



Course Aims

The course presents a post-basic level learning of the Malay language through enhanced knowledge of grammar and expanded vocabulary to enable students to understand and communicate more confidently in Malay.

This course aims to provide students with an enhanced knowledge of Malay language (spoken and written) in order to attain a functional competency for formal and practical communication. The course is a progression from Malay Language Level 1 and seeks to enable students to acquire a better grasp of grammar and widen their repository of vocabulary so they can understand and communicate more confidently in Malay.

Intended Learning Outcomes (ILO)

By the end of this course, you (as a student) would be able to:

1. Identify, explain and discuss main ideas in reading and listening passages.
2. Deploy an active vocabulary related to the theme of greetings, technology, colours, housing estate, services, healthy lifestyle and common ailments in Malay.
3. Engage in a discussion and conversation in Malay.
4. Write a short description on your family, friends, hobbies, health and aspiration in Malay.
5. Compare and contrast Malay cultural practices with your own.

Course Content

- Expanded list of essential vocabulary related to medical and healthcare
- Malay grammar comprising use of affixes, sentence construction, parts of speech and numeral classifiers
- Synonyms and antonyms
- Reading and comprehension skills
- Communicating and expressing ideas

Assessment (includes both continuous and summative assessment)

Students will be assessed based on continual assessment administered throughout the course. The continual assessment is made up of five components, which comprise of grammar, comprehension, composition, oral and participation.

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
CA1: Vocabulary quiz	ILO 1, 2	Competence, Civic-mindedness (Global Citizenry), Communication, Character	10%	Individual	Exam/Quiz
CA2: Grammar and Reading comprehension	ILO 1, 2, 5	Competence, Civic-mindedness (Global	25%	Individual	Exam/Quiz

		Citizenry), Communication, Character			
CA3: Listening Comprehension	ILO 1, 2, 5	Competence, Civic-mindedness (Global Citizenry), Communication, Character	15%	Individual	Exam/Quiz
CA4: Composition writing	ILO 2, 4, 5	Competence, Civic-mindedness (Global Citizenry), Communication	15%	Individual	Please refer to appendix 1 for assessment rubrics.
CA5: Oral (reading and role-play)	ILO 1, 2, 3, 5	Creativity, Character	20%	Individual	Please refer to appendix 2 for assessment rubrics.
CA6: E-Assessment	ILO 1, 2, 4, 5	Competence, Civic-mindedness (Global Citizenry), Communication, Character	5%	Individual	Exam/Quiz
CA7: Class participation	ILO 1, 2, 3, 4, 5	Competence, Civic-mindedness (Global Citizenry), Communication, Creativity	10%	Individual	Please refer to appendix 3 for assessment rubrics.
Total			100%		

Formative feedback

Formative assessment is integrated into the classroom practice to provide feedback on the learning progress to both students and teachers. All assessments in the course, even formal testing like CAs, must be formative. The feedback will be given in a prompt and informative manner with specific reference to the Intended Learning Outcomes as soon as possible during or after the learning activity.

Tools used for formative assessment and learning activity implemented in this course are:

- **Journals:** Written feedback/ comments are given for each non-summative writing assignment
- **Oral Interview:** Individual/group oral feedback on the fluency, pronunciation, contents, structure and communication skills will be given to each student after the summative oral assessment.
- **Portfolio Writing:** Written feedback/ comments are given for each non-summative writing assignment
- **Presentation:** Individual /group oral feedback on the fluency, pronunciation, contents, structure, communication skills will be given to each student after the summative oral assessment.
- **Discussion Board:** the discussion board is used to develop and guide students writing skills thorough the course. Students receive feedback on their accuracy level of coherence and cohesion using the language. It also facilitates learning by allowing students to view & to respond to the work of others.
- **Classroom Tasks:** Oral or written feedback for the tasks performed by group or individual during each class session is given to student/group

- **Review Exercises:** Review exercises comprising vocabulary, grammar and comprehension exercises are given at the end of each unit. Written feedback and corrections are given individually for each exercise.

Learning and Teaching approach

Tutorial, team-based learning, role-play activities.

