Chapter II

Review of Literature

Private Institutions

History

Many private institutions were established in Malaysia a long time ago. The development of these institutions is not a new phenomenon, today. The social demand for education saw the establishment of private institutions in Malaysia, mainly after independence in 1957. The number of private institutions gradually increased over the years.

Before 1957, private institutions were set up to provide education at the school level and its main objective was to serve the society through the communal, sectorial and religious interests. (Lee Meow Fatt, 1992). According to Faridah Karim (1984), various institutions have contributed to the evolution of private education in Malaysia since the colonial days.

During this period, there were various private schools in our education sector such as the Malay, Chinese and Tamil private schools. In 1905, King Edward VII Medical College was established to cater to the needs of students to pursue their education in the field of medicine. This college had been set up by the initiative of the public through their own funds. (Faridah Karim, 1984).

However, all these schools had their own curriculum and objectives which were not in line with the aspirations of the education system. (Faridah Karim, 1984). Therefore the education system had to be revised and improvised as stated in the Barnes Report in 1950 and in Razak's Report in 1955. The revision of education system is important for the country to achieve its objective to bring harmony among all races.

Expansion of Higher Education

According to Isahak Haron (1992) private education will expand rapidly to cater to the needs of students who are eager to pursue their education to the highest level. Private education has always had the potential for expansion as it has been a lucrative area to be exploited. Besides, it has also had the support of the government as it gives great importance to the education of its people.

The expansion in the education system has spurred the growth of private colleges such as Damansara Utama College, Metropolitan College, Sunway College, Stamford College and the like. All these colleges provide various educational programmes such as twinning programmes, credit transfer and others. Most of these colleges offer courses at the certificate, diploma and degree level. In addition to this, there are colleges which also offer post-graduate studies.

According to Datuk Najib Tun Razak in a newspaper article (NST, 2/10/95), private colleges will be required to offer courses to meet national needs and requirements as one of the five conditions imposed by the Education Ministry before it issues out the licences for the colleges. The five conditions are:-

(1) provide quality education

(2) have market driven courses

(3) provide courses designed for national needs and requirement

(4) reasonable fees

(5) introduce subjects which contribute to nation building.

There is no doubt that our local public institutions cannot accommodate all students to pursue higher education. In 1992, the Education Minister said that for every 100 qualified applicants to the public institutions, only 33 or 34 students were taken in. (Berita Harian, 4 Nov. 1992). Due to the shortage of places in public institutions, the unsuccessful applicants seek alternatives in the private institutions.

According to Dr. Fong Chan Onn (Dewan Masyarakat, April 1991, pp. 16).

> It is beneficial to have one large group of professional manpower. It is hoped that the private institutions will be able to fulfill the demand from students.

The shortage of places in public institutions is quite serious and this is why the government has always encouraged the growth of private institutions.

According to Isahak Haron (1992), there are a few obvious trends in the private education today, namely:-

(1) pre-school education for one to four-year-old children. This is because in time to come more couple will be working for a better living.

(2) Tuition classes for subjects like English, Mathematics, History and so on. It is noted that 55% of the secondary students have been taking tuition classes in private institutions.

(3) Courses in technical, vocational and professional fields at the post-SPM level.

(4) Twinning programmes for tertiary education.

The Use of English in Private Institutions

According to Awang Mohd. Amin (Dewan Masyarakat, Julai 1992), many private institutions have been growing rapidly in Kuala Lumpur and Petaling Jaya and all these colleges place great emphasis on the use of English as a medium of instruction in the teaching and learning process. Most of the courses offered by these private institutions are conducted in English because the syllabus is usually provided by universities from foreign countries such as Australia, United States and United Kingdom.

The teaching and learning of language especially English language has changed tremendously. Most private institutions have courses in English to cater to the needs of students in their career later on. This is more of English for Specific Purposes (ESP) whereby students in the ESP course will be able to take part in various language activities and situations based on their job tasks, for example, secretarial students learn `English For Secretaries' to enable them to write business correspondence and engage in language activities related to their field.

Munby (1978) stated that ESP programmes have a growing demand because they enable the learner to do his job or pursue his studies. Every student or individual has a different objective to master a language. The language learned will help the individual to deal with his job effectively. This is why many private institutions have ESP courses for their students in the college. Under ESP, the contents and aims of the course are fixed by the specific needs of a particular group of learners.

It is essential that the teaching and learning of English language has clear objectives. According to Allen and Widdowson (1974, pp.3)

> there is a need to specify the aims of English language learning more precisely.

