

An Investigation of Students' Grammatical Ability in an International University Branch Campus

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ABSTRACT

An online survey was conducted on an international branch campus of a UK university in order to investigate whether the amount of time students had spent at the campus or the amount of previous schooling in English had an effect on their ability to perceive grammatically correct English. The students were asked whether 30 sentences were correct. These were broken down into incorrect simple and complex sentences as well as correct sentences. The results were then analysed using basic statistical methods. It was found that neither of these variables had a large effect on the students' grammatical ability

KEYWORDS: Grammar, Malaysia, Englishes, correctness, SLA

Introduction

The University of Nottingham established a campus in Malaysia (UNMC) in the year 2000, and ten years later, has nearly 4,000 students, 40% of whom are international (i.e. Non-Malaysian) students (University of Nottingham, 2010). These students come from a variety of national backgrounds including Anglophone and Francophone Africa, the Middle East, The Caucasus, Eastern and Western Europe, as well as across Asia. In addition to this, Malaysians themselves come from a complex linguistic background (Lie, 2008). At the risk of over simplification, there are four main languages spoken in Malaysia. These are Malay (or Bahasa Melayu - *The Malay Language*), which is the official national language and spoken by virtually all Malaysians. Various varieties of Chinese are spoken by the Chinese population, and many Malaysian Indians speak Tamil. English is also widely spoken, but generally by the urban middle classes (Gaudart, 2003), and it is natural that there is a mix of ability, from those who use it to fulfil very limited functional goals, to those who use English for all day-to-day communication.

In addition, the quality of English instruction in Malaysian schools has been the subject of much discussion and criticism in recent years (Muniandy, Nair, Krishnan, Ahmad, & Mohamed Noor, 2010). There is clearly a tension between English with a Malaysian accent (and by extension, other features) and one which conforms to a more international norm (Pillai, 2008).

Many students come to the campus with a grammatical command of English which does not comply with international norms. However, there seems to be an unspoken assumption that this will improve simply by studying in an English Language environment. This assumption does have support in the literature, most notably from Krashen, whose Natural Approach suggests that exposure to input will lead to language acquisition. However, there is also much work to suggest that such an approach is unrealistic. In an early study, for example, Schmidt (1983) found that learners who live in the target language community without instruction increase their levels of communicative ability, but without necessarily increasing their levels of accuracy. More recently, DuFon and Churchill (2006) reported mixed results of the effect of language learners when studying abroad in the target community, including evidence that simple exposure does not lead to an increase in accuracy.

In addition, there is the question of the role of explicit grammatical instruction within an EAP syllabus. Hyland (2006) for example suggests that a focus on grammar when assessing writing reflects a lack of experience on the part of the assessor, and argues that a wider generic alignment should be the target of EAP writing assessment and instruction. On the other hand, Imami and Habil (2012) make the strong case that grammatical accuracy is one of the most important criteria than is used to assess the quality of academic writing by non-EAP specialists.

This raises the question of the need for explicit grammatical instruction, especially for students in a complex linguistics situation, such as an international branch campus of a university. Therefore the aim of this study is to address the question of whether the number of years the students spend on the campus affects their level of grammatical competence. It will also address the question of whether any particular demographic background provides the students with a greater level of competence.

Therefore, this study aims to address the following questions-

1. To what extent are students able to perceive grammatically incorrect English (within standard UK English), and is the ability affected by the length of time they have been studying at the university?
2. Does the amount of previous exposure to English affect this ability?

Literature review

Theories of Second Language Acquisition (SLA)

A very influential figure when it comes to the theory of grammatical acquisition is Stephen Krashen. In *The Natural Approach* (Krashen and Terrel, 1983), Krashen outlines his five hypotheses regarding the optimum conditions for language acquisition. The first, and arguably the key hypothesis, is the distinction in Krashen's mind between the learning of a language and acquisition. For him, learning is a conscious rule-based process, whereas acquisition is a subconscious process- and it is the latter which enables students to perform more effectively. According to this theory, students who are studying in an English Language environment should, as long as certain conditions are met, make progress with their grammar, without explicitly studying it.

However, over the years Krashen's work has been widely criticised (Horner, 1987; Spada & Lightbrown, 2002; Steinberg & Sciarni, 2006). On the other hand, his ideas have not been totally rejected. In the context of this study, Ellis (2005) does not completely reject the idea of a "zero grammar" approach, one in which the focus is exclusively on meaning and not form. However, he is careful to state that it is only one of a number of possibilities. He also goes on to argue that the Input Hypothesis is only one of a number of principles which can determine students' success or otherwise. These include the ability to interact in the L2, and that the role of individual differences cannot be understated when considering second language instruction.

