MODEL OF TEACHING MALAY LANGUAGE TO NON-NATIVE AND FOREIGN SPEAKER

[1]Dahlia Janan, [2]Mohd Hafiz Mohamad Tarmizi, [3]Punaji Setyosari, [4]Norliza Jamaluddin, [5]Siti Saniah Abu Bakar & [6]Lin Chia Ying
[1,2,4,5&6]Universiti Pendidikan Sultan Idris, Malaysia
[3]Universitas Negeri Malang, Indonesia

[1]Corresponding author: dahlia@fbk.upsi.edu.my

ABSTRACT

Purpose – This study aims to develop a teaching model of the Malay language for non-native and foreign speakers in schools. Implementing this model can assist educators in teaching the Malay language to students who do not use it as their first language in everyday use.

Methodology – This study used a qualitative approach to develop teaching models for non-native and foreign Malay speakers. Interviews were conducted with 27 teachers and 23 stakeholders who are experts in teaching the Malay language, especially in teaching non-native speakers. A prototype model was developed thematically as a result of interviews using ATLAS.ti 22. Further, the prototype model was used by ten teachers from primary, secondary, and international schools in their teaching.

Findings – This study has succeeded in developing a model for teaching the Malay language to non-native speakers and foreigners that includes five elements: teaching strategies, individual differences, input, social, and motivation. This model strongly emphasises instruction involving interaction, communication, and bilateral relations as a medium for students' language acquisition and meaningful input. Verbal interaction between teachers and students can stimulate and improve students' language skills in learning Malay.

Significance – This model can help teachers teach the Malay language to non-native speakers and foreigners with a greater focus on achieving learning objectives. This model is expected to expand the usage, cultivate interest, and facilitate teaching the Malay language in educational institutions.

Keywords: Malay language, teaching model, foreign language, second language, non-native speaker, foreign speaker.

INTRODUCTION

Non-native speakers generally learn the Malay language through teaching and learning in the classroom. It causes language proficiency to differ from native speakers (Hornstein & Lightfoot, 1991; Zulkifley Hamid, 2000). Studies related to proficiency in Malay for non-native speakers have shown poor performance caused by native language interference in essay writing, weaknesses in sentence structure, errors in adjectives and limited vocabulary, and not interpreting the essay's title well.

Foreign language teaching and learning refer to teaching a non-native speaker's language outside a commonly used environment (Moeller & Catalano, 2015). It means the Malay language can be foreign if one uses it outside their habits and environment. Until now, no teaching and learning approaches are specific to Malay for non-native or foreign speakers (Baharuddin & Radzi, 2015). Therefore, research is needed to develop a model for teaching Malay to non-native and foreign speakers.

Research Objective

The main objective of this study is to develop a model for teaching the Malay language to non-native or foreign language speakers. The

developed model can be implemented by educators in teaching the Malay language, especially for students who are non-native speakers.

METHODOLOGY

Research Design

The design of this study uses a qualitative method guided by the ADDIE model. The model is effective and responsive and can accept any goal set within the orientation of a particular study (Robert, 2009). In instructional development, the ADDIE model is introduced as a condition for obtaining needs analysis before the design is conducted because the model is structured and systematic (Maity, 2019), a repetitive process and has collaborative and feedback-based development facilities to create a learning environment (Sreedharan et al., 2019). The model development process of teaching the Malay language to non-native and foreign speakers is shown in Figure 1.

Figure 1

Development Process of Teaching Malay to Non-native and Foreign Speakers based on the ADDIE Model
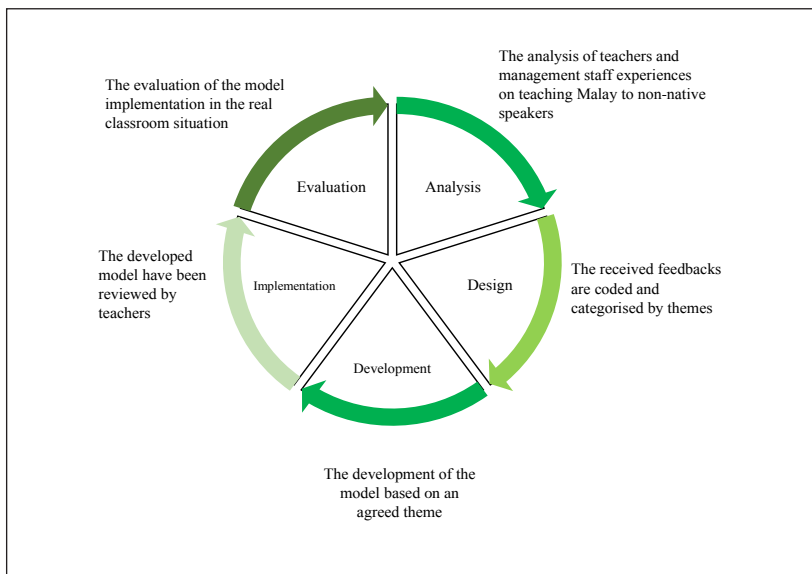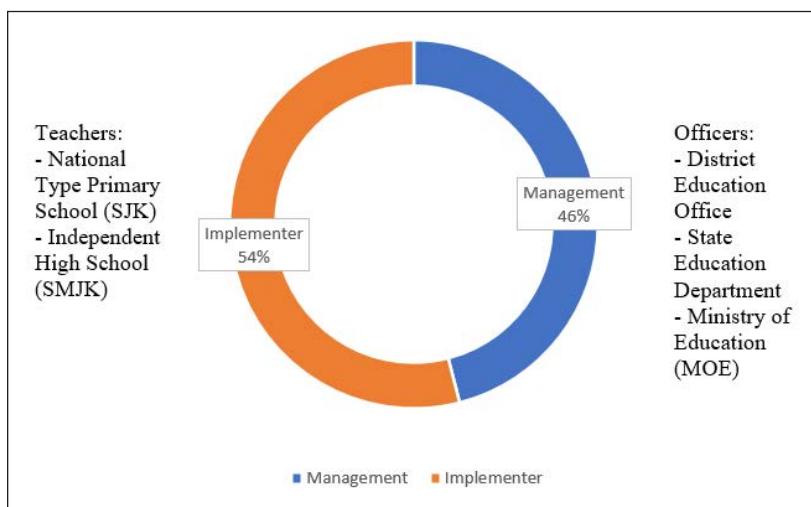
Sample

Sample selection is conducted through the purposive sampling method. In a qualitative study, researchers carefully select individuals as study samples and locations of study to understand a phenomenon (Creswell, 2012). In qualitative methods, researchers typically select a small sample size, not randomly (Patricia et al. Caroll, 2010). Figure 2 shows the percentage breakdown of the study sample.

