CONTENTS

Internationalisation of Higher Education: International Students' Satisfaction

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Introduction

Malaysia aspires to be an international education hub and in achieving this, the Malaysian Ministry of Higher Education (MoHE) then, has put in place internationalisation of higher education as one of the strategic trusts as stipulated in Malaysia National Strategic Plan of Higher Education (PSPTN) Phase 1 (2007-2010). The objective of this strategic trust is to establish world recognition, produce marketable graduates, attract international students and generate innovation through research and development (MoHE, 2007). This strategic trust will eventually help to build the brand and reputation of Malaysia as international education provider. With that, the Department of Higher Education under the Ministry of Education has set the target to attract 150,000 international students by the year 2015 and 200,000 by 2020, with average consistent growth of 13.5 percent annually (MoHE, 2007). In achieving this target, it is pertinent for Malaysia as the host country to ensure that these students are satisfied with their educational experience in Malaysia and hence, through positive WOM (word-of-mouth), it will be able to attract more students to study in the country. Therefore, this article aims to provide a brief literature review on factors that influence international students' satisfaction. It is hope that this review may provide some insight for policy makers and university administrators in achieving the nation's aspiration.

International Students in Malaysia

The Observatory of Borderless Higher Education (OBHE) in its report in 2007 highlighted Malaysia as one of the emerging contenders in international education market, capturing around two percent of the international student market showing significant growth in student enrollment. The enrollment of international students at both public and private higher education institutions (HEIs) for a period of nine years shows drastic increment, dominantly at private HEIs. There were 18,242 international students in 2001, and in less than ten years, the number has grown to 86,919 in 2010, with about 16 percent growth per annum (MoHE, 2011). Malaysia is currently housing 93,000 international students (NST, 2013). About 70 percent of international students enrolled at private HEIs. Of this, about a third are from China and Indonesia, while the rest are mainly from MENA countries (Middle East and North Africa) and Western Asia (Verbik & Lasanowski, 2007).

Student Satisfaction

Like any other organisations, customer satisfaction will impact market share, productivity, return of investment and the quality of services offered to their customer (LeBlanc & Nguyen, 1997). A satisfied customer is viewed as an indispensable means of creating sustainable advantage for the organisation in the current competitiveness. Customers who are satisfied will have positive effect on them. Satisfaction of customers become the key to customer retention and positive word of mouth communication (Harvir & Voyer, 2000), this applied to education service.

> **"The opposite of satisfied customers will be the dissatisfied customers where negative WOM may tarnish the reputation and brand of university, eventually losing potential customers"**

Satisfied students will help to attract more potential students to the institutions through increased student loyalty, positive WOM communication and image of the higher education institutions (Arambewela, Hall & Zuhair, 2006, Arambewela, 2003). With positive WOM, they will likely recommend family members and friends to pursue higher education at the particular university that they are satisfied with. This will eventually improve customer retention and growth for the university, and hence lead to better branding and reputation for the university (Arambewela, 2003). The opposite of satisfied customers will be the dissatisfied customers where negative WOM may tarnish the reputation and brand of university, eventually losing potential customers (Guolla, 1999). Athiyaman (2000) has confirmed strong relationship between satisfied student with positive WOM and customer retention. Universities need to ensure that they have delivered their services well and that student as their customers are satisfied with their services. This will help to increase student enrollment, reduce student attrition and enhance student experience (Arambewela & Hall, 2011b). Therefore, student satisfaction is a key strategic variable in maintaining stiff competition in international higher education (Arambewela et al., 2006; Arambewela, 2003).

Vast literature demonstrates that university faced tremendous challenges due to stiff competition in terms of student enrollment and securing fund, funding constraints from federal or state government and the rising cost of higher education (DeShields, Kara & Kaynak, 2005; LeBlanc & Nguyen, 1999; Butt & Rehman, 2010). All these had posed a great challenge to universities to re-look into improving services and

quality to attract its customers, here refers to students (DeShields Jr. et al., 2005). Therefore, universities need to be more customer-oriented in managing their students (Butt & Rehman, 2010). HEIs need to strategise improving process and procedures to become more customer-oriented (DeShields Jr. et al., 2005; Butt & Rehman, 2010).

The concept of student as customer is not new (Douglas, McClelland & Davies, 2008; Guolla, 1999). However, this supplier/customer relationship is not as clear cut as some other service relationships, given that students are also "partners" in the learning process (Douglas et al., 2008). Service quality and customer satisfaction are important issues for universities competing at undergraduate and postgraduate level for local and international students (Douglas et al., 2008). Even though there are many debates about the role of students, for example they can be customers, clients, producers and products (Arambewela, 2003; Guolla, 1999), there seems to be some consensus that students' role as customers is more appropriate in measuring students' satisfaction (Arambewela, 2003). To stay relevant and competitive, institutions need to understand the challenges associated with marketing of their services (Mazzarol, 1998) and the need to improve service quality (Arambewela, 2003). Due to this reason, HEIs need to carefully analyse key factors contributing to student satisfaction and therefore, develop strategies accordingly.

International students coming from diverse countries have different cultural background with different needs and wants that institutions need to satisfy (Arambewela & Hall, 2011a). International students face various difficulties in adjusting to a different economic and cultural environment and to different learning and teaching styles (Mavondo, