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**VISION2020 AND THE ENGLISH LANGUAGE : A STUDY OF THE  
ROLE OF LANGUAGE IN NATIONAL DEVELOPMENT**

**VOL. 2**

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<b>CONTENT</b>	<b>PAGE</b>
TITLE PAGE	1
LIST OF CONTENT VOL. 2	2
LIST OF TABLES	5
LIST OF FIGURES	6
REFERENCE	131
APPENDIX	146
<b>CHAPTER 5 PRESENTATION OF RESEARCH FINDINGS</b>	
5.0 Introduction	8
5.1 Evidence of Neophytes' Perceptions	11
5.1.1 Perception of Provision Available	11
5.1.2 Perception of Performance	28
5.1.2.1...Perception of performance of tasks during training	28
5.1.2.2...Perception of performance of code-selection and code-control	46
5.2 Observations of Neophytes' Performances	52
5.2.1 Observation of Neophytes' Code-Control	53
5.2.2 Negotiated/Explicit Change of Codes	55
5.2.2.1...TE1	57
5.2.2.2...TE2	60
5.2.2.3...TE3	62
5.2.2.4...TE4	66
5.2.2.5...TE5	68
5.2.2.6...TE6	71
5.2.3 Non-negotiated/Implicit Change of Codes	72
5.2.3.1...Non-negotiated change of code in the Malay interviews	72
5.2.3.2...Non-negotiated change of code in the English interviews	76

CONTENT	PAGE
CHAPTER 5 PRESENTATION OF RESEARCH FINDINGS	
5.2.3.3...Non-negotiated change of code in the Malay questionnaires	79
5.2.3.4...Non-negotiated change of code in the English questionnaires	81
5.2.4 The Use of "lah"	82
5.2.5 Contributions in Interviews	86
5.2.5.1...The size of contributions (in terms of total tokens)	87
5.2.5.2...The use of "management" terms	88
5.2.6 The Use of Pronouns	90
5.2.7 The Use of Discourse Markers	93
5.3 Conclusion	94
CHAPTER 6 DISCUSSION OF RESEARCH FINDINGS	
6.0 Introduction	96
6.1 Evidence To Support the Development Policies	97
6.1.1 Contention 1 : that the goals of VISION2020 are well understood	98
6.1.2 Contention 2 : that the goals of the National Language Policy have achieved some success	100
6.1.3 Contention 3 : that attitude to the code of the <i>Gesellschaft</i> is healthy	103
6.2 Evidence of Mismatch Between Policies and Provision	105
6.2.1 Contention 4 : that English is also an inter-ethnic <i>Gemeinschaft</i> code	106
6.2.2 Contention 5 : that there is inefficient mastery of the <i>Gesellschaft</i> code	108
6.2.3 Contention 6 : that neophytes are non-members of the ecology	110

<b>CONTENT</b>	<b>PAGE</b>
CHAPTER 6 DISCUSSION OF RESEARCH FINDINGS	
6.2.4 Contention 7 : that there is inadequate provision for both code, discourse, negotiation skills and role experience	113
6.3 Conclusion	114
CHAPTER SEVEN CONCLUSIONS AND RECOMMENDATIONS	
7.0 Introduction	116
7.1 Summary of Main Conclusions	118
7.2 Limitations of Study	119
7.3 What Constitutes Appropriate Actions ?	119
7.4 Recommendations for Change	120
7.4.1 An Apprenticeship Approach to Human Resource Development	120
7.5 Initiative for Action	125
7.6 Research Proposals	127

<b>CONTENT</b>	<b>PAGE</b>
 LIST OF TABLES	
Table 5.1      The PM Equated with VISION2020	12
Table 5.3      Neophytes' Perceived Expectations from the Training	22
Table 5.4      TEs 1 and 2 Activities During Lectures	24
Table 5.7      Overall Evaluation of Tasks	36
Table 5.8      Neophytes' Nature of Supervision During Training	39
Table 5.11     TE1 Explicit Negotiation to Change Code	58
Table 5.12     TE2 Explicit Negotiation to Change Code	61
Table 5.13     TE3 Explicit Negotiation to Change Code	64
Table 5.14     TE4 Explicit Negotiation to Change Code	67
Table 5.15     TE5 Explicit Negotiation to Change Code	69
Table 5.29     The Use of "lah" in *1 and *2	83
Table 5.30     Total "lah" in *3 and *4	84
Table 5.31     Frequency of "lah" in *num	84
Table 5.32     Part of the Synoptic Profile for "lah" in the Corpus : *1,*2,*3 and *4	86
Table 5.33     Size of Contributions from Members of TEs 3 and 4 in *1 and *2	87
Table 5.34     The Frequency of "management" tokens in *1,*2,*3 and *4	88
Table 5.35     The Relative Frequency of Pronouns in *1,*2,*3 and *4	91
Table 5.36     The Total Number of Lines of Pronouns in *1,*2,*3 and *4	92
Table 5.37     The Frequency and Number of Lines the Markers Occurred in *1,*2,*3 and *4	93

<b>CONTENT</b>	<b>PAGE</b>
<b>LIST OF FIGURES</b>	
Figure 5.2 Percentage of Neophytes' Awareness of the Goal of Becoming an Industrialised Country	13
Figure 5.5 TEs 1 and 2 Activities After Lectures	25
Figure 5.6 TEs 4,5 and 6 Evaluation of Tasks During Training	29
Figure 5.7 Overall Evaluation of Tasks	45
Figure 5.9 Grades Given by TE1 and TE2 for the Provision Available at the University	45
Figure 5.10 Grades Given by TEs 4,5 and 6 for their Training Attachments	45
Figure 5.16 TEs 1 and 2 Non-negotiated Change of Code in the Malay Interviews	73
Figure 5.17 TE3 Non-negotiated Change of Code in the Malay Interviews	74
Figure 5.18 TE4 Non-negotiated Change of Code in the Malay Interviews	74
Figure 5.19 TE5 Non-negotiated Change of Code in the Malay Interviews	75
Figure 5.20 Percentage of No Codeswitching in TE3 English Interviews	76
Figure 5.21 Percentage of No Codeswitching in TE4 English Interviews	77
Figure 5.22 Codeswitching Initiated by Interviewer with TE3 in the English Interviews	78
Figure 5.23 Codeswitching Initiated by Interviewer with TE4 in the English Interviews	78
Figure 5.24 Questionnaire (Malay) Responses by TE1	79

<b>CONTENT</b>	<b>PAGE</b>
LIST OF FIGURES	
Figure 5.25 Questionnaire (Malay) Responses by TE2	80
Figure 5.26 Questionnaire (Malay) Responses by TE5	80
Figure 5.27 Questionnaire (Malay) Responses by TE6	81
Figure 5.28 Questionnaire (English) Responses by TE5	82
Figure 6.1 The Difference in Frequency of Codeswitching Between Malay and English	107
REFERENCES	131
APPENDICES	
Appendix 1 ICSS English Syllabus 1987	146
Appendix 2 Interviewer's Instructions	154
Appendix 3 Samples of the Different Sets of Interview Scripts	
3.1 TE1/2	56
3.2 TE3	158
3.3 TE4	162
3.5 TE5	166
3.6 TE6	172
Appendix 4 Samples of the Different Sets of Questionnaires	
4.1 TE1/2 Soalselidik	176
4.2 TE1/2 Questionnaire	180
4.3 TE5 Soalselidik	184
4.4 TE5 Questionnaire	188
4.5 TE6 Soalselidik	192
4.6 TE6 Questionnaire	196
Appendix 5 Table A.1 Size of Files	200



## CHAPTER 5

### PRESENTATION OF RESEARCH FINDINGS

#### 5.0 Introduction

The purpose of this chapter is to present findings based on the evidence obtained in Chapter 4. It is aimed to present answers to the three questions posed in Chapter 2. An answer to the first of these questions, the current conceptualisation of the problem at the level of government statements was presented in the form of Chapter 3. However, not all the evidence was presented and this needs to be substantiated by the responses obtained from the participants in this investigation. The next two questions now need to be addressed.

It is essential to emphasise here that the investigation undertaken and data acquired focused on the training provision made available by the Malaysian ecology for smooth and efficient absorption of Malaysian members into new and international *Gesellschaft* ecology, a prerequisite of the achievement of the *Kurwillen* of the planned development programme. The concept of training here involves four elements : mastery of the *Gesellschaft* code, i.e. English, the discourse of the domain concerned, effective negotiations skills drawing on the discourse and code in the work related context, and the role experience. Their role experience is important which in turn affects their negotiation competence in that role. Appropriate discourse would only be meaningful if there is experience in those negotiation skills. And code-control is only meaningful if the other three elements are present. Code is ephemeral with the absence of these elements and to gain competence in the discourse and negotiation skills new members have to be involved

in role play. Code cannot be meaningfully provided in isolation of these elements.

The first of the two questions to be addressed here is :

- are the solutions currently conceived (based on the conceptualisation of the problem presented in Chapter 3) adequate in providing Malaysians with appropriate experience with reference to code, discourse, negotiation competence and role, to function effectively in the new ecology ?

Evidence to support this question will be examined in terms of the adequacy of the provision suggested in the solutions currently conceived (described in Chapter 3).

The second question is

- how effectively are the solutions conceived actually implemented or provided for in the Malaysian ecology ?

In order to suggest answers to these questions the investigation examines one sector of the Malaysian multiverse, that is, the training environment of Malaysian youths.

The evidence for the above two questions are presented in two major sections. In Section 5.1 the explicit evidence is presented, that is, data on the neophytes' perceptions of the provision available in the Malaysian ecology for their smooth absorption by the new ecology outlined in the development plan, and their perceptions of their membership of this ecology in terms of their roles, values, bonds and relationships with mature members of the ecology, based on their own self-evaluation of their performance during the industrial attachment.

These perceptions would be revealed by their awareness of the

1. policies discussed in Chapter 3,
2. requirements of the new ecology, and their awareness of the
3. mismatch between the provision stated in the policies and those actually needed in the new ecology.

With this evidence the investigation is now in the position to add to the discussion of the government statements presented in Chapter 3.

The discussion that follows will look at how they perceive themselves as members of the ecology in terms of their roles, bonds and relationships and how they "play the game". The framework established in Chapter 2 regards sharing bonds, values and having effectual roles as hallmarks to membership of the ecology. If they do not perceive themselves as members then they are not considered as members, regardless of how the mature members perceived them. However, evidence seems to suggest that the neophytes are not conceived as members precisely because the mature members do not consider them as one. This may have serious effects on their code-control, discourse competence, negotiation skills and their role within the ecology.

Section 5.2 will deal with the implicit evidence, that is, the observations made by the researcher on the neophytes' actual performance in the speech event investigated, their performance in the training environment, the reality of the perceptions presented in 1, 2 and 3, above and the deductions that can be made based on these observations. It will specifically look at the covert or actual performance in the neophytes' code-control and code-selection of English and Malay. Evidence of this will be discussed in terms of the following features, i.e. their

- negotiated and non-negotiated change of code (or evidence of codeswitching)
- use of the Malay particle "lah"
- use of pronouns (both Malay and English)
- use of discourse markers
- use of ecology or "management" terms.

Most of the evidence displayed is spoken data obtained from the responses acquired in the interviews. However, this will be supported by evidence of written data acquired from both the questionnaire sets (English and Malay). Spoken data will be marked as follows, for example, (TE3/3/11/\*1) which indicates that the sample is from a member of the training environment 3, hereafter TE, 3/11 means number 3 out of the total number of

participants of 11 and \*1 means the interview was done in Malay. The code for interviews in English is \*2. The responses of the written data are distinguished by either a (Q) for questionnaires set in English or an (S) for those set in Malay, in place of \*1 or \*2, for example, (TE1/10/26/Q). Wherever necessary, responses in Malay are translated and the discussion will be presented in terms of the different training environments distinguished in Chapter 4. Findings from the initial investigation are also presented to substantiate data acquired in the in-depth investigation.

## **5.1 Evidence of Neophytes' Perceptions**

The theoretical framework established in Chapter 2 conceptualises membership to a particular multiverse with sharing the values of the ecology, having bonds and relationships, accepting the ecology's "ways of doing things", knowing the rules of the "associated language games", utilising the ecology's mechanisms effectively, and most importantly, having effectual roles. How these are perceived by the neophytes are revealed by their perceptions of the aspects distinguished above (see 1, 2 and 3 above).

Their perceptions on the provision available can be inferred from their awareness of the provision stated in the policies. Data which show their awareness of the requirements of the new ecology will show their perceptions of their own performance in both the university and the training environment. Lastly, their perceptions of the mismatch between the provision available and what is actually required in the new ecology would have been revealed by their perceptions of the first two aspects.

### **5.1.1 Perception of Provision Available**

As mentioned above their perceptions of the provision are indicated by their awareness of the goals of the development plan. In this section, evidence of these is presented. To reiterate, the current development plan presented in Chapter 3 is known as VISION2020.

In this plan to modernise Malaysia, the nation aspires to become a competitive industrialised country by the year 2020. It was promulgated by the government in 1991 and has stipulated nine challenges for all Malaysians aspiring to achieve this goal. The prerequisite for achievement of goals is effective participation in international ecologies.

Responses from all the neophytes (TE1 - 6) in both the interviews and questionnaires displayed a strong awareness of the mission/*Kurwillen* of VISION2020. Data obtained revealed that a high proportion of them are very much aware of who was responsible for the plan, and what mechanisms are involved in making the plan a success. For example, the Prime Minister (shown in Table 5.1 below) was frequently mentioned in both the interviews and even more, in the questionnaires as the person responsible for the design of the modern Malaysian development plan. In the statistics shown, all percentages are rounded to the nearest number. Note also that I refers to Interviews, Q to questionnaires in English and S to Questionnaires (Soalselidik) in Malay.

The term VISION2020 collocates very frequently with "the/our PM", "the/our prime minister", "Doctor Mahathir", "our PM", "Malaysia's prime minister" who is said to "want to achieve" and to have "come out"/ "launched"/ "set"/ "proposed"/ "said"/ "stated"/ "provided"/ "created" and "mooted" the "vision"/ "(good) idea"/ "goal"/ "long term plan"/ "concrete steps"/ "a formula" and "clear guidelines" for Malaysia to become "industry country"/ to be as industrial country"/ to be a "developed country"/ to "become a well developed country"/ to be "recognised as industrial country".

<b>"Prime Minister" associated with VISION2020</b>			
<b>TE</b>	<b>I (%)</b>	<b>Q (%)</b>	<b>S (%)</b>
TE 1	25	12	--
TE 2	17	--	7
TE 3	29	--	--
TE 4	45	--	--
TE 5	31	14	4
TE 6	--	25	17

Table 5.1 The PM Equated with VISION2020

With regard to the goals of VISION2020, a very high proportion of these neophytes are aware of the *Gesellschaft* interest of Malaysia becoming an industrialised country as can be seen from Figure 5.2 below. A majority of members of TE6 (neophytes in employment) are fully aware of these goals. High percentages are also obtained from members of the other TEs.

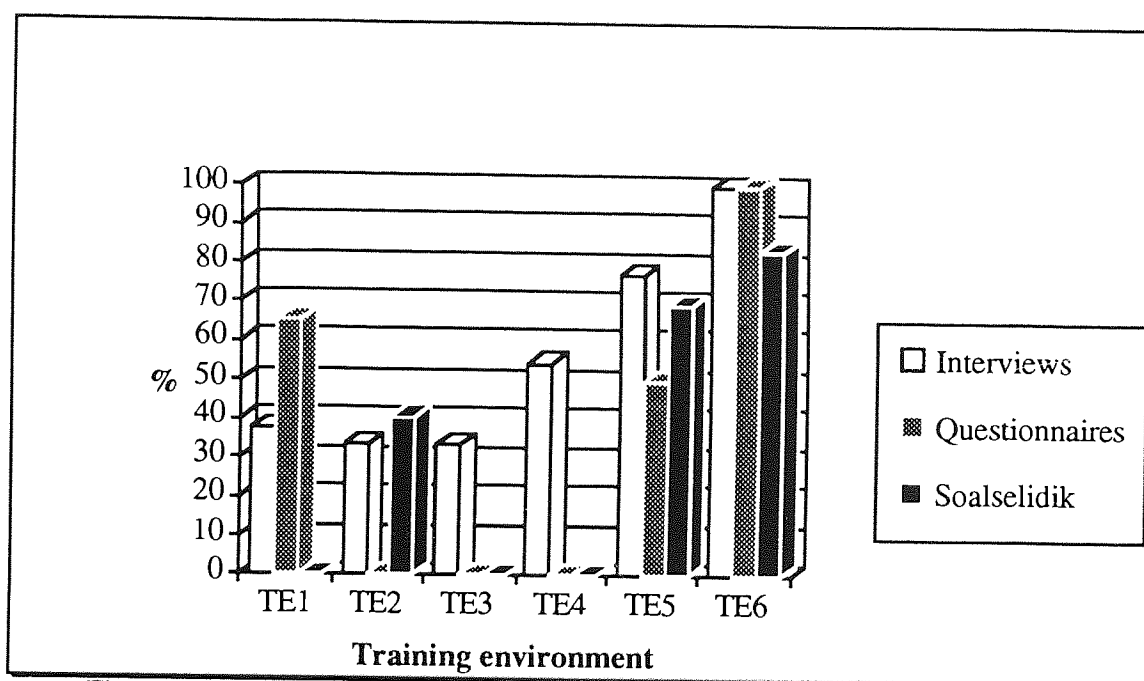


Figure 5.2 Percentage of Neophytes' Awareness of the Goal of Becoming an Industrialised Country

The plan has also stated nine challenges for Malaysians. These have been described in terms of two categories : (1) challenges where education and training can have a direct impact as well as long term indirect impact and (2) challenges where the influence rather than the impact of education and training will be more noticeable in the medium and long term (Ungku Aziz, 1993 :1).

Findings revealed that these neophytes are very much aware of these challenges. Although a few were unsure of the actual quantity of these challenges, a respectable proportion of them mentioned the challenge of creating a "caring society" (TE5/10/14/Q), a "better society", a "peaceful and harmony society" (TE1/22/26/Q), a "care and loving society" (TE3/6/24/\*1), and to "produce good citizens" (TE5/10/14/Q) within an industrialised country.

Their shared awareness of these challenges are further revealed in the following responses :

"....doctor mahathir hopes in nineteen in twenty twenty malaysia will establishes an industrial country but not only in the economically but including various types of development such as social politic spiritual psychology and culture" (TE1/4/12/\*2)

"....menjadikan Malaysia sebagai negara maju dengan mengekalkan tradisi ketimuran" (to make Malaysia into a developed country by maintaining the eastern values) (TE5/4/23/S)

"....the government are trying to build up a caring society" (TE2/1/12/\*2) and

"vision 2020 is a concrete step towards industrialisation, i think that in chasing the title of an industrialised nation, the country shouldn't neglect it's environment, culture or its moral standards" (TE1/25/26/Q)

It may be suggested here that they are also conscious of the difference between the characteristics of an industrialised country and the *Gemeinschaft* characteristics that Malaysia wishes to maintain. It may even be useful to state here that they are quite aware that in the effort to become a new developed country, they also perceived that changes in the current characteristics of the Malaysian society are to be expected (refer to the dynamic nature of society in Chapter 2). However, they also perceived that the metabolic process must also ensure that the *Gemeinschaft* bonds, relationships and values must be maintained, values that all neophytes have experience of within their own *Gemeinschaft* communities.

There is also evidence to show their maturity in their acceptance of the need of such long term plans to modernise Malaysia. Most of them agreed that the plan is a "very good suggestion" (TE1/1/12/\*2), "a must for our country" (TE5/4/13/\*2), for "our own good in term of clear future" (TE5/3/14/Q) and "possible for us to achieve that vision". They also perceived the requirements of such ambitions. For instance, they are aware that the plan involves the use of another code to "communicate with others" (TE1/10/26/Q), for "international relationship" (TE1/13/26/Q) and in order to "adopt whatever knowledge" (TE5/5/23/S) to succeed.

As a further mark of maturity a few others expressed their concern in the possible underachievement of these goals. They had some reservations about achieving the goals and felt that there should be cooperation from everyone in order for it to be a success.

These sentiments are found in the following responses :

"....it is possible for us to achieve if all the nation of this country have ambition to achieve that vision" (TE5/2/13/\*2)

"....it is a very ideal situation...." (TE5/1/13/\*2)

"....good vision but then the problem is how could we achieve it" (TE3/12/24/\*2)

"....but the whole country has to together and achieve it" (TE1/16/26/Q)

"....we need cooperation from the whole country" (TE1/23/26/Q)

"....to get all the support from the nation the corporation and the involvement from the nation i think this vision will achieve" (TE3/3/12/\*1)

and one was very sceptical about it and asserted that "i don't think confident *lah* that is possible to become reality in thirty years" (TE1/6/12/\*2). This displayed a strong perception of the inadequacies of the current mechanisms for the development process. These suggest that some of the neophytes may have some notions of the challenging demands in the performance of Malaysians in the new ecology and perceived that Malaysians are currently not adequately prepared to face those challenges, evidence that may support the contention that there may be a mismatch between policies and provision currently available.

Their perceptions of the need to be equipped with the proper skills for effective participation were revealed through their strong acceptance of the importance of and the need for, training of Malaysians. These neophytes conceived training as one way of equipping Malaysians with the required skills needed for achievement of the goals of development. Their positive views on training such as those below support this view :

"....an important method to achieve this mission because we can get enough experience to perform our job" (TE1/10/26/Q)

"....to produce our man power to fulfil the needs of development" (TE1/4/12/\*2)

"....to prepare the person to face to achieve vision twenty twenty" (TE2/2/12/\*2)

"....to produce skills expertise" (TE1/5/12/\*2)

"....provide sufficient human resource supply and expertise in science,



technology and human resource development so that we have competitive edge in the global market" (TE1/20/26/Q)  
"....training give us a wide knowledge on real life basis" (TE5/12/26/Q)

Here there appears to be clear perception of the four elements stated earlier.

Furthermore they expressed that if Malaysians "didn't go for training that means your executive cannot compete with other companies executive" (TE5/9/13/\*2). Words like "prepare", "skills expertise" and "competitive edge" suggests then that they have a strong notion of the need for appropriate experience in the current Malaysian training system in order for successful attainment of goals.

In addition to the above they also associated English with the *Gesellschaft* code and agreed unequivocally to the importance of this code in achieving the *Kurwillen* of VISION2020. They acknowledged that it is an international language which Malaysia needs "when we dealing with foreign company" (TE5/2/13/\*2), it is also "our lingua franca" (TE2/5/12/\*1), it is "essential if Malaysia plans to participate more in global matters" (TE1/25/26/Q) and "since it is international language....if we didn't understand handle it that means we cannot go anywhere....cannot communicate with other people" (TE1/6/12/\*2). Moreover, a few also perceived that the current "standard" or "proficiency" in the language should be improved to ensure the successful attainment of goals. To this they stated that

"....it is a world language, in order to achieve vision twenty twenty everybody must learn english" (TE1/5/12/\*2)  
"....the role of english as an communication tool must be sharpen in achieving vision 2020" (TE1/21/26/Q)  
"....*bahasa inggeris perlu ditekankan dengan lebih mendalam dan kepentingan dipertingkatkan lagi*" (english must be emphasised and it's importance increased) (TE2/23/27/S)

It seems clear that they are conscious of the status of the code and that Malaysia needs to master it in order to communicate with other people. This is also a strong indication of their positive attitudes towards mastery of this code by virtue of its utility role.

Further support of their awareness of the challenges of the plan is revealed when they expressed that English is essential "towards globalisation and world trade" (TE2/5/12/\*2), "it bridge us with the foreigners and closer our relationship for future cooperation in achieving vision 2020" (TE1/24/26/Q), an awareness of the international ecology in which Malaysians have to participate. It is also

"....playing the main role because when we have the talk about business talk about management thing we have to related to others countries international because in a business we won't won't progress if we just emphasise on our local market we have to emphasise on others countries market international market when this all deal with english mainly" (TE2/3/12/\*2)

To sum up, their views on training and English : "both are really important because we need to compete with other country" (TE1/13/26/Q), "training and English are the 'fertiliser' to the growth of our VISION 2020" (TE2/16/26/Q) and that

"....training is one of the important elements as well as english because we can upgrade the quality of all Malaysia" (TE1/22/26/Q).

It would appear then that the neophytes "share" the same "*Kurwillen*" with the prime minister, the nation; believe that the goals are achievable and are aware of the mechanisms involved in order to achieve the objectives. They appear to be conscious of the need to "communicate" and "compete" with other *Gesellschaft* ecologies and the need to have the necessary skills to obtain successful outcomes in negotiation of interest to VISION2020. A few are also concerned with the *Gemeinschaft* value or quality that the country wants to retain in the quest for the *Gesellschaft* interest, i.e. becoming an industrial country. All perceived that English is an important code for achieving this goal. It could be suggested then that this long term plan has presented itself as a form of a unifying tool for the future workforce of the country, the neophytes. However, is "sharing" or "perceiving" the *Kurwillen* of VISION2020 adequate in preparing these neophytes to function effectively in the new ecology ? Is sharing the *Kurwillen* adequate in transforming them into effectual participants in the game ?

Other findings which revealed their strong awareness of the importance of training in achieving VISION2020 are supported by their very strong perception of their needs and requirements to function effectively in the new ecology, in the new industrialised Malaysia. Since all these neophytes are required to undergo a six-month training attachment their firm and positive attitudes to this attest to their strong awareness of such requirements.

Most of their responses reflected those of the proposals on the need for increased human resource training promulgated in the OPP2 (see Chapter 3). Members of TEs 1 and 2 (the pre-trainees) regarded training as an opportunity to gain experience of the working world. They regarded it as the chance "to explore....in the industry....have exposure what the outsider really need" (TE1/3/12/\*2), it is a "stepping stone....to develop our own self" (TE1/4/12/\*2), "to see how....in the aspect of management besides the theoretical" (TE1/5/12/\*2), "it is necessary....when we come out in the real world...the competition is very tough....the people will not teach you" (TE2/1/12/\*2), "to help us prepare ourself...have some ideas on how the world is really going to be in the outside" (TE2/5/12/\*2), "....i can apply my study and get the more experience from there" (TE1/13/26/Q), "to prepare us for a greater challenge" (TE1/16/26/Q), and "we can learn something other than from book" (TE1/19/26/Q). These responses reveal their awareness of the difference between the university environment and the business ecology, an early awareness of the difference rules to the game, with different roles to play, a strong perception of some of the complexities discussed in Chapter 2.

Further support of their perceptions are gained from their expectations from these training attachments. They expected the training to "....give more exposure about the real business...." (TE1/2/12/\*2), to "develop myself....in original situation....can improve my skills in management" (TE1/7/12/\*2), to find out the "real capability that we needed to help the company....know what is my weaknesses" (TE1/5/12/\*2), "when we go out we might get lost outside we don't know....would love to learn from the outside company....how to deal with the people" (TE2/1/12/\*2), "want to be faced in the new

world....don't want to be taught the theory only" (TE2/2/12/\*2), and "expect gain my knowledge....my experience" (TE3/1/11/\*2).

On the evidence gained members of all the TEs (1 - 6) share the following similar expectations and perceptions of the requirements in order to function effectively in the new ecology. They seemed to be aware that in order to become effective players in the game they need :

- to have exposure to the new social ecology/*Gesellschaft* (a perception of differences in ecologies)

"....opportunity to give more exposure about the real business"  
(TE1/2/12/\*2)  
"....get some exposure at least....how the world outside" (TE1/3/12/\*2)  
"....exposed to the actual practice of administration of a company"  
(TE1/24/26/Q)

- to gain experience of the *Gesellschaft* (a perception of different games)

"....gain my experience....gain working environment" (TE3/1/11/\*2)  
"....to have little experience about the real job" (TE1/4/26/Q)

- to acquire the community's negotiation skills (a perception of different rules to the games)

"....i go out and work and i i hope i have acquired certain skills"  
(TE2/5/12/Q)  
"....*latihan praktik yang pertama memanglah skill* (practical training the first thing is skill)" (TE2/2/12/S)  
"....how to interpersonal *punya* communication (to learn interpersonal communication)" (TE3/2/11/\*2)  
"....how to deal with people and so on" (TE2/1/12/\*2)  
"....how to interact with the people" (TE5/4/13/\*2)  
"....*dari segi komunikasi dari segi perhubungan dengan pihak atasan bawahan* (in terms of communication in terms of relationship with higher lower level members of staff)" (TE3/3/11/\*2)  
"....*cara cara pergaulan para pekerja dan prosedur prosedur untuk bertemu antara orang atasan dan orang bawahan*" (the way to mix with the workers and the procedures for meeting with the higher level and lower level people) (TE2/3/12/\*1)

- to establish *Gesellschaft* bonds and relationships (a perception of different relationships)

"....*faktor yang secondary mungkin dapat contact lah* (the secondary factor is maybe to make contact)" (TE2/2/12/S)

"....some sort like make contact" (TE1/2/12/S)

"....how to build the relationship with workers" (TE5/8/13/\*2)

- to have *Gesellschaft* (community) roles and responsibilities (a perception of different roles)

"....can more independent and then got responsible responsible" (TE4/4/11/\*2)

"....at least *dia bagi something yang kita rasa kita ada tanggungjawab macam tu saya nak*" (at least they will give something that i will feel responsible for that is what i want) (TE4/5/11/\*1).

The neophytes expected to gain these during training in order to be able to participate effectively in the new ecology in terms of :

- becoming mature members of the *Gesellschaft* (a perception of the need to be conceived as members)

"....i mean to develop myself in original situation" (TE1/4/12/S)

"....*kalau nak saya boleh jadi lebih dewasa lah lebih matang* (if possible i want to be more adult more mature)" (TE2/6/12/S)

- being involved in the negotiations (a perception of the requirement for membership)

"....hopefully i can do any work on the management side" (TE1/2/26/Q)

"....i expected myself to involve more in the management side controlling all those things" (TE5/8/13/\*2)

- improving *Gesellschaft* code-control (a perception of one of the mechanisms for membership)

"....improve my skill and language proficiency" (TE1/9/26/Q)

- making *Gesellschaft* membership decisions (to make career decisions) (a perception of being effective participant)

"....will indirectly prepare me to make a decision for my career in the future" (TE5/7/13/\*2)

"....selepas latihan praktik nanti saya dapat lebih jelas dengan bidang kerja yang saya ingin ceburi" (after the training i will get a clearer idea of the area i wish to be involved in) (TE1/5/12/\*1).

One has said specifically that she wanted to be "treated as an employee or as an executive" (TE5/6/13/\*2), an awareness that there is a difference between being a member and non-member. Another had said that he "don't want to be taught the theory only" (TE2/2/12/\*2) while another expects the supervisor to "bring me i mean he teach me how to do work" (TE5/2/13/\*2).

In addition to the evidence presented above they also appeared to have a perception of the nature of the new ecology. They have a strong notion of the difference, or a mismatch, between their experience in the university environment and with those needed in the new ecology. To support this, members of TEs 1 and 2 expressed that the training is for them

- to see the different demands perceived in the new ecology :

"....to see how life is the difference between the campus" (TE1/1/12/\*2)  
"....i also have to take this the opportunity to learn more the real world to learn the real experience from the real world....university life won't have won't go through this type of experience" (TE2/3/12/\*2)  
"....it expose our student to a lot of situation that our student should know before they going work to get a work" (TE2/4/12/\*2)

- to gain technical knowledge/experience :

"....have a brief understanding of the company's operations and other technical know how" (TE1/7/26/Q)  
"....some technical knowledge in real business world" (TE1/16/26/Q)

- to gain knowledge about the *Gesellschaft* :

"....first i want to know how to operate the company operation of the company is very important because we cannot learn from the what we will learn in the text book" (TE1/4/12/\*1)

- to "implement" experience acquired in the university ecology :

"....saya harapkan dapat implement apa yang sudah belajar (i hope to implement what i have learnt)" (TE4/4/11/\*1)  
"....to put in practice the knowledge i learned" (TE5/12/14/Q).

From here it could be surmised that the neophytes are aware of the difference in the nature of the two ecologies. One is the university ecology of which they have experience and the other is the one they referred to as the "real world" or the *Gesellschaft* ecology. Hence, the training is regarded as their opportunity to gain exposure and experience of this new ecology. They perceived training as their opportunity to prepare themselves to become *de facto* members, to gain the necessary negotiation experience.

The following table shows the percentages of participants with their different and varied expectations from their training attachments, ranging from their expectations of their need for experience to exposure to the code of the *Gesellschaft* ecology :

Neophytes' Expectations from the Training Attachment	Total % (I : n = 73 / Q & S : n = 100)
• to gain <i>Gesellschaft</i> ecology experience	26
• to gain knowledge about the <i>Gesellschaft</i>	22
• to have exposure to the <i>Gesellschaft</i> ecology	19
• to become mature members of community	8
• to make <i>Gesellschaft</i> membership decisions	7
• to be given <i>Gesellschaft</i> (community) roles	4
• to create new <i>Gesellschaft</i> bonds and relationships	3
• to gain technical knowledge/experience	2
• to "implement" experience acquired in the university ecology	1
• to be involved in <i>Gesellschaft</i> negotiations	3
• to acquire <i>Gesellschaft</i> negotiation control	2
• to improve <i>Gesellschaft</i> code-control	1
• to improve English	2

Table 5.3 Neophytes' Perceived Expectations from the Training

With reference to their responses on the role of English in achieving the goals of VISION2020 it was shown that all of them agreed to the importance of the code. Nevertheless only 1.7% of these neophytes mentioned that they expected to gain/improve the code they associated with the *Gesellschaft*, that is English, while on their training

attachment :

"....*kedua nak improve saya punya bahasa inggeris* (second is to improve my english)" (TE3/3/11/\*1)

"....good communication in english" (TE1/10/26/Q)

"....improve my communication skill (english)" (TE1/22/26/Q)

An indication here perhaps, of the awareness that mastery of the codes is not the only rule to the game or requirement for membership. Although one member of TE1 mentioned that he wants to "improve my skill and language proficiency" (TE1/9/26/Q) he did not refer to English. And only one member of the TE6 revealed that he had gained "exposure better command of english" while on the training attachment. Perhaps there is a perception of role here, but these are perceived not to be related to English, a non-awareness of the link.

Data were also obtained for their responses on activities for preparation to achieve their academic and training goals. Members of TEs 1 and 2 were asked to talk about their activities during and after their lectures, while members of TEs 3,4,5 and 6 were asked to respond to questions on the nature of tasks they did while on the training attachment.

The pre-trainees commented that there is an inadequate provision for equipping them with basic negotiation skills which they perceived they need. For instance, their lecture activities are mostly restricted to a form of one-way communication system whereby the neophytes are not encouraged or are not "allowed" the opportunity to participate in the lectures. Most of them said that during the lectures :

"....we just listen to the lectures and we just copy the notes" (TE1/1/12/\*2)

"....when the lecturer give the....lecture the student just listen only *lah* and seldom ask something" (TE1/6/12/\*2)

"....normally i just listen what the lecturer said and then i jot down the points" (TE1/4/12/\*1).

Statistics in the table below show how much this is the norm for the lectures :



Listen and take notes			
TE	I (%)	Q (%)	S (%)
TE 1	67	100	--
TE 2	75	--	92

Table 5.4 TEs 1 and 2 Activities During Lectures

According to them they would normally "just listen and take notes" during lectures because during a lecture "*tak ada tidak dibenarkan lecturer ajar ajar saja* (no not allowed the lecturer teach only)". In this case "not allowed" refers to no opportunities to ask questions during lectures. A few of the responses from the interview expressed that depending on the lectures, they would sometimes have "oral presentations" (TE1/3/12/\*2) especially in their Public Speaking class, "group discussions" (TE1/1/12/\*1) or "highlight what the important points he quoted from the books that's the thing" (TE2/4/12/\*1). And one said that most of the time she "...copy the words on the transparencies" (TE2/2/12/\*2) during lectures.

