INCORPORATING THE AUTHENTIC LEARNING APPROACH IN AN ADULT LEARNERS' CLASSROOM AT A PUBLIC UNIVERSITY IN MALAYSIA

Toh Chwee Hiang, Yeap Mei Chan, Gooi Poh Hong and Shaik Abdul Malik Mohamed Ismail

Universiti Sains Malaysia, Malaysia

The traditional process of learning has become obsolete especially among 21st century language learners. However, one can still find traditional methods used in the language classroom resulting in non-learning or minimal learning by learners in Malaysia. About 35% of school-leavers who have had at least 11 years of English language instruction are not able to use the language in a proficient manner. They fall into the category of non-user or limited user as indicated by their performance in the Malaysian University English Test (MUET) which all pre-university students take prior to applying for university admission. This study investigates the use of the Authentic Learning Approach (ALA) based on John Dewey's (1859-1952) theoretical approach in an undergraduate class. The elements of the ALA of real-world relevance, ill-defined problem, sustained investigation, multiple sources and perspectives, collaboration, reflection, interdisciplinary perspective, integrated assessment, polished products and multiple interpretations and outcomes are incorporated into the curriculum and students' interest and motivation levels are measured and compared against those in a traditional classroom. The findings of the study will shed light on how much of the real-world experience can be brought into the classroom to make teaching and learning, especially language teaching and learning, relevant to learners.

Keywords: Traditional process, Authentic learning approach,Real-world experience, language learning

INTRODUCTION

Much has been said about the declining standards of English not only in Malaysia but also in countries around the world, including English-speaking countries. Ministries of Education all over the world, especially those in the South-East Asian region, grapple with implementing policies and strategies to emplace a functioning English language curriculum that is able to produce school-leavers who have a minimum standard in the language to perform at the workplace. Despite that, those who stay on to enter tertiary institutions come out still inadequate in their standard of the language (Pandian, et al., 2010).

Howard Gardner (1991), educational psychologist, states that many of today's students do not understand what they learn. Education, for them, is a drill and response activity; there is no relevance for the materials they are expected to learn. Teachers in the classroom may hear students protesting, "Why do I need to know this? When will I ever use this?" These protests ring more loudly at the tertiary level when students find that they are being taught the theoretical aspects of a course instead of being shown how to use the content in the real world, especially in a language classroom.

This project, Incorporating the Authentic Learning Approach in an Adult Learners' Classroom at a Public University in Malaysia, is carried out to make language learning more fun, relevant and effective. The traditional process of learning has become obsolete especially among 21st century language learners. Language learners do not merely want to learn the rules of grammar and the roles and functions of the language. They expect the language teacher to teach them skills that are transferrable to the real world. With the Authentic Learning Approach that has been shown to work with younger learners (Lombardi, 2007), the researchers intend to demonstrate that it also appeals to adult learners; those studying at the university.

BACKGROUND OF THE STUDY

The language policies in Malaysia have undergone many revisions since Malaysia achieved independence in 1957. The two languages concerned in these policy revisions are the national language, Malay, and English which is a second language in the country. Malaysian primary and secondary students have experienced language policy changes from a fully English medium in 1957 to a fully Malay medium in the 1980s to a slight shift back to English for the teaching of Mathematics and Science in 2003 and back to status quo again in 2009 as illustrated by Table 1 below.

Table 1: Changes in the Medium of Instruction in Malaysia from 1957 to 2009

Year	Changes in the Medium of Instruction in Malaysia
Before 1957	English was the medium of instruction in government schools
1957	Bahasa Melayu (Malay), the national language, was made a compulsory subject in primary and secondary schools.
1970	Malay used as the medium of instruction in Standard One in all national primary schools.
1975	All English primary schools were converted into national primary schools
1976	Malay replaced English as the medium of instruction in Form One.
1979	Malay replaced English as the medium of instruction in Form Four for the arts stream
1980	Malay used in Year One subjects of arts faculties in universities.
1982	Malay used in Year One subjects of science faculties in universities.
1983	Malay fully and completely replaced English in all strata of education in the country.
2003	English used as the medium of instruction for Science and Mathematics in Year 1 for primary schools and Secondary 1 and Lower 6 for secondary schools
2009	Reversal of medium of instruction for Science and Mathematics to Malay

