
Malay/Indonesian at Hankuk University of Foreign Studies, Seoul, Republic of Korea¹

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Abstract

Malaysia and Korea established diplomatic relations early in 1960 and in the 1980s Malaysia's "Look East Policy" led to the teaching of Korean in Malaysia, and more than 10 years later the teaching of Malay in Korea. Malay has been taught in Hankuk University of Foreign Studies for the past 11 years alongside Indonesian and a further 40 languages. This article gives a brief description of the historical background, curriculum, academic activities, availability of materials and references, the nature of the differences between the Malaysian and Indonesian varieties of the language and some of the problems which learners face as a result, and evaluation of student performance. The paper concludes with some thoughts about the way forward for the study of Malay as a foreign language in Korea and in Malaysia.

Introduction

Hankuk University of Foreign Studies (HUFS) is a privately-funded university established in 1954. Its aim is specifically that of teaching a wide range of foreign languages alongside Social Sciences, Law, Business, Economics and International Studies, to prepare young Koreans to deal with global challenges and indeed to be future leaders of Korea. In the case of the teaching of Malay, HUFS has been offering Indonesian language and area studies as part of its bachelor degree programme since 1964. Realising the increasing importance of the relations between Korea, Malaysia and Indonesia, the Indonesian department expanded its scope by

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incorporating Malay and Malaysian area studies into its curriculum when it established a Memorandum of Understanding (MoU) in 1996 with the University of Malaya²

One of the objectives of an MoU between academic institutions is to engage in collaborative programmes, for example, the exchange of staff and students (Su'ad 2004). In 1996, the first Malay language instructor, Megat Rus Kamari Megat Wah from the English Department, Faculty of Languages and Linguistic (FLL) was seconded to HUFs to fulfil a one-year (renewable) teaching contract. He was succeeded by lecturers from the Department of Malaysian Languages and Applied Linguistics namely, Mat Zaid Hussein, followed by Shamsul Rijal Yahaya and currently the writer, who started in August 2005.

This paper gives, first of all, an overview of the institution, followed by a brief description of the Malay-Indonesian programme, the Malay-Indonesian department, and its role in the Korean educational, economic and political scenario. The information is valuable to those who are interested in the expansion of Malay language teaching in Korea, and in understanding the way the programme is enhancing the effort of the Korean government to establish itself in global business: specifically in the Asean-plus-three policy (see <http://www.aseansec.org/4918.htm>).

Hankuk University of Foreign Studies (HUFs)

HUFs is a highly reputable university, ranked in the recent 2007 *JoongAng Nationwide University Ranking*³ as second in terms of level of globalization and tenth in overall ranking⁴. It is entrusted with the training of not only undergraduate and postgraduate students but with government personnel and officers of giant Korean companies such as Samsung and Hyundai.

The University is organised into seven schools, which divide into 30 departments, providing education in 42 languages (almost from A to Z. Arabic to Vietnamese), five graduate schools, and ten research centres and has an overall student population of more than 15,000.

The Graduate School of Translation and Interpreting (GSIT) is well known internationally and has been instrumental in training conference and liaison interpreters (over 800, since 1983) in eight languages: Arabic, Chinese, English, French, German, Japanese, Russian, and Spanish. Malay/Indonesian will be added to the list in 2008.

² This was realized through the efforts of Professor Chun Tai Hyun of HUFs and Professor Emeritus Asmah Hj. Omar of University of Malaya.

³ *JoongAng Daily* 27th September 2007

⁴ There are over 360 universities in Korea. Only one third of them which offer a four-year programme are qualified to be included in the evaluation.

GSIT is a member of the prestigious CIUTI (Conference of International Universities on Translation and Interpreting) and USIA (University Students Interpreter Association), and has participated in numerous international events where Koreans are involved, be they political, economic or humanitarian issues.

Professor Ahn Byong-man, who was the president of the university for two terms (1994-1998 and 2002-2006), defines the goal of the university as raising multi-players who have abilities and knowledge in both foreign languages and other disciplines including politics, economics, business studies, international relations. HUFSS graduates are, therefore, expected to be actively involved in domestic and international business and administration, to take advantage of the ever expanding global economy in order to put Korea on the world map as a strong nation able to compete alongside other economic giants like Japan and China. HUFSS' most recent programme, BRICS⁵, is supported and funded annually by the Korean government to the tune of no less than KRW2.36 billion (RM12 million) per year, targeting Brazil, Russia, India, China and Spain as countries which are increasingly important in international business and as potential or actual Korean business partners.

