly improved Malay language programme at present higher learning institution. Therefore, the data gathering and analysis instruments using observations, feedback and assessments were prepared based on these arguments.

## RESEARCH METHODOLOGY

In the process to gauge and analyse non-native adults' self-drive in acquiring Malay language in an informal learning at the higher learning institution, a qualitative approach been used by adopting an action research method. Commonly, action research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in learning institutions, or looking for ways to improve instruction and increase learners' achievement. Hence, a similar practice is emphasized among non-native adult learners at the higher learning institution and the language instructors are always being held accountable for learners' achievement results. So, the process of action research conducted at the higher learning institution actually assists the researcher in assessing needs, documenting the steps of inquiry, analysing data, and making informed decisions that can lead to desired outcomes ([European Commission, 2003](#)).

The study involved 58 non-native adults comprising of public who have self-selected the Intensive Malay Programme at the higher learning institution. Generally, these non-native adults are working adults who are different from their education background, culture and capability. The study was implemented over 4 years from January 2014 until December 2017. Each cohort commences for an approximate of 4 to 13 weeks session and the action research study consumed 34 cycles to gather and analyse evidence. The evidence was gathered through feedback, observation and continuous assessment and data were analysed, then summary was taken to confirm the conclusion.

## RESEARCH INSTRUMENTS

The research instruments used to gather evidence involve observations, feedback and assessments. Using the Action Research methodology and the research instruments to analyse the data, the findings that were obtained actually based on Likert Scale for simple analysis ([Black, T, 1999](#)):

1. Items measured in this study on respondents' feedback using five-point Likert Scale ranges from: (1) "strongly disagree", (2) "disagree", (3) "somewhat agree", (4) "agree", and (5) "strongly agree".
2. The items measured in this study by researcher on respondents' performance and achievement based on observations and assessments using four-point Likert Scale ranging from score: (1) "under-achieving with score 1-2", (2) "minimal achievement with score 3-5", (3) "achieve target with score 6-8", and (4) "high achieving with score 9-10".

Qualitative data that used Likert Scale is actually displayed basic analysis as the mean to measure the most frequent responses and display the distribution of responses by using frequency or cross tables.

## RESEARCH LIMITATIONS / IMPLICATIONS

Lack of additional evaluator within the research study as the researcher is the only fulltime Malay language instructor involved in the programme formulation. Occasionally, a part time language instructor has been assigned to assist the researcher whenever required. The involvement of an additional evaluator in the study might be much better and equally important so as to enhance the credibility and objectivity of the evaluation.

This study mainly relies on small groups of non-native adult learners comprising of one up to twenty people in each cohort that had enrolled for Malay programme. Furthermore, such admissions are centred as per client's request and not on regular basis. Therefore, the research can only be conducted in a qualitative study.

## FINDINGS AND DISCUSSION

### 1. Identify factors that foster non-native adult learners' self-drive to engage in Malay language programme

Predominantly, significant factors such as adult learners' pertinent needs, interests and expectations, different learning styles and ability level towards acquiring the language competency and, finally the mismatch of teaching methods and language instructors' behaviour had affected non-native adults' self-drive in learning the Malay language effectively.

#### Adult learners' needs, interests and expectations

Referring to Table 1, based on the results derived from the observation scale on learners' perception and interest in the beginning of the Malay course proved that 70.7% of non-native adults were still underachieving in their achievements. Simultaneously, 29.3% of them only achieved the minimal target.

**Table 1: Learners' perception and interest in Malay Achievement**

<b>Frequency Distribution Of Learners' Perception And Interest in the beginning of the Malay programme</b>		
<b>Observation</b>	<b>Count</b>	<b>(%)</b>
Unachieved	41	70.7
Minimal Target	17	29.3
Meeting Target	-	-
Exceed Target	-	-
<b>TOTAL</b>	<b>58</b>	<b>100</b>

However, results obtained from the observation scale on learners' perception and interest after the improvement revealed that 91.4% of non-native adults have exceeded in their achievement target. Meanwhile, 8.6% of them have met their achievement target successfully as shown in Table 2.