Students should know the purpose of learning this language and its importance. English language should provide students the ability to use the language, to receive and convey information associated with their job tasks. Due

to this most private colleges have English as a course to cater to the communicative and professional needs of the students.

Most students who enroll in the private institutions are fresh from school. They come in with their SPM or STPM results to pursue higher learning. Students who enroll in private institutions should have at least a minimum `pass' in their English language paper in their Sijil Pelajaran Malaysia (SPM) examination. The standard of the English language in the educational institutions have declined lately. (Dewan Masyarakat, Julai 1991, pp. 7). The change in the medium of instruction from English to Bahasa Malaysia in schools in 1970 had brought the standard of English down. (Dewan Masyarakat, Julai 1991, pp. 8).

As stated in `Laporan Jawatankuasa Mengkaji Dasar Pelajaran' (1979, pp. 18) the quality of teaching and learning process in English language has declined. The government is trying very hard to alert the society of the importance of English language, especially among students in schools as well as student in higher institutions. This can be seen in the statement made by the Education Ministry in its KBSM programme for English Language (1979)

> The underlying purpose of learning English is to create a society that is able to utilise the language for effective communication as the need arises, and as a key to wider experiences. For those furthering their studies, the skills learned should become an instrument with which they may cope with the necessities of using the language.

The results for the English Language paper (1988) at the SPM level has shown a decrease in the standard of English among students. The SPM examination in 1990 has shown a drop of percentage of passes in the English Language paper by 8% compared to 1.6% in 1989. (Dewan Masyarakat, 1991).

According to Tan Sri Abdul Rahman Arshad, the former chief director of the Education Ministry (1989),

> the government is looking into the matter and if necessary will make English as a compulsory subject to pass in schools.....

The decline in the standard of English among students is not a matter to be taken lightly.

The Teacher's Role In Teaching English

Some of the reasons for the decline of the standard of English language are the absence of proper remedial teaching, employment of inappropriate teaching techniques. (Koh, 1980). Students have difficulties in learning the language and no appropriate and relevant techniques were used to help them in their learning process. The learning deficiencies of these students begin to accumulate for they are not diagnosed and corrected early. Teachers play an important role in helping students in their learning process and often they tend to teach their students as a homogeneous group which is inappropriate for language teaching (Koh, 1980). Instead, teachers should employ appropriate

methods in remedial teaching such as small group teaching and individualized instruction in the classroom.

According to Siriporn (1953) in her research on the use of English in Thailand, weakness, in English among students is caused by several factors such as a poor foundation in English language, low motivation and negative attitudes towards English learning. She also found in her research that motivation is important in learning a language. Teachers should always provide motivation and positive feedback to students in language activities in classrooms to boost their interest in learning language. Giving rewards and praises is a good way of teaching and students will usually be motivated to learn. According to Bloom (1974), teachers should give praises, rewards, feedback and comments to their students throughout a lesson in order to motivate them to learn.

Teacher plays an essential role in enhancing their students learning process. According to Winn (1990), a good teacher should go through the four steps in her or his teaching process:-

(1) defining objectives clearly

(2) analysis of subject

(3) the use of appropriate teaching strategies

(4) evaluation

A good and effective teacher should have activities in classrooms which will link the new and old information in the learning process and give feedback as well as prepare students in their learning processes. A teacher should have activities that are student-centred and this will add relevance and meaning to the students. The teacher's role should be to facilitate learning in the classroom.

According to Larut Matang and Selama district territorial chief Datuk Seri Wan Omar Wan Ahmad Rasdi (Dewan Masyarakat, 1995, pp. 10) when launching the English Language Self-Assess Lerning (SAI) programme at Sekolah Kebangsaan Asam Kumbang,

> Educationists or English Language teachers have been urged to marry old and new methods of teaching to get the best results from these methods.....

Teachers as well as lecturers at higher learning institutions should employ various methods which are suitable to the students' needs in learning a language.

The four different skills in English Language which are listening, speaking, reading and writing should be integrated and taught in meaningful situations which students can identify with. According to Koh (1978), the second language learner has little opportunity to learn and practise the target language both in and out of school. The language lessons taught in schools are so unnatural because the language is not used in real life-situations.

According to Blarche, (1988, pp. 184) in his article on Self Assessment of Foreign Language Skills: Implications for teachers and researchers:

> Students need to know what their abilities are, how much progress they are making and what they can do with the skill they have acquired. Without such knowledge, it would not be easy for them to learn efficiently.

