

# Future Direction of Language Education in Malaysia



DEPARTMENT OF HIGHER EDUCATION  
MINISTRY OF HIGHER EDUCATION



# Future Direction of Language Education in Malaysia

Prepared by  
Study Committee for the Future Direction  
of the Language Education in Malaysia

DEPARTMENT OF HIGHER EDUCATION  
MINISTRY OF HIGHER EDUCATION  
PUTRAJAYA • 2010

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## Preface

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This report is a culmination of a year-long work by several colleagues from different universities headed by Prof. Datin Dr. Hajibah Osman (Dean of the UiTM Language Academy). The project originated from the felt desire by MOHE to review the status of language programmes in various institutions of higher learning in Malaysia. The ultimate goal of this study is to chart future directions of the language programmes offered in institutes of higher education in Malaysia.

The study committee agreed on a proposal to examine the issue through both benchmarking and a study of the actual conduct of language programmes as practised in the local public universities. For the purpose of benchmarking, visits were to universities in the neighbouring countries (Singapore and Hong Kong) while online resources were explored to identify programmes offered by other universities. For insights into the existing practice, details pertaining to the conduct of language programmes in each of the institutions were gathered with the aim of getting an overall perspective on, or a helicopter view of, the situation. It is hoped that through such a scenario building, we will be able to identify appropriate courses of actions towards better delivery of language training programmes in the country.

As an exploratory initiative, the study committee hopes to develop a better public appreciation of the language issue—English in particular—emphasising on the need for a broader scope of action space; meaning, language is not simply about proficiency. Rather, it deals with a larger scope, with embedded and autonomous learning, with effectiveness of the core subject teaching and the critical role language plays in not only teaching the core subject, but also in graduate thesis writing and employment. The main objective is to be able to recommend strategies towards capacity building in language studies. Among others, we raise the concerns over effective teacher training including having teacher trainers in the critical areas such as linguistics and literature, the language labs, and language specialists.

This report is presented into three parts. The first part describes the evolution of language instruction in tertiary institutions (Chapter 1-2). The second part offers more analytical details on the range of approaches and practices that are observable in these institutions as well as the employment opportunities for the graduates (Chapter 3-5). In the third part, capsule summary of the findings and the implications are discussed (Chapter 6-7).

In completing this project, we received assistance from various parties to whom we are grateful.

Study Committee  
May 2010



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## Executive Summary

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*Future Direction of Language Education in Malaysia* starts by tracing the beginning of language education at tertiary level from the setting up of the Department of Languages in the Faculty of Arts at the University of Malaya in 1966 to the present. The rich past and present experiences are invaluable resources that can be used to chart the future direction of the national language education agenda to produce employable graduates both for the local and global workplaces in line with the objectives of the National Higher Education Strategic Plan (2007). This study compiles and examines a comprehensive database of language programmes pertaining to Languages, Linguistics and Literature offered in the different universities in the country to provide MOHE as well as the public with an overview of the discipline of language encompassing Malay (as the national language), English (as the country's second language), and other languages. In doing so, the study highlights three main categories of language education in Malaysia i.e. language proficiency courses; language programmes; and programmes for teaching languages as a platform to understand where language programmes stand in the system.

The methodology employed involves collecting data on all the different language programmes offered, market survey results and tracer studies of graduates to determine their relevance and effectiveness. Comparisons are made to show the similarities and differences of the programmes among the local universities as well as with foreign universities. Most importantly, the strengths of the programmes are highlighted to indicate the relevance of these programmes in the job market. Graduates of English and Malay languages do not have problem securing employment whether in the public or private sector while graduates of other languages are still able to secure jobs.

There are various challenges facing language practitioners in the country. Many are still not aware of the wide scope of the discipline of language as most relate it merely to the teaching and learning of languages. Furthermore, practitioners within the discipline need to develop areas in language studies in line with the current needs. Currently, the country lacks experts in the areas of Linguistics and Literature and not much has been done to address this issue.

The study of language has its established place in the Malaysian system, but from a national point of view, it is much more than just an academic subject. Language is a national issue in several aspects. Language and Linguistics need to be viewed as an academic discipline for its success while Language Studies need to be viewed by its contribution to the Malaysian economy. The contributions of the discipline of Language go beyond what is seen in classrooms as Language plays a vital role in nation building. Due recognition should be accorded to the discipline of Language in terms of research scholarship and studentships.





## CHAPTER 1

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### Introduction

#### 1.1 Background

In Malaysia, language education at tertiary level started in the 1960s when the University of Malaya (UM) set up a Board of Studies in 1966 with a view of establishing a Department of Languages in the Faculty of Arts to be responsible for the teaching of languages. Courses on offer then included Language, Linguistics and Literature categorised under the discipline of language studies (in Malay and English). However, in response to a widespread demand for the teaching of languages from other faculties, the university established its Language Centre on 3<sup>rd</sup> March 1972 as an autonomous centre to take over the responsibility of managing and teaching of languages then including English, Malay, Chinese and Tamil.

Most universities started their language centres or units at about the same time as there was an urgent need to offer language courses then: Universiti Putra Malaysia established a Language Section in 1971 when the institution was known as Agricultural College of Malaya (Kolej Pertanian Malaya). This section was then upgraded to the Language Department and subsequently to the Faculty of Modern Language Studies in 1995 (now known as the Faculty of Modern Languages and Communication). USM started offering English and other language courses in 1972 at its Centre for Languages and Translation which has been upgraded to the School of Languages, Literacies and Translation (2008). Similarly, UKM established the Language Centre in 1972 at its temporary campus in Lembah Pantai, Kuala Lumpur.

UiTM (then ITM) started offering language courses particularly English since its inception in 1956 and this eventually led to the establishment of a Language Centre in 1972. In the case of IIUM, following its official establishment in 1983, the Centre for Languages and Pre-University Academic Development (CELPAD) was established primarily for offering language proficiency programmes. The two divisions under CELPAD include the English Language Division and the Quranic (Arabic) Language Division.

In the early 1980s, Malay Language was instated as a requirement in diploma and bachelor programmes in most universities. The Language Centres in the universities particularly UM, UPM and USM played an important role in smoothing the transition when the education policy stipulated the change in the medium of instruction from English to Malay. This was done by providing professional courses in Malay to those members of staff who needed them. Currently, all universities require students to obtain a minimum credit in the Malay language of Malaysian Certificate of Education

(SPM) as the entry requirement into their diploma and degree programmes while UM, UKM and USM still maintain a pass in Malay Language as a university requirement. IIUM offers Malay Language courses as part of course requirements for all students while UiTM offers this Language as faculty requirements to selected faculties and as a third language to foreign students.

Apart from Malay Language, all universities started placing English Language as a university requirement due to the foresight of the country's leaders then in the significance of this language for economic development. The enforcement of this policy is emphasised more now due to the need to use English in this era of globalisation. Further development witnessed the introduction of a number of Asian and European languages in the universities such as Arabic, Japanese, French and German. Thus, units or departments of foreign or third languages were set up to manage the teaching and learning of these languages which is different from the teaching of Malay usually as a first language, and English in most cases as a second language. The scenario is slightly different in IIUM where English Language is used as the official medium of communication and instruction while Arabic operates as the second language of instruction. The University's CELPAD shoulders the responsibility of ensuring that students meet the minimum requirements for both languages before they can enroll in their undergraduate and postgraduate studies. As for UKM where the medium of instruction is Malay Language, its Language Centre therefore plays a bigger role in providing English Language and foreign language courses to both staff and students.

In most universities, the establishment of language centres or language units has managed to address the issue of language proficiency particularly in English Language among undergraduates. While language courses are offered by language centres, language programmes are offered by universities under different entities. Programmes in Languages, Linguistics and Literature started and evolved in various ways in different universities where some considerable restructuring took place. In UM for instance, the restructuring led to the separation of Languages under the Language Centre from Language Studies under the Faculty of Arts. The Language Centre was upgraded and named the Faculty of Languages and Linguistics in 1995 bringing with it the Linguistic component. The Faculty began to offer undergraduate programmes in various languages including English, French, Chinese, Spanish and Arabic apart from offering proficiency courses.

UKM's Language Centre was renamed the Faculty of Language Studies in 1996 and continued to offer programmes in English at undergraduate and post-graduate levels. Another restructuring occurred in 2001 when the Faculty of Language Studies merged with two other faculties to become the Faculty of Social Sciences and Humanities. Thus, currently in UKM, the School of Language Studies and Linguistics and the School of Malay Language, Literature and Culture Studies offer programmes in Malay and English.

The success of IIUM's CELPAD led to the offering of programmes in English and Arabic languages in 1990. These degree programmes were then placed under the Human Sciences division, managed by the Kulliyah of Islamic Revealed Knowledge and Human Sciences (KIRKHS). Similarly, the Language Centre of UiTM, renamed Academy of Language studies in 2003, which has been offering proficiency courses

for more than 30 years also started to offer programmes in English and Malay Languages in 2006.

In the case of Literature and Literary Studies, the history dated back to 1949 when the English Department at the University of Malaya in Singapore then first offered English Literature to students. The programmes have been running in UM since 1957 in the Department of English which is indeed one of the first departments of the Faculty of Arts and Social Sciences when the University Malaya campus was set up in its present location in 1959. The literature programme offered by the department covers the entire history of English Literature from the Anglo-Saxon period to the present time. From its emphasis on canonical literature, the department now includes literature in English from other parts of the world as well as courses reflective of interdisciplinary developments in line with current developments in literary and cultural studies.

In IIUM and USM, literature is offered not as a programme on its own but forms a significant component of programmes in English language studies or is offered as a minor in these universities. This was also the case in UKM when it was first established. UKM started offering a programme in Malay Letters in 1970 but later with the establishment of the Language Centre in 1972, literature was also included in the Bachelor of English Language Studies programme. In 2005 a programme in Literature in English was first offered to students and the pioneering cohort graduated in 2008. The courses reflect current developments in literary studies. UPM started offering programmes majoring in English Literature and Malay Literature since 2000.

Some universities treat Linguistics and Literature separately but there have been cases where the elements of Language, Linguistics and Literature are combined into one bachelor degree programme. A variety of programmes were then grouped together under the broad discipline of Language. This is believed to create fuzziness in the offerings under the big umbrella of the discipline of Language. The large number of language proficiency courses offered by all the universities in a variety of languages also contributes to this fuzziness. Since most of the time, language programmes were taken to refer to language teaching and learning either as a second or third language, it became a common belief that this discipline was typically driven by the need to improve language proficiency rather than to study about the literary wealth and/or scientific bases of different languages. Thus, knowledge that the discipline of language is as an area of studies, similar to Law, Economics or History, is not popularly known. This publication is viewed as a comprehensive database of language programmes offered in the different universities in the country to provide MOHE as well as the public with an overview of the discipline of Language. Much is not known about the role language plays in other disciplines and other fields of knowledge. Although the realisation of the crucial role language plays in effective communication in all disciplines is increasing, many quarters still turn to language teachers for remedies. This should not be the case as effective teaching of second or foreign languages requires teachers to have a sound linguistic background before they embark on the noble profession.

In order to successfully chart the future direction of language programmes in Malaysian institutions of higher education (IHEs), an overview of the overall future direction of the Malaysian higher education system is required. It has been clearly

stated in the National Higher Education Strategic Plan (2007) of the Ministry of Higher Education Malaysia that “IHEs have a critical role to play in providing the platform for improving the competitiveness of the nation globally via the delivery of education and training which are of high quality, effective, relevant and with commitment towards life-long learning” (translated from p15, MOHE). This calls for language education that prepares graduates who are capable and can contribute towards the development of the nation both locally and globally. Thus, it is necessary to view language programmes as a whole, and across languages, in order to identify the roles they can strategically play to upgrade not only the Malaysian social standing but also the socioeconomic prowess in the eyes of the world.

## 1.2 Language Education in Malaysia

In general, the language education in the country can be divided into three main categories: language proficiency courses, language programmes and programmes for teaching languages.