The limitations imposed on them (and the lecturers) could be due to the time factor of such lectures where the main objective is to provide the maximum input of main points to the students within the space of fifty minutes (normal lecture time) and to reserve questions and discussions for the tutorials. And this apparently is the "norm" with most of the other lectures with the exception of one or two, who have opted for a more practical approach to their lectures mentioned by a few of these neophytes

Provision for experience of the target ecology whereby neophytes are inducted into the mechanisms are also not readily available after the lectures. Only three members of TE1 (in the interviews) consult their lecturers after the lectures :

"....to see our lecturer any reasons sometimes when the lecturer is not clear in the class" (TE1/6/12/\*2)

"....*kalau ada masalah adalah pergi jumpa*" (if i have a problem i go) (TE1/5/12/\*1).

Others see no reason to do so. For example they expressed :

"....seldom go to see the lectures" (TE1/1/12/\*2)  
 "...i would seldom do so because of most of the lectures because i i will more concentrate on during the lectures....after the lectures i would seldom go to see the tutor or the lecturer again....not a necessary for me" (TE1/3/12/\*2).

A few frequent the library while others had other activities :

"....i'm go to the library to reread my notes" (TE1/4/12/\*2)  
 "...sometimes i go to the library search for materials...." (TE2/1/12/\*2)  
 "...siapkan kerja rumah (finish their homework)" (TE1/3/12/\*1)  
 "...pergi minum (go for drinks)" (TE2/3/12/\*1)  
 "...after the lectures i do some revision" (TE1/5/12/\*2)  
 "...saya pergi bilik persatuan (i go to the society room)" (TE2/6/12/\*1).

One actually "don't like to go to the library because i cannot concentrate on study" (TE2/4/12/\*2) while another "just hear after that i ask my friend to photostat their notes" (TE2/5/12/\*2).

The responses presented so far reveal that there appears to be a lack of appropriate experience for effective functioning of these neophytes within the university environment. Responses obtained from the questionnaires give the following results where most of them would return to their hostels after their lectures :

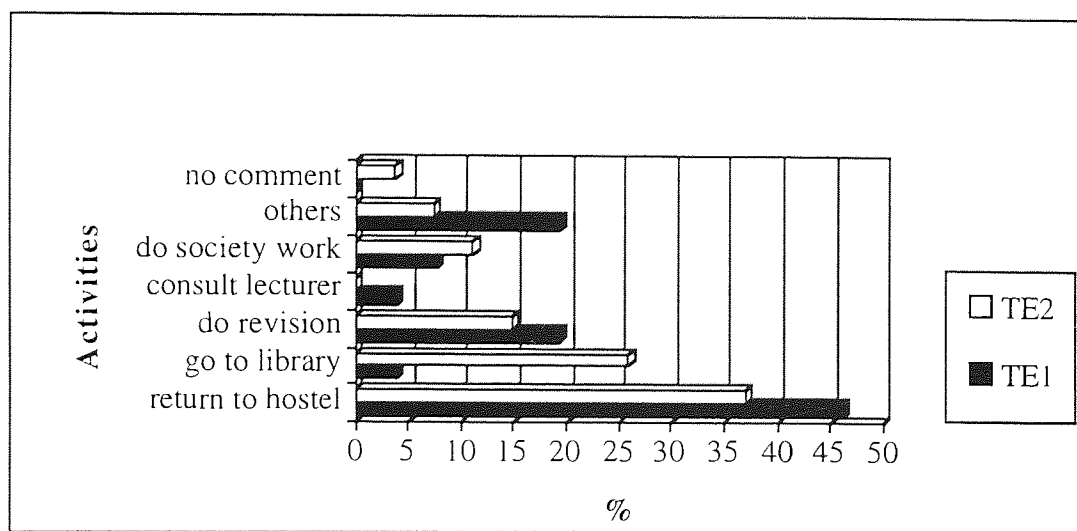


Figure 5.5 TEs 1 and 2 Activities After Lectures

There is also evidence to show that the neophytes are quite conscious of the inadequate provision or the mismatched provision that is available to them at the university. For instance, a majority of members of TE1 and TE2 are unhappy with the two week training at three engineering workshops they had to attend in the first three years of the SPT course. They do not perceive these as part of their preparation for becoming effective members in the new ecology. This is revealed in the following responses :

"....i don't think i can get much from here" (TE2/5/12/\*1)

"....*kalau kita praktikal dekat fakulti jentera elektrik atau awam dua minggu je memang saya rasa tak banyak memberi faedah apabila kita pergi kat sana*" (if we have practical here at the mechanical electrical faculty two weeks only is not beneficial when we go there) (TE2/2/12/\*1)

"....what the faculty has done so far the subjects that you learned everything....we don't really use them" (TE2/5/12/\*1)

"....and also for practical training at civil civil faculty engineering is wasting" (TE2/5/12/\*1).

With regard to the opportunities for gaining control of the *Gesellschaft* code, that is English, a significant number again expressed that this was not adequate. For instance, they said that

"....i think for over utm i don't think this is enough for spt student" (TE1/2/12/\*2)

"....business communication yes but we stopped i don't know when may be last semester....and then no more we don't have any more like this....we do not expose to english at all" (TE2/4/12/\*2)

"....first and second and third year i think we got now until fourth year we don't get no course already" (TE2/2/12/\*2)

"....when i compare with outside and others university students mainly in business part i think our spt course english is still not well" (TE2/3/12/\*2).

And one neophyte commented on the English course, RELP which was felt to be unsuitable for the SPTs :

"*lebih lagi dalam course saya sepatutnya kita lebih mengfokuskan dalam english tapi hanya kita diberi peluang untuk belajar business communication satu dua and then relp yang english itu so saya pendapat saya kita sepatutnya diberi lebih banyak peluang....and then selain daripada relp itu tidak begitu sesuai untuk kursus kita sepatutnya kita didedahkan kepada penggunaan english business*" (especially in my course we should focus on english but we only have the chance to learn business communication one two and then relp the english so in my opinion we should be given more opportunities....and then the relp is not suitable for our course we should be exposed to business english) (TE1/2/12/\*2).

These indicate that the neophytes have a strong perception of the nature of the competence required in the new ecology, i.e. competence in both code and discourse strategies specific to the ecology they wish to join.

Based on these perceived inadequacies and mismatches between the provision and the actual requirements of the new ecology, the neophytes gave a few suggestions of their own. These were gained from their responses to the last question in the interviews and questionnaires. Their strong awareness of their needs had strong influence on their suggestions. For example, with regard to their courses in general, they voiced these suggestions :

"....the lectures they can get some examples in the original situation where  
....some facts....which can relate to the original situation" (TE1/4/12/\*2)  
"....subject must suit to the corporate world" (TE1/21/26/Q)  
"....the syllabus should meet the requirement of today's high-tech  
knowledge and up to date" (TE1/13/26/Q)  
"....the subject is ok but should be added with the technology character"  
(TE1/10/26/Q)  
"....spt should have a major because right now we don't have any  
specialised" (TE1/15/26/Q).

With regard to their thirst for experience in the *Gesellschaft* code, a high proportion of them had similar things to say. These are a sample of how they felt about gaining more experience in this code within the university :

"....teach in english" (TE1/1/1/2/\*2)  
"....as the lectures hopefully be made in english" (TE1/2/26/Q)  
"....have more subjects in english" (TE1/4/12/Q)  
"....lecturers should use english as the medium of communicate with  
students as as teaching medium" (TE1/22/26/Q)  
"....set a rule that all students must speak english in faculty"  
(TE1/23/26/Q)  
"....*pendedahan bahasa inggeris yang lebih kerap sebagai latihan atau  
kemahiran semasa praktikal*" (exposure to english more frequent as  
exercise or skill during training) (TE5/2/23/S)  
"....*perkara yang penting untuk spt = english (communication purpose)  
dan penyediaan letter and proposal*" (important thing for spt english for  
communication purpose and preparation of letters and proposals)  
(TE5/12/23/S).

The discussion so far aimed to highlight the nature of the provision that is conceived as appropriate for preparing these neophytes for future participation in the new ecology. These are in the form of "technical" training in the engineering workshops to provide the neophytes with some of the "technical" skills and knowledge, English courses (e.g. RELP) and specific courses in the form of Public Speaking for the SPTs. The actual implementation of these is revealed by the neophytes' perception and awareness. It appears that there is a lack of efficacious provision for code mastery. More importantly, other "rules" to the games which would give value to the codes are not made available for these neophytes.

The following section discusses the neophytes' self-assessment of their performance during their attachment. The responses are obtained from interviews with and questionnaires administered to members of TEs 3, 4, 5 and 6.

### **5.1.2 Perception of Performance**

The neophytes' evaluation on their performance while on the training is presented here in terms of their own assessment of their performance of tasks during their training and their overt performance of their code-selection and code-control.

#### **5.1.2.1 Perception of performance of tasks during training**

Responses here are obtained from members of TEs 3, 4, 5 and 6 who were asked to talk about their training experience. Some of them gave a very positive evaluation on their own performance. About 64% were obtained from TE4 in the interviews and similar responses from TE5, as shown in Figure 5.6 below :

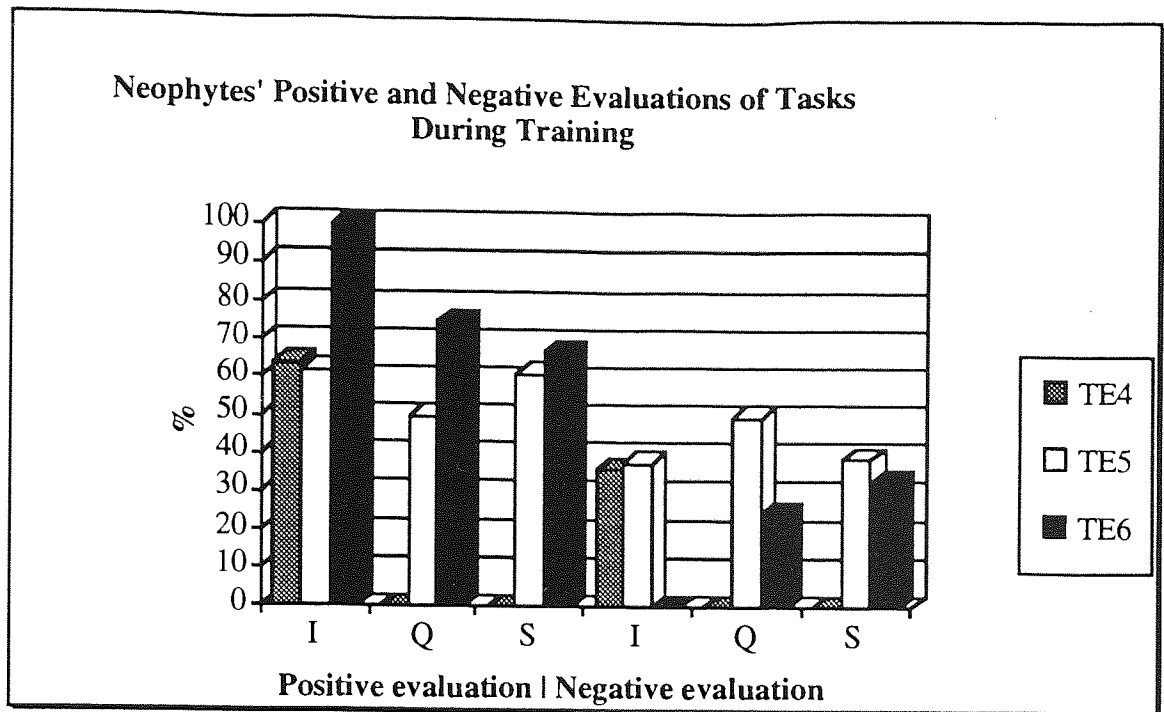


Figure 5.6 TEs 4, 5, and 6 Evaluation of Tasks During Training

They were positive in terms of their attitudes towards the whole training programme, to the nature of the tasks given to them and the nature of the supervision they received. Members of TE4 expressed that the practical training is "ok" (TE4/4/11/\*2), "...i gain a lot of experience....so i know a lot" (TE4/5/11/\*2), "...i happy" (TE4/1/11/\*2), "*paling suka lah kita dapat macam suasana kerja kan lain daripada cara pembelajaran*" (i like most we get the work atmosphere different than the learning atmosphere) (TE4/2/11/\*2).

A few members of TE5 share the same sentiments : "i'm exposed to many things" (TE5/9/13/\*2), "...i did learn something from that....they paid me quite well" (TE5/7/13/\*2) and "...i think the training give me the exposure the real life working experience" (TE5/2/13/\*2). The same feelings are shared by members of TE6 too. One of them said that the training had given him the opportunity to gain "working experience, new knowledge theoretically and particularly, self development" (TE6/3/4/Q). Here there appears to be a perfect match of their expectations prior to the attachment (presented in Section 5.1.1 above) with their experience during training.

However, negative evaluation of their performance during training was also expressed as shown in Figure 5.6 above. About 50% of TE5 who responded to the questionnaires were unhappy. And 50% in the interviews also expressed dissatisfaction. A number of them were initially not very happy but revised their views about their training. For instance a few of them shared this attitude :

"....the first time i feel sad *lah* but after some time i happy because i learn many thing in there about the how to control the people" (TE4/6/11/\*2)  
and

"....*sememangnya apabila saya tiba di sana pada peringkat permulaan kan ada tidak gembiralah sebab sana orangnya baru tempat pun baru semuanya tak kenal so lepas satu period so i kenal dengan mereka saya ada kawan.....so saya sangat enjoy....*" (actually when i reached there at the beginning i was not happy because there everyone is new the place is new and i don't know them so after a period i know them i have friends so i most enjoy) (TE5/2/13/\*1).

One of the main reasons they cited for this was that they were not attached to the department that they requested for their training. An indication perhaps of the need to become a member of a certain ecology. However, after being attached for a couple of months, they gradually developed their interest in that particular area and gained a lot of experience from there. The other reason is that there was no proper training prepared by the company for them. For instance, "*saya diberi kebebasan untuk pergi kemana saja....walaupun saya tidak diberikan satu bentuk latihan yang satu specific*" (i was given the freedom to go anywhere i want to although i was not given a specific training programme) (TE5/1/13/\*1). In terms of the conceptual framework it appears that the training environment does not have the mechanisms to cater for smooth absorption of neophytes into this ecology. It follows therefore the ecology would not have any roles for them to play and hence, there would be no effective participation or negotiation for outcomes favourable to the neophytes' interest. Responses from members of TE6 also showed that they were not satisfied with their training. This is seen in their responses below :

"(1) not really satisfy, (2) can't speak with top management, (3) no specific training programme" (TE6/3/4/Q)

"i didn't help them a lot in their daily work as their work require more experience than theory which i gained from books" (TE6/6/6/S).

A few others also mentioned the "interpersonal conflict" (TE5/11/23/S), the "*politik*" (TE5/10/23/S) of the work place, the expectation "to work like a staff" (TE5/13/23/S), and of "being isolated at the beginning because uncertain with our ability" (TE5/14/14/Q). One neophyte admitted that he was not very happy about being attached to the department because of his lack of *Gesellschaft* code and negotiation control : "*.....saya tak interested marketing kan sebab dia deal dengan orang....lepas tu kira apa bahasa inggeris kira penguasaan dia belum kuat lagi kan*" (i am not interested in marketing because it deals with people....and then command of english is not strong yet) (TE4/3/11/\*1).

These suggests that there is a conflict between the neophyte's experience of their *Gemeinschaft* community and the rules of conduct in the new ecology. With the lack of appropriate provision for absorption as indicated earlier, it seems that the process of adaptation for these neophytes would take a much longer time.

Findings from the initial investigation suggest that the underlying factor that may have prevented these neophytes from initiating any form of negotiation is the indication that they do not share the same public wills (Swales). Their private wills or perhaps their *Gemeinschaft* values were in conflict with the mission or the *Kurwille* of the new ecology. As a result, they do not perceive the purpose of the tasks delegated to them as "preparing" them for membership of the ecology and this showed in the way they felt about their training. These responses suggest their conflicting ecology experience :

"I feel that I was manipulated by them....to intake trainees in just to help them carry out the messy job....ask you to type the letter....is very time consuming and very boring....I have to reject it in a better way" (4F2e)  
"The situation really make me feel uncomfortable" (4F2f)

Similar experience is also evidenced in the in-depth study. One neophyte expressed that she was unhappy because of her inefficient code-control and because of that she was not assigned "meaningful" tasks :

"....look down on me because my english is very poor" (TE5/6/13/\*2)



Another said that he had "no identity" (TE5/14/23/S) at the place of attachment. One neophyte who expected to be treated as an employee (see above) in fact was "treated" as a trainee.

In addition to these conflicting ecology experiences, findings also reveal the perceptions of the mature members of the ecology towards these neophytes. These could be inferred from the nature of the "participation" they expected from these neophytes in terms of the tasks delegated to them.

The neophytes gave negative assessments of the nature of the tasks given to them by their respective supervisors. Some members of TEs 3, 4 and 5 in the in-depth study perceived that they were "allowed" access to the community's mechanisms. Out of the twenty-four members of TE3, 21% were given projects to do, 17% were involved in recruitment and 8% did some planning. The rest of them were involved in other various tasks such as the following :

- \*coordinating vendors (which involved meetings with different vendors)
- designing new programmes (which involved setting up training courses for shopfloor workers)
- observing other workers (which involved observing workers on the production line)
- managing documents (which involved filing them)
- writing letters (which involved using formatted forms)
- working at the production line (which involved manual labour)
- helping the supervisor (which involved various tasks)
- \*conducting studies (which involved administering and collecting questionnaires)
- writing up documents (which involved preparing proposals which later were not valid)
- budgeting (which involved preparing budgets with other members of staff)
- \*training shopfloor workers (which involved training workers in how to fill up forms)

At first glance these appear to be very challenging tasks for the new members. In reality, most of the tasks do not involve any intense negotiations between mature and new members of the ecology. With the exception of those marked with the asterisk (\*) the tasks were done on an individual basis with minimum negotiation and interaction needed

between the neophyte and mature members of the community as one of them admitted that "most of the time i work individually" (TE3/12/24/\*2). Another (TE5/7/13/\*2) who was asked to conduct a nation-wide survey which involved a considerable amount of travelling and meeting various people, later regarded it as "quite boring" because he had to do the same "routine" every day.

Apart from being delegated "routine" jobs, others perceived them as the same tasks every day for instance,

"....talking about training attachment i felt very bored because always did the same thing" (TE5/10/14/Q)

"....*tiap tiap minggu semua sama lah* (every week it is the same) (TE3/3/24/\*1)

or that it was mainly paperwork for example,

"....dislike : no proper training programme, deal with paperworks most of the time, no guidance" (TE5/12/14/Q)

or they were simply unhappy with everything concerning the training for example,

"....*boleh dikatakan saya tidak menyukai semua perkara yang berlaku semasa latihan praktik* (i can say that i don't like everything that happened during the practical training)" (TE5/22/23/S).

Furthermore, those who were involved in the recruitment interviews were only for the lower level or the non-executive workers where code used was Malay : "....interview *yang rendah rendah ajelah*" (interview with the lower workers only) (TE3/8/24/\*1).

One neophyte considered his task of coordinating vendors as "basically not related *lah*" (TE3/2/24/\*2). In fact, he encountered some problems dealing with vendors because "sometimes vendor didn't give a good response to me" and he had to "make clear who am i and go to vendor with executive". Here it is clear that the neophyte was not perceived as a mature member of the social ecology and thus, was not considered as a significant participant in the negotiation. Hence he was unable to negotiate outcomes favourable to his training because he had no role to play as perceived by the mature

members.

Another neophyte who admitted to helping the supervisor actually had to "wait for the (supervisor) instructions" (TE3/5/24/\*2). In fact, the supervisor reported later (in the in-house supervisor's report) that he was not satisfied with the neophyte's performance because the neophyte "*tiada iniatif untuk belajar perkara baru*" (does not have the initiative to learn new things). The conclusion here is that this particular neophyte did not negotiate to become members of the community and hence, was not considered as one.

A few TE4s gave positive evaluation of the provision available to them during their training attachment. In other words they have very positive attitudes towards their training attachments although they are aware of the "conflicting forms of life". One was very positive in the sense that

"....i tried to learn....*apa yang i tak tahu i belajar macam i terpaksa buat training audit kan i tak tahu tak belajar dekat utm kan* (i tried to learn....what i don't know i learn like i had to do training audit i don't know i did not learn at utm)" (TE4/1/11/\*2).

One said that he did not have any problems and another (TE3/2/24/\*1) appreciated being given the opportunity to develop his own initiative to conduct projects. However, many others from this TE do not share these sentiments.

The interview responses from members of TE5 displayed similar positive attitudes to the tasks. Two were happy to help the clerk and regard this as a foundation for becoming a good manager :

"....the operations you know how the clerks feels and you can have a good relationship with the lower level people that is foundations for you" (TE5/9/13/\*2).

From the questionnaires (English) one found it "difficult but enjoy" (TE5/2/14/Q), two were happy and satisfied with the tasks, and one was actually "excited" (TE5/13/14/Q).

Similar comments were obtained in the other questionnaire (Malay) where 43% were happy and satisfied with the tasks they did during their training attachment.

However, there are also evidence of negative evaluation expressed by some of these neophytes. They perceived that they were not conceived as members of the *Gesellschaft* because they were given tasks that were : "*semua benda simple simple lah* (everything is simple)" (TE4/5/11/\*1), "....lousy....not really as expected....we are treated as clerks" (TE5/14/14/Q), "no suitable to what i have studied" (TE5/19/23/S), "*rasa tak sesuai jugak* (feel not suitable)" (TE4/2/11/\*2) and "not as expected as they didn't prepare the training proper and just assigned as they like" (TE5/12/14/Q).

Others reported that they had to do "*kerja operator buat kek* (do operator's job make cakes)" (TE3/9/24/\*1), "routine jobs checking the statements" (TE3/11/24/\*1), "just simple tasks" (TE5/3/13/\*2) and the tasks that "not absolutely prepare me for future work" (TE5/4/13/\*2). A few expressed that "*kadang kadang boring kadang kadang happy....boring bila orang torture kita*" (sometimes i feel bored sometimes i feel happy....bored when others torture us) (TE4/3/11/\*2) when doing the tasks, one had "to manage myself....have to plan what is what i'm going to do tomorrow....they think i'm a management student i have to manage my time myself" (TE5/2/13/\*2), that the company "refuse to assign any roles a project or even any task to us because they feel that we are not ready" (TE5/5/13/\*2) and one had "to observe only i'm not involved" (TE3/3/24/\*2). Another said "*tak tau nak mencelah dekat office....tak tahu nak buat kerja apa* (don't know how to assert myself at the office....don't know what to do)" (TE3/6/24/\*2). A member of TE5 (TE5/16/23/S) even said that "*banyak masa tiada kerja*" (most of the time there was no work to do).

All this is evidence to support the contention that these neophytes are not considered as members by the mature members of the ecology because they did not have any effectual roles. They are conceived as having "observer roles", a spectator, not a participant in the games within the ecology.

The following table gives a summary of evaluation presented above :

Tasks	TE 3	TE 4	TE 5		
	I (n = 24) %	I (n = 11) %	I (n = 13) %	Q (n = 14) %	S (n = 23) %
satisfied	80	46	52	44	78
simple	--	9	8	--	--
not very important	--	9	--	--	--
not related/suitable	4	9	--	--	--
routine	8	--	8	--	--
boring	--	9	8	21	9
not work	--	9	--	--	--
not prepare for future work	--	--	8	--	--
lousy	--	--	--	7	--
the same every week	4	--	--	--	4
had to be done	--	9	8	--	--
no roles assigned	--	--	8	--	--
not satisfied	--	--	--	21	9
no work	4	--	--	7	--

Table 5.7 Overall Evaluation of Tasks

Responses to the question on the problems faced during training indicated that these neophytes had some difficulties in performing the various tasks : 27% of TE4 , 92% of TE5 (from the questionnaires) and 31% in the interviews. These problems include "decision making problems" because they are "new and fresh" (TE4/4/11/\*2. A few perceived that their problems were due to their lack of experience of the new ecology.

This supports their awareness of their needs as presented in Section 5.1.1 above :

"....*pengetahuan tak mendalam* (knowledge not deep enough)" (TE4/1/11/\*1)

"....limited knowledge to my projects given by the company" (TE5/23/23/S)

"....*kurang pengetahuan mengenai satu satu bidang*" (lack of knowledge in certain fields) (TE5/2/23/S).

A majority reported communication or negotiation problems :

"....how to communicate with people because of people have the different kind of behaviour" (TE4/6/11/\*2)

"....lack of knowledge....communication not powerful" (TE5/10/23/S)

"....*susah berkomunikasi dengan supervisor dari jepun* (difficult to communicate with the supervisor from japan)" (TE5/8/23/S)

"....have to negotiate with people" (TE5/14/23/Q)

"....*saya perlu menjalinkan hubungan yang mesra dengan officer di jabatan yang lain sebelum mendapat bantuan dari pegawai jabatan yang lain*" (i have to build a good relationship with the officers from another department before i can get assistance from officers of another department) (TE5/15/23/S).

Here they appear to be aware of some of the issues discussed in Chapter 2, for example, the need to establish bonds and relationships with members of the ecology in order to be conceived as members. They appear to be aware of the problems but do not have the power to express them.

Some of them felt that they are not regarded as members to the ecology because they were attached at a very technical oriented ecology. For instance,

"....lack of engineering knowledge as we were asked to apply company with manufacturing section" (TE5/2/14/Q)  
"....production yang bersifat teknikal perlu dipelajari dari mula hingga akhir" (production that is technical in nature has to be learnt from the beginning to the end) (TE5/18/23/S).

Lack of guidance from the mature members of the ecology is also reported as contributing to their difficulties in performing the tasks :

"....the supervisor for the training was too busy to supervise me" (TE5/8/14/Q)  
"....supervisor busy kurang masa untuk tunjuk ajar"(supervisor is busy and has no time to teach) (TE5/12/23/S)  
"....overloaded expect us to complete without any guidance" (TE5/14/14/Q)  
"....tiada guidident/panduan yang baik daripada supervisor" (no proper guidance from the supervisor) (TE5/17/23/S).

Several asserted that the problems they faced were because there was no proper training programme set for them. This supports the suspicion that there is inadequate mechanisms for smooth absorption of new members, for example,

"....they didn't prepare the training proper...." (TE5/12/14/Q)  
".....didn't set a training programme for us....just like a labour lah.....what i demand is management skills we like to learn all the more about management skills....they did not consider me have achieve the level to learn or not ready yet to learn that type of skill so that's why i most i dislike" (TE5/8/13/\*2).

One member of TE5 reported that he did not have any work to do : "....tidak diberi kerja (not given any work)" (TE5/1/14/Q). Two said they had "no problem". But the reasons

for not having any problems are because "*kerja kerja tersebut tidak memerlukan pengetahuan atau apa apa pemikiran* (no problem because all the work stated did not require any knowledge or any thinking)" (TE5/22/23/S) and "*semua benda simple lah*" (everything is simple) (TE4/5/11/\*1). It may be suggested here that performance of the tasks are not conceived as significant to the overall goals the ecology.

Thus it may be stated here that many of these neophytes appear not to have access to the community mechanisms and are not conceived as members of the community. These can be inferred from the nature of the tasks delegated to them as well as the nature of their difficulties. As a result, there were no opportunities for them to "acquire" the discourse repertoire of the new ecology.

In terms of guidance for participation in the new ecology, the UTM academic advisors, their UTM training supervisors and their in-house supervisors are regarded in the context of the research framework as mature members of different ecologies. The first two are mature members of the university ecology and the in-house supervisors are mature members of the dynamic social ecology of which the neophytes aspire to become members. Creating bonds and relationships with these mature members of these ecologies may be regarded as a step towards gradual absorption by these ecologies.

Members of TE1 and TE2 do not have training supervisors since they still have three semesters prior to their attachment. However, all of them have their respective academic advisors who appear to be consulted only for registration purposes at the beginning of each semester.

About 50% of the members of TEs 3 and 4 mentioned that they have quite a good relationship with their supervisors while on training. For instance, "*apa kelemahan (trainee) dia cakplah* (whatever my weaknesses he will tell me)"(TE3/1/24/\*2), or "yes every work i done i know what to do he teach me" (TE3/10/24/\*1) or "overall *lah* if he is not happy with what i done he will give me guidelines or tell me to correct it"

(TE4/2/11/\*2). While about 15% of TE5 (in the interviews), 64% (in the English questionnaires) and 78% (in the Malay questionnaire) mentioned the good relationship they had with their supervisors :

"....i and her is just a friends....when i have any problem i go and ask her" (TE5/6/13/\*2)

"....he helped me in technical report also in production line, he respect me as engineering trainee" (TE5/6/14/Q)

"....baik walaupun always he pressure through the assignments" (TE5/1/23/S)

A summary of the reasons for consulting their supervisors is shown in Table 5.8 below :

Reasons for Consulting the Supervisor								
	TE3	TE4	TE5			TE6		
	I (%)	I (%)	I (%)	Q (%)	S (%)	I (%)	Q (%)	S (%)
task related	42	72	62	64	62	--	75	33
work together	--	--	--	7	4	--	--	--
s/he works in the same room	4	18	8	22	4	--	--	--
when there is a problem	13	--	30	--	4	--	--	--
others	13	--	--	--	13	--	--	33
guidance	28	10	-	-	-	100	25	17
not necessary	--	--	--	--	--	--	--	17
no answer	--	--	--	7	13	--	--	--

Table 5.8 Neophytes' Nature of Supervision During Training

These show that the nature of their consultation is mainly for task related purposes. However, considering all the evidence presented so far the outcome of these tasks do not appear to have significant effect on the overall goals of the ecology. These also suggest that the supervisors themselves do not play a significant role in preparing these neophytes for smooth absorption by the new ecology.

The lack of opportunities for participation is the result of not being assigned any roles. When this is absent in the new ecology, the neophytes are not considered as part of the ecology, and hence, cannot be conceived as one of the "players of the game". Data from the initial study suggest that the neophytes do not have access to the mechanisms of the



new social ecology. Some of the responses that indicated this are as follows :

"Normally I just keep quiet....I don't know what they are discuss....they don't ask me they know that I don't know" (3.A3c)

"They also not expect too much from the trainee....expectation not too high when you give some suggestion they will listen but not exactly follow" (4.H1c)

These suggest that they were not "parties" to the negotiation process, do not serve any purpose in the ecology and do not have influence in the outcome of the negotiations. They were merely "observers" or "non-active" auditors. This can be seen further from the responses below :

"We are not an asset" (4G1c)

"I just go around nobody guide me....he (the supervisor) should give me a chance to attend the workshop" (3E1a)

"I don't want to work there because they treat me as a outsider person and then anything I do they do not respect me" 4D3a)

"I find difficult to do this job because the staff over there treated me as not a staff there" (4D4a)

In the in-depth study some positive views were obtained from members of TE5. One of them said that "*kat sana tu bukan lagi seorang pelajar atau seorang student tapi anggap diri kita seorang ahli pekerja kat situ* (over there we don't regard ourselves as a student but regard ourselves as one of the workers there)" (TE5/3/13/\*1). One confessed that she felt "isolated" at the beginning but on the whole enjoyed her training. As a contrast one member of TE5 said that he "*tak suka supervisor menjadikan saya seperti staff* (name of company) *sendiri yang* have to follow the rule and time (don't like my supervisor because he treats me like a member of staff who have to follow the rule and time)" (TE5/1/23/S), an indication of conflicting ecology experience.

Some of the other neophytes perceived that being involved in the "routine" work is part of their negotiation to become members of the new ecology. This was also evidenced in the initial study. For example, the neophytes confessed that :

"i ask him what should i do he said he ask me to sweep the floor....so i really treat myself as a worker as a general worker....when i do the job i

get close to the worker...." (3H2a)

"because sometimes when you do the messy job you can notice the how the company the operation because when you do the job maybe you contact with others people" (4F2h).

A few in the in-depth study also shared this attitude by stating the following :

"....*tapi* routine work *tu* mean new experience (but the routine work means new experience)" (TE5/1/13/\*1)

"....*memang* saya bila dia orang suruh saya buat benda benda ni saya tak ada timbul rasa marah apa semua (when i am asked to do all those things i don't feel angry at all) (TE5/2/13/\*1)

"....those tasks i say is of course not not absolutely prepare me for future work but at least it provide some guidelines for me" (TE5/4/13/\*2).

It may be suggested here that because these neophytes were unable to play the game with the *Gesellschaft* rules, they resorted to their *Gemeinschaft* rules and experience of the game of tolerance and mutual aid and hence, perceived these tasks as their negotiations for membership.

Others noticed the different "culture" of the ecology compared with their *Gemeinschaft* culture they have experienced. For example, in the initial study, they expressed that

"the culture and the communication style there is totally different from what i have been experiencing in the university or my previous education background" (4C2a)

"the values that they have is a little bit different....like for us chinese-educated we are more reserved....so i faced some difficulty of the culture there" (4C2b)

"probably the marketing people were more open minded they can accept someone from different group or from suddenly join in" (4E2d).

Their perceptions of the different ecologies expressed in the previous section (5.1.1) were confirmed by their admissions to such experience in the training environment. Such differences give rise to conflict. So how do these new members manage this conflict bearing in mind the inadequate opportunities for them to participate in the ecology and even less, the opportunities for acquiring the appropriate discourse strategies without any effectual roles ascribed to them ?

In terms of community and membership of *Gesellschaft*, the new members could not negotiate membership to the new ecology because they do not have any functional importance. They do not have any significant roles to play and as a consequence there is no significant bond or relationship between them and the mature members of the *Gesellschaft*. As a result they do not have any significant effect on the outcomes of the negotiations. Responses obtained in the initial study, like those below, support this :

"the activity they do are very confidential....so my activities are very limited and then i cannot do things that i want to do" (3D3b)  
"because we didn't feel the responsibility....they just treat us like a trainee nothing more" (4A2a)  
"i didn't sit in the interview....i was not allowed" (3E2a).

Similar experience was also reported in the in-depth study :

"....they think about we as a industrial trainee so to some extent they refuse to assign any roles a project or even any task to us" (TE5/5/13/\*2)  
"....i will prefer that kind of responsibility *lah* but usually they give me that the kind of job is not very important *lah*" (TE5/6/13/\*2)  
"....you don't have the right and you don't have the power to rectify that that is the most upsetting one" (TE3/11/24/\*1).

The following evidence is further indication that the neophytes were not conceived as members of the *Gesellschaft* :

"....*tak suka tu* it's very much chinese oriented company (that i don't like is it is very much chinese oriented company)" (TE4/4/11/\*1)  
"....certain time the environment make me feel bore and no motivation to work" (TE5/3/14/Q)  
"....*bebas untuk melakukan apa yang saya mahu tiada kongkongan dari pihak majikan....malangnya setiap cadangan yang diberi tidak dinilai* (free to do as i like and no restrictions from the supervisor....unfortunately all my suggestions are not considered)" (TE5/5/23/S)  
"....*kerja kerja yang sama diberikan setiap hari dan tidak dibenarkan ke department lain untuk dapatkan maklumat dan pengetahuan* (the same tasks are given everyday and not allowed to go to other departments to get information and knowledge)" (TE5/9/23/S)  
"....*tidak mempunyai identiti* (have no identity)" (TE5/14/23/S).

In addition to non-membership, there is also evidence of different ecology experience which gives rise to conflict in their "manners of participation" in the new ecology.

