

Attitudes towards English: A Survey of UKM Undergraduates

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ABSTRAK

Lebih 137 mahasiswa UKM telah terlibat dalam kajian untuk mengukur sikap mereka terhadap bahasa Inggeris. Secara khususnya, kajian ini bertujuan menilai sikap pelajar terhadap pembelajaran bahasa Inggeris, terhadap polisi Universiti berkaitan dengan bahasa Inggeris, terhadap bahasa Inggeris berhubung dengan bahasa Kebangsaan dan akhir sekali sikap pelajar terhadap kursus-kursus wajib bahasa Inggeris yang ditawarkan di UKM. Kajian ini mendapati bahawa mahasiswa UKM telah menunjukkan sikap yang positif terhadap semua isu yang diketengahkan kecuali sikap mereka terhadap kursus-kursus bahasa Inggeris yang ditawarkan oleh Universiti. Dapatan kajian ini telah menidakkan anggapan bahawa pelajar UKM mempunyai sikap yang negatif terhadap bahasa Inggeris. Stigma yang menyatakan UKM adalah kubu kuat bahasa Melayu adalah ternyata meleset.

ABSTRACT

Over 137 UKM undergraduates were surveyed to gauge their attitudes towards English. Specifically, the study aimed at assessing the students' attitudes towards English, the University's English language policy, their attitudes towards English vis-à-vis their national language, how they view speakers of English and their attitudes towards the compulsory English language courses offered at UKM. The findings showed that the students had positive attitudes in all the issues mentioned above except for the university English language courses. The findings seem to shatter the myth that UKM students' attitudes are negative with regard to the learning of the language. The stigma that UKM is a stronghold for bahasa Melayu was also proven to be unfounded.

BACKGROUND

A student of mine once remarked that UKM is a "kubu Melayu" (a stronghold for bahasa Melayu). She said that it was difficult for her to

practise using English in UKM even though her programme, Bachelor of Education in TESL, requires her to use the language as often as possible. She said that the peer pressure mounted against her and her coursemates by their friends from other faculties was too much for them to handle. She claimed that she was to a certain extent ostracised by her friends in the residential college because of her insistence in using the target language in most situations on campus.

Historically, the birth of UKM as one of the higher institutions of learning was the result of years of intense manoeuvring by politicians, highly charged Malay nationalists and academicians who wanted to establish a center of learning in which bahasa Melayu would be the medium of instruction. The dream was finally realized on May 18 1970 after years of deliberations.

Presently, UKM is considered as the center for the propagation of bahasa Melayu and the inception of the Institute Of Malay Language, Culture and Literature (IBKKM) signifies that special role that it plays.

Could the university supposedly clothed with the Malay intellectual elites who have been frequently accused of false stereotyping and ethnocentrism, have influenced students' attitudes towards English? Could students' presumably, "negative attitudes" thicken because of the role that UKM plays with regard to the dissemination of bahasa Melayu as the language of knowledge?

The stigma of UKM as a stronghold for bahasa Melayu has prompted the researcher to carry out a survey regarding the attitudes of UKM undergraduates towards the language. What are the attitudes of the students in UKM with regards to English and learning of the language. Could factors such as religion, nationalism, culture and language policy play their roles in shaping the students' attitudes?

It may be useful at this point to look at some of the definitions of language attitudes. Ferguson (1970) defines language attitudes as "elicitable shoulds on who speaks what, when and how". This definition, however, was criticised by Cooper and Fishman (1973) for being too narrow since it excludes "attitudes of interest to sociolinguistics..."

Fishman and Cooper (1974) argue that language attitudes would have to include among others attitude towards language and towards language as a symbol or a marker.

According to Penalosa (1981), language attitudes cover a wide spectrum of attitudes, values, beliefs and emotions regarding language? They are likely to be regarded as some sort of self evident truth or natural feeling by the person who holds them.

Sarnoff (1970) defines it simply as a "disposition to react favourably or unfavourably to a class of objects". Asmah (1990) likewise describes the concept as "the way an individual feels and thinks about something

or someone". She adds that "this particular trait of the individual is influenced by what is or is happening around him".

Because of the many different interpretations of language attitudes, for the purpose of this study the definitions advocated by Sarnoff (1970) and Asmah (1990) are adopted.