Although influential in the past, Krashen's is not the only major theory of acquisition. For instance, Gass (2003) explains Long's Theory of Interaction. For this theory, it is not simply the process of input which is important; it is also the fact that learners of a language interact with each other or with native speakers in order to acquire linguistic competence. Citing data taken mostly from classroom interactions, she shows how learners do seem to learn from interaction (for example, through correction or negotiating meaning). However, these data have two major flaws, as she points out. Firstly, they are not necessarily evidence of actual learning. If a learner is told a word she has been searching for, that does not necessarily mean that she has learnt the word- she may just be repeating the word because she feels that is what is expected from her. In addition, the data in Gass (2003) does not show evidence of long term acquisition of the lexical items concerned. On the other hand, it is not unreasonable to assume that short term retention of items learned through interaction will lead to longer term retention of at least some of the items.

"Skills Acquisition Theory" relates to the ideas of explicit and implicit learning, and has more evidence to support it than Krashen's does (DeKeyser, 2007). In this theory, the students move from declarative knowledge to procedural knowledge to automatic knowledge. In less technical terms, they first learn the explicit rules, then use them without carefully considering the rules, followed by use which needs no conscious thought. DeKeyser (2007) cites a 1997 study by Robinson, in which he showed that a group of learners of Japanese were

much better able to apply a rule after formal instruction instead of just exposure. However, as DeKeyser admits, this theory works best with groups of highly motivated low-level learners.

Another important concept is the distinction between implicit and explicit learning, as described by Dornyei (2009), and touched on above. Implicit learning, as he describes it, involves five major characteristics. Firstly, it is bottom up- meaning that learners unconsciously pick up patterns and regularities in their environment. Also, there is no conscious attempt to learn, no awareness of the process of learning, and no awareness of the result. Finally, it is an automatic process. Thus, the implicit learner would not be able to say that they were learning or what they were learning. When it comes to SLA, there are some weaknesses in an approach that relies on implicit learning if the goal of the institution is to help learners improve their English. Explicit knowledge, on the other hand, has the weakness that it may only provide students with rules, which they are then unable to apply in real world situations. In other words, the shift from the declarative to the procedural proves problematic. Lightbrown and Spada (2006) conclude that explicit learning is effective for students who are 'ready' for it- but for students who are not ready, it does not have a clear effect.

In conclusion, there is no single dominant theory of SLA, and it seems likely that a number of factors, from learner level to learner personality to language, interact in a complex, dynamic way. However, the two most established theories seem to place great emphasis on the role of understanding the input in the target language, and the role of interaction. It must also be noted that the role of motivation is understood to play a key role in SLA (Dornyei, 2001; Cohen & Dornyei, 2002; Hedge, 2000).

The role of grammar in EAP

The role of grammatical accuracy is often downplayed in discussion of the instruction of teaching English for academic purposes. For example Hyland (2006) devotes much more time to the discussion of genre in EAP than he does to the role of grammar. This also has knock-on effects in the actual delivery- for example in their description of the In-Sessional Support programme at a UK university, Sloan and Porter (2010) describe various types of classes, such as presentation skills and academic writing. However, they do not mention classes explicitly focussing on grammatical accuracy. Milton (2006) suggests one possible reason for this- that errors may have become so fossilised in learners that certain structures become impossible either to teach or to learn.

In addition, there have been studies on what teachers and learners expect from an EAP course. For instance, Burgess and Etherington (2002) report that both students and learners regard grammatical accuracy as vital for learners of EAP, and far more believed that explicit instruction of grammar would help learners. Interestingly, when they examined their data in more detail, they found that it tended to be the instructors who rejected grammar, whereas the students surveyed valued it much more. This finding is backed up by Jarvis and Szymczyk (2010), who found that a large majority of their student subjects valued the chance to study grammar explicitly, albeit in a self-access context. Evans and Green (2007) also reported that programme leaders are very concerned about grammar in Hong Kong universities and pointed out that written work determines the majority of students' grades.

Flowerdew (2001) looked at the issue at a different level of academia, interviewing editors of academic journals about non-native speakers' contributions. He found that in Hong Kong, grammatical accuracy was not a major issue at a surface level since this was usually dealt

with at the editorial stage. However, deeper ingrained grammatical problems led to the writer becoming unclear, and this provided an obstacle to publication.