Approach	How does this approach support students in achieving the learning outcomes?
Tutorial	Prior to the class, students will have to prepare the activity of the day using the course book and web links posted on NTULearn. The lecturer will conduct tutorials to provide more information on the topics and will facilitate the in-class discussions. Students answer questions about vocabulary and grammar, thus addressing the learning outcomes 1,2,3,4 and 5.
Team-based learning	Students work in teams to discuss and attempt grammar questions and language use addressing outcomes 1, 2, 3, 4 and 5.
Role-play activities	Students acquire communication skills, confidence and creativity by using the language in an authentic way, addressing outcomes 1, 2, 3 and 5.

Reading and References

1. Liaw Yock Fang, 1993. *Speak Standard Malay: A beginners' guide*. Singapore: Times Editions Pte. Ltd.
2. Liaw Yock Fang, 2005. *Malay for Daily Use*. Kuala Lumpur: Marshall Cavendish (M) Sdn. Bhd.
3. Zahara Othman and Sutanto Atmosumarto, 1995. *Colloquial Malay*. London: Routledge

Course Policies and Student Responsibilities

(1) General

Students are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. Students are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. Students are expected to participate in all seminar discussions and activities.

(2) Absenteeism

Students are expected to attend all lessons. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule

Week	Topic	Course LO	Readings/Activities
1	1. Introduction to LM9002 2. Self-Introduction 3. pre-course quiz 4. Revision on common words and phrases	1, 2 Revision of basic skills in spelling, grammar, and pronunciation	Quiz, group activities
2	Theme: Greetings 1.Introducing others 2.Farewell & well-wishes 3.Describing people	1, 2, 3, 5 Learn words connected with greetings and adjectives. Expressing communication skills through group activities.	Written work, role play activities
3	Theme: Feelings 1.Feelings 2. Conjunctions 3. Colours	1, 2, 3 Learn words connected with feelings and colours. Make sentences using conjunctions.	Written work, role play activities
4	Theme: Technology 1. Technology 2. Prepositions	1, 2, 3,5 Learn words connected with technology. Make sentences using prepositions.	Written work, group work.
5	Theme: Community 1. Housing Estate 2. Adverbs 3. Comprehension	1, 2, 3 Learn words connected with housing estate and the community. Make sentences using adverbs. Identify, explain and discuss main ideas in reading passages.	Group activities Written work
6	Theme: Services 1.Services 2. Malay cuisine 3. Assessment I: Vocabulary	1, 2, 3 Learn words connected with services and Malay cuisine. Assessment: CA1 (Vocab)	Written work, role play activities
7	Theme: Prefix 1. Verb forming prefix 2. Noun forming prefix 3. Adjectives forming prefix	1, 2, 3, 5 Revise level one prefix. Learn prefix <i>ter</i> , <i>se</i> and <i>an</i> .	Written work Group presentation
8	Theme: Common Ailments 1. Common Ailments 2. Listening comprehension 3. Composition	1, 2, 3, 4,5 Learn words connected with common ailments. Integrate listening and writing skills.	Written work, role play activities
9	Theme: Friendship 1. Language exercise 2. Role Play activities	1, 2, 3, 4,5 Learn words connected with friendship. Expressing feelings and friendship verbally	Role play activities, reading activities

		through role-play activities.	
10	Theme: Celebration 1. Listening Comprehension 2. Composition 3. Assessment II: Written	1, 2, 3, 5 Learn words connected with celebration. Write a short description about birthday celebration. Assessment: CA2 (Grammar & Comprehension)	Role play activities, reading activities
11	Theme: Role Play Activities 1. Reading Practice 2. Role Play Activities 3. Assessment III: Listening Comprehension and Composition	1, 2, 3, 4, 5 Consolidate reading, listening, speaking and writing skills to prepare for test. Assessment: CA3 & CA4 (LC and Composition)	Role-play activities, reading activities.
12	Oral Assessment	1,2, 3, 5 Assessment: CA5 (Oral)	Oral test.