In discussing attitudes, one has to include another crucial element which is that of motivation. Although not causally related, there is definitely a close connection between the two. Generally those with high motivation have a positive attitude towards language learning. Gardner (1985) makes the connection clear when he says "Motivation ...refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language". Again Gardner and Lambert's study (1972) supported the evidence of a close relationship between motivation and attitude.

In a recent study of Japanese freshmen's attitudes and motivation towards English, Benson (1991) found that "students who have had little exposure to English ... showed extremely low morale". It was also found that "integrative and personal reasons for learning English were preferred over instrumental ones".

In Philip Gould's, (1977) study on the Indonesian learners' attitudes towards speakers of English, students were asked to rate each speaker-an "Indonesian" and an "English" on several personality characteristics using a "matched-guise" technique. It was found that in general, the attitudes towards English speakers were found to be more favourable than expected.

Although the areas of attitudes and motivation have been the focal points of several studies (Gardner and Lambert 1972), they have not caught on among the local researchers. A search through literature has revealed that very few studies have been done on the language attitudes even though some have dealt on motivation (Jamali 1990).

One recent study on language attitudes was that of Asmah's (1990). She found that there was a positive attitude among undergraduates in University Malaya. She observed that the fear that religious belief, ethnic, culture and nationalism would have a negative effect on English was very minimal.

However, it must be noted that the above study was done in University Malaya which has never been stigmatized as a "Kubu Melayu" because of its more balanced population between the Malays and the non-Malays. It is a well known fact that the ratio between the two ethnic based groups is 55% bumiputeras and 45% non-bumiputeras. This is in contrast to UKM which accepts more Malay students especially for certain faculties such as the Islamic Faculty (FPI) and the Faculty of Social Sciences and Humanities (FSKK) and whose performance in

English leaves much to be desired.

Based on the composite results of the English Language Placement Test for the 89/90 session not even one student out of 306 from FPI was given full exemption from taking the compulsory English courses. This is also true of the FSKK students in which only 13% out of 623 students were given the exemption. UKM students are also known to have negative attitudes towards English based on the feedback that the researcher received from his students and from his own observation. Because of such factors, the researcher believes that a study needs to be carried out to gauge UKM undergraduates' attitude towards English.

SUBJECTS

A total of 137 UKM undergraduates participated in the study. Most of the students were first and second year students and were still taking the English proficiency courses. As such, these students were not exempted in terms of the English Language Placement Test. They, however, have been exposed to English as a Second Language in formal learning situations for approximately thirteen to fourteen years.

The students represented eight faculties namely, Islamic Studies Faculty (FPI), Law Faculty (FUU), Life Science Faculty (FSH), Faculty of Mathematical Sciences and Computers (FSMK), Faculty of Business Administration (FPP), Faculty of Economy (FE), Faculty of Engineering (FK), and Faculty of Social Sciences and Humanities (FSKK).

Out of 137 students, 47 were non-Malays. The non-Malays were not represented in two faculties namely, FUU and FPI. The former caters only for Bumiputeras and the latter because of the nature of the programme being Islamic studies and as such were not represented by non-bumiputeras. Below is the breakdown of figures according to race and faculty.

TABLE 1. Total Number of Subjects According to Race and Faculty

Faculty	Malay	Chinese	Indian
FSH	10	8	1
FSKK	4	14	2
FPI	13	-	-
FUU	19	-	-
FSMK	2	10	1
FPP	18	1	1
FE	10	6	2
FK	14	1	-
Total	90	40	7

MATERIALS AND PROCEDURES

The data on attitudes were collected using questionnaires. Some questions in the questionnaire were based on a study done by Asmah (1990). Several new questions were added especially on UKM's English language policy and students' attitudes towards the UKM English language courses. Modifications were made to the questionnaire to suit the present study.

Basically, the questionnaire consisted of 20 questions which attempted to gather information pertaining to students' attitudes towards English, towards the university's English language policy, towards the use of English and towards English courses offered in UKM.

The language used in the questionnaire was *bahasa Melayu*. The language was chosen because the subjects would understand the question better as it is the medium used throughout their primary and secondary school years.

There were several parts to the questionnaire even though no headings were used. This was done so as not to influence students' attitudes towards the questionnaire itself.

The questionnaires were given to the students via their respective teachers. The students were asked to complete the questionnaires in class and to return them to their respective teachers.

