



### **Course Aims**

The course is a continuation of the current two levels, where more verb tenses in the past (simple past, imperfect) and future (simple future) are introduced, along with extensive vocabulary, grammar and expressions. This course focuses mainly on communication skills as it seeks to enhance students' competency in using the language. The course would provide a natural progression for students who wish to take their learning of the language to a higher level, especially for those who might need the language skills in the pursuits of their career.

### **Intended Learning Outcomes (ILO)**

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

1. Interpret and identify main ideas in authentic Malay reading and listening passages.
2. Deploy an active vocabulary related to the theme of travelling, fashion, festivals and celebration in Malay.
3. Present your thoughts and ideas on issues related to health, education, and youth.
4. Write and respond to formal communication between two parties.
5. Compare and contrast Malay cultural practices with your own.

### **Course Content**

- Expanded list of essential vocabulary
- Language patterns
- Malay grammar comprising use of affixes, sentence construction and parts of speech
- Conjunctions and prepositions
- Adverbs and adjectives
- Reading and comprehension skills
- Communicating and expressing ideas

### **Assessment (includes both continuous and summative assessment)**

You 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, writing, oral and participation.

| <b>Component</b>  | <b>Course LO Tested</b> | <b>Related Programme LO or Graduate Attributes</b>                        | <b>Weighting</b> | <b>Team/ Individual</b> | <b>Assessment Rubrics</b> |
|-------------------|-------------------------|---|------------------|-------------------------|---------------------------|
| CA 1: Translation | ILO 1, 2                | Competence, Civic-mindedness (Global Citizenry), Communication, Character | 10%              | Individual              | Test/Quiz                 |

|   |                   |  |      |            |            |
|---|-------------------|--|------|------------|------------|
| CA 2: Grammar and Reading Comprehension | ILO 1, 2, 4, 5    | Competence, Civic-mindedness (Global Citizenry), Communication, Character  | 25%  | Individual | Test/Quiz  |
| CA 3: Listening Comprehension           | ILO 1, 2, 5       | Competence, Civic-mindedness (Global Citizenry), Communication, Character  | 15%  | Individual | Test/Quiz  |
| CA 4: Writing                           | ILO 2, 4, 5       | Competence, Civic-mindedness (Global Citizenry), Communication             | 15%  | Individual | Appendix 1 |
| CA 5: Oral                              | ILO 1, 2, 3, 5    | Creativity, Character  | 25%  | Individual | Appendix 2 |
| CA 6: Class Participation               | ILO 1, 2, 3, 4, 5 | Competence, Civic-mindedness (Global Citizenry), Communication, Creativity | 10%  | Individual | Appendix 3 |
| 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

Absence from class without a valid reason will affect your overall course grade. 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.

You are required to submit all compulsory assignments on due dates. Please note that you will be awarded a zero grade if you do not attend any of your assessments.

In order to be eligible for a re-test you have to **inform** your tutor and the Malay language coordinator **before** the test date/time. Moreover, you need to email a digital copy of your supporting documents on the same day to the same people. Remember that these documents also have to be submitted to your school for evaluation. If they warrant an excused absence you will be granted an alternative test date. If a re-test is granted and scheduled, you have to attend the re-test on the day and time provided, otherwise you will be awarded a zero grade.

### 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 LM9003<br>2. Self-Introduction<br>3. Pre-course quiz<br>4. Revision on common words and phrases<br>5. Prepositions | 1, 2<br>Revision of basic skills in grammar and common words. Make sentences using prepositions.  | Quiz, group activities                         |
| 2    | Theme: Let's travel<br>1. Making travel arrangements<br>2. Creating travel blog<br>3. Conjunctions                                    | 1, 2, 3, 5<br>Learn words connected with travelling. Make sentences using conjunctions.   | Written work, role play activities             |
| 3    | Theme: Farewell<br>1. News & Introduction<br>2. Farewell  | 1, 2, 3, 5<br>Learn words connected with news and introduction and farewell. Communication thoughts and feelings.                                   | Written work, role play activities             |
| 4    | Theme: Interviews<br>1. Fashion<br>2. Interviews  | 1, 2, 3, 5<br>Learn words connected with fashion. Using appropriate asking words to conduct interviews.   | Written work, group work and role play         |
| 5    | Theme: Celebration<br>1. Festivals & Celebration<br>2. Numeral classifiers  | 2, 3, 5<br>Learn words connected with festivals and celebration. Compare and contrast cultural practices. Make sentences using numeral classifiers. | Group activities<br>Written work and role play |
| 6    | Theme: Let's Cook<br>1. Malay proverbs<br>2. Malay cuisine  | 1, 2, 3, 5<br>Learn words connected with Malay cuisine.   | Written work, group activity                   |

|    |   |  |   |
|----|---|--|---|
|    | 3. Assessment I: Translation  | Compare and contrast Malay proverbs.<br>Assessment: CA 1 (Translation)   |   |
| 7  | Theme: Giving orders<br>1. Imperative sentences<br>2. Adverbs   | 1, 2, 3, 5<br>Learn words connected with giving orders. Make sentences using imperative words and adverbs.   | Written work, quiz and group presentation |
| 8  | Theme: Affixes<br>1. Recall affixes learnt in level one and two<br>2. Suffix -kan<br>3. Confix ke-an                                    | 1, 2, 3<br>Revision of level one prefix and learn new prefix rules.<br>Learn words connected with common ailments. Integrate listening and writing skills. | Written work and group activity           |
| 9  | Theme: Giving response<br>1. Giving response to situations and problems.<br>2. Sending and replying to emails                           | 1, 2, 3, 4<br>Expressing communication skills through group activities. Expressing thoughts and ideas in writing.  | Role play activities, and written work    |
| 10 | Theme: Writing & Listening<br>1. Email writing<br>2. Listening Comprehension<br>3. Assessment II: Written                               | 1, 2, 3, 4<br>Consolidate listening and writing skills to prepare for test.<br>Assessment: CA 2 (Grammar & Comprehension)                                  | Written work and group activity           |
| 11 | Theme: Role Play Activities<br>1. Reading Practice<br>2. Role Play Activities<br>3. Assessment III: Listening Comprehension and Writing | 1, 2, 3, 4, 5<br>Consolidate reading, listening, speaking and writing skills to prepare for test.<br>Assessment: CA 3 & CA 4 (LC and Writing)              | Role-play activities, reading activities  |
| 12 | Oral Assessment   | 1, 2, 3, 5<br>Assessment: CA 5 (Oral)  | Oral test                                 |

**Appendix 1**  
**Assessment Rubrics for writing test (CA 4: writing)**

| <b>Marks (40)</b> | <b>Grades</b> | <b>Vocabulary</b>  | <b>Sentence Structure</b>   | <b>Grammar</b>   | <b>Spelling</b>   | <b>Content &amp; Creativity</b>   |
|-------------------|---------------|--|---|--|---|---|
| 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.<br>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.<br>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 (CA 5: Oral)

| Oral       |           |  |  |   |   |
|------------|-----------|--|--|---|---|
| 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

| 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.   | 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 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.   | Able to contribute 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 and speech is marked with inaccuracies in pronunciation and grammar.                     | 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. Limited use of appropriate vocabulary, 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. | Always coming to class unprepared or absent from class without valid reasons.   | Display disruptive or inappropriate behaviour in class.   |