Appendix 1

Assessment Rubrics for Composition Writing (CA4: Composition Writing)

Marks (40 marks)	Grades	Vocabulary	Sentence Structure	Grammar	Spelling	Content & Creativity
32 – 40	A+, A	Employs a wide variety of vocabulary words used effectively to describe ideas.	Employs a variety of sentence structures effectively.	Displays confidence in employing correct prefixes, prepositions, adverbs and conjunctions to produce quality piece of writing. The writing is essentially error free in terms of grammar.	The writing is essentially error free in terms of spelling.	Explores ideas with fluency, organizing ideas logically and developing it creatively.
30 -31	A-	Employs a wide variety of vocabulary words.	Employs a variety of sentence structures effectively.	Employs correct prefixes, prepositions, adverbs and conjunctions. The writing is essentially error free in terms of grammar.	The writing is essentially error free in terms of spelling.	Explores ideas with fluency and organizing it logically.
28 – 29	B+	Employs the necessary vocabulary and uses basic vocabulary correctly.	Able to construct sentences grammatically with a few minor errors.	Employs the necessary grammar and function words correctly.	Contains three or less spelling errors.	Essay has central idea and concrete details to support the ideas.
26 – 27	B	Uses basic words with a few errors in the choice of words.	Generally able to construct sentences grammatically with some errors.	Contains a few errors in grammar and function words.	Contains a few spelling errors for basic words.	Essay is logically organized and well structured.
24 – 25	B-	Limited use of words and words are replicated.	Contains a number of errors in sentence construction.	Frequent errors in grammar.	A number of spelling errors mars the writing.	Essay lacks focus and central idea is vague.
22 – 23	C+	Limited use of words with a number of errors in the choice of words.	Contains a number of errors in basic sentence construction.	Frequent errors in basic grammar.	A number of spelling errors mars the writing.	Ideas are not well organized.
20 – 21	C	Limited use of words and incorrect use of words.	Contains a number of errors in basic sentence construction.	Writing contains numerous errors in grammar which interferes with comprehension	Writing contains numerous errors in spelling which interferes with comprehension	Limited development of content and flow.
18 – 19	D+	Very limited use of words.	Unable to construct basic sentences grammatically.	Writing contains numerous errors in grammar which interferes with comprehension	Writing contains numerous errors in spelling which interferes with comprehension	Unable to develop the content. Essay contains replication of ideas.

16 – 17	D	Unable to develop the writing due to very limited use of the words.	Unable to construct basic sentences grammatically.	Writing contains numerous errors in grammar which interferes with comprehension	Writing contains numerous errors in spelling which interferes with comprehension	Unable to develop the content. Essay contains replication of ideas.
0 - 15	F	Unable to develop the writing due to inability to employ the appropriate basic words.	Unable to construct basic sentences grammatically.	Writing contains numerous errors in grammar which interferes with comprehension	Writing contains numerous errors in spelling which interferes with comprehension	Unable to develop the content. Essay contains replication of ideas.

Appendix 2

Assessment Rubrics for Oral (Reading + Role Play) (CA5: Oral)

Reading					
Marks (20)	Grades	Pronunciation	Fluency	Pacing	Intonation
15 - 20	A+, A, A-	Words are correctly pronounced with no hesitation.	Very fluent. Phrases are read as a group of words that go together.	Reads at a talking pace. Changes pace to reflect meaning.	Excellent intonation. Changes intonation accurately to reflect meaning.
12 – 14	B+, B B-	Words are correctly pronounced. A few hesitation detected.	Fluent. A few hesitation affected fluency.	Reads at a talking pace.	Good intonation. Some attempts to vary intonation to reflect meaning.
10 - 11	C+, C	Contains a few errors in pronunciation.	Some hesitation and stumbling.	Usually reads at a talking pace.	Usually reflects good intonation.
8 – 9	D+, D	Contains errors in pronunciation of basic words.	Frequent hesitation and stumbling.	Frequently reads too fast or too slow. Little attempt to vary pacing.	Little attempt to vary pitch.
0 - 7	F	Reading contains numerous errors in pronunciation, which interferes with comprehension.	Frequent hesitation and stumbling. Reads words individually.	Reads too fast or too slow. No attempt to vary pacing.	No attempt to vary pitch.