Exposure to target language

Xu, Case and Wang (2009) examined students studying in their L2, and compared their level to their length of residence in the target language community and also their initial competence when commencing their studies. They found that initial competence was a stronger indication of students' ability to identify grammatical and pragmatic errors than length of time spent in the country. Studies focussing on study abroad students (not necessarily learning English) have given similar results (DuFon & Churchill, 2009). Storch (2009) reports on an intensive English language programme and finds that the students' grammatical ability did not change over 10 weeks- and he speculates that this is due to lack of time. However, he does not state how much of the course was focussed explicitly on grammar.

The local context

According to Baskaran (2002), English was ubiquitous in Malaysia after independence, especially in education. However, in the 1960s and 1970s, this shifted to Malay. Much of this was to do with the policy of "Malaysianisation", which attempted to make all ethnicities identify much more with Malaysia (Kirkpatrick, 2007). However, English is still the language of business, and to some extent government. Meanwhile, there has been a shift towards "Manglish" or the mixture of Malay, Chinese, Tamil and English. In fact, Baskaran describes Malaysian English as so far departed, but so related to the original form of English, that it can be described as the 'Daughter-lect'.

Crystal (2003) points out some of the key aspects of the language. However, it is important to note that Malaysian English is not a single dialect. As Crystal notes, it exists on a cline between very standardised English, and a form of English much closer to the native languages of Malay, Chinese (including all the varieties) and Tamil. Various features can be identified. However, whether a speaker uses them depends on many factors, for example, level of education and social setting. Table 1 shows the most significant features of Malaysian English, with examples from Crystal (2003). Hence, it can be seen that what would likely be regarded as a grammatical mistake in Standard English is in fact an accepted form of Malaysian English. It is worth bearing in mind that the conversation Crystal uses is between two lawyers, who are presumably educated and use English in their daily professional lives.

Table 1. Example of Malaysian English (Crystal, 2003)

Example	Standard English	Description
My case going to be adjourned	My case is going to be adjourned	Grammatical- omission of auxiliary verb
Can lah! No problem, wan	It's Ok, no problem!	Use of Chinese particles for emphasis
You wanted to go shopping, nak pergi tak?	You wanted to go shopping, don't you?	Use of Malay tag question
Then real susah	Then it's very difficult	Use of Malay word for difficult- lack of auxiliary verb

Muniandy et al. (2010) argue the value of Malaysian English as a bridge between the basilect and the acrolect. In other words, it helps students negotiate their sociolinguistics competence, moving from the language spoken at home to the more, in their words, "proper" English.

"Proper" English

A final aspect to be considered is the notion of "correct" English itself. At first sight, it may seem to a British speaker of English that a sentence such as "The machine is having two parts" is incorrect. However, as Hewings and Hewings (2005) demonstrate, this use of the present continuous (especially with 'since') is common in Indian English, even in a formal register. Bamgose (1998) examines these issues – exploring the pull between the "norms" of the native speaker, or standard English, and what he describes as the "innovations" from World Englishes. He points out that in currently accepted Standard English there is room for variation, for example the differences between American and British spelling, which cause little concern.

Method

For this research a questionnaire was used. All data were submitted anonymously, and ethical approval was obtained both on the Malaysia Campus as well as from the School of English in the UK.

It is clear that judging students' language proficiency by simply focussing on grammar is an approach with limitations as it does not include the wider aspects of communicative competence (Chapelle & Brindley, 2002). However, this method was chosen in order to gain the maximum possible number of respondents, and also to have a set of responses that could be objectively judged. In addition, a full communicative assessment would take longer than the 30-40 minutes suggested by Dornyei (2003)

Questionnaire: Section One

The first section of the questionnaire was designed to measure students' perception of grammatical errors. Participants were asked to decide if 30 items were correct or wrong from a grammatical aspect. The sentences were broken into three groups. The first (Group S) contained sentences with basic grammatical errors, for example tense or simple word form. The second group (Group CX) contained sentences with more complex errors, for example relative clauses and cohesive devices. The final sentences (Group G) were correct and had a mixture of complexity and simplicity. The sentences were chosen from Seitz (2008).

The items are listed in Appendix 1.

Questionnaire: Section Two

Section Two of the questionnaire collected demographic data. This included gender, nationality and up to three languages. For the sake of simplicity, any Chinese dialect was treated as one language. It also asked how much of the participants' schooling was in the English language. This can be slightly problematic because it seems that teachers often change language within the same class; however, an estimate was deemed to be sufficient.