Members of TE4 were also asked if they felt they were prepared for the six-month attachment. With hindsight a majority of them admitted that they were not prepared for their training. Only 18% confidently said that they were prepared. One neophyte had this comment about the training environment :

"....*dari segi communication skills saya rasa dah bersedia....production line saya rasa was was kerana production memang kami tak belajar banyak* only a few syllabus something like that *lah* ....so it was quite difficult but other than that *tabiat organisasi....*i thought i can suit myself but *lepas saya masuk saya tahulah....*i mean certain companies *belum bersedia untuk menerima pelajar yang masih junior....*"  
(from the point of view of communication skills i think i am prepared....production line i don't feel sure because production we don't learn much only a few syllabus something like that so it was quite difficult but other than than organisation behaviour i thought i could suit myself but after i was there i know that certain companies are not ready to accept more junior members) (TE4/4/11/\*1).

This report is a suggestion that there is a mismatch between the objectives or goals of the training and the actual provision available.

The other 82% of TE4 expressed that they were not prepared and from this, 78% stated that this is because they lack knowledge of the new ecology. This also indicate that they have a strong perception of the need to have experience of "playing the game" in the *Gesellschaft*, which they perceived as different from the experience in the other environments, for example, the university environment or within their own *Gemeinschaft* community. The following responses support this awareness (see also Section 5.1.1) :

"....*tak tahu environment dia macam mana*" (don't know how the environment is) (TE4/3/11/\*1)

"....not really because i didn't know what department i was engaged with" (TE4/4/11/\*2)

"....because i'm not prepared *macam* i don't know what is human resource *kan* and i don't learn before i don't take the subject before we just just gamble *ajelah*" (i'm not prepared because like i don't know what human resource is and i don't learn i don't take the subject before we just gamble only) (TE4/5/11/\*2).

Referring to their future membership of the "real world" i.e., the business ecology, 55% of TE4 perceived that they are not fully prepared, the other 45% were quite confident

about their ability to cope with the challenges in the future ecology. Members of TE5 were more confident in their responses to this question. 77% felt that were quite prepared to face what they perceived as the "real world". The other 23% did not share the same confidence. Two admitted that they were not prepared especially in terms of the communication skills, for example, "....communication we are very very lacking we cannot even participate in jokes" (TE5/5/13/\*2), and how to deal with relationships in the workplace. Another neophyte paused for about 15 seconds before stating that he is not ready for "work". One neophyte's feelings about not being ready for the future can be inferred from his response :

"....ok my opinion is we can do anything if we are given a chance to learn it even in university we have learn about management but here give the opportunity to learn we we can do it even in technical or in engineering side but it take times for me...." (TE5/2/13/\*2).

Here there is a perception of the need for opportunities for adaptation. However, evidence presented so far showed that there are no adequate mechanisms to cater for the adaptation period for these neophytes.

The neophytes' opinions and feelings about the provision available at the university and the training environment for their smooth absorption into the new ecology are summed up in the grading they gave in the interviews and the questionnaires. These are shown in the charts below (Figures 5.9 and 5.10) :

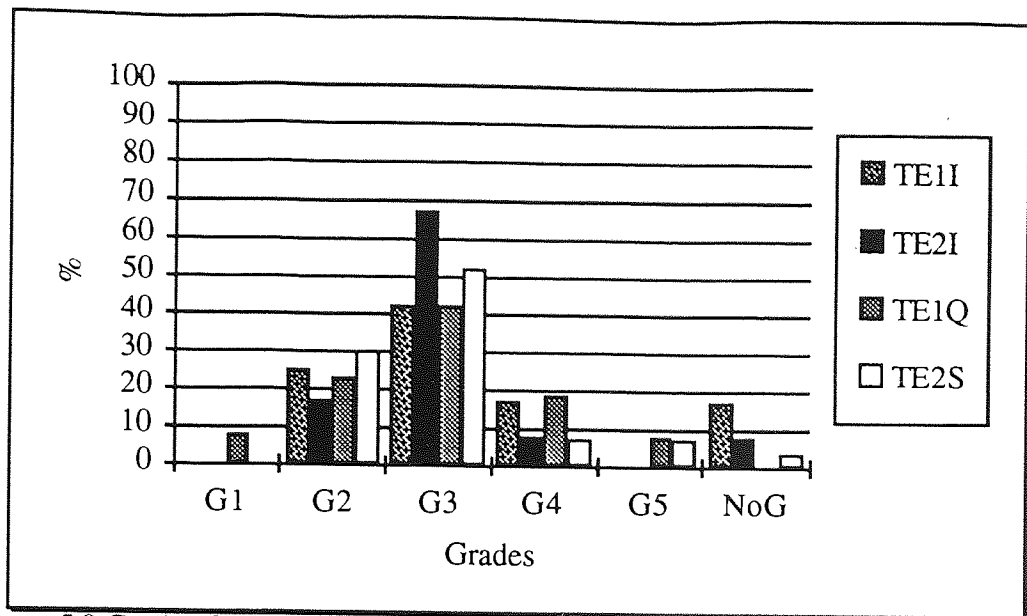


Figure 5.9 Grades Given by TE1 and TE2 for the Provision Available at the University

As shown in Figure 5.9 above, a majority of members of TEs 1 and 2 gave a middle grade, Grade 3 (G3) for the overall provision available at the university. This reflects their responses discussed above. Members of TEs 4, 5 and 6 (in Figure 5.10) also gave similar grading to their training attachments. Although some members of TE5 and TE4 gave the highest (the best) grade (G5) to their training, a majority had grades 3 and 4. 8% of TE5 (I) had given the lowest grade, Grade 1 (G1). These seem to indicate their awareness of the inadequacies of the provision currently available.

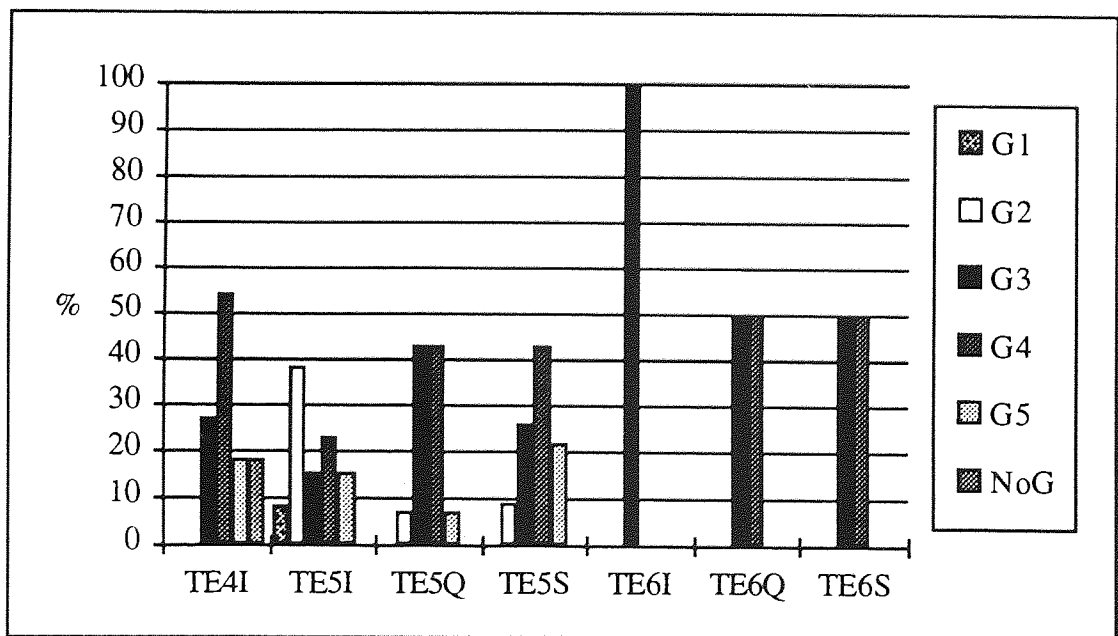


Figure 5.10 Grades Given by TEs 4, 5 and 6 for their Training Attachments

Data presented so far revealed the neophytes' own perceptions of their needs and their performances of the tasks in the new ecology. Although a high percentage of them expressed positive evaluations, there were nevertheless, those who are not satisfied with the nature of the provision available to them both at the university and especially, in the training environment, with reference to their role in the new ecology.

One positive observation here is that, although these new members expressed some negative assessments, they all appear to share a certain attitude. They all showed a lot of confidence in their training experience. This confidence is further shown in their overt selection of English in their responses in the interviews as well as their responses in the questionnaires. The following discusses the neophytes' perceptions of their code-selection and code-control, that is, the evidence of their confidence in the use of English in the university as well as the training environment.

#### **5.1.2.2 Perception of performance of code-selection and code-control**

Evidence obtained in this study suggests that *Gemeinschaft* and *Gesellschaft* bonds, culture and role, constituents of the research framework, have some effects on their selection of code. The neophytes displayed a lot of confidence in selecting English in their interactions. Their perceptions regarding the importance of English are confirmed in their "willingness" and confidence in selecting this code.

Members of TE1 and TE2 share similar motivations for selecting a code in the interviews. They reported that they select Malay because they perceived they are aware of their inefficient control of the *Gesellschaft* code, which in this case refers to English. In terms of Appel and Müysken categories these would be the referential function of codeswitching. For instance,

- "....i can't get the word so just used bahasa malaysia" (TE1/4/12/\*1)
- "....cannot pronounce in english so i pronounce in bahasa" (TE1/4/12/\*2)
- "....ada kala ada barrier tak tercapak bahasa inggeris lansung (sometimes there is a barrier cannot speak in english at all)" (TE1/2/12/\*1)

"....kesukaran untuk jelaskan makna perkataan (difficulty to express the meaning of words)" (TE1/5/12/\*1)  
"....my reason for my answer is because i'm not very expert to my english language" (TE3/12/26/Q).

A few also stated that they overtly select Malay because they admit to have more confidence in using this code rather than English, for example :

"....to easy speak in malay language" (TE2/6/12/\*1)  
"....i always use malay because i can speak better and easy to understand friend" (TE1/11/26/Q)  
"....sebab saya sudah biasa bercakap dalam bahasa melayu dan kawan kawan saya juga semuanya bercakap bahasa melayu" (because i am used to speaking in malay and all my friends speak in malay) (TE2/9/27/S).

For some neophytes English is selected because they perceived the importance of selecting this *Gesellschaft* code as indicated by their responses below :

"....the lecturer say in english....i read all the book in english" (TE1/5/12/\*2)  
"....because i will try to use english we want to try ourself to be normal language for us when we go outside" (TE2/3/12/\*2)  
"....terpaksa bercakap bahasa inggeris mengikut pensyarah" (have to speak in english because of my lecturer) (TE2/3/27/S).

As a contrast, some of them admitted that they have more confidence in English. They also do so because they admitted lack of control of the *Gemeinschaft* code which in this study refers to Malay, for example :

"....bila tak dapat aje words automatic....from bm to english" (TE1/6/12/\*1)  
"....sometimes the word in bm is not very appropriate....don't know how to express ourself in bm then we talk in english" (TE2/1/12/\*2).

Findings also suggest that code-selection is influenced by the participants in the interaction, adhering to the *Gemeinschaft* and *Gesellschaft* bondings. For example, the different bonds appear to affect their overt code-selection in these cases :

"....depends lah dengan kawan kawan (depends on my friends)" (TE1/5/12/\*1) (*Gemeinschaft* bond)  
"....majority dengan member cakap bm lah (with my close friend speak



bm)" (TE2/2/12/\*1) (*Gemeinschaft* bond)  
 "...*bila kita dalam group dia* (when we are in their group) (TE2/6/12/\*1)  
 (different *Gemeinschaft* bond)  
 "...i have a lot of friend from different races so sometimes i have to use  
 the right language to communicate with them" (TE1/12/26/Q)  
 (*Gesellschaft* bond)  
 "...*tengok dengan orang tu lah kalau kita rapat dengan orang tu....dalam  
 bahasa melayu* (depends on the person if i am close to the person....speak  
 bahasa melayu) (TE2/3/12/\*1) (*Gemeinschaft* or *Gesellschaft* bond)

The above are common among the neophytes of different *Gemeinschaft* ecologies. Depending on the ethnic *Gemeinschaft*, they either select Malay between members of the Malay *Gemeinschaft* or Mandarin or other Chinese dialect, between the members of the Chinese *Gemeinschaft*, and Tamil is most frequently selected by members of the various sub-races of the Indian *Gemeinschaft*.

Others select a particular code depending on the presence of the members of different *Gemeinschaft* community in the interaction. Malay is associated as a *Gemeinschaft* code and is selected especially when members of the Malay *Gemeinschaft* are involved in the interaction. The following is evidence of this :

"....malay yeah i change sometimes i speak english to them they don't know means they response slowly also i change to malay" (TE2/2/12/\*2)  
 "...*dengan rakan rakan melayu bahasa melayu* (with malay friends malay)" (TE2/1/12/\*1).

These neophytes also reported that Malay is often selected because there is no "environment" in the university for experience in the use of English in its "contested words in their speaking". In other words, it may be conceived that the university environment does not provide enough opportunities for equipping neophytes with experience in using this code. This is indicated by the following responses :

"....sometimes when i think of speaking english i cannot do so because utm does not have such environment" (TE1/17/26/Q)  
 "...the environment of speaking English is not very encouraging" (TE1/24/26/Q)  
 "...because most of our lecturers speak in bahasa malaysia....there is no such environment in utm for us to expose to english" (TE1/22/26/Q).

In short, the university ecology lack the mechanisms for providing the neophytes with the experience of the code in "...the contested activity of words in their speaking".

Code-selection by members of TEs 3, 4, 5 and 6 are also affected by similar factors presented above. Firstly, they expressed that they select Malay because of their inefficient control of English, for instance,

"....*apa yang i tak faham dalam bahasa inggeris i terpaksa cakap dalam bahasa melayu....*(what i don't understand in english i have to say in malay) (TE4/1/11/\*2)  
"....difficulty in expressing terms *lah*" (TE5/2/13/\*1)  
"....*cakap bahasa inggeris saya tak confident*" (speak in english i don't have confidence) (TE4/2/11/\*2).

As with the members of TEs 1 and 2, English is sometimes selected by a few members of TEs 3, 4, 5 and 6 because the neophytes felt they have more confidence in using this language, as displayed by the following admissions :

"....english is more easier to use because it is straight to the point my bm is not good actually" (TE5/9/14/Q)  
"....easier for me....i don't have any difficulty to communicate in english" (TE3/9/24/\*1).

Their code-selection is also affected by the participants in the interaction. For instance, Malay is selected when members of this *Gemeinschaft* is involved as shown by the following responses :

"....*kalau jumpa malays malays*" (if i meet malays i use malay) (TE3/8/24/\*2)  
"....*bahasa malaysia with those malay operators*" (TE3/10/24/\*2)  
"....*kalau dengan malay tu cakap bm lah*" (if with the malays i speak malay) (TE4/1/11/81)  
"....malay only to the malay staff" (TE5/7/1/3/\*2).

As a contrast, English is frequently selected when members of either the Chinese or the Indian *Gemeinschaft* community is involved in the interaction, for example,

"....*kalau dengan cina cakap inggeris lah* (if with the chinese i speak english) (TE4/1/11/\*1)

"...bahasa malaysia with those malay operators....indian operators we communicate with them in english" (TE3/10/24/\*2)  
 "...macam indian workers chinese workers *dia orang cakap english*" (TE4/1/11/82)  
 "...to malay i speak bm to indians i speak english to chinese i speak chinese" (TE5/8/13/\*2)  
 "...chinese *kan cakap bahasa inggeris* (with the chinese speak english)" (TE3/3/24/\*1).

Some of these neophytes (TEs 3 - 6) also reported that their training environment did not cater for opportunities for selecting English. For instance,

"....my training environment not motivate me to speak in other language like english" (TE5/3/14/Q)  
 "...don't have the environment of english language" (TE5/8/14/Q)  
 "...cause mostly of the people only knew how to speak in bm" (TE5/7/14/Q).

In other words, there was no provision for experience in this code in the training environment. Findings from a study done by Goh and Chan (1993 : 143) have shown that the "period of practical training did not give much opportunity for language practice in many of the areas deemed desirable at the level of advanced proficiency for business executives".

However, the most striking factor that affect code-selection in the training environment is that English is strongly perceived as the *Gesellschaft* code. Evidence revealed that in most of the training environments the code for negotiations, especially at higher levels of negotiations, is English. Responses obtained from members of TEs 3, 4, 5 and 6 support this :

"....my manager they always use english" (TE3/8/24/\*2)  
 "...malays will speak bahasa but the managers and the engineer they speak in english" (TE3/5/24/\*2)  
 "...high level people never use bahasa malaysia....unless you talk to these clerks and security guards" (TE4/4/11/\*2)  
 "...*bukan member* (not close friend)...*jawatan dia tinggi sikitlah dalam bahasa inggeris* (his post is higher speak in english)" (TE3/9/24/\*1)  
 "...*kalau* (if) informal communication *mungkin guna cantonese* (maybe use cantonese)...formal language english" (TE3/5/24/\*1)  
 "...with them in english the upper management staff" (TE3/10/24/\*2)  
 "...most of the staff they use english to communicate" (TE5/9/13/\*2)  
 "...engineers i have to talk in english" (TE3/7/24/\*1).

This is strongly supported by the description of the importance and status of English within the Malaysian multiverse given by Asmah (1990) earlier (see Chapter 3 Section 3.4.1). Another code, in this case either Malay, Mandarin or Tamil, is selected when members of the lower level workers are involved, like shopfloor workers or security guards in many of these training environments. These responses also showed that the neophytes are conscious of the need to select different codes in this ecology, conscious of the kinds of bonds and relationships created by the selection of a particular code. These admissions are confirmation of their perceptions presented earlier on the importance of effective participation in this code within what they perceived, as the "real world".

Evidence from neophytes of TEs 3, 4, 5 and 6 also indicated that the code of the various language games within the *Gesellschaft* community is English, for example :

"....although meeting all is malay have to speak in english" (TE3/2/24/\*2)  
 "....*sini buat kerja* proposal *semua* must be in english" (TE3/8/24/\*1)  
 "....*memang* everything in english *macam memo dia* everything in english" (TE4/1/11/\*2)  
 "....everyday especially when making phone calls to get appointment" (TE6/1/4/Q)  
 "....when i reported or communicate with superior or managers" (TE6/2/4/Q)  
 "....meetings discussions meetings with customers" (TE6/2/6/S)  
 "....*keperluan utama atau bahasa utama dalam organisasi*" (the main requirement or language in the organisation) (TE5/4/23/S)  
 "....yeah he talk to me in English although they are chinese....all chinese here the executive here is also chinese but they use english" (TE3/6/24/\*1).

English is definitely selected when non-Malaysian participants or member of the international ecology are involved in the negotiations with Malaysian members, for example,

"....english for the koreans and japanese" (TE3/9/24/\*2)  
 "....for malay when deal with the government....the rest of the corporate world mainly english mandarin" (TE6/1/1/\*2).

The neophytes' overt motivation for selecting a particular code can therefore be summarised in terms of the following :

- their perceived inefficient control of either the *Gesellschaft* code (English) or the *Gemeinschaft* code (Malay, Mandarin or Tamil)
- the perceived bonds either *Gesellschaft* or *Gemeinschaft* ones
- the strong perception of English as the *Gesellschaft* code
- the minimal experience in the *Gesellschaft* code (English).

The discussion so far has revealed some of the overt motivations for code-selection among the neophytes within the university as well as the training environment. Their conscious selection of different codes seemed to be affected by some of the issues discussed in Chapter 2, namely, the notions of bonds and relationships between members.

The section that follows presents the implicit evidence of the study. This is the researcher's own observation of these performances, especially in terms of their code-selection and code-control and their negotiations for membership to the new ecology.

## 5.2 Observations of Neophytes' Performances

In order to offer an explanation to the second question posed in this chapter, it is necessary to examine some of the observations of the neophytes' performances which form the implicit evidence of the investigation. These findings are analysed in terms of their overt and covert code-selection, that is, their explicit and implicit negotiations to move between ecologies or in more common terms, their codeswitching activities. Most of the evidence are taken from the interviews. Samples from the two sets of questionnaires are also presented to substantiate the spoken data.

Codeswitching and codemixing have been described in several ways (see Chapter 2). This study however, does not aim to provide a detailed analysis of these speech activities and therefore has limited the reference of the term codeswitching to the following contexts. A neophyte or an interviewer is considered to have selected another code or codeswitched when s/he responded in another code to the question or answer given when

there is a change in turns. Codeswitching is also observed when s/he selects another code during his/her turn but this would be restricted to intersentential change only. The insertion of a one word phrase (or codemixing) is not considered as codeswitching and these are ignored in the analysis. The research also distinguishes between negotiated and non-negotiated change where the former refers to cases when there is an explicit request by the participant to select another code.

### 5.2.1 Observation of Neophytes' Code-Control

In the evidence presented so far the neophytes' showed a very high confidence in selecting English in their interactions. Their overt notions of code-selection and code-control displayed that they are quite aware of the factors (such as bonds and relationships) that "govern" such selections. Data also have shown that they have quite and efficient control of Malay. This is shown both in the spoken and especially, in the written data. Confidence in using the national code is also revealed in the same manner as they showed their confidence in using English. For instance, maintaining the use of Malay even though they had opportunities to select English during the interviews. The same was also observed in the questionnaires. The responses below show their good control of Malay in terms of the accuracy and fluency, with no switches into English :

*"....wawasan dua puluh dua puluh sebenarnya di apa di salurkan oleh perdana menteri kita tujuan nya ialah untuk mewujudkan satu masyarakat yang mempunyai sifat sifat kesayangan...."* (TE1/1/12/\*1)

*"....latihan praktik selama enam bulan ini merupakan satu peluang keemasan untuk mendedahkan pelajar kepada suasana perniagaan...."* (TE2/1/12/\*1)

*"....saya dikehendaki menjalankan latihan ini selama dua puluh empat minggu atau pun sama dengan enam bulan lah...."* (TE3/6/24/\*1).

From these it may be suggested that they showed control in the use of "standard" Malay. Although the suggestion of a "standard" Malay is questionable, it is accepted within the Malaysian multiverse that people seem to know what it means and everyone agrees that there is a standard Malay. Asmah (1993 : 67) has written that "....the standardisation of Malay has been achieved to some degree". Another description of standard Malay is the

one offered by Yunus (1966) where he suggested that standard Malay is the variety that is usually used between speakers coming from the different parts of Western Malaysia and Singapore. It is also the pronunciation used in formal speeches, at public functions; at conferences and at gatherings when speakers of different parts of the country meet; and at schools, colleges and other institutions where teachers used Malay as their medium of instruction.

Responses presented earlier are obtained from non-native speakers of Malay, those belonging to the Chinese and Indian *Gemeinschaft* communities. There is good control of this code in terms of the accuracy and fluency. It may be suggested here that in these cases, these neophytes made the assumption that the speech event is a formal affair and this triggers the selection of standard Malay in their responses. Nevertheless, this does not mean that they did not select the other code later in the interview, i.e. codeswitching was observed in their interviews.

The above is evidence in favour of the National Language Policy, which designated Malay the role of a national and official language; and the medium of education in the education system and where the teaching of Malay in government schools is emphasised.

Nevertheless, there is minimal instances of the use of Malay in the data acquired. Even in the Malay interviews and questionnaires, English was frequently selected. Most of the responses in Malay had codeswitching into English. It is acknowledged that codeswitching is a common phenomenon with members of the different ethnic *Gemeinschaft* communities within the Malaysian multiverse. Evidence gained in this study lent support to this which has been presented in the previous sections.

As can be seen in all the responses cited in the previous sections (see Sections 5.1.1, 5.1.2 and 5.1.2.2), it is abundantly clear that their performance in the other code, that is English, does not match their confidence. From these examples, their code-control in English is discovered to be very inefficient compared with their production in Malay.

The following is further evidence of how the neophytes negotiate their poor code-control in their interviews. As an overview of the negotiations for change of code, there were more non-negotiated/implicit negotiations to change code from Malay to English observed in the interviews in Malay than in English. This highlighted their overt confidence in the use of this code, as previously suggested.

On a comparative note change of code was also observed in the responses to the two questionnaire sets. Code change was observed to be higher in the Malay questionnaires (i.e. code change from Malay to English) than in the English version. Evidence from the written data will be presented to support findings from the spoken data. The change of codes initiated by the interviewer will also be discussed as these initiations affected the neophytes' selection of codes.

In Section 5.2.2 most of these negotiations were observed at the beginning of the interview, at questions in Part B. This is where participants' assumptions of the interview can be observed with the negotiations of the codes to use. A few of these negotiated change of code are also observed a few minutes after the interview had started i.e. when questions in Part C were asked. Non-negotiated change of codes were also observed. In fact, there were more evidence of this than the negotiated ones. These observations are presented in Section 5.2.3 below.

### **5.2.2 Negotiated/Explicit Change of Codes**

According to Asmah (1982 : xiii) in speech

communication between Malaysians does not consist of a simple straightforward use of a standard language, be it Malay, English, Chinese, Tamil or any vernacular at all. A conversation between two people of the same linguistic or even dialectal background may be peppered with interferences and code-switchings;....Interference, code-switching and even pidginization are processes in interlocutions between Malaysians....



After a detailed study of Malay-English codeswitching Noor-Azlina (1979 : 16) concluded that "it is difficult to specify rules predicting language alteration among bilingual Malays".

Abdullah (1979) has noted that in conversations in Malay, English is often used to refer to concepts that are specifically western and the insertion of English elements in a Malay conversation demonstrated a certain degree of intimacy. This was the observation made in a study on codeswitching among Malay-English bilinguals.

In this study a lot of codeswitching was observed in all the neophytes' responses in the interviews as well as in the questionnaires. These are discussed in terms of negotiated and non-negotiated code change. Negotiated codeswitching is where neophytes explicitly asked the interviewer to change code, or, they negotiate explicitly the use of another code. And non-negotiated codeswitching is where this is done without any negotiations between the participants in the interviews. Both negotiated and non-negotiated codeswitching are observed in all the participants; the neophytes, the interviewers, the SPT lecturers and the training supervisors.

Negotiated codeswitching, especially for the interviews in English, suggest their perception and assumption about the "speech event". The interviews may have been perceived to have a *Gesellschaft* goal, and hence, performance in English is expected. Thus, their overt negotiations for a change in code of the interview is their "strategy" for overcoming their inefficient control of English.

In the interviews with members of all TEs a few of the neophytes made explicit negotiations to change the code of the interview. These were done in different ways. The tables below show how some of these negotiations are observed. With reference to the interview instructions given (see Chapter 4) the interviewers were briefed to alternate the code of interviews between Malay and English. Interview code 1 refers to interviews in Malay and interview code 2 refers to those in English. The interview code displayed in

the tables in this case refers to the code in which the interview was supposed to be conducted. The neophytes were also given the opportunities to "select" the code in the interviews, that is, they had the opportunities to switch codes.

#### 5.2.2.1 TE1

Some negotiations occurred in the interviews with members of TEs 1, and 2 (the pre-trainees). As shown in Table 5.11 below, 50% of the interviews (Int. 1, 2, 4, 7, 8 & 9) with members of TE1 were done in English (interview code 2) and 50% in Malay (Int. 3, 5 & 6) (interview code 1). There was no negotiation to change codes observed in the English interviews. Again confidence in the use of this code is shown here. The same was observed with 50% of the interviews in Malay.

In the following table, the column "neophyte" refers to the sex and membership of the ethnic *Gemeinschaft* of the participant, for example, "mc" refers to a male Chinese neophyte, "fc" refers to a female Chinese neophyte, "mm" refers to a male Malay, "fm" is female Malay. In other tables, "mi" refers to a male Indian and "fi" refers to a female Indian. These identifications are also used for the different interviewers, as can be seen below.

TE1				
Int. No.	Neophyte	Int. Code	Interviewer	Nature of Explicit Negotiation
1	mc	2	fm (ab)	none
2	mc	2	fm (ab)	none
3	mc	1	fm (ab)	none The neophyte talks in Malay before the interview started.
4	mc	2	fm (ab)	none
5	fc	1	fm (ab)	none
6	fc	1	fm (ab)	none
7	fc	2	fm (ab)	none
8	mc	2	mm (ar)	none
9	<b>mm</b>	<b>2</b>	<b>mm (ar)</b>	<b>none</b>
10	fc	1	fm (hd)	Before the interview the interviewer asks the neophyte which code she prefers.
11	fc	1	fm (hd)	Interviewer begins interview in English.
12	fc	1	fm (hd)	Interview cues the neophyte about the code of interview.

Table 5.11 TE1 Explicit Negotiations to Change Code

There was some form of negotiation in the other 50% of the interviews in Malay (Int. 10, 11 & 12). These however, were initiated by the interviewer, not the neophytes. There was one occasion (interview 1) when the interviewer (hd) enquired about the neophyte's code preference for the interview (Note : **Int** refers to interviewer and **Neo** to neophyte) :

**Int** : er ok (student's name) ok you have to wait for the first student **are you more comfortable in english or bm**  
**Neo** : er prefer in bm but i can try in english  
 - ok alright so er **now i'm going to ask this in bm** ok er *kenalkan diri anda*

The student replied that she preferred BM but will try to respond in English if required to do so. The interviewer then as shown in the exchange above explicitly stated that the code of the interview was Malay. This explicit reference to code in the interview is contrary to the guidelines stated in the briefing, where the interviewer was reminded not to direct the participant's attention to choice of code. Nevertheless this is quite an interesting observation with regard to the assumptions made by both the participants. The neophyte may have assumed that the speech event is a formal one and thus made an explicit selection of Malay. As a contrast, the interviewer may have had a different

assumption about the interaction and thus, put forward the question of preference of code to the neophyte.

On the evidence of the neophyte's preference, there seems to be clear support for the national language policy and the education system where the objectives of fostering the use of this code among all members of the Malaysian multiverse are increasingly attainable. This may suggest that members of the different *Gemeinschaft* in Malaysia are confident in the use of the national code. However, as stated earlier, it has been acknowledged at the level of government policies that competence in this code is not sufficient for the achievement of the goals of VISION2020.

The same interviewer cued the interviewee about the code in two other interviews. In Int. 11 the interviewer began the interview in English but changed the code later by saying that she has to translate the questions into Malay as shown below:

**Int** : ok er i have to translate this into bm ok *ceritakan sedikit tentang diri anda*

**Neo** : *saya berasal dari seremban ok erm dan sekarang berumur lebih erm dua puluh dua tahun ok then er saya ahli keluarga saya terdiri daripada enam orang ok ibu bapa seorang kakak dan dua orang abang saya adalah anak bongsu*

In Int. 12 the same interviewer commented that she feels "funny" for having to translate the questions into Malay for the interview. This was said at the beginning of the interview that was supposed to be conducted in BM, as shown below :

**Int** : (LAUGHS) i feel funny er *silakan kenalkan diri anda*

**Neo** : er nama saya (student's name) er saya adalah pelajar dari tiga spt

**Int** : *sedikit tentang diri anda*

**Neo** : *diri aah that means about keluarga aah*

**Int** : anything about yourself

**Neo** : er saya datang dari seremban sekolah saya ialah former school saya ialah sekolah teknik tengku jaafar ampangan er dan dalam keluarga saya ada ibu bapa dan lima orang adik beradik saya adalah anak yang kedua er dan kakak saya sekarang sedang belajar di maktab perguruan ....

In both these extracts there is evidence of the use of standard Malay by these neophytes. It is also observed here that the interviewer changed code but the neophyte did not equally change, suggesting confidence in the use of Malay. Also it could be suggested here that the neophytes may have perceived that the *Gemeinschaft* rules of the interaction is more appropriate in the interview.

Another interesting observation is found in interview 9 where both participants are from the same ethnic *Gemeinschaft*. There was no codeswitching either negotiated or non-negotiated observed in this interview which was conducted in English. It may be suggested here that membership of the same *Gemeinschaft* (both are from the Malay *Gemeinschaft*) should have triggered the selection of Malay. However this was not observed. One reason is perhaps the interviewer was once Head of the Language Department and this may have triggered the neophyte to assume that he is expected to perform in English and not in Malay, despite the membership of the same ethnic *Gemeinschaft*.

#### 5.2.2.2 TE2

Five interviews with TE2 were conducted in English (Int. 2, 3, 8 10 & 11) and in these five only one (Int. 11) had a form of negotiation. In this case (see Table 5.12) the code change is again initiated by the interviewer when she suggested to the neophyte to change code (from English to Malay in an interview conducted in English) when he showed difficulty in expressing himself. Although he used "*wawasan dua puluh dua puluh*" in several places, he nevertheless, made an effort to maintain his use of English by explaining what he meant in this code. The following shows how this was observed :

**Neo** : industrialisation country and then it and in *wawasan dua puluh dua puluh* twenty twenty aah i supported through the concept of what should i call

**Int** : say in bm

**Neo** : *persamaan taraf* what i mean here there is no differences between chinese malays or indians then

The same change of code also occurred at two other instances in the same interview. It is worthwhile to highlight here that these are the only instances where the neophyte selected Malay. It could be suggested here that the neophyte perceived the importance in functioning in English and made an effort to maintain its use throughout the interview. Overt confidence is again shown here.

TE2				
Int. No.	Neophyte	Int. Code	Interviewer	Nature of Explicit Negotiation
1	mi	1	fm (ab)	Neophyte asks about code of interview.
2	mc	2	fm (ab)	none
3	fi	2	fm (ab)	none
4	mc	1	fm (ab)	none
5	fm	1	fm (ab)	Neophyte asks about code of interview.
6	fm	1	fm (ab)	none
7	mc	1	mc (kh)	none
8	mc	2	mc (kh)	none
9	mm	1	mc (kh)	none
10	fm	2	mc (kh)	none
11	mm	2	fm (hd)	Interviewer suggests neophyte to change code.
12	mm	1	fm (hd)	Interviewer starts the interview in English but changes code when asking the interview questions.

Table 5.12 TE2 Explicit Negotiations to Change Code

In the other seven interviews in Malay, there were three occasions (Int. 1, 5 & 12) when change of code was negotiated. For example, two neophytes asked about the code of interview. In Int. 1 the interviewer responded by explaining that the neophyte is free to speak either in English or Malay. In the other interview (Int. 5) it appeared that the neophyte had made an assumption that the interview was to be in English, an assumption that the nature of the speech event selects English as the code, although both participants are again, from the Malay *Gemeinschaft*. Here the neophyte asked about the code and expressed (in English) that "i'm not good in english". The interviewer (who began the interview in Malay) did not respond to this but continued with the interview in the same code as she started with, i.e. English.

Change of code was again initiated by the interviewer (hd) in one other interview in Malay (Int. 12, as shown above). In this case the interviewer began the session in English when she referred to the structure of the interview questions but asked the questions in Malay :

**Int** : ok so erm the first part is on general question ok *tolong ceritakan sedikit tentang diri anda*

**Neo** : *nama saya (student's name) saya berasal dari batu pahat johor sekarang belajar di tahun empat spt utm*

This recurring tendency to begin the interview in English seems to suggest that the nature of the speech event pre-selects the code of interview. Perhaps, it can be argued here that this may be the result of the code in which the interview scripts was designed, which is in English. However, on the evidence of the assumptions that the neophytes seemed to have operated in the interviews may suggest that this has no significant effect on the pre-conceived ideas about the code to be used in the interviews.

### 5.2.2.3 TE3

In the twenty four interviews with members of TE 3, 50% were done in English and 50% in Malay. These were conducted by the same interviewer. Seven instances of code negotiations were observed in these interviews (see Table 5.13 below).