Globally, English language teaching has also undergone major shifts since ancient times to the present. In ancient times, language learning was associated with learning Latin and Greek where the focus was on grammatical rules, syntactic structures along with rote memorization of vocabulary and translation of literary texts. Comenius (1592-1670), a prominent language methodologist, stressed the importance of the senses in his communicative approach to language teaching. For one hundred years from 1840 to 1940, the grammar translation method, known also as the classical method was used in a foreign language teaching setting. L.Sauver (1826 – 1907) introduced the natural method where meaning was communicated directly through demonstration and action without having to use an intermediary language like the mother tongue of the learner. The 1929 Coleman Report introduced the reading-based approach to foreign language teaching. Palmer (1877-1949) reintroduced the importance of the senses and advocated the ears before the eyes and receptive before productive skills; oral drills before reading, group work before individual work and concrete before abstract meanings (Richards & Rodgers, 2007).

In the direct method proposed by Charles Berlitz, learning the second language is similar to learning the first language; lots of oral interaction, spontaneous use of the target language with no translation and little analysis of grammatical and syntactic rules. Fries introduced the oral approach in which students listened to grammatical forms and patterns, repeated them and practised a varied series of

drills. Bloomfield (1942) expanded this approach with the audio-lingual method where listening and speaking preceded reading and writing. The cognitive code approach was introduced at the end of the 1960s to overcome the weakness of the audio-lingual method to enable a language learner to use the language in real life situations automatically (Richards & Rodgers, 2007). The natural approach made a comeback in 1977 (Terrell & Krashen) using techniques and activities from different sources as comprehensible input resulting in the communicative syllabus.

Other approaches include the silent way that allows learners to be experimental learners, the Total Physical Response approach that requires learners to be actively involved in the learning process, the Whole language approach (left brain/right brain processing), the lexical approach (an approach that proposes lexis and not grammar as the basis of language mastery leading to the content-based method (1995) in English for Specific Purpose syllabuses and task-based instruction (Snow, 2001).

At the same time, the English language curriculum and approaches to English language teaching and learning in the country have also undergone many transformations. Before Malaysia achieved independence in 1957, the traditional teaching and learning approach focused on grammar and structures. Malaysian schools then had mostly native speakers to teach English. After independence, the audio-lingual method was used in a language class to complement the structured method. Applied to language instruction, and often within the context of the language laboratory, this means that the instructor would present the correct model of a sentence and the student would have to repeat it. And between the 1980s and 2000s, the approach adopted was that of communication, to enable learners to use the language outside the classroom; in the real world. This is an approach that emphasizes interaction as both the means and the ultimate goal of learning a language. From the turn of the century to the present, the adopted approach is an integration of the communicative, functional and task-based approaches (Ministry of Education, Malaysia). Yet, in 2009, when the new Minister of Education came into office, he made a public announcement that grammar would be reintroduced in the English syllabus to arrest the decay of the language among Malaysians (The Star, July 8 2009).

PROBLEM STATEMENT

In spite of all these changes in English language policies, curriculums and approaches, , Malaysian learners of English are still considered weak learners of the language and the standard is dropping year by year. Table 2 shows the students' performance in the Malaysian University English Test (MUET), an English examination that they take after having completed 13 years of English instruction; 6 at the primary level, 5 at the secondary level and 2 at the pre-university level. This examination gauges the candidates' command of the language, communicative ability, understanding and task performance. The number of Band 6 (very good user) scorers has dropped drastically from 0.15% in 2006 to 0.01% in 2010. In contrast, those who score lowly (Band 3 and below) have increased from 84.33% to 91.06% leaving only about 10% considered competent and better users.