Table 2. Section Two of the questionnaire

Gender
Male
Female
Faculty-
Arts and Social Science
Engineering
Science
What is your most recent English Language Qualification?*
IELTS
TOEFL
SPM
STPM
GCE/IGCSE
Other
Grade/Score
Level
Foundation
Under Graduate
Post Graduate
How long have you been at the campus?
Less than one year
One to two years
Two to three years
More than three years
Approximately how much of your schooling was in the English Language
All
50-75%
25-50%
Less than 25%
Nationality
First Language _____
Second Language _____
Third Language _____

* SPM and STPM are local school qualifications. IELTS and TOEFL are international language tests.

Data recoding

After encoding the languages, it was felt that there were too many to make meaningful distinctions. In total there were 36 different languages mentioned by participants of the survey and so the decision was taken to group the languages as shown in Table 3. The new variables were named L1grp, L2grp and L3Grp.

Table 3. Language codings

English	1
Malay	2
Chinese Languages	3
Indian Language	4
African Language	5
Other Asian Language	6
Other European Language	7

An unforeseen problem occurred with the language qualifications. Many students could not remember their grades, or gave spurious grades, for example 65% for IELTS, which is not possible. In addition, it was impossible to group the qualifications in any meaningful way, since it is very difficult to provide reliable equivalences across the international and local qualifications. Therefore, the qualifications and scores for these were discarded.

Data reduction and recoding

The results of the grammar perception test were calculated into a variable called the GRAM test. This was only done once to give a score out of thirty. Finally, a new variable (POSTCOL) was computed. This assigned a value of 1.0 for participants who came from a country which, in the year 1931, was part of the British Empire (Akita, 2003). A value of 2.0 was assigned to all other countries. This year was chosen since it was around the height of the empire. Also, it is recent enough for the colonisation to still have a significant impact. The countries that were assigned as post-colonial nations were Bangladesh, India, Jordan, Kenya, Malaysia, Malta, Mauritius, Nigeria, Pakistan, Sudan, Tanzania, Uganda, South Africa and Sri Lanka

Participants

186 participants completed the survey. These were broken down into 85 male cases and 101 female cases. 35 came from the Faculty of Science, 76 from the Faculty of Arts and Social Sciences and 75 were from the Faculty of Engineering. 26 cases were at foundation level, 136 were undergraduates and 24 were postgraduates. The nationalities are shown in Table 10 and languages spoken in Table 4

Table 4. Number of participants by nationality

Malaysian	123
Other Asian	36
European	5
North American	1
African	15
No answer	6

Results

Gender

An independent sample T-test was carried out on the results of the grammar test with gender as the grouping variable. No statistically significant results were found.

Level of study

A one-way analysis of variance test indicated that there was no significant difference in the performance in the grammar test between foundation, undergraduate and postgraduate students. SNK post tests showed that foundation level ($M=3.5264$, $SD=0.80$) undergraduate ($M=3.1912$, $SD=0.82$) or postgraduate ($M=3.7912$, $SD=0.78$) differed in this variable, F

(2,183)=5.581, $p<.05$. The effect size was moderate (eta squared =0.0575). No other multi-item scales were significantly related to the level of study.

Schooling in English

A one-way analysis of variance indicated that there is no significant relationship between the performance in the grammar test and the reported amount of schooling in the English language.

Length of time on campus

A Pearson correlation test was carried out to compare the length of time on campus and the results of the grammar test. No statistically significant result was found.

First Language/Second Language

A one-way analysis of variance indicated that there was a significant difference in performance between different L1 groups, $F(6,174)=3.19$, $p<.01$. The effect size, however, was small (eta squared=0.099). Hochberg GT2 post hoc tests showed that participants with English as their first language ($M=53.0141$, $SD=2.707$) performed better in the grammar test than those with Chinese as their first language ($M=50.4889$, $SD=3.571$), $p<0.05$, whereas other comparisons between other L1 groups did not differ from each other significantly. No significant relationships were found for L2 and L3.

Discussion

Level of study/ length of study at the campus

There was no difference between the participant's level of study and their performance in the grammar test. This was also true of the amount of time the students had been on campus. This suggests that students' ability does not improve simply by being on the campus. This is a very important finding- the assumption that students' grammatical accuracy will improve without explicit work on these skills is not supported in any way by these findings.

