IMPLEMENTATION OF THE MBMMBI POLICY AT A MALAYSIAN PUBLIC UNIVERSITY

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Abstract

Malaysia is a multiethnic and multilingual country comprising Malays as main race of the land being 69.6% of the whole population. While second and third main ethnicities are Chinese and Indians with 22.6% and 6.8% of ratios respectively. These ethnic groups use Bahasa Melayu (BM), English, Chinese and Tamil as main languages for their social and professional interactions. However, BM is the main language of communication among all the groups. This multilingual situation has always been a source of hot discussion on language in education policy of Malaysia. The current measure taken in this regard is the implementation of the *Memartabatkan Bahasa Melayu, Memperkukuhkan Bahasa Inggeris (MBMMBI) by the Malaysian* Ministry of Education (2009). The *MBMMBI* policy as translated in English means to Uphold the Malay Language and Strengthen the English Language policy. This policy has been introduced with high aspirations linked to see Malaysia as a developed country in the modern world. This policy seeks to ensure Malay-English bilingual proficiency of Malaysian students. This study aimed to explore the context of bilingualism at a Malaysian public sector university (PSU). It also sought to ascertain stakeholders' (students, teachers, heads and language coordinators) insights regarding implementation of the MBMMBI policy at PSU. The study utilized semi-structured interviews for gaining first hand understanding of the researched phenomenon. It was explored that there is a need for a comprehensive understanding of the aspirations of the MBMMBI policy at PSU. PSU needs to develop and implement a bilingual education framework in the light of the MBMMBI policy.

Keywords: MBMMBI policy, Malaysia, implementation, higher education

1 INTRODUCTION

Malaysia is a Multiethnic and multilingual country with 69.6% of Malays, 22.6% of Chinese, and 6.8% of Indians as major races (Hirschmann, 2019). The main languages spoken by these ethnic groups are Bahasa Melayu (to occur as BM later on), English, Chinese and Tamil. However, the Ethnologue of World languages (www.ethnologue.com) lists altogether 136 languages spoken in Malaysia. This phenomenon demonstrates Malaysia as a multilingual country. BM stands national language of the country being widely spoken by all races for mutual interactions for their social and business purposes while minority languages are spoken in

their specific spaces and maintain their natural status (Tan, 2005). English attains the status of the second most important language of the country with its universal importance and wider usage in the social, academic, and professional domains (Hassan & Hashim, 2009). This linguistic situation enables individuals to use at least two or even more languages (Gill, 2014) that offer the typical Malaysian identity. It highlights as to which language needs to be held and which language to be strengthened. The significant step taken in this regard is the introduction of the *Memartabatkan Bahasa Melayu, Memperkukuhkan Bahasa Inggeris-MBMMBI* (Ministry of Education, 2009) policy that means to Uphold the Malay Language and Strengthen the English Language. The *MBMMBI* policy has been taken as a guarantee to lead the Malaysian system of education towards upholding the national language as its cultural heritage as well as yielding business values of English as a language of global market.

Approving the *MBMMBI* policy, the Malaysian Education Plan (MEP later on) (MOE, 2012) announces the use of the Common European Framework of Reference for languages (CEFR) by Council of Europe (2001) for assessment of all languages. The MEP also endorses to redesign the BM curriculum and assessments in accordance with the CEFR for languages.

Furthermore, the Malaysian Ministry of Education aims to *ensure that "every child is proficient in Bahasa Malaysia and English language and is encouraged to learn an additional language"* (Malaysia Education Blueprint 2013-2025: E-12). Additionally, different sources are highlighting Malaysian graduates' weakness in English as one of the top reasons for their failure in achievement of job; thus seriously affecting graduate employability in Malaysia (MOE, 2012a; MOE, 2012b; MOE, 2015; Hazita, 2016; Omar et al, 2012). The same concern for bilingual proficiency has been implied in the Malaysian Higher Education Blueprint 2015-2025 (MOE, 2015).

In this regard the ministry has taken the following measures so far:

1. The English Language Education Reform in Malaysia: *The Roadmap 2015-2025 (2015)*

2. The *Pelan Tindakan Memartabatkan BM Sebagai Bahasa Ilmu di Universiti Awam* 2016 – 2020 (MOE, 2016)

3. Dual Language Programme (DLP) at schools (MOE, 2016a)

4. The Action Plan 2016-2020 (MOE, 2016b)

The main aim of the Roadmap 2015-2025 is to align language in education system of Malaysia with CEFR and the CEFR emphasizes to develop learners with abilities to very interact well in any language, as priority. This reform adopts the CEFR for Languages as a guideline in redesigning curriculum and developing relevant materials. The Action Plan 2016-2020 aims to Uphold Bahasa Melayu as a language of knowledge in public universities and focusses on the place of BM as main language of education. The DLP initiates rights for using either English or BM as medium of instruction at selected schools as they choose.