Table 2: Distribution of MUET Band Scores from 2006 to 2010

Band	2006	2007	2008	2009	2010
6 - Very good user	0.15	0.12	0.11	0.03	0.01
5 - Good user	2.89	2.51	2.53	1.19	0.86
4 - Competent user	12.63	12.43	12.76	8.46	8.09
3 - Modest user	31.55	31.40	30.88	27.90	31.00
2 - Limited user	35.77	37.86	36.59	40.68	42.87
1 - Extremely limited user	17.01	15.69	17.15	21.75	17.19

As a second language in the country, English can be seen and heard on a daily basis. Indeed, learners seem to have vast opportunities to be exposed to the language outside the classroom. While those in the urban areas have these opportunities, the same cannot be said of those in the interior parts of

the country. And even among those with these opportunities, the standard of English is on the decline and Malaysian pupils are weak in English, especially in their writing skills. They still seem to commit errors in all aspects of language use (Pillay, 1998).

Traditional learning situations in which students are passive recipients of knowledge are inconsistent with the learning situations of real-life (Lave, 1988).   In order to make learning relevant to real life experiences for students, teachers have to provide learning environments that are authentic and relevant to the learners.

LITERATURE REVIEW

Much research on the Authentic Learning Approach has been carried out in several countries including Malaysia.. The case studies showed its application in both the language arts and the science fields.

Larisa Nikitina (2010) conducted a research entitled "Creating an Authentic Learning Environment in the Foreign Language Classroom" in University Malaysia Sabah, Malaysia. Nikitina looked at how the constructivist approach to teaching and learning could be effectively used among some students learning the Russian language. The students were fully engaged in the learning process as they scripted and produced their own videos with the teacher providing rules and guidelines for the whole project. The study showed that the learners were fully involved with the whole process, right from the conceptualization of the story line for the videos to the final production. The presentation of each video in front of an audience at the end of the semester with a time for audience interaction lent an element of authenticity to the learning experience. It was concluded that this approach which enabled the learners to take responsibility for their own learning via the multitude of tasks involved in the project, and the requirement for the learners to ensure that the language used had real life relevance (as in social interactions in a hotel), and finally the production of videos that could be viewed by the public, proved to be successful in aiding language learning.

Lombardi (2007) outlined the criteria for success and presented research projects from institutions in the United States of America that have used technology to foster authentic learning. Among the projects include Rising Up at the University of Virginia, involving student created media, the iLAB project at the University of Purdue and BioQUEST at the Beloit College that fulfil the criteria of an authentic learning approach

A case study from the University of Virginia had 20 students in a history course take up roles in a simulation activity -like a working historian, journalist, documentary filmmaker and production manager to produce a historical analysis. The element of authentic learning was much felt as the students worked in four-member production teams and delved into digital archives besides tracking down eyewitnesses similar to real-world investigation as they worked to produce a credible video. Such detailed and critical analyses forced the students to be independent learners and the gathering of data by interviewing people gave them a taste of real-life historical recording. It was very much stretching learning beyond the classroom (Lombardi, 2007).

Another research project on authentic learning showed how the creation of iLabs (built by the Massachusetts Institute of Technology) enabled engineering students in various parts of the world to have access to rare and expensive equipment (not available in their own place of study) via the internet-accessible laboratories. This sharing of learning opportunity meant that from their own computers at any time of the day or night, students could access these remote lab setups to conduct their engineering or scientific experiments, working remotely with instruments based at MIT. As a result, students were able to control specialized, discipline-related instruments (astronomical tools, spectrometers, electronic equipment, etc) or run live simulations using high-performance computational resources. It gave the students a chance to have interaction with real equipment instead of merely observing and reading texts (Lombardi, 2007).

These research studies prove that the Authentic Learning Approach has been effective in enabling students to take full control of their own learning.