Schooling in English

There was no relationship between the amount of schooling in English and performance in the grammar test. This is a surprising result. It would be expected that the longer students spend in an English speaking study environment, the better their language would become, even if they only use English in their studies and not in their social lives. It seems counter-intuitive that there is no relation between the two. However, it must, again, be borne in mind that this is a test of perception of grammatical errors- not overall communicative competence. It has been seen in other studies that grammar does not necessarily improve from exposure to the language; instead it, at least post-puberty, improves by study (Spada & Lightbrown, 2002). It is more likely that if the test was designed more around communicative ability, for example understanding texts, then there would be a relationship. In addition, it would be dangerous to make the assumption that students only learn English in school. It is just as likely, if not more so, that many students would acquire a significant amount of their English language ability from general exposure to the English language at an early age

The fact that the amount of schooling in English had no effect on their scores is also surprising. Since a great deal of schooling takes place before the end of the "critical period", whether that may be in early or late childhood (Field, 2003), schooling might have been

expected to play a part. If these results are to be extrapolated, it would suggest that the critical period finishes early. However, a much more likely explanation is that students who were taught in the English language in school were taught a localised form of English, in which the grammatical forms of English may not be that which is seen as standard international English.

First and Second Language

It was only those students with Chinese as L1 who performed significantly lower than any other linguistic group, and even here the effect size was small. This would suggest that the students' first language does not affect their ability in English- and this could be explained in one of two ways. Firstly, it is possible that the level of bilingualism in the students at the campus means that the distinction between first and second language is redundant. In other words, all students have such a high level of English that whatever their other linguistic background, they speak standard English without any grammatical differences as noted by Crystal (2003). The other explanation is that the English that the students speak differs from Standard British English in more than just accent and some lexical items. This would suggest that what would be seen as incorrect English in the UK is accepted as correct English elsewhere.

Effects of colonialism

It seems that in this study the effect of Empire was limited. Growing up in a country where English is used as a second language seems to have little effect on the performance of the participants. There are two possible explanations for this. Firstly, as mentioned above, it is possible that the English used in schools and families in ex- British colonies does not follow the same rules as what is seen as standard international English. Therefore, a divergence could have happened, meaning that students from such countries have to learn a new dialect of English in the same way that students with no background in English need to learn it as a foreign language. However, another explanation for this lies in the very nature of the University Nottingham Malaysia Campus. It is a campus to which many international students come, and one in which there is a wide mix of students. Many of these students may have had their schooling in a similar international environment, in one of the international schools that exists around the world and which teach in the English language. Therefore, a tentative conclusion can be drawn that it is becoming less helpful to define these students by national or post-colonial background. Instead, they are members of an international community of students, transnational in nature. However, it must not be forgotten that these are students who have either chosen to study overseas, or if they are Malaysian, chosen to study at a foreign rather than a local university. Therefore the inherent bias in the sample means that extreme caution must be exercised when generalising the results.

Research questions

- 1- To what extent are students able to perceive grammatically incorrect English (within standard UK English), and is this ability affected by the length of time they have been studying at the university?

From a maximum of sixty points in the grammar test, the mean was 51.7 (S.D. 3.45) which shows a generally good ability of the students in the campus to perceive grammatical errors. However, the minimum score was 42, which would suggest that there are a number of students at the campus who have very weak English in terms of grammatical accuracy. It is also very clear that the amount of time spent at the campus has very little effect on the ability

of the students to perform well in this task. In other words, just by studying in an English language environment, the students do not somehow magically acquire a greater ability in English. However, it must be stressed again that the students were tested on their grammatical ability and not on their overall communicative competence. This is because grammatical accuracy will be an important factor for students, whether this be in the job market after graduation, or in terms of preparing work for publication, should they decide to pursue a career in academia.

2- Does the amount of previous exposure to English affect this ability?

There is no relationship between the amount of previous English language schooling and the ability to perceive grammatical errors. This suggests that students are not learning to perceive an international standard of English in their schooling. In addition, coming from a country in which English is used as a second language has no effect on students' ability to perceive grammatically correct English.

Limitations and further research

The survey did not test students' overall communicative competence, including their receptive skills. However, such a test would have involved a much more complex design for the questionnaire. Another drawback was that the methodology was purely quantitative. It may well have provided some useful insights to interview students to examine some of the reasons behind the findings of the questionnaire in greater depth.