**Table 2: Learners' perception and interest in Malay Achievement**

<b>Frequency Distribution Of Learners' Perception And Interest after the improvement</b>		
<b>Observation</b>	<b>Count</b>	<b>(%)</b>
Under target	-	-
Minimum target	-	-
Meeting target	5	8.6
Exceed Target	53	91.4
<b>TOTAL</b>	<b>58</b>	<b>100</b>

In general, many non-native adults who are very much self-directed towards their own learning show preference to interactive and learner-centred approach which provides them with much freedom and liberty to improve their language skills ([Knowles, 1997](#)). In other words, they favour language instructors to emphasis on language literacy and the materials selected are relevant and suitable to their ability and interest their adult learners ([Condelli & Wrigley, 2004](#)).

The continuance of non-native adult learners' self-drive in learning Malay language highly influenced by language instructor and the type of teaching methods applied. Non-native adult learners' attitude and enthusiasm in learning begins from a positive classroom environment created by the language instructor ([Illeris, 2011](#)). Besides, adult learners gain significant confidence and credence in the teaching and learning process that is created by language instructors which are feasible, motivating thus viable for non-native adult learners of different backgrounds, educational experience and culturally diverse ([Gardner, 1960](#)). As a result, non-native adult learners secure the opportunity to exercise the learnt Malay language immediately with multi-lingual native speakers in Malaysia.

Principally, adult learners expect their language instructor to be equally interested, enthusiastic and supportive towards the teaching and learning process of the Malay language in class. They can perceive and gain confidence in acquiring the

language when the language instructor make an effort to go extra mile to improve adult learners' language skills thus achieve the desired goals. Moreover, non-native adult learners too will behave productively in the classroom and the learning process will become effective (Shirbagi 2010).

#### Adult learners' learning styles and ability level

Based on Table 3, results derived from the observation scale on learner's needs and expectations at early stage proved that 72.4% of non-native adults remained underachieving. Meanwhile, 27.6% of them have attained minimal achievement.

**Table 3: Learners' Expectations and Needs at early stage**

Frequency Distribution Of Learners' Expectations And Needs at early stage		
Observation	Count	(%)
Unachieved	42	72.4
Minimal Achievement	16	27.6
Meeting the Achievement	-	-
Exceed The Achievement	-	-
<b>TOTAL</b>	<b>58</b>	<b>100</b>

On the other hand Table 4 indicates results from the observation scale on learner's needs and expectations after the improvement show that 93.1% of non-native adults have exceeded their achievement target. Moreover, the remaining 6.9% of them have met their desired achievement target.

**Table 4: Learners' Expectations and Needs after improvement**

Frequency Distribution of Learners' Expectations And Needs after improvement		
Observation	Count	(%)
Under target	-	-
Minimum target	-	-
Meeting target	4	6.9
Exceed Target	54	93.1
<b>TOTAL</b>	<b>58</b>	<b>100</b>

In fact, Malay language instructors' preference of teaching styles must be compatible to their non-native adult learners' learning styles and the outcome obtained positively leads to higher academic success in learners thus promoting active learning process in class (Noels et. al. 2003). So, language instructors should provide and facilitate the specific needs and preferences of different types of non-native adult learners by adopting a flexible adaptation and revise their current teaching styles consistent to their learners' learning styles (Zippert, 1985).

Moreover, Malay language instructors must attempt to explore their non-native adult learners' learning styles, earlier before scrutinizing their own teaching styles. And then, they can align their teaching styles adapting well to their adult learners' learning style as it determines learners' achievement in classroom (Hyman & Rosoff, 1985). In the process regulating free-flow of information, thoughts and feelings among learners, unplanned learning strategies are required in forms of interactive and integrated activities that facilitate learners effectively.