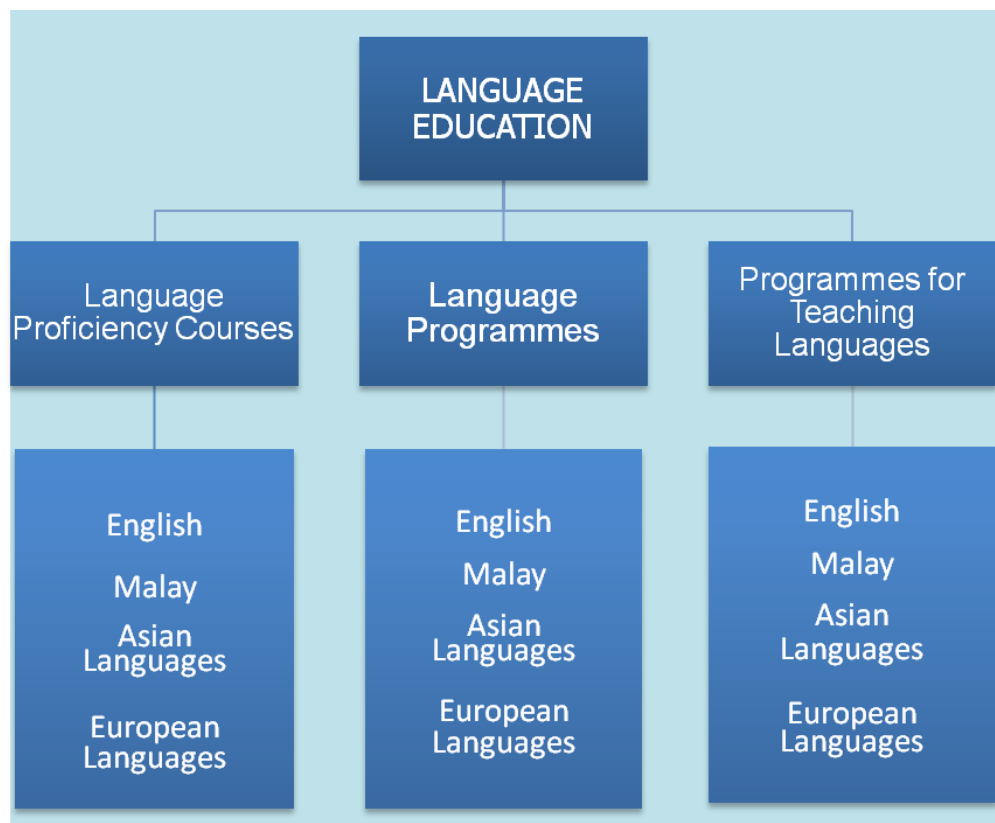


FIGURE 1.1 Language Education in Malaysia

### 1.2.1 Language Proficiency Courses

Proficiency courses are offered to equip students with the necessary language skills for social, academic and occupational purposes. In most cases the language courses in Malaysian universities mainly include Malay and English, and a variety of foreign languages including Mandarin, Japanese, German, Thai and Arabic.

In upholding the national language policy, the need to teach Malay Language cannot be disputed. Hence at some universities, the language is taught to expatriate staff members (e.g. UKM) and also to international students (e.g. UUM) to get them accustomed to not only the Malaysian way of life but also to the national language. As of July 2010 semester, all international students at UUM are required to take Malay Language Course to make them aware of the language of the locals.

English proficiency courses are offered to undergraduates in response to calls from all government and industrial sectors to graduates with an acceptable level of communicative competence in the language to better prepare them for the job market. Hence, these courses can be general, specific and/or academic in nature. Courses were introduced at different proficiency and skills levels to give students a stronger foundation in English. This could help them to acquire knowledge in their respective disciplines and to equip them with the necessary language skills to meet their academic, social and occupational challenges at the advanced levels.

The Malaysian University English Test (MUET) was introduced in 1999 by the Ministry of Education. It was also at this point that the importance of English Language was emphasised at all levels of education in Malaysia. Prior to that, some universities, for instance USM and UUM had begun reviewing its English Language courses to cater to the changing needs of the undergraduates. It is deemed that there will not be students with very low proficiency in the language as they would have had their foundation strengthened with an additional two years of English language training for MUET at Higher School Certificate (STPM) and Matriculation levels. However, the current practice is that with a Band 1 (Extremely limited user) or 2 (Limited user), students are still able to gain places at our local universities. Hence, remedial English language courses are still very much required at certain faculties.

Language courses in Malaysian universities fall under the category of 'university required courses' despite the fact that the way in which the proficiency courses are managed and taught differs from university to university. For instance, the MUET is one of the entry requirements in all universities except for IIUM where there are specific language requirements set by the faculties or Kulliyahs for students who wish to join their programmes. Depending on the Kulliyah of choice, students are typically expected to obtain between Band 5.5 to 7 of the IELTS equivalent. At UUM, international undergraduates must sit for the University English Language Placement Test (ELPT) upon entry without a TOEFL or IELTS score.

Apart from courses in English and Malay languages, foreign language courses are offered to enable graduates to have a competitive edge over their peers with the knowledge of a third language in addition to Malay and English. In UUM, for instance, Mandarin is compulsory for students doing accounting and marketing. The working knowledge of a third language will stand them in good stead in the job market both

locally and internationally. Students who complete foreign language courses as option or elective courses would obtain basic proficiency in the language to be able to use the language at the low-intermediate to intermediate level. Some of the popular foreign languages requested by students include Mandarin and French. Recently, Arabic is gaining popularity.

### 1.2.2 Language Programmes

Language programmes refer to degree programmes dealing with Languages and Linguistics and/or Literature. The language degree programmes have evolved from being purely linguistics in nature to having programmes which include applied linguistics features eventually leading to applied language studies. There are also those programmes that teach both the pure linguistics component alongside applied linguistics theories and practices. Although these programmes started with English language and linguistics and later Malay language and linguistics, a number of universities are now offering linguistics and applied language studies in Asian and European languages as in the case of UM and UPM. UM offers nine languages while UPM started offering programmes in Arabic and Chinese languages in 1995.

In UKM, the Linguistics programme uses Malay Language as its medium of instruction. Linguistics in English forms a component offered to students majoring in English Language Studies. Since the inception of the Arabic Language and Literature programme in the late 1980s and the English Language and Literature programme soon after, IIUM has become quite established in this field, offering a combination of language, linguistics and literature courses in one comprehensive 4-year honours degree programme for Arabic as well as for English.

Programmes in Literature started in UM and are now offered in other universities. In USM, the B.A. (Hons) English Language and Literature Studies programme was initially developed and offered by the Centre for Languages and Translation in 1994 but was later transferred to the School of Humanities in 1998 (together with the B.A. (Hons) in Translation and Interpretation) when USM undertook an exercise to streamline and downsize its academic programme offerings in some schools. In 2000, UPM increased its specialisation fields by offering the Bachelor of Arts programme with specialisation in Malay Literature, English Literature, German and French. At the same time, UPM also offers these areas at the postgraduate level with the exception of German and French. As for IIUM, since the inception of the Arabic and English Language and Literature programmes, and particularly since 1990, there has been a continuous tradition of comprehensive literature and literary studies, which includes a broad range of studies in Arabic, English, American, Asian and World literature, including the unique and complex Islamic Literature. These courses were incorporated with language and linguistic studies to provide students with a more rounded curriculum and to create opportunities for students to study and appreciate the aesthetics of a language as well as its science.

In the last 10 years, the country also witnessed the introduction of language degree programmes with a special emphasis on the professional setting as undertaken



by UiTM and USM. At the same time, existing language degree programmes that are more theoretical and practical in nature incorporated the professional discourse component in their conventional programmes. This is largely due to demands from the industry for linguistics and applied linguistics graduates to be able to use the language at the workplace effectively.

### 1.2.3 Programmes for Teaching Languages

A number of universities offer these programmes specifically for training teachers to teach the various languages in schools. The most popular language offered is English although many have started offering programmes for the teaching of foreign languages. In most universities these programmes are placed and naturally so under the purview of the faculties and centres of educational studies. A list of programmes for teaching of languages in universities is appended (Appendix 1).

## 1.3 Languages, Linguistics and Literature

Language is no longer viewed as language per se as language now transcends all boundaries. Learning a language cannot be confined to the learning of its vocabulary, rules of grammar and language skills but should include also the learning about its people, traditions and culture. This not only ensures that the learners of the language use the language competently but also that the learners are able to use the language appropriately in different situations and contexts. The field of Language involves three essential elements: Languages, Linguistics and Literature. In the Malaysian context, all elements of languages, linguistics and literature are present in many of the language programmes offered.

## 1.4 Objectives of the Study

The Task Force Committee for this study was set up in May 2009 at a meeting initiated by the Department of Higher Education, Ministry of Higher Education on 19 May 2009 and attended by representatives from ten institutions of higher education (IHEs) in the country (USM, UKM, UPM, UTM, UiTM, IIUM, UNIMAS, UMS, UDM and USIM). The general objectives are to review the status of language programmes offered at IHEs in Malaysia and to chart future directions for these programmes.

The specific objectives of the study are:

1. To analyse the similarities and differences in these programmes and to identify areas that are missing.
2. To trace the success of these programmes in terms of demands and employability.
3. to benchmark these programmes with successful programmes in foreign universities.

## 1.5 Scope of the Study

The study specifically examines programmes pertaining to the Languages, Linguistics and Literature of all languages offered at Malaysian IHEs at the Bachelor's degree level. Although the study focuses on programmes at the undergraduate level, a database on postgraduate programmes offered at the various IHEs are also included to investigate the range of programmes offered by each university. This is believed to facilitate MOHE in making informed decisions about IHEs.

The study does not include programmes preparing teachers to teach language as first, second or third language as these are under the jurisdiction of the Education Faculty of the universities. Language courses offered to students at the various faculties in the universities either as university requirements or electives are also not included in the study. However, a list of programmes in language teaching and a list of language courses offered in the various universities are appended.

## CHAPTER 2

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### Methodology

This is the first study ever conducted on behalf of the Ministry of Higher Education Malaysia to look into the status of all language programmes across all institutions of higher education in Malaysia. Thus it is crucial to first of all create a database of information pertaining to language programmes offered by all institutions of higher education particularly public universities.

#### 2.1 Reviewing Past Literature

A review of past studies on similar issues in IHEs was conducted. Apart from established programmes offered in a number of universities, new programmes have been introduced and more are in the pipeline. This study includes the results of market surveys conducted by universities among employers as part of the feasibility study towards offering the programmes.

A survey of language programmes offered by private universities in Malaysia was conducted in order to examine possible competition in the offer of the programmes. Established language programmes in foreign universities were also identified in order to identify the types of courses offered and to make comparison with those offered locally.

#### 2.2 Examining Status of Language Programmes

A database of all programmes offered by IHEs is created particularly how the programmes are offered, i.e. the status within the organisational structure of the university. The database also includes the types of programmes, the duration and the expertise involved in these programmes. A database on research and publication is created in order to identify the strengths of each university.

#### 2.3 Reviewing Contents and Focus

The course contents were reviewed according to areas: language and linguistics and literature in as many languages as possible in order to identify the strengths of the programmes offered by each university.

## 2.4 Tracing Graduates

Tracer studies conducted by a number of universities were analysed to examine the employability of graduates in the discipline of language. The data analysed include results of tracer studies from UM and UPM.

## 2.5 Benchmarking

Visits were made to a number of universities in the Asian region which have established language programmes. Universities identified are those in Hong Kong and Singapore. The selection was based on the ranking of these universities among established universities in the world and their reputation in offering language programmes in the Asian region.

The main objective of the visits is to get first hand information on the types of language programmes offered and the way they are offered in these universities. Secondly, the visits aim to identify the best practices in these universities to make them successful.

## CHAPTER 3

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### Language Programmes in Institutions of Higher Education

#### 3.1 Past Studies on Language Discipline

One study was commissioned by the Ministry of Education in 2001 to examine the future direction of language education in public universities. The study, led by Universiti Putra Malaysia, reported on general issues pertaining to the types of language education offered by the public universities including the strengths and weaknesses of the programmes, lecturer-to-student ratio and facilities such as classrooms and ICT. Although the study put forward the fact that there were three types of language education offered in public universities in a number of languages, the study only focused on programmes in Malay Language. The three types of language education mentioned were language proficiency, language studies and language teaching.

The findings of the 2001 study were based on data collected from all three types of language education and do not reflect actual situations in each setting. It has to be emphasised here that there is a vast difference between teaching proficiency language courses whether as a second or a third language and teaching language programmes in whatever language. Furthermore, the scenario nine years ago was very different with the focus more on language proficiency and language teaching. With the spread of globalisation to this region and particularly with the emphasis of language as the means of communication, more IHEs have started offering language programmes which cater to the current needs of the global community.