The foreign languages taught at HUFSS are English (the largest in terms of student numbers), other European languages (Bulgarian, Croatian, Czech, Dutch, French, German, Greek, Italian, Polish, Portuguese, Romanian, Russian, Spanish, Swedish-Danish-Norwegian), Middle-eastern, South Asian, and African languages (Arabic, Farsi, Turkish, Hindi and Swahili); Oriental languages (Burmese, Chinese, Filipino, Japanese, Malay-Indonesian, Thai, Vietnamese). There are 40% foreign professors, brought in through mutual agreements or solicited through recommendations and/or individual application.

The university has two campuses: the city campus in Seoul (Imun), and a larger one in Yongin, set up in 1982 and situated about 50 km from the capital. The latter is a spacious campus with purpose-built buildings, an imposing open-air theatre beside a beautiful lake, and surrounded by scenic mountains and beautiful trees. It is reached by a network of frequent public buses and university buses for students and professors.

Background to the Teaching of Malay at HUFSS

Malay, a language which, in terms of native speakers, comes within the top ten languages of the world (Crystal 2005) has several varieties, chief of which are Indonesian and Malaysian. The Indonesian variety (i.e. Bahasa

⁵ Brazil, Russia, India, China, Spain.

Indonesia. BI) has been taught in HUFs since 1964, a reflection of the longstanding relations between Korea and Indonesia, thus most students and staff are more accustomed to the Indonesian than the Malaysian variety of the language. The programme was taught by Korean professors themselves until 1966, when, through an MoU with Universitas Gadjah Mada (UGM), for the first time native speakers were invited to teach the language.

In 1995, relations were also established with a second Indonesian university (Universitas Indonesia. UI), and, in 1996, after 32 years of Bahasa Indonesia, Malay (i.e. Bahasa Malaysia: BM) was introduced through an MOU with the University of Malaya, extended in 2005 by an MOU with Universiti Sains Malaysia (USM).

Native speaker professors of Indonesian alternate between UI and UGM, whereas for Malay, it has been UM from the beginning.

It is the philosophy of the university that students should be exposed to the actual sound of the language from the mouths of native speakers. Chun (2001) argues that foreign professors should teach not only listening and speaking, but other subjects as well, such as politics, economics and culture in order to give students greater participation in and a wide exposure to the language. This policy was implemented in the 1980s, but is no longer practised. Foreign professors are currently invited only to teach speaking skills to undergraduates, Malay linguistics to postgraduates, and one subject in Malay-Indonesian culture (see Table 1 below).

The Malay/Indonesian Department

The department is overseen by a Chairman (*Pengerusi Jurusan*), staffed by six full time and nine part-time Korean professors, one Indonesian and one Malaysian native speaker

The Imun and Yongin branches accept a total of 65 students annually, and at any one time, there are between 150 to 200 students in the department. The department's main objectives are: (a) to produce a work-force that is confident and fluent in Malay-Indonesian (b) to produce area specialists who are proficient in the language and knowledgeable on Malaysian and Indonesian matters (c) to ensure that students have the linguistic ability to continue their studies at postgraduate level in any fields related to Malaysian and Indonesian studies.

Malay-Indonesian Language Courses

In the four-year undergraduate programme, courses are divided into elementary, intermediate, advanced and final levels. The following are courses offered at each level, to give readers an idea of the kind of programme