If students have clear objectives in mastering a language, they will be more motivated and strive for the best.

According to Rogers (1969, pp. 14) in his article "Freedom To Learn", a teacher should facilitate students learning process and students are responsible for their own learning. This kind of learning is called self-initiated or self-directed learning which is different from the conventional way of teaching and learning process. Students have the freedom to choose the area which they wish to pursue and teachers act as facilitators.

Philips (1960) in his research at the University of Texas found that students can remember:-

10%	of what they read
20%	of what they hear
30%	of what they see
50%	of what they hear and see
70%	of what they say
90%	of what they say and do

From here, we can gather that there is no one way of teaching in a classroom. A teacher should employ various techniques to facilitate the students learning in a classroom.

However, teachers should employ appropriate teaching aids or supplementary aids in their classroom for each of their lessons. According to Dale (1969, pp. 50) in his book "Audio Visual Methods in Teaching", he stresses that not all teaching-learning situations need a teacher to make use of the instructional aids. He also said that there are `good' and `bad' lessons being conducted when teaching aids are employed. So, it is important for teachers to use appropriate teaching aids in their lessons and not use them because they happened to be there.

Individualized Instruction

According to Disick (1975), individualized instruction is an approach to teaching and learning that offers choices in four areas:

(1) objectives of learning

(2) rate of learning

(3) method of learning

(4) content of learning.

Individualized instruction gives an opportunity to students to learn English at their own pace and practise it which will be beneficial to them as individuals. The students will be engaged in a learning process which is useful to the students. Most of the materials in individualized instruction are designed to meet the needs of the students.

According to Gagne (1974, pp. 61)

> As a learner gains experience and continues to pursue learning activities he acquires more and more, of the characteristics of a `self-learner'. That is he is able to use skills and strategies by which he manages his own learning.

Sharifah Alwiah Alsagoff (1981) in her article on individualized learning mentioned that there are four kinds of individualized instruction.

1) Tutoring

Tutoring is the first kind of individualized instruction. This instruction can be traced back to the 19th and 20th centuries when children from rich families in Western Countries and Malay royal families were educated and trained by governesses. This way of teaching is the original way of individualized teaching whereby teaching was done between a teacher and a student. Tuition was affordable only by the elite group at that period of time but now it's common among all walks of life to send children to tuition classes.

2) Courses Through Post

According to Maurice (1971) courses through post-started in 1873. He added that in 1882, a language study was introduced through the post whereby students will have to read the materials given to them and any work done based on the materials will be sent back to the teacher through the post.

3) Self-paced Unit Plans

According to Noffsiner (1971), a learning plan to enable students to learn at their own pace was introduced in 1888. Many schools in United States have been using this method of teaching students in a classroom. This kind of learning allows students to study of their own pace and it has been designed to suit the ability of a student. One of the pioneers of this kind of study is Frederick Burt who has designed courses in small units. Examples are the Dalton Plan and Winnetka Plan (Maurice, 1971).

4) Programmed Instruction

Programmed instruction is a kind of individualized instruction which has been designed carefully for students. It is also called, `Programme learning', `Self-tutoring Materials', `Automated Instruction', `Teaching Machine', `Self-Instructional Materials`.

The contents of programmed instruction have been divided into small units. These small units are then divided into steps and these steps will allow students to comprehend the contents of the teaching process and students are given feedback and rewards. Each small step allows students to participate actively to master a task.

According to Skinner (1958):

> The machine itself of course does not teach. It simply brings the student into contact with the person who composed in material it presents. It is a laborsaving device because it can bring one programmer into contact with an indefinite number of students.

Programmed instruction has great impact on the students. There is one to one relationship between the student and the programmed instruction.

According to Carlson (1971), programmed instruction allows each student to proceed at his own rate and allows individual differences. Touq and Mokbel (1971) stated that one of the most essential innovations in the field of education is programmed learning that has appeared in few years back. It can be considered to be the first systematic application of experimentally principles of behavior control to the practical issues of education.

Programmed instruction as a method of self-instruction allows students to proceed through instructional material in short steps at his or her own pace, receiving immediate feedback of the correctness of his answers (Callender, 1969). According to Skinner (1958), a student must pass through a carefully

designed sequence of steps. Each step must be small that it can always be taken and it moves the student closer to the end-product.