Figure 2

Breakdown of the Study Sample for Needs Analysis

This study uses a variety of experts so that the findings obtained are rich in information (Mohd Hafiz & Dahlia Janan, 2022). There were two categories of samples: implementers and management. Those who are implementing are implementers consisting of teachers who teach the Malay language at Sekolah Jenis Kebangsaan (SJK) (*National-type Primary School*) and Sekolah Menengah Jenis Kebangsaan, (SMJK) (*Independent High Schools*). In these schools, the instruction language is not the national language, which is the Malay language. On the other hand, the management category consists of management officers who serve in the District Education Office (PPD), the State Education Department (JPN), and the Ministry of Education Malaysia (MOE). A total of 27 samples were involved, consisting of teachers from

(SJK) and (SMJK) in Malaysia, and 23 samples consisted of officers in Pejabat Pendidikan Daerah (PPD) (*District Education Office*), Jabatan Pendidikan Negeri (JPN) (*State Education Department*) and also Kementerian Pendidikan (*Ministry of Education*).

Instruments

This study uses the interview method to explore and obtain feedback from the study sample. The model by Dudley-Evans and St. John (1998) is used to obtain feedback regarding developing models to teach Malay to non-native and foreign speakers.

In needs analysis, several models are often used in the language field: The communication Needs Processor Model (CNP) (Munby, 1981; Douglas, 2017), the Target Situation Analysis Model (TSA) (Hutchinson & Waters, 1981), Meaning Analysis Model (MA) (West, 1994), Present Situation Analysis (PSA) (Jordan, 1997) and the Dudley-Evans and St. John's (1998) Needs Analysis Model. Thus, we used Dudley-Evans and St. John (1998) to analyze the need to develop our study. In addition, this model is used as a backbone because it pragmatically and practically identifies language needs, covering all aspects by combining several components of the previous analytical models, such as Target Situation Analysis (TSA), what students need to do in the target situation; Present Situation Analysis (PSA) refers to students current language skills; and Learning Situation Analysis (LSA) and Meaning Analysis (MA) to assess needs in learning and situations or atmosphere in the classroom. Reliability in qualitatively shaped studies through interviews must be documented, and relevant procedures must be stated (Creswell et al., 2018). Here are some of the steps taken in analyzing the data:

1. Interview transcripts are cross-checked among team members to ensure no errors.
2. The agreed code is ensured to represent the meaning as the coding process takes place.
3. Regular meetings between team members are coordinated to discuss the analysis and coding process.
4. Team members cross-check and compare results to ensure consistency in the code and themes discussed.

Theory and Model of Foreign Language Teaching

All humans use language the same way (Calude & Pagel, 2011; Fitch, 2011; Kemp & Reiger, 2012). Any individual can learn a language because a combination of language features and meanings can be learned from mothers and interaction with the environment (Tamariz et al., 2014; Winters et al., 2015; Others, 2016), and other users of the same language can understand each other over time (Wedel, 2012; Silvey et al., 2015) despite different learning experiences (Foraker et al., 2009; Kirby et al., 2015; Green, 2018).

Foreign language teaching theory began as early as the 17th century when Jan Amos published his views on the education system around 1631, explaining that foreign languages should be in the school curriculum and students should learn through native speakers (Boyadzhieva, 2014). He introduced *The Grammar Translation Method*, which was used until the early 19th century and involved teaching and learning in Greek and Latin classes, later becoming compulsory subjects in curricula in schools and universities. GTM uses memorization methods from quotations and direct translation from texts using dictionaries, authentic texts and grammar books. Social and political changes in the world in the late 19th century to early 20th century also influenced the teaching and learning of foreign languages.

The changes that have taken place require the practical use of foreign languages, which leads to the need to replace language translation methods to be guided by more effective and efficient approaches. To facilitate discussion and provide a clear picture of foreign language teaching, Table 1 shows a chronological arrangement that includes approaches, procedural design and basic methods in foreign language teaching. Linguistic theory, or the basis of learning that is the basis of a learning method, is also included with the role of teachers in foreign language classes and the use of the mother tongue in the class.

Table 1

Chronology of Foreign Language Teaching (Green, 2018)

Year, Teaching Methods	Approach		Teaching Design	Teaching Procedure
	Fundamental Theory	Fundamental Beliefs		
16th–19th centuries Translation Method	Traditional Linguistics—Focus on Morphology and Syntax	Grammatical rules and meanings of words are similar to foreign languages.	Use of difficult texts and complicated language rules in grammar books and dictionaries.	Direct translation from L1 to L2. Focus on writing skills and constructing sentences from the text. The memorization of grammar rules, drills, and teacher-centred approach.
1878 Berlitz Direct Method	Developmental Psychology—focus on communication	Preference for verbal interaction: Language knowledge is speaking spontaneously daily.	Dialogue, focus on speaking, listening and pronunciation skills. Grammar is taught inductively.	Vocabulary is taught through the presentation or consolidation of ideas, repetition techniques, and translation from the mother tongue is prohibited and teacher-centred.
Early 20th century Audio-lingual method	Behaviourism (Skinner) and Structuralism	Learning is an automated process through following, memorization and learning.	Lesson content is based on language structure in conversation; grammar is taught inductively.	Structured memorization, limited vocabulary in the context of learning, emphasis on pronunciation, setting aside content, repetition techniques, mother tongue separately, teacher-centered.
The 1930s to 1960s Oral-Situational Approach	Behaviourism (Skinner)	Learning is gained through the memory of current situations.	Conversations and texts show meaning in a variety of situations.	Focus on oral production, drill techniques, little use of native language, teacher-centred.