Two negotiations were observed in the English interviews, where one was negotiated and the other non-negotiated. In both interviews the members are from the Malay *Gemeinschaft*. In the explicit negotiation (Int. 19), the neophyte responded to the questions in English but requested to respond in Malay to the question on VISION2020. In this case, standard Malay was observed, this time by a native speaker of the code :

**Int** : now i'm sure you are aware of what we call vision twenty twenty can you tell me a little bit about what you know about it

**Neo** : vision twenty twenty ehem what i know about vision twenty twenty my opinion **can i speak in malay** so that vision twenty twenty *tu pada saya adalah satu visi yang baik bagi yang dibuat oleh perdana menteri kitakan jadi kalau kita kaji dengan lebih mendalam visi tu sendiri*

*dia lebih mencerminkan ada identiti islam dalam visi itu dimana dia nak melahirkan satu amalan kerja yang cemerlangan ....*

The rest of the interview was then completed in Malay.

In the other interview (Int. 1), the neophyte initiated an explicit negotiation by suggesting to the interviewer to have the interview in Malay. However, his negotiation was not successful when the interviewer started the session in English. The neophyte responded in the same code but changed it when responding to the question on VISION2020 without any further explicit negotiation as displayed in the exchange below :

**Neo** : interview *ni* in english *ke* bm? ]  
**Int** : i leave that up to you ]> beginning of interview  
**Neo** : in bm *lah* ]  
(the interviewer continues in English and after a few more exchanges)  
**Int** : now i just want to ask you you have heard of vision twenty twenty right can you tell me a little bit about what you know  
**Neo** : *dari persediaan awal tu kita kena dapatkan sedikit ilmu tentang seperti saya untuk dapatkan tentang pengurusan management lah ke tahap yang lebih tinggi kemudian kita apply balik apa yang kita belajarkan*

As shown in the table below some form of code negotiations from Malay to English was observed in 42% of the interviews in Malay. Here there may be an indication that the neophyte is reluctant to "play the game" using the *Gesellschaft* rules, and thus indicated that he is more comfortable with the *Gemeinschaft* rules and assumptions by changing the code from English to Malay.

Two changes of code were initiated by the interviewer and two were implicitly done by the neophytes. In one of these interviews (Int. 4), there was a short conversation between the interviewer and the neophyte before the interview began. The code used was English. Although the interviewer then changed the code (from English to Malay) to ask the questions, the neophyte did not inquire about the code of interview. He proceeded to respond in a mixture of English and Malay. Nevertheless, he highlighted this point when he was asked the question on language use. This showed a perception of the need to select the "right" code, a perception perhaps of the kind of bonds that would be



established by selecting a particular code. This did not occur in the other interviews.

TE3				
Int. No.	Neophyte	Int. Code	Interviewer	Nature of Explicit Negotiation
1	mm	2	fm (ab)	Neophyte inquires about the code of interview : "interview ni in English ke BM?"
2	fc	1	fm (ab)	Neophyte responds in BM but changed code after about 5 minutes
3	mm	2	fm (ab)	none
4	mc	1	fm (ab)	Conversation before the interview was in English but the interviewer starts the interview in BM
5	mm	2	fm (ab)	none
6	mm	1	fm (ab)	none
7	mm	2	fm (ab)	none
8	mm	1	fm (ab)	No negotiation but begins by addressing the interviewer with MISS
9	mm	2	fm (ab)	none
10	mm	1	fm (ab)	Interviewer starts a conversation in English but begins the interview in BM
11	mc	1	fm (ab)	Interviewer asks questions in BM. Neophyte responds in English
12	fc	2	fm (ab)	none
13	fc	1	fm (ab)	none
14	mm	2	fm (ab)	none
15	mm	1	fm (ab)	none
16	mm	2	fm (ab)	none
17	mc	2	fm (ab)	none
18	fi	1	fm (ab)	none
19	fm	2	fm (ab)	Neophyte requests to respond in Malay to the question on VISION 2020.
20	fm	1	fm (ab)	none
21	fm	2	fm (ab)	none
22	mc	1	fm (ab)	none
23	fm	2	fm (ab)	none
24	mm	1	fm (ab)	none

Table 5.13 TE3 Explicit Negotiations to Change Code

In the other two Malay interviews, the code change was not negotiated. In Int. 2 the neophyte initially responded to the questions in Malay but changed it approximately five minutes after the session began. This is shown in the exchanges below :

**Neo** : alasan yang diberi adalah mereka sibuk itu saya boleh terima tapi lepas tu saya rasa tak puas hati yang mana sibuk sibuk pun boleh luangkan masa untuk fikirkan masalah saya tapi tak jugalah dia orang buat so tak nak pun gaduh dengan dia orang so kita carilah apa yang boleh belajar carilah apa yang boleh dibuat

**Int** : apa yang dapat yap buat sekarang ni

**Neo** : sekarang ni kalau dari segi management dapat saya melihat banyak masalah sistem masalah orang human resource tapi yang mengecewakan saya adalah once you know the problem but you don't have the right and you don't have the power to rectify that that is the most upsetting one er i appreciate it because at least i can see lots of problems in a big company but the upsetting point is i cannot do anything about it

**Int \*** : they didn't ask you to help them out

**Neo** : er at least they quite willing to let people know the problem but quite reluctant to let people interfere with the business so once you know this feeling you better don't touch it once you touch it many many problems will occur

**Int** : who are the people

**Neo** : i think my manager is my immediate supervisor he is defensive about the problems quite defensive about what this is my space and you better don't (...?... ) it i did a lot of surveys with colleagues and the impression they give me is once they try to do something like our information system they try to give some suggestions to include that information system so that ....

It is also observed here that the interviewer changed her code too (as indicated by the asterisk \* above) in response to the neophyte. Malay was not selected again and the interview was completed in English. Here, there seems to be a suggestion that the neophyte is confident in using both codes, but later on, showed that there is preference of English and playing the game with *Gesellschaft* rules rather than *Gemeinschaft* ones.

The neophyte in Int. 11 responded in English to all the interview questions asked in Malay and made no attempt to respond in this code. The interviewer however did not respond in the same code for the first 8 questions but changed code later as displayed below :

**Int** : dah berapa lama kat sini

**Neo** : erm four months i already been here four months and two more months

**Int** : apa apa misal datang dari mana

**Neo** : i am er four years of spt and local here in seremban i have er of course one mother and one father is my parents i mean one brother and one sister so totally is er five member in my family erm ok my hobby so i like reading swimmings and sometimes travelling

**Int** : dah pergi mana

**Neo** : oh penangs melakas singapore basically is a local in malaysia i haven't went to foreign so anything else

I (a few exchanges later)

**Neo** :....because there are a lot one day maybe come there are a thousand so the purpose of the record attention is to going to have a prace to set all the data from the line

|

I(after 8 question/answer exchanges the interviewer changes code)

**Int** : **what do you do**

**Neo** : actually i'm a studying the system see how the process they use is going very smoothly erm how the process is streamlined if not i'm going to tackle the problems and....

This particular neophyte showed his confidence in using this code by consistently responding in English to all the questions. However, it is clear from the responses cited above that his control of the code is inefficient.

One Malay interview (Int. 8) did not have any negotiations either negotiated or non-negotiated, but the neophyte addressed the interviewer with "Miss" instead of the Malay form of address and title of "CIK". Here it is observed that the neophyte had initiated a *Gesellschaft* bond although both parties are from the same ethnic *Gemeinschaft* .

#### 5.2.2.4 TE4

The table below shows a summary of the code negotiations observed in the interviews with members of TE4. All the interviews were conducted by the same interviewer (ab), six in code 2 and five in code 1. All the participants in these interviews (with the exception of Int. 7 and 11) are from the Malay *Gemeinschaft*.

TE4				
Int. No.	Neophyte	Int. Code	Interviewer	Nature of Explicit Negotiation
1	mm	2	fm (ab)	none
2	fm	2	fm (ab)	none
3	mm	2	fm (ab)	Neophyte requests to change code.
4	mm	1	fm (ab)	none
5	fm	1	fm (ab)	none
6	mm	1	fm (ab)	none
7	fi	1	fm (ab)	none
8	mm	1	fm (ab)	none
9	mm	2	fm (ab)	none
10	mm	2	fm (ab)	none
11	mc	2	fm (ab)	Neophyte inquires about code of interview before the interview began.

Table 5.14 TE4 Explicit Negotiations to Change Code

Out of the six code 2 interviews there was one explicit negotiation (Int. 3) to change code as shown in the exchange below :

**Int** : can you tell me why did you select that company for your practical training

**Neo** : i apply the company because the company near from my house aah

**Int** : ahah just that because it's near

**Neo** : yes

**Int** : no other reason (laughs)

**Neo** : (laughs) **can i speak in bahasa malaysia**

**Int** : up to you

**Neo** : *hmm dekat dengan rumah lagi pun senanglah kira duduk dekat rumah jimat belanja lah lagi pun mintak tempat lain tak dapat contohnya kat shah alam dua tempat tapi sampai masa nak pergi tak dapat jawapan*

**Int** : *oh jadi dapat ni ajelah yang balas*

**Neo** : *dapat dua dua dapat tapi kawasan tu jugaklah*

The interviewer also changed code and the interview was then completed in Malay. However, it is worthwhile highlighting here that the same neophyte, who was interviewed during his attachment (refer to Table 5.13, Int. 3), did not negotiate a change of code in that particular interview that was conducted in Malay. His negotiation to change code in the interview in English suggests that he is not competent in this code and perhaps wants to create different bonds between the interviewer and him, a more *Gemeinschaft*-based bonds.

The other neophyte in Int. 11 inquired, in Malay, about the code of interview before it began. The interviewer whom he has met previously during training responded in the same code that the neophyte is free to speak either in BM or English. However, the interviewer changed code for the interview proper :

**Int** : *kenapa tanya soalan tu* why did you ask me that question

**Neo** : no just asking

**Int** : ok *terpulang lah pada* you

**Neo** : *terpulang* ok

**Int** : now i'm going to ask you how did you apply to texas why did you apply to that place

**Neo** : why and how

It is interesting to note here that the same neophyte did not inquire about the code in his other interview which was done in Malay during his attachment (refer to Table 5.13 Int. 22). Nevertheless, that interview had about 58% codemixing of English words. His interview in English did not have as many Malay items except for the use of "lah" with four of his English words for example, "executives *lah*", "interest *lah*", "part *lah*" and "say *lah*". Here it seems that this neophyte is confident in the use of both codes.

#### 5.2.2.5 TE5

13 interviews (9 English and 4 Malay) were done with members of TE5 and all five interviewers participated (see Table 5.15 below). Similar forms of negotiations observed in the interviews with the other TEs discussed earlier occurred here too. However, these were observed only with two interviewers : (ab) and (hd). No change of code (either negotiated or non-negotiated) was observed in interviews done by (kh) or (ar). This was also the case in their other interviews : four interviews by (kh) with TE2 and two interviews by (ar) with TE1 earlier (see Tables 5.11 and 5.12 above).

TE5				
Int. No.	Neophyte	Int. Code	Interviewer	Nature of Explicit Negotiation
1	mc	2	mc (kh)	none
2	mm	2	fm (hd)	Neophyte requests to change code in the middle of the interview to express something but did not continue
3	mm	2	fm (hd)	Neophyte does not request but cues the interviewer to supply the English word
4	mc	2	fm (hd)	none
5	mc	2	fm (hd)	none
6	fc	2	mc (kh)	none
7	mc	2	mm (fr)	none
8	fc	2	mm (ar)	none
9	mc	2	fm (ab)	none
10	fc	1	fm (ab)	none
11	mm	1	fm (hd)	Interviewer signals the change of code
12	mc	1	fm (hd)	Interviewer comments about code of interview
13	mm	1	fm (ab)	none

Table 5.15 TE5 Explicit Negotiations to Change Code

In Int. 11 the interviewer signalled at the beginning of the interview the change in code as shown in the following exchange :

**Int :** *i will sound funny ok boleh kenal kan diri anda*  
**Neo :** *ok nama saya (student's name) er berumur dua puluh tiga tahun er kursus sarjana muda pengurusan teknologi.*

The same observation was also recorded in the previous interview by the same interviewer (see Sections 5.2.2.2 and 5.2.2.3 above).

In the other Malay interview (Int. 12) this same interviewer (hd) stated explicitly that the code is Malay and emphasised this by stating the following :

**Neo :** *ok saya juga nak cakap bahasa malaysia juga*  
**Int :** *yes*  
**Neo :** *yes ok*  
**Int :** *yes er i will sound funny but i will speak bahasa malaysia as well ok ceritakan sedikit sebanyak tentang diri anda*  
**Neo :** *diri saya nama saya (student's name) dua puluh empat tahun dan.*

It would appear here that the interviewer initiated the negotiation, and the neophyte accepted the negotiation to select Malay as the code for the interview, thus establishing a *Gemeinschaft* bond.

In two of the nine English interviews code negotiations were also observed. In Int. 2, the neophyte, in one instance, requested explicitly if he could change code :

**Neo** : yeah aah the part where i already prepared is the spirit in my self what i mean is i can do what what the other person can do you see as er ok when you go to the company my opinion is we have to loyal to that company so if we for me er **can i speak in malay** ok er *apa yang kita dapat tu mestilah halal* ok if they pay me about one thousand five hundred we have to spend our our time at the company is equal to that salary that they paid er

**Int** : alright in terms of your commitment

**Neo** : *menjadi darah daging* yes i have commitment in the commitment

**Int** : that's right that's right your commitment....

He then changed code again (without any explicit negotiation) to express something. However, he did not continue in this code and switched back to the code of the interview which was English. He expressed that this is what he thought was expected of him since he was interviewed by a lecturer who teaches English, although both are members of the Malay *Gemeinschaft*. He seemed to perceive that performance in this code is required in this situation and therefore, makes an effort to maintain his use of this code. It could also be suggested here that perhaps by selecting and maintaining the use of English, none of the *Gemeinschaft* expectations of "playing the game" would be relevant.

In Int. 13 the neophyte negotiated with the interviewer to "supply" him with the English words. He did this by whispering the word in Malay for the interviewer to supply the English equivalent as shown below :

**Neo** : in my opinion erm this is the goal that we should achieve because in the future er we have to face er we have to face many er [*cabaran*]  
(neophyte whispers the word)

**Int** : [challenges] (interviewer whispers the word)

**Neo** : yes we have to face many challenges

(several exchanges later)

**Int** : ok er ok now it's been one year right since you had your practical training so what do you feel now about your training  
**Neo** : i think the faculty should erm [*teruskan*]  
**Int** : [continue]  
**Neo** : to continue this programme

The above examples show that these neophytes have a very strong perception of their need to perform in English and therefore, showed a lot of effort in maintaining the use of this code throughout the interviews. The last interview shown here is a clear indication of this although he was aware of his inefficient control of this code.

#### 5.2.2.6 TE6

The graduate interviewed responded in English throughout the interview. His interview was conducted at the university. There was no negotiated or non-negotiated change of code by either participant observed. This new member of the ecology also demonstrated a lot of confidence in functioning in English. There was still however, an inefficient control of this code similar to those displayed by members of the other TEs.

From the examples cited it could be suggested that negotiating change in code suggests their insecure membership of a particular ecology, one that is assumed with the selection of English. Explicit negotiations to change code are motivated mainly by their inefficient control of the *Gesellschaft* code. As a comparison one motive for explicit change of code is the perception of the code for the speech event is not Malay but English, that is the speech event is considered to have a *Gesellschaft* goal/interest. The other reason is because of the perceived *Gesellschaft* bond between the neophyte and the interviewer created by the speech event. This is seen in an interview where both participants in the interview are from the same ethnic *Gemeinschaft* community and shared the same code, values and cultural backgrounds (see interviews in **bold** in Tables 5.11 to 5.15 above).

Membership of the same Malay *Gemeinschaft* may pre-select for example, Malay for these neophytes and interviewers. Evidence however showed that this is not the case.



The speech event is regarded as an example of a *Gesellschaft* community and hence, a different bond is created between the participants. With this assumption, the choice of code was perceived to be English, not Malay. The next important motivation for explicit negotiation of code change is that the interviewer is perceived to be a member of a *Gesellschaft* (although s/he may come from the same *Gemeinschaft* as the neophyte) and the neophyte negotiates to become a member of this ecology and therefore, makes an effort to maintain the use of English especially in the interviews in this code, and also those that are in Malay. Their performance however, reveal their inefficient control of this code.

### **5.2.3 Non-negotiated/Implicit Change of Codes**

Their confidence in selecting English is again shown in their responses to different questions in the spoken as well as in the written data. At the same time this also highlighted their poor performance in this code. The following charts show the percentages of codeswitching among the participants (the neophytes and the interviewers) in the spoken and written data (the neophytes only).

#### **5.2.3.1 Non-negotiated change of code in the Malay interviews**

Figure 5.16 below shows the interviews in Malay with members of TEs 1 and 2. As shown, a very small number of the neophytes changed the codes into English. However, 23% changed code when responding to the question on their practical training and the same again for the question on their language use.

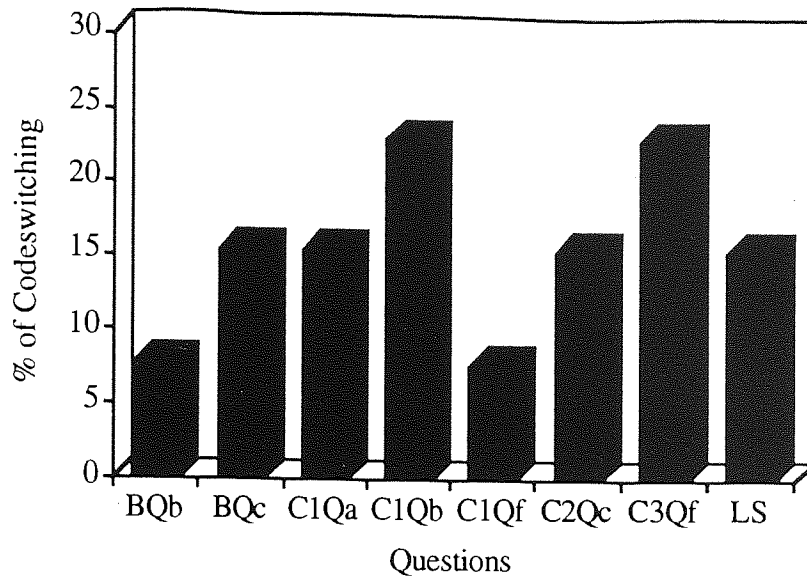


Figure 5.16 TEs 1 and 2 Non-negotiated Change of Code in the Malay Interviews

As a contrast there was more code changing among members of TE3 as shown in Figure 5.17 below. 33% codeswitched at BQb and 24% at BQc, both questions on VISION2020, suggesting the perceived *Gesellschaft* nature of this plan, and therefore, neophytes selected English, compared to only 8% (for BQb) and 16% (BQc) in interviews with members of TEs 1 and 2 above. A high percentage (42%) of codeswitching was also observed at the question on practical training (C1Qb). About 25% of TE3 codeswitched at the last question (LS) compared to only 15% by TEs 1 and 2 above.

In general it can be seen that more codeswitching into English was observed by members of TE3 compared with those of TEs 1 and 2. The fact that the interviews with TE3 were done at their respective training attachments may have influenced the frequent selection of this code. In other words these neophytes perceived that by selecting the code of the new ecology they may be seen to initiate negotiation for membership to this ecology.

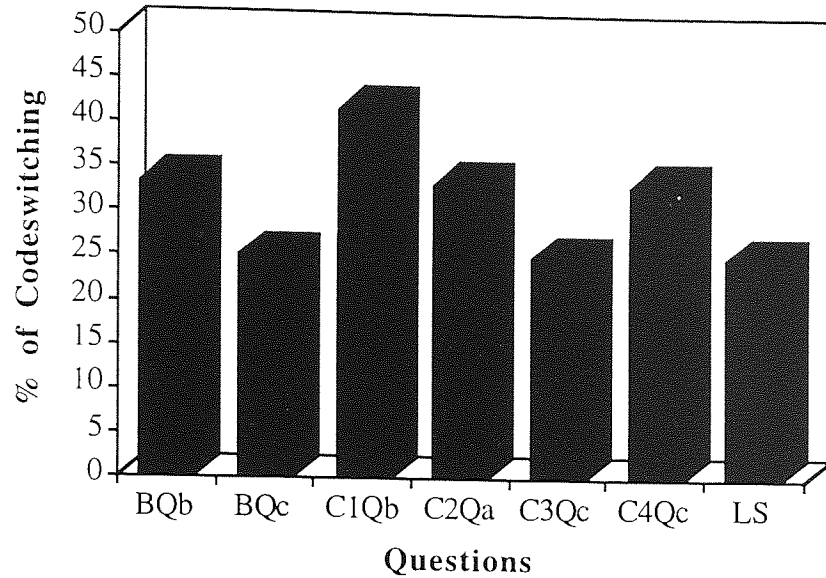


Figure 5.17 TE3 Non-negotiated Change of Code in the Malay Interviews

A slightly different pattern is observed with members of TE4. As shown in Figure 5.18 below, there was no codeswitching for questions C2Qd (on difficulties the neophytes had in doing the tasks) and the last question. However, 40% codeswitched in each question : C1Qe, C3Qe and C4Qe, questions on what they have achieved from their practical training, their language use and their supervisor.

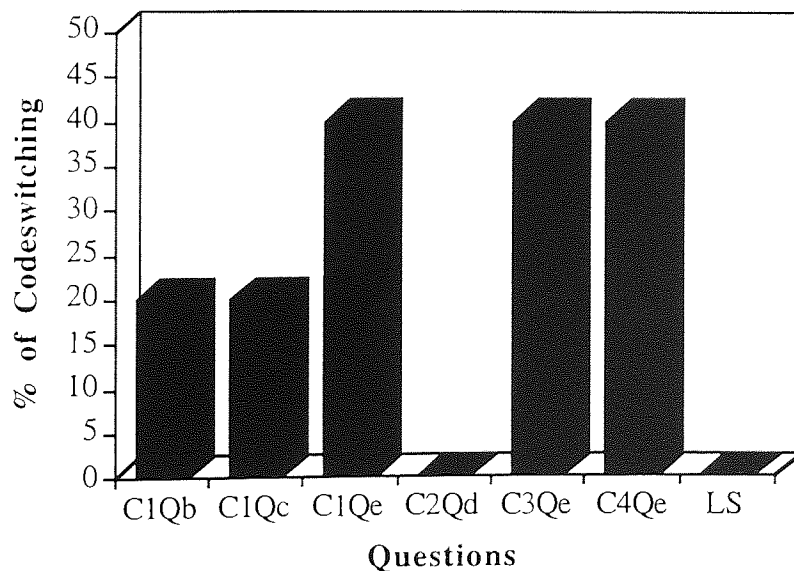


Figure 5.18 TE4 Non-negotiated Change of Code in the Malay Interviews

For members of TE5, there was a very high percentage (75%) of codeswitching for question C2Qc (on the neophytes' reactions to the tasks done while on training) but no codeswitching observed for question BQb, the first question on VISION2020, question C1Qd (on their likes and dislikes of their training attachment) and the last question. However, 50% of them selected another code when answering the second question on VISION2020 (BQc), as shown in the figure below :

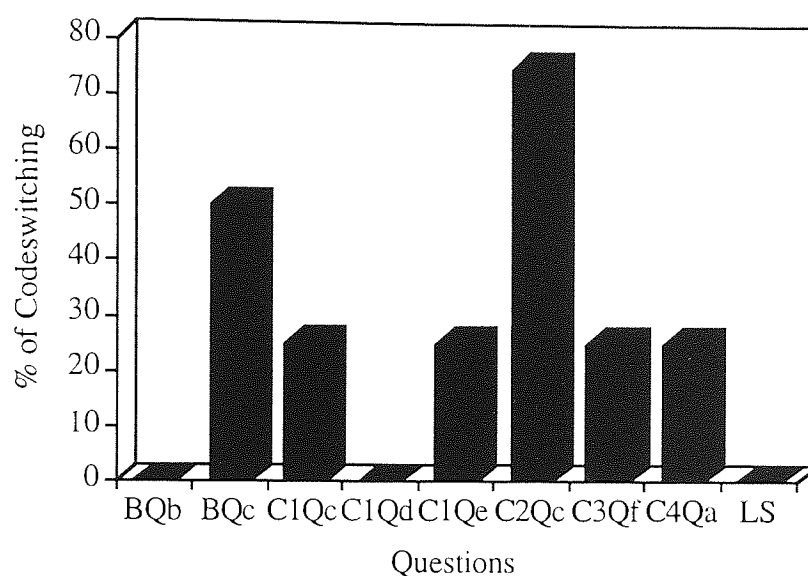


Figure 5.19 TE5 Non-negotiated Change of Code in the Malay Interviews

As a comparison, it is clear that there are much higher percentages of codeswitching by members of TE5 than there are by TE4. The single interview with TE6 was done completely in English. No codeswitching (either negotiated or non-negotiated) was observed. This seems to show that the degree of confidence in selecting English increases as neophytes move from one training environment to another. Nevertheless, as shown above there is no parallel improvement in their control of this code. Members of all TEs have shown their confidence in functioning in English but at the same time, their responses also reveal their inefficient control of this code.

### 5.2.3.2 Non-negotiated change of code in the English interviews

Evidence in this section further highlights their confidence in selecting English in the interviews. As a contrast to the above, there were fewer codeswitching (from English to Malay) observed in interviews in English as shown in Figure 5.20 below. For example, the interviews with TE3 showed a higher percentage of no codeswitching into Malay, compared to the percentages for codeswitching into English in the interviews in Malay shown in Figure 5.17 earlier.

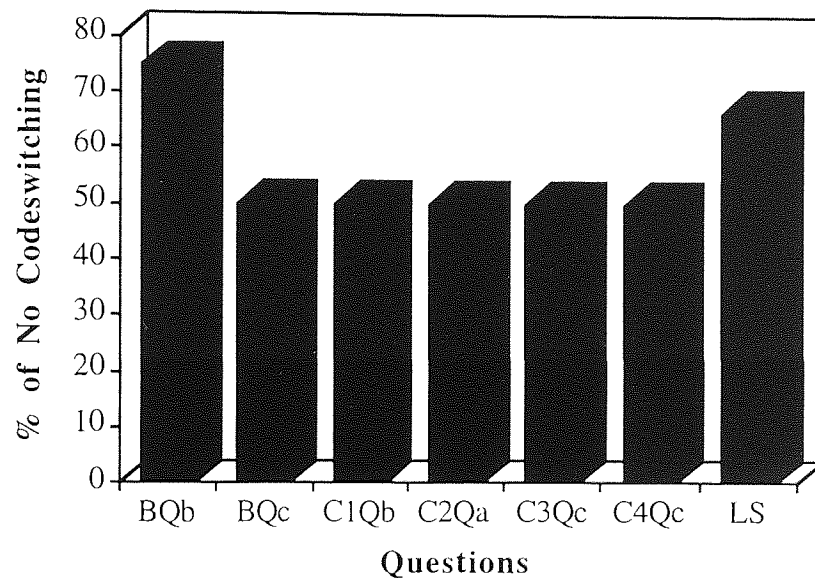


Figure 5.20 Percentage of No Codeswitching in TE3 English Interviews

This again showed their confidence in selecting and maintaining the use of this code in these interviews.

A very similar pattern to the interviews with TE3 above is also observed with the interviews in English with members of TE4 below. There was absolutely no change of code into Malay at two questions (C2Qb and LS) and less than 50% selected Malay for questions C1Qe, C3Qb and C4Qe.

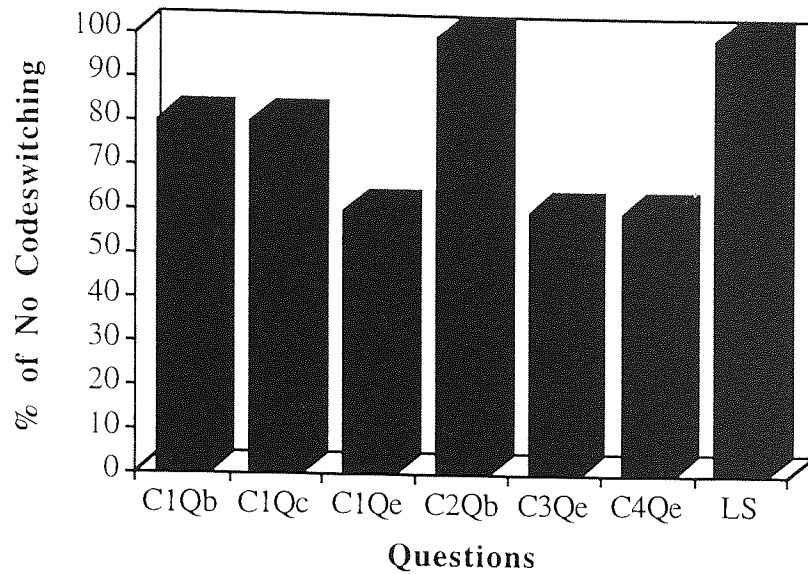


Figure 5.21 Percentage of No Codeswitching in TE4 English Interviews

A more interesting observation is made in interviews by neophytes in TEs 1, 2 and 5. There was no non-negotiated codeswitching observed in their English interviews, compared with the interviews in Malay (see Figures 5.16 and 5.19). These again reveal their confidence in selecting English and their strong perception of the importance to function in this code.

As a contrast to the above, the following two charts show the codeswitching initiated by the interviewers in the interviews in English. The first are interviews conducted with members of TE3 and the second with members of TE4, by the same interviewer (ab) :

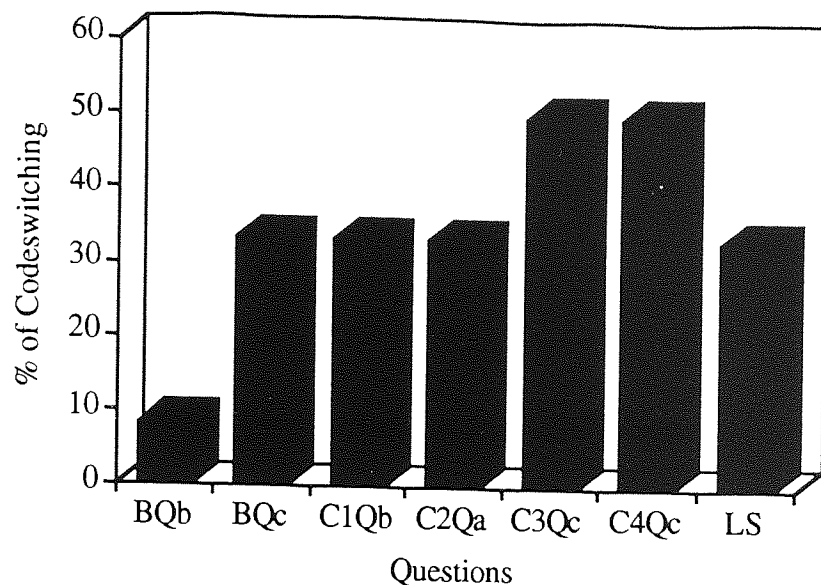


Figure 5.22 Codeswitching Initiated by Interviewer with TE3 in the English Interviews

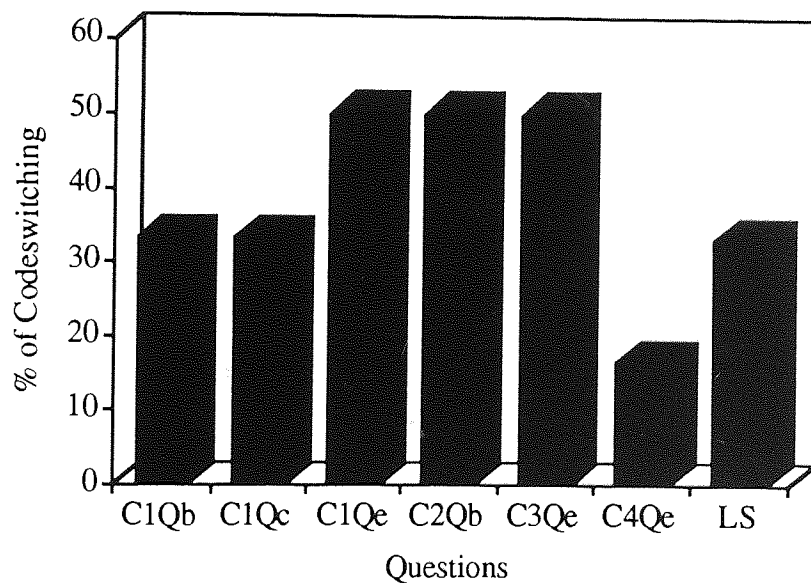


Figure 5.23 Codeswitching Initiated by Interviewer with TE4 in the English Interviews

Meedin (1993) showed that bilingual and/or English-educated Malay subjects in her study of language use and attitudes among Malaysian Malays revealed that language proficiency with subjects between the ages of 20 to 35 years report a bilingual ability in English and Malay. This may be the case with these interviews. It may also be suggested here however, that the interviewer is herself uncertain of the community or the bond to

establish during the interviews, whether the *Gemeinschaft* or the *Gesellschaft* values are to be adopted in this speech event. Uncertainty is signalled by the interviewer's change in codes in the interviews.