METHODOLOGY

This project involves 19 final year students of an English Bachelor's degree programme. These students have average proficiency of the English language. Many of them entered the university with a MUET Band 4 (competent user) score but are not proficient users of the language. The breakdown of their MUET results is as follows:

Table 3: Distribution of MUET scores among the students

Band	Number of students	Percentage (%)
6 - Very good user	0	0
5 - Good user	2	10.5
4 - Competent user	17	89.4
3 - Modest user	0	0
2 - Limited user	0	0
1 - Extremely limited user	0	0
Total	19	0

In terms of their background, many of them are not from the major cities in the country where English is widely used. On the contrary, many of them are from Malay-speaking states in the northern and eastern regions of the country and from East Malaysia. The distribution of their home states is as follows:

Table 4: The Breakdown of the Students' Home States

| State	Number of students	Percentage (%)
Perlis	1	5.3
Kedah	3	15.7
Penang	1	5.3
Perak	4	21.1
Selangor	2	10.5
Federal Territory of Kuala Lumpur	0	0
Negeri Sembilan	1	5.3
Malacca	0	0
Johore	0	0
Kelantan	0	0
Terengganu	2	10.5
Pahang	1	5.3
Sabah	3	15.7
Sarawak	1	5.3
Total	19	100

The courses in the English degree programme (Bachelor of Arts with Honours in English for Professionals) that they took in Year 1 include the study of and introduction to English Grammar and English literature, Multilingualism, World Languages, Linguistics, Professional Reading and Writing. Their Year 2 courses include Sociolinguistics, Psycholinguistics, Phonetics, Lexis, Discourse Analysis, and Discourse in the Professions. As can be seen, they are not required to take courses that will help them to improve their English. Instead, they take these courses under the general university requirement which include Academic English (upper intermediate level) and General English (advanced level). Having

completed two years of study at the university and 13 years of pre-university schooling and having had English instruction for 15 years, they still are not able to use the language satisfactorily.

In their final year of study for the degree, they take highly specific English courses to prepare them for the professional world; English for Administration, Public Relations and Marketing, Scientific, Technical and Web-based Writing, the Media and Law. The focus of these courses is on both sharpening their English language skills and preparing for the language demands in the professional settings.

As part of the coursework component for English for Scientific, Technical and Web-based Writing, the students are required to set up their own websites that not only contain the standard features of general websites but also contain a scientific report on an informal study that they conduct to collect data, analyse them and present it in the report and upload it onto their site. This happens outside lecture hours and the students are required to present progress reports during tutorials. During the formal lecture sessions, students are taught the mechanics of writing for scientific and technical communication and web-based materials.

As proposed by Mims (2003), ideally, learners should undergo three phases of the authentic learning approach for the learning to take place effectively; Phase 1 – Engagement and Inquiry, Phase 2 – The Learning Process and Phase 3 – Communication.
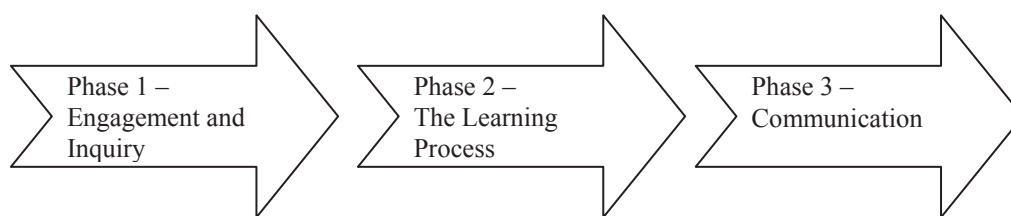
Following the proposed phases closely, Phase 1 resulted in the identification of six (6) projects that the students were interested in pursuing:

1. developing a tablet-like gadget for language learning
2. selling cupcakes online
3. merchandising drinking bottles for modern society
4. promoting a health tea
5. creating fun and exciting ways to learn English online; and
6. producing an electronic review board for books, movies, etc.

In Phase 2, the learning process, students actively engaged in learning how to create and design websites and began to upload content onto their sites. At the same time, they made weekly journal entries on their learning process and the problems that they encountered. They were also required to carry out a small-scale study on the feasibility of their proposed merchandise and produce a scientific report on the study. And finally, in the communication phase, they upload all these contents produced and made an oral presentation on their completed websites.