Areas for further research could include a number of developments. First of all, as mentioned above, a mixed methodology could provide greater insights into how students' attitudes affect their performance, especially in terms of how much students feel the need to improve their English, and whether and how they intend to do so. In addition to this, the University of Nottingham is in a unique position, having three campuses, one in the UK, one in Malaysia and one in China, and similar studies in each of these three countries could provide great insights into how students of EAP see the English Language in a global context and how they make progress in the wider linguistic community

There is one final area that this study has not addressed and this is more in the realm of the political. If, as has been suggested, the English Language plays a gate-keeping role in society, what effect do English Language campuses in non-English Language speaking countries have? How is this different in countries such as Malaysia, where English is spoken to different degrees by different parts of society? Do they provide wider access to a medium of global communication, or do they restrict this to the children of the elite few who can afford it? It would be illuminating to tie any future research into questions of the effects that it has on the wider society.

Conclusion

The University of Nottingham Malaysia campus sits against a very complex linguistic background. Not only does the campus have a very mixed international student population, but it also exists in a society where language is both complex and political. Also, students on the campus who face difficulties with the English Language may assume that by joining their degree courses, their ability to use English will automatically improve, and this is backed up by some research in Second Language Acquisition, especially the theories of Krashen and Long. However, the survey carried out in this research would suggest that this is not the case,

and that for students' English Language skills to improve, more is needed than mere existence on the campus as there is no statistically significant relationship between length of time on the campus and performance in the test.

This was a small scale study and it is vital not to confuse cause and effect, or indeed causation and correlation. However, it seems very clear that both the students and the institution need to take responsibility for a consistent and systematic approach if students are to improve their level of grammatical accuracy while at an International university.

Acknowledgements

This work was part of my MA dissertation for the University of Nottingham, School of English. My enduring thanks to Professors Ron Carter and Zoltan Dornyei for their invaluable advice.

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APPENDIX 1 -GRAMMATICAL ITEMS

Section One of Questionnaire

1. Many lakes in Norway and Sweden are so acidic than fish cannot live in them.	S1
2. Natural resources are not finite in any real economic sense.	G1
3. In 1989 an asteroid, a half-mile in diameter, has missed hitting the Earth by six hours.	S2
4. No one knows for sure how many species of living things there are on the earth.	G2
5. Most scientists whom specialise in the study of the earth's climate now believe that the issue is of key importance.	CX1
6. The conference made the term "sustainable development" known throughout the world.	G3
7. Except for Africa, actual starvation is uncommon in world today.	S3
8. There are environmental concern with this rapidly growing industry.	S4
9. It is not known what is the cause of Global Warming.	CX2
10. A research ship sails in the early 21 st century found an area in the Pacific about the size of Texas filled with floating debris.	CX3
11. Because of increasing population in some developing countries, water use in the developing world is expected to continue to grow.	G4
12. Heat waves are expected become more common and more severe.	CX4
13. One bright development is that the industrialised nations learning to conserve water.	S5
14. Scientists agree that any major depletion of the ozone layer would caused serious harm to humans.	S6
15. The exception to this rule is rice, which is the most important food for about one half of the world's people.	G5
16. Today the country has made relatively progress. But huge problems still exist.	S7
17. An unexpected end to the nuclear arms race between the Soviet Union and the United states came in the late 1980s with the collapse of the Soviet Union.	S8
18. In 1990, the USA congress passed the clean air act, which calls for a large reduction of sulphur dioxide emissions from power plants.	G6
19. A dramatic example of how habitats are destroyed can be seen by looking at a large land development scheme known as "Jari" in the Amazon valley.	G7
20. For much of the country's history, there has seemed to be an unlimited abundance of many things.	CX5
21. The energy transition than the earth is passing though is possibly the most important one human beings have encountered during their long evolution.	CX6
22. As with natural resources, the long-run future of energy look very promising.	S9
23. The manure from large chicken factory farms is often spread as fertiliser on crop farms.	S10
24. Curitiba, Brazil, has been called the most innovative city in the world.	G8
25. To many people, development and technology are synonymous.	G9
26. The more developed nations already in the fourth stage of demographic transition, but many less developed nations are still in the second stage.	S11
27. Prospective mothers and children are especially considered being at risk from contaminated fish.	CX7
28. The UN warned a pending crisis as the production of rice in failed to keep up with demand.	CX8
29. A demand for recycled material grew in the United States as more industries started using.	CX9
30. By analysing past data, British scientists in the mid-1980s discovered that, while two months of the year, a hole was occurring in the ozone layer over the South Pole.	CX10