##### 3.1.1 Language Requirements in Industries

As it becomes increasingly important for firms to compete on a global scale, employers all over the world are placing more and more value on potential employees who can use an additional language. A survey of requirements by employers conducted in the United Kingdom in 2009 revealed the following:

1. 49% of employers are dissatisfied with school leavers' language skills (Council for Industry and Higher Education) (CIHE 2008).
2. 36% of employers recruit people with languages (CBI 2009).
3. 95% of London employers think that language skills are important for the London economy (CBI London).

It was also found that:

1. It is not just high fliers in international business who need language skills.
2. There is increasing demand for language skills in jobs involving all kinds of customer service.
3. The UK has a shortage of people who can combine language skills with other specialisations.
4. There is also a shortage of specialist English linguists.

The same findings can be obtained from a survey on 22 local private and public employers in banking, hotel management, information technology, law, construction, stock-brokering, manufacturing and tourism conducted in 2008 (USM) in the northern region of Malaysia. In general, these employers found that graduates were not able to speak and write in English well. The skills that were required are described as follows:

TABLE 3.1 Language Requirements in Industries

Organisation/Industry	Language Requirement
Telecommunications	Speaking and writing skills in Malay and English for communication with local and foreign individuals and organisations
Multinational organisation	Basic communication skills in English in speaking and writing. Advanced writing skills for the communications division of the company. Graduates holding executive positions in customer realtions have to communicate with their counterparts in the USA and Europe. They also need to understand western culture.
Tourism	Communicative competence in English and a third language, e.g. Russian, Dutch or a Asian language (Chinese, Japanese), etc.
Law	Many law trainees cannot write reports in English and they possess poor interpersonal skills.

(Source: USM 2008)

### 3.1.2 Results of Market Surveys

Market surveys conducted by USM among university students, the public sector and the private sector prior to offering its Bachelor of Arts (Hons) English for Professionals in 2009 support the need for an innovative language programmes compared to the existing conventional language programmes offered by the universities particularly in UM. The practical skills taught are closely related to actual work place needs, and will

go a long way to build the confidence and competence of our graduates in order to function well in the professional context. Similarly, UiTM took the queue from its market survey by offering bachelor degree in English for Professional Communication in 2006.

### 3.1.3 Language Programmes in Local Private Institutions

It has to be noted that private universities in the country are also starting to offer programmes in languages at bachelor degree especially English, apart from certificate in proficiency courses. The private universities or university colleges offering language programmes in Malaysia are listed below:

1. Insaniah University College (Melaka)  
Bachelor in Arabic Language  
Bachelor of Arabic Language (Hons).
2. Kuala Lumpur Infrastructure University College (Kuala Lumpur)  
Bachelor of Arts (Hons) English for Professional Communication.
3. USCI University (Kuala Lumpur)  
Bachelor of Arts in English Language and Communication.

### 3.1.4 Language Programmes in Foreign Institutions

Table 3.2 provides a list of foreign universities which offer programmes in Languages, Linguistics and Literature. The languages identified include Asian (Chinese, Japanese, Indian, etc), English, European (French, German, Spanish, etc), Russian, Latin American, American Indian and African American.

## 3.2 Status of Language Programmes

Overall, from a total of 20 public universities, only eight universities are currently offering language programmes at the undergraduate level. Programmes offered by the universities revolve around Languages, Linguistics, Literature or Literary Studies as well as Communication. Observations reveal that the practice of offering language programmes varies in the different universities.

In UM, programmes in Languages and Linguistics are offered in the faculty by the same name while Literary Studies in English belongs to the Department of English, Faculty of Arts and Literary Studies in Malay Language are under the purview of the Academy of Malay Studies. Chinese studies are also parked in its own academy. A similar situation is observed in USM where programmes in English Studies and Literature as well as Bahasa Malaysia Studies are offered by the School of Humanities while the programme English for Professionals is offered by the School of Languages, Literacies and Translation.



TABLE 3.2 Foreign Universities Offering Language Programmes

Country / University	Country / University
USA and Latin America	Middle East
Harvard University	King Faisal University
Massachusetts Institute of Technology	Imam Muhammad bin Saud University
Stanford University	King Fahd University of Petroleum & Minerals
University of California Berkeley	King Saud University
Cornell University	King Abdulaziz University
University of Wisconsin Madison	American University of Beirut
University of Minnesota	King Khalid University
California Institute of Technology	American University in Cairo
University of Illinois Urbana Champaign	United Arab Emirates University
University of Michigan	Cairo University
University of São Paulo	
Universidad Nacional Autónoma de México	Africa
Universidade Estadual de Campinas	University of Cape Town
Universidade Federal de Santa Catarina Brasil	University of Pretoria
Universidade Federal do Rio de Janeiro	Stellenbosch University
Universidade de Brasília	University of the Witwatersrand
University of Chile	Rhodes University
Universidade Federal do Rio Grande do Sul	University of Kwazulu Natal
Universidade Federal de Minas Gerais	
Universidade Estadual Paulista	
	Oceania
European	Australian National University
Charles University	University of Queensland
Masaryk University	Monash University
Lomonosov Moscow State University	University of Melbourne
University of Ljubljana	University of Sydney
Budapest University of Technology and Economics	University of New South Wales
Eotvos Lorand University (University of Budapest)	University of Adelaide
Czech Technical University	Queensland University of Technology
Warsaw University	University of Western Australia
Tartu University	University of Auckland
University of Belgrade	

In UKM, the Faculty of Social Sciences and Humanities offers 5 programmes in two languages, English and Malay. The School of Language Studies and Linguistics offer English Language Studies (which include language, linguistics and literature courses) and Literature in English as well as Linguistics (as mentioned earlier is offered using Malay Language as its medium of instruction). The School of Malay Language, Literature and Culture Studies offers Malay Language Studies and Malay Letters.

UPM through the Faculty of Modern Languages and Communication offers the Bachelor of Arts (B.A.) programme with specialisations in Malay language and linguistics, English language, Foreign Languages (Arabic, Chinese, French and German), Malay Literature and English Literature. The same programmes are offered at the postgraduate level except for German and French.

In IIUM, the Department of English Language and Literature began by offering a Bachelor of Human Sciences (Hons) in English Language and Literature degree in 1990. This was followed by a postgraduate degree programme known as the Master of Human Sciences in English as Second Language in 1998. Since then, this Masters programme was revised whilst several more postgraduate programmes were offered.

All programmes in English Language require at least a Band 4 of the Malaysian University English Language Test (MUET) while programmes in other languages require at least Band 2 of the MUET. However, IIUM stipulates Band 6.5 of the International English Language Testing System (IELTS) or its equivalent for its degree English Language and Literature and 5.5 for its degree in Arabic programmes. Table 3.3 summarises programmes in Languages offered by Malaysian public Institutions of Higher Education.

### 3.2.1 Undergraduate Programmes in Languages and Linguistics

In the areas of Languages and Linguistics, UM is very established and has been offering programmes in nine languages and focusing on traditional linguistics, followed by UPM which offers programmes in six languages. UKM and USM offer programmes in English and Malay Languages while IIUM offers programmes in English and Arabic Languages. UiTM and UDM are new players in the field of language programmes. UiTM offers two programmes while UDM offers one.

### 3.2.2 Undergraduate Programmes in Literature and Literary Studies

Out of seven universities offering language programmes at the bachelor level, most offer Literature or Literary Studies except UiTM.

### 3.2.3 Other Variations

There are also programmes focusing on communication particularly professional communication. This is strategically done for the purpose of graduate marketability as in the case of UiTM and USM where a practical twist has been injected into traditional linguistics with the element of professional communication. UiTM's two bachelor programmes in Applied Language Studies are strengthened with business studies as a minor while USM's programme specifically focuses on language for professionals.

The programmes offered by all universities in the areas of Languages, Linguistics and Literature are summarised according to languages (Table 3.3).

TABLE 3.3 Programmes in Languages Offered by Malaysian IHEs

University	Language(S)	Parent Faculty
IIUM	English Arabic	Kulliyah of Islamic Revealed Knowledge and Human Sciences
UDM	English	Faculty of Communication and Media Instruction
UiTM	English Malay	Academy of Language Studies
UKM	English Malay	Faculty of Social Sciences & Humanities
UM	Arabic Chinese English French German Italian Japanese Spanish Tamil Malay English	Faculty of Languages and Linguistics           Academy of Malay Studies Faculty of Arts
UPM	Arabic Chinese English French German Malay	Faculty of Languages and Communication
USIM	Arabic	Faculty of Language Studies
USM	English Malay English	School of Humanities School of Humanities School of Languages, Literacies and Translation

TABLE 3.4 English

University	Name of Programme	Duration	Focus
IIUM	Bachelor of Human Sciences (Hons) English Language & Literature	4 years	English Studies, Linguistics & Literature
UDM	Bachelor of Arts English for Professional	4 years	English Studies
UiTM	Bachelor in Applied Language Studies (Hons) English for Professional Communication (Minor in Business Studies)	3 years	English Language & Linguistics, Communication
UKM	1. Bachelor of Arts (Hons) (Literature in English) 2. Bachelor of Arts (Hons) (English Language Studies)	3 years	Literature in English English Language Studies & Linguistics
UM	1. Bachelor of Languages and Linguistics (English) 2. Bachelor of Arts (Hons) English Literature	3 years	Language & Linguistics Literature
UPM	1. Bachelor of Arts (English) 2. Bachelor of Arts (English Literature)	3 years	English Studies English Literature
USM	1. Bachelor of Arts (Hons) English for Professionals 2. Bachelor of Arts (Hons) English Language Studies 3. Bachelor of Arts (Hons) English Language and Literature Studies	3 years	Professional English Studies English Language Studies English Language/Linguistics & Literature

Newly proposed programmes include Bachelor in Applied Language Studies (Hons) Arabic for Professional Communication from UiTM; Bachelor of Arts in English Language Studies and Bachelor of Arts in Malay Language and Culture from UNIMAS.

### 3.2.4 Post-graduate Programmes

At the post graduate level, there are currently nine universities offering masters programmes in Languages, Linguistics and Literature while UKM also offers Master of Philosophy (Table 3.9). There are six universities offering PhD programmes (Table 3.10).

TABLE 3.5 Malay

University	Name of Programme	Duration	Focus
UiTM	Bachelor in Applied Language Studies (Hons) Bahasa Melayu for Professional Communication (Minor in Business Studies)	3 years	Malay Studies, Linguistics & communication
UM	1. Bachelor in Malay Studies (Malay Language) 2. Bachelor in Malay Studies (Malay Language) 3. Bachelor in Malay Studies (Malay Literature)	3 years	Malay Linguistics Malay Language Malay Literature
UKM	1. Bachelor of Social Science (Hons) (Linguistics) – Malay as a medium of instruction 2. Bachelor of Arts (Hons) (Malay Letters) 3. Bachelor of Arts (Hons) (Malay Language Studies)	3 years	Linguistics Malay Letters Malay Language and Linguistics
UPM	1. Bachelor of Arts (Malay Language & Linguistics) 2. Bachelor of Arts (Malay Literature)	3 years	Malay Linguistics Malay Literature
USM	1. Bachelor of Arts (Malay Linguistics) 2. Bachelor of Arts (Hons.) in Translation and Interpretation	3 years	Malay Linguistics Translation

TABLE 3.6 Arabic

University	Name of Programme	Duration	Focus
IIUM	Bachelor of Human Sciences (Hons) Arabic Language & Literature	4 years	Arabic studies and Literature
UM	Bachelor of Languages & Linguistics (Arabic)	3 years	Arabic Linguistics
USIM	Bachelor of Arts (Communication Arabic)	3 years	Arabic Linguistics
UPM	Bachelor of Arts (Foreign Language) major in Arabic Language	3 years	Arabic Studies

TABLE 3.7 Chinese

University	Name of Programme	Duration	Focus
UM	Bachelor of Languages & Linguistics (Chinese)	3 years	Chinese Linguistics
UPM	Bachelor of Arts (Foreign Language) major in Chinese Language	3 years	Chinese Studies

TABLE 3.8 Other Languages

University	Name of Programme	Duration	Focus
UM	1. Bachelor of Languages & Linguistics (Japanese)	3 years	Japanese Linguistics
	2. Bachelor of Languages & Linguistics (Spanish)		Spanish Linguistics
	3. Bachelor of Languages & Linguistics (Italian)		Italian Linguistics
	4. Bachelor of Languages & Linguistics (German)		German Linguistics
	5. Bachelor of Languages & Linguistics (French)		French Linguistics
	6. Bachelor of Languages & Linguistics (Tamil)		Tamil Linguistics
UPM	1. Bachelor of Arts (Foreign Language) major in French Language	3 years	French Studies
	2. Bachelor of Arts (Foreign Language) major in German Language		German Studies

### 3.3 Expertise in the Discipline of Language

With the current practice, the discipline of Language can be categorised in three main areas and the experts can fall into them but with various further areas of specialisation. The categories are (Pure) Linguistics, Applied Language Studies and Literature.