1.1 The Purpose of the Study and Research Questions

Since wide literature has exposed Malaysian graduates lacking behind because of their weakness in English, this study seeks to see the language context at university level. As already discussed the *MBMMBI* policy aims to *ensure that "every child is proficient in Bahasa Malaysia and English language and is encouraged to learn an additional language"*. This study aims to see:

a) What are language practices at the selected university (PSU)?

b) What are stakeholders' insights about implementation of the MBMMBI policy at PSU?

By 'language practices', this study means the use or place of language in admissions, exit, teaching, learning and assessment process for undergraduate students at PSU.

By 'stakeholders', we mean the main agents of education at undergraduate level. This study involved students, teachers, language coordinators, and head of the relevant programmes as stakeholders.

This data came from four type of stakeholders: a) head programmes; b) teachers; c) language coordinators; d) students

1.2 Significance of the Study

It is expected that this study would contribute new knowledge to the field of language policy and implementation. There are limited studies available that have looked into bilingual context at higher education institutions. Specifically, this study is unique in a sense that it adds new contribution to the existing

body of knowledge by providing insights of the main stakeholders on implementation of the MBMMBI policy at higher education institutions (HEIs).

2 METHODS

2.1 Research Design

The present study is a qualitative Case Study which involves use of semi-structured interviews with students, teachers, language coordinators and head programmes at undergraduate level.

2.2 The Research Site and Participants

A Case Study involves purposeful and criteria based selection of its participants (Creswell, 1998; Miles & Huberman, 1994). The study identified and selected individuals or groups having special knowledge about the phenomenon under research (Cresswell & Plano Clark, 2011) as they were taken for a specific targeted purpose (Cohen et al., 2007; Coyne, 1997) and were happily willing to offer best information based on their knowledge and experience (Bernard, 2006; Tongco, 2007) in relevance with the researched cases rather than being representative (Flick 2009). Abiding by the basic principles of a true interpretivist research, the study involved best suited participants who had direct experiences of the reality being studied and could provide personal information relating to the research questions (Carr & Kemmis, 1986; McQueen, 2002; Creswell, 2009). This "purposeful sampling" (Creswell 2005, 2008) helped the researcher obtain first-hand understanding of the scenario under investigation.

The *MBMMBI* policy applies to all public sector higher education institutions of Malaysia. However, this study has selected one of the main public sector universities of Malaysia (termed as PSU) as its research site.

There are 13 facuties at the selected university. All the faculties offer a number of programmes at undergraduate level. All the faculties have their own use and place of language in their academics.

As shown in the Figure 1 as below, initially, these faculties were stratified into two broad fields of specialization as a) Social Science and Humanities (FSOCS & H); b) Science, Technology, and Engineering (FSTE). Then, these faculties were analysed for their vision, mission, goals and objectives. Therefrom, four faculties were chosen based on their importance to BM and English language in their academics; two from Social Sciences and two from Science, Technology and Engineering. Later, keeping in view the concern and place to both languages, one program was selected from each of these four faculties (see Table 1). A vivid use of bilingualism is widely evidenced in aims and objectives of the selected programs (see Table 2).
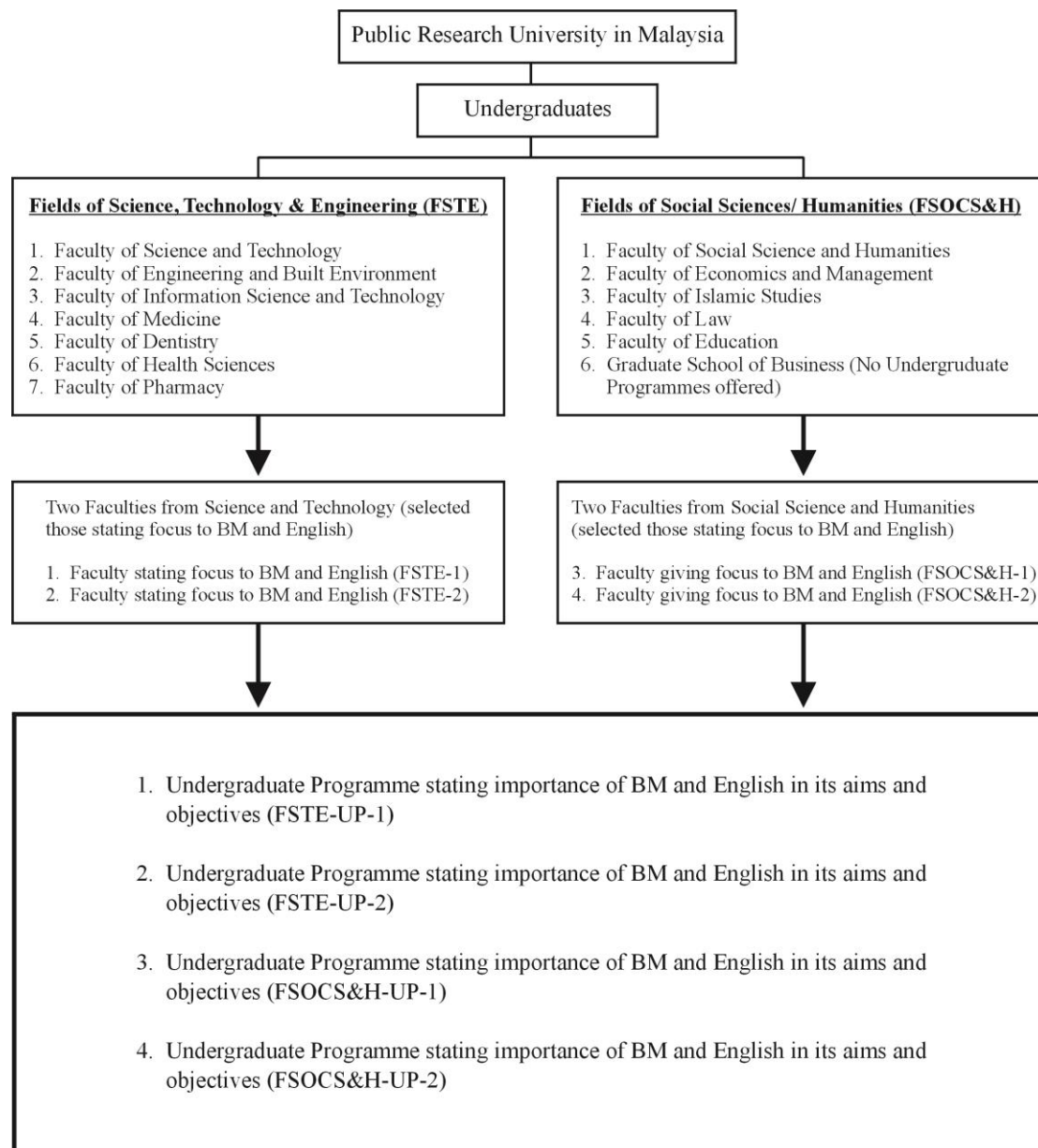
Figure 1 Selection of Participants

The study involved best suited participants who could provide direct experiences of the activity being studied and could give personal experiences on the research questions (Creswell, 2009). 'Purposeful Sampling' (Creswell 2005, 2008) supported us obtain first-hand information as being explored. Participants were given alphanumerical codes as provided below in the Tables 1, 2, 3, 4 and 5:

Table 1: Codes for Participating Programs

Program Code	Description
FSTE-UP-A	Undergraduate program-A (in the field of Science, Technology, and Engineering), stating importance to BM and English in its aims and objectives
FSTE-UP-B	Undergraduate program-B (in the field of Science, Technology, and Engineering), stating importance to BM and English in its aims and objectives

| FSOCS & H-UP-C | Undergraduate program-C (in the field of Social Science, and Humanities), stating importance to BM and English in its aims and objectives |
| FSOCS & H-UP-D | Undergraduate program-D (in the field of Social Science, and Humanities), stating importance to BM and English in its aims and objectives |

Table 2: Language Related Objectives of the Programs Participating in the Study

Program	Objectives
FSTE-UP-A	The department produces graduates who have a strong identity and master Bahasa Malaysia and English well
FSTE-UP-B	To produce graduate with efficient communication skills in Malay and other language of knowledge in accordance with the national aspiration
FSOCS & H-UP-C	To produce graduates who uphold the Malay language and can communicate in English
FSOCS & H-UP-D	To produce graduates with communication skills in Bahasa Malaysia and English

Table 3: Codes for Interviewed Students

Code	Description
(INT_Student_1-STE_UP-A)	Student Undergraduate program-A
(INT_Student_2-STE_UP-A)	Student Undergraduate program-A
(INT_Student_1-STE_UP-B)	Student Undergraduate program-B
(INT_Student_2-STE_UP-B)	Student Undergraduate program-B
(INT_Student_1-SOCS & H_UP-C)	Student Undergraduate program-C
(INT_Student_2-SOCS & H_UP-C)	Student Undergraduate program-C
(INT_Student_1-SOCS & H_UP-D)	Student Undergraduate program-D
(INT_Student_2-SOCS & H_UP-D)	Student Undergraduate program-D

Table 4: Codes for Interviewed Program Heads

Code	Description
(INT_Head-STE_UP-A)	Undergraduate program-A
(INT_Head-STE_UP-B)	Undergraduate program-B
(INT_Head-SOCS & H_UP-C)	Undergraduate program-C
(INT_Head-SOCS& H_UP-D)	Undergraduate program-D

Here, it needs mentioning that in the initial plan of the study there was no intention of the researcher to involve language coordinators or instructors for interviews. However, followed by the interviews with program heads, the researcher felt the need to meet these most relevant participants of the phenomenon for further relevant insights. Therefore, one language coordinator was selected for face to face interview depending on her availability and two language instructors were taken the part of the study for their email interviews. The following were the codes used for them in the data:

Table 5: Codes Used for the Interviewed English Laguage Coordinator/ Instructors of the Participating Programs

Code	Description
Face_INT-Lang_Coord/Inst)	English Laguage Coordinator/Instructor of the Participating Programs
Onlin_INT_1-Lang_Coord/Inst)	English Laguage Coordinator/Instructor of the Participating Programs
Onlin_INT_2-Lang_Coord/Inst)	English Laguage Coordinator/Instructor of the Participating Programs

2.3 Instruments

Semi-structured interviews were utilized for exploration of the study's data as aimed. Interviews

were conducted in the relevant educational spheres of students, teachers, language coordinators

and head of selected progrmmes. Two students were pruposively selected from each program

based on the following criteria:

▪ Students already in their final year of study as they are at the exit point and can expose and provide a comprehensive understanding of the language practices in their academic pursuits in their particular context;

▪ Well communicative as recommended by the head of the program (snow-ball).

Likewise, one head of each programme was selected with a purpose that he or she can hold direct knowledge of the bilingual practices in their spheres. Interestingly, all the heads were involved in teaching in their undergraduate programme too. While, the study also involved the language coordinators directly connected with language use affairs of undergraduate programmes at PSU. Moreover, they can have best knowledge related to language policy and practice at PSU. The semi-structured interviews were focused and flexible which were carefully scheduled and aligned with the study's research questions (Wellington, 2000).

Through this way, the interviews helped "gain insights into the study's fundamental research questions" (Hancock & Algozzine, 2006, p. 39). Interview protocols (Creswell, 2012, p. 17) were carefully developed in the light of research questions. Interviews were pilot tested (Cormack, 2000) and necessary changes were made in the protocols and interview questions in order to ascertain most relevant information.

2.4 Data Collection Procedures and Data Analysis

First of all, students were interviewed. Then heads were interviewed and the language coordinators followed at the end. Interviews were taken in work places of the participants at their comfort.

The qualitative data analysis software Atlas-ti 7 was used for managing, storing, and analyzing the bulk of data (Bazeley & Richards, 2003) which was coded into nodes. Thematic analysis technique was adopted for data analysis. Figures 2 given below demonstrates interface of the Atlas ti Version 7.
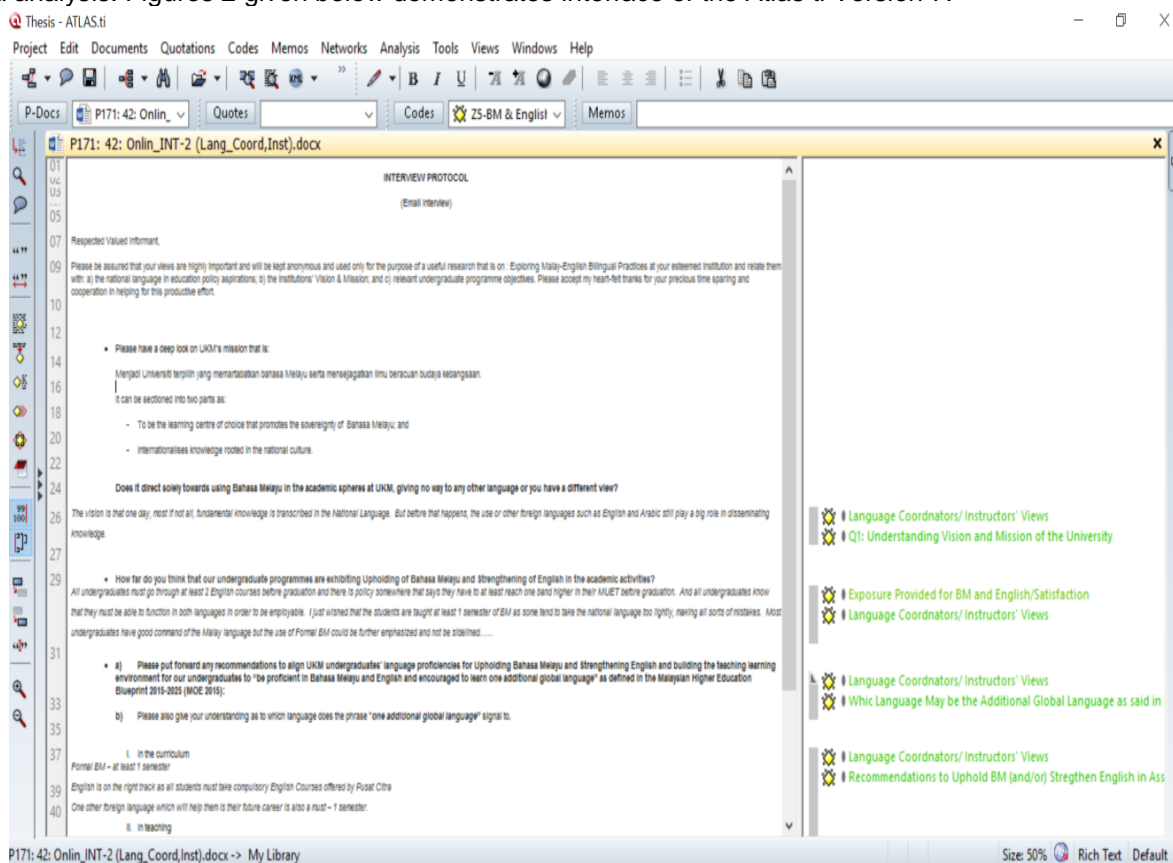

FIGURE 2 Atlas.ti Version 7 Interface

3 FINDINGS AND DISCUSSIONS

The Figure 3 as below illustrates the thematic analysis performed where first of all, the relevant excerpts from the interviews were coded, then categorized and themes were developed. The figure 4.1 and table 4.1 show a compact view of the stakeholders' insights grouped into themes and further categories. This portion of data, from stakeholders, provides information about the context of bilingualism at the PSU and highlights rich guidelines regarding implementation of *MBMMBI* in the teaching learning and assessment process at the PSU. This data came from four type of stakeholders: a) head programmes; b) teachers; c) language coordinators; d) students

Figure 3 Themes and Categories Network View of Stakeholders' Insights on the Context of Bilingualism at PSU and Recommendations for Implementation of *MBMMBI*

Table 6 Description of the Emerged Themes and Categories of Stakeholders' Insights on the Context of Bilingualism at PSU and Recommendations for Implementation of *MBMMBI*

Themes	Sub themes	Categories
No Awareness about *MBMMBI* Policy	Awareness about *MBMMBI* Policy	*MBMMBI* Policy Awareness
Presentations be in BM and English	Language Use in Presentations	Recommendations to Uphold BM and Strengthen English in Teaching and Learning
Presentations and Assignments be in English	Language Use in Assignments	
Need English Communication skills	Communication Skills Required	
Formal BM at least 1 semester	Formal BM Teaching	
English and BM be Improved at School	Languages Be Improved at School	
English at School		
School Teachers' English be Improved		
Practical English be Trained at School		
Lectures be in BM	Language of Teaching	
Use English in Teaching in the 3rd and 4rth years		
Lectures should be in English		
More English in Lectures		
Content Subjects be Partially in English and BM	Content Subject and Language	
Content Teachers Should Use English		
Encourage some contents courses to use English as its MOI		
English as compulsory language for exams	Language of Exams	
No BM for Exams be Allowed		
Chinese as Additional Language	Additional Language	
Chinese be must for one semester		
Chinese should also be taught		
Strict Guidelines for Language Use Required	Need for a Clear Cut Language Use Policy at the PSU	
Complete Plan of Language Use Needed		
Language Policy be Provided by the University		
Encourage English speaking	Need for English Exposure	
One day every week as English day		
Less English Training		
Wide English Exposure Required		
Less English a Weak Future		
Blended Teaching for Language	Blended Teaching for English	
MOOCs for Strengthening English		
Language Ability as Entry Condition	Language Condition for Admission	
English Competency as Exit Condition	Language Condition for Exit	
No Language Check-up for Exit		
BM Test be Compulsory for Exit		

Themes	Sub themes	Categories
No Up skilling of Language Teachers at the University	Up skilling and Need for Language Teachers	
Not Enough Language Teachers/ Instructors Available		

3.1 Awareness about *MBMMBI* Policy

It was sought to know how far the stakeholders had acquaintance with the nature of the current language policy and language use concerns in their academics. Interviews with all the heads of programs in the study, explored that the heads had no idea about the existing language policy. There were answers like *"What! What is this policy"* (INT_Head (STE-UP-B). They informed that they never received any language use information or instructions from the university so far. However, according to the information from a senior language coordinator concerned, the PSU doesn't enforce that they should use only Bahasa Melayu in the academics whereas it aims to uphold BM as a language of national identity. Further, she pointed out that all the programs had already defined their language related objectives and it was obligatory for the staff to ensure that they follow their program objectives while conducting their activities. Further, she also pointed out that all the researched programs have shown warm interest in uplifting Malay-English proficiencies among their students (Face_INT- Lang_Coord/Inst). Please refer to table 3.4 of the methodology chapter for program objectives.

There exists no information about the *MBMMBI* policy even among the programme heads who are actual leaders of the whole teaching learning process in a specific domain of specialization. There is a need that awareness and a clear understanding of the *MBMMBI* language policy should be spread among the heads and the other staff who are actual implementers of a policy or a plan (Maasum et al, 2012).

3.2 Need for a Clear Cut Language Use Policy at the PSU

It was pointed out that there were no clear cut instructions provided to all departments so they should know where to use which language and how (Face_INT-Lang_Coord/Inst). She, further, confirmed that this was why most people were adopting their own language choice according to their personal view point and their linguistic ease. She also agreed with the study's finding that there were only a few departments which had decided their own instructions for language use in their academic activities, still teachers were observed acting differently. It was gathered that "*it depends on the teacher; normally young teachers use English and old teachers use BM"* (INT_Student-1-STE_UP-B). The study received a recommendation that all heads and teachers should be provided clear cut instructions about language use in the academic activities. According to her, it should be clearly defined as to which activity should be conducted in which language and how should be the use of languages (Face_INT-Lang_Coord/Inst).

3.3 Language Condition for Admission

The language coordinator extended an appreciation that the ministry seems serious about gradual increase in the MUET (Malaysian University English Test) level for admission to university. She furthered that then the students were coming with better bands as compared to past as ministry had been very strict about admissions on sports quota which in past didn't have to show specific bands in MUET at the time of their admissions. Now, the students who intend to get admission on sports quota to any programme other than specialization in Sports, had to attain MUET band to be eligible. That's why there occurs better change in the MUET bands of the stock of students coming in the sessions after 2016 (Face_INT- Lang_Coord/Inst). The table 7 below shows how there occurred a significant change in the number of students admitted with MUET Band 1 in the session after ministry's decision as discussed above (Face_INT- Lang_Coord/Inst). However, this change in the MUET bands also reflect that every year students are coming with comparatively improved proficiencies in English.

Table 7 MUET Records of Students at the Time of Admissions in the Sessions 2015/2016 and 2016/2017

Session	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
2015/2016	41	761	1619	784	161	1
2016/2017	4	728	1648	1178	256	3

Source: Jawatankuasa Penawaran dan Penjadualan Kursus Bahasa Inggeris Pusat Citra PSU

3.4 Language Condition for Exit

A query leads to an answer that there was not any Malay or English language competency a condition for graduation from the PSU (Face_INT-Lang_Coord/Inst). She, further, conveyed that there had been discussions to establish some level of language ability as an exit condition but by then, there had occurred no such implementation. However, she recommended that it was better if they had a language competency level defined as a condition to graduate from the PSU.

3.5 Language Use in Teaching

Regarding language use in teaching, the study received a recommendation by one of the heads that "*teaching must be BM and English mix as concept is more important than language. At this level knowledge and understanding is 1st preference and language goes far behind*" (INT_Head-SOCS & H_UP-D). Similarly, on asking whether they needed more English courses to help them improve their English, a final year students expressed "*We don't need more subjects in English. We already had English in our past education but our spoken is much weak. Our teachers at school are weak in English. We need practice. Our university teachers are highly educated. They should speak English with us for some specific part of time in the teaching learning activities and they should make it compulsory for all students to use English*" (INT_Student-1-SOCS & H_UP-C). While according to a head program, "*teachers should use both the languages but they should not mix words but should speak one complete sentence in an individual language, otherwise the real language is lost. Moreover, 70% of the lecture should be Malay and 30% English*" (INT_Head-SOCS & H_UP-D). One more suggestion is that "*tutorials should be in English*" and "*except it I think for lectures too there should be one day in every week as English day to encourage students more to a foreign language*" (INT_Head-SOCS & H_UP-C).

There came another direction from a student that "*teachers should encourage students to speak English. Then, teachers should use English in their lectures if students have problem then explain in BM. That is to make English as something compulsory in their daily life but without penalty. For example, all the slides, notes, questions and assignment answers should all be in English but no extra marks or grading for grammar. That way, students will always have the chance to improve their English all the while not being pressured to have perfect English to secure marks and grades*" (INT_Student-2-STE_UP-B). Another view guided to "*use English in teaching, especially when they are teaching 3rd year or final year courses*"

(Onlin_INT_1-Lang_Coord/Inst).

However, the data from various sources as discussed reflects the participants' view that teachers should make good use of both languages in different activities of teaching and learning. Further, they should make it compulsory for students to use specific language in specific activities without any fear of losing marks or grades. Students should be motivated and encouraged to use English in their academic activities and there should be no fear of losing marks because of incorrect or weak grammar; only the concept should be the main concern.

3.6 Language Use in Assignments

A head of an undergraduate program was confident that "*there should be no compromise on using English for assignments as wide spread knowledge is only available in English*" (INT_Head-SOCS & H_UP-C). The researcher received the same view from majority of the participants. A student explained "*we have to consult internet and books for our assignments. As information on net is in English, most students use google translator for transferring the information from English to Bahasa Malayu. There are always a lot of mistakes in the translation. What happens, students prepare their assignments with the same wrong translation and submit and learn the same material for examination*" (INT_Student_1-SOCS & H_UP-D).

3.7 Language Use in Presentations

On asking for their advice, the program heads and language coordinators recommended that presentations and assignments should be in English only (INT_Head-SOCS& H_UP-D); (Face_INT-Lang_Coord/Inst). Similarly, in addition to a view that "*presentations and assignments should be in English*" (INT_Student-1-STE_UP-B), others also suggested that assignments and presentations should be made compulsory in English (INT_Student-2-STE_UP-B); (INT_Student-1-SOCS & H_UP-D); (INT_Student-2-SOCS & H_UP-C); (INT_Student-2-STE_UP-A).

3.8 Communication Skills Required

Three of the four heads realized that students' communication skills are very weak. Therefore, "*there should be keen focus on developing communication power of undergraduate students both in BM and English. They are very shy to speak. They should be taught public speaking. English needs serious attention as they cannot get jobs without English*" (INT_Head-SOCS & H_UP-C).

3.9 Formal BM Teaching

As reported in an interview, it was explored that students' formal BM was also very weak and it is must that "*there should be formal BM course at least for one semester*" (Onlin_INT-2-Lang_Coord/Inst).

3.10 Languages Be Improved at School

To a head of programme, the *MBMMBI* policy was "*hard to implement, at the university level that should be implemented in high school education. But at the university level, there is a much pressure of the subject, and almost all the material is in English. Moreover, at this level knowledge and understanding is 1st preference and language goes far behind because, no time is left for this portion. We cannot say to our students to improve English, to watch movies, have discussions in English as we are more concerned with the transformation of knowledge. This is something [that] should be polished at their high school* (INT_Head-SOCS & H_UP-D). In a question about improving english, there came a view from a final year student that "*We should learn it in our school time. Our school teachers should focus on our speaking skills, especially in English*" (INT_Student_2-STE_UP-A).