Table 1. Courses offered in the Malay-Indonesian Department at HUFs

Year 1	Audio-Visual Malay-Indonesian Language (Semesters 1 & 2) Elementary Malay-Indonesian (Semesters 1 & 2) Elementary Malay-Indonesian Conversation & Composition (Semesters 1 & 2) * History and Culture of Indonesia History and Culture of Malaysia Elementary Malay-Indonesian Grammar (Semesters 1 & 2)
Year 2	History of Malay-Indonesian Language History of Malay-Indonesian Literature Religion & Society in Malaysia Religion & Society in Indonesia Readings in Malay-Indonesian (Semesters 1 & 2) Literature and Society of Malay-Indonesia Practical Malay-Indonesian (listening skills using authentic a-v materials) Intermediate Malay-Indonesian Conversation & Composition (Semesters 1 & 2)*
Year 3	Business Malay-Indonesian Indonesian Regional Studies Malaysian Regional Studies Malaysian Contemporary Literature Indonesian Contemporary Literature Current Information on Malaysia-Indonesia Society & Language of Malay-Indonesia Comparative Studies of Malay-Indonesian Advanced Malay-Indonesian Conversation & Composition (Semesters 1 & 2)*
Year 4	Malaysian Politics & Economics Malay-Indonesian Current Information Chinese Society in Indonesia Indonesian Politics & Economics Translation: Malay/Indonesian - Korean Sociolinguistics in Malay-Indonesian International Relations of Malay-Indonesia Readings on Malay-Indonesian Literature (Semesters 1 & 2) Malay-Indonesian Culture* Studies on Malay-Indonesian Overseas Chinese

Source: www.hufs.ac.kr

available in the department. Classes conducted in Malay/Indonesian are marked with an asterisk (*).

As can be seen in the table above, the focus in years one and two is the mastery of language. Students are taught language skills above everything else: Reading, Speaking, Composition and Grammar, but, in addition are given an introduction to History, Literature, Society and Culture of Indonesia/Malaysia. The latter is necessary as first year students are likely to have very little knowledge of the two countries. An introduction to the society and culture of the people whose language they are learning provides the context, perspectives and the motivation for learning. Furthermore, the aim of the department is not just to teach language and linguistics, but to give students the opportunity to learn as much as possible about Malaysian and Indonesian societies, literature, culture and economies in order to facilitate working in the region after they graduate.

In years three and four, students select specialisations in their fields of interest. A large range of electives are available to them including Conversation and Composition, Malay/Indonesian in the Press, Malay/Indonesian Novels, Introduction to Javanese, Studies on Poetry and Drama, Comparison of Malaysian and Indonesian varieties of the language, Comparative Malay/Indonesian literature, Contemporary politics and economy, Sociolinguistics, and Islam in South East Asia (SEA). It is considered crucial to offer a course on Islam in SEA to give an introduction to and an understanding of the significance of Islam to the region, as Indonesia has the largest Muslim population in the world.

Students have to obtain 140 credits in four years to qualify for graduation. Of these, 65-77 credits must be obtained in their major. The department offers a double major system, and has recently introduced the option of a major and minor track. There are 38 courses offered in total which carry 82 credits, these encompass electives in four strands i.e. language skills, literature, linguistics and socio-culture studies (Chun Tai Hyun 2001).

In the master's programme, students are required to take and pass eight courses after which they write a dissertation. Doctorates, in contrast, are pursued abroad, either in Indonesia or Malaysia.

Despite the long established Malay/Indonesian curriculum, it has to be said that the majority of the graduates are not fluent enough to express themselves competently in spoken or written Malay/Indonesian. Chun (2001) argues that the emphasis on area studies⁶ in HUFS has resulted in the lack of exposure to actual language practice provided by the native

⁶ Studies which provide the contexts of language learning: history, social structure, politics, economics and belief systems of the relevant speech communities.

speaker professors⁷ The trend in the last decade has been for students to take a gap semester during their studies in Korea and attend language courses abroad. Many of the students who are fluent have been to Indonesia, usually for a semester, to improve their Indonesian, either at the language centre in the Universitas Indonesia (Bahasa Indonesia untuk Pelajar Asing – BIPA) which has an excellent programme of Indonesian for Foreign Students or Universitas Gadjah Mada in Jokjakarta.

The Faculty of Languages and Linguistics in the University of Malaya, in contrast, does not have its own programme for Malay as a Foreign Language. Instead, a three-level Malay proficiency course is offered by the University of Malaya Centre for Continuing Education (UMCCed), with teaching staff 'borrowed' from the Faculty. On request from HUFSS, the Faculty organises short term language courses and the Cultural Centre co-operates by providing the extracurricular cultural activities such as Malay traditional music, dance and martial arts⁸.

Currently, the Malay-Indonesian Department at HUFSS is not officially involved in organising language courses abroad, Korean students enrol on an individual basis bearing their own expenses. Professors merely assist them in making the initial communication and ensuring that the programme complies with HUFSS' credit transfer requirements.