Self-instructional learning has also been introduced in other subjects in Malaysia such as in mathematics. Sakamoto is known as a graded self-paced sequential system of self-learning in Mathematics to enhance the problem solving abilities among students. One of the main purpose of this programme is to develop confidence in students to solve problems in Mathematics (NST, 25/5/95). So, it is known that self-instructional materials can be employed in teaching Mathematics and not only in language teaching.

Self-instructional materials can be used as a supplementary aid to help the teachers to enhance the learning process of students in a language activity. According to Fry (1963), self-instructional technique is good way to teach language and has helped students in their language ability.

Koh (1977) in his research on "Effectiveness of Compensatory Self-Instructional Materials in Bahasa Melayu for Standard Three Pupils" showed that self-instructional materials can be used with students who are weak in their language to upgrade their competencies. In another research on "Self-Instructional Materials for Remedying Specific Problems in the Learning of English As A Second Language" in 1980, he made a few interesting conclusions:-

i) Self-instructional modules are less effective as remedial materials for pupils who have a low vocabulary and comprehension ability.

ii) There is no significant difference between boys and girls in the use of self-instructional methods although girls performed slightly better than boys.

iii) Self-instructional modules can be used as effective remedial materials for different levels of the primary school.

Another research done by Tiamtiporn (1974) on using a programmed lesson in teaching prepositions showed that most of the students were able to understand the contents of the module.

In a study done by Jones (1982) on the effects of individual programmed instruction on reading achievement and self-concept of 3rd graders student, he found that programmed tutorial reading is an effective technique to teach students at the elementary level.

Research has also been done on the effectiveness of conventional lecture, programmed instruction and lecture laboratory methods. Khan (1983) carried out an investigation on this area in teaching physical geography to a heterogeneous group. Khan found that there was no significant interaction between reading ability of the students and instructional methods in the three groups of students.

Types of Programmed Instruction

Programmed instruction can be divided into two main categories (Sharifah Alwiah Alsagoff, 1981, pp. 48). These two categories are:-

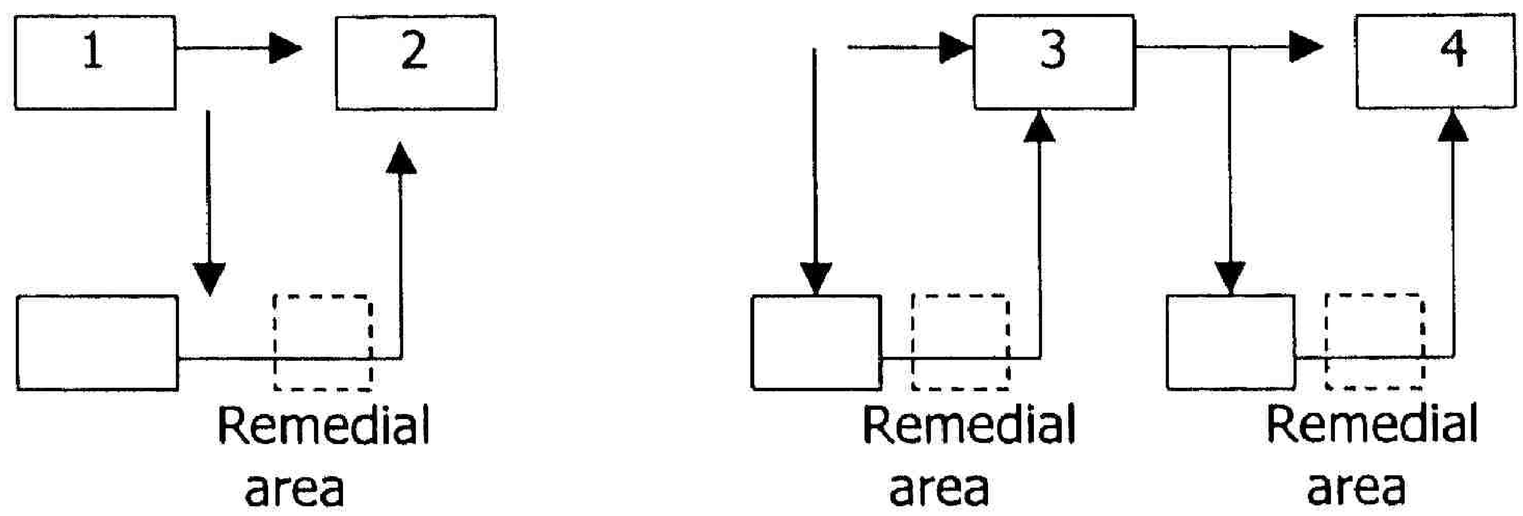
1) linear
2) branching

Linear Programme

In a linear programme, the students progress at their own rate through a series of small steps which are arranged logically through the subject matter (Callender, 1969). Students have to complete the module based on the sequence of the units. According to Skinnerian reinforcement learning theory, learning is most effective when students write in the correct answer and was immediately reinforced by a statement of the correct response.