TABLE 3.9 Language Programmes at Master Level

University	Name of Programme	Mode
IIUM	Masters of Human Sciences: 1. Arabic as a Second Language 2. Arabic Linguistic Studies 3. Arabic Literary Studies Masters of Human Sciences 1. English Language Studies 2. English Literary Studies	Coursework and Research
UiTM	Masters in Applied Language Studies	Research
UKM	Master: 1. Master of Arts (English Language Studies) 2. Master of Social Science (Linguistics) 3. Master of Arts (Post-Colonial Literature in English) 4. Postgraduate Diploma in Translation Master of Philosophy: 1. MPhil. (English Language Studies) 2. MPhil. (Linguistics) 3. MPhil. (Post-Colonial Literature in English)	Coursework and Research  Research
UM	1. Masters of Modern Language Studies 2. Masters in English as a Second Language 3. Masters of Linguistics 4. Masters in English Literature 5. Masters in Malay Studies	Coursework Coursework Research Coursework/Research Coursework/Research
UNIMAS	1. M.A. in Linguistics 2. M.A. in Applied Linguistics 3. M.A. in Literature	Research
UPM	1. M.A. (Malay Language) 2. M.A. (Malay Literature) 3. M.A. (English Language) 4. M.A. (English Literature) 5. M.A. (Chinese Literature) 6. M.A. (Arabic Language) 1. Masters of Malay Language 2. Masters of Malay Literature 3. Masters of Applied Linguistics 4. Masters of World Literature	Research     Coursework
UUM	1. M.A. in Applied Linguistics 2. M.A. in Contemporary Malay Language Studies	Coursework
USM	a. M.A. in English Language Studies b. M.A. in Linguistics (English, Malay) c. M.A. in Applied Linguistics (English, Malay)	Mixed Mode Research Research

TABLE 3.10 Language Programmes at PhD Level

University	Name of Programme	Mode
IIUM	1. Ph.D. English Language Studies 2. Ph.D. Linguistic Studies 3. Ph.D. Literary Studies	Research and Coursework
UiTM	Ph.D. (Applied Language Studies)	Research
UKM	1. Ph.D. English Language Studies 2. Ph.D. Postcolonial Literature in English\ 3. Ph.D. Linguistics	Research
UM	1. PhD in Linguistics 2. PhD in English Literature 3. PhD in Malay Studies	Research Research Research
UNIMAS	4. Ph.D. in Linguistics 5. Ph.D. in Applied Linguistics 6. Ph.D. in Literature	Research
UPM	1. Ph.D. (Malay Language) 2. Ph.D. (Malay Literature) 3. Ph.D. (English Language) 4. Ph.D. (English Literature) 5. Ph.D. (Arabic Language) 6. Ph.D. (Chinese Literature)	Research

### 3.3.1 Linguistics

Linguistics is an area of science and which is important in understanding present and past societies in terms of the language used. Linguistics is a scientific approach to the study of the nature, structure, and variation of language. The study of linguistics is based on the examination of language in its three main forms. These include the sound, structure and meaning of language. Pure linguistic studies are based on these different levels of analysis. For instance, the study of Phonetics (the scientific study of speech sounds and its production) and Phonology (the study of the sound patterning of a language) are studies specifically examining component of sound of a language. Morphology, which examines the formation and structure of words, and Syntax, which examines grammar and how words are combined in sentences, relate to the level of the structure of a language. Finally, Semantics (the study of word and sentence meaning in context) and the way in which language is used to obtain certain objectives (Pragmatics), explores the component of meaning of a language. Although there are differing opinions in the way pure linguistic studies can be defined, the study of phonetics and phonology, morphology and syntax, as well as semantics and pragmatics constitute the main tools of analysis which make up what is known as pure linguistics.



While there are many other categories of linguistic studies based on specific schools of thought such as Structural linguistics (Saussure), Transformational/Generative linguistics (Chomsky), Poststructuralist linguistics (Derrida) and Historical linguistics. These fields are usually incorporated into background studies in linguistics or taught as a subject in their own right.

In Linguistics, the focus is on finding out about language itself. This includes the core areas of language which are phonetics, phonology, morphology, syntax, semantics, and pragmatics and discourse. It also includes interdisciplinary areas such as psycholinguistics, sociolinguistics, ethnolinguistics and anthropological linguistics. Corpus linguistics is also to be included here, although it is essentially a methodology rather than a separate subdiscipline. Linguistics can move into applied linguistic studies which pertain to disciplines utilising any of the pure linguistic tools at the level of sound, structure, and meaning to study aspects of language in other environments and/or specific subjects, for instance, neurolinguistics, historical linguistics, anthropological linguistics, computational linguistics, mathematical linguistics and forensic linguistics.

### 3.3.2 Applied Language Studies

As the social and political climate is changing worldwide, new or niche areas are being identified leading to a new breed of applied linguistic courses. Martin (2004) for example argues that the most significant trend in applied linguistics involves emerging generic disciplines integrating several sub-areas directed towards a more rigorous theoretical and empirical approach to study language in “real world problems”.

Combining Linguistics and other disciplines has resulted in what is now known as Applied Language Studies. This includes areas of language teaching and learning (often referred to as ‘applied linguistics’), translation and interpreting, clinical linguistics, forensic linguistics, computational linguistics, artificial intelligence, and stylistics. Applied Language Studies also looks through linguistic analysis at how language functions in other disciplines such as business, engineering and law.

### 3.3.3 Literature

Literature is a term used to describe written or spoken material. Broadly speaking, “literature” is used to describe anything from creative writing to more technical or scientific works, but the term is most commonly used to refer to works of the creative imagination, including works of poetry, drama, fiction and non-fiction. Literature represents a language or a people: culture and tradition. But literature is more important than just a historical or cultural artefact. It introduces the learner to new contexts, experiences and ideas. The learner discovers meaning in literature by looking at what the author says and how he/she says it. In academic circles, this decoding of the text is often carried out through the use of literary theory, using for example, a feminist, postcolonial, sociological, psychological, historical or various other approaches. All this entails a close reading of the language used in the text including aspects like plot, characterisation, atmosphere and theme. Hence the discipline of literature encourages critical thinking and analysis. It is also important because it speaks the human condition.

A sound knowledge in literature opens the door to a variety of vocations because literature not only enlarges the mind, but it also enables the learner to speak and write clearly and convincingly and be more aware of the complexities in language and in life. This kind of expertise can be utilised in all kinds of industries: teaching, editing, administrative work, human resource, media, journalism, consultancy etc.

Areas of expertise in literary studies include genre studies (poetry, fiction and drama); Elizabethan literature (e.g. Shakespeare, Spenser); 18<sup>th</sup> century literature (e.g. Radcliffe); Romanticism (e.g. Wordsworth, Keats, Shelley); Victorian literature (e.g. Elliot, Dickens, Bronte); American literature (e.g. Faulkner, Hemmingway, Frost); postcolonialism; new literature in English (e.g. Achebe, Rhys, Desai, Walcott); literary theory; literary stylistics; children's literature; and creative writing.

This publication only provides the total number of expertise in the three fields of Language from all institutions of higher education in the country (Figure 3.1) while the detailed Directory of Expertise has been produced separately.

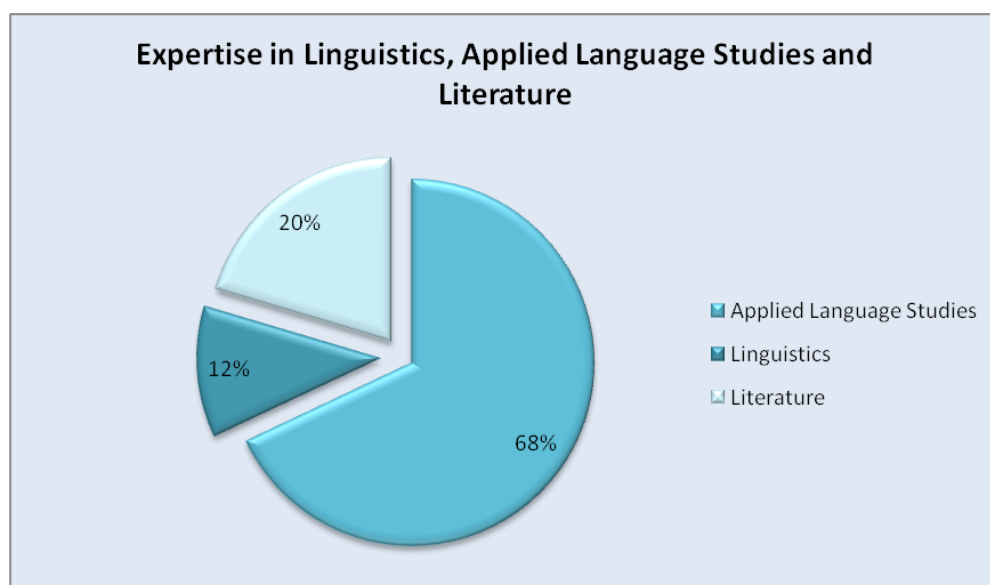


FIGURE 3.1 Expertise in Linguistics, Applied Language Studies and Literature

### 3.4 Research in Language

Academics in the universities are involved in research in all the three areas although research in pure Linguistics is rather limited (10%) as indicated in Figure 3.2. Recently, the nature of research has encompassed other disciplines particularly examining the role of language in these disciplines, resulting in multi-disciplinary research perspectives.

In Literature and Literary Studies, the emphasis is on analysing texts belonging to different eras and different genres. Some of the common genres are poetry, novels, drama and non-fictional writings. A close and critical analysis of the literary features

in these texts (like plot, characterization, mood and atmosphere) and the writing strategies (like style, use of metaphor, narrative perspective and tone) helps uncover the themes and messages in these works. Then there is the more complex application of literary theories in the readings of these texts which further enhance understanding. These varied strategies and theories also demonstrate the way language operates in texts. Because of recent developments in cultural and literary studies, the subject of literature has become increasingly interdisciplinary in approach and courses like Literature on Screen, English in Advertising, Travel Literature and Literature and Environment are popular choices among students.

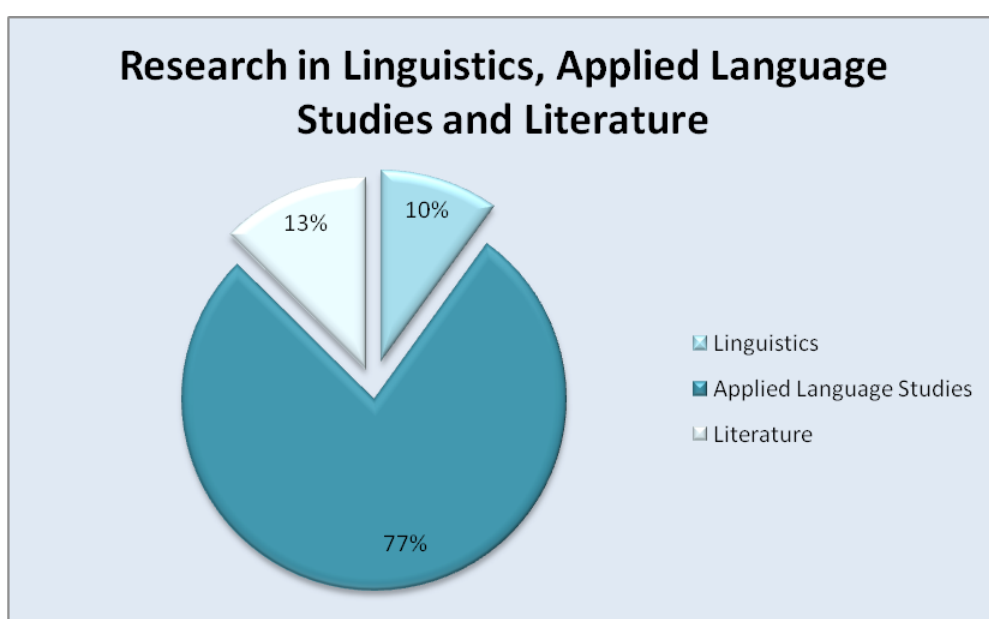


FIGURE 3.2 Research in Linguistics, Applied Language Studies and Literature

### 3.5 Lecturer: Student Ratio

Statistics obtained from the Ministry of Higher Education shows that 1898 students enrolled in language programmes in public universities across the country. The figure increased slightly to 1924 in 2009 (MOHE, June 2009). Generally, the lecturer: student ratio in the bachelor degree programmes in public universities ranges between 1:2 (UM, USM) and 1:3 (IIUM), and between 1:15 (UPM), 1:16 (UiTM) and 1:17 (UKM).

