Annexe A: New/Revised Course Content in OBTL+ Format

Course Overview

Expected Implementation in Academic Year (New format)	AY2026-2027
Semester/Trimester/Others (specify approx. Start/End date)	Semester 2
Course Author * Faculty proposing/revising the course	Hani Mustafa
Course Author Email	crhani@ntu.edu.sg
Course Title	Malay Language Level 3
Course Code	LM5003
Academic Units	3
Contact Hours	48
Research Experience Components	Not Applicable

Course Requisites (if applicable)

Pre-requisites	Malay Language Level 2 (LM5002) or Placement Test.
Co-requisites	
Pre-requisite to	
Mutually exclusive to	
Replacement course to	
Remarks (if any)	

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.

Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you (student) would be able to:

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

Reading and References (if applicable)

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

Note: The above listing comprises the foundational readings for the course and more up-to-date relevant readings will be provided when they become available.

Planned Schedule

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
1	theme: Making introductions. 1. introduction to LM5003 2. self-introduction 3. pre-course quiz 4. revision on common words and phrases 5. prepositions	1 & 2	In-person	quiz, group activities	
2	theme: Let's travel. 1. making travel arrangements 2. creating travel blog 3. conjunctions	1, 2, 3 & 5	In-person	written work, role-play activities	
3	theme: Farewell. 1. news & introduction 2. Bidding farewell	1, 2, 3 & 5	In-person	written work, role play activities.	
4	theme: Interviews. 1. fashion 2. interviews	2, 3 & 5	In-person	written work, group work and role play	
5	theme: Celebration. 1. festivals & celebrations 2. numeral classifiers	2, 3 & 5	In-person	group activites, written work and role play	
6	theme: Listening & speaking. 1. assessment 1: translation 2. assessment 2: Oral 1	1, 2, 3 & 5	In-person	Assessment	
7	theme: Let's cook. 1. Malay cuisine 2. adverbs 3. Affixes	1, 2, 3 & 5	In-person	written work, quiz and group presentations.	
8	theme: Affixes. 1. suffix -kan 2. confix ke-an	1, 2 & 3	In-person	written work and group activity.	
9	theme: Giving response. 1. giving response to situations and problems. 2. sending and replying to emails.	1, 2, 3 & 4	In-person	role play activities and group work	
10	theme: Writing & listening. 1. email writing 2. listening comprehension 3. assessment 3: written	1, 2, 3 & 4	In-person	written work and group activity	

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
11	theme: Role-play activities. 1. comprehension practice 2. role play activities 3. assessment 4 & 5: listening comprehension and writing	1, 2, 3, 4 & 5	In-person	role-play activities, listening activities	
12	Theme: Culture. 1. Malay culture & traditions 2. assessment 6: Oral2.	1, 2, 3 & 5	In-person	Discussion & presentation	

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Students as partners	This approach puts students as the centre of learning. It uses post-digital materials and teamwork to engage students in a learner driven learning environment. Most of the larger grammatical concepts are practiced in pair and/or teamwork during class time. In the class tutorials, teacher-student and student-student communication in the target language is important to facilitate learning. The module encourages questioning, while relying on peer teaching by deflecting questions to peers (team members and/or class).

Assessment Structure

Assessment Components (includes both continuous and summative assessment)

No.	Component	ILO	Related PLO or Accreditation	Weightage	Description of Assessment Component	Team/Individual	Rubrics	Level of Understanding
1	Continuous Assessment (CA): Others([quiz/test] Translation)	1 & 2	Competence, Civic-Mindedness (Global Citizenry), Communication, Character	10	Translation	Individual	Analytic	Multistructural
2	Continuous Assessment (CA): Oral Test(Oral 1)	2,3,5	Competence, Civic-Mindedness (Global Citizenry), Communication, Character	15	Speaking Task	Individual	Holistic	Relational
3	Continuous Assessment (CA): Others(Written)	1, 2, 4 & 5	Competence, Civic-Mindedness (Global Citizenry), Communication, Character	20	Comprehension & Grammar	Individual	Analytic	Multistructural
4	Continuous Assessment (CA): Others(Listening Comprehension)	1 & 2	Competence, Civic-Mindedness (Global Citizenry), Communication, Character	10	Listening Comprehension	Individual	Analytic	Multistructural
5	Continuous Assessment (CA): Others(Writing)	1,2,3, 4 & 5	Competence, Civic-Mindedness (Global Citizenry), Communication, Character	15	Writing Task	Individual	Holistic	Relational
6	Continuous Assessment (CA): Oral Test(Oral 2)	1,2,3,4,5	Competence, Civic-Mindedness (Global Citizenry), Communication, Character	20	Speaking Task	Individual	Holistic	Relational

No.	Component	ILO	Related PLO or Accreditation	Weightage	Description of Assessment Component	Team/Individual	Rubrics	Level of Understanding
7	Continuous Assessment (CA): Class Participation(Class Participation)	1, 2. 3. 4 & 5	Competence, Civic-Mindedness (Global Citizenry), Communication, Character	10	Class Participation	Individual	Holistic	Relational

Description of Assessment Components (if applicable)

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.

NTU Graduate Attributes/Competency Mapping

This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant)

Attributes/Competency	Level
Collaboration	Intermediate
Communication	Intermediate
Creative Thinking	Intermediate
Developing People	Intermediate
Global Perspective	Intermediate

Course Policy

Policy (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. On the use of technological tools (such as Generative AI tools), different courses / assignments have different intended learning outcomes. Students should refer to the specific assignment instructions on their use and requirements and/or consult your instructors on how you can use these tools to help your learning. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Policy (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 responsibilityto 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.

Policy (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.
f 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.

Policy (Others, if applicable)

Technical Skills To Be Developed

All skills to be developed for this course:

Cultural Sensitivity
Social Listening

Last Updated Date: 30-10-2026 09:57:36

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