In the progression of encouraging and thought-provoking in an increased level of interaction, social strategies are essential to gauge and involve non-native adult learners actively and effectively in Malay language learning thus improve their proficiency (Hismanoglu, 2000). Social strategies imposed in Malay language consent non-native adult learners to practice confidently and recognise significantly specific language usage in different groups of native speaker, and also in diverse situations that require formal, informal or non-formal Malay interaction (Bachman, 1990).

#### Language Instructors' Teaching Methods and Behaviour

As shown in Table 5, results obtained from non-native adults' feedback on language instructor's teaching performance proved that 65.5% of them disagree with teaching methods and performance. This followed by 27.6% of them somewhat agree and only 6.9% agree with the current teaching approaches.

Referring to Table 6, results obtained from the feedback scale on language instructors' teaching performance revealed that 93.1% of non-native adults strongly agree with the teaching performance and methods applied. Meanwhile, 6.9% of them agree with the improvements made to teaching performance and methods.

**Table 5: Language Instructor's teaching Performance**

Frequency Distribution of Teaching Performance at early stage		
Feedback	Count	(%)
Strongly Agree	-	-
Agree	4	6.9
Sonewhat agree	16	27.6
Disagree	38	65.5
Strongly disagree	-	-
<b>TOTAL</b>	<b>58</b>	<b>100</b>

**Table 6: Language Instructor's teaching Performance**

Frequency Distribution of Teaching Performance after improvement		
Feedback	Count	(%)
Strongly Agree	54	93.1
Agree	4	6.9
Sonewhat agree	-	-
Disagree	-	-
Strongly disagree	-	-
<b>TOTAL</b>	<b>58</b>	<b>100</b>

Usually, language instructors' delivery highly focused on text materials and great importance assumed as just to completing the course material in which adult learners involved forcefully in verbatim memorization. This subjected to rote learning which deters them from developing and improve their understanding which can be achieved by immediate practice among native speakers in a more useful and effective manner ([Oxford, R.L. & Ehrman, M. E. \(1995\)](#)). Principally, effective learning of Malay as a modern foreign language should focus on active social interaction and activity involvement rather than memorization, drilling or other metacognition aspects especially in the fundamental level ([Lee, K, 2008](#)).

Apart from that the mode of instructions in Malay language should be directed towards task-oriented activities instead of memorization and the activities proposed must be in the context of common tasks engaging every adult learner in the Malay language class ([Kearsley, 2010](#)). So, language instructor must ensure that the instructions conveyed suitable to the diverse backgrounds of learners so that learning materials and activities definitely countenance the learners of different ability levels to study feasibly through guidance and help at occasions. With regards to this, the mode of instructions used in teaching and learning process and assessment instruments account marked changes and improvements in which enable and stimulate non-native adult learners to acquire Malay language confidently and conveniently ([Ghazali et al., 2011](#)).

Suggestively, language instructors teaching Malay language expected to be to be perceptive over their non-native adult learners' learning diversity in the target language and there again, equip themselves with the use of variety of teaching styles acceptable to non-native adult learners in the classroom. Subsequently, such informal approach obviously creates a more fun-oriented learning thus, more likely accomplish successful teaching and learning process that benefits non-native adult learners to achieve their academic successfully by the end of summative examination scores ([Zippert, 1985](#)). Fundamentally, numerous non-native adult learners have the impression and assumption of equating Malay language learning with another language learning methodology.

Hence, language instructors must adopt the attitude of clarifying the difference in cultural thinking and language usage that exist in diverse languages. Moreover, Interactive strategies and approaches should be implemented comprehensively so that non-native adult learners able to grasp the differences by using the Malay language learnt persistently. In other words, language instructors must vary their teaching methods which primarily learner-centred and accompanied by various teaching strategies and activities that can stimulate their interests and self-drive towards effective learning in Malay ([Brophy, 2004](#)).