### 5.2.3.3 Non-negotiated change of code in the Malay questionnaires

As a contrast to the codeswitching in interviews, the following charts reveal codeswitching in the Malay questionnaires. There were lower percentages of codeswitching in the Malay questionnaires from members of TE1 (Figure 5.24) and TE2 (Figure 5.25) compared with those from TEs 5 (Figure 5.26) and 6 (Figure 5.27) below. However, high percentages of codeswitching are observed for the last question in all questionnaires in Malay by all respondents. This is where a majority of them selected English to express their general comments, as shown in the charts below:

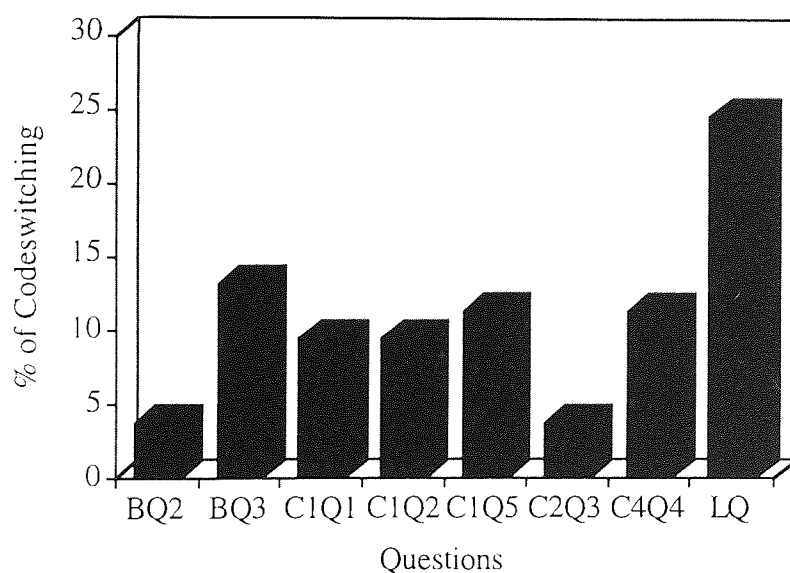


Figure 5.24 Questionnaire (Malay) Responses by TE1



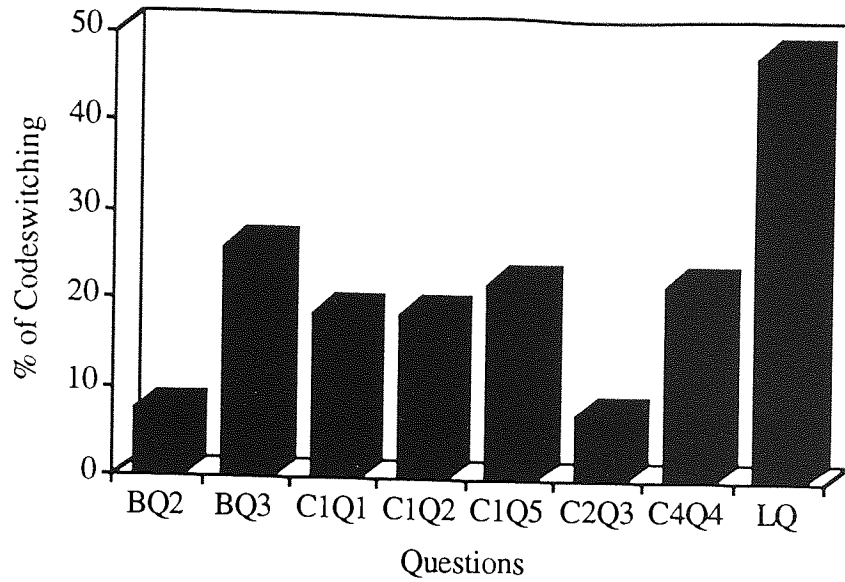


Figure 5.25 Questionnaire (Malay) Responses by TE2

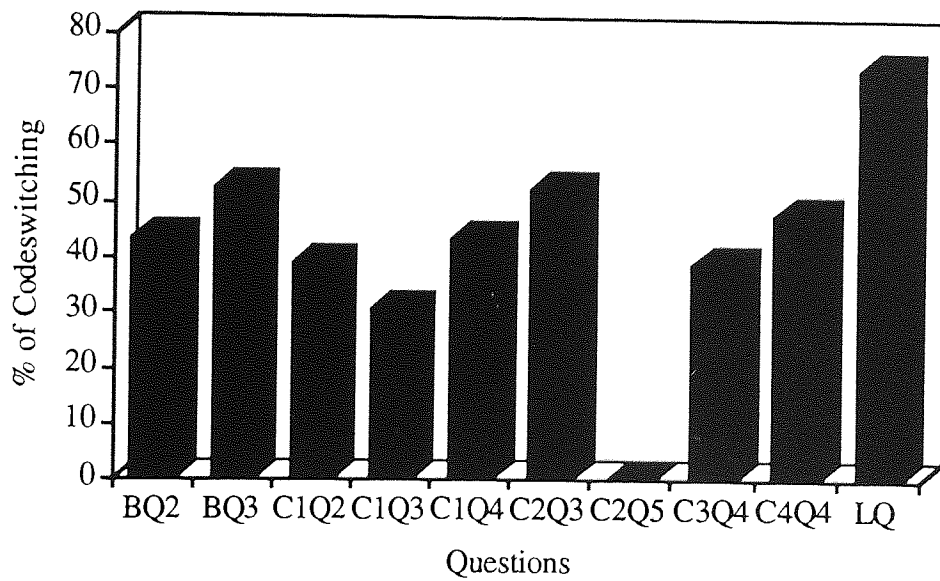


Figure 5.26 Questionnaire (Malay) Responses by TE5

There were higher percentages of codeswitching in the Malay questionnaires by members of TE6 as shown below. All of them however, selected English for the last question.

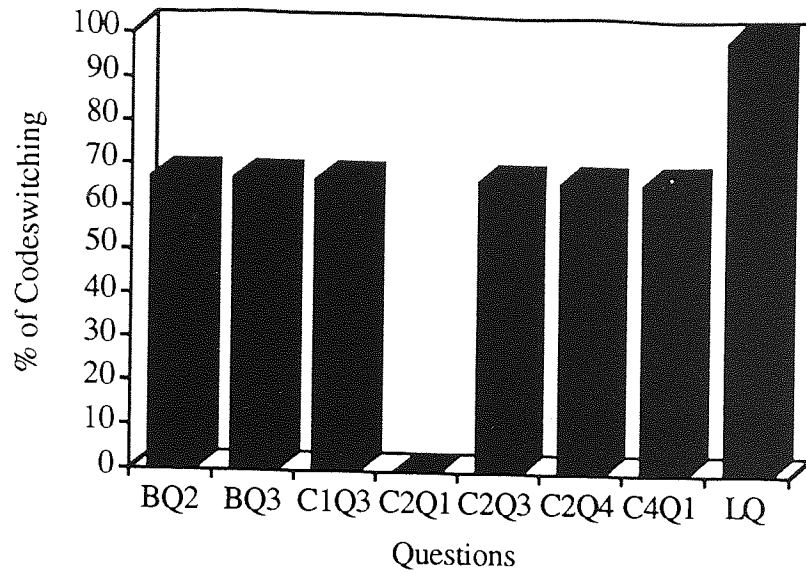


Figure 5.27 Questionnaire (Malay) Responses by TE6

#### 5.2.3.4 Non-negotiated change of code in the English questionnaires

As a contrast there was however, negligible codeswitching in the English questionnaires with members of TE1. There was some codeswitching observed in the questionnaires by members of TE5 as shown in Table 5.28 below. However, these percentages are much lower than those observed in the Malay questionnaires above (see Figure 5.26). There was no codeswitching observed in the English questionnaires by members of TE6.

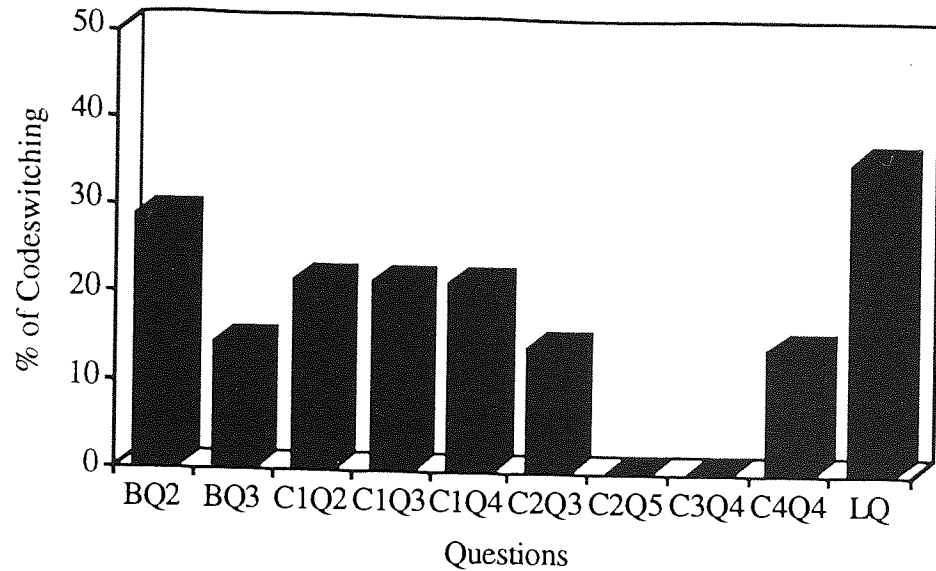


Figure 5.28 Questionnaire (English) Responses by TE5

The following is further evidence of their confidence not matched by their performance in English. This is discussed in terms of the various features listed in Section 5.0 above.

#### 5.2.4 The Use of "lah"

Evidence of "non-standard" utterance in English can be observed in the number of "lah" found in the neophytes' as well as the interviewers' responses in both \*1 and \*2 (Table 5.29) shown below. Note that total "lah" refers to all the occurrences of this particle with both Malay and English words. And English + "lah" refers to those that occur with English words only.

* 1				* 2			
Neophyte	total "lah"	English + "lah" (Neo)	English + "lah" (Int)	Neophyte	total "lah"	English + "lah" (Neo)	English + "lah" (Int)
abaj1	71	0	2	abaa2	88	3	0
abak1	136	15	1	abah2	70	70	1
aball	72	7	1	abaj2	19	17	2
abam1	104	6	2	abak2	71	0	0
abar1	58	11	0	<b>abam2</b>	<b>108</b>	<b>0</b>	1
abas1	52	5	0	<b>abar2</b>	<b>60</b>	<b>0</b>	1
abcf1	46	7	0	<b>abas2</b>	<b>96</b>	<b>0</b>	1
abck1	20	3	0	<i>abaz2</i>	0	0	0
abcw1	44	1	0	<i>abcf2</i>	6	0	1
abdj1	85	20	1	<i>abct2</i>	4	0	0
abcl1	10	8	0	<i>abff2</i>	84	2	0
<b>abll1</b>	96	7	0	<i>abfk2</i>	0	0	0
abmm1	149	6	0	<i>abhr2</i>	37	11	0
<b>abmo1</b>	<b>120</b>	<b>0</b>	1	<i>abjt2</i>	1	1	0
<b>abmr1</b>	<b>1</b>	<b>0</b>	0	<i>abks2</i>	3	1	0
abnl1	57	8	0	<i>abmo2</i>	114	13	0
abnm1	69	12	0	<i>abmr2</i>	0	1	0
<b>abrd1</b>	<b>23</b>	<b>0</b>	0	<b>abnl2</b>	<b>20</b>	<b>0</b>	0
<b>abrl1</b>	<b>103</b>	<b>0</b>	2	<i>abpc2</i>	4	4	0
abtb1	40	15	0	<b>abrd2</b>	<b>34</b>	<b>0</b>	3
abtc1	11	2	0	<i>abrl2</i>	116	21	0
abtg1	63	58	0	<i>abta2</i>	19	18	0
abtk1	93	1	0	<i>abte2</i>	11	12	0
abwh1	18	1	0	<i>abug2</i>	0	0	0
abys1	15	3	0	<i>abwk2</i>	11	9	1
abzs1	18	1	1	<i>abyc2</i>	33	28	0
hday1	32	2	2	<i>arkl2</i>	1	1	0
hdcc1	41	6	4	<i>arll2</i>	0	0	0
hdkj1	26	2	1	<i>army2</i>	0	0	0
<b>hdkw1</b>	<b>17</b>	<b>0</b>	0	<i>frss2</i>	3	3	0
hdls1	59	3	4	<i>hded2</i>	0	0	0
hdym1	142	36	0	<i>hdel2</i>	11	11	0
khlj1	31	27	0	<b>hdma2</b>	<b>3</b>	<b>0</b>	0
khms1	1	1	0	<i>hdmh2</i>	0	0	0
<b>Total files = 34</b>				<b>hdzm2</b>	<b>2</b>	<b>0</b>	0
				<i>khaf2</i>	6	5	0
				<i>khbt2</i>	1	1	1
				<i>khcc2</i>	17	15	0
				<i>khll2</i>	26	26	0
				<b>Total files = 39</b>			

Table 5.29 The use of "lah" in \*1 and \*2

The following table shows the occurrences of "lah" in the meetings with the supervisors (\*3) and the lectures recorded (\*4). In \*4 all "lah" occurred with Malay words only.

File *3	Total "lah"	File *4	Total "lah"
abka3	24	lchp4	1
abkd3	37	lchs4	4
abkh3	37	lcza4	54
abkk3	114		
abkl3	17		
abkn3	13		
abko3	35		
abkr3	15		
abks3	16		
abkz3	105		
abza3	57		
akac3	11		

Table 5.30 Total "lah" in \*3 and \*4

The frequency for "lah" in all the files is as follows :

Files	Frequency in *num
*1	171
*2	77
*3	173
*4	85

Table 5.31 Frequency of "lah" in \*num

The figures in Tables 5.29 and 5.30 were obtained by the Unix syntax : **grep -c lah filename**. However, the total of **English + "lah" (Neo)/(Int)** was obtained by manual counting of these in the interview transcriptions. The total frequency of "lah" found in the English interviews is 77 and in the Malay interview is 171 as shown in the table above.

"lah" is a Malay particle found in both written and spoken Malay affixed at the end of a word for emphasis. According to Tongue (1974) "lah" can be considered as "fillers", a term used to indicate those items of language which communicate no particular denotative meaning but which are used to indicate emotive, affective attitudes of the speaker, or sometimes simply to "fill" a pause or a moment of hesitation or reflection in the stream of speech. Tongue (1974 : 114) explains that

the range of meanings it possesses is prodigious; depending upon the way it is pronounced, it can function as an intensifying particle, as a marker of informal styles, as a signal of intimacy, for persuading, deciding, wheedling, rejecting and a host of other purposes.

The use of this filler is considered to be the most characteristic of the local dialect within the Malaysian multiverse (Wong, 1981). The use of "lah" in the second variety of English (the first variety is the standard English) within Malaysia is referred to as Malaysian English (Platt and Weber, 1980). This variety is also found at the middle level of management (administrative staff and workers) in informal interactions and is used by speakers who have some familiarity with the standard variety but for professional and social reasons are more comfortable with the Malaysian variety (Morais, 1990 : 114).

Morais explained that the use of "lah" has come to be associated not only with the informal use of Malay and English but also with the pidginized varieties of both languages on the shopfloor. She suggested that

the use of "lah" by cutting across linguistic, ethnic and class lines has become a symbol of a Malaysian identity that is in the process of being forged. In this sense its use may be said to reflect the dissolution of barriers between diverse groups thereby facilitating the communicative goals of multiethnic interaction (Morais, 1990 : 17).

This is also observed in the evidence obtained in this investigation. Further evidence of this characteristic of the Malaysian English is gained by looking at its occurrences in all the files. For example, the first 5 lines of the synoptic profile of "lah" in the four corpus (\*1, \*2, \*3 and \*4) are given below :

lah.syn*1						
-3	-2	-1	*	+1	+2	+3
42 saya	78 tak	56 tu	*	171	54 dia	38 dia
40	36 ada	39 ok	*	54 kan	41 saya	35
35 yang	32 macam	28 boleh	*	47 saya	28	33 saya
34 dia	32 bahasa	27 ada	*	42 tapi	27 tak	33 lah
32 tak	25 saya	25 ni	*	42 dia	26 ada	29 tak
lah.syn*2						
22 dia	32 tak	20 tu	*	107	32 dia	29
17 saya	21 the	18 ok	*	28 kan	31 i	21 dia
17 i	18 macam	12 english	*	25 i	23 saya	19 you
14 the	17 saya	12 ada	*	23 because	13 ada	15 the
13 have	5 to	9 tahu	*	22 so	12 erm	15 saya
lah.syn*3						
21 kh	19 kh	19 ya	*	27 kh	19 i	22 lah
20	18 the	14 ok	*	20 i	12 dia	11 i
17 dia	15 tak	14 jugak	*	18 so	11 the	11 dia
15 to	14 i	12 tu	*	17 dia	10 yang	11
11 the	12 punya	11 ni	*	15 ab	9 you	10 the
lah.syn*4						
5 tu	7 tak	4 kata	*	6 kan	4 jadi	2 yang
4 ni	3 saya	2 upah	*	4 kita	3 saya	2 pun
3 kita	2 ya	2 termasuk	*	4 dia	3 kita	2 kita
2 tak	2 ujud	2 lagi	*	3 ya	3 kalau	2 kalau
2 saya	2 kita	2 kira	*	3 kalau	3 bagi	2 dia

Table 5.32 Part of the Synoptic Profile for "lah" in the Corpus : \*1, \*2, \*3 and \*4

From the tables above it is clear that this particle is a very common feature of this *Gemeinschaft* code. In Table 5.28 earlier, all except for 7 (18%) of the neophytes (those in *bold italics*) did not use it at all in the English interview. It would appear then that this is also quite a common feature in English. Only 32% in the Malay interviews and 10% in the English interviews (those in *bold*) used "lah" with their Malay words and not with their English words. From here it could be suggested that this code with "lah" is a common code among members of the different *Gemeinschaft* communities. It appears to be an accepted element in both codes.

### 5.2.5 Contribution in Interviews

Their inefficient control of English, could also be seen from the nature of their contributions in the interviews. This is discussed below in terms of the size of contribution with reference to code used, and in terms of the nature of the *Gesellschaft* lexical item used that is, the use of "management" terms. These terms are selected from

the corpus.num and corpus.raw lists.

### 5.2.5.1 The size of contribution (in terms of total tokens)

At a glance there were more interviews conducted in English (see Table 5.29 for total number of files). This may be due to the way the interviews were conducted by the different interviewers. Naturally, the size of the two corpus is different (see Table 4.15 in Chapter 4). A breakdown of the size of the contributions (in terms of word count) is given in Table A.1 in Appendix 5.

As a comparison, the table below shows the size of the neophytes' contribution in the interviews in English and Malay with members of TEs 3 and 4. These neophytes were interviewed twice, once as a member of TE3 and again as a member of TE4. The following shows that 5 (45%) of the neophytes had more to contribute when they were interviewed in Malay (in \*1) while on their training attachments (TE3). One neophyte (*abcf2*) had more contributions in English than in his Malay interview which was done after the training. And 4 members of TE3 (36%) had more contributions in English. One (*abaj1*) had more in his Malay interviews after the training. The figures are obtained from the Unix command : `wc ~/corpus/filename`.

TE 3				TE 4			
* 1		* 2		* 1		* 2	
<i>abcf1</i>	1511	<i>abmo2</i>	4264	<i>abmo1</i>	2943	<i>abcf2</i>	2496
<i>abrd1</i>	2569	<i>abas2</i>	3270	<i>abas1</i>	2086	<i>abrd2</i>	2133
<i>abak1</i>	4195	<i>abaj2</i>	1923	<b><i>abaj1</i></b>	<b>2409</b>	<i>abak2</i>	3726
<i>abam1</i>	2947	<i>abrl2</i>	2586	<i>abrl1</i>	2575	<i>abam2</i>	2151
<i>abar1</i>	1956	<i>abmr2</i>	2084	<i>abmr1</i>	1670	<i>abar2</i>	1624
<i>abnl1</i>	2045					<i>abnl2</i>	2022

Table 5.33 Size of Contribution from Members of TEs 3 and 4 in \*1 and \*2

From the above it can be seen that, with the exception of five \*2 files (4 in TE3 and 1 in TE4), the neophytes appeared to have had more to contribute when Malay is selected as



the code. Nevertheless, it is worthwhile to highlight here that four of the five \*2 files had more contributions in English and these interviews were done while they were on their training attachments. This could be interpreted as the neophytes' perception of the need to select and maintain the use of this code while in the training environment, that is, performance in this code is perceived by them to be highly desirable.

### 5.2.5.2 The use "management" items

As a way of confirmation of the neophytes' awareness to use the other code, the frequency of the use of a few selected "management" terms in the interviews suggests the neophytes' perception of the need to use these terms. These are selected based on the frequency taken from the corpus.num list. The table below shows how some of these occur in the interviews (\* 1 and \*2), meetings (\*3) and lectures (\*4). The frequencies for tokens 1 to 10 are obtained from the corpus.num list but the frequencies for tokens 11 to 14 could only be obtained from the corpus.raw list as their frequencies are less than 1 in 10 000.

Token	* 1	* 2	* 3	* 4
<b>Relative Frequency - corpus.num</b>				
1. production	18	13	8	0
2. manager	12	10	4	0
3. department	16	15	15	0
4. management	6	15	12	0
5. marketing	6	13	6	0
6. purchasing	4	3	2	0
7. manufacturing	2	2	2	0
8. market	0	2	1	0
9. factory	0	3	14	5
10. expenditure	0	0	0	5
<b>Relative Frequency - corpus.raw</b>				
11. condition	1	0	1	25
12. value	0	3	1	21
13. contract	0	1	1	21
14. warranty	0	0	0	21

Table 5.34 The Frequency of "management" Tokens in \*1, \*2, \*3 and \*4

From the table it can be seen that items 1 to 8 do not occur in \*4 files, that is, these terms are not used in the lectures. One obvious reason for this may be because of the nature of the lectures, that is, these terms may be subject specific. As a contrast, items 8 to 10 have very low frequencies in the other three files (\*1, \*2 and \*3). It is also interesting to point out here that among these four terms only "warranty" is in the corpus.spec100 list. It could be suggested here that the neophytes' revelations that there is inadequate provision for them in the university to acquire the code of the new ecology may be confirmed by this lack of "specialist" items in their lectures. It is important to note here however, that the lectures were conducted in Malay and therefore, the "specialist" items may have been translated into this code.

The neophytes' use of these terms could be observed from their responses in the interviews. However, the way these terms were "used" by the neophytes were found to be of slightly different senses from the way they were used in \*4. Only one use of "contract" in \*2 was regarded as similar to the sense in \*4 shown below, with the file code and line number :

abta2 : 155 and you give me what i want so i will give you the **contract** i won't consider what you are speaking english aah you are high class or whatever....

Examples of the use of this term in \*4 are as follows :

lchp4 : 17 terms of the **contract** but what do you understand by the term  
lchp4 : 298 there is a main **contract** between x and z *untuk membawa*

The use of "condition" was observed to be as follows :

**In \*1 :**

abak1 : *kat sini kita terpaksa menyesuaikan diri pada semua condition tau* (over here we must suit ourselves to all conditions)  
abal1 : **condition** *tapi sebab kan saya bermakna cuma ambik tahu benda tu lah*  
khjl1 : normal is normal but normally if you are in good condition we will listen

### In \*3

abko3 : 187 so if you apply now i would say yes obviously there's a **condition**

"Condition" was not found in any of \*2 frequency lists.

This term was used in \*4 as follows :

lchp4 : 47 of warranty what is **condition** *apa apa yang dimaksudkan dengan*

lchp4 : 483 ok a **condition** is where the terms is a vital terms *terma tu*

"Value" in \*2 was found in the following lines :

abta2 : 112 the **value** the person perceive in the organisation is the most important things *lah*

abta 2 : 115 training will be just a very fundamental training not for **value** as

hded2 : 41 now i believe er interdependence is higher **value** than

In \*3 "value" was observed as follows :

abkd3 : 42 that report is the *apa tu* the freight cost on our erm high **value**

In the lectures (\*4), "value" was referred to as the following :

lchs4 : 19 the present **value** of annuity *ya jadi ni dengan ni ada kaitan ya*

lchs4 : 69 nine *ya* ok so *berapa* interest *dia ini ialah dia punya* present **value** (ok so how much is the interest is the present value)

### 5.2.6 The Use of Pronouns

In terms of bonds, the use of pronouns may suggest the different perceptions of bonds that the neophytes and the interviewers have in the interviews. The table below shows the frequency of some of the Malay and the equivalent English pronouns observed in the interviews, meetings and the recorded lectures. The frequency was obtained from BM/ENG/DISC/LECT.num lists.

<b>Pronouns (Frequency : corpus.num)</b>	<b>* 1</b>	<b>* 2</b>	<b>* 3</b>	<b>* 4</b>
<i>saya</i>	209	70	23	76
<i>i</i>	125	269	218	15
<i>awak</i>	13	2	15	47
<i>you</i>	128	276	180	54
<i>kita</i>	82	27	66	226
<i>we</i>	44	71	78	1
<i>mereka</i>	15	1	7	0
<i>they</i>	27	77	95	1
<i>dia</i>	209	99	132	281
<i>he</i>	10	22	38	4
<i>she</i>	4	3	40	0

Table 5.35 The Relative Frequency of Pronouns in \*1, \*2, \*3 and \*4

It can be seen here that with the exception of "kita" in \*4 and "dia" in all the four files, the frequency of the English pronouns is comparatively much higher than the frequency of the Malay pronouns, in all the files.

It is also evident that the use of the pronoun "I" is very high in the interviews conducted in Malay as compared to the use of the Malay equivalent "saya" in the interviews in English. There is more frequent selection of "I" than "saya" in all the files with the exception of \*4. This could be due to the nature of the corpus in which there is a more clear-cut bond between the participants in the speech event. The formality of the event (a lecture) may pre-select the Malay pronoun.

The pronoun "you" has a total frequency of 128 in the Malay interviews compared to the Malay equivalent "awak" which only has a total of 13. The number of lines in which these four pronouns occur in the four files are also given below. The word count was obtained using the Unix syntax : **grep -wc keyword corpus.num** :

Pronouns (word count)	* 1	* 2	* 3	* 4	Total
<i>saya</i>	1285	482	52	42	1861
<i>i</i>	2785	4500	1310	150	8745
<i>awak</i>	87	20	37	31	175
<i>you</i>	923	2326	475	35	3759

Table 5.36 The Total Number of Lines Pronouns Occur in \*1, \*2, \*3 and \*4

It would appear then that the more frequent use of "I" and "You" suggests that there is kind of "neutrality" strategy adopted by both the interviewers and the neophytes.

The case for neutrality has been argued by Nik Safiah Karim (1990 : 107) where she stated that the pronouns "I" and "YOU" are selected because of their neutral characteristics, i.e. they do not have any social implications attached to them. This is observed mainly with members of the Malay *Gemeinschaft*. She also argued that these pronouns are often used by members of this *Gemeinschaft* who are in contact with other cultures especially in the urban areas (Nik Safiah Karim, 1990 : 94). Winstedt (1957 : 26) has said that "Malays shun the use of personal pronouns". This according to Amat Johari Moain is because the Malays place high importance on etiquette and proper social behaviour especially with the use of the proper address forms.

There seems to be some negotiations for membership to a different ecology, a different bond. For example, the use of these two pronouns in English by members from the same *Gemeinschaft* might suggest that a different bond is created in the interviews, perhaps a more *Gesellschaft* relationship. With this selection, the *Gemeinschaft* "rules of conduct" does not apply in the interaction. The use of "I" and "You" by the neophyte may also suggest that they perceived a different "role" for themselves when engaged in the interview.

It may also be suggested here that the "avoidance" of the use of "saya" and "awak" in the interviews in Malay presupposes the avoidance of *Gemeinschaft* bondings. And the more frequent use of "I" and "you" in these interviews suggests that participants are creating *Gesellschaft* bonds between them, and therefore *Gemeinschaft* values are subservient to the values presupposed in a *Gesellschaft* bond.

### 5.2.7 The Use of Discourse Markers

Other evidence of their poor performance in English is also revealed by their use or lack of, discourse markers in the interviews. The following table gives the frequency of some of the markers found in the four corpus. The frequency of the first 4 items was obtained from corpus.num, items 5 to 7 from corpus.raw list because their frequencies were less than 1 in 10 000. The figures for the next 3 items (8, 9 and 10) were obtained from the Unix syntax : **grep keyword1\ keyword2 filename** to give the number of lines in which the keywords occur.

MARKERS	* 1	* 2	* 3	* 4
<b>Freq. - corpus.num</b>				
1. but	24	46	46	0
2. if	15	31	27	1
3. so	75	117	125	9
4. then	34	44	50	4
<b>Freq.- corpus.raw</b>				
5. because	25	56	45	1
6. therefore	1	1	1	0
7. however	0	4	0	0
<b>grep - word count</b>				
8. and then	125	203	75	3
9. in fact	12	16	19	0
10. i mean	47	73	28	0

Table 5.37 The Frequency and Number of Lines the Markers Occurred in \*1, \*2, \*3 and \*4

As shown above the frequency of these markers is very low. Moreover, the range of their discourse markers is very limited too. For example, "therefore" had only a frequency of 1 in each file \*1, \*2 and \*3. The following are instances of its use in the interviews :

abck1 (176) : ....**therefore** i just use one malay version....  
abjt2 (33) : ....becoming new industry country **therefore** from the nine....  
abko3 (421) : ....don't have to meet all and **therefore** the intention will be not so....

In the first example, it was used by a neophyte in his interview during the training, the second example shows the use of "therefore" by a member of TE2 and the third was used by one of the in-house supervisors. "However" was used 4 times in the English interviews only (twice by the same neophyte) and none in the Malay interviews, meetings and the recorded lectures as shown below :

abfk2 (191) : ....think but we have to do **however** you make it you have to do it. (a member of TE6)  
abjt2 (36) : ....end of the vision malaysia will be industrial countries **however**....(a member of TE2, the same one who used "therefore" above)  
abjt2 (121) : ....er not just a member **however** we join some of the activities....  
abyc2 (45) : ....**however** i thinks er if we can at least little bit experience good....(a member of TE2)

Their admissions that they do not have adequate experience in using this code in the university as well as the training environment seemed to be confirmed by such low frequencies and limited range of such markers.

As can be expected from interview situations with relatively short turns one cannot expect significant evidence regarding the sophistication of argument structures with discourse markers (for example, therefore, however) and coordinating and subordinating conjunctions such as but, because, so. However, such evidence shown above is not particularly encouraging.

### 5.3 Conclusion

From the evidence presented above, it seems clear that experience in effectual role, negotiations appropriate to these roles, discourse strategies appropriate to these negotiation skills and control of code is inadequate in both the university and the training environment.

The following chapter will discuss some of the main results presented here. Specifically, this will look at the mismatch between the statements of the needs and the challenges of VISION2020 and the actual provision available for these neophytes to acquire the adequate skills for effective functioning in the new ecologies of interest to the goals of VISION2020. In the light of the evidence presented here, the next chapter will also review the provision available for the other code, that is, English, vis-a-vis the national policies and the education system (presented in Chapter 3) which appear to be in conflict with the needs of the new development plan.



## CHAPTER 6

### DISCUSSION OF RESEARCH FINDINGS

#### 6.0 Introduction

This chapter discusses the main research findings presented in Chapter 5. The aim is to suggest answers to the questions posed at the end of Chapter 2, which are paraphrased here as follows :

1. How are the challenges of the development process conceived, especially with regard to effective participation of new Malaysian members in the international communities ?
2. Are the solutions currently conceived (those that are based on the current formalisation of the problem accounted in Chapter 3) adequate in preparing Malaysians for these challenges ? and,
3. How effectively are the solutions formulated actually implemented in the Malaysian multiverse ?

The investigation has focused on the planned manpower programme made available by the Malaysian ecology, especially with regard to the gradual and smooth absorption of new members to local sub-communities with a view of effective participation in the international communities, a prerequisite for the success of VISION2020. The training programme as conceived in this study involves four essential elements which are considered as inseparable and indivisible, and it is proposed that, to provide each of these in isolation would jeopardise the success of such programmes. The elements referred to here are as follows :

1. efficient control of the *Gesellschaft* code, which strictly means English,
2. mastery of the discourse strategies of the various ecologies concerned,
3. competence in the negotiations skills drawing on the discourse and code in the work related context and
4. role experience appropriate to the ecologies concerned.

The relationship of these is such that code is ephemeral in the absence of discourse which supplies meanings and values to the code; discourse would not be relevant without its purpose for achieving outcomes in negotiations and lastly, negotiations would not be effective in the absence of effectual roles of the participants. In other words, if there is no effectual role for the participant, there would not be effective negotiations; with no negotiations there would be no need for mastery of discourse in the respective domains and with no discourse, code cannot be meaningfully provided.

The implications of the research findings are argued in a series of contentions taking the three questions presented above into consideration. Some evidence obtained in this investigation have provided a degree of support for the solutions proposed, with regard to the goals of the development plan, the national language policy and the overall education system. The results showed that there are certain levels of achievements of goals of these various governmental policies. At the same time, there is also evidence which highlights areas that appear to be in conflict with these aims, and thus may affect the achievement of development goals in full. There appears to be a mismatch between some of the solutions promulgated and the actual implementation of these remedies. These contentions are discussed in greater depth below.

## **6.1 Evidence To Support the Development Policies**

To the first of the research question posed, an answer to this was conceived and presented in Chapter 3. From a survey of some of the policy statements presented it is found that the nature of some of the challenges that are set for all Malaysians seeking to achieve the public goals of VISION2020 appeared to have been appropriately and adequately conceptualised, especially at the level of the leadership of the nation. It has been sophisticatedly conceptualised taking into view some of the complexities noted in Chapter 2. Development for Malaysia is conceived as participating in more export-led activities, diversifying the products and diversifying markets from the traditional to the

non-traditional ones. And these inevitably propel Malaysians into contact with members of other ecologies in other multiverses. In addition Malaysia is also encouraged to "marshall influence and create coalitions in the international economic arena".

With these targets Malaysia recognises the need to capitalise on the most important resource of the country, the human resource. Development for the human resource is conceived as the training of youths to meet the "changing skills requirements" and to meet the "country's commercial and industrial needs and beyond". The following presents the supporting evidence.

#### **6.1.1 Contention 1 : that the goals of VISION2020 are well understood**

As shown in Chapter 5 the neophytes who participated in this study have clearly indicated that this particular, albeit small, ecology of the global Malaysian multiverse, is very highly aware of the country's development policies, and are also highly perceptive of their own needs in order to participate as effective players in the various "games" in the Malaysian metabolic process of becoming a developed country. They are highly informed of the new challenges posed by the new development programme known as VISION2020 where the target is for Malaysia to become a fully industrialised nation by that year. These are seen in their expressions such as "vision2020 is a concrete step towards industrialisation" and "clear guidelines for Malaysia to become industrial country".

At the same time they are also aware that the leaders of the nation made up diverse ethnic and code varieties and various overlapping and non-overlapping *Gemeinschaft* communities, believed that the reciprocal and traditional values and bonds of a *Gemeinschaft* need to be retained in order for the nation to become a more balanced multiverse with strong moral foundations and ethical values. Such aspirations were well understood by the neophytes in this study who expressed their agreement and full support to such endeavours in the development plan. They adhere to these principles and

believe that these are the values that the Malaysian multiverse need to cultivate and nourish in the process of becoming an industrial country. Their perception of the difference in the characteristics and values of the multiverse they are in now and the one that Malaysia wishes to join in the pursuit of goals of the vision are revealed in their responses such as "the government are trying to build up a caring society" and "the country shouldn't neglect it's environment, culture or it's moral standards".

From the statements presented in Chapter 3 it seems clear that, at the leadership level, there is a reasonably sophisticated conceptualisation of the training needs for the success of the Malaysian metabolic process. These needs have been efficiently disseminated to the members of the Malaysian multiverse and the acute awareness of these revealed by the neophytes in this study bears witness to that. Their awareness is shown in their understanding of their own needs in order to become effective players in the global metabolic process. With regard to training, some of them believed that training is "an important method to achieve this mission" and that training is "to prepare the person to face to achieve vision twenty twenty".

They are also aware of the need to gain mastery of the *Gesellschaft* code, in this case, it means English; and more importantly, they are aware of the need to be able to negotiate favourable and non-redundant outcomes in this code with the players in the international ecology. For instance, they admitted that "the role of english as an communication tool must be sharpen in achieving vision 2020" and "in order to achieve vision twenty twenty everybody must learn english". These suggest that they have a good appreciation of these objectives and a perception of some of the issues related to their training for which they have an inadequate command of language.

Kelman (1971 : 27) has noted that

a well functioning society, which provides meaningful roles for its citizens, will develop a set of common values and traditions and a sense of unity that are tantamount to a national identity, even if the population was originally diverse in its ethnic and cultural identifications.

With such support and appreciation shown by the neophytes who participated in this study, it seems that the public goals of VISION2020 may have served the purpose of providing "meaningful roles" for members of the Malaysian multiverse made up of differing and sometimes non-overlapping, *Gemeinschaft* communities. The plan may be conceived as a unifying tool for all members of this multiverse to aspire to the same public goals or *Kurwillen* of VISION2020. Thus, the contention here is that the goals of VISION2020 are well understood by these new Malaysian members to the game, in spite of their inadequate command of language to express such concepts.

### **6.1.2 Contention 2 : that the goals of the National Language Policy have achieved a degree of success**

Malaysia's language policy is realised in the language planning of the country or what Fishman (1973 : 23) refers to as the "organised pursuits of solutions to societal language problem, typically at the national level". In this national pursuit, a code is selected to fulfil the role of a national language. In this "language selection" (Appel and Müysken, 1987 : 48) Malay is designated as the national code, like Bahasa Indonesia is for Indonesia and Portuguese for Mozambique. With regard to its role as the national language evidence from the study seems to suggest that there is some degree of success of its goals.