Departmental Activities and Facilities at HUFSS

Fulfilment of MoU

The University of Malaya has been contributing to the teaching of Malay in the Malay-Indonesian Department to fulfil an important aspect of the UM-HUFSS MoU, another aspect of the MoU is the facility for student exchange. However, since the agreement was signed, the exchange of both teachers and students has been unilateral. In other words, while the University of Malaya sends its lecturers from the Faculty of Languages and Linguistics to HUFSS, and accepts students from HUFSS to study in the Academy of Malay Studies (or Akademi Pengajian Melayu: APM), lecturers from HUFSS have not been coming to UM to teach Korean in the Faculty⁹ nor have UM students been sent to HUFSS to study Korean. Nonetheless, it needs to be mentioned that professors from HUFSS taught Korean at MARA Institute of Technology (ITM) in 1982, and in UM from 1987 to 1992. This was in response to the call from the Malaysian government to realise its "Look East Policy" and establishment of closer relations with Korea since the 1980's.

⁷ Currently there are only two hours of instruction from a Malaysian or Indonesian professor per class per week.

⁸ There have so far been two such courses, in 2003 and 2007

⁹ Professor Chun Tai Hyun of HUFSS taught Korean in FLL *prior* to the MoU.

Academic activities

The Department has been actively organising seminars and conferences in Korea, Indonesia and Malaysia to discuss a range of topics including language teaching and the dynamics of culture; language teaching and resources or material preparation, the influence on Malay/Indonesian literature of the Japanese occupation, introducing literary figures such as NH Dini and Dato A. Samad Said to staff and students for discussions and exchange of views. Such seminars bring together academics from the different universities for greater exchange of ideas and information. From Malaysia, professors from the Academy of Malay Studies (APM), University of Malaya, and ATMA in Universiti Kebangsaan Malaysia have been actively involved.

In terms of publication, academic staff of the department have access and opportunity to contribute their academic writing to several journals and periodicals published by the university, some relevant ones are *Studies in Foreign Language Education* (Institute of Foreign Language Education), *Southeast Asia Journal* (Centre for Southeast Asian Studies), and the *Journal of Foreign Literature*.

Information and communication technology

The facilities in HUFS for learning Malay are greatly enhanced by modern technology and excellent provision for internet access throughout the campus. The University, more than five years ago, installed several dish antennae to receive television broadcasts from all over the world, including Indonesia and Malaysia (TV3). The broadcasts can be accessed from television monitors in a public area in the two campuses, in the library, and in the lecturers' research rooms. This enables students of the Malay-Indonesian department to practice listening to actual spoken Malay or Indonesian used in the day to day programmes. They can also access the latest on social, economic and political development in Malaysia or Indonesia, thus enhancing their knowledge in the fields of studies that they choose.

The internet is available 24 hours a day in the classroom to be utilised by both professors and students. As far as Malay is concerned, several excellent programmes for learning Indonesian offered by a number of universities are available on line. These range from pronunciation practice, vocabulary, and grammatical structures, to history and culture (though at present, there is nothing for Malay). These programmes are offered by Indonesian departments in universities in the United States and Australia and by the Korea Broadcasting Service which also has a section on Indonesian language in its website, and on its radio service. Teachers of Indonesian thus have access to these valuable programmes to enhance their teaching methods and materials, indeed not just in Korea, but wherever they are in other parts of the world.

On-going opportunities for practicing Malay-Indonesian

The Indonesian Embassy in Seoul annually organises a public speaking contest (*lomba pidato*). All Malay-Indonesian students are encouraged to participate in the contest, which they usually do in an earnest way. Such activity ensures that the students practise their spoken language skills and keep abreast with current issues affecting the two countries.

Due to the high level of IT knowledge and skills, including wide use of the internet, HUPS students are aware of and avail themselves of the opportunities provided by government authorities or Korean companies for student exchange programmes; translation and interpreting jobs for Indonesian/Malaysian touristic purposes, economic or political delegations in Korea and vice-versa. Such jobs, taken during semester breaks, give them the real-world sense of language use.

Teaching: Materials and Method

There are hardly any resources available for the teaching of Malay in Korea, and many Malaysian books in the library are outdated and still use the old spelling¹⁰. At present, efforts are being made by professors (with funding from the university) to stock the library with reading materials in Malay. Teaching materials to enhance speaking skills in class are usually devised by lecturers themselves.