## CHAPTER 4

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### Strengths of Language Programmes

#### 4.1 English

##### 4.1.1 Language and Linguistics

As indicated in Chapter 3, seven public universities offer undergraduate programmes in English Language. Programmes in Language and Linguistics share certain common strands. They are Linguistics, Skills Enhancement, Communication and Research Methodology. Linguistics includes most of the required subjects in phonetics and phonology, morphology and syntax (and to a certain extent lexical studies), semantics and pragmatics. The sub-areas mainly incorporated into this strand include psycholinguistics and sociolinguistics. In most cases, subjects in Skills Enhancement are still required as the courses in Linguistics, Communication and Research Methodology require a good mastery of the English Language.

Except for USM's degree in English Language Studies, all the programmes include subjects in ICT. In this era of borderless worldwide web, communication is language and the major language for ICT is still English. In a study by Burrige and Mulder (2005), about 75% of world's mail is written in English, with about 80% of the world's information on computers is in English. Furthermore, English is also a major scientific language, where more than two-thirds of the world's scientists use English in their work. Thus, English competency should be promoted as an important part of the education system in Malaysia, both at the school and tertiary levels. In addition, the subjects offered under these language programmes can either focus on ICT for language or language for ICT. At present, all programmes in Malaysian IHEs emphasise research in language and linguistics with final year projects in the form of academic papers or research reports as the products in one way or another.

The new requirement of the Ministry of Higher Education is for undergraduates to undergo a certain term of industrial training where students find attachment in the industry and serve as interns. This is to expose the students to the real world of work before they actually embark on their chosen career. Language programmes in most universities fulfill this requirement although the duration of the industrial training varies from one university to another.

Generally, most of the programmes offered by the universities prepare graduates to be competent in the areas of language and linguistics, ICT skills, thinking and

presentation skills, critical thinking skills and entrepreneurship. These skills provide graduates a competitive edge.

#### 4.1.2 Language and Professional Communication

Apart from programmes with high linguistics content, programmes emphasising the use of language in professional communication have been introduced. The rationale for such programmes is founded on the premise that for Malaysia to emerge as a vibrant nation able to meet the challenges of a rapidly globalised world economy, it is imperative that our graduates are highly competent in the English language which is a major international language for trade, commerce, diplomacy and law. A high level of competency in the English language is needed to complement content knowledge of our graduates, to enable them to participate effectively, efficiently and confidently in the work place.

Subjects include linguistics and language studies but emphasis is placed on critical thinking and problem skills, competency in different language styles and exposure through the language to the culture and lifestyles of other countries. In these programmes, students have the opportunity to minor in other disciplines which contributes to versatility and the ability to multi-task. The industrial training and the final year project will contribute to producing graduates who are well rounded and with direct experience of learning from an actual work place environment and who are better able to apply the skills learnt during the course of training.

Currently, only two universities are offering this type of programme: UiTM (since 2006) and USM (since 2009).

#### 4.1.3 Literature

Programmes in English Literature offered by local universities usually cover either the entire history of English literature from the Anglo-Saxon period to contemporary literature or tend to focus on certain kinds of literature for instance Postcolonial Literature in English or Malaysian Literature in English and Singaporean Literature in English. UM and UKM have started to incorporate an inter-disciplinary approach to literary studies by offering courses such as Literature and Media, Science as Narrative, Performance Studies and e-Methods in Literary Production. The use of literary theories as reading approaches to texts, such as Psychoanalysis, Feminism, Culturalism and Postcolonialism, are fundamental to the way studies in Literature is conducted now.

Literature programmes are content-rich and take into account the historical, cultural, political and social contexts in which a text is written. Hence the learner is encouraged to situate a text within a larger context and consider its relevance to his/her own time and society as well. In UKM specifically, the study of literature in English emphasises on the way literary texts are read from a local and ethnocentric perspective. The study of literature also entails language analysis and the learner is encouraged to see the vital link between literature and language and the way language operates in a text.

The programme in UPM focuses not only on theoretical, conceptual and application aspects of literature but also includes a combination of pure arts and multiple approaches in the teaching of literature. It not only highlights the value of literature as an art form (through appreciation of the aesthetic) but also emphasises it as a science as demonstrated by methods in practical criticism. All students in the English Literature programme are required to minor in one of the 14 minor component courses offered by selected faculties in the university in order to provide graduates with greater employment opportunities. Apart from that all students are also required to undergo industrial training.

IIUM offers literature courses alongside its language and linguistic courses at both the undergraduate and postgraduate levels. This provides a balanced programme for enrolled students in the Department. As part of the Kulliyah requirement, a number of Human Science courses such as Sociology, Psychology, Political Science, History and Civilisation, Communication, as well as a range of Islamic study courses are included in the students' study plan. This makes the IIUM programme in English Language and Literature different and unique in its approach. The difference in programme design is also reflected by IIUM's policy to promote the acquisition of comprehensive knowledge through integration of a variety of studies to keep true to the vision and mission of the University. In fact, the design of all other IIUM degree programmes reflects this integrative approach. The literature component of the IIUM programme is also exhaustive, covering most of the literary genres. The strength of the IIUM literature programme lies upon its depth and variety, and with the language, linguistics, and human sciences incorporated into the range of subjects studied, students develop the awareness of how linguistic and humanities knowledge can be applied to a wide range of problems in the study of language and/or literature and vice versa. In many cases, students become better equipped to deal with a wide range of issues, and a broader range of career options could be open to them upon leaving the university.

Fundamental to the literature programme is the ability to express self both in the verbal and written mode and to think critically. This in turn creates an individual who is not only articulate and expressive but also one who is aware of different communities, cultures and ideas. Of more concern is the need for literature programmes to produce Malaysian students who are rooted locally and still appreciate and have knowledge of other worlds.

## 4.2 Malay

### 4.2.1 Language and Linguistics

Undergraduate programmes in Malay Language are offered in five public universities which cover Malay Linguistics, Applied Malay Language Studies or Malay for Professional Communication. Most of the programmes place effective communication skills, soft skills, entrepreneurial skills and thinking skills as development and enhancement skills to support the knowledge in language and linguistics. UiTM and

UPM include English Language proficiency as a requirement. The programmes adhere to MOHE's Programme and Course Outcomes, as well as the Learning Taxonomies.

Knowledge and skills in ICT are emphasised while subjects in research methodology and writing project papers are garnered to sharpen their research skills. Some of the subjects specific and peculiar to Malay Language are Language Family of the Malay languages and their distribution (Rumpun dan Alam Melayu) (UM). Other specific subjects offered are Islamic Perspectives and Values and Malay Worldview and Culture (UM).

Apart from the common strands relating to language and linguistics, programmes offered by individual universities portray their own strengths. UM offers two programmes one specifically in Linguistics and the other in Language while UKM offers three including one programme in Malay Letters unique to this university. UKM also offers pure Linguistics under a programme called Bachelor of Social Sciences (Linguistics). The strength in UPM's programme is the fact that the University offers ten (10) choices of minor programmes plus one compulsory foreign language to be taken at three levels. UiTM's uniqueness is the emphasis on Malay Language for Professional Communication and Translation apart from the compulsory linguistic accuracy plus a minor in Business Management with the aim to provide graduates with a competitive edge.

All three universities, UM, UKM and UPM offer a specific course on Malay and other Austronesian Languages, and the Malay languages distribution in the world. UM and UKM include Art and Culture in their language programmes while UPM focuses on Applied Linguistics. Writing academic project is a common subject in undergraduate programmes but in UM, the subject is offered as an elective.

Under the new requirement of the Ministry of Higher Education for undergraduates to undergo a certain term of industrial training, students of Malay Language majors have also fulfilled this requirement.

#### 4.2.2 Malay Literature

Out of five universities offering undergraduate programmes in Malay Language, UiTM is the only university that does not offer Malay Literature as a programme. However, elements of literary studies are offered as a co-curricular activity under literary appreciation skills.

UM's programme include Classical Malay Literature, Modern Malay Literature, Malay Prose and Poetry, Sociology of Literature, Jawi in Literary Texts/ Philology, Management and Marketing Of literature, Legal Aspects of Literature/ Literature and Law, Commercial Literature, Ethnic Literature, Islamic Literature, Esthetics and Editing Literary Texts.

The Bachelor of Arts (Malay Literature) programme at UPM focuses on the theoretical, conceptual and application aspects of literature. The programme, like the English literature programme, also highlights the value of literature as an art form (through appreciation of the aesthetic) while emphasizing it as a science as demonstrated

by methods in practical criticism. The programme is designed to produce graduates who are excellent in competency in computer skills, writing skills etc.

In addition to the courses categorised as major components, all students in the Malay language and linguistics programme are required to minor in one of the 14 minor component courses offered by selected faculties in the university in order to provide graduates with greater employment opportunities. Students are also required to undergo industrial training.



## CHAPTER 5

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### Employability of Language Graduates

#### 5.1 Job Market for Language Graduates

Because language transcends all boundaries, graduates from language programmes are faced with a ready job market. It is up to the graduates to find their niche in the different careers ahead of them. Language is crucial for communication in both the public and the private sectors and graduates in any languages can contribute in these sectors.

All language programmes at bachelor level identify a number of popular career paths for the graduates. These include writing or authoring and editing, publishing, public relations, etc. Graduate of Languages can seek employment in the above fields within the public or private sectors locally or abroad. Graduates who are interested in teaching languages will certainly find employment in schools and tertiary institutions.

#### 5.2 Results of Tracer Studies

##### 5.2.1 Employability

Based on a tracer study of graduates of 2007/2008, UM reported 52.3% of the total number of 107 graduates from the Faculty of Languages and Linguistics were employed within four months of graduation. From that figure, 52.6% were employed in permanent positions and the remaining 47.4% were employed on a temporary or contract basis. The breakdown according to language major shows that 4 languages (Chinese, Tamil, Spanish and Japanese) had more than 50% of their graduates employed. Figure 5.1 shows employment of graduates from the different language majors in the Faculty.

UPM also reported a high percentage of employment rate in its tracer study of 2008. The total number of graduates cited here does not include the small number who pursued further studies. The highest employment rate is among graduates of Malay Language (89.1%). Both graduates of English and foreign languages fair quite well in the job market with 78.1% and 77.5%, respectively. The results also show that 93.3% of graduates of English and 81.8% of English Literature, 88.7% of Malay Language and 95.0% of foreign Languages were employed less than three months after graduation. This certainly indicates the need of graduates in Languages in the job market.