That this code has to a certain degree been accepted as an inter-*Gemeinschaft* code, one of the aims of the language policy, is inferred from the voluntary selection of it by the neophytes in the interviews as well as in the questionnaires, which indicated their preference to use this code even when there were explicit opportunities to select another code, in this case, English. These participants demonstrated a high degree of confidence in functioning in this code in their interactions. Hesitations were minimal among members of the other ethnic *Gemeinschaft*, i.e. the Chinese and Indian, with regard to functioning in this code, an indication that perhaps this code may have reached a certain degree of "sentimental legitimacy" (Kelman, 1971) with the neophytes. It may be

suggested here that they may have identified with the national code his or her own personal identity even though they belong to different ethnic *Gemeinschaft* communities. In other words, neophytes from other *Gemeinschaft* (i.e. the Chinese and Indian) may have accepted this code as part of their *Gemeinschaft* identity. For instance, the high frequency of the Malay particle "lah" used by these neophytes may lend some support to this notion. The use of this particle in their responses is perhaps to indicate the sense of membership to a particular *Gemeinschaft*, a Malaysian *Gemeinschaft* in identity, which is also one of the aims of the language policy.

Kelman (1971 : 32) also argues that in the context of a multilingual and multiethnic country that "from the point of view of individuals, familiarity with the dominant language is a key to genuine participation in the system, to social mobility, and to enactment of a variety of social and economic roles". In the context of this study, Malay may be considered as one of the "dominant" languages within the local communities. This is because English (as shown in Chapter 3, Section 3.4.1 and as discussed in Section 6.2.1) still has a high status. Noss (1994 : 15) has stated that in terms of language status planning, there is a conflict between the requirements of economic and social planning for a typical nation. He states three conflicts but two are of relevance here i.e. :

1. We need an international language to keep up with science and technology, international commerce and the information explosion in general; otherwise, we will fall further and further behind economically; and
2. We need a national language to unify the society and to protect the values of our cultural heritage from being eroded by outside influences.

Malaysia, together with Indonesia, Thailand and the Philippines have all been in favour of the national language. And Malaysia has also acknowledged the importance of the international code, i.e. English, to facilitate the metabolic process. With the case of Singapore, it has opted for an international language (English) despite its official policy statements. From the Malaysian perspective, Malay is designated as the national code, as a symbolic code for nationhood and English as the code for internationalism (Asmah,

1985 : 45 - 46). The development of Malay is reported to be impressive. It has developed from an informal lingua franca, playing a limited role as a subject in the school curriculum, to becoming a main medium of discourse and communication at all levels and all aspects of education (Asiah Abu Samah, 1989 : 59). It has also been emphasised that Malay has completely replaced English as the official language of the country, not only as the language of communication in all government ministries but also in the state legislative assemblies and in Parliament (Asiah Abu Samah, *ibid.*).

From the national language perspective it seems clear that the high level of control of this code demonstrated by the neophytes are testimonies of the success of such language plans. The neophytes especially the non-members of the Malay *Gemeinschaft*, showed a high level of fluency and accuracy in their control of this code. Their confidence in selecting it is shown in many instances in the interviews. One clear example is where a non-Malay neophyte preferred to use this code in her interview even when she was given the opportunity to select English (see for example, section 5.2.2.1 TE1 \*). In terms of the lexical range, responses revealed that their control of Malay is highly accurate and fluent. Hence, for these neophytes it appears that their impressive control of the national code may assist their social mobility and ensure active participation within the Malaysian multiverse, as suggested by Kelman earlier.

Such high level of accuracy and fluency in this code demonstrated by members of other *Gemeinschaft* also lends support to the success of the education system where there is intensive provision of this code at both the primary and secondary school levels. This success is also the result of the policy of selecting Malay as the medium of instruction in the schools. Evidence obtained revealed that there is a high usage of the "educated Malay" variety (see Asmah, 1985) as opposed to the "colloquial Malay" variety by participants who are non-members of the Malay *Gemeinschaft*. For members of the Malay *Gemeinschaft* their contributions are mainly in the colloquial Malay variety and some are in their regional codes. The contention here is thus, that there appears to be an efficient command of the national code by the neophytes who participated in this

study, which suggests that the goals of the language policy may have reached a certain level of success.

### **6.1.3 Contention 3 : that attitude to the code of the *Gesellschaft* (English) is healthy**

With regard to the code for internationalisation, i.e. English, findings revealed that the participants, mainly the neophytes, have shown a high degree of confidence in functioning in this code. Their attitude to the use of English is perceived to be healthy and their confidence is revealed by their overt willingness to participate in this code in the interview (and in the questionnaires), although there were explicit opportunities to select Malay. This demonstration of confidence may help to counteract earlier proposals made that the biggest problem faced with learning English is motivation when the code lost its earlier prestige and economic value.

Although there was no specific investigation into their attitudes as such, this, however, could be inferred from their strong awareness of the need to master the code for development purpose (for example, it is "essential if Malaysia plans to participate more in global matters") and for their own future membership of the new ecology (for example, "i will try to use english we want to try ourself to be normal language for us when we go outside"). This healthy attitude is supported by their confidence and willingness to function in this code (with the exception of a few participants) as shown in the frequent selection of this code in the interviews as well as the questionnaires.

The healthy attitude to the use of English by members of the Malay *Gemeinschaft* is considered as very encouraging and this may also signal a change in the attitudes of the Malays with regard to this code. Chai Hon-Chan (1971a : 61) has observed earlier that to many Malays who do not belong to the English educated ruling elite English came to be regarded as not only as the language of colonial education but also, after independence, as an obstacle to the educational, social and economic advance of the majority of Malays.



This was the emotion nearly 40 years ago when there was a conflict between the choice of codes for the national code. Although there are still current debates against the government's "liberal" approach to the language policy which is claimed to challenge the role of Malay as the national code (Haris Md. Jadi, 1992), findings from this study however, may suggest that the current neophytes have a much more goal-directed attitude to the use of this code. A study done earlier (Jamali Ismail, 1992) on the competence, attitudes and motivation in language learning with special reference to Malay learners of English as a second language showed that contrary to popular beliefs, there is a positive attitude towards learning and that motivation is also very high among the Malay students, which lends support to the findings in this investigation.

It is acknowledged here that perhaps there may have been a motivation to "impress" the interviewers in the interviews and to a certain extent, in the questionnaires, but evidence seems to show that the neophytes felt "at home" with it. With the rare exceptions of cases where there were explicit requests to speak in Malay, the frequent selection of (or codeswitching into) English in the Malay interviews, suggests that a majority of them appeared "comfortable" to use English in their interactions. It is believed that their confidence is motivated by their acute perception of the need to master this code in order to function effectively in the new ecology, i.e. the international business and industrial ecology. Their responses are strong indications of their awareness that mastery of the code is an essential rule to the game.

From the point of view of the "insider" in this investigation, this healthy attitude and confidence were also evident in the participation in the classroom tasks by some of them who had the opportunity to attend the courses in Business Communication. Active participation in these tasks was easily achieved. The main drawback however, is that these activities were mainly designed based on the researcher's academic intuition and not based on in-depth research into the target ecology. As Robinson (1991 : 60) has noted earlier that "too often the underlying theory for the materials is based in speculation rather than detailed research". Nevertheless, participation in this code was not hampered by the

"non-authentic" tasks.

The discussion so far has argued that the various policies in the context of the Malaysian metabolic mechanisms may have scored a certain degree of success. These inferences are made on the basis of evidence gathered in this investigation. The three contentions presented above however, are only part of the complete picture of the current Malaysian scenario. From the other evidence obtained it may be suggested that the current planned manpower programme, may not be sufficient or sophisticated enough in preparing new members for smooth and gradual absorption to new ecologies. It appears that some aspects of the metabolic mechanisms are in conflict with those stipulated in the policies.

Sophisticated conceptualisations of the training needs appear not to be sufficiently matched by the provision available. Furthermore, this level of sophistication is in contrast with the simplified conceptualisation of the code and discourse needs of the neophytes. This is clear from statements such as "the ability to communicate in a second language", "that level of proficiency", "proficient in English" and "the effective use of language". As a result, provision for code and discourse mastery is less than efficient.

The following presents evidence of this mismatch between the conceptualisation of the challenges, the solutions proposed and the ineffective implementation of such solutions.

## **6.2 Evidence of Mismatch Between Policies and Provision**

The challenges that confront modern Malaysia are enshrined in the latest development plan, viz. VISION2020. However, there are strong indications that the provision for proper metabolic functioning of the Malaysian communities do not appear to reflect the solutions promulgated in the policies. Evidence in this investigation suggests that provision currently implemented is not facilitating the smooth absorption of neophytes into new ecologies. They appear to lack some of the essential constituents for new

Malaysian members to become effective players in the game of negotiations.

#### **6.2.1 Contention 4 : that English is also an inter-*Gemeinschaft* code**

In terms of the use of the national code, findings in this study have shown certain aspects of the use of this code which may be in conflict with the goals of the national language policy. For example, data indicate that Malay is not a code used between members of different ethnic *Gemeinschaft*. In fact, in reality, the situation is far more complex than this.

Evidence has shown that Malay is most often selected for inter-*Gemeinschaften* communication with the condition that a member of the Malay *Gemeinschaft* is present in the interaction. This suggestion is based on the participants' own observations of their code selection, for example, in responses like "malay only to the malay staff" but "to indians i speak english" (see Chapter 5, Section 5.1.2.2). The code for inter-*Gemeinschaft* in the absence of a Malay participant is otherwise English. This was expressed by the neophytes from the different *Gemeinschaft* within the university as well as the training environment.

Another significant finding is that Malay is also not a default code when the interaction involves a different member of the university, for instance, the lecturers, even when both participants in the interaction are members of the Malay *Gemeinschaft*. There is still a negotiation of the code to be used. As a result there is frequent codeswitching by both participants. This finding modifies the description given earlier by Asmah (1985) described in Chapter 3. In that study she has shown that English is the code used for inter and intra group communication who are English educated i.e. those who have gone through an English medium education. However, the neophytes who participated in this study are the products of the current education system where the medium of instruction is Malay.

It could be posited here that perhaps the nature of the speech event may have influenced the motivation for selecting a code other than the shared or common code, in this case Malay. The interviews may have triggered other assumptions with reference to the selection of code. The participants, although belonging to the same *Gemeinschaft*, may have perceived the establishment of different bonds. In this case a "contractual bond" for specific end may have been perceived to be more appropriate, i.e. a *Gesellschaft* bond which has a *Gesellschaft* purpose and not a *Gemeinschaft* goal. Thus *Gemeinschaft* principles do not operate here. Data which showed the neophytes' overt selection of English in the interviews and their explicit request to respond in Malay support this view. This seems to suggest that the rules that govern that interaction are not guided by the principles of the Malay *Gemeinschaft*.

Evidence obtained has shown that there was more frequent selection of English (or codeswitching into English) in the Malay interviews than there was a selection of Malay (or codeswitching into Malay) in the English interviews. This evidence of codeswitching could be shown schematically as follows :

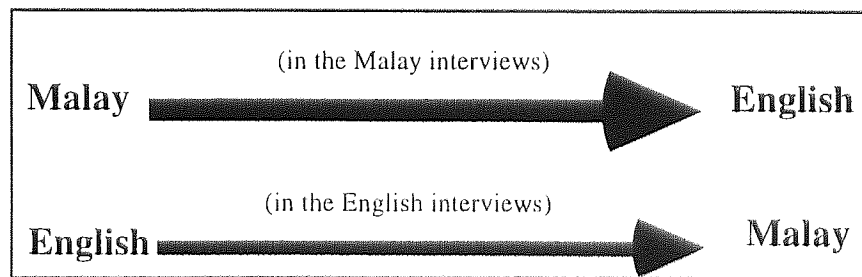


Figure 6.1 The Difference in Frequency of Codeswitching between Malay and English

where the thicker arrow indicates the higher frequency of switching from Malay to English than vice versa in the interviews in these two codes. Similar findings were also obtained in the questionnaires. For example, there was no evidence of the selection of Malay in the responses to questionnaires in English but there was selection of English in the Malay questionnaires by TE6.

All this seems to suggest that although Malay as discussed earlier, has at a certain level, established itself as the inter-*Gemeinschaft* code, there are strong motivations for the selection of English especially in ecologies where *Gesellschaft* principles are suspected to operate. The tendency to select English instead of Malay reflect the tendency to avoid playing the game using the Malay *Gemeinschaft* rules, hence expectations are different, as well as the kinds of relationships and values that interact with the selection of English. These inferences can also be made from the evidence of the frequent selection of the English pronouns of "YOU" and "I" instead of the Malay equivalent, "AWAK" and "SAYA" (see Tables 5.35 and 5.36 in Chapter 5 for frequency) in all the interviews by all the participants with the exception of a few neophytes and SPT lecturers.

From here it can be surmised that not only is there a healthy attitude to the use of English, but also that this code is still a dominant code within the Malaysian multiverse.

### **6.2.2 Contention 5 : that there is inefficient mastery of the *Gesellschaft* code**

Evidence documented in Chapter 5 (see especially Sections 5.1.1 and 5.1.2) has revealed that the neophytes' code-control of Malay is not matched by their code-control of English, the code selected to facilitate the success of VISION2020. The data presented does not require detailed statistical argument to highlight the neophytes' inefficient control of this code.

It was pointed out earlier that these new members showed a lot of confidence in selecting this code. At the same time, they have also revealed their inefficient performance in this code. The nature of their poor code-control can also be seen from their limited range of discourse markers in their spoken output (see Table 5.37 in Chapter 5 for frequency) which emphasised their poor discourse control. Their inefficient control is not only at the level of accuracy and fluency of their code but also at the level of range and discourse control. There is therefore serious risk as far as their control of English is concerned.

This inefficiency was not only evident at the lowest level of the training environment (TEs 1 and 2) but was also significant at the level of TE6, the neophyte in employment in the new ecology.

On the evidence of their accuracy and fluency in the national code, it could be suggested that code-control at the level of inter-*Gemeinschaft*, i.e. between members of the different *Gemeinschaften* that together make up the Malaysian multiverse, has attained a certain level of success. However, modern Malaysia as a social network of communities is motivated by the mission (*Kurwillen*) of VISION2020. A prerequisite for the success of this vision is the extension of the network to the international level as stated in the policies. Active participation in the new and international ecology demands efficient control of the code and more importantly, control of the negotiation skills for successful attainment of goals and objectives. These have been continuously emphasised by various members of the Malaysian multiverse especially those at the leadership level. However, on the evidence of the findings presented, it seems clear that control of the *Gesellschaft* code by these neophytes are below the level needed for active participation and, certainly below the "high level of competency" needed to facilitate the metabolic process that was mentioned in the policies earlier.

Although there were more selection of English (negotiated and non-negotiated change of code), their accuracy and fluency are very low at the level of range and much less at the level of discourse. This underachievement in code and discourse-control suggest the less than exemplary success in the provision of this code at both the secondary and tertiary levels of the education system. Provision at these levels is mainly based on crude static skills which do not consider ecological factors such as those elaborated in Chapter 2. These are factors that would give "value" to the codes acquired. Their inadequate control of the discourse strategies is suspected to be a result of both the inadequate provision and more importantly, provision in isolation of factors such as their purpose and their role in the game which leads to ineffective participation and negotiation for membership. These inadequate preparation for mastery of code and discourse appropriate to the negotiations

and especially their role in these negotiations are feared to be the result of a trivialised conceptualisation of the need for such efficiency in English.

Therefore, if there is poor code-control how are they to cope with their game's strategies, their negotiation strategies ? From the evidence presented it is clear that the students not only do not conform to the Gesellschaft code as perceived by them but they also do not conform to the standard "Malaysian" variety. The dimensions of discourse are vast and as shown earlier, these dimensions are intertwined with others in a complex manner. Code is only one aspect of the strategies. Mastery of the code is necessary but is not a sufficient rule to the game. The absence of these dimensions was highlighted in the responses obtained on the nature the neophytes' provision for membership, i.e. their training. It has been stated earlier that code is ephemeral if provided in isolation of other elements.

### **6.2.3 Contention 6 : that the neophytes are not conceived as members of the ecology**

In addition to the inefficient code-control evidence has shown that the neophytes perceived their own non-membership of the ecology. They felt alienated or ostracised while on the training attachment. These feelings are mainly indicated by their dissatisfaction with the nature of the tasks that were delegated to them, the "treatment" they received from mature members, and their insignificant contributions to the whole mechanisms of the ecology. They did not consider themselves as executing any tasks that played a significant role in their negotiation for membership. They believed that they were not "treated" or absorbed as members by virtue of the tasks done. They are not part of the social networks, and do not have a significant role to play. Expressions such as "i felt very bored because always did the same thing", "we are treated as clerks", "just simple tasks" and "refuse to assign any roles a project or even any task to us because they feel that we are not ready" are just some of the neophytes' experiences of being alienated by the community.

On the evidence of the neophytes' reactions to these, there appears to be a distinction between being present in the ecology and being actual members. Their training attachments were designed to prepare them to initiate/negotiate, to acquire the "ways of doing things", to learn the "culture", to adopt effectual roles, to learn to match the ecology's values, to create meaningful bonds and relationships in the new ecology, to learn how to play the game. It may be suggested here that all these they have learned in their own respective *Gemeinschaft*, through the culture of each community. They have their own *Gemeinschaft* values, bonds and roles appropriate to the *Gemeinschaft*. These they bring when they enter the new ecology.

However, the nature of the new ecology is different and they are expected to "acquire" or adopt new bonds, new roles and relationships in the training environment. "To see the difference between the campus", to learn more the real world" and "the competition is very tough....the people will not teach you" are some of the responses that indicate their awareness of the difference between their *Gemeinschaft* and the *Gesellschaft* ecologies. From the evidence gathered, they appeared to be frequently tolerated as non-active auditor, and were given observer status only, although they are present in the ecology. Thus, they are not perceived as *de facto* members.

A majority of them expressed that they were given meaningful and appropriate tasks, as perceived by them. Performance of these tasks however, seemed to have been regarded as insignificant to the mature members. The neophytes' execution of these tasks is indifferent or does not affect the overall achievement of the goals of the new ecology, i.e. they do not have a significant effect in the outcomes of the games. Therefore, it showed that these neophytes have not met the ecology's criteria for membership. And the new ecology appears not to have the appropriate mechanisms for these neophytes to acquire their new roles, a prerequisite for active participation in the game. They are perceived as not sharing the ecology's will or purpose, and therefore, are not conceived as members.



Findings also suggest that the new members faced some difficulties in negotiating their membership. These supposed new members have their own shared or common experience, those that they share with members of the same *Gemeinschaft*. These include shared values, shared "habits of speech", shared understanding of individual's position in the society. They "learn" their *Gemeinschaft* roles within their own community, adhere to the community's rules or manners that are acceptable, have traditional bonds and relationships. These are however in clear contrast to those of the *Gesellschaft* community rules and manners, where relationships may be more "contractual and functionally specific".

Relationships within the *Gesellschaft* are of a specific purpose, for a definite end, definite means of achieving this end, they are more goal directed. Bonds are based on rational as opposed to natural "wills" of the members. These contrasting associations between two different communities would help to elucidate some of the difficulties of adaptation faced by the neophytes in this study. There is a contrast between the intimate, mutual and reciprocal bonds of the *Gemeinschaft* and the more contractual, impersonal and functional bonds of the *Gesellschaft* may result in conflicting behaviour of these neophytes in the new ecology. Their *Gemeinschaft* based manners are regarded as "unacceptable" in the new ecology. The bonds that they may have established in the *Gemeinschaft* do not apply to the new ecology. They need to know how to establish the more contractual relationships of the new ecology, they need to change and overcome the "shock waves" at the meetings of these ecologies.

This notion is also the position taken by Scollon and Scollon (1995) where they suggest that the problem of intercultural communication in the professional context can be explained by the assumptions that members make of the form of organisation that is appropriate, the *Gemeinschaft* discourse system or the *Gesellschaft* system. They highlight this by contrasting between doing business in the Asian country and in the western country, where there is a difference in the *Gemeinschaft* quality or way of doing things between the Asian and the western organisation. Such a contrast would help

explain the problems of adaptation for these neophytes and for adopting the "culture" or the "ways of doing things" in the new ecology. And the lack of or inadequate and inappropriate experience for such adaptations in the new ecology aggravates the problem further. Provision therefore, must take the "adaptation" difficulties into consideration, especially with regard to the assignment of roles appropriate to the ecology concerned.

#### **6.2.4 Contention 7 : that there is inadequate provision for both code and negotiation skills**

That there is poor code-control in English, a code that is needed to facilitate the Malaysian metabolic process, is evident from the data gathered. A survey of the policies and provision available (see Chapter 3) for the Malaysian workforce to have a "high level of competency" in the international language, i.e. English, reveal the actual lack of appropriate provision. This may be one of the factors responsible for their poor code-control. However, with reference to the research model presented in Chapter 2, it would be suggested that not only is there a lack in the provision for mastery of code but also that there is provision of code in the abstract, in the schools and the universities, i.e. provision devoid of any "real world" purpose or context.

A consideration of the preparation at the secondary level has shown that there is great emphasis accorded to mastery of the national code. Mastery of this code is further assisted by it being the medium of instruction in all government schools. Their efficient control of Malay is shown by their performance in the interviews. Provision for this code is in line with the language and the education policies.

Some attention have also been given to the provision for mastery of the other code, i.e. English. Nevertheless, the nature of the provision is on code only, i.e. provision stripped of factors such as culture, which includes roles, bonds and relationships, which are considered as essential for active participation and membership of a community. Thus, code-control is poor in terms of accuracy and fluency and, the consequent

acquisition of discourse strategies related to their roles.

Referring to the Thomian concept of change, smooth absorption of new members can only occur if there is a stable society. But the society is considered as a metabolic form with its continuous influx of new members. The new ecology, the target environment is suspected not to have the mechanisms for the smooth and gradual absorption of new members. The training environment is one typical example of this and findings have shown that there is minimum or no mechanisms at all for this to take place. This strongly suggests that some form of intervention is needed to ensure proper metabolic functions of these ecologies and absorption of these neophytes before it is too late.

In terms of the provision, the study has indicated that with regard to preparing the neophytes for proper and effective functioning in the new ecology, as dictated by the needs of VISION2020, there is a significant lack of appropriate planned arrangements relating to their effectual roles in the new ecology. Provision for mastering the *Gesellschaft* code, i.e. English, the code for internationalism, for participating in the associated language games with participants who are not members of the Malaysian multiverse is inadequate. Such inadequacies in appropriate provision relating to preparing new members for the year 2020 in terms of code, discourse competence, negotiation skills and appropriate roles, seem to be in direct conflict with the goals of the development plan.

### **6.3 Conclusion**

The discussion has highlighted the nature of some of the inadequate preparation for proper functioning of new members in new ecologies. These are in reference to the four elements presented in Section 6.0 above i.e. provision for their code control, their discourse competence as they draw on this code, their negotiation skills with reference to their discourse strategies, and their role in the negotiation process. It is believed that code would not be meaningful if provided stripped of these other elements.

It was stated earlier that there is efficient control of the national code. This however, is not matched by the code-control of the code selected for the successful achievement of VISION2020. One of the reasons for the inefficient code-control as suggested in this study is the minimal provision at the secondary school level ,and even less at the tertiary level. Not only is there inadequate provision, but currently available provision is more concentrated on the provision of mastery of the code in the abstract, stripped of the essential negotiation skills relating to their role.

With the absence of such negotiation skills it would follow that they would face difficulties in adapting to the "culture" of the new ecology. An attempt is made by their use of the English pronouns as opposed to the Malay ones, in their interactions. This however is not sufficient for them to be conceived as effective participant. It was also seen that the new ecology does not have the appropriate mechanisms for absorption of these new members, for new members to negotiate their membership. Therefore, there is a need to ensure that appropriate provision is made available for these new members for their smooth and gradual absorption by ecologies of interest to the goals of VISION2020.

The following chapter presents some of the recommendations for redressing the balance between goals and provision. Proposals for further research into the feasibility of these recommendations are also offered. It is strongly believed that in the light of the discussion so far presented, such actions need to be initiated by the appropriate ecology members in order to guarantee the successful achievement of national goals and objectives. Failure to redress the imbalance may cost the country the three anticipated dangers stated in Chapter 1 earlier.

## Chapter 7

### Conclusions and Recommendations

#### 7.0 Introduction

The study documented here represents an investigation into the potential underachievement of a multicultural and multilingual nation's ambitions of becoming a new industrial country. This is the new challenge posed by the country's latest development programme. In particular the investigation examines the nation's exercise in human resource development which is feared could be jeopardised by the failure to make adequate provision for the proper metabolic functioning of the new Malaysian ecologies i.e. the absorption of new members into the international business and industrial ecology. The attainment of such goals is conceivable only if the necessary and sufficient conditions are present and if the nation's metabolic mechanisms are effective and efficient. Malaysia cannot wait for twenty five years to experience the damaging consequences of such inefficiency. The cost is too high to pay.

This is essentially a report on the following three theses of the investigation :

1. the simplified or trivialised conceptualisation of the linguistic challenge and hence, the inadequate and inappropriate solutions proposed,
2. the mismatch between the provision promulgated in the policies and those actually implemented and currently available and
3. the possible ineffective performance of those affected by the mismatch stated in 2 above, not exclusively code.

A summary of the research findings is presented below and recommendations for redressing the balance between the policies and the solutions proposed are offered here for consideration.

For a developing country like Malaysia its power of negotiation is critical to the success of VISION 2020. An essential ingredient of this process is mastery of a code adopted by Malaysia to facilitate its metabolic process - a code which is only mastered by a small fraction of the society. However, Malaysia must not for the sake of progress risk the backwash effect where the superimposed code establishes itself as the preferred option at the expense of indigenous codes or a "catastrophic" switch occurs and the switch is permanent. The risk of non-mastery of the code, the appropriate discourse and negotiation skills drawing on these code and discourse needed to achieve the goals is either : (a) non-achievement of specified and public goals, (b) inefficient achievement of specified objective or (c) achievement of goals but at the cost of the culture and character and perhaps the stability of the nation.

The research investigates the extent to which government policies are conceived as effective mechanisms for the metabolic process of a group of social networks or *Gemeinschaft* communities motivated by the mission (*Kurwillen*) of VISION 2020. It seeks evidence to the extent to which the national language has firmly established itself as a unifying force across the members of the Malaysian multiverse who belong to different and sometimes, non-overlapping *Gemeinschaft* communities. The study also looks at how a non-indigenous language could supplant this national code in the nation's pursuit of such development ambitions. As a corollary it investigates how the provision of language training or lack of it contributes to the underachievement of goals. It concerns the way in which the future Malaysian members of international communities (*Gesellschaften*) acquire their expertise needed to achieve outcomes favourable to their interests and the sense of mission (*Kurwillen*) of the planned development programme framed as VISION 2020.

## 7.1 Summary of Main Conclusions

The overall impression left by the investigation reported in earlier chapters and the evidence of the community studied suggests :

1. that in general terms it is clear that the policies of VISION2020 have been well grasped by those destined to help in its implementation,
2. that the national language is efficiently functioning as such, although there appears to be a modest tendency for English to encroach in people's minds as a "surrogate" national language particularly in domains associated with international communities,
3. that Malay appears to be a language of choice, at least for *Gemeinschaft* purposes, for members of all groups, not only bumiputera, and that accuracy and fluency in Malay and indeed acceptance of its role as a national language, do not appear to be a matter for concern,
4. that at least in the light of the community under investigation there is little or no provision for planned absorption of neophytes or "apprentice" members into *Gesellschaften* relevant to VISION2020,
5. that consequently there is little in the way of training in the necessary (English Language) negotiation skills of new members, since in the absence of a truly functional role within their community, there is nothing for them to negotiate,
6. that the best that a neophyte can hope for is that they serve as a spectator or auditor to the discourse community rather than participants in the community,
7. that the command of the code of the English Language of those observed is seriously flawed and as such likely to prejudice their ability to negotiate successful outcomes on behalf of Malaysian interests,
8. in consequence the evidence of the investigation suggests that they are seriously ill-equipped for the task or for negotiation of outcomes of interest to VISION2020 and that the efficient and effective achievements of the aims and objectives of VISION2020 may be prejudiced, unless remedial and appropriate action is taken.

## **7.2 Limitations of the Study**

Clearly the extent to which these findings apply to the entire Malaysian multiverse depends on the extent to which one can generalise from the sample investigated. However, there can be little doubt that

1. the remedial action is necessary with regard to the systems investigated and
2. that there is a strong case for conducting comparable studies on other spheres of manpower development significant in terms of VISION2020 that is at least, worthwhile looking elsewhere.

## **7.3 What Constitutes Appropriate Actions ?**

In view of the intimate relationship between language, discourse, purpose and role and the frequently stated view that the linguistic dimensions : code and discourse, cannot be isolated from the rest, it appears inescapable that the way ahead lies in organising neophytes' participation in the business of the target community as early a stage as possible. Prerequisites for the kind of language competence required are membership, role, purpose, outcomes and discourse.

These are noticeably lacking in most conventional institutionalised language learning systems where pre-packaged language materials pre-empt and render impractical such involvement nor is it felt that current attempts by language teachers however well-intentioned to incorporate content into their curriculum can ever fully succeed. Some of these programmes referred to are those like the RELP courses, the course in Business Communication and content-based courses referred to as the Theme-based Language Instruction which has been adopted for the Intensive Language Course at the Free University of Berlin (Schwartz, Bevan and Lasche, 1982), the Sheltered Content Instruction which consists of "content courses taught in the second language to a



segregated group of learners by a content area specialist" (Brinton, Snow and Wesche, 1989 : 15) offered at the University of Ottawa and the Adjunct Language Instruction where students are enrolled concurrently in two linked course - a language and a content course - with the idea being that the two courses share the content base and complement each other in terms of mutually coordinated assignments (ibid.). An example of this is the UCLA Freshman Summer Program where entering freshman students attend intensive orientation programme in which they enrol in one of the several "linked" content/English adjuncts.

The pre-requisite outlined here can only be fully realised under the aegis of the community itself. Purposes, roles, relations, outcomes and the like are the properties of the community which generates them and no English teaching prometheus can steal their fire. The neophyte must come pre-equipped with the fire of vision, membership, bondings, relations and responsibilities and the other characteristics discussed at length in Chapter 2. It is these which feed discourse, the discourse which draws on the code. For simplicity, the study refers to such an approach as the apprenticeship model, and briefly considers current views on the subject before making more concrete proposals for change in the Malaysian system of manpower development.

## **7.4 Recommendations for Change**

On the basis of the evidence gathered in this study and the conclusions drawn from this, the following recommendations are offered for consideration.

### **7.4.1 An Apprenticeship Approach to Human Resource Development**

With regard to the provision for smooth absorption into the new ecology it is therefore recommended that an apprenticeship approach to training be adopted. With reference to cognitive apprenticeship, Brown, Collins and Duguid (1989) consider concept as both

situated and progressively developed through activity and in some ways are similar to a set of tools and

because tools and the way they are used reflect the particular accumulated insights of communities, it is not possible to use a tool appropriately without understanding the community or culture in which it is used (Brown, *et al.*, 1989 : 33).

This endorses the need to "acquire" the new rules of the game within the new ecology and by participating in this ecology appropriate to the role of the members.

With this approach they state that "...to learn to use the tools as practitioners use them, a student like an apprentice must enter the community and its culture". This suggests that in order to be effective players the neophytes must learn or have experience of these games within the new ecology. Furthermore, they suggest that

Given the chance to observe and practice *in situ* the behaviour of members of a culture, people pick up the relevant jargon, imitate behaviour and gradually start to act in accordance with its norms. These cultural practices are often recondite and extremely complex. Nevertheless, given the opportunity to observe and practice them, people adopt them with great success. Students, for instance, can quickly get an implicit sense of what is suitable diction, what makes relevant questions, what is legitimate or illegitimate behaviour in a particularly activity (Brown, *et al* 1989 : 34).

Thus they propose

that the activities of a domain are framed by its culture. Their meaning and purpose are socially constructed through negotiations among present and past members. Activities thus cohere in a way that is....accessible to members who move within the social framework. These coherent, meaningful, and purposeful activities are *authentic* ....(ibid.).

In this case authentic simply means "the ordinary practices of the culture". These would refer to tasks that are endorsed by the community and where outcomes of tasks are valid and legitimate.

Related to the nature of the tasks performed by the neophytes, they also argue that

many of the activities students undertake are simply not the activities of practitioners and would not make sense or be endorsed by the cultures to which they attributed....limits the students' access to the important structuring and supporting cues that arise from the context. What students do tends to be ersatz activity (ibid. : 34).

Lave's ethnographic studies (1988) of learning and everyday activity reveal how different schooling is from the activities and culture that give meaning and purpose to what students learn elsewhere. In her studies Lave focuses on the behaviour of whom she refers to as JPFs (just plain folks) and records that the ways they learn are quite distinct from what students are asked to do. She proposes that when JPFs aspire to learn a particular set of practices, they have two options. One of them is that they can enculturate through apprenticeship and the other is they can enter a school which is the more conventional option. She proposes that people enculturate into different communities all the time and that the apprentices' behaviour and the JPFs' behaviour can thus be thought as similar.

Brown, *et. al.* further argue that there is great similarity in the practitioners' and JPFs' activities, where

both have their activities situated in the cultures in which they work, within which they negotiate meanings and construct understanding (ibid. : 35).

They suggest that

cognitive apprenticeship supports learning in a domain by enabling students to acquire, develop, and use cognitive tools in authentic domain activity (ibid. : 39).

Similarly, they also explain that craft apprenticeship enables "apprentices to acquire and develop tools and skills of their craft through authentic work and membership in their trade. Through this process, apprentices enter the culture of the practice" (ibid.).

Therefore, the term apprenticeship "helps to emphasise the centrality of activity in learning and knowledge and highlights the inherently context-dependent, situated, and enculturating nature of learning" (ibid.).

In the context of child development Rogoff (1990) states that

the rapid development of young children into skilled participants in society is accomplished through children's routine, and often tacit, guided participation in on-going cultural activities as they observe and participate with others in culturally organised practices (Rogoff, 1990 : 16).

She adds further that

the notion of guided participation is intended to stress shared activity with communication that includes words as well as actions, and to encompass the routine, tacit activities and arrangements....(ibid. : 17).

Although the focus of her study was on infant development she suggest that there is a useful parallel between the roles of young children and the roles of the novice, or neophytes, as they are referred to in this study. She suggests that

novices actively attempt to make sense of new situations and may even be primarily responsible for putting themselves in the position to learn. At the same time, their partners who have relatively greater skill and understanding can often more easily find effective ways to achieve shared thinking that stretch the less skilled partner's understanding. Skilled partners may also help novices with difficult problems by structuring subgoals of problem solving to focus novice on a manageable aspect of the problem....Shared problem solving - with an active learner participating in culturally organised activity with a more skilled partner - is central to the process of learning in apprenticeship (ibid. : 39).

With an apprentice approach to training, it is believed that there would be more opportunities for adaptation for the neophytes. Because they would have the experience to "observe and practice in situ" the behaviours of members of the ecology, it is believed that they would have time to negotiate their membership into the new ecology. These would allow them access to meaningful and purposeful activities that are endorsed by the ecology. And because they participate in authentic work, as an apprentice, they would

also have authentic membership. With such membership neophytes would be able to adopt more meaningful roles, establish relationships with the mature members of the ecology and participate more effectively in the game. Outcomes of the participation would then be more significant. They would also be able to learn to be accountable for their negotiation outcomes similar to those for the mature members. With such opportunities it is believed that the process of negotiation and absorption would be done more smoothly and effectively.

With such an approach to human resource development there would be considerable upheavals on the part of the faculties. Most language teachers will be ill-equipped to respond to the challenges. Clearly it would not be possible to purchase off the shelf materials. Language is henceforth another dimension of a syllabus which is the primary task of what is considered as the host (as opposed to target) ecology with implications of aiming for the wider *Gesellschaft* target ecology. The cost of making such adjustment would be considerable but the cost of not doing anything would be considerably greater. Such a change is not going to happen overnight but VISION2020 is only twenty five years away. It is possible that by the end of the millennium there is a fair chance of VISION2020 to achieve success. The way ahead consists in a symbiotic and synergetic relationship between technical communities and those capable of reducing the burden of acquiring the new discourse to a reasonable success. Numerous efforts are already initiated in this direction, for example, the Civil Engineering course offered in UTM, but it is unlikely that such ad hoc and uncoordinated endeavors would lead to a valid solution for the country as a whole.