(continued)

Year, Teaching Methods	Approach		Teaching Design	Teaching Procedure
	Fundamental Theory	Fundamental Beliefs		
The 1960s Cognitive Code Learning	Cognitivism and Mentalism in Linguistics	Humans naturally acquire language; every human being has universal language rules.	Excerpts without grammatical descriptions, vocabulary in sentence context.	Learning language facts and improving skills through cognitive abilities in the learning process, grammar deductively and constructing speaker experience, little use of mother tongue, less teacher-centred.
Silent Way	Calep Gattegno	Learning through trial and error, language is learned through deliberate trial.	No attempts at textbook use; focus on pronunciation, grammar and vocabulary are taught and used repeatedly.	Emphasis on student autonomy, chart techniques and colour bars, no use of mother tongue, no repetition and drills, teachers should not interfere with the learning process.
The 1970s Suggestopedia	Recommendation Approach Georgi Lozanov	The human ability to acquire a foreign language is usually hampered by failure and fear. A calm and comfortable atmosphere opens the mind and enhances the human brain's memory capacity.	Conversations, dramatic texts, songs, and games. Background songs and cheerful classroom decorations accompany the learning process.	Focusing on grammar and vocabulary, with no use of the mother tongue, teachers provide language input through aloud reading and active class interaction.
Physical Response Method	James Asher	Prioritizing speech comprehension and active language use. Language learning needs to be active in tandem with the right brain-centred motor skills.	Listen and respond with action, grammar is taught implicitly, and focus on vocabulary.	Focus on comprehension, not responding to a foreign language before speaking, and not using the mother tongue, teacher-centred.

(continued)

8

Year, Teaching Methods	Approach		Teaching Design	Teaching Procedure
	Fundamental Theory	Fundamental Beliefs		
1983 Natural Approach	Krashen's Theory of Intelligible Input, a mentalist approach	Language acquisition is different; meaning is more important than grammar; the main target is communication with the purpose of the speaker of the language.	Selection of communication activities and lesson topics according to the needs of students; material exists and realistic situations.	Transitional teaching (immersion): focus on communication skills, scaffolding techniques, no use of native language, teacher-centred.
The 1980s–1990s Communicative Era	Functional linguistics	Communication is seen as a basic function of language; categories of meaning and function of language are more important than grammar, communication skills, grammar, sociolinguistics, discourse, and strategic and functional competencies are the primary targets.	Notional-Functional Learning Content and Teacher Duties: The selection of appropriate material in the textbook is appropriate to the different meanings and circumstances. Vocabulary selection and grade; grammar is taught inductively.	Focus on practical use appropriate to the function of language to convey meaning, parallel development of productive and receptive skills, focus on producing fluent and competent students, no use of mother tongue, teachers as facilitators and mentors.
The 1990s and beyond Post-Communicative Era	Learning the Theory of Constructivism Cognitive Constructivism (Jean Piaget) Social Constructivism (Lev Vygotsky) Leadership Theory (Contingency Theory D. & H. Wood)	Learn how to learn; learning should generate and integrate new linguistic knowledge with existing knowledge.	Various texts and dialogues that differ from scientific, grammatical, and vocabulary are highlighted through the social sphere.	Focus on self-directed learning and discovery inquiry; classroom activities, collaborative techniques; conversations between students, group or pair activities, individual assignments with Internet resources; scaffolding techniques between teachers and peers; use of mother tongue in the classroom; teachers as facilitators and mentors.

Based on Table 1, during the beginning of the 20th century, there were significant changes in teaching foreign languages. It is due to (1) the emergence of several modern linguistic theories and psychological centres, (2) the Chomsky revolution in language philosophy and theory applied linguistics from different branches of foreign language teaching, (3) the advancement of the internet, and (4) the optimal need for foreign language learning for effective communication for all societies and cultures in the world (Boyadzhieva, 2014).

The table also displays that foreign language teaching is based on two fundamental theories in the field of linguistics. At the same time, the Functional Theory of Language applies the method of language as a primary means of communication that uses direct methods to use the current approach. According to Richards and Rodgers (2001), there still needs to be more evidence to separate these two theories in foreign language teaching. Boyadzhieva (2014) states that foreign language teaching depends on fundamental theories of language teaching; key concepts, in theory, determine the foundations of a particular method, the conditions of selection of teaching materials, the design of textbooks, teaching techniques and the teaching process itself. Dominant theoretical changes led to changes in the classroom's design and procedures of foreign language teaching. Frequent similarities in instructional design and procedures result from coincidences according to changes in basic theoretical methods. Good foreign language teaching and learning practices continue despite different methods and foundations. Thus, there is no reason to differentiate foreign language teaching in terms of interaction and function because the language used for verbal or written interaction is seen as functional linguistics in social systems that use language selection sets in certain situations (Halliday, 1978).

There are also disagreements regarding one's 'standards' in speaking a foreign language, which is usually related to good accents, whether native speakers or not (Canagarajah, 2005; Hyltenstam & Abrahamson, 2000) and the desire to speak like native speakers who typically occur in the teaching of English as a second or foreign language. However, these pronunciation-related issues are related to the voice box and impact the ability to deliver a speech and comprehension of the language. It suggests that native accent pronunciation can display various features in terms of intelligence (Jenkins, 2000) and as a contextual indicator in conveying the speaker's intentions along with audible segmental features (Wafa, 2018). Therefore, in learning a foreign language, communicative elements such as good accents

are not a problem that needs to be highlighted, but many studies have shown that many students love and aspire to speak like the native speakers of the foreign language they are learning (Dalton-Puffer et al., 1997; Al Dosari, 2011; Sowden, 2012; Chien, 2014; Alseweed, 2012; Wafa, 2018). Table 2 shows a comparison of theories and models often used in the teaching and learning of second and foreign languages.