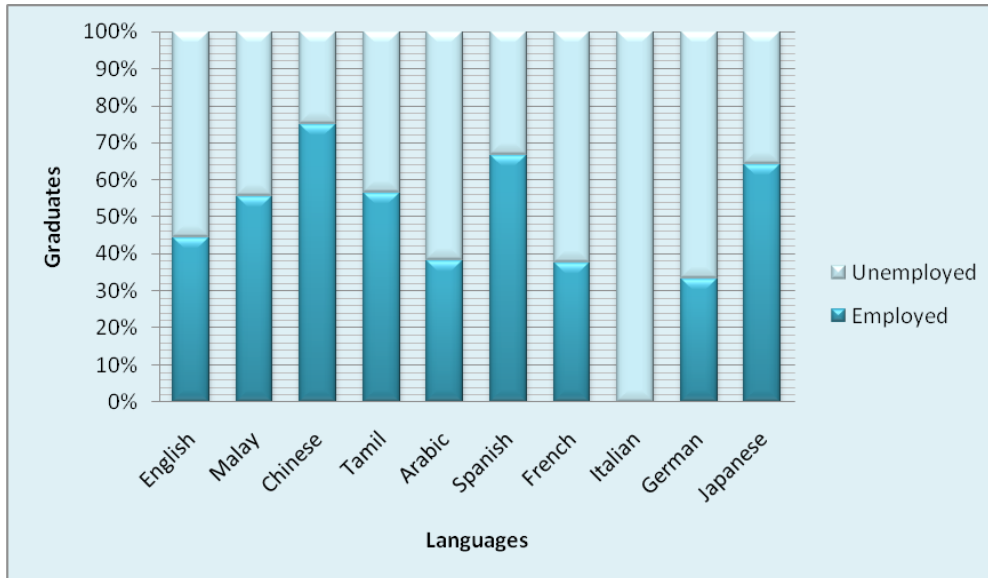


FIGURE 5.1 Employment of Graduates from Different Language Majors (UM)

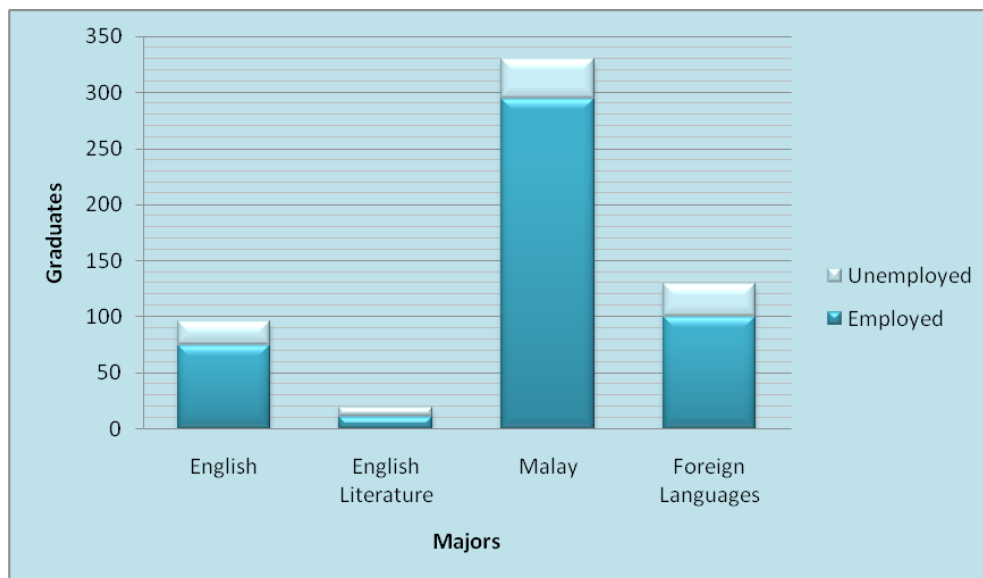


FIGURE 5.2 Employment of Graduates from Different Language Majors (UPM)

### 5.2.2 Types of Employment

The types of employment secured by graduates of Languages from UM (Figure 5.3) include the teaching profession (56.1%) and marketing (14.04%). Most of those in sales and marketing jobs were customer service and sales assistants, suggesting temporary employment. About 12.2% of Language graduates are employed in administrative and executive positions in the private sector while 7% are in editorial fields, either as a news writer, website editor or publishing editors. Other forms of employment included self-employment such as giving tuition.

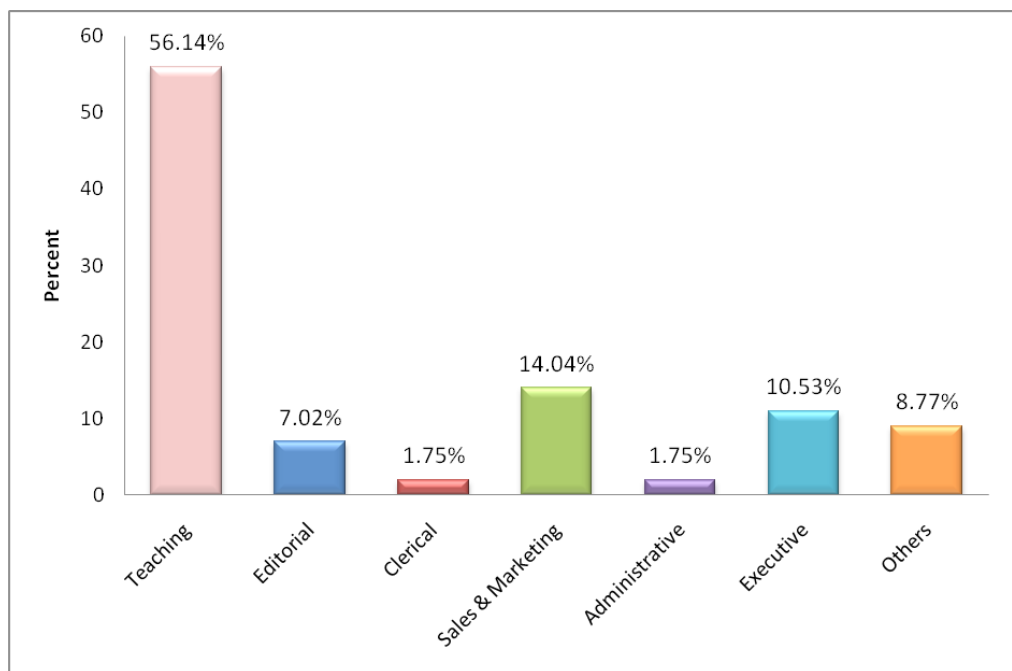


FIGURE 5.3 Types of Employment Secured

The tracer study by UPM did not include the types of employment secured by the graduates.

### 5.2.3 Employment Sectors

Results of the tracer study by UM shows 36.8% of the graduates have found employment with the government sector, while an additional 1.8% are working for statutory bodies. 57.9% have found employment with either multinational (14%) or local companies (43.9%). 1 respondent is self-employed while 1 is working with the family business.

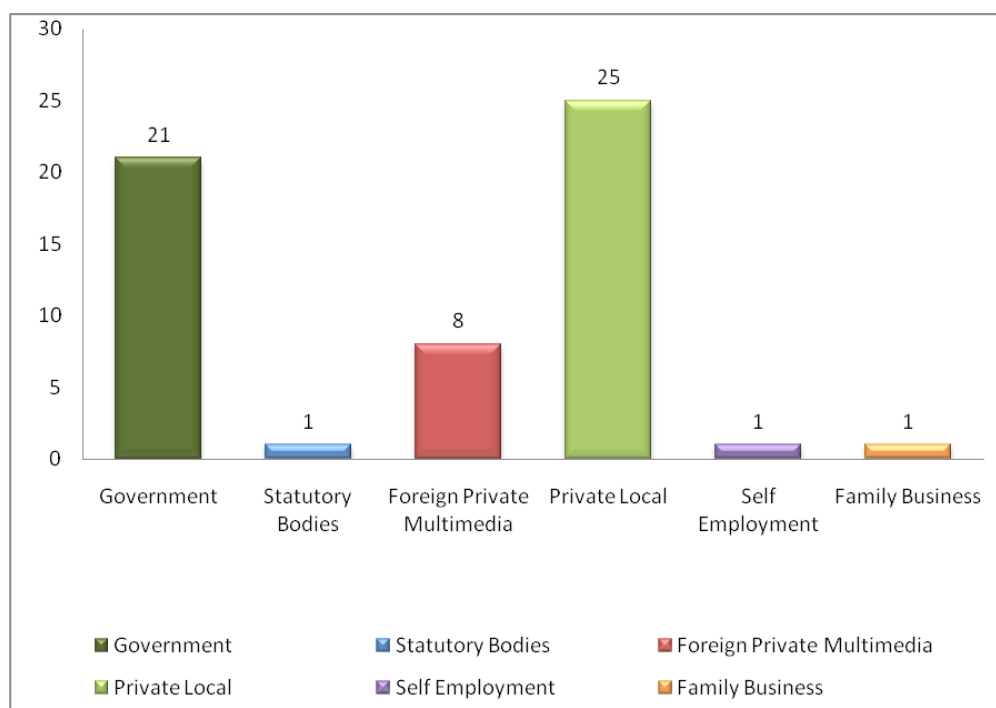


FIGURE 5.4 Employment Sectors (UM Graduates)

While most language majors had a fairly even distribution of employment in both the private and public sector, all English language majors from UM were working in the private sector, while nearly 70% of Tamil language majors were employed in the government service. Graduates of Language Majors from UPM found employment in almost similar sectors.

#### 5.2.4 Relevance of Language Programme in Job Market

Out of total number of UM graduates who were employed (56), 69.6% stated that the programme was relevant to their current employment, and the remaining 30.4% said it was not. However, among those employed on a permanent basis 79.3% said there was some relevance while only 20.7% felt there was no relevance. 66.7% (6) of the Japanese language majors and 100% (2) of the French language majors found the programme of no relevance to their work. The graduates indicated the primary language used in their jobs was English (36.8%), followed by Mandarin (29.8%), and Malay (26.3%). 7% gave Tamil as the main language for their employment. (Figure 5.6).

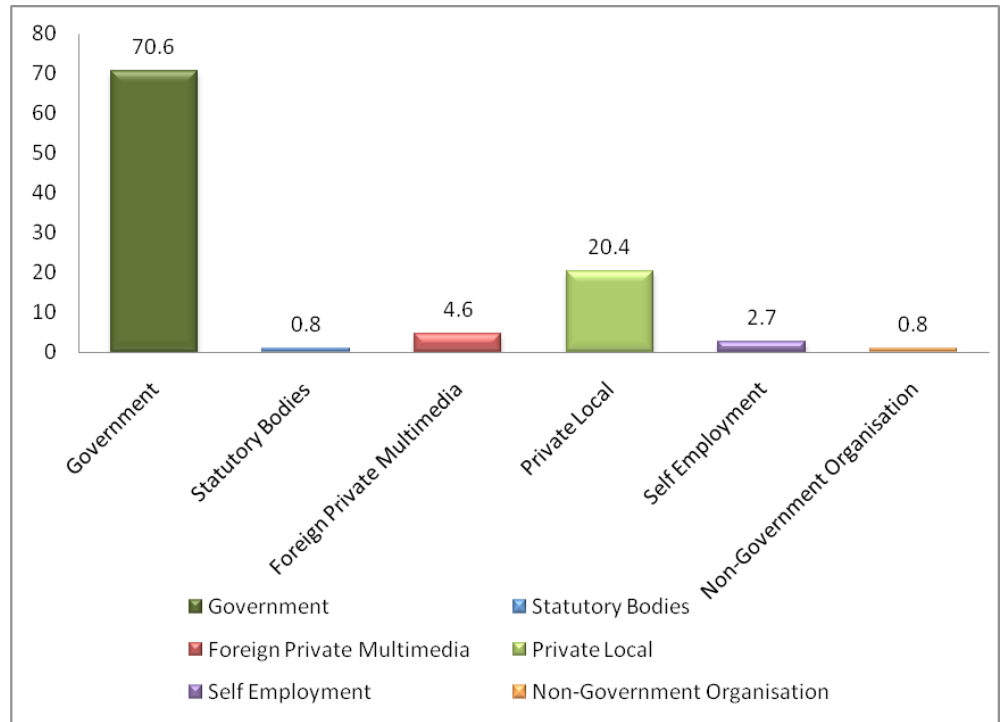


FIGURE 5.5 Employment Sectors (UPM Graduates)

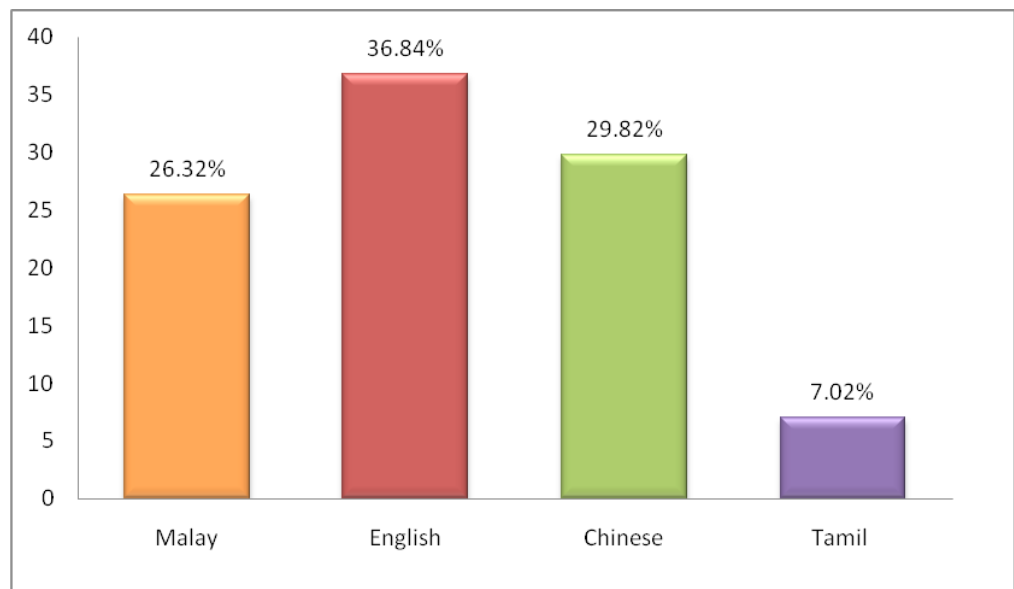


FIGURE 5.6 Main Language Used at work by UM graduates

On language proficiency for the workplace, 84% of UM graduates agreed that they would have better employment opportunities if they had been able to take an English proficiency course in their bachelor degree programme. Only 16% did not agree that undergoing such a course would help improve their employability.