The question is who is to initiate the change. The language teachers are not normally in control. It can only be done by collaboration with others. Language apprenticeship is the same as craft apprenticeship. Only the master craftsmen can provide the appropriate training. The responsibility for effective language has to be transferred from language teachers to the faculty. But the faculties are not in themselves sufficiently competent in reducing the dimension of difficulty constituted by their community's discourse.

## 7.5 Initiative for Action

From the discussion above, it is clear that two strands of actions are clearly indicated :

1. that there should be further evaluative research of the possible threat to VISION2020 posed by the burden of having to use a foreign language to facilitate the successful achievement of goals and objectives and
2. that there is a need to identify appropriate host ecologies ready to accept both their own community's responsibilities of linguistic competence of its neophyte members and for building into their community a new role and new members responsible for ensuring that English Language discourse does not prejudice their success.

Unfortunately, it does not appear likely that such new members, if recruited from the present pool of language teachers, would have much idea about how to deal with the situation. We just do not know how to do it. But there are plenty of members of the profession eager to find out and fully capable of the task. This is not a job for the occasional, isolated doctoral research. Success is possible only through concerted action and coordinated planned research, preferably at the national level. Consider the daring and innovatory efforts of Ainol Haryati's (1994) ethnographic research into the "communicative events....and the rules governing" a Display Monitor Department of a Japanese multinational manufacturing company, where she became a complete participant observer in the community. The findings indicated that the management culture has a significant influence on the organisational communication system (refer to Chapter 3 for more detail).

Another such effort is the on-going and experimental English Language course for Civil Engineering students (1995) at UTM (refer also to Chapter 3) which has been designed to "complement the....overall plan of producing efficient Civil Engineering graduates by equipping them with the communication skills needed in their learning environment".

The programme is guided by pedagogic principles such as "language training is most effectively carried out if it is embedded in and done within the context of the students" learning environment. And this need should be generated by the faculty concerned" (CICHE Report, 1995 : 1- 3). This effort supports the need for a synergetic and symbiotic relationship between the various host ecologies and the language facilitators. These innovatory efforts, however, are the initiatives of the language teachers. (It is believed that more successful programmes would be designed if the efforts are initiated by the various ecologies concerned.

Initiative for action would have to be done at two stages. At the first stage it is suggested that an apprenticeship model for human resource development be adopted which it is believed would facilitate the transformation of the linguistically and experientially inadequate members of the Malaysian multiverse into effective and successful players or negotiators in the games in the international ecology, where the stakes are high. Losing the games may affect successful achievement of goals.

However, as mentioned earlier, the initiative would not be possible if there is no cooperation from members of the host ecology. A good apprenticeship may be not be achieved if only the language teacher initiates it. It is recommended that members of the host ecology invite the language teacher to look into the nature of their ecology. That is to say, to become an apprentice must first of all be invited into the ecology, only then can the apprenticeship's participation be endorsed by members of the respective ecologies. Participation would then be legitimate. From the arguments presented in this study it seems clear that effective "learning of rules of the games" can only be achieved if this is done within the these ecologies.

Therefore the question is who is to initiate the change ? It is believed that the language teacher is powerless to make the necessary changes. This is felt to be one of the fundamental mistakes in the service of providing code competence and skills to new (would-be) members of the *Gesellschaft*. Therefore, in order to counter the problem of

trivialisation of the provision available, a *Gesellschaft* must be created for efficacious transformation of these new members into competitive and effective participants in the new ecology. Increasing the materials available and the teachers are believed to be associated with the trivial conceptualisation of and solutions to the problem. This is working on the rule of the teacher knocking on the community's door requesting permission to enter and to observe the community. It has been shown that to become effective participants in new *Gesellschaft* demands more than acquiring the codes, a new member would have to contend with an inventory of factors explained earlier. The provision currently available is believed would not lead to successful absorption of members to new ecologies.

Thus, it is strongly believed that in the light of all the arguments presented the creation of the *Gesellschaft* needed for the proper metabolic functioning of new Malaysian ecologies must be initiated by the community, the host ecology aiming at the absorption of new members to the wider ecology, the *Gesellschaft*. Members of the host ecology must be the ones knocking on the language teacher's door and extending the invitation. The *Gesellschaft* must initiate the change. "Perhaps it is us who must ask you to come in and help us" was a preliminary remark on a recent ESP conference in Malaysia, made by one of the members of a particular host ecology. This is supported by Roe where he states that it "is my belief that true efficiency can only be achieved if the boot is on the other foot, i.e. if the community comes to us and says : Please come in and help us" (*NST*, 15/11/1995). Invitation must come from the community for change to be effective because it is believed that all that a language teacher can do is to collaborate.

## **7.6 Research Proposals**

In the light of the arguments presented above it is therefore proposed that there should be a synergetic and symbiotic research programme with selected and volunteered departments acting as the host ecologies for their own neophyte members. It is proposed



that a programme of research with friendly departments with intensive classroom research into the apprenticeship programmes be undertaken. It is acknowledged that no single programme is going to be transportable from one ecology to another, but research in the methodologies of unique solutions should nonetheless, be conducted and coordinated.

A long term research programme, preferably at the national level, should be initiated by host ecologies which would create the ecologies to support the planned absorption of their neophyte members to the wider *Gesellschaft* ecology. These research initiatives should investigate how the faculties can coordinate the apprentice programmes with the assistance of those who can help reduce the difficulty of acquiring the complex discourse of the respective communities.

In order to gain insights much needed for the development of the whole training provision there should be close rapport between members of the different departments or the host ecology, members of the Language department and the members of the wider *Gesellschaft* ecology. Continual collaborative work between these members would help ensure that courses offered at the educational institutions are those appropriate to the needs of the neophytes as well as those needed in the target ecology. Such collaborative work is currently undertaken by members of staff of the Language department and the Civil Engineering Faculty for the new English course offered to the Civil Engineering students at UTM. Similar collaboration is recommended for other courses requiring code, discourse and negotiation competence of the community's neophytes. Close rapport with the mature members of the target ecology would help inform faculty members of the current and changing needs of the target environment so that courses could be appropriately adjusted to suit these needs. This collaborative work however, has to be initiated by members of the host ecologies themselves in order for this to be more meaningful and beneficial for their neophyte members.

Research into the methodologies of the apprenticeship programme would assist the language teachers as well as the faculties concerned to design more appropriate courses

which would provide the much needed experience in playing the games outside of the ecology or prior to the apprenticeship period, should be designed. There would have to be adequate code provision which closely replicates that of the target discourse community in which they are expected to operate. The code and negotiation skills of the target discourse community, namely the business and industrial communities, have to be closely replicated in order for the training of the neophytes to be efficient, effective and efficacious. Most of all these courses must be able to create "ecologies" within the university environment that would replicate "authentic" practices of the new ecology in which rules of the games relating to their roles may be acquired.

It is also recommended that the investigation initiated in this study should be continued to obtain further coverage of the needs of the potential new members to the competitive *Gesellschaft* ecology, i.e. the business and industrial ecologies. Interviews and consultations should be conducted and arranged with the mutual consent of the participants to determine the actual use of the *Gesellschaft* at the various levels of training environments beginning with those within the university and extending to those in the target ecology. Data from these interviews and consultations would help to provide an insider's view of the ecology, a more comprehensive and accurate description of the target ecology. These again would have to be coordinated and guided by the host ecologies so that information obtained are those that are of significance to the host ecologies and hence, the wider *Gesellschaft* ecologies.

This study has not offered a detailed analysis of the inefficiency at the level of code and discourse control. It is believed however, that analysis of these deserves intensive research. Other essential investigations to be conducted should concentrate on finding out specific areas of inefficiency in the provision of code and negotiation competence. Research should examine inefficiency at the level of code and discourse essential for effective participation in the game within the target ecology. Investigation should also look into the various levels of use of the discourse of the community which draws upon the code.

Kennedy (1983 : ix) has said that

the close relationship between the use of a language and political power, socioeconomic development, national and local identity and cultural values has led to the increasing realisation of the importance of language policies and planning in the life of a nation. Nowhere is this planning more critical than in education, universally recognised as a powerful instrument of change. At the focal point of educational language planning is the teacher, since it is the successful application of curriculum and syllabus plans in the classroom, themselves the instruments of higher levels of planning, that will affect the realisation of national planning....because of this link between national language planning and classroom practice an understanding of language planning can provide explanations to the teacher....

It is believed that such planning would have to be done synergetically and symbiotically with all the ecologies concerned as teachers, especially, language teachers, do not have much power to make the changes. These have to be suggested by the specific ecologies concerned. It is hoped that a start will be given to the initiatives such as these in the near future.

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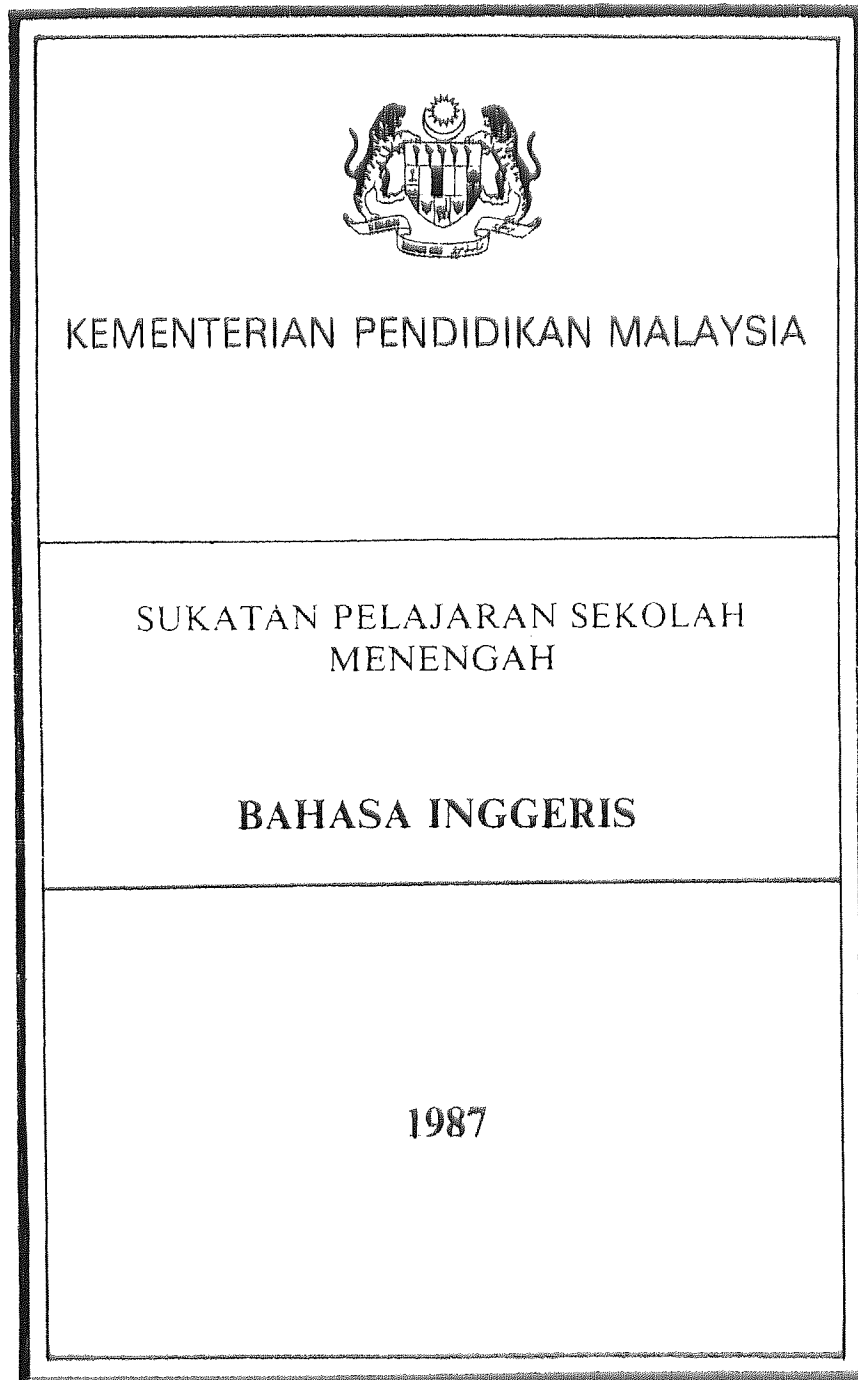


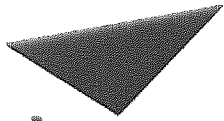
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## APPENDIX

### Appendix 1 ICSS English Syllabus 1987





Aston University

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## INSTRUCTION FOR INTERVIEWERS

### A The Interview Format :

The interviews are to be conducted on a one-to-one basis i.e.. *individual interviews*.

### B Time and Venue of Interviews :

The *venue and time* for the interviews will depend on the individual arrangements made between interviewers and interviewees.

Please ensure that you give the interviewees sufficient time to attend the interviews and are able to spend at least 30 minutes and 45 minutes maximum for the interview. Try not to exceed *45 minutes* for each interview.

### C Purpose of Interview :

The main purpose of the interview is *to elicit information on the mechanisms available for the effective and efficient conversion of trainees into active members of the target discourse community* i.e. the business and industrial community in Malaysia.

Please *explain* to the students the *purpose* of the interview.

Allow students to ask questions about the interview before you begin.

### D Language of the Interview :

Do not draw attention to the *choice of language* to be used in the interviews. If students ask about this (for e.g.. they might say : 'Can I speak in English/Malay?') allow them to decide for themselves.

Conduct alternate interviews in Bahasa Melayu and English - *odd numbers, in BM* and *even numbers, in English*.

*Do not explicitly encourage* the students to *code-switch* and do not draw the students' attention to this . Follow through with whatever language the interviewee responds in.

If / when the students code-switch back to English, you do so with the same code too.

### E The Interview Scripts :

The *interview scripts* are categorised into *5 groups* :

- Group 1 : 3rd Year ] Pre-Training
- Group 2 : 4th Year ]
- Group 3(a) & (b) : 4th Year ] Trainees
- Group 4 : 5th Year ] Post-Training
- Group 5 : SPT Graduates

All *scripts* are divided into *3 parts* :

- PART A : Details of the interview and interviewees
- PART B : General Questions
- PART C : Specific Questions on Training Attachment

Please read the instructions given for each part.

**PART A : Details of the Interview and Interviewee.**

This part is to be completed before commencing with the interview. Please remember to indicate the interview number.

**PART B : General Questions**

Please do not spend too much time in this section. The questions in this section are meant to be 'ice-breakers' only - to put the students at ease before the next section.

**PART C : Specific Questions on Training Attachment**

The *questions* in this part are divided into *4 sections* :

**Section 1** : Questions on Training Attachment

**Section 2** : Questions on Tasks

**Section 3** : Questions on Language Use

**Section 4** : Questions on Supervisor (For Groups 3(a)&(b) - 4 only)

The questions in Sections B and C are all open-ended. The responses given (in the interview scripts) are to be used only as *guidance/prompts* in cases where interviewees have difficulties in responding. The options could also be used for easy recording of interviewees' answers if they match the ones given.

**F Audio-Recordings of Interviews :**

Please ask students for *permission to record the interview* sessions before commencing.

Please ensure that there is enough tape space for recording. Each tape provided has *90 minutes recording time*. This will easily record *2 interview sessions*.

Make sure that all *tape recorders* to be used are in *good working condition* as data / interviews need to be recorded.

In the event of non-effective tape-recorders, please ensure that another one is available as interviews have to be recorded.

Please *indicate on each tape the necessary details* : the name of interviewee and interviewer, the group, and the time. This is to avoid problems with transcriptions of recordings.

Appendix 3                      Samples of Different Sets of Interview Scripts  
3.1 TEs 1/2

LANGUAGE STUDIES UNIT  
ASTON UNIVERSITY

<p><b>INTERVIEW QUESTIONS (GROUPS 1&amp;2)</b></p> <p><b>3RD / 4TH YEAR SPT</b> (PRE-TRAINING)</p> <p><b>1993/94</b></p>
--

(Please complete this part before commencing with the interview)

**PART A : Details of the interview :**

**The interview :**

Time : From \_\_\_\_\_ to \_\_\_\_\_ = \_\_\_\_\_ mins

Place : \_\_\_\_\_

**The Interviewee (No: \_\_\_\_\_) :**

Name : \_\_\_\_\_

Sex :    M        F

Year of Studies :        3rd Year / 4th Year

**The Interviewer :**

Name : \_\_\_\_\_

(This interview script contains 3 pages)

<p><b>PART B : General Questions</b></p> <p>(Please do not spend too much time in this section)</p> <p>(a) Get the student to talk a little bit about himself/herself.</p> <p>(b) Invite him/her to talk about WAWASAN 2020 :  - how much he/she knows  - his/her opinion</p> <p>(c) Elicit reactions to these areas in WAWASAN 2020 :  - the role of training  - the role of English</p>	<p>Please include your comments in this column</p>
<p><b>PART C : Specific Questions on Training Attachment</b></p> <p>(Please note down responses wherever relevant or tick against the options that match student's responses. Do not read out the options - they are meant as prompts only.)</p> <p><b>Section 1 : Questions on Training Attachment :</b></p> <p>Ask the student :</p> <p>a. how he/she came to choose SPT as his/her course.</p> <p>b. what he/she feels about the practical training he/she has to do as part of the course</p> <p>c. what company he/she would like to do the training in ?</p> <p>d. what kind of training he/she thinks he/she should get before he/she gets there.</p> <p>e. if he/she is getting the training at the university</p> <p>f. what he/she expects to achieve from the training attachment</p> <p>g. to grade the kind of preparation (for the training attachment) he/she is getting at the university on a scale of 1 - 5 below (circle the number) :</p> <p style="text-align: center;"><b>1    2    3    4    5</b></p>	
<p><b>Section 2 : Questions on Tasks :</b></p> <p>a. Ask the student what lectures he/she goes to.</p> <p>b. Find out what happens in the classes  - what does he/she has to do</p> <p>c. Invite the student to talk about what he/she does after lectures  - does he/she go to see the lecturers/tutors/supervisors  - does he/she go to the library etc.</p>	
<p><b>Section 3 : Questions on Language Use :</b>  <b>Discuss the language used by the student :</b></p> <p>a. what language(s) does the student speak</p> <ul style="list-style-type: none"> <li>• Bahasa Malaysia      • Chinese</li> <li>• Tamil                      • English</li> <li>• Others (please state)</li> </ul>	



<p>b. what language(s) does he/she normally use :</p> <ul style="list-style-type: none"> <li>- at the university---&gt;</li> <li>- at home---&gt;</li> <li>- in class---&gt;</li> <li>- with friends---&gt;</li> </ul> <p>c. does he/she use more than one language when he/she talks :</p> <ul style="list-style-type: none"> <li>- at the university---&gt;</li> <li>- at home---&gt;</li> <li>- in class---&gt;</li> <li>- with friends---&gt;</li> <li>- with your family---&gt;</li> </ul> <p>d. does he/she sometimes change language(s) when he/she talks :</p> <ul style="list-style-type: none"> <li>- at the university---&gt;</li> <li>- at home---&gt;</li> <li>- in class---&gt;</li> <li>- with friends---&gt;</li> <li>- with your family---&gt;</li> </ul> <p>e. Have the student describe if the change is from :</p> <ul style="list-style-type: none"> <li>• BM to English</li> <li>• Tamil to English</li> <li>• English to BM</li> <li>• English to Tamil</li> <li>• Chinese to English</li> <li>• Chinese to BM</li> <li>• English to Chinese</li> <li>• BM to Chinese</li> <li>• Tamil to BM</li> <li>• BM to Tamil</li> </ul> <p>f. Identify reasons why he/she changes his/her language</p> <p>g. Elicit the student reactions when someone changes the language when talking to him or her.</p>	<p><b>Please include your comments in this column</b></p>
<p><b>Section 4 : Questions on Supervisor :</b></p> <p><b>Outline the kind of supervision he/she is getting at the university:</b></p> <p>a. Ask if the student has a supervisor/tutor</p> <p>b. Find out how often he/she consults the supervisor</p> <p>c. Encourage him/her to describe what he/she does when he/she goes to see the supervisor</p>	

**At the end of the interview ask if the student has anything else to say**

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Appendix 3

3.2 TE3

LANGUAGE STUDIES UNIT  
ASTON UNIVERSITY

<p style="text-align: center;"><b>INTERVIEW QUESTIONS (GROUP 3(a))</b></p> <p style="text-align: center;"><b>4TH YEAR SPT</b> (DURING TRAINING)</p> <p style="text-align: center;"><b>1993/94</b></p>
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(Please complete Part A before commencing with the interview)

<p><b>PART A : Details of the interview :</b></p> <p><b><u>The interview :</u></b></p> <p>Time : From _____ to _____ = _____ mins</p> <p>Place : _____</p>
<p><b><u>The interviewee (No: _____) :</u></b></p> <p>Name : _____</p> <p>Sex : M    F</p> <p>Place of attachment/department : _____</p> <p>Length of time been in training (in each department, if attached to more than one) : _____</p> <p>Name of company supervisor : _____</p> <p>Name of UTM supervisor : _____</p> <p>Post given (if any) : _____</p>
<p><b><u>The Interviewer :</u></b></p> <p>Name : _____</p>

(This interview script contains 3 pages)

<p><b>PART B : General Questions</b></p> <p>(Please do not spend too much time in this section)</p> <p>(a) Get the student to talk a little bit about himself/herself.</p> <p>(b) Invite the student to talk about WAWASAN 2020 :  - how much he/she knows  - his/her opinion</p> <p>(c) Elicit reactions to these areas in WAWASAN 2020 :  - the role of training  - the role of English</p>	<p>Please include your comments in this column</p>
<p><b>PART C : Specific Questions on Training Attachment</b></p> <p><b><u>Section 1 : Questions on Training Attachment :</u></b>  <b>Find out :</b></p> <p>a. How long he/she has been there ?</p> <p>b. Have him/her describe the main activities of his/her day there  - outline what happens in a typical working day  - identify speech events he/she is involved in</p>	
<p><b><u>Section 2 : Questions on Tasks :</u></b></p> <p>Encourage the student to talk about his/her tasks for the day or the recent past :</p> <p>a. What did he/she do today ?</p> <p>b. What did he/she have to do yesterday ?</p> <p>Identify a regular event involving other people and invite the student to talk about it.</p>	
<p><b><u>Section 3 : Questions on Language Use :</u></b></p> <p>Based on the regular speech event(s) invite the student to talk about the language used :</p> <p>a. If he/she was using English, Bahasa Malaysia, Chinese, Tamil or a mixture of languages ?</p> <p>b. Has he/she ever felt like he/she has to change languages when he/she talks to people for e.g.. your supervisor, other people ?</p> <p>c. Can the student remember why he/she did/ had to do so ?</p> <p>d. Why didn't the student use English, Bahasa Malaysia, Chinese, Tamil for that purpose/with that person ?</p>	

**Section 4 : Questions on Supervisor :**

**Please include your  
comments in this  
column**

**Talk about** the kind of supervision the student gets during the training attachment :

- a. How often does he/she see the supervisor ?
- b. Does the supervisor help out with the task(s) ?
- c. What does the student normally do when he/she sees the supervisor ?

**At the end of the interview ask if the student has anything else to say**

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Appendix 3

3.3 TE4

LANGUAGE STUDIES UNIT  
ASTON UNIVERSITY

<p style="text-align: center;"><b>INTERVIEW QUESTIONS (GROUP 3 (b))</b></p> <p style="text-align: center;"><b>4TH YEAR SPT</b> (AFTER TRAINING)</p> <p style="text-align: center;"><b>1993/94</b></p>
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(Please complete Part A before commencing with the interview)

<p><b>PART A Details of the interview :</b></p> <p><b><u>The interview :</u></b></p> <p>Time : From _____ to _____ = _____ mins</p> <p>Place : _____</p>
<p><b><u>The interviewee (No: _____) :</u></b></p> <p>Name : _____</p> <p>Sex : M F</p> <p>Place of attachment/department : _____</p> <p>Length of time been in training (in each department, if attached to more than one) : _____</p> <p>Name of company supervisor : _____</p> <p>Name of UTM supervisor : _____</p> <p>Post given (if any) : _____</p>
<p><b><u>The interviewer :</u></b></p> <p>Name : _____</p>

(This interview script contains 5 pages)

**PART : B General Questions**

Please include your comments in this column

(Please do not spend too much time in this section)

- (a) Get the student to talk a little bit about himself/herself.
- (b) Invite the student to talk about WAWASAN 2020 :
  - how much he/she knows
  - his/her opinion
- (c) Elicit reactions to these areas in WAWASAN 2020 :
  - the role of training
  - the role of English

**PART : C Specific Questions on Training Attachment**

(Please note down responses wherever relevant or tick against the options that match student's responses. Do not read out the options - they are meant as prompts only.)

**Section 1 : Questions on Training Attachment :**

Invite the student to talk about :

- a. how the student applied and selected a particular company for the attachment (e.g. who helped you, who did you talk to/ contact, how many applications did you send out)
  - UTM lecturer
  - knew someone there
  - own effort
  - others (please state)
- b. why he/she selected the particular company
  - the only company that accepted his/her application
  - its the company that offered the highest pay
  - he/she was given the appropriate post
  - others (please state)
- c. anything he/she particularly liked or disliked about the training
  - the work he/she had to do
  - his/her supervisor
  - the people he/she worked with
  - the place he/she did the training
- d. what he/she expected from the training attachment
  - to be given lots of responsibilities
  - people to teach what to do
  - help from other people/supervisor
  - others (please state)
- e. what he/she achieved at the end of the training
  - to get a testimonial
  - to get a job later
  - to get working experience
  - others (please state)
- f. Elicit the student's reactions about what the training did for them
  - ask if he/she was well prepared for it

<p>g. Discuss what he/she thinks the kind of preparation (at the university) he/she should get before the training attachment</p> <ul style="list-style-type: none"> <li>• more knowledge about the company</li> <li>• knowledge about management</li> <li>• exposure to the language in university</li> <li>• others (please state)</li> </ul> <p>h. Ask what improvements he/she would like to see</p> <p>i. Ask the student to grade the training attachment from the scale of 1 - 5 below (circle the number) :</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>1    2    3    4    5</b></p> </div>	<p><b>Please include your comments in this column</b></p>
<p><b><u>Section 2 : Questions on Tasks :</u></b></p> <p>a. Find out what he/she expected to do while on training - did he/she have a chance to do them</p> <p><b>For the next question, give the list of tasks in Appendix A for students to indicate their responses. Please ensure that this list is returned to you.</b></p> <p>b. Ask the student which of the tasks (in the list) did he/she do during the training :</p> <p><b>Encourage the student to include any other tasks (not included in the list) that he/she had to do.</b></p> <p>c. Elicit the student's reaction to the tasks he/she indicated above</p> <ul style="list-style-type: none"> <li>• a messy job/ not our job</li> <li>• exactly what I expected</li> <li>• not enough</li> <li>• others (please state)</li> </ul> <p><b>Discuss about :</b></p> <p>d. any difficulties the student had in doing the tasks</p> <p>e. what he/she did when he/she had problems with the tasks</p>	
<p><b><u>Section 3 : Questions on Language Use :</u></b></p> <p>a. Ask what languages does he/she speak ?</p> <ul style="list-style-type: none"> <li>• Bahasa Malaysia</li> <li>• Chinese (dialects)</li> <li>• English</li> <li>• Tamil (dialects)</li> </ul> <p>b. Find out if he/she uses only one language or more than one language when he/she talks to other people ?</p>	

<p>c. Ask what language does the student normally use when the he/she talks</p> <ul style="list-style-type: none"> <li>• to his/her supervisor ----&gt;</li> <li>• to other people in the office ----&gt;</li> <li>• to with your friends at / from the university ----&gt;</li> </ul> <ul style="list-style-type: none"> <li>• Bahasa Malaysia</li> <li>• Tamil</li> <li>• Chinese</li> <li>• English</li> <li>• Mixed (please state what language)</li> </ul> <p>d. Find out if the trainee had to use another language /change to another language when talking to</p> <ul style="list-style-type: none"> <li>• his/her supervisor ----&gt;</li> <li>• other people in the office ----&gt;</li> <li>• friends at/from the university ----&gt;</li> </ul> <p>g. If his/her answer for (d) is YES, ask the student if he/she remembers why he/she had to do so?</p> <ul style="list-style-type: none"> <li>• the other person does not speak your language</li> <li>• the other person cannot speak your language</li> <li>• you do not speak the other person's language</li> <li>• he/she is your supervisor</li> </ul> <ul style="list-style-type: none"> <li>• he/she is a foreigner (not a Malaysian)</li> <li>• he/she is a friend</li> <li>• he/she is the manager</li> <li>• he/she is someone from the same <i>kampung</i></li> <li>• other reason(s) (please state)</li> </ul>	<p>Please include your comments in this column</p>
<p><b><u>Section 4 : Questions on Supervisor :</u></b></p> <p><b>Talk about :</b></p> <p>a. how often he/she consulted the supervisor</p> <ul style="list-style-type: none"> <li>• everyday</li> <li>• only when you have a problem</li> <li>• twice a week</li> <li>• others</li> </ul> <p>b. why he/she normally consulted him/her</p> <p>c. where he/she normally meet him/her</p> <ul style="list-style-type: none"> <li>• in his office</li> <li>• outside the office</li> <li>• other places</li> </ul> <p>d. how he/she contacted his/her supervisor</p> <ul style="list-style-type: none"> <li>• by phone</li> <li>• face-to-face</li> <li>• others</li> </ul> <p>e. what he/she does when he/she sees the supervisor</p>	

**At the end of the interview ask if the student has anything else to say**

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## APPENDIX A

Tick the task(s) you did while on training attachment.

- swept the floor
- helped the clerk
- filed files
- wrote memos/letters
- helped the supervisor
- worked overtime
- presented a report
- attended meetings
- worked in a committee
- did photocopying
- trained other people
- prepared proposals
- conducted interviews
- repaired machines
- attended interviews
- did a pipeline plan
- did a project
- did auditing
- conducted sales
- did short listing of interviews
- translated documents
- observed other workers
- reported observation
- helped the foreman
- did a survey
- sent faxes
- checked machines
- prepared minutes
- supervised a store
- followed market force out
- attended a workshop
- arranged interviews
- wrote store procedures
- acted as a secretary
- typed documents
- chaired meetings
- conducted sales
- chaired meetings

Please write any other tasks you had to do (in the spaces below) :

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Appendix 3

3.4 TE5

LANGUAGE STUDIES UNIT  
ASTON UNIVERSITY

<p style="text-align: center;"><b>INTERVIEW QUESTIONS (GROUP 4)</b></p> <p style="text-align: center;"><b>5TH YEAR SPT</b> (POST-TRAINING)</p> <p style="text-align: center;"><b>1993/94</b></p>
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(Please complete Part A before commencing with the interview)

**PART A : Details of the interview :**

**The interview :**

Time : From \_\_\_\_\_ to \_\_\_\_\_ = \_\_\_\_\_ mins

Place : \_\_\_\_\_

**The interviewee (No: \_\_\_\_\_) :**

Name : \_\_\_\_\_

Sex : M      F

Place of attachment/department : \_\_\_\_\_

Length of time been in training (in each department, if attached to more than one) :

\_\_\_\_\_

Name of company supervisor : \_\_\_\_\_

Name of UTM supervisor : \_\_\_\_\_

Post given (if any) : \_\_\_\_\_

**The interviewer :**

Name : \_\_\_\_\_

(This interview scrip contains 5 pages)

<p><b>PART : B General Questions</b></p> <p>(Please do not spend too much time in this section)</p> <p>(a) Get the student to talk a little bit about himself/herself.  (b) Invite the student to talk about WAWASAN 2020 :  - how much he/she knows  - his/her opinion  (c) Elicit reactions to these areas in WAWASAN 2020 :  - the role of training  - the role of English</p>	<p>Please include your comments in this column</p>					
<p><b>PART : C Specific Questions on Training Attachment</b></p> <p>(Please note down responses wherever relevant or tick against the options that match student's responses. Do not read out the options - they are meant as prompts only.)</p> <p><b><u>Section 1 : Questions on Training Attachment :</u></b></p> <p><b>Find out :</b></p> <p>a. where the student did his/her training</p> <p>b. how he/she got the place</p> <ul style="list-style-type: none"> <li>• help from UTM lecturer</li> <li>• knew someone there</li> <li>• own effort</li> <li>• others (please state)</li> </ul> <p>c. why he/she chose that place</p> <ul style="list-style-type: none"> <li>• the only company that accepted his/her application</li> <li>• its the company that offered the highest pay</li> <li>• he/she was given the appropriate post</li> <li>• others (please state)</li> </ul> <p><b>Discuss :</b></p> <p>d. what the student particularly liked/dislike about the training</p> <ul style="list-style-type: none"> <li>• the work he/she had to do</li> <li>• his/her supervisor</li> <li>• the people he/she worked with</li> <li>• the place he/she did the training</li> </ul> <p>e. what he/she feels now about the training</p> <p>f. what he/she thinks the training has prepared him/her for</p> <p><b>Talk about :</b></p> <p>f. any job offers he/she might have (where and how he/she got it)</p> <p>g. his/her reactions on going out to work ( is he/she prepared for it)</p> <p>Ask the student to grade the training attachment on a scale of 1-5 below :</p> <table border="1" data-bbox="288 1868 1129 1939"> <tr> <td style="text-align: center; width: 20px;">1</td> <td style="text-align: center; width: 20px;">2</td> <td style="text-align: center; width: 20px;">3</td> <td style="text-align: center; width: 20px;">4</td> <td style="text-align: center; width: 20px;">5</td> </tr> </table>	1	2	3	4	5	
1	2	3	4	5		
<p><b><u>Section 2 : Questions on Tasks :</u></b></p> <p>a. Find out what he/she expected to do while on training  - did he/she have a chance to do them</p>						

<p><b>For the next question, give him/her the list in Appendix A. Make sure the list is given back to you.</b></p> <p>b. Ask the student to indicate the tasks (in the list) he/she did. Encourage him/her to include any other tasks that he/she did.</p> <p>c. Elicit the student's reaction to the tasks he/she did while on the attachment</p> <p>d. Discuss any problems he/she had.</p> <p>e. Find out if what he/she did are preparing him/her for future work</p>	<p><b>Please include your comments in this column</b></p>
<p><b><u>Section 3 : Questions on Language Use :</u></b></p> <p><b>Find out :</b></p> <p>a. what language(s) the student speak :</p> <ul style="list-style-type: none"> <li>• BM</li> <li>• English</li> <li>• Chinese</li> <li>• Tamil</li> <li>• Other(s) (please state)</li> </ul> <p>b. if he/she uses only one language or more than one language when he/she did the tasks (indicated on the list)</p> <p>c. what language does he/she have to use most often when executing the tasks</p> <ul style="list-style-type: none"> <li>• BM</li> <li>• English</li> <li>• Chinese</li> <li>• Tamil</li> <li>• Other(s) (please state)</li> </ul> <p>d. what language does he/she use when he/she talks :</p> <ul style="list-style-type: none"> <li>- to his/her supervisor----&gt;</li> <li>- to other people in the office (eg. managers, shopfloor workers etc)----&gt;</li> <li>- with foreign visitors to the company (if any)----&gt;</li> <li>- with friends from UTM----&gt;</li> <li>• Bm</li> <li>• English</li> <li>• Chinese</li> <li>• Tamil</li> <li>• Other(s) (please state)</li> </ul> <p>e. if he/she had to change to another language when talking</p> <ul style="list-style-type: none"> <li>- to his/her supervisor</li> <li>- to other people in the office (eg. managers, shopfloor workers etc)</li> <li>- with foreign visitors to the company (if any)</li> <li>- with friends from UTM</li> </ul> <p><b>Discuss :</b></p> <p>f. why he/she had to do so</p> <ul style="list-style-type: none"> <li>• the other person does not speak your language</li> <li>• he/she does not speak the other person's language</li> <li>• he/she is your supervisor</li> <li>• he/she is a foreigner (not a Malaysian)</li> <li>• he/she is a friend</li> <li>• he/she is the manager</li> <li>• he/she is someone from the same <i>kampung</i></li> <li>• other reason(s) (please state)</li> </ul>	

<p>g. what language(s) do other people use most often</p> <ul style="list-style-type: none"> <li>- in the office</li> <li>- in the canteen</li> <li>- outside the office</li> </ul>	<p><b>Please include your comments in this column</b></p>
<p><b><u>Section 4 : Questions on Supervisor :</u></b></p> <p><b>Talk about :</b></p> <p>a. how often he/she consulted the supervisor</p> <ul style="list-style-type: none"> <li>• everyday</li> <li>• only when you have a problem</li> <li>• twice a week</li> <li>• others</li> </ul> <p>b why he/she normally consulted him/her</p> <p>c. where they meet ?</p> <ul style="list-style-type: none"> <li>• in his office</li> <li>• outside the office</li> <li>• other places</li> </ul> <p>d. how he/she contacted his/her supervisor</p> <ul style="list-style-type: none"> <li>• by phone</li> <li>• face-to-face</li> <li>• others</li> </ul> <p>e. what he/she does when he/she sees the supervisor</p>	

**At the end of the interview ask if the student has anything else to say**

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## APPENDIX A

Tick the task(s) you did while on training attachment.