The data collected for the investigation were analyzed using descriptive statistics. Frequency counts were done on each item in the questionnaire. The frequency of responses for each of the items was determined by the number of ticks an item had received. The number of ticks the items received were totalled. The total frequency of responses for a particular item was then converted to percentages.

RESULTS

The first part of the questionnaire dealt with students' attitudes towards English and the learning of English and for this part, two questions were posed. 77% of the students responded that they would still have taken English even if it were not a compulsory subject. 23% or 31 students said "NO" to the question. Of the 31 who disagreed 24 were Malay students. A great majority of them were from FSH, FE and FUU.

The positive score, however, increased to 98% when the students were asked whether they thought it was necessary to take English based on the degree they were pursuing. Only 2% said that it was unnecessary. Of the three students who said that it was unnecessary-two were Malays and one Chinese. The Chinese student was from FSCK. The two Malay

students were from FE and FPI. One interesting aspect of the findings is that even the FPI students had shown positive attitudes towards the language. 12 out of 13 FPI students responded positively to the second question. Their responses, however, were not surprising considering that most of the references in which they have to deal with are in English.

TABLE 2. Attitudes Towards the Learning of English

1.	Jika Kursus bahasa Inggeris tidak wajib, saya	
	i) tetap mengikutinya	77%
	ii) tidak akan mengikutinya	23%
2.	Berdasarkan kepada ijazah yang diambil, saya merasakan	
	i) tidak perlu mengambil kursus bahasa Inggeris	2%
	ii) masih perlu mengambil kursus bahasa Inggeris	98%

The table above illustrates that a great majority of the UKM students surveyed showed highly positive attitudes towards English and the learning of English. Positive attitudes were shown not only by the non-Malays but also the Malay students. Most of the respondents believed that regardless of their degrees or areas they were pursuing, the importance of English could not be denied.

Table 3 shows students' attitudes towards UKM's English language policy. Basically, University Kebangsaan Malaysia requires that all its' undergraduates enroll for and pass two compulsory English courses namely, VE1043 Reading Skills and VE1053 Academic Reading. This ruling, however, does not apply to those who have passed the English Language Placement Test (ELPT is a university placement test prepared by the Language Center, UKM. The main aim of the test is to place students for English courses according to their reading ability). Those who have passed the test are fully exempted from taking the courses and are considered to have obtained and fulfilled six units needed for the English language requirements.

It can be seen that most of the students surveyed, (90.5%) agreed that the university should require students to take the compulsory English language courses. Only 9.5% were against it. The students' attitudes were very positive even though most of them were aware that UKM is one of the main centres for the propagation of Bahasa Melayu. However, the majority of them (62%) disagreed that the weightage for English should be taken into account as part of the student's grade point average. Of the 83 students who disagreed, 27 were non-Malays.

TABLE 3. Attitudes Towards UKM's English Language Policy

3. Sebagai sebuah institusi yang mempelopori bahasa Melayu saya merasakan UKM tidak patut mewajibkan pelajar mengambil kursus bahasa Inggeris.		
i) setuju		9.5%
ii) tidak setuju		90.5%
4. Nilai kursus bahasa Inggeris seharusnya diambilkira dalam pengiraan PNGK.		
i) setuju		38%
ii) tidak setuju		62%
5. 12 yunit yang diperuntukkan oleh UKM untuk kursus bahasa Inggeris adalah		
i) mencukupi		69%
ii) tidak mencukupi		10%
iii) melebihi		21%
6. Peraturan mengambil kursus bahasa Inggeris untuk fakulti saya adalah		
i) sesuai	87%	
ii) tidak sesuai	13%	
7. Pihak universiti tidak sepatutnya membuang pelajar yang gagal kursus wajib bahasa Inggeris walaupun telah menamatkan kesemua kursus yang lain		
i) setuju		89%
ii) tidak setuju		11%

When asked if the 12 units allocated for English was sufficient, 69% of the students said that it was enough, 10% and 21% responded that it was not sufficient and more than sufficient respectively. Not surprisingly, most of the students who said that it was not sufficient came from the Law Faculty. This could be due to the fact that all of them had to deal with a lot of English references due to the lack of law books written in Bahasa Melayu. Another reason could be that they still felt inadequate in terms of the command of the language due to the high expectations needed from those majoring in Law.