In UPM's study, 88.0% of graduates of English and 81.8% of Literature graduates responded that the respective programmes were relevant for their work. 96.9% of the graduates in Malay and 87.0% of Foreign Languages responded that the programmes were relevant to their work. (See figure 5.7)

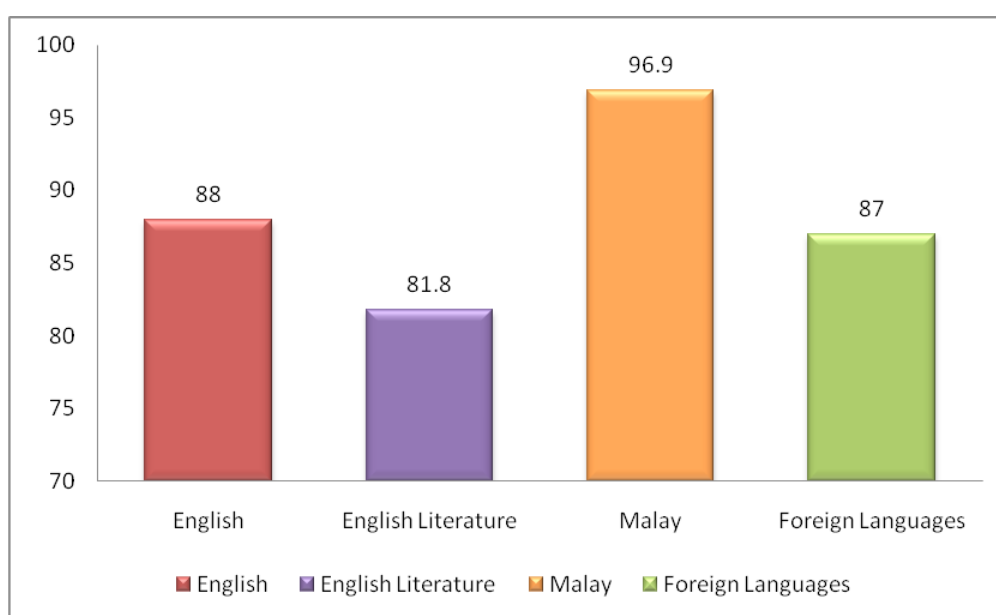


FIGURE 5.7 Relevance of Language Programme in Job Market (UPM graduates)

UiTM's first cohort of 34 students in the programme English for Professional Communication graduated in May 2009 and the second cohort in November 2009. An unofficial report indicates that apart from a few who decided to further their studies at the Masters level, most have secured jobs, both permanent and temporary. Feedback received from the employers who supervise these students during their industrial training is very positive. Most feel that the programme provides the necessary skills for the workplace particularly from subjects in Business Studies as the minor, and the ICT skills from the programme. The interns possess good communication skills as well as high language proficiency.

It can be concluded at this point that graduates of language majors do not have any problem in securing employment either in the public or the private sector.

## CHAPTER 6

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### Best Practices in Language Education

#### 6.1 Benchmarking Best Practices

Visits were made to universities in Singapore and Hong Kong as part of the benchmarking exercise. The objectives of the visits are to make comparison between language programmes offered at those universities with programmes offered by Malaysian universities in terms of packaging. The universities visited were:

1. National University of Singapore (NUS).
2. Nanyang Technological University (NTU).
3. University of Hong Kong (HKU).
4. City University of Hong Kong (CITYU).
5. Hong Kong Polytechnic University (HKPOLY).
6. The universities were selected based on their world ranking: NUS (30), NTU (73) and HKU (91) (THE 2009). CITYU (World ranking 389) and HKPOLY (World ranking 439) are reputed for their strong language programmes.

##### 6.1.1 Singapore Universities

In Singapore, visits were made to National University of Singapore (NUS) and Nanyang Technological University (NTU). The structure in which language programmes are offered differs in the two universities. NTU offers PhD and M.A. programmes in 7 discipline areas of which 3 are on languages: Chinese, English Literature, Linguistics and Multilingual Studies under the School of Humanities and Social Sciences with the current enrolment of 45 PhD and 29 M.A. students. The School also offers three Bachelor Degrees in languages: Chinese, English Literature, and Linguistics and Multilingual Studies. NUS on the other hand offers Chinese, Malay and Japanese Studies under the Asian Studies together with South Asian Studies Programme and Southeast Asian Studies Programme while English Language and Literature are offered under the Humanities Division but both are placed under the Faculty of Arts and Social Sciences.

Students seeking admission into both universities are expected to fulfil a minimum of band 6 of IELTS or its equivalent as part of the entry requirements into the programmes offered by the two universities. Language requirement is not compromised given the

absence of space for remedial work except by the Language Centres of the respective universities.

A few significant points can be highlighted about the programmes in the two universities. Firstly, the courses are highly focused as the departments are based on the disciplines. For example, English department means English Literature. Linguistics is a separate department with a specific focus on certain areas, for example, in NTU the focus is on multilingualism. There is less of a mix and match of courses. Secondly, attractive salary schemes enable the universities to attract experts in the field of Language or Literature as well as for teaching proficiency language courses. Further, awarding scholarships to top students to conduct research in their areas of interest also helps in the identification of potential staff for the department.

To promote research a number initiatives is taken by the university. Research centres are set up to promote excellence in teaching and learning (e.g., Centre for Chinese Language and Culture at NTU). A striking feature worth highlighting is the setting up of Undergraduate Research Experience on Campus (URECA) at NTU, which allows the University to tap undergraduate talents. The top five percent students from the second and third year are awarded grants to conduct research. Supervisors may come from another faculty, and the chosen students are paid about SG\$ 400.00 per month. The interested academic put up the topic on the online system for the students to choose. The students' work is graded.

Rigorous research programmes are offered to high-calibre graduates from local, regional, and international universities. Entry-interviews are conducted to gauge the students' intellectual capability. The programmes are all evaluated regularly through the courses offered. The latter, as emphasised by the representatives met, is aimed at broadening and deepening students' capacity to perform in their programmes, and at equipping them to do research.

Both universities are involved in collaborative research with well-established Universities (top ranking) abroad such as Harvard University and University of California at San Diego. This helps to strengthen their research culture. NUS academic staff can attend a maximum of three international conferences per year.

Apart from the yearly assessment, another best practice to highlight is the fact that students need to submit a progress report as well as undergo a qualifying examination (QE) and confirmation exercise (CE) to ascertain their general grasp of knowledge area and capacity to complete the programme. Failing these exams will result in students retaking the exam and proving that they achieve the required performance or withdrawing from the programme.

With regard to employability, most graduates obtain employment in the private sectors, MNCs, schools and academia. For NTU, grants currently held are the start-up grant, the joint-research project, the Academic research fund, School of HSS seed grants, and Institute for media innovation seed grants.

At NUS, for instance, the mentor-mentee system is applied to encourage the new members of the staff to engage in research as advised by the senior members. Teaching staff members are required to publish in international journals which are peer-reviewed.



### 6.1.2 Hong Kong Universities

All the three universities in Hong Kong have strong and well established undergraduate and postgraduate language programmes. The departments offering undergraduate and postgraduate language programmes are placed under a school (HKU) or faculty (PolyU & HKU) or college (CityUHK). Currently, the duration of all undergraduate programmes is 3 years and they are being reviewed for a four year curriculum. Starting 2012 all programmes are required to be four years.

The master programmes are popular among students but the universities limit the number to between 20 to 30 students per intake due to the number of scholarships awarded by the government. The duration of a full-time master programme is 1 year and 2 years for part-time study. Limited amount of scholarship funding is made available for outstanding students. MPhil and PhD programmes are mostly full research mode. Again, a limited number of scholarships are made available by government for local students and outstanding foreign students.

It can be stated that universities in Hong Kong enjoy the luxury of generous research funding. There are three major sources of funding: local government; international funding; and community funding. Government funding comes in terms of financial aids provided directly to those who apply for them and grants channelled to universities which allow staff members to compete for them by submitting proposals. International funding is provided by international bodies to the universities while community funding comes from individuals who donate financial aids for research. There are contributions known as 'matching fund' whereby individuals match the amount given by other bodies. The sources for research funding are similar to the procedures in Malaysia, except for staff, able to select the best students, funding made available at national level to local students enables them to study full time at both undergrad and post grad level. However, Malaysia lacks individual philanthropist funding for research purposes

Among the best practices in Hong Kong universities are:

1. ICT services provided by the universities complete with good resources and monitoring.
2. HKU requires a minimum qualification of a PhD to become a lecturer as it is believed that knowledge in the field is crucial.
3. Student mentor practiced at the university (CityU) provides support to the students especially for English Language proficiency.
4. Physical structure in most universities is excellent, even with a corporate image (CityU): escalators and student lounge are common features.
5. Good remuneration packages enable universities to attract very well known scholars in the field of Language.
6. Limiting the number of student enrollment leads to a conducive teaching and learning environment. Particularly for Literature major, the intake should be small in order not to flood the market.

## 6.2 Accreditation of Language Programmes

All language programmes are required to obtain accreditation from the Public Service Department, Malaysia as part of the criteria to be recognised by the government. Currently all existing programmes have been accredited. Unlike professional programmes like Engineering or Accounting which require accreditation by professional bodies, language programmes have not received accreditation by professional bodies as there are none. In the field of Language, there are various associations related to various areas of specialisation but thus far none has been accorded the professional status with the mandate to award accreditation to any language programme.

## 6.3 Professional Associations of Language

The lists of local and international associations of language and linguistics as well as literature are provided below.

### 6.3.1 Malaysian Associations of Languages and Linguistics

1. Malaysian Association of Speech Language and Hearing. [www.mash.org.my](http://www.mash.org.my).
2. English-Malay Professional Translation Service. [www.english-malay.com](http://www.english-malay.com).
3. Malaysian Association of Modern Languages. [www.mymla.org](http://www.mymla.org).
4. Malaysian Association of Professional Speakers (MAPS). [www.maps.org.my](http://www.maps.org.my).
5. Dewan Bahasa dan Pustaka. [www.dbp.gov.my](http://www.dbp.gov.my).
6. Malaysian Association of Sign Language Interpreters (MyASLI). [myasli\\_mfd@yahoo.com.my](mailto:myasli_mfd@yahoo.com.my).
7. Malaysian Translators Association. [www.ppm-mta.org](http://www.ppm-mta.org).
8. Malaysia Professional Association Arabic Translation Services. [www.arabic-malaysia.com](http://www.arabic-malaysia.com).
9. Malaysian Reading Association.

### 6.3.2 International Associations of Languages and Linguistics

1. International Association of Applied Linguistics. [www.aila.info](http://www.aila.info).
2. British Association for Applied Linguistics (BAAL). [www.baal.org.uk](http://www.baal.org.uk).
3. American Association for Applied Linguistics (AAAL). [www.aaal.org](http://www.aaal.org).
4. Southeast Asian Linguistics Society (SEALS). [www.sealsxx.uzh.ch/index.html](http://www.sealsxx.uzh.ch/index.html)
5. Irish Association for Applied Linguistics [www.iraal.ie](http://www.iraal.ie).
6. The Applied Linguistics Association of Australia. [www.latrobe.edu.au/alaa](http://www.latrobe.edu.au/alaa).
7. Applied Linguistics Association of New Zealand. [www.alanz.ac.nz](http://www.alanz.ac.nz).
8. Greek Applied Linguistics Association (GALA). [www.enl.auth.gr/gala](http://www.enl.auth.gr/gala).
9. Hong Kong Association for Applied Linguistics (HAAL). [www.haal.hk](http://www.haal.hk).
10. Applied Linguistics Association of Korea. [www.alak.or.kr](http://www.alak.or.kr).