Table 2

Comparisons of Model and Theory in Second Language and Foreign Language Teaching

Theory/Model	Summary	Focus
Krashen (1982)	Contains five hypotheses: acquisition and learning, natural sequence, monitoring, input and effectiveness.	Focus on input through language acquisition in second and foreign languages.
Ellis (1994)	Contains 10 teaching directions divided into three variables: individual differences, learning strategies, and learning outcomes.	Include output in second and foreign language learning.
Isman (2011)	Includes four phases: inputs, processes, outputs, and feedback.	Involves active learning during teaching and learning sessions.
Gagne (1974)	Has nine teaching steps: acceptance, expectation, memory, perception, coding, response, reinforcement, recall and generalisation.	Focus on the results obtained by students after the learning session and the teacher as a facilitator.
Keller's ARCS (1987)	Covers four aspects: attention, relevance, confidence and satisfaction.	Emphasis is given to aspects of student motivation in teaching and learning.
Diamond (2013)	Has seven levels: motivation, organisation, introduction, description, exploration, discussion, and reflection.	Formed based on the levels of activities of teachers and students during the teaching and learning process

(continued)

Theory/Model	Summary	Focus
Instructional Square Interaction (ISI) (2013)	Involves the relevance of teacher, student and learning resource interactions.	Formed based on instructional interactions between teachers and students and also among students.
Assessment Use Argument (AUA) (2013)	Involves three related aspects: knowledge, attitudes, and actions.	Integration of values in language learning to obtain the expected behaviour.

Table 2 compares theories and teaching models in second and foreign languages. Krashen's (1982) and Ellis's (1994) theories are often used in teaching second and foreign languages. Ellis' theory balances Krashen's theory, which emphasizes the input rather than the output of a language. Furthermore, the theory covers the output aspect of language teaching to see a person's ability in language learning. In addition, Isman (2011) and Gagne's (1974) model is a model that involves language learning activities that can be applied by teachers in the language learning process.

Contrastingly, motivation is emphasized within a lesson in the ARCS model. Attention and relevance aspects are the pillars of this model (Keller, J., 2010). All four elements in this model aim to motivate and maintain student motivation while learning (McKivigan, 2019). This model also focuses on the need for students to always be motivated in learning.

There are also models for developing teaching materials, such as Morrison, Ross and Kemp's model (2010), and Dick and Carey's (1996) model. However, researchers see these two models as a continuation of Gagne's (1985) model in teaching that only brings differences in aspects of methods and approaches.

Of the models displayed, three models from the Indonesian language, Diamond, ISI, and AUA, were developed to teach the language to non-native speakers. Relatively, the Indonesian language is similar to the Malay language. In creating a teaching and learning system that focuses on students based on the curriculum, a language teaching model is introduced in Indonesia. Sudirman et al. (2013) stated that

the Diamond model (2013) focuses on the Indonesian Learning and Teaching process level, which can increase the desire for the learning process. The ISI model (2013) focuses on multi-directional interaction strategies involving teachers, students, and teaching resources. In contrast, the AUA Model (2013) balances knowledge, attitudes, and skills in the Indonesian Learning and Teaching process.

To sum up, teaching foreign languages today results from the contribution of experts and previous teachers in the teaching process. Foreign language teaching currently lacks a specific linguistic theory, which requires teachers and experts to utilize various approaches, practices, and methods to teach more efficiently using practical principles.

FINDINGS

Findings from teachers and management officers were analyzed to obtain themes resulting from team member discussions. The implementation of this study can be broken down into three stages according to the five phases found in the ADDIE model. The study's findings will discuss the first to the third stage (Table 3).

Table 3

Stage of Development Studies Teaching Malay as a Second Language and Foreign Language

Stage	Phase	Target
First	Analysis	Teachers and Management officers
Second	Design	Researcher
	Development	Researcher
Third	Implementation	Teachers
	Evaluation	Teachers and Researchers

Proper analysis is necessary for qualitative studies because of the large and complex data situation (Mohd Faiz & Nurhanani, 2019). Several processes of the data analysis are shown in Figure 3.

Figure 3

Process of the Data Analysis
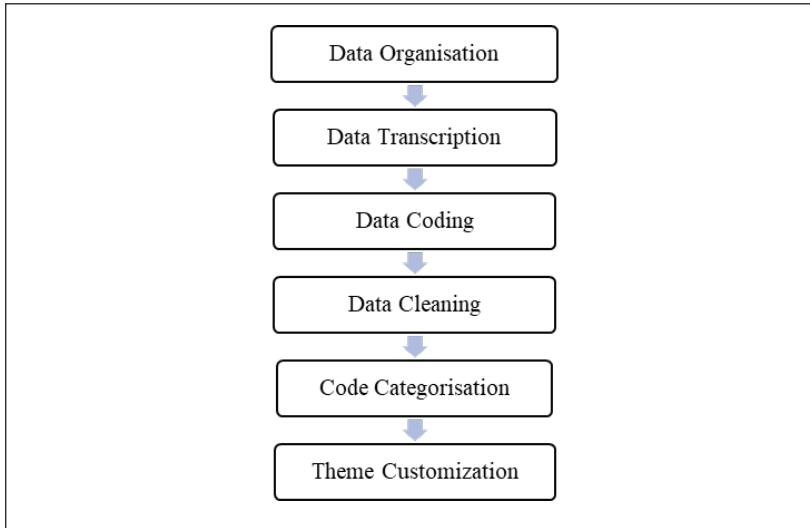
The analytical steps taken for qualitative data are organizing, transcribing, manually or computerized analysis, coding and explaining the themes from the data findings and interpreting it (Creswell, 2012). In this study, the researcher used ATLAS.ti 22 software to analyze the data from the sample interviews. The data coding is used first to organize the information obtained from the study sample. The coded data is cleaned and filtered to ensure the suitability of the code before being categorized. Category coding is based on ideas, meanings and relationships derived from different data. Each code is examined to describe the categories that are grouped.

The content analysis identifies relevant themes, examines data in-depth, categorizes and encodes data, and collects data by theme (Gay & Mills, 2012). The correlation of each code can be seen in each categorized code and then arranged according to the theme that corresponds to the meaning of the code. Based on the selected and agreed themes, a teaching model was developed to provide an overview of the correlation of each theme and category of code generated. Transcripts from the group of teachers were coded as "G," while transcripts from the group of management officers were coded as "P." The interviews' results are five main themes or elements

that secure the teaching model of Malay to non-native and foreign speakers, which are discussed next.