- swept the floor
- helped the clerk
- filed files
- wrote memos/letters
- helped the supervisor
- worked overtime
- presented a report
- attended meetings
- worked in a committee
- did photocopying
- trained other people
- prepared proposals
- conducted interviews
- repaired machines
- attended interviews
- did a pipeline plan
- did a project
- did auditing
- did short listing of interviews
- translated documents
- observed other workers
- reported observation
- helped the foreman
- did a survey
- sent faxes
- checked machines
- prepared minutes
- supervised a store
- followed market force out
- attended a workshop
- arranged interviews
- wrote store procedures
- acted as a secretary
- typed documents
- chaired meetings
- conducted sales

Please write any other tasks you had to do (in the spaces below) :

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Appendix 3

3.5 TE6

LANGUAGE STUDIES UNIT  
ASTON UNIVERSITY

<p><b>INTERVIEW QUESTIONS (GROUP 5)</b></p> <p><b>SPT GRADUATES</b> <b>(IN EMPLOYMENT)</b></p> <p><b>1993/94</b></p>
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(Please complete Part A before commencing with the interview)

<p><b>PART A Details of the interview :</b></p> <p><b><u>The interview :</u></b></p> <p>Time : From _____ to _____ = _____ mins</p> <p>Place : _____</p>
<p><b><u>The Interviewee (No: _____) :</u></b></p> <p>Name : _____</p> <p>Sex : M    F</p> <p>Post : _____</p> <p>Duration of employment : _____</p> <p>Address of employment : _____</p> <p>Address of previous place of training attachment : _____</p> <p>_____</p>
<p><b><u>The Interviewer :</u></b></p> <p>Name : _____</p>

(This interview script contains 4 pages)

<p><b>PART : B General Questions</b></p> <p>(a) Get the him/her to talk a little bit about himself/herself.</p> <p>(b) Invite the him/her to talk about <i>WAWASAN 2020</i> :</p> <ul style="list-style-type: none"> <li>- how much he/she knows</li> <li>- his/her opinion</li> </ul> <p>(c) Elicit reactions to these areas in <i>WAWASAN 2020</i> :</p> <ul style="list-style-type: none"> <li>- the role of training</li> <li>- the role of English</li> </ul>	<p>Please include your comments in this column</p>					
<p><b>PART C : Specific Questions</b></p> <p><b><u>Section 1 : Questions on Training Attachment :</u></b></p> <p>Elicit graduate's reactions/feelings about his/her training attachment :</p> <ol style="list-style-type: none"> <li>a. where it was</li> <li>b. who the supervisor was</li> <li>c. the kind of tasks involved in (For this, give the list of tasks in Appendix A)</li> <li>d. what the training has prepared him/her for</li> <li>e. what benefits has he/she obtained from the training</li> </ol> <p>Ask him/her to grade the training attachment on a scale of 1 - 5 below (circle the number) :</p> <table border="1" data-bbox="300 1178 1129 1245" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center; padding: 5px;"><b>1</b></td> <td style="text-align: center; padding: 5px;"><b>2</b></td> <td style="text-align: center; padding: 5px;"><b>3</b></td> <td style="text-align: center; padding: 5px;"><b>4</b></td> <td style="text-align: center; padding: 5px;"><b>5</b></td> </tr> </table> <p>Find out :</p> <ol style="list-style-type: none"> <li>d. how he/she got the present job</li> <li>e. if he/she has worked somewhere else before</li> </ol>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>		
<p><b><u>Section 2 : Questions on Tasks :</u></b></p> <ol style="list-style-type: none"> <li>a. Talk about his/her responsibilities or his/her daily routine there <ul style="list-style-type: none"> <li>- any difference between now and during the training</li> <li>- any problems</li> </ul> </li> <li>b. Identify a particular routine and invite him/her to talk about it</li> </ol>						
<p><b><u>Section 3 : Questions on Language Use :</u></b></p> <p>Talk about the language used at the place :</p> <ul style="list-style-type: none"> <li>- what language is used in the daily routine</li> <li>- how confident he/she is with the language (eg. English)</li> <li>- how often does he/she has to use English</li> <li>- did the practical training prepare him/her for this</li> </ul>						



**Section 4 : Questions on Supervisor :**

**Identify the kind of supervision the graduate received :**

- during the training attachment

- now

**At the end of the interview ask if the student has anything else to say**

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## APPENDIX A

Tick the task(s) you did while on training attachment.

- swept the floor
- helped the clerk
- filed files
- wrote memos/letters
- helped the supervisor
- worked overtime
- presented a report
- attended meetings
- worked in a committee
- did photocopying
- trained other people
- prepared proposals
- conducted interviews
- repaired machines
- attended interviews
- did a pipeline plan
- did a project
- did auditing
- did short listing of interviews
- translated documents
- observed other workers
- reported observation
- helped the foreman
- did a survey
- sent faxes
- checked machines
- prepared minutes
- supervised a store
- followed market force out
- attended a workshop
- arranged interviews
- wrote store procedures
- acted as a secretary
- typed documents
- chaired meetings
- conducted sales

Please write any other tasks you had to do (in the spaces below) :

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## Appendix 4

### 4.1 TE1/2 Soalselidik

#### LANGUAGE STUDIES UNIT ASTON UNIVERSITY

SOAL-SELIDIK UNTUK  
PELAJAR-PELAJAR SPT  
TAHUN 3 DAN 4  
1994/95

Kepada Pelajar,

Tujuan soal-selidik ini adalah untuk mendapatkan maklumat mengenai anda sebagai pelajar SPT dan kursus SPT secara amnya.

Sila jawab soalan dengan ikhlas. Bantuan dan kerjasama anda di dalam hal ini adalah amat dihargai.

Soal-selidik ini mengandungi 4 muka surat (termasuk muka surat ini) dan ada 3 bahagian : A, B & C. Bahagian C ada 4 seksyen. Tulis jawapan anda di ruang yang disediakan.

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**BAHAGIAN A : Sila lengkapkan bahagian ini :**

1. Nama Penuh : \_\_\_\_\_
2. Jantina : L P
3. Bangsa : \_\_\_\_\_
4. Tahun : 3 4
5. Sekolah Menengah : \_\_\_\_\_
6. Keputusan SPM B. Inggeris : \_\_\_\_\_
7. Band Bahasa Inggeris UTM : \_\_\_\_\_

<p><b><u>BAHAGIAN B :</u></b></p> <ol style="list-style-type: none"> <li>1. Ceritakan (dengan ringkas) mengenai diri anda. (seperti : berasal dari mana)</li> <li>2. Terangkan (secara ringkas) apa yang anda tahu tentang WAWASAN 2020.</li> <li>3. Pada pendapat anda, apakah peranan latihan praktik dan bahasa Inggeris di dalam mencapai WAWASAN 2020?</li> </ol>	<p><b><u>Sila tulis jawapan anda di ruangan ini :</u></b></p>
<p><b><u>BAHAGIAN C - Seksyen 1 :</u></b></p> <ol style="list-style-type: none"> <li>1. Terangkan (secara ringkas) mengapa anda memilih kursus SPT di UTM.</li> <li>2. Apakah pandangan anda mengenai latihan praktik (selama 6 bulan) yang anda perlu lakukan sebagai sebahagian dari keperluan kursus SPT?</li> <li>3. Di mana anda ingin jalankan latihan praktik ini (di kilang mana)?</li> <li>4. Nyatakan (dengan ringkas) pendedahan/ latihan yang patut anda dapat sebelum latihan praktik (seperti : kuliah yang patut diberikan)</li> <li>5. Catitkan apa yang anda harapkan dari latihan praktik nanti.</li> <li>6. Gredkan pendedahan/latihan yang anda terima di UTM mengikut skala 1 - 5 (bulatkan nombor yang sesuai) :</li> </ol>	<p>terlalu sedikit <span style="float: right;">memuaskan</span></p> <p>1            2            3            4            5</p> <hr/>

<p><u>BAHAGIAN C - Seksyen 2 :</u></p> <ol style="list-style-type: none"> <li>1. Senaraikan sebahagian dari kuliah/subjek untuk semester ini.</li> <li>2. Ceritakan (secara ringkas) apa yang selalu anda lakukan semasa kuliah (mendengar dan mencatat nota, mengemukakan soalan)</li> <li>3. Apa yang anda buat selepas kuliah? (pergi ke perpustakaan, dan sebagainya)</li> <li>4. Bagaimana dengan kesesuaian kuliah-kuliah yang diberi?</li> </ol>	<p><u>Sila tulis jawapan anda di ruang ini :</u></p>
<p><u>BAHAGIAN C - Seksyen 3 :</u></p> <ol style="list-style-type: none"> <li>1. Apa bahasa yang anda gunakan (untuk bercakap)?</li> <li>2. Bila anda bercakap, adakah anda : <ol style="list-style-type: none"> <li>a. gunakan lebih dari satu bahasa</li> <li>b. campurkan bahasa anda</li> <li>c. bertukar dari satu bahasa ke satu bahasa yang lain?</li> </ol> </li> <li>3. Apakah bahasa yang selalu anda gunakan : <ol style="list-style-type: none"> <li>a. di UTM (secara am)</li> <li>b. di dalam kelas/semasa kuliah</li> <li>c. dengan pensyarah</li> <li>d. dengan kawan-kawan</li> <li>e. di rumah</li> </ol> </li> <li>4. Dengan berpandukan jawapan yang anda berikan untuk soalan 2 &amp; 3, cuba terangkan sebab-sebab anda lakukan demikian.</li> <li>5. Apakah perasaan anda bila terpaksa menggunakan lebih dari satu bahasa/ bertukar-tukar bahasa semasa bercakap (seperti menggunakan bahasa Inggeris)?</li> </ol>	

BAHAGIAN C - Seksyen 4 :

1. Siapa penasihat akademik anda?
2. Berapa kerap anda berjumpa dengannya?
3. Mengapa anda berjumpa dengannya?

Sila tuliskan apa-apa komen atau cadangan anda mengenai kursus SPT dan pembelajaran anda secara am di UTM ini. (mengenai kuliah, pensyarah, subjek)

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Terima kasih di atas kerjasama anda.

Abidah Omar  
Universiti Aston

## Appendix 4

### 4.2 TE1/2 Questionnaire

#### LANGUAGE STUDIES UNIT ASTON UNIVERSITY

<p>QUESTIONNAIRE FOR 3rd / 4th YR SPT 1994/95</p>
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Dear Student,

This questionnaire is aimed at obtaining some information regarding you as an SPT student here at UTM and the SPT course in general.

Please answer the questions as truthfully as you can. Your assistance and cooperation in this matter is very much appreciated.

The questionnaire has 4 pages (including the cover page) and contains 3 parts : A, B & C. Part C has 4 sections. Write your responses in the space provided.

---

PART A : Please complete this part :

1. Full name : \_\_\_\_\_
2. Sex : M      F
3. Race : \_\_\_\_\_
4. Year of studies : 3rd      4th
5. Secondary school : \_\_\_\_\_
6. SPM English result : \_\_\_\_\_
7. UTM English band : \_\_\_\_\_

PART B :

Please write your answer in this column :

1. Describe briefly a little bit about yourself.  
(eg. Where you come from)
2. Explain (briefly) what you know about  
VISION 2020.  
(include your opinion)
3. What do you think is the role of training and  
the role of English in achieving VISION 2020?

PART C - Section 1 :

1. Why did you choose SPT as your course?
2. How do you feel about the six-month practical  
training that you have to do as part of your  
SPT course?
3. If you have some idea now, where would you  
like to do your training? (eg. which/what type  
of company)
4. Describe (briefly) the kind of exposure/training  
you should get (here at UTM) before you go for  
the training attachment. (eg. what lectures  
you should have)
5. Jot down what you expect to achieve at the  
end of the six-month training.
6. Grade the kind of exposure/training you are  
getting (here at UTM) on a scale of 1 - 5  
(circle the number).

very little					a lot
1	2	3	4	5	



PART C - Section 2 :

Please write your answer in this column :

1. List a few of the subjects/lectures that you have for this semester.
2. Describe (briefly) what you normally do during a lecture. (eg. listen and take notes, ask questions).
3. What do you do after your lectures? (eg. go to the library, etc)
4. How useful are the lecturers?

PART C - Section 3 :

1. What languages do you speak?  
(if Chinese/Indian please state the dialect(s))
2. When you talk, do you :
  - a. use more than one language
  - b. mix your languages
  - c. change from one language to another?
3. What language(s) do you mostly use :
  - a. at UTM (in general)
  - b. in class/during lectures
  - c. with lecturers
  - d. with friends
  - e. at home
4. With reference to your answers to questions 2 & 3 above, can you give reasons why you do so.
5. How do you feel about having to use more than one language/change to another language (for eg. English)?

PART C - Section 4 :

1. Who is your academic advisor?
2. How often do you see him/her?
3. Why do you normally see him/her?

Please write any comments and/or suggestions you may have regarding the SPT course and your studies at UTM in general. (eg. about the lecturers, lectures, or the subjects) :

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Thank you for your cooperation.

Abidah Omar  
Aston University

## Appendix 4

### 4.3 TE5 Soalselidik

#### LANGUAGE STUDIES UNIT ASTON UNIVERSITY

<p>SOAL-SELIDIK UNTUK PELAJAR-PELAJAR SPT TAHUN 5 1994/95</p>
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Kepada Pelajar,

Tujuan soal-selidik ini adalah untuk mendapatkan maklumat mengenai latihan praktik anda.

Sila jawab soalan dengan ikhlas. Bantuan dan kerjasama anda di dalam hal ini adalah amat dihargai.

Soal-selidik ini mengandungi 4 muka surat (termasuk muka surat ini) dan ada 3 bahagian : A, B & C. Bahagian C ada 4 seksyen. Tulis jawapan anda di ruang yang disediakan.

---

**BAHAGIAN A : Sila lengkapkan bahagian ini :**

1. Nama Penuh : \_\_\_\_\_
2. Jantina : L P
3. Bangsa : \_\_\_\_\_
4. Sekolah Menengah : \_\_\_\_\_
5. Keputusan SPM B. Inggeris : \_\_\_\_\_
6. Band Bahasa Inggeris UTM : \_\_\_\_\_
7. Tempat Latihan Praktik  
(nyatakan jabatan) : \_\_\_\_\_
8. Jawatan diberi (jika anda) : \_\_\_\_\_

BAHAGIAN B:

Sila tuliskan jawapan anda di ruangan ini :

1. Tulis (dengan ringkas) mengenai diri anda (seperti : berasal dari mana)
2. Terangkan (secara ringkas) apa yang anda tahu tentang WAWASAN 2020.
3. Pada pendapat anda, apakah peranan :
  - a) latihan praktik
  - b) bahasa Inggeris dalam mencapai WAWASAN 2020?

BAHAGIAN C - Seksyen 1 :

1. Bagaimana anda memohon dan memilih tempat latihan praktik anda?
2. Mengapa anda memilih tempat berkenaan?
3. Ceritakan perkara yang anda suka atau tidak suka mengenai latihan praktik anda? (Seperti : kerja yang dilakukan, keadaan tempat dan sebagainya)
4. Apakah perasaan anda sekarang terhadap latihan praktik yang telah anda jalankan?
5. Latihan praktik itu telah menyediakan anda untuk apa?
6. Bagaimana dengan tawaran kerja? Adakah anda mendapat apa-apa tawaran?
7. Apakah perasaan anda mengenai alam pekerjaan?
8. Gredkan latihan praktik yang telah anda lakukan mengikut skala 1 - 5 (bulatkan nombor yang sesuai)

tidak bagus					bagus sekali
1	2	3	4	5	

BAHAGIAN C - Seksyen 2 :

Sila tuliskan jawapan anda di ruangan ini :

1. Apakah kerja-kerja yang anda harapkan dapat buat semasa latihan praktik?
2. Bagaimana perasaan anda tentang kerja-kerja yang anda lakukan?
3. Terangkan (secara ringkas) masalah yang anda hadapi semasa melakukan kerja-kerja yang diberi.
4. Bagaimana anda menyelesaikan masalah ini?
5. Yang mana di antara kerja-kerja berikut yang telah anda lakukan : (Sila tandakan dengan ( ✓ ))

- |                                      |                                      |                                    |
|--------------------------------------|--------------------------------------|------------------------------------|
| • menaip dokumen (lapuran)           | • menyapu lantai                     | • membuat pelan paip               |
| • menjadi setiausaha                 | • menterjemah dokumen                | • membuat projek                   |
| • menulis arahan setor               | • memerhati pekerja                  | • menyediakan kertas kerja         |
| • menyelia setor                     | • menolong foreman                   | • bekerja lebih masa               |
| • memeriksa mesin                    | • membuat survey                     | • menolong penyelia                |
| • membaiki mesin                     | • menghantar faks                    | • menulis memo/surat               |
| • melatih pekerja lain               | • menyediakan minit                  | • menghadiri mesyuarat             |
| • membentangkan laporan              | • mengatur temuduga                  | • mempengerusikan mesyuarat        |
| • menolong kerani                    | • menghadiri temuduga                | • bekerja dengan satu jawatankuasa |
| • menyusun fail                      | • menjalankan temuduga               | • membuat auditing                 |
| • menyenarai pendekan calon temuduga | • mengikut pegawai pemasaran keluar  | • membuat penjualan                |
| • menghadiri bengkel                 | • melapurkan pemerhatian yang dibuat | • membuat fotokopi                 |

BAHAGIAN C - Seksyen 3 :

1. Apakah bahasa yang anda gunakan (untuk bercakap)?
2. Bila bercakap dengan orang (semasa latihan praktik) adakah anda :
  - a. gunakan lebih dari satu bahasa
  - b. campurkan bahasa anda
  - c. tukar dari satu bahasa ke satu bahasa yang lain?
3. Apakah bahasa yang selalu anda gunakan :
  - a. dengan penyelia
  - b. dengan kakitangan lain di pejabat
  - c. dengan kawan-kawan
  - d. semasa melakukan kerja-kerja?
4. Dengan berpandukan jawapan yang anda berikan untuk soalan 2 & 3, berikan sebab-sebab kenapa anda lakukan demikian.
5. Apakah perasaan anda mengenai penggunaan lebih dari satu bahasa atau pertukaran dari satu bahasa ke satu bahasa yang lain (seperti menggunakan bahasa Inggeris)?

Sila tuliskan jawapan anda di ruangan ini :

BAHAGIAN C - Seksyen 4 :

1. Siapa penyelia semasa di kilang?
2. Berapa kerap anda berjumpa dengannya?
3. Mengapa anda berjumpa dengannya?
4. Ceritakan (secara ringkas) keadaan pergaulan/perhubungan di antara penyelia dan anda.

Sila tuliskan apa-apa komen atau cadangan anda mengenai latihan praktik dan/atau mengenai kursus SPT secara amnya.

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Terima kasih di atas kerjasama anda.

## Appendix 4

### 4.4 TE5 Questionnaire

#### LANGUAGE STUDIES UNIT ASTON UNIVERSITY

<p>QUESTIONNAIRE FOR 5th YR SPT 1994/95</p>
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Dear Student,

This questionnaire is aimed at obtaining some information regarding your six-month practical training.

Please answer the questions as truthfully as you can. Your assistance and cooperation in this matter is very much appreciated.

The questionnaire has 5 pages (including the cover page) and contains 3 parts : A, B & C. Part C has 4 sections. Write your responses in the space provided.

---

PART A : Please complete this part :

1. Full name : \_\_\_\_\_
2. Sex : M F
3. Race : \_\_\_\_\_
4. Secondary school : \_\_\_\_\_
5. SPM English result : \_\_\_\_\_
6. UTM English band : \_\_\_\_\_
7. Place of training attachment  
(state the department(s)) : \_\_\_\_\_
8. Post given (if any) : \_\_\_\_\_

PART B :

Please write your answer in this column :

1. Write (in brief) a little bit about yourself.  
(e.g.. Where you come from)
  
2. Explain (briefly) what you know about  
VISION 2020.  
(include your opinion)
  
3. What do you think is the role of :
  - a) training
  - b) English in achieving VISION 2020?

PART C - Section 1 :

1. How did you apply and select a particular  
company for your training attachment?
  
2. Why did you choose the particular company?
  
3. Describe what you liked or disliked about  
your training attachment. (e.g.. in terms of  
the work you had to do, the environment,  
etc.)
  
4. What do you feel now about the training ?
  
5. What do you think the training has prepared you  
for?
  
6. What about any job offers? Have you got any?
  
7. What are your reactions to going out to work?
  
8. Grade the training attachment you have done  
on a scale of 1 - 5 (circle the number) :

very bad					very good
1	2	3	4	5	



PART C - Section 2 :

Please write your answer in this column :

1. What are the jobs you expected to do while on training attachment?
2. How do you feel about the tasks you had to do? (e.g.. exactly what you expected, lousy, etc.)
3. Describe briefly any problems you had in doing the tasks.
4. How did you solve the problems (stated in 3)?
5. Which of the task(s) (in the list below) did you have a chance to do? (tick your answer)

- |                                   |                             |                         |
|-----------------------------------|-----------------------------|-------------------------|
| • typed documents (eg. reports)   | • swept the floor           | • did a pipeline plan   |
| • acted as a secretary            | • translated documents      | • did a project         |
| • wrote store procedures          | • observed other workers    | • prepared proposals    |
| • attended a workshop             | • reported observation done | • did photocopying      |
| • supervised a store              | • helped the foreman        | • worked overtime       |
| • checked machines                | • did a survey              | • helped the supervisor |
| • repaired machines               | • sent faxes                | • wrote memos/letters   |
| • trained other workers           | • prepared minutes          | • attended meetings     |
| • presented a report              | • arranged interviews       | • chaired meetings      |
| • helped the clerk                | • attended interviews       | • conducted sales       |
| • followed market team out        | • conducted interviews      | • did auditing          |
| • did short listing of interviews | • worked in a committee     | • filed files           |

PART C - Sections 3 :

Please write your answer in this column :

1. What languages do you speak?  
(If Chinese/Indian please state the dialect(s))
  
2. When you talked with other people (while on training), did you :
  - a. use more than one language
  - b. mix your languages
  - c. change from one language to another?
  
3. What language (s) did you mostly use :
  - a. with your supervisor
  - b. with other people in the department
  - c. with your friends
  - d. when doing your work
  
4. With reference to your answers to questions 2 & 3 above, can you give reasons why you had to do so.
  
5. How do you feel about having to use more than one language/change to another language (for eg. English)?

PART C - Section 4 :

1. Who was your company supervisor?
  
2. How often do you see him/her?
  
3. Why do you normally see him/her?
  
4. Describe (in brief) the relationship between your supervisor and you.

Please write (in the spaces below) any suggestions or comments you have regarding your practical training and/or your SPT course in general.

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Thank you for your cooperation.

Abidah Omar  
Aston University

## Appendix 4

### 4.5 TE6 Soalselidik

#### LANGUAGE STUDIES UNIT ASTON UNIVERSITY

#### SOALSELIDIK UNTUK GRADUAN SPT UTM

Tujuan soal selidik ini ialah untuk mendapatkan maklumat tentang anda sebagai graduan SPT UTM dan sebagai kakitangan di jabatan anda sekarang.

Sila jawab soalan dengan ikhlas. Bantuan dan kerjasama anda dalam hal ini amatlah dihargai.

Soalselidik ini mengandungi 4 mukasurat dan ada 3 bahagian : A, B & C. Bahagian C ada 4 seksyen. Sila tulis jawapan anda di ruangan yang disediakan.

---

**BAHAGIAN A : Sila lengkapkan bahagian ini :**

1. Nama penuh : \_\_\_\_\_
2. Jantina :        L        P
3. Bangsa ; \_\_\_\_\_
4. Alamat tempat kerja ; \_\_\_\_\_
5. Tempoh perkhidmatan ; \_\_\_\_\_
6. Jawatan sekarang ; \_\_\_\_\_

**BAHAGIAN B :**

1. Tulis (dengan ringkas) sedikit mengenai diri anda.
  
2. Terangkan (dengan ringkas) apa yang anda tahu mengenai WAWASAN 2020 ?
  
3. Pada pendapat anda, apakah peranan :  
(a) latihan  
(b) bahasa Inggeris  
dalam mencapai WAWASAN 2020 ?

Sila tuliskan jawapan anda di ruangan ini :

**BAHAGIAN C :**

**Seksyen 1 :**

1. Dimana anda menjalankan latihan praktik ?
  
2. Siapa penyelia anda di sana ?
  
3. Apakah yang telah anda perolehi daripada latihan praktik itu ?
  
4. Latihan praktik yang anda jalani telah menyediakan anda untuk apa?
  
5. Gredkan latihan praktik yang telah anda jalankan mengikut skala 1 - 5 (bulatkan nombor yang sesuai)
  
6. Mengapa anda memberi gred yang sedemikian ?
  
7. Bagaimana anda memperolehi pekerjaan anda sekarang ?
  
7. Pernahkah anda bekerja di tempat lain sebelum ini ? Dimana ?

Sila tuliskan jawapan anda di ruangan ini :

tidak baik					amat baik
1	2	3	4	5	

Seksyen 2 :

1. Apakah sebahagian daripada kerja/tugas yang telah dapat anda lakukan semasa di dalam latihan praktik ? (Untuk soalan ini sila rujuk kepada Lampiran A di mukasurat 4)
2. Catitkan sebahagian daripada kerja/tugas anda sekarang.
3. Bagaimanakah keadaan tugas anda sekarang jika dibandingkan dengan yang telah di lakukan semasa latihan praktik ?
4. Apakah masalah (jika ada) yang anda alami  
(a) semasa dalam latihan praktik ?  
(b) sekarang ?

Sila tuliskan jawapan anda di ruangan ini :

Seksyen 3 :

1. Apakah bahasa-bahasa yang digunakan untuk setiap tugas yang anda sebutkan di atas ?
2. Adakah anda yakin untuk menggunakan bahasa-bahasa tersebut (seperti Bahasa Inggeris) ?
3. Bila selalunya anda menggunakan bahasa Inggeris ?
4. Adakah latihan praktik yang telah anda lalui menyediakan anda untuk keadaan seperti ini ? (maksudnya 1,2 & 3 di atas)

Seksyen 4 :

1. Ceritakan (dengan ringkas) penyelian yang anda terima semasa dalam latihan praktik.
2. Apakah bentuk penyelian (jika ada) yang anda perlukan di dalam menjalankan tugas anda sekarang?

Sila tuliskan pendapat / cadangan anda mengenai latihan praktik dan / atau pekerjaan / tugas anda sekarang.

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Terima kasih di atas kerjasama anda.

## Lampiran A

Sila tandakan kerja-kerja yang telah anda lakukan semasa latihan praktik.

- menyapu lantai
- menolong kerani
- menyusun fail
- menulis surat/memo
- menolong penyelia
- bekerja lebih masa
- membentangkan laporan
- menghadiri mesyuarat
- membuat projek
- membuat fotokopi
- melatih pekerja lain
- membuat kertas kerja
- menjalankan temuduga
- memperbaiki mesin
- menghadiri temuduga
- membuat pelan paip
- bekerja dalam satu jawatankuasa
- menyenarai pendekkan calon temuduga
- menterjemah dokumen
- memerhati pekerja lain
- melapurkan pemerhatian
- menolong foreman
- membuat kajiselidik
- menulis/menghantar faks
- memeriksa mesin
- menyediakan minit
- menyelia setor
- membuat penjualan
- menghadiri bengkel
- mengatur temuduga
- menulis arahan setor
- menjadi setiausaha
- menaip dokumen
- mempengerusikan mesyuarat
- membuat auditing
- mengikut pegawai pemasaran keluar

Sila tuliskan (di ruangan di bawah) kerja/tugas lain yang telah anda lakukan.

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## Appendix 4

### 4.6 TE6 Questionnaire

#### LANGUAGE STUDIES UNIT ASTON UNIVERSITY

#### QUESTIONNAIRE FOR UTM SPT GRADUATES

This questionnaire is aimed at obtaining some information regarding you as an SPT graduate and your work as an employee.

Please answer the questions as truthfully as you can. Your assistance and cooperation in this matter is very much appreciated.

The questionnaire has 4 pages (including the cover page) and contains 3 parts : A, B & C. Part C has 4 sections. Write your responses in the space provided.

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PART A : Please complete this part :

1. Full name : \_\_\_\_\_
2. Sex : M F
3. Race : \_\_\_\_\_
4. Length of time in employment : \_\_\_\_\_

**PART B :**

Please write your answer in this column :

1. Could you describe (briefly) a little bit about yourself.
  
2. What do you know about VISION 2020 ?
  
3. What do you think is the role of training and the role of English in achieving VISION 2020?

**PART C :**

Please write your answer in this column :

**Section 1 :**

1. Where did you do your practical training ?
  
2. Who was your supervisor ?
  
3. What were some of the tasks that you had the opportunity to do ? (For this question please refer to the list in Appendix A)
  
4. Looking back, what did you gain from the training attachment ?
  
5. What has the training prepared you for ?
  
5. Please grade the training attachment you did on a scale of 1 - 5 (circle the number) :
  
6. How did you get your present job ?
  
7. Have you worked elsewhere before ?

very bad very good  
1                      2                      3                      4                      5

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<p>Section 2 :</p> <ol style="list-style-type: none"> <li>1. What are your current responsibilities / tasks ?</li> <li>2. How different are these from the ones you had during the training attachment ?</li> <li>3. What problems (if any) do you face in doing your work now ?</li> </ol>	<p><u>Please write your answer in this column :</u></p>
<p>Section 3 :</p> <ol style="list-style-type: none"> <li>1. What are the languages used in your daily routine/work ?</li> <li>2. How confident are you in using these languages (for example English) ?</li> <li>3. How often do you need to use English ?</li> <li>4 Did the practical training prepare you for this ?</li> </ol>	
<p>Section 4 :</p> <ol style="list-style-type: none"> <li>1. What kind of supervision did you receive while on training attachment ?</li> <li>2. What kind of supervision (if any) do you need now in your present job ?</li> </ol>	

Please write any other comments you may have regarding your training attachment/your present job.

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Thank you for your cooperation.

Abidah Omar  
Aston University

## APPENDIX A

Tick the task(s) you did while on training attachment.

- swept the floor
- helped the clerk
- filed files
- wrote memos/letters
- helped the supervisor
- worked overtime
- presented a report
- attended meetings
- worked in a committee
- did photocopying
- trained other people
- prepared proposals
- conducted interviews
- repaired machines
- attended interviews
- did a pipeline plan
- did a project
- did auditing
- did short listing of interviews
- translated documents
- observed other workers
- reported observation
- helped the foreman
- did a survey
- sent faxes
- checked machines
- prepared minutes
- supervised a store
- followed market force out
- attended a workshop
- arranged interviews
- wrote store procedures
- acted as a secretary
- typed documents
- chaired meetings
- conducted sales

Please write any other tasks you had to do (in the spaces below) :

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## APPENDIX 5

Table A.1 Size of Contribution where the 1st column shows the number of lines, the 2nd column shows the number of words and the 3rd column shows the number of characters.

* 1			* 2		
306	2409	13435 abaj1	261	2163	12276 abaa2
405	4195	22931 abak1	221	2446	12561 abah2
182	1811	10732 abal1	200	1923	9577 abaj2
332	2947	16201 abam1	358	3726	20096 abak2
224	1956	11169 abar1	286	2151	11805 abam2
316	2086	12146 abas1	194	1624	8993 abar2
203	1511	9162 abcf1	393	3270	19342 abas2
288	2478	13649 abck1	124	1040	5336 abaz2
267	2093	13158 abcw1	289	2496	12758 abcf2
335	2852	15523 abdj1	282	2556	13416 abct2
237	2069	13824 ablc1	302	2500	13771 abff2
295	2409	14373 abll1	219	2165	11093 abfk2
655	5475	32051 abmm1	188	1378	8022 abhr2
308	2943	16020 abmo1	340	3197	16934 abjt2
185	1670	8410 abmr1	238	2401	12832 abks2
247	2045	11523 abnl1	448	4264	23110 abmo2
287	2601	15442 abnm1	249	2084	10603 abmr2
303	2569	14052 abrd1	232	2022	10234 abnl2
282	2575	13638 abrl1	76	641	3270 abpc2
399	3455	18602 abtb1	253	2133	11872 abrd2
217	1897	9678 abtc1	320	2586	14696 abrl2
285	2701	13670 abtg1	673	5775	30118 abta2
267	2144	12438 abtk1	308	3033	15881 abte2
53	470	2802 abwh1	158	1578	7932 abug2
300	2767	14834 abys1	230	2260	11646 abwk2
184	1280	7589 abzsl	301	3169	16046 abyc2
314	2379	14631 hday1	282	2340	12089 arkl2
304	2131	12174 hdcc1	171	1766	9276 arll2
257	1801	10829 hdkjl	170	1635	8721 army2
147	1186	7418 hdkwl	440	4260	22185 frss2
406	3097	18070 hdls1	164	1573	8328 hded2
458	3848	21757 hdym1	227	2023	10399 hdel2
370	4135	21424 khjl1	252	1986	10358 hdma2
250	2485	12429 khms1	274	2103	10606 hdmh2
9838	84470	475784 total	329	3023	15042 hdzm2
			249	2459	12295 khaf2
			410	3531	18069 khbt2
			330	2806	14308 khcc2
			599	4763	24802 khll2
			11040	98849	520698 total
* 3			* 4		
92	900	4882 abka3	321	1869	11393 lchp4
289	2881	15368 abkd3	92	1065	6001 lchs4
147	1383	7391 abkh3	452	4457	26595 lcza4
611	6508	34233 abkk3	865	7391	43989 total
528	5308	27582 abkl3			
67	559	3167 abkn3			
594	5626	29602 abko3			
137	1017	5767 abkr3			
50	475	2480 abks3			
395	3586	19088 abkz3			
186	1794	10320 abza3			
120	819	4445 akac3			
3216	30856	164325 total			