As for the requirements for taking English courses according to the respective faculties, a great majority of them (87%) responded that the requirements suited their faculties. Only 11% disagreed. Most of those who disagreed came from FUU (2), FSKK (3), FSMK (2), FE (2) and FSH (3).

With regard to the policy of requiring the students to leave the university if they failed the compulsory English language courses even though they would have had completed all their faculty courses, only a small percentage (11%) disagreed. The majority of them (89%) would go along with the policy. One interesting aspect of the findings is that 12 out of 13 students from FPI agreed with the policy. This is surprising because some of the students who were asked to leave the university due to in-completion of university English language requirements involved those from FPI.

Another interesting finding is that most of the non Malays who were against the policy came from FSH (9). Their opposition is ironic considering the fact that most of them who were admitted into the programme were good academically and had performed reasonably well in the English language paper in Sijil Pelajaran Malaysia (SPM).

On the whole, the students surveyed had shown positive attitudes towards the university's language policy. Most of them would go along with the present policy.

TABLE 4. Attitudes Towards Speakers of English

8.	Jika ada dua orang pelajar Melayu bercakap dalam bahasa Inggeris dalam pergaulan mereka, saya menganggap mereka	
	i) mengada-ngada dan hendak menunjuk-nunjuk	2%
	ii) cuba mempelajari bahasa tersebut	59%
	iii) memilih bahasa yang biasa bagi mereka dalam keadaan sedemikian	39%
9.	Jika ada dua orang pelajar bukan Melayu bercakap dalam bahasa Inggeris dalam pergaulan mereka, saya menganggap mereka	
	i) mengada-ngada dan hendak menunjuk-nunjuk	2%
	ii) tidak menghormati bahasa Kebangsaan	7%
	iii) menggunakan bahasa yang biasa bagi mereka	91%
10.	Orang yang selalu bertutur dalam bahasa Inggeris adalah lebih matang dan cerdik daripada yang tidak menggunakannya	
	i) setuju	19%
	ii) tidak setuju	81%

Three questions were posed for this section on attitudes towards users of English. The figures for item 8 in table 4 show that the students' attitudes were convincingly positive. In response to the question whether Malay students were only trying to show-off if they used English in their

conversation, 98% of the students responded positively by indicating that the Malay students were only trying to learn the language (59%) or choosing the language that is appropriate for such a situation (39%). Only two students responded unfavourably. The two, one Malay and one non-Malay, were from FUU and FSH respectively.

When asked what did they think of non-Malays using English in their conversation, 91% responded that the non-Malays were using the language that was normal to them. Of the 136 respondents, only three thought that the students were trying to show-off. Two of them were Malays and one was a Chinese student from FSH.

Regarding the level of maturity and intelligence of the speakers of English, 109 students or 81% answered that the people who used the language frequently were not necessarily more mature or intelligent than those who did not use the language regularly. Conversely, out of 26 who agreed to the statement in the questionnaire, 21 were Malay students.

Generally, UKM students have positive attitudes towards speakers of English regardless of their races. Even the Malays had shown positive attitudes towards other Malays who tend to use English regularly. Based on the findings, one can safely assume that negative attitudes towards speakers of English are virtually non-existent in UKM.

TABLE 5. Attitudes in Terms of Cultural and Religious Values

11.	Orang yang fasih dalam bahasa Inggeris	
	i) akan mengambil ciri-ciri budaya Inggeris	5%
	ii) tidak perlu mengambil ciri-ciri budaya Inggeris	95%
12.	Orang yang selalu bertutur dalam bahasa Inggeris	
	i) kurang pendidikan agama/nilai moral	2%
	ii) sama sahaja dari segi pengetahuan agama/nilai moral	98%

There were two items in the questionnaire that dealt with cultural and religious values. Of 137 respondents, only 131 answered question 11. This particular item asked the respondents whether they thought that those who were fluent in English would adopt the English culture. 95% of them who responded felt that fluency in English would not necessarily make them become anglicised. Amazingly, all the Malay students agreed with such a statement. As such, those who disagreed were all non-Malays. This finding is interesting considering from my observation that the non-Malays in UKM are rather receptive to using English in their day-to-day communication.

Item 12 tried to correlate fluency in English to religious values. A great majority of the students (98%) did not think that those who were fluent in English were less religious or have less religious values.