## 2. Investigate how non-native adult learners' self-drive influences the formulation of a new Malay Programme

Knowing the factors that had upraised non-native adult learners' self-drive ultimately influences the teaching and learning process to a new dimension in which accommodates their learning of Malay language effectually. So, this had prevailed on the changes and reforms in constructing the Malay language course content and also methods of classroom teaching which had been planned based on the learners' self-drive ([Ainol M. Zubairi & Isarji Hj Sarudin, 2009](#)).



### Interactive and Learner-Centred Teaching Methods

Based on Table 7, results yield from the observation scale on learner-centred and interactive teaching methods show that 87.9% of non-native adults have exceeded their achievement target. Moreover, the remaining 12.1% of them have met their desired achievement target.

**Table 7: Learner-centred and Interactive Approach**

Frequency Distribution Of Learner-Centred And Interactive Approach		
Observation	Count	(%)
Under target	-	-
Minimum target	-	-
Meeting target	7	12.1
Exceed Target	51	87.9
TOTAL	58	100

Non-native Adult learners' self-drive had insinuated the teaching and learning process of Malay as foreign language acquisition highly concentrating on interactive and learners-centred approach. Non-native adult learners always desired to culturally interact with native speakers of Malay and are enthusiastic to participate as valuable members of the target language. Moreover, non-native adult learner is driven to use Malay language for social interaction instantly ([Shirbagi 2010](#)). Therefore, the teaching methods must be varied and regulated accordingly to meet the adult learners' self-drive, learning styles and ability. Language instructors should actively involve non-native adult learners with all four language skills, cultural and social interactions with the Malay speaking community ([Wan Zarina et. al., 2007](#)).

Actually, teaching strategies that were assumed flexibly and comply with learner-centred approach by Malay language instructors encourage changes and improvements in adult learners' learning styles. One important aspect of action research methodology is the acceptance of non-native adult learners as they were in the beginning phase of the Malay course, and with this understanding, stimulates them to accomplish the tasks and activities performed effectually ([Stringer, 1999](#)). Such an accommodated teaching process to non-native adult learners' self-drive resulted in enhanced attitudes toward self-regulated learning and an increase in their thinking skills, accelerated their academic achievement, and empowered their creativity in Malay language ([Irvine & York, 1995](#)).

Generally, non-native adults attempt to learn Malay language through own initiative by observation, reflection and finally identify those new knowledge and skills they acquire in order to perform more efficiently. As a result, language instructors must keep encouraging and inviting adult learners to participate in this way in which inspires them to be active learners who take responsibility for their own learning. Simultaneously, such attempts also demonstrates the fact that Malay language instructors value and respect their experiences which becomes the key tool for the success of adult teaching process in a Modern foreign language course ([Wan Zarina et. al., 2007](#)).

### Malay Programme Content

Referring to Table 8, results obtained from the feedback scale on learners' assessment results proved that 96.6% of non-native adults have exceeded in their achievement target. Meanwhile, remaining 3.4% of them have met their achievement target successfully.

**Table 8: Learners' Assessment Results**

Frequency Distribution of Assessments		
Feedback	Count	(%)
Strongly Agree	56	96.6
Agree	2	3.4
Sonewhat agree	-	-
Disagree	-	-
Strongly disagree	-	-
TOTAL	58	100

Another influence of non-native adults' self-drive affected the organisation of Malay language course content. The Malay language resources were selected and developed giving importance to non-native adults' interest, needs and expectations and also to meet the demand of an intensive course. In the event, all four language skills were integrated and incorporated with the rules of Malay language desirably to enable the non-native adult learners to grasp and engage the target language feasibly in educational context and during social interactions ([Ghazali et.al., 2012](#)).