Branching Programme

According to Sharifah Alwiah Alsagoff (1981), branching programme is a programmed designed to allow good students to proceed faster than the slow—learners (if, all the answers are correct).



Branching Programme

In section 1, a student who answers correctly will proceed to section 2. But, if the student answers the questions wrongly, he or she has to go to the remedial area for more information and clarification on the topic.

(adapted from `Introduction to Individualized Learning by Sharifah Alwiah Alsagoff, Pendidikan dan Pendidikan – Jilid 3, Bil. 1, Jan. 1981)

Modules

According to Goldrchmid (1973), a module is

> a self-contained independent unit of a planned series of learning activities designed to help the student accomplish certain well-defined objectives.

Meyer (1979) in his research, stated that a module is

> a self-contained semi programmed and self-paced unit of work designed to achieve highly specific objective in a short span of time usually a few days or less. Usually but not always based on an independent learning resource.

Modules are actually units of contents in a subject whereby students learn these units at their own pace. Modules are designed to cater the needs of the students to facilitate their learning process.

According to Sharifah Alwiah Alsagoff (1981), modules can be used

i) in a normal teaching process

ii) remedial classes

iii) to teach students who were absent with a good excuse

iv) to plan courses through post and distance education.

Teachers usually find it difficult to teach the slow-learners in a classroom, especially teaching a language. Slow learners seem to have poor self-concept and feel lack of confidence (Williams, 1970). Teachers who employ conventional

ways of teaching in the classroom will make the situation worse by instilling fear of failing in the slow-learners (Holt, 1964).

Using programmed instruction such as modules will make learning for the slow-learners easier because it consists of small manageable steps and is self-paced. Students will be motivated from the comments and feedback given to them after each short exercise in the module. This will help them to develop self-confidence in learning the language.

Characteristics of Modules

According to Gagne (1973) there are several characteristics of modules that have been identified.

1) Modules are meant for one particular group.

   Modules that are designed should be for a specific group of students. Not all modules can be used for every student in a classroom. Modules are designed based on the ability of students. There is one to one relationship between the pupil and the module.

2) Modules are designed to teach students according to their needs.

   As mentioned earlier, a module is designed in small manageable steps. These units are arranged according to the sequence from simple to difficult tasks.

3) Objectives

Modules should consist of clear and precise objectives for the learners as well as for the facilitators. The outcomes of the activities in the module should also be stated clearly.

4) Relevant information

The contents of the module should have clear information for the students. The information will help the students to achieve the objectives of the module. Usually the content of the module is written in small steps and this allows students to interact with the module.

5) Modules can be used in a complete lesson or as an alternative in the classroom.

Modules can be employed in remedial classes based on the students ability.

6) Instructions

Modules usually have clear and simple instructions for the students, especially the slow-learners. Modules also consist of activities which allow students to participate actively.

7) Self-paced learning

Students who are engaged in the activities in modules will have enough time to complete their tasks. Students learn according to their own ability and progress in classrooms.

8) Feedback and comments

Students are given immediate feedback or comments after each of the exercises in the module. Each exercise in the module are designed with an answer key. Students have to cheek their answers for each activity before proceeding to other activities in the module. Feedback and comments on students performance are given to motivate the students to complete the entire module.

9) Evaluation

Modules consist of pre-tests, post-tests and other short exercises to test the ability of the students. Students assess and evaluate their own progress under a facilitator's guidance.

Benefits of Using Modules

Modules have a great potential in our education system. Modules which are designed and administered effectively will bring a great change as an alternative to the conventional way to teaching.

According to Sharifah Alwiah Alsagoff (1981), the minimum criteria for students to use modules are they should be able to read and understand the contents of a topic.

Students are able to use the modules at their own convenience. It can be used in the classroom or outside the classroom. All students can progress at their own pace and ability. According to Srichit (1985), a good programme can achieve the same results as a good classroom teacher and usually in less time.

Instructions are given clearly to the students and they learn the same subject matter. Teachers need not give all the instructions to the students as the instruction are all stated according to the sequence of the unit. Students assess their own work and teachers are there too facilitate the learning of language in the classroom. Thus, the burden of the teacher is lessened.