Table 5 shows that generally the UKM students had displayed positive attitudes towards English in terms of their culture and religion. Based on the data gathered, it is safe to assume that the Malays believed that English is a neutral language and it is just a means of getting or acquiring knowledge.

TABLE 6: Attitudes in Relation to Nationalistic feelings

13.	Orang yang fasih dalam bahasa Inggeris berbanding dengan orang yang tidak tahu bahasa tersebut	
	i) kurang semangat kebangsaannya	7%
	ii) sama semangat kebangsaannya	93%
14.	Orang yang lebih suka membaca akhbar bahasa Inggeris daripada akhbar bahasa Melayu	
	i) tidak menitikberatkan hal-hal kebangsaan	2%
	ii) sudah menjadi kebiasaan mereka	98%

Item 13 asked whether those who were fluent in English had less nationalistic feelings compared to those who did not use the language. About 93% of those questioned responded that when it came to nationalistic feelings, people were as nationalistic regardless of whether they were articulate in English or otherwise. Only one out of 46 of the non-Malays thought that people who were fluent in English were less nationalistic.

In response to the question whether those who were inclined to read English newspapers than bahasa Melayu newspapers were less interested in national issues, a great majority of the students (98%) responded that those who preferred to read English newspapers were doing it because of their habits.

Overall, UKM students had shown positive attitudes towards English in relation to nationalistic feelings. It seems that the students did not identify that people who were fluent in English as being less nationalistic. This could be due to the fact that there are a lot of Malay politicians as well as academicians who are very nationalistic but who are at the same time fluent in the English language.

The national language, bahasa Melayu, is the medium of instruction at the university, whereas, English is just taught as a subject. Nonetheless, when the students were asked whether English was more

TABLE 7. Attitudes Towards English vis-a-vis the National Language

15.	Bahasa Inggeris merupakan bahasa yang lebih penting dari bahasa Melayu	
	i) setuju	54%
	ii) tidak setuju	46%
16.	Tanpa kebolehan menggunakan bahasa Inggeris dengan baik akan mengelapkan prospek mencari pekerjaan	
	i) setuju	89%
	ii) tidak setuju	11%

important than bahasa Melayu, 54% thought that it was so. Less than half (46%) felt otherwise. Out of 62 respondents who thought that bahasa Melayu was more important, 58 were Malays and 4 were Chinese. Three of the non-Malays were from FSKK and the rest from FSMK.

The three who held such a view could be doing so because of the nature of their programme. Their programme being Malay studies requires them to read books which are written in bahasa Melayu. A great majority of the non-Malays, however, felt that English was more important than bahasa Melayu. Only 9% of the non-Malays felt otherwise. This is an interesting phenomenon because all of these students are the product of the National Curriculum which stresses the importance of bahasa Melayu. They should have had the belief that bahasa Melayu was more important than English.

One possible explanation for such an attitude among the non-Malays could possibly be due to their interpretation of item 15. There is a possibility that they might interpret it to mean that bahasa Melayu was less utilised in the private sector rather than questioning the importance of the language in the academic or national context. The percentage score of the item could increase if the question were to be rephrased.

89% of the respondents felt that their prospects of getting a job would be rather restricted if they were not proficient in English. Only 11% or 15 students believed that being proficient in English had no bearing at all in getting a job. The high percentage of positive responses for the second question could be due to the importance of English in the private sector.

On the whole, UKM students had displayed positive attitudes towards English in relation to the national language. They did not see or view the language as a threat to the national language. Based on the data, the students viewed English as a "neutral" language. To them it is the language to use in order to acquire knowledge and it is also a passport to getting a job in the private sector.

TABLE 8. Attitudes Towards English Language Courses at UKM

17. Kursus wajib bahasa Inggeris VE 1043/1053 di UKM		
a.	i) kurang menarik	61%
	ii) menarik	39%
b. Bagi yang menjawab a.i, ianya adalah kerana		
	i) bahan pengajarannya membosankan	88%
	ii) tidak ada apa yang hendak dipelajari	6%
	iii) tidak relevan dengan kursus saya	6%
18. Kursus wajib bahasa Inggeris tidak sepatutnya menumpukan kepada teks akademik sahaja		
	i) setuju	97%
	ii) tidak setuju	3%
19. Enam jam seminggu yang diperuntukkan untuk kursus wajib bahasa Inggeris adalah		
	i) mencukupi	41%
	ii) tidak mencukupi	2%
	iii) terlalu panjang	57%
20. Kursus bahasa Inggeris di UKM sepatutnya lebih menitik-beratkan kemahiran		
	i) bertutur.	78%
	ii) menulis	15%
	iii) membaca	7%

Generally, all undergraduates who have been admitted into UKM would have to take the English Language Placement Test (ELPT). The test consists of three components namely grammar, cloze and reading comprehension. However, only the students' performance in the reading component is taken into account to determine whether a student passes or fails the test. Those who perform dismally in the ELPT would have to take and pass two compulsory English Language courses, namely, VE1043 and VE1053 which basically emphasize reading skills.