Non-native adult learners largely find it easier to learn Malay as modern foreign language as it allows them to self-regulate and empower their learning process and the results they expect to achieve. Therefore, the language learning necessitates the immersion process with real-life context conducive for adults to practice the Malay language dynamically. Subsequently, language instructors should organise and set the learning of Malay language in the natural way so that non-native adults can participate actively in the community rather than in the classroom (Gardner 2000). And again, various elements and attitudes that exist in the Malay cultural context such as values, meaningfulness, awareness of the non-native adult learners learning potential, differences in personality had influenced their self-drive continually. For that reason, the cultural context in Malay had affected the non-native adult learners' significant success in learning Malay language (Gardner, 2000).

Interestingly, such exposure in the Malay cultural context empowers non-native adult learners' attitude towards the learning process that undertaken in classroom environment. Therefore, this educational context considerably stimulates and affects adult learners' integrative learning thus build up positive attitude toward the learning Malay language successfully (Pogadaev, 2007).

### Learners' Performance and Achievements

Referring to Table 9, results obtained from the Assessment scale on learners' achievement and performance proved that 94.8% of non-native adults have exceeded in their achievement target. Meanwhile, the remaining 5.2% of them have met their achievement target successfully.

**Table 9: Learners' Achievement and Performance**

Frequency Distribution of learners' achievement & Performance		
Assessments	Count	(%)
Under target	-	-
Minimum target	-	-
Meeting target	3	5.2
Exceed Target	55	94.8
TOTAL	58	100

Majority of the non-native learners anticipated in speaking Malay language proficiently and capable of comprehending the meanings uttered by native speakers. In the course of time, vigorous practice of discourse and involvement in real-life situations had improved non-native adult learners' competency in Malay language and also increased their confidence to hold incessant conversations (Azani et al., 2012). Besides that, effective group activities also strengthen non-native adult learners' command in acquiring speaking and listening skills in Malay language resourcefully (Ghazali et al., 2012).

Efficacious adult language learners typically learn Malay language through conscious effort and deliberate learning rather than acquire it passively. Adult learners' self-drive play a significant aspect in Malay language learning, and the value of multilingualism emphasized in the society will increase the motivation level of learners and thus increase the success of foreign language learning in general (Clement, R et al., 1994). Adult learners' motivation level escalated quickly when they realize that their learning makes sense and is relevant to their values and perspective. Moreover, the exposure of the Malay culture, values, and thoughts showed the increase of integrative motivation among non-native adult learners to practice their language acquisition liberally with native speakers.

### RESULTS

With the incredible change and improvement made to the teaching and learning process, non-native adult learners' self-drive advanced towards the development and improvement of the existing course to an updated and reformed Malay language programme.

#### Intensive Malay Language Proficiency Programme

A course programme has been generated sensibly and emphasis on user-friendly and learner-centred that certainly empowers non-native adult learners' command in Malay language through an intensive course. As classified by Clement, R (1994), the lifelong learning that occurs by informal learning engages non-native adult learners dynamically through intentional and unintentionally approaches. Since modern foreign language course accentuates language skills, so an outline of course product was developed in which it contains feasible and flexible strategies, activities, and techniques in the teaching and learning process for adults. Of course, this focuses on accelerating and enhancing non-native adult learners' achievement as well as their proficiency from one level up to another definitely.

The course contents manifested in the Malay language course are meant to be interactive, learner-centred and integrated approaches which mainly concentrated on non-native adult learners' self-drive. The topics selected and covered in each level mostly initiated from adult learners' work related aspects and also pertinent to their self-drive. Typically, the designated topics comprise of rubrics for each level of competency in which these rubrics are elevated by knowledge

contents, activities and continuous assessments ([Fidishun D, 2000](#)). Lastly, non-native adult learners are exposed to Malay language acquisition in classroom learning and then built-in by active involvement in series of interactive activities, social interactions and cultural events. These modules are included and programmed in the course content of Malay Language Proficiency Programme for the aforesaid competency levels.