FINDINGS AND DISCUSSION

In the 14-week semester that the students were engaged in this learning process, they made weekly presentations on their website development progress leading to the presentation on their completed websites. The students were able to comply with the very tight weekly schedule that was provided at the beginning of the semester as follows:

Table 5: Schedule of Activity and Presentation

Week	Activity	Presentation
1	Brainstorm for project topic	-
2	Fine-tune project topic	Project topic concept and rationale
3	Develop website concept	Website concept in progress
4	Add basic elements to the website	New elements added to the website
5	Fine-tune website	Revised website concept taking into consideration feedback from coursemates and teacher
6	Design online survey questionnaire	Online survey questionnaire
7	Collect data	-
8	Analyse data	Analysis of data collected
9	Write scientific paper (1)	Abstract of scientific paper
10	Write scientific paper (2)	Main outlines of scientific paper
11	Revise scientific paper	Non-linear texts used in scientific paper
12	Finalise overall website design	Final website design
13	Upload all required elements onto website	Final sharing of web design to obtain feedback for improvement
14	Oral Presentation of Website	

As students develop their websites, they are in control of their learning. The teacher just acts as a coach or a facilitator and at times, acts also as a moderator or mediator in the event of disagreements. This approach is useful when a course is seen to be 'dry" and it achieves the purpose of making learning meaningful and fun to the students. It is also observed that more interaction has taken place intra and inter group. There is also an observable heightened interest in completing the group project.

At the end of Week 5 of the semester, the students explained their website concepts to the class as shown by Figures 1 to 6 below.

Figure 1: Homepage design for Multilingual Language Learning Tablet

(Homepage of website designed by Nazira binti Tofek, Noramirah binti Che Mohd Rawi and Shamsharizat bin Shamsudin)
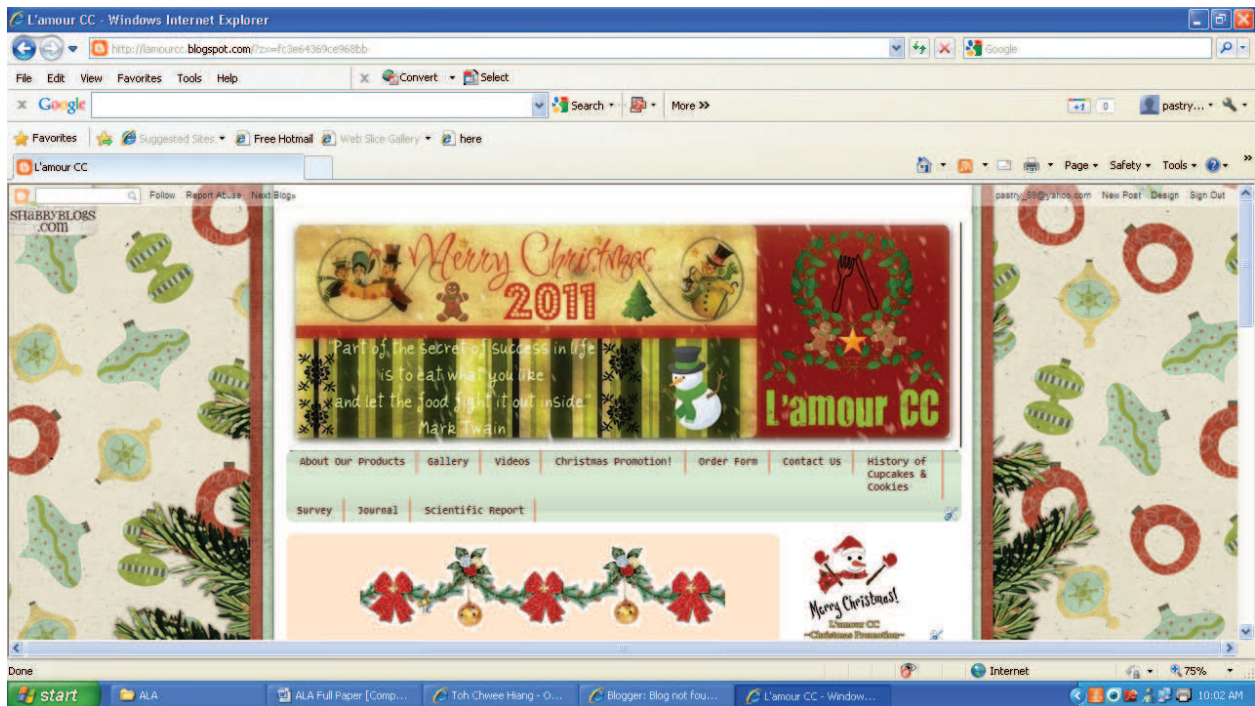
Figure 2: Homepage design for L'Amour – a cupcakes shop

