

### 1. What is the Roadmap?

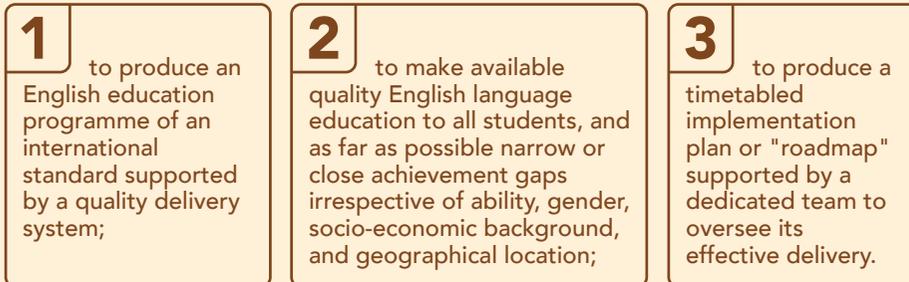
The Roadmap is a comprehensive plan for the systemic reform of English language education in Malaysia. The goal is to bring about transformation of the English language education system from preschool right up to tertiary education including teacher education.

### 2. Why is reform needed?

The bulk of the evidence is provided by a baseline study done by Cambridge English in 2013. The report leaves no doubt whatsoever that although our current English language education system may be sufficient for the needs of the past, it is not all sufficient for us to succeed as a nation in a globalised world that requires English for international communications of all kinds.

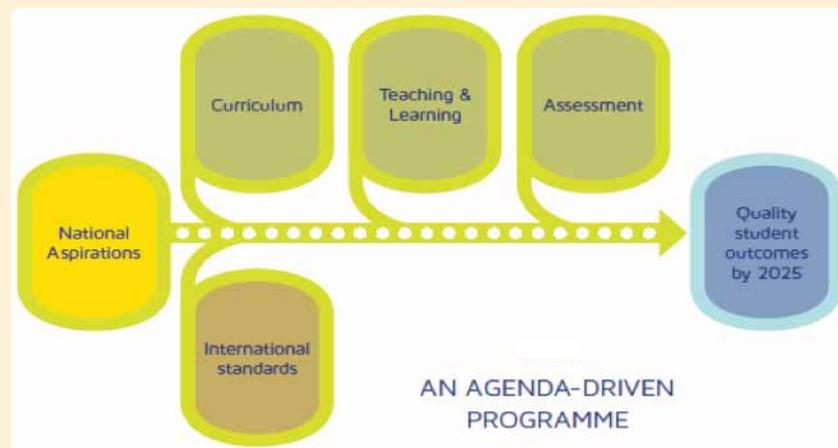
### 3. What are the key aims of reform?

The key aims are:



### 4. What are the conditions for reform?

For reformation to take place, we need to align the whole of the English language programme and the education of English teachers to international standards in the form of the Common European Framework of Reference (CEFR). Alignment is to be done on the curriculum, teaching and learning and assessment from preschool until university including teacher education.



### 5. Why do we need the Roadmap?

The Roadmap provides comprehensive guidelines for all stakeholders to gauge the targeted proficiency levels of students from preschool right up to tertiary education including teacher education. This document will serve as a guide for teachers to ensure students achieve the proficiency levels set against international standards. Students will benefit from the Roadmap in which they will be equipped with the language skills to be global players and positioned to be part of the workforce in a globalised world.

### 6. How do we assess English language proficiency skills in the Roadmap?

By adopting the Common European Framework of Reference for Languages (CEFR) which is of international standard. The CEFR distinguishes five communicative skills, namely listening, reading, spoken interaction, spoken production, and writing. Language proficiency is measured in relation to the five skills on a scale beginning with A1, and progressing to A2, B1, B2, and C1 to C2.

CEFR LEVEL	USER
C2	Proficient user
C1	
B2	Independent user
B1	
A2	Basic user
A1	

Proficiency in each skill is defined at each level by a series of "can do" statements. This scale enables us to set targets for each stage of our English language programme.

### 7. How did the Roadmap come about?

Firstly, the Roadmap formalises the Ministry's on-going efforts to strengthen ELT, as encapsulated in the *Memartabatkan Bahasa Malaysia dan Memperkukuh Bahasa Inggeris (MBMMBI)* policy. Secondly, the Roadmap provides the framework for the execution of the plans proposed in the Malaysia Education Blueprint (MEB) 2013 – 2025, for the future of the education system, specifically in the area of ELT. Lastly, the Roadmap has utilised the findings of the Cambridge Baseline Study on the teaching of English language in our schools.

### 8. Who produced the Roadmap?

The Roadmap was produced by the English Language Standards and Quality Council (ELSQC) headed by Professor Zuraidah Mohd Don. Workshops with various stakeholders comprising educators, lecturers and teachers were held to discuss, frame and write the Roadmap.

### 9. When was the Roadmap produced?

The writing of the Roadmap started in January 2014 and was published in December 2015.

### 10. When was the Roadmap launched?

The Roadmap was launched by the Minister of Education on 30 August 2016.

**11. Who are the target groups in the Roadmap?**

The target groups are students from preschool, primary school, secondary school, post-secondary, university and also teachers.

**12. What is in the Roadmap?**

There are altogether three sections and nine chapters in the Roadmap. Section A provides a background and history to the English language education system in Malaysia as well as the CEFR. Section B examines specifically the six different stages of the education programme, namely pre-school, primary, secondary, post-secondary, tertiary and teacher education. Section C puts forward the detailed implementation plan for reformation.

**13. How long does it take to implement the Roadmap?**

A target of 10 years was set to implement the Roadmap.

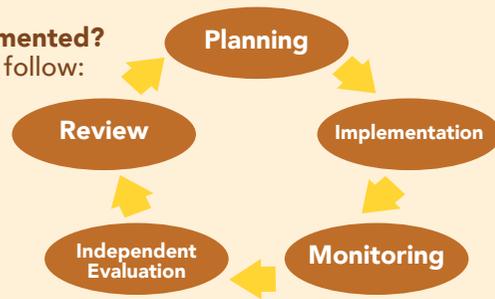
**14. Who is responsible to implement the Roadmap?**

The lead agency is the English Language Teaching Centre (ELTC). The English Language Standards and Quality Council is given the task to monitor the implementation of the Roadmap.

**15. How will the Roadmap be implemented?**

There are 5 cyclical procedures to follow:

- i. Planning
- ii. Implementation
- iii. Monitoring
- iv. Independent evaluation
- v. Review



**16. What is the ultimate goal of the Roadmap?**

After going through the English language programme, a learner can participate in professional and academic life in English and can compete with peers in other countries.

School leaver	Graduate	Teacher	Malaysia
<ul style="list-style-type: none"> <li>• Can cope with the demands of a job in Malaysia requiring some English.</li> <li>• Can cope with the demands for English at university.</li> </ul>	<ul style="list-style-type: none"> <li>• Can cope in the international job market using English whenever necessary, both at home and abroad.</li> </ul>	<ul style="list-style-type: none"> <li>• Can cope with the demands of using English to help students achieve what they are capable of achieving in the English classroom and beyond.</li> </ul>	<ul style="list-style-type: none"> <li>• Can cope with the demands of international English.</li> </ul>



# English Language Education Reform in Malaysia - The Roadmap: 2015 – 2025



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