Item 17 in Table 8 shows that most of the students (61%) thought the compulsory English Language courses namely VE1043 and VE1053 offered by Pusat Bahasa, UKM were boring. This is reflected by the responses of most of the FE students who claimed that the courses were not interesting. However, the other 39% felt that the courses were interesting. 11 out of 13 FPI students found the courses to be stimulating.

In relation to the content materials of the proficiency courses-textbooks, 97% of the students responded that the textbooks should not only concentrate on academic texts. Only a handful of the students (3%) said otherwise. The high rate of disapproval is understandable because most of the materials used in the compulsory courses are academic based due to the nature of the programme. It is natural that the materials in the textbooks were taken from some of the textbooks that were thought to be used or referred to by the students in their respective faculties.

For the next question, 57% of the students felt that the hours allocated for compulsory English language courses were too long. However, slightly less than half (41%) responded that it was sufficient. Only 2% agreed that the hours were insufficient.

With regard to the language skills to be stressed, the majority of the students responded that speaking skills should be emphasized more compared to other language skills. Less than 20% of the students suggested writing skills and a low 7% felt that reading should be given prominence. One possible reason for asking less of reading skills and more for spoken language could be due to the fact that the present proficiency programme in UKM stresses too much on the latter with 3 of the 4 main courses in UKM focussing on reading.

It can be seen that generally, the students had slightly negative attitudes towards the English courses offered in UKM. Most of them found that the teaching materials were boring. They also responded that other language skills namely speaking skills should also be stressed.

DISCUSSION

What the findings show is that generally the UKM students surveyed had shown positive attitudes towards the learning of English. It seems that being a "national" university does not influence the students to despise English. In fact, the university has managed to inculcate in its' students the importance of English. The positive attitudes shown by FPI students epitomize this.

Positive attitudes are also shown towards UKM's language policy. Although UKM is known as one of the leading centres for the propagation of bahasa Melayu, it still places great emphasis in the teaching and learning of English. Its policy in requiring all its undergraduates to enrol for and pass the two reading courses exemplifies this. Even with such a rigid rule, on the whole, the students had shown positive attitudes towards the English language policy. Most of them would go along with the present policy. It seems that the students felt that the university being an important centre of Malay language propagation should not deprive its students of the need to learn the language.

To say that UKM is a strong-hold for bahasa Melayu as claimed by the researchers student earlier is more of an exaggeration. The findings have shown that UKM students had positive attitudes towards speakers of English. The image of the university as a Malay fortress is actually just a mirage either put forth by some of the students to hide their handicap in the language or just a psychological barrier on the part of the speakers of English who still feel insecure or incompetent in using the target language. From the researcher's observation, this psychological inhibition is more pronounced among the Malays.

Based on the data gathered, UKM students had also shown positive attitudes towards English in terms of their culture and religion. The Malay students especially believed that English is a neutral language and it is just a means of getting or acquiring knowledge. The fact that there are many well known Malays who are religious and at the same time proficient in the language could have made them realize that English is no more the "devils", language or an anglicised language.

Although UKM students had shown positive attitudes towards English in general, they nonetheless, seemed to sing a different tune when it came to the attitudes shown towards the English language courses offered at UKM. The findings show that on the whole, the students had negative attitudes towards the courses offered. Most of them felt that the courses were not interesting. They noted that they have had too much of reading and were hoping that other language skills need also be stressed. Most of the students mentioned speaking as a skill that should be emphasized. Perhaps a relook at the English language programme is due for UKM.

Despite the set-back shown in terms of the attitudes towards the courses offered, those surveyed had demonstrated positive attitudes towards English. It seems that factors such as religious belief, culture, nationalism and language policy had minimal impact in shaping the students' attitudes towards the language.

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