(Homepage of website designed by Afifi binti Shuhairi, Cheong Kah Min and Revathya/p Rajasekharan

Figure 3: Homepage design for Earth H2O

(Homepage of website designed Angela anak Tinbang, Chang Fah Lee and Wong Wai Lin)

Figure 4: Homepage design for CAMSIS Green Tea

(Homepage of website designed Mohamad Firdaus bin Majid, Primus bin Awang and Veraneeta Dumat)
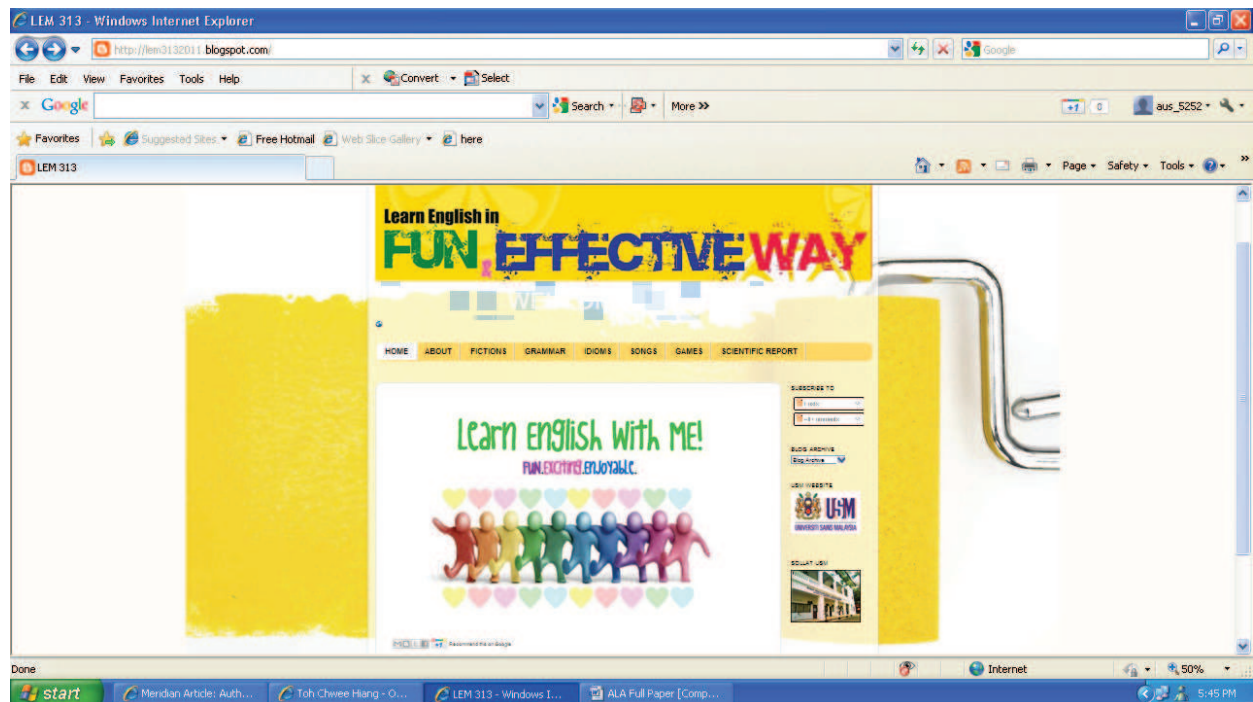

Figure 5: Homepage design for English Zone

(Homepage of website designed Nor Aini binti Marzuke, Norizan binti Din, Siti Farah Wahida binti Ismail and Siti Sarah Asshila binti Miseni)

Figure 6: Homepage design for electronic review board

(Homepage of website designed Azee Marnitta bt. Lagason, Nursyifa binti Rashid and Siti Zunur Ain binti Hasan Basri)

In addition to the website and scientific paper that the students were required to submit online, they also had to upload a weekly journal entry describing their experience and updating the progress of their work. This was required to enable the teacher to check on the students' progress and help iron out difficulties that the students faced.