3.11 Content Subject and Language

On a question whether they needed extra English courses, a student responded that they needed "*no separate English courses*" but he wished that "*there should be use of English in our lectures of all subjects*" (INT_Student_1-STE_UP-B). Similarly, there was another suggestion that they should "*encourage some contents courses to use English as its MOI*" (Onlin_INT-1-Lang_Coord/Inst). It was very interesting to note from a Bachelor level student whose idea was identical like Krashen's (1981, 1982) theory of language acquisition through meaningful input as the boy suggested "*we can learn language with the help of our concept*" (INT_Student_1-STE_UP-A). It was gathered that it was least possible for English teachers to contribute to empower the students with marketable language proficiencies when they met the students only for five out of 120/130 of credit hours where the rest went to content teachers. To her, the assistance from content teachers in this regard was of an undeniably high value (Face_INT-Lang_Coord/Inst). These views clearly lead towards content based langauge teaching.

3.12 Additional Language

On a question as to which should be taught as another global language in addition to BM and English, a final year student desired that they "*should learn Chinese as extra language at school and at university too*" (INT_Student_1-STE_UP-A) which in another discussion was suggested by a language instructor that "*one other foreign language which will help them in their future career is also a must – 1 semester*" (Onlin_INT_2-Lang_Coord/Inst).

3.13 Blended Teaching for English

As gathered from a head of a programme, she strongly recommended that even if BM was used in lectures, MOOCs could be highly helpful for an added assistance as online courses were in English. Hence, one could have a good blend of both the languages (INT_Head-SOCS & H_UP-C).

3.14 Language of Exams

Program heads were divided on as to which should be the language of exams. One was insistent that it could be only English (INT_Head-STE_UP-A) whereas others showed their recommendation for both BM and English as langauges of exam. They were of the view that some part of paper should be in english and some in BM. It should be followed according to the language used in teaching as decided according to an already set language use plan.

3.15 Need for English Exposure

Talking about a possible English language exposure, it was received that *"the wajib [compulsory] English courses alone cannot ensure that students will have good English language proficiency. As of now, the English courses make up of 5 credits only out of 120/130 credits unit that every student must fulfill before graduation"* (Face_INT-Lang_Coord/Inst). As from a student's view **"***teachers should use more English in their lectures, and also ask students to use it; you know, it is very important to know English for our future"* (INT_Student_1-STE_UP-B). A student showed his concern that "*I have completed my degree but I am fear {afraid} that my job is difficult because my English is weak*" (INT_Student_1-SOCS & H_UP-D). Exposing his weakness, another senior student was grieved that they "*are not expert in both neither in BM nor in English even we are in university in the final year*" (INT_Student_1-SOCS & H_UP-C).

3.16 Up Skilling and Need for Language Teachers

It was discovered that there had been no particular upskilling of language teachers in the recent past (Face_INT-Lang_Coord/Inst). On a question, the same participant reported that they lacked a handsome number of language teachers who would share demanding work-loads and quality expected.

4 CONCLUSION

The study explored that stakeholder's lack awareness about the MBMMBI policy. There is a need that a comprehensive introduction of the policy be shared with all the relevant stakeholders. There doesn't exist a clear cut language policy at PSU. The departments should be given a detailed plan for language use in their academics. The draft of the policy should explain as to which language should be used in which activity and how should be the frequency of use of both languages in a single activity. The university has a specific English proficiency level in MUET for admission to any programme. However, there is no language proficiency level imposed as a condition to graduate. It implies that PSU should fix some level of English language proficiency as a condition to pass their degree. The data from all the participants highlight that there should be extensive use of both languages in teaching learning activities at PSU. However, the degree of the use of both languages should be clearly defined. Students lack motivation to use English in their interactions. There is a need that teachers should motivate to make extensive use of English.

PSU needs to enhance students' exposure to English language with the help of content subject teachers that they should make extensive use of English so to polish students English communication skills. *It also came to knowledge that students lack proficiency in formal BM. It was recommended that there should be one course on communication skills in BM.* It was also highlighted that language skills should be given special focus at school level. The need for training of teachers was emphasized. It was stressed that content teachers should be trained to use good use of both English and BM while teaching. They should be upskilled to utilize various techniques where students are prompted to use target language. There is no inclusion of an additional global language in the course of studies. The study came to a recommendation that students should be empowered to learn an additional global language as already directed by the ministry of education. There is a need to include the use of MOOCS specially prepared for enhancing students' English language abilities. In this way the lack of trained bilingual teachers can somehow be compensated.

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