A great step forward was made when a Korean-Indonesian dictionary compiled by one of the senior academic staff in the department was published in 1995. However, for the teaching of Malay to Koreans, another dictionary consisting of Indonesian-Malay-Korean entries is sorely needed, not only to facilitate teaching, but also to expand knowledge and vocabulary in Malay-Indonesian among the students themselves. Although it is often written and said that Indonesian and Malay are very similar, which implies mutual comprehension, to the beginner foreign learner the differences between them can be very confusing. Many words in both languages are 'false friends' and vital concepts such as time, space, kinship can be expressed in strikingly different ways. Much more needs to be done by the language authorities of both Malaysia and Indonesia to bring the two varieties closer together, at least in terms of vocabulary and grammatical structure, if not pronunciation and style.

Lessons and teaching materials prepared for Malay/Indonesian conversation classes are based on language functions. The conversations have to be realistic, in spoken Malay/Indonesian rather than written, and often it is difficult to decide what style of spoken discourse to adopt. Should

¹⁰ The new common spelling system was agreed between Indonesia and Malaysia in 1972

it be the relaxed informal vernacular or the standard formal variety? Malay expressions such as *tak* for *tidak* and *nak* for *hendak* reflect this distinction.

Teaching spoken Malay to Koreans presents a two-fold challenge: getting over interference from Korean phonology¹¹ and distinguishing between Indonesian and Malay terms. Typical examples are, (a) attaching a vowel to a non-nasal final consonant, and differentiating between voiceless and voiced plosives (e.g. /p/ and /b/, /t/ and /d/, /j/ and /ch/, /k/ and /g/), and between liquids and nasals (e.g. /r/ and /l/ and /m/, /n/, /ç/), so that 'belajar' is pronounced as [pɔ̃l aɛ̃aɾɔ̃] and 'tidaklah' as [tita:na].¹² (b) Although the Indonesian and Malaysian varieties share a common core, especially in syntax and phonology, there are many differences in vocabulary which can be extremely problematic for the learner particularly since students (and staff) at HUFs are far more accustomed to BI than BM¹³.

The six pairs of items given below must suffice as examples of an extremely large problem.

Table 2: Indonesian-Malaysian vocabulary

Indonesian	Malaysian	English
bisa	boleh	can
daftar	senarai	register
kamar	bilik	room
kantor	pejabat	office
kapan	bila	when
toko	kedai	shop

Here lies the significance of a Malay-Indonesian dictionary research and publication. the vocabulary of a Malay-Indonesian learner can be hugely expanded as more expressions are available to convey a particular meaning.

Nevertheless, assessment for Malay is not determined by the student's use of Malaysian or Indonesian words and phrases. They are both accepted and in the opinion of this writer, the language is made much richer, more interesting and useful for learners and native speakers alike.

¹¹ See for example, Chun and Park (2003) for a contrastive study of Malay and Korean plosives.

¹² This is a mere sketch of a highly complex issue which demands serious and concerted joint study by specialist Korean and Malay language phoneticians and phonologists.

¹³ Like pronunciation, this area also demands serious study and, in particular, the creation of a Malaysian-Indonesian-Korean Dictionary to complement the existing Indonesian-Korean publication.

Another issue of concern for this writer as a teacher of Malay is whether to use colloquial or standard Malay (Bahasa Melayu baku) in pronunciation and conversation classes. Korean students, who have been exposed almost exclusively to the Indonesian variety of the language, find colloquial Malaysian pronunciation rather confusing, since they have been used to hearing and pronouncing words the way they are spelt, for example the word "apa" as [apa] and not [apÙ] or "benar" as [bÙnar] and not [bÙna:].

In spite of the fact that fifty years ago (in 1956), at the 3rd Congress for Malay Language and Letters, agreement had already been reached that standard Malay pronunciation should be based on the spelling system (Awang: 2004), Malaysians habitually speak the relaxed Riau-Johore dialect with a strong English influence, for example [aidiÙ] instead of [idea] for 'idea', and [æprÙl] instead of [april] for 'April'

In 1988, the government of Malaysia reaffirmed the 1956 agreement by declaring *bahasa baku* to be the standard Malay pronunciation to be taught in schools. Several workshops were held in 1988 and another in 1991 (Awang 2004: 201) in an effort to get Malaysians to adopt standard Malay pronunciation. However, there is no evidence that any more efforts were made towards the implementation of the policy after 1991