An example of a weekly journal entry that was uploaded is as shown in Figure 7 below.

Date	Remarks
16 October 2011 (Sunday)	- Discussion about the layout and design of blog - We just insert "Home" and "About Us" to the blog - Suggestion on several names to be used as the blog's name
22 October 2011 (Saturday)	- Decided to use "L'amour CC" as our blog's name - Edited the existing blog (after presentation on Thursday) - Adds-on new tabs – history of cupcakes, gallery and video
29 October 2011 (Saturday)	- Discussed on the questions to be asked in the questionnaires - Discussed on what information to be added into the blog
5 November 2011 (Saturday)	- Created online questionnaires - Sent to friends who are studying in USM
12 November 2011 (Saturday)	- Updated the information on history of cupcakes and cupcakes & cookies in Malaysia
19 November 2011 (Saturday)	- Survey result is done - Doing the scientific reports
3 December 2011 (Saturday)	- Update all of the information into the tabs - Change the design and layout of the blog
10 December 2011 (Saturday)	- Finalize our works and designs on the blog

Figure 7: Journal entry by designers of L'Amour Cupcakes

(Journal entry submitted by Afifi binti Shuhairi, Cheong Kah Min and Revathya/p Rajasekharan)

It can be observed from the sample journal entry that the students were able to comply with the weekly schedule of activities and presentations as required by the course. As students developed their websites, they learned to take control of their learning. The teacher acts as a coach or a facilitator and at times, acts also as a moderator or mediator in the event of disagreements. The teacher, a novice at website design, learnt a lot about webpage design, online questionnaire and online data collection and analysis from the students.

During the weekly presentations, it can be observed that there was a lot of interaction among members of the same group as well as among members of different groups. In other words, the project encourages both intra- and inter-group discussion and interaction.

At the end of the course, the students filled up a simple survey form and results are as shown in Table 6 below.

Table 6: Analysis of survey results

No.	Statement	Yes	No	Not sure
1	Did you enjoy doing the project?	16 [84.2%]	3 [15.8%]	0
2	Did you face much difficulty in completing the project?	2 [10.5%]	17 [89.5%]	0
3	Do you have a better command of the English language after completing the project?	16 [84.2%]	1 [5.3%]	2 [10.5%]
4(a)	Do you have any website design experience prior to taking this course?	5 [26.3%]	14 [73.7%]	0
4(b)	Did you face problems in designing the website for this course?	4 [21.1%]	15 [78.9%]	0
5(a)	Do have any experience designing an online survey form?	2 [10.5%]	17 [89.5%]	0
5(b)	Did you face difficulties in designing an online survey form?	3 [15.8%]	16 [84.2%]	0
6	Did you face problems in getting respondents for your questionnaire?	10 [52.6%]	9 [47.4%]	0
7	Did you face problems in analyzing your survey results?	1 [5.3%]	18 [94.7%]	0
8	Did you face problems in writing the scientific report?	7 [36.8%]	12 [63.2%]	0
9	Did you face problems in getting Internet access most of the time?	6 [31.56%]	13 [68.4%]	0
10(a)	Did you face problems in getting every member in the group to contribute initially?	7 [36.8%]	12 [63.2%]	0
10(b)	Did you face problems in getting every member in the group to make equal contribution to the whole project at the end?	3 [15.8%]	16 [84.2%]	0
10(c)	Did you learn much from each other while doing the project?	17 [89.5%]	2 [10.5%]	0
10(d)	Did you enjoy working with your group members?	19 [100.0%]	0	0

Table 6 illustrates that the students made vast progress in their learning of webpage development from the overall design to generating online survey results either on their own (26.3%) or from their peers (52.6%]. 84.2% of them also improved on their command of the English language. And, although some of them faced problems in getting everyone to contribute to the group project (36.8%), only 15.8% of them faced the problem until the end of the project.

