Additive, Dynamic and Usage-based Multilingual Approach (ADUMA) to English Language Teaching (ELT) in Malaysia

PROPOSAL SUMMARY :

1. EXECUTIVE SUMMARY OF THE PROPOSED STUDY.
(The Executive Summary should briefly mention a dissertation title, statement of the problem, objectives, and proposed procedures.)

The dissertation, entitled *Additive, Dynamic and Usage-based Multilingual Approach (ADUMA) to English Language Teaching (ELT) in* **Malaysia**, focuses on the teaching of English in the Malaysian classroom. It explores an innovative approach to the English teaching and learning in the Malaysian context by proposing the treatment of other languages (mother tongue, dialects, foreign languages) as language learning resources, as opposed to treating them as sources of language learning interference. This research also corresponds with the growing emphasis on translingual/cross-linguistic influences emerging in the use of English in the Malaysian society, as espoused by the latest revision of the *Common European Framework of Reference (CEFR)*. Pimarily, the chief objective of the research is to investigate how Malaysian teachers and students react to such paradigm shift in the learning and teaching of English, especially when other languages are involved. Theoretical and conceptual framework of *Linguistic Landscape*, *Community of Practice*, *Lesson Study*, *Co-teaching* are used to evaluate the feasibility and practicality of a multilingual English language teaching approach in the Malaysian classroom setting.

2. STATEMENT OF THE PROBLEM.
(Concisely describe the rationale for undertaking the proposed project.)

The status and role of English in Malaysia remain complex and closely intertwined with the social fabric of the Malaysian community. This translates to vastly different views of how English should be learned and taught in schools. Predominantly, the teaching of English in Malaysia can be described along the urban-rural divide; urban schools tend to teach English immersively, whereas schools in rural settings tend to teach English as a foreign language. Ironically, all schools nationwide are supposed to follow a uniform English language syllabus, which propagates an immersive approach to English language teaching and learning. As such, the teaching and learning of English other than using English becomes a widely practised taboo; teachers and students alike use non-English language widely in the classroom, yet reluctant to openly admit this practise.

3. STATEMENT OF PURPOSE/DETAIL OBJECTIVES.
(The statement should be used to explain why the study is important. Any additional information you wish to include to support your application should be on the Statement of Purpose. Concisely describe the overall goals of the research and the specific aims of the proposed project.)

This research intends to "formally" introduce a structured intevention that uses other languages to teach and learn English in the Malaysian classroom, and examines how the teachers and students response to such intervention. The empirical evidence collected from the research can be used to

substantiate and inform future policy-making and curriculum-design concerning the teaching and learning of English in schools. Provision for different language teaching approaches would be necessary for different context.

4. PROPOSED METHODOLOGY/PROCEDURE.
(Describe the study approach to be used to accomplish the specific aims of the project. Detail the design of the project, including the overall sequence of studies to be performed, justification for use of animal and/or human subjects, and if new methods are to be employed, describe them in this section and discuss their advantage over older methods. Include also the statistical methods to be utilized.)

The primary data gathering mechanism that is utilised in this research is *Lesson Study* and *Co-teaching*. These are pedagogical approaches introduced to Malaysian schools fairly recently which aim to improve teaching practices in the classroom and encouraging professional development among teachers. Via *Lesson Study* and *Co-teaching*, a multilingual language pedagogical framework is tested and trialled in an actual language classroom over 2 to 3 cycles/iterations. Then, feedback from both students and teachers would be collected via *Co-generative Dialogue/Townhall Discussions* in the form of narrative/anecdotal data. Students' language proficiency would be assessed in writing using the *Common European Framework of Reference (CEFR)* Scale. Efforts are made to ensure that teachers who participate in the study are familiar with these mechanisms. The use of statistical methods are minimal apart from simple error tallying.

5. SCOPE OF RESEARCH/LOCATIONS.
(State if the study is national in scope and indicate the locations of your research.)

This research would mainly take place in independent/private schools situated in Sabah, Sarawak and Selangor. Currently, schools from Sabah are being recruited as potential participating schools. The study intends to compare the research findings according to socio-economic region and the educationa structure of the participating schools.

Socio-Economic Region	Private/Independent	
Rural (Kudat)	School A	School B
Urban (Kota Kinabalu)	School C	School D

6. BRIEFLY STATE SIGNIFICANCE OF YOUR STUDY TO MALAYSIA/THE HOST STATES.
(Briefly describe the relevance of this research project to its scientific field. Additionally, discuss the importance of the work to Malaysia and the states where the study is to be carried out.)

This research can yield empirical data to highlight the need for more teacher autonomy in schools, especially when it comes to English language teaching. The current education system, where language curriculum and syllabus is standardised nationwide, complicates efforts to ensure higher levels of English proficiency among students. Considering that language use differs from region to region, it is possible that there is need for variation in how English lessons are delivered and assessed. If such a need is evident from the research findings, steps can be taken to ensure that

teachers are allocated higher degrees of autonomy to tailor suit their teaching approaches to the language learning needs of their students. If students and teachers are supportive towards the use of non-English languages to learn English, then this needs to be recognised in the curriculum planning and syllabus design.

Most research of similar nature are mainly experimental in nature, utilising highly statistical approaches to determine the efficacy and effectiveness of multilingual approaches to English language teaching and learning. However, these studies are usually implemented in higher instuttions of learning, where the research participants are mainly individuals who have attained functional and academic competency in English. While these findings are crucial, it is difficult to apply them in primary and secondary schools, considering the fact that the students have a wider range of proficiency in and exposure to English. This research intends to experiment with a multilingual approach in existing school systems, and explore how it may be received by the school community.

8. STATE THE OVERALL TIMELINE (FROM START TO FINAL REPORT).
(Describe what will be accomplished during the proposed period of research)

This research would invovle 4 to 6 schools. The nature of the study would require a minimum of 6 weeks for each school.

Stage	Activity	Time (Minutes)	Week(s)
Prescriptive Stage 1	Teacher-Participants' Pre-Workshop • *Pedagogical Language Framework* • *Lesson Study* • *Co-Teaching*	40 40 40	1
	Environmental Analysis • CofP Student Profiling • Environmental Survey	20 – 40 30 – 90	
	Student-Respondents' Need Analysis • Written Assessment (Administrating) • Written Assessment (Scoring)	30 – 40 60 – 90	2
Administrative Stage 2	Collaborative Lesson Planning • CENA Narrative Teacher Inquiry • *Lesson Study* Collaborative Teaching • *Co-Teaching*	30 – 60 30 – 180 60 – 270	3 - 5
Descriptive Stage 3	Student-Respondents' Performance Analysis • Written Assessment (Administrating) • Written Assessment (Scoring) Follow-up Data Collection • *Co-generative Dialogue*	30 – 40 60 – 90 30 – 90	6

Below is the tentative timeline for the whole research.

Stage	Timeline																										
	2020												2021												2022		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
Identifying Potential Participants/ Respondents	X	X																									
Pilot Study	X	X	X	X																							
Ethics Application	X	X	X	X																							
Data Collection			X	X	X	X	X	X	X	X	X	X															
Data Analysis												X	X	X	X	X	X	X	X	X							
Report Writing																		X	X	X	X	X	X	X	X	X	X