Teaching Strategy

One of the most critical aspects of this model is the teaching strategy, which includes teaching preparation, where the educator plans and implements the learning outcomes in a lesson.
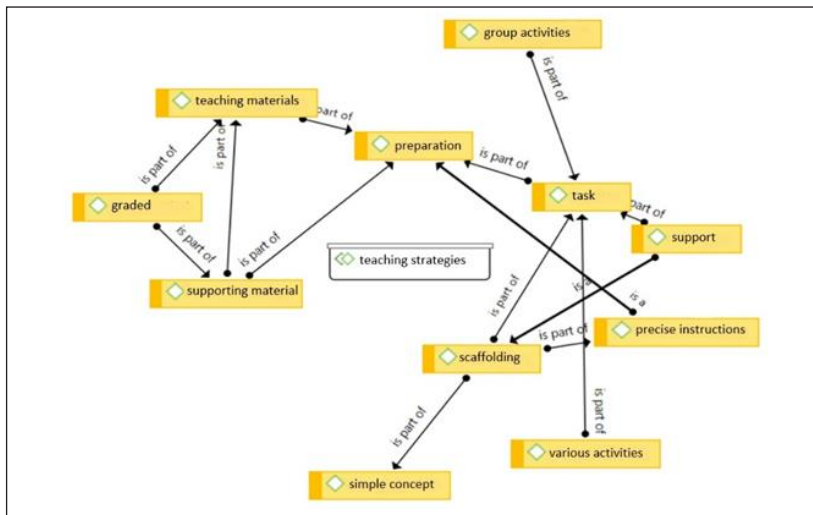
Figure 4

Teaching Strategy

Figure 4 illustrates an example of code linked to a teaching strategy theme. In this model, the researcher has identified the relevant aspects of data coding based on the study results. The interview codes can be used as a teacher backup when planning effective strategies. The following is an example transcript from the study sample:

G1:   *The main requirement is getting their interest to focus during the language learning session. The approach and method should be interesting.*
G20: *Provide word register books for each school to be given to students.*
G16: *Students can do my assigned homework perfectly because I give assignments according to students' abilities.*
G18: *It can be done with teacher guidance.*

G15: *The use of words has many meanings appropriate to the level of the student.*

P1: *Diversify teaching methods, such as using the Method of Translation or bilingual to teach non-Malays.*

P13: *Teachers must adopt a practical learning approach, such as differentiated learning.*

Appropriate teaching methods should be planned to achieve the objectives of implementing these elements. Planning to teach Malay to non-native and foreign speakers is crucial so the students will acquire the language in the learning process.

Differences among Individuals

Individual differences play a crucial role in teaching non-native and foreign speakers. Based on the interview conducted, the theme of differences among individuals was chosen. The following is an example transcript from the study sample:

G5: *Parents do not communicate in the Malay language with their children at home.*

G6: *Some students are hardworking in learning and trying various grammatical sentences.*

G14: *Most of them can independently do the work after being taught.*

G19: *...the environment and family background...*

G26: *Some are willing to attend two to three extra classes for the Malay language.*

P20: *Some students are proficient in using the Malay language because of their family background.*

Although this research only focused on the student's intelligence, the findings revealed that students learning a second or foreign language require more attention. Individual differences are an appropriate criterion for teaching strategies or motivation. However, the model considers individual intelligence and cultural background differences in this research. It is well acknowledged that Malaysia comprises various races with various cultures. Therefore, the research considers that this element readily exists in the classroom to represent the students' differences. The teacher could inculcate students' cultural and environmental elements in the learning so the students will feel easy and connected to the target language.

Input

The input element focuses on the student acquiring meaningful and accessible vocabulary. This element could be incorporated into the question-and-answer session, emphasizing the use of grammatical language in communication. The students will respond using appropriate language to the teacher while being corrected and assisted if they make errors.

G3: *Students' vocabulary is limited to conveying a good point.*
G7: *Improve the vocabulary.*
G8: *Requiring the students to use only the Malay language during teaching and learning, using a reward system and punishments.*
G11: *Recorded audio based on texts and multiple-choice exercises for the texts could improve the student's oral skills.*
P5: *Grammar, speaking and listening skills practice should be doubled.*
P9: *Limited vocabulary prohibits non-Malay students from writing and speaking.*
P19: *Students must be exposed to Malay vocabulary in every subject taught since primary school.*

It is an essential element in shaping the students' new understanding. Moreover, the element also emphasizes the informational stimuli that the students are to acquire. Adding more information will strengthen the knowledge and improve the understanding of language.

Social

The social element is subconscious in developing experiences and strengthening students' language through student-student interaction. Children's experiences are important lessons in the development process to become adults. It is on par with the following data obtained in this study:

G5: *They do not communicate in the Malay language at home, which makes them less interested and assume that learning Malay is difficult.*
G18: *Students need more oral skills to acquire the Malay language proficiently.*
G21: *Students need to gradually use the Malay language outside of classrooms and double the learning module.*

P16: Encourage communication in the Malay language.
P17: Increase the use of the Malay language in daily interaction.

Pair-work or group activities could be conducted to address this element. In oral interactive activities, the learners will learn specific language structures subconsciously to improve their knowledge of the language.

Besides, students' interaction outside of classrooms, such as at home, in residential areas, either in government or private premises, could assist in improving their language proficiency. The students will learn the language through social interaction and indirectly acquire meaningful input.

Motivation

Motivation is a supportive element that encourages students to stay motivated in learning the language. The emotional factor also plays an essential role in encouraging students to stay motivated in learning. The following is an example transcript from the study sample:

G2: Include students in teaching and learning activities of the Malay language and always provide support.
G6: I use pictures, i-Think maps and entertainment to encourage.
G17: Interested but puts less effort into improving their mistakes. They read less, especially Malay books.
G23: I call their names and ask questions in Malay to encourage them to speak in Malay
P4: Nothing is impossible to a willing heart. The students need to ask themselves.
P14: Inculcate the love for the Malay language.

Students' readiness, exciting teaching methods and providing support are some aspects to be viewed. Therefore, in teaching non-native and foreign speakers, the motivation element is crucial, and teachers should play their roles in ensuring that their students are always motivated in the classroom. Table 4 shows the criteria for each element in this model.

Table 4

Division of Elements in the Model

Theme/Element	Code/Criteria	
Teaching Strategy	• Readiness • Teaching Materials • Various Activities • Levelled • Teaching Aids • Scaffolding	• Group Activities • Direct Instruction • Support • Exercises • Simple Concept
Individual Difference	• Students' Background • Existing Knowledge • Students' Adaptability	
Input	• Knowledge/New Information • Vocabulary • Language Exposure • Stimuli • Use of Grammatical Language	
Social	• Interaction • Maximum Target Language • Oral Communication • Speaking • Meaningful Stimuli	
Motivation	• Students' Readiness • Interest • Attitude • Opportunities • Awareness • Captivating	

Implementation and Evaluation

Ten teachers from National Type Schools (SJK), National Secondary Type Schools (SMJK) and International Schools were involved the implementation and evaluation phase. Before implementing the model in teaching and learning, the teachers were briefed on the model physically and remotely. The model was used ten times in teaching and learning, three times per week. After conducting the teaching and learning based on the model, analysis and feedback from the teachers were assessed for further amendments (Figure 5).

Figure 5

Chart Flow of the Implementation and Evaluation Phase of Teaching Model of Malay Language to Non-native and Foreign Speakers
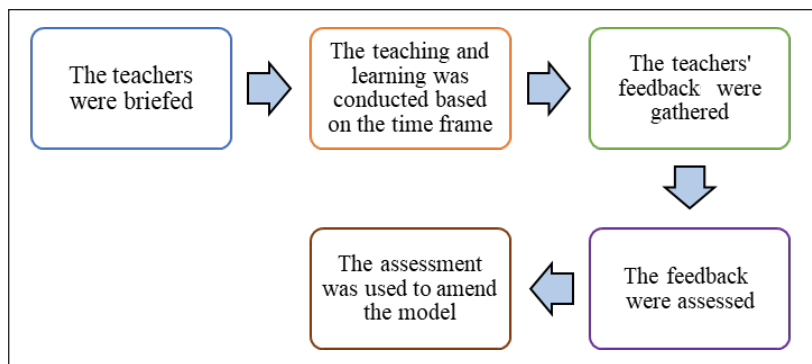
Based on the implementation and feedback received from the teachers, the model is appropriate and relevant in the current education system. The following statements from the teachers explained this:

> *Teacher 1: …students were very excited at every phase, which could gauge their interest in staying active throughout the lesson. Besides, every phase introduced had a step-by-step process which aided the low proficient students in the Malay language to follow the model closely.*
> *Teacher 3: In my opinion, it is valid and helps teachers teach the Malay language at SJKC, SJKT and International Schools, but it is highly dependent on the students in the classroom…*
> *Teacher 7: To me, this model can help lower students' proficiency to acquire the Malay language, but the teacher must do a small quantity of improvisation according to the students' level…*

Besides looking at the overall effectiveness of the model, every element was also analyzed to further refine them based on the teachers' feedback and recommendations:

> *Teacher 4: …dual-language dictionary such as "Kamus Perdana" was used as a reference for vocabulary in helping the students to communicate their idea…(input)*
> *Teacher 2: …teacher can use a few strategies before starting the lesson such as "Kagan structures, or "Rally Robin" (teaching strategy)*

> *Teacher 9: A good student can start writing sentences based on the vocabulary, listen and use pictures to refresh the words learnt... (individual difference and teaching strategy)*
>
> *Teacher 5: ...give motivation so the students have the mood to learn. Teachers can also give positive reinforcement to the students. Based on my experience teaching Malay as a second language, the students become more motivated to learn if they are given positive reinforcement... (motivation)*
>
> *Teacher 6: ...motivating words and praises help to elevate students' desire to start learning... (motivation)*
>
> *Teacher 7: ...pair-work or group work should be frequently conducted, but the students should not be grouped in their circles to avoid them using their mother tongue during the interaction (teaching strategy and social)*

Based on the implementation, feedback and discussion conducted, the elements in the model are appropriate for the teaching and learning of the Malay language for non-native students. The model is also suitable in a classroom of various races with different needs regardless of their intelligence or learning culture.

Figure 6

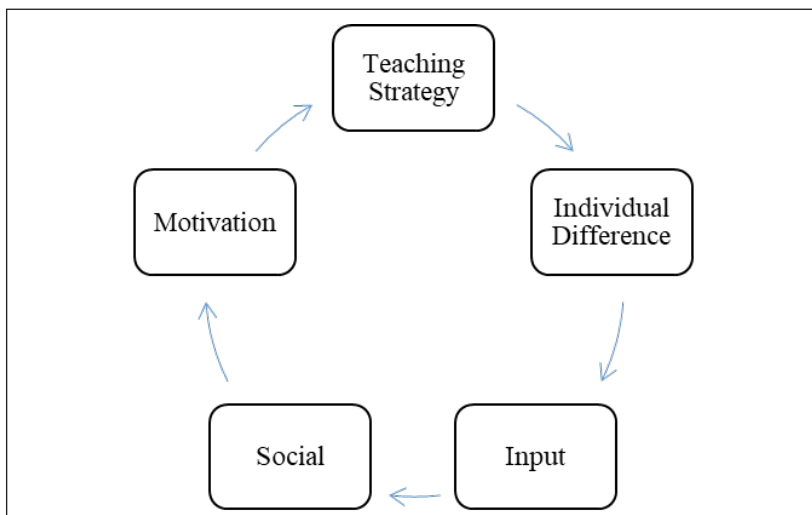*Teaching Model of Malay Language to Non-native and Foreign Speakers*

Figure 6 shows this model's five important elements or themes: teaching strategy, individual differences, input, social, and motivation. In teaching the Malay language to non-native and foreign speakers, all five elements should be considered so the teaching and learning would result in optimum output. All five elements are interrelated and form a chain to ensure that the teaching leads to success and is on par with the objectives and learning outcomes in the classroom. Based on the perspectives of a group of executives and management, the elements were chosen and formed using ATLAS.ti 22, a co-document table was used to analyze the strength between the elements (Figure 7).