11. The Southern African Applied Linguistics Association (SAALA).  
[www.saala.org.za](http://www.saala.org.za).
12. International Quantitative Linguistics Association (IQLA). [www.iqla.org](http://www.iqla.org).
13. International Systemic Functional Linguistics Association (ISFLA).  
[www.isfla.org](http://www.isfla.org).
14. The International Association of Forensic Linguists (IAFL). [www.iafl.org](http://www.iafl.org).
15. International Cognitive Linguistics Association. [www.cogling.org](http://www.cogling.org).
16. Poetics and Linguistics Association (PALA) [www.pala.ac.uk](http://www.pala.ac.uk).
17. International Reading Association (IRA). [www.reading.org](http://www.reading.org).
18. International Literacy Research Unit (ILRU). [www.usm.my/ilru](http://www.usm.my/ilru).

### 6.3.3 International Associations in Literature

1. Malaysian Association of Commonwealth Literature and Language Studies.
2. (MACLALS). [maclals.info@gmail.com](mailto:maclals.info@gmail.com).
3. Association of Commonwealth Literature and Language Studies.
4. Malaysian Association of Comparative Literature.

## CHAPTER 7

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### Conclusion

The study of language and linguistics has its established place in the Malaysian university system, but from a national point of view, it is very much more than just an academic subject. Language is a national issue in several respects, including the role of language in:

1. Making a contribution to the national economy.
2. The development of science and technology in Malaysia.
3. Malaysian identities and nationhood.

In order to grasp the full significance of research in language and linguistics, it is insufficient to think of Linguistics as a subject *sui generis*, and it has to be seen as a subject at the meeting point of several disciplines the importance of which is likely to increase in the course of the present century.

#### 7.1 Linguistics as an Academic Discipline

As an academic discipline, Linguistics is concerned with the development of a theory of language. This includes the study of language at different levels, including sounds (phonetics and phonology), grammar (morphology and syntax), text (discourse analysis and conversation analysis) and meaning (semantics and pragmatics). It also covers the relationship between spoken and written language, and variation and change in spoken and written language (sociolinguistics and historical linguistics).

Linguistics as a discipline provides the indispensable foundation for the applications discussed briefly below. It is of course these applications that are of such great value at a national level. Malaysians working in these areas need to have the indispensable foundation if they are to make any significant contribution internationally. It is for this reason that the teaching of Linguistics needs to be continued and reinforced. The teaching and training of students in Linguistics should be developed with the objective of achieving clearly defined national goals.

## 7.2 Language Studies and the Malaysian Economy

It is generally accepted that the continuing prosperity of Malaysia depends *inter alia* on the maintenance of high standards of English. There is also a widespread view that standards of English are in a state of chronic decline in Malaysia, and that they have to be improved. The first application of language studies to be considered is therefore language teaching and learning, particularly but by no means exclusively the teaching and learning of English.

The teaching of languages is concerned with the development of proficiency, the ability to use a language competently. It is informed by linguistic theory and educational theory, but it is not intended to make a direct contribution to either field. The aim of language learning is to develop communicative competence, and this requires a theoretically sound knowledge of the categories of the language. At the same time, language learning needs to take into account what is known about how students learn in general, and how they learn languages in particular.

However, the need for foreign languages at a national level goes far beyond proficiency. Malaysians operating at a professional level – especially at an international professional level – need to integrate knowledge of foreign languages into their professional lives. This includes the development of soft skills and the ability to exercise these skills in a professional context. In the case of academic staff, for example, these skills include giving presentations, listening with deep understanding to presentations in English, reading academic literature, and writing books and journal articles at an international level.

The field of language studies changed considerably in the course of the last century. At the beginning of the century, the emphasis in Europe and the US was on learning the highly prestigious Classical languages, Latin and ancient Greek, using what was called the Grammar Translation method. The main aim of language learning was to read Classical literature. By the end of the century, the emphasis worldwide had switched to the study of contemporary languages with the explicit intention of using the new language for communicative purposes. In the case of present day Malaysia, the need for foreign languages is determined by globalization. This means that by far the greatest demand is of course for English. It is also important to offer other foreign languages including Asian languages such as Mandarin, Japanese, Thai and Korean also European languages such as French, Italian and German. Foreign languages are essential for the substantial minority of Malaysians who have professional or other connections with countries abroad.

## 7.3 Linguistics, Science and Technology in Malaysia

An area of increasing social and economic importance at the present time is the development of sciences (including neuroscience) and technologies (such as speech synthesis and recognition) which involve language and therefore apply linguistic theory.

Research at an international level inevitably concentrates on English, and to a lesser extent on other leading European languages which are supported by powerful

and highly developed economies. The challenge for a country like Malaysia is to maximise its international contribution by identifying and exploiting its natural linguistic resources. In the first place, this means supporting the development of language-based technologies for Malay as the national language. Secondly, it means stimulating research on Malaysia's rich heritage of indigenous languages (see further below).

On the positive side, Malaysia has much to gain both economically and politically from exploiting its linguistic resources and developing the necessary technologies. On the negative side, there is much to lose. Any gaps will be filled by overseas competitors, and Malaysia will be left paying its competitors for the use of language-based technologies to exploit its own resources.

#### 7.4 Linguistics, Language Studies and Malaysian nationhood

The role of language is not restricted to communication and the requirements of the world of work. It is also very much concerned with national identity and national aspirations. In the case of Malaysia, a very special and central place is reserved for the Malay language. The aim of scholarship and research in the case of Malay is not so much proficiency teaching, but rather maintaining and enhancing the role of Malay as a major international language. At universities, proficiency in this case is essentially for foreign staff and students who come to Malaysian universities and need to interact in Malay. Conventional research on Malay puts the language in its historical and cultural context; however, new kinds of research are developing models of Malay for use in speech and language technologies. The identity of many Malay speakers is also in practice bound up with local varieties of Malay, for example Kelantanese, Kedah or Sabah Malay. Malay dialectology is a seriously under-researched field, and much work needs to be done in order to understand more fully the cultural history and significance of local varieties of Malay.

Malaysia is also remarkably rich in indigenous languages, many of which are fast disappearing. Research on indigenous languages needs to be extended as a matter of urgency. In view of the ethnic composition of Malaysia, several varieties of Chinese (e.g. Hokkien and Cantonese) and a number of Indian languages (e.g. Tamil) are included as Malaysian languages. These have an important place as community languages. They are appropriately supported at university level by teaching and by research into the way they are spoken and used in Malaysia. In the special case of Chinese, the variety normally taught is Mandarin rather than any variety spoken locally in Malaysia.

Language is of paramount political and social importance in present day Malaysia:

1. Malay needs to be given a high level of support as the national language in order to maintain the identity of Malaysia and Malaysians.
2. Other Malaysian languages, including dialects of Malay and indigenous languages, need to be given support in order to maintain national unity and cohesiveness.
3. In response to globalisation, Malaysia needs to achieve and maintain appropriate standards of English in the general population. For similar, but less compelling reasons, the same applies to other major languages of Asia and Europe.

In order to support our national language needs, we need to do three things in our universities. First, we need a coherent programme of language-based research (including linguistics) in order to ascertain the nature of languages and their varieties spoken in Malaysia, and the manner in which they are used. Secondly, we need to develop and maintain a high level of language scholarship in the form of dictionaries, grammars, and corpora and other language databases. These scholarly monuments are both the output of previous research and the input to further research. Thirdly, we need a tradition of quality language teaching informed by research and scholarship, and also by knowledge of language teaching and learning.

## 7.5 Targeting Funding for Language and Linguistics

### 7.5.1 Language teaching

The teaching of languages has to be seen as an activity that serves the national interest. Funding is needed to support not only the teaching itself, but also research into language teaching. It is essential to Malaysia to keep abreast of international developments in language teaching, and if possible to take on a leadership role in this area.

### 7.5.2 Research scholarships and studentships

To maintain and enhance the level of expertise available, it will be necessary to fund research scholarships and studentships to enable high calibre students to develop the skills required to become researchers in language-related fields. The training of PhD students within Malaysia needs to be complemented by a study abroad programme. At the same time, there is a great need for in-service staff development training, to enable members of academic staff already in post to increase their level of skill and expertise, and knowledge of the subject. Wherever possible, the funding should encourage new researchers to undertake the kind of interdisciplinary research referred to above which makes a valuable contribution to national goals.

### 7.5.3 Infrastructure

The third area in which funding is necessary in the national interest is the development of infrastructure. Linguistics has traditionally been seen as a blackboard-and-chalk subject that can be taught and researched with low levels of funding. However, if Linguistics is to maximise its contribution to the national effort, the nature of its potential has to be recognised and exploited. The kind of infrastructure needed includes not only greatly increased library facilities, but also up-to-date computing facilities and specialised laboratories for the study of speech.

## 7.6 Final Comment

Support for Linguistics and language studies has historically been kept to a minimal level because work in this area has generally been associated with a kind of old fashioned language teaching that in the real world has long since been left behind. Language based studies have to be considered realistically in the context of the national goals of Malaysia at the beginning of the twenty first century. In the modern world, there is far more involved than old fashioned language teaching. To be sure, many linguists do spend their time teaching languages. But whereas the first half of the twentieth century was the time for nuclear physics, and the second half the time for evolutionary biology, the greatest advances in the present century are to be expected in the study of language and the brain. Malaysian linguists - and yes, Malaysian language teachers - have an important role to play in the advanced Malaysian nation of tomorrow.





## APPENDIX 1

### Programmes for Teaching of Languages in Malaysian Public Universities

Universities	Language Programmes
1. Universiti Islam Antarabangsa (UIAM) Institute of Education	Bachelor of Education Teaching English as a Second Language (TESL) Teaching Arabic as a Second Language (TASL)  Master of Education Teaching of Arabic to Non Arabic Speakers
Kulliyah Islamic Revealed Knowledge and Human Science	Master of Human Sciences Teaching of English as a Second Language (TESL)  Doctor of Philosophy Teaching of English as a Second Language (TESL)
2. Universiti Darul Iman (UDM) Faculty of Language and Communication	Diploma Arabic Language (Education) Teaching English as a Second Language (TESL)
3. Universiti Teknologi MARA (UiTM) Faculty of Education	Bachelor of Education Teaching English as a Second Language (TESL)  Master of Education Teaching English as a Second Language (TESL)  Doctor of Philosophy in Education Teaching of English as a Second Language (TESL)

- |    |   |  |
|----|---|--|
| 4. | Universiti Malaysia Sabah (UMS)<br>Faculty of Education and<br>Social Development | Bachelor of Education ( Hons)<br>Teaching English as a Second Language<br>(TESL)   |
| 5. | Universiti Kebangsaan Malaysia<br>(UKM)<br>Faculty of Education                   | Bachelor of Education (Hons)<br>Teaching English as a Second Language<br>(TESL)  |
|    |   | Master of Education<br>Teaching English as a Second Language<br>(TESL)<br>Malay Language Education<br>Arabic Language Education                            |
|    |   | Doctor of Philosophy in Education<br>Teaching English as a Second Language<br>(TESL)<br>Malay Language Education<br>Arabic Language Education              |
| 6. | Universiti Malaya (UM)<br>Faculty of Education                                    | Bachelor of Education<br>Teaching English as a Second Language<br>(TESL)   |
|    |   | Master of Education<br>Malay Language Education<br>Teaching of English as a Second Language<br>(TESL)<br>Teaching of Arabic as a Second Language<br>(TASL) |
| 7. | Universiti Putra Malaysia (UPM)<br>Faculty of Education                           | Bachelor of Education<br>Teaching English as a Second Language<br>(TESL)<br>Teaching Malay as the First Language   |
|    |   | Masters in Education<br>Teaching English as a Second Language<br>(TESL)<br>Teaching Malay as the First Language<br>Teaching Malay Literature               |
| 8. | Universiti Sains Malaysia (USM)<br>School of Educational Studies                  | Bachelor of Literature in Education (Hons)<br>Malay Language   |
|    |   | Bachelor of Education (Honours)<br>Teachers of English to Speakers of Other<br>Languages (TESOL)   |

- Master of Arts (Education) [M.A.(Ed.)]  
English Language Education/TESOL
- Doctor of Philosophy (PhD)  
English Language Education / TESOL
9. Universiti Teknologi Malaysia (UTM)  
Faculty of Education
- Bachelor of Science with Education  
Teaching English as a Second Language  
(TESL)
- Masters of Education  
Teaching English as a Second Language  
(TESL)
- Philosophy Doctor  
Teaching English as a Second Language  
(TESL)
10. Universiti Utara Malaysia (UUM)  
Faculty of Cognitive Sciences  
and Education
- Bachelor of Education  
Teaching of English to Young Learners  
(TEYL)
- Masters of Education  
English Language Teaching
-



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