CONCLUSION

It can be observed that the expectation of an outcome in tangible form (as in the creation of a website) within a specified time provided a situation for the students to work successfully as a team and spurred them to be creative and to be active learners. The journal entries provided the students with a sense of a timeline and work done or to be done and gave the lecturer a view of the progress and problems encountered by each group which enabled her to give guidance and advice per necessity. The teamwork requirement meant there had to be collaborative learning and it also provided an opportunity for more bonding together. On the whole, the students were kept 'busy' in the process of learning as they incorporated prior knowledge with current input from the course lectures to produce the required website which is available for public viewing. Hence the approach facilitated the application of knowledge to real life work.

Having successfully completed the six projects in this course, a whole new light has been shed on the meaning of authentic learning. What remains now is, if there is authentic learning, should not there be authentic evaluation as well? Bearing in mind that these are group projects, how can one ensure that the individual's time and effort are assessed fairly? After all, the grades matter at the end of the day and they should reflect the genuine contribution of each and every one in the respective groups. Perhaps by using peer evaluation, it may give more meaning to "authentic evaluation".

REFERENCES

1. Bloomfield, L. (1983*). An introduction to the study of language*. John Benjamins Publishing   Company: U.S.A.

2. Gardner, H. (1991). The unschooled mind: How children think and how schools should teach. New York: Basic Books.

3. Krashen, Stephen D. & Tracy D. Terrell. (1983). The natural approach: Language acquisition in the classroom. Hayward, CA: Alemany Press.

4. Lave, J. (1988). Cognition in practice: Mind, Mathematics, and culture in everyday life. Cambridge, MA: Cambridge University Press.

5. Lombardi, M.M. (2007).   Authentic Learning for the 21st Century: An Overview. ELI Paper 1. http://net.educause.edu/ir/library/pdf/ELI3009.pdf

6. Lombardi, M.M (2007) Approaches that work: How Authentic Learning is Transforming Higher Education. ELI Paper 5. http://net.educause.edu/ir/library/pdf/ELI 3013.pdf

7. Mims, C. (2003). Authentic Learning: A Practical Introduction & Guide for Implementation. *Meridian: A Middle School Computer Technologies Journal*. Volume 6, Issue 1, Winter 2003. http://www.ncsu.edu/meridian/win2003/authentic_learning/index.html.

8. Nikitina, L. (2011). Creating an Authentic Learning Environment in the Foreign Language Classroom. *International Journal of Instruction. Vol.4, No.1*. http://www.e-iji.net/dosyalar/iji_2011_1_3.pdf

9. Palmer,   H.E.   (1921).   The   principles   of   language   study.   N.   Y.:   Yonkers-on-Hudson. Pandian, A., et al. (eds) (2010).   University Curriculum and Employability Needs. Kuala Lumpur: IPPTN monograph series.

10. Pillay, H. 1998. Issues in Teaching of English in Malaysia. *The Language Teacher Online*, 22.11. http://www.langue.hyper.chubu.ac.

11. Richards, J.C. & Rodgers, T.S. (2007). Approaches and Methods in Language Teaching (2nd Edition). NY: Cambridge University Press.

12. Snow, M.A.(2001). Content-based and immersion models for second and foreign language teaching. *In M. Celce-Murcia (Ed.), Teaching English as a Second or Foreign Language (3rd ed.)* (pp. 303–318). Boston, MA: Heinle & Heinle.

13. Terrell, T.D. (1977). "A natural approach to the acquisition and learning of a language". *Modern Language Journal, 61*. 325-336.

14. The Development of Education, National Report of Malaysia, Ministry of Education, Malaysia (2004)

15. The Education for All 2000 Assessment Country Report, Malaysia Education for All http://www.unesco.org/education/wef/countryreports/malaysia/rapport_1.html

16. The Star, July 8 2009