As a result, thorough, flexible and tailor-made course modules were organised and all in all personalized to non-native adult learners' self-drive. The text topics were selected accordingly to the non-native adults' ability levels of competency, meanwhile content materials were structured comprising all four language skills. The significant aspect of the formulation of Malay language course modules is that it emphasis highly on proficiency advancement from one competency level to another and also draws on the acceleration from one topic content to another in a particular proficiency level ([Fidishun D.,2000](#)). These are the pushing factors that attract non-native adults to select the Malay language programme at the higher learning institution.

### **Marketable product for Malay as Modern Foreign Language**

The increase in non-native adults' admission had raised the demand for a pertinent and valid Malay language course programme. Therefore the development of an actual course product has promoted and profited the higher learning institution to attract more non-native adults especially from the public with considerable enrolment. The Malay language programme had been introduced as Modern foreign language in which the course matches to non-native adult learners' entreaty. In the event, The Malay language course not only appeals to expatriates but also locality that lived abroad to improve and advance their communication skills thus expand their knowledge about the host country ([McNair, 2000](#)).

Various marketing tools were employed by means of online, telemarketing, verbal communication and such to promote and advertise the Malay language course to many universities abroad, industrial corporations, corporate firms, political organisations and other business agencies. In addition to that, the higher learning institution has taken necessary measures to customize the course accordingly to gratify clients' self-drive, interest, needs, and expectations. Besides, this programme too acts as value-added returns to the higher learning institution and it has attracted many non-native adults to invest money for it is worth of the outcome result and satisfy their prime goal, self-drive ([European Commission, 2003](#)).

Though in the beginning of Malay language course, many non-native adults preferred language instructor's guidance and contact with other peer but at present, many independent and highly motivated individuals desired self-study options available to pursue Malay language learning methods, such as private tutoring. These learners are willing to financially invest in Malay language learning and often favored to learn individually than in a group due to the fact that they may not have time to attend group classes or unable to find suitable classes available around their living area ([Marshall, B., 2002](#)). Short, intensive, and residential Malay courses which lasting for few weeks also prove popularity amongst non-native adults who travel periodically to Malaysia. As a result, hybrid approaches combining self-studying with a variety of other learning methods are adopted proactively to make Malay as a modern foreign language learning a long-term pursuit.

### **CONCLUSION**

The study found that non-native adults' preference over Malay language learning is based on the advantages this modern foreign language has, which is beneficial and profitable for them. There is no single, best way to teach Malay language due to the fact that there is no homogeneity of learners. Some learners require formal presentation to learn Malay language thoroughly while others acquire more through less structured immersion ([Pogadaev, 2007](#)). Regardless of the methods employed, the most important aspect for non-native adults' successful learning requires strong self-drive, determination and confidence, as well as in-depth exposure to proper Malay language form. Therefore, the intensity of adult learners' self-drive has been a proposition for the higher learning institutions to develop Malay language course programme apposite to their needs, interest and expectations.

### **FUTURE SCOPE OF WORK**

Even though, a significant Malay language programme had been developed to rationalise non-native adults' self-drive however there is still more room for further interest in reviewing and improving the standards of the product. Further studies can be undertaken by other modern foreign language developers to scrutinise the integrity and cogency of this Malay Language Proficiency Programme ([Alis Puteh, 2006](#)).

This designed programme can be the benchmark for many Malay language instructors and developers of other higher learning institutions to improve and build a solid Malay language programme that caters to non-native adult learner' self-drive ([Weddel & Van Duzer, 1997](#)). In the development of Modern foreign language course, formulating instructional materials for adult learners requires a deeper level of understanding of their motivations, needs, expectations and reasons behind their participation in a learning environment ([Daines, & Graham, 1993](#)). The purpose of this study is to provide course programme planners and language instructors of non-native adults with information leading to a more balanced understanding of how and why non-native adults chose to learn Malay language, the rationale behind Malay language course development methods and techniques, and information on the learning process itself.



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