Role Play					
Marks (60)	Grades	Vocabulary	Grammar	Question & Respond	Fluency & Confidence
45 - 60	A+, A, A-	Employs a wide variety of vocabulary words used effectively to describe ideas.	Displays confidence in employing correct prefixes, prepositions, adverbs and conjunctions to produce quality expression. The expression is essentially error free in terms of grammar.	Displays confidence and accuracy in asking and responding to questions.	Able to articulate responses fluently and with confidence. Shows good understanding of the speaking task.
36 - 44	B+, B, B-	Employs a variety of words used,	Employs correct prefixes, prepositions, adverbs and conjunctions.	Able to ask questions and respond to questions with little hesitation.	Able to express ideas fluently with little hesitation. Shows confidence in some parts of the expression.
30 - 35	C+, C	Uses simple and basic words.	Generally employs correct grammar with a few minor errors.	Able to ask appropriate questions but shows some hesitation in responding to questions.	Able to express ideas but with some hesitation.
24 - 29	D+, D	Limited use of vocabulary with basic words being replicated.	Frequent errors in basic grammar.	Frequent hesitation and stumbling in asking and responding to questions.	Frequent hesitation and stumbling in expressing ideas.
0 - 23	F	Unable to construct expressions effectively due to very limited use of vocabulary.	Contains numerous errors in grammar, which interferes with comprehension.	Unable to ask and respond to questions.	Unable to perform the speaking task, with many pauses, hesitations and poor grammar that made it difficult to follow.

Appendix 3

Assessment Rubrics for Class Participation (CA7: Class participation)

Marks (20)	Grades	Engagement	Contribution	Preparation	Attention
15 - 20	A+, A, A-	Actively participates in class discussion and activities, with fluency and accuracy in speech and the appropriate use of vocabulary related to medical and healthcare terms.	Proactively contributes to class by offering appropriate and relevant ideas and answers multiple times each class. Able to contribute quality feedback to other students, while showing sensitivity to Malay culture. Appropriate use of vocabulary related to medical and healthcare terms with fluency and accuracy in speech. Overall demonstrating speaking, listening, and socio-cultural competence.	Comes to class fully prepared by reading up the pre-assigned topics, bringing course materials and completing assignments.	Always pays attention to tutor and respectfully listen to peers and tutor.
12 – 14	B+, B, B-	Participates in class discussion and activities with some accuracy in speech and the use of appropriate use of vocabulary related to medical and healthcare terms.	Able to contributes feedback and relevant responses to other students and showing some sensitivity to Malay culture. Uses appropriate vocabulary with fluency and accuracy in speech most of the time. Overall demonstrating good speaking, listening and socio-cultural competency.	Comes to class fully prepared most of the time. A few instances of coming to class unprepared.	Pays attention to tutor and respectfully listen to peers and tutor on most occasion.
10 - 11	C+, C	Shows some hesitation to participate in class discussion and activities. Some errors in the use of appropriate vocabulary and some hesitation in extending a discussion.	Occasionally contributes to class by offering appropriate ideas and answers. Occasionally contributing feedback and relevant responses to other students and showing a little sensitivity to Malay culture. Some errors in the use of appropriate vocabulary and accuracy in speech. Overall demonstrating average speaking, listening and socio-cultural competency.	Occasionally comes to class fully prepared by reading up the pre-assigned topics, bringing course materials and completing assignments.	Occasionally pays attention to tutor and respectfully listen to peers and tutor on most occasion.
8 – 9	D+, D	Frequently showing hesitation to participate in class discussion and activities. Limited use of vocabulary and speech is marked with some inaccuracies in grammar and pronunciation.	Infrequent contributions to class discussions and relevant responses to other students, with little sensitivity to Malay culture. Weak use of vocabulary with some inaccuracies in grammar and pronunciation. Overall, below-average speaking, listening and socio-cultural competency.	Frequently coming to class unprepared.	Inattentive in class on most occasion.
0 - 7	F	Not participating in class discussion and activities. Limited use of appropriate vocabulary related to medical and healthcare terms and speech is	Not contributing to class by offering ideas and answers. Unable to extend or provide relevant responses in discussions, unable to provide relevant feedback to other students and shows a lack of sensitivity to Malay culture.	Always coming to class unprepared or absent from class without valid reasons.	Display disruptive or inappropriate behavior in class.

		marked with inaccuracies in pronunciation and grammar.	Limited use of appropriate vocabulary related to medical and healthcare terms, speech is marked with inaccuracies in pronunciation and grammar and lack of fluency. Shows lack of sensitivity to Malay culture; overall low level of speaking, listening and socio-cultural competence.		
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