Evaluation and assessment of Malay proficiency

The main responsibility of native speaker professors is to ensure that students are able to converse on a range of topics. At the intermediate stage, students are expected to be proficient in spoken survival Malay (asking and receiving information, expressing intentions, likes and dislikes, describing, comparing, etc), at the advanced stage speaking on topics of social and cultural interest, including public speaking, and in the final year, to follow lectures and contribute to discussions in Malay

Assessment is therefore heavily based on practical ability to converse and express opinions (60%), reading comprehension and short composition (30%), and group project (10%). On the question of what is being assessed for foreign language proficiency, the writer personally used Petig's 5-point Oral Proficiency (OP) scale and the Oral Proficiency Interview (OPI). (See Appendix).

The Oral proficiency (OP) test

Petig (2005) defined OP as what students can actually do with the language in real-life situations. For example, are they able to satisfy basic survival skills, respond fluently and appropriately to most social demands, and discuss wide ranging topics or negotiate in social settings? The scale ranges from low level knowledge and ability: minimal communication (Novice Low), talking about oneself and one's family; survival topics like ordering

food and asking for directions, talking about work, people and places (Intermediate High); to superior knowledge and ability like supporting opinions on social concerns, discussing topics in concrete and abstract terms and dealing with unfamiliar situations linguistically (Superior).

Conclusion

It can be concluded that the teaching of Malay-Indonesian is receiving appropriate attention by the Department in HUFS, not only as an academic study (both the literature and linguistics components are vital) but, equally importantly, as a practical application of the language in the current global economic expansion between Korea and South East Asia in general, and with Malaysia-Indonesia in particular. This is particularly the case in Indonesia where, in order to operate a business and be successful, Korean businessmen and personnel have to be fluent in the language, and hence the annual demand for Indonesian to be taught not only within the university but also to personnel from conglomerates like Samsung and Hyundai which have substantial business stake in the country¹⁴

The Malaysian government has been continuing with the effort of promoting the language in the Far East through organisations such as the Dewan Bahasa dan Pustaka (DBP) and Institut Terjemahan Negara (ITNM), which have contributed by organising joint conferences and seminars¹⁵. A proposal to set up a Chair in HUFS, mooted in 2004, may soon be turned into a reality. However, equally significant and a matter that requires more work and commitment is the actual on-going teaching of the language and the support to increase its effectiveness such as top class teaching materials (including audio-visuals) and reference materials.

For the University of Malaya, and indeed, other language teaching institutions in Malaysia, what is taking place in Korea has important messages for the kind of Malay language programmes offered to foreigners (and, indeed, to interested non-Malay Malaysians). Their curriculum and teaching methodology need to be far more sophisticated and supported by appropriate and adequate research, teaching staff, and materials. It seems clear that a general course (irrespective of the language being learned) is not sufficient for those who wish to learn the language either for extrinsic (professional) or intrinsic (cultural) purposes. Only by rethinking the goals

¹⁴ Korean trade makes up the fourth largest volume and fifth largest investment in Indonesia: "Korsel Tetap Berminat di Indonesia" in *Bisnes & Keuangan*: Kompas 5th December 2006

¹⁵ For example *Seminar Asia Timur dan Dunia Melayu* in Seoul in 2004, co-sponsored by DBP and HUFS, with the co-operation of the Malaysian Embassy in Korea.

of language teaching, ensuring academic commitment, and obtaining adequate funding for fundamental and applied research in the teaching of Malay, will the language be developed, flourish and be of significant use locally and globally

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Appendix

ACTFL Oral Proficiency Rating Scale (revised 1999) Petig W.F. 2005

Government Scale	ACTFL Scale	Definition
5 4+ 4 3+ 3	Superior	Can support opinion, hypothesize, discuss topics concretely and abstractly, and handle a linguistically unfamiliar situation
2+ 2	Advanced High Advanced Mid Advanced Low	Can narrate and describe in all major time frames and handle a situation with a complication.
1+ 1	Intermediate High Intermediate Mid Intermediate Low	Can create with the language, ask and answer questions on familiar topics, and handle a simple situation or transaction
0+ 1	Novice High Novice Mid Novice Low	Can communicate minimally with formulaic and rote utterances, lists and phrases.