Figure 7

Table of Co-document to Analyze the Strength of Elements

| | 48: Management 1 | 49: Executive 1 | 50: Executive 2 | 51: Management 2 | 52: Management 3 | Totals |
	14	58	36	15	31	
input ◇ 7 52	1	9	13	3	7	33
motivat... ◇ 6 78	3	26	18	4	15	66
individu... ◇ 4 48	2	14	5	6	7	34
social ◇ 6 62	6	18	13	3	6	46
strategi... ◇ 11 98	7	22	14	10	15	68
Totals	19	89	63	26	50	247

The figure shows the process of using ATLAS.ti 22 software to analyze the strength between the elements. The process was conducted using co-documents on the ATLAS.ti 22 software to analyze the influence of an element against another element.
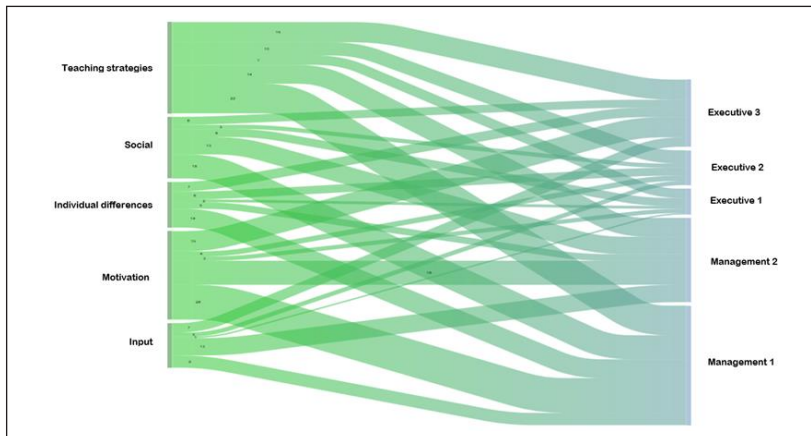
Table 5

Comparison of Elements' Influence in the Teaching of the Malay Language

	Management 1 Gr=14	Management 2 Gr=15	Management 3 Gr=31	Executive 1 Gr=58	Executive 2 Gr=36	Total
Input	1	3	7	9	13	33
Motivation	3	4	15	26	18	66
Individual difference	2	6	7	14	5	34
Social	6	3	6	18	13	46
Teaching strategy	7	10	15	22	14	68
Total	19	26	50	89	63	247

Table 5 summarises the strength of each element influencing the teaching of the Malay language. Motivation and teaching strategy strongly influence Malay language teaching, followed by social and individual differences and input. It shows that in teaching the Malay language, teachers and educators should include the elements of motivation so that non-native students would feel motivated and interested in learning the language. The strength of the elements and the perspectives of management and the executive group can be seen in the Sankey diagram (Figure 8).

Figure 8

Sankey Diagram

Based on the Sankey diagram, the tendency of each group of people towards the elements influencing the teaching of the Malay language was observed. Each criterion of the elements can be seen in Table 4. If the teaching of the Malay language considers the elements, the non-native speakers' abilities could be improved. Figure 8 clearly shows that the teaching of the Malay language needs to be inclusive of motivation, appropriate teaching strategy, individual difference, increased inputs, and social activities so the language will be more accessible to learn, develop and remain competent along with other languages spoken in Asia and other parts of the world.

DISCUSSION

The result of this study shows that elements of teaching strategy, differences among individuals, input, social and motivation are

important in teaching the Malay language to non-native and foreign speakers. The developed model can be appropriated to the existing model in teaching non-native and foreign speakers.

Teaching Strategy

According to Rodríguez (2016), a teaching strategy is a deliberate set of operations that aid students in learning how to complete language tasks. Rodríguez (2016) also emphasized the importance of relying on various learning styles and teaching strategies to facilitate learning second and foreign languages. Preparation or lesson planning is one of the aspects of the teaching strategy section. Pawlak and Kiermasz (2018) explained that knowledge of second-language teaching strategies and third-language or foreign languages is still limited, especially regarding the process and nature of such strategies. The planning should include approaches, methods, and techniques before teaching (Adenan & Khairuddin, 2012) so the learning objectives can be controlled (Layang & Jamaludin, 2018). Students need to be aware of what they will be learning and the skills they will acquire during the lesson, as their learning success depends on the positive changes they experience (Al-Muslim & Zamri Arifin, 2012).

This element is similar in relevance to two hypotheses by Krashen (2009): The acquisition and the natural order. The acquisition hypothesis states that an individual acquires language through learning and acquiring the language. The elements in this model emphasize the concept of lesson planning that focuses on subconsciously acquiring the language. On the other hand, the natural order hypothesis states that teachers should introduce more straightforward concepts so the students would acquire them before moving into more complex ones. Therefore, these elements require teachers to plan the lessons where the students would acquire them, starting from the more straightforward concepts. Based on Krashen's hypotheses, the activities are more into language acquisition, although it is done in a formal learning context.

However, Gonca (2016) stated that successful students use acquisition strategies, while learning strategies are used by less successful students in formal or informal learning environments. Thus, the strategy could be used to teach a second or foreign language by considering the essential aspects of this element. The teachers' decisions and responses in teaching strategies are the first important step in improving the

lower achievers' skills (Lysniak et al., 2019; Oluşum Zaifoğlu B. et al., 2020; Lu et al., 2022), focus on the student's abilities and let go of the old strategies, and become more adaptable with the new strategies so the students will well-benefit from this (Nguyen & Terry, 2017). The research found that specific teaching skills and authentic teaching strategies improve the students' skills, especially the lower achievers. However, Koksal and Ulum (2019) proposed that teaching strategies should also be explained to the students. It is in favour of their research, which concluded that teaching a foreign language for reading skills requires explanation so the students will better understand the actions needed. The teaching strategy is essential from lesson planning to achieving learning outcomes.

Differences among Individuals

This element is coherent with the proposal of Pawlak and Kiermasz (2018). In the second or foreign language teaching, they emphasized that the influence of individuals or students' differences should be considered in the teaching and learning to observe the possible influence of such differences in the teaching process and pay particular attention (Cheng & Xu, 2022). However, the individual differences are unrelated to gender differences because they did not show differences in teaching a second or foreign language (Balci & Uguten, 2018).

Nguyen et al. (2017) agreed that individual differences should be considered in teaching second and foreign languages. The individual differences comprise the student's existing knowledge, background, and adaptability to the teaching that shall be conducted (Wang et al., 2022). This element is crucial because many students learning a second or foreign language have different cultures and target languages, and such differences require different teaching strategies (Xi Lin, 2019). Ellis (1994) added that individual differences play an important role in acquiring a second or foreign language because the students define the language they learn.

Adding on, the instructions given to the students should be relevant to their existing knowledge. Prat et al. (2018) researched individual differences in language teaching and showed that students have limited abilities and fluency in learning a second language compared to the first language. Ellis (2005) suggested that teaching a foreign or second language should consider the students' various abilities so the students

will continue staying interested in the learning. Alnuzaili and Uddin (2020) stated that the students' socio-cultural background influences and leads to worries, especially when the target language's socio-culture differs from the students'. Besides, the difference in socio-culture could lead to anxiety among the students in communicating with their friends or teachers in the classroom (Alnuzaili & Uddin., 2020).

Input

Puteri Roslina (2007) stated that learning the Malay language by non-native and foreign speakers is influenced by informal language use, and the formal language exercises correct, strengthen and modify the students' oral fluency (Gleason & Ratner, 2013). It clearly shows that oral communication skills are important in improving language skills. Krashen (2009) explained that the input hypothesis focuses on the input understood by the students orally, which may improve their linguistic competence. Through communication, one will master vocabulary spontaneously or subconsciously (Krashen, 2009). The element exposes students to meaningful stimuli, encouraging them to communicate to acquire the language. The more a person is exposed to meaningful stimuli, the faster they acquire the language (Krashen, 2009).

According to Chew (2016), understanding oral language and writing inputs is viewed as the only mechanism that improves basic linguistic competence, and language output is considered not to influence the students' linguistic competence. Therefore, this element powerfully highlights the oral skills through communication and the teacher's assistance as language input. Besides, vocabulary learning is an important aspect that should be focused on in learning a foreign language (Dong et al., 2020; Bustos et al., 2021). In language learning, improving vocabulary is one of the primary objectives (William, 2011). Extended vocabulary helps students to understand sentences and in the process of meaning learning (Linse, 2006). Besides vocabulary, language structures could be learned via communication with the teacher. Krashen (2009) explained that input starts with communication and is followed by language structure. In classrooms, teacher input is used as the medium of learning and communication. The more a student receives inputs or information, the faster they acquire the language (Ellis, 2005).

Social

The experiences the children undergo are important lessons in the development process of becoming adults (Santrock, 2010; Mcdevitt & Omrod, 2012; Berk, 2017). Research by Siti Saniah (2013) on public and private university lecturers summarised that they face difficulty speaking Malay because they only interact with their races. Oral skills mastered by the teacher also play a massive role in the learning process to correct the students' mistakes (Kamarul Azmi Jasmi, 2012) and improve the students' confidence (Maromar et al., 2018; Chen, 2022; Ma, 2022) in the language skills.

Ellis (2005) explained that oral interaction is crucial in learning a foreign language. Oral interaction leads to existing knowledge production among students and develops their new knowledge. Oral learning activities are also conducted to incorporate assistance and guidance for the students (Zamri, 2012), and it is the basic skill to be mastered by students (Layang & Jamaludin, 2018). The students' knowledge and skills will actively develop when they are involved in activities with their friends (Kamisah & Aini, 2013), and activities such as games are seen as effective in developing their skills (Ludlow, 2010). According to Krashen and Chew (2016), learning a second language in classrooms using activities such as dialogues, sketches, group discussions, and communicative activities can aid the students in acquiring the language.

Motivation

Motivation to learn a second and foreign language should be elevated (Krashen & Brown, 2007) so the students will always be motivated to learn the Malay language. Chew (2016) suggested that learning highly depends on the student's mood; they are either depressed or not interested in learning the language. Zulkifley (2005) also stated that an individual who learns a second language chooses to put effort into acquiring it besides the first language. Krashen (1994) also suggested that various environmental inputs do not mean the students can learn the target language well because their learning goals will directly impact their learning. Thus, high confidence could elevate the students' ability (Bouchareb, 2010), assist them in becoming positive toward learning (Kamarul Shukri & Mohamed Amin, 2010) and stimulate their active participation in acquiring the language (Mohd Zaki Ahmad & Rahman, 2014).

Research by Zhang et al. (2017) found that motivation is closely related to the teaching strategies conducted. However, the awareness of the influence of intrinsic or extrinsic motivation among teachers could help them plan better for their students to learn well. Courtney (2017) explained that learning situation plays a vital role in influencing the students' attitudes; motivation and positive attitudes towards language are more accessible to be shaped when students are in primary education compared to when they are at other education levels. It is well supported by another research by Azitoni et al. (2020), which showed that the motivation strategy in teaching a foreign language is crucial in primary schools. They also suggested that motivation is the key to success in learning a foreign language. However, Cabrera-Solano et al. (2019) highlighted that the motivation level in learning depends on the student's age and skills when learning the language. Besides, teachers should provide support and guidance and a conducive learning environment to prevent the students from feeling less motivated to learn the language (Alnuzaili & Uddin, 2020; Dos Santos, 2021; Dong et al., 2022).

For motivation, teachers can improve their teaching by combining other models focusing on motivation in teaching and learning, like Keller's ARCS Model (Keller, 2010). The model developed is hoped to be beneficial and further enhanced in the coming years. Future research could also include data gathered from the students to analyze and portray a holistic view of this model. The needs analysis of the management, executives and receivers will open a new approach in the language field. Research methods and data collection of various types could also be conducted to improve the findings in the language field and expand the scope of Malay language teaching.

The teaching materials based on this model could be transformed into a module or teaching kit to investigate the model's effectiveness through the teaching methods and the teaching materials. For relevant teaching and learning, Funk (2012) suggested that new approaches or models that contribute positively to curriculum development, teaching and learning activities in the classroom, and teaching materials such as textbooks should be considered. Apart from that, the readability of texts should be emphasized to ensure text will be well received by non-native and foreign speakers (Janan et al., 2010; Janan & Wray, 2014; Wray & Janan, 2013a; Wray & Janan, 2013b). Therefore, the perspectives from the experts, stakeholders and teachers towards this model are seen as positive in developing effective teaching of the

Malay language with the hope that the language could continue to expand and once again become the lingua franca in the future.

CONCLUSION

The model developed is hoped to assist in improving the teachers' teaching either in the country or other countries, especially for teaching the Malay language to non-native speakers. The model is developed based on the feedback and responses from the experts in Malay language teaching. Implementing this model, which consists of oral interaction, could give meaningful input to the students in learning the Malay language. Therefore, the model could be used to teach and learn the Malay language in all the educational institutions in the country. The model could be further developed to remain relevant to the changes in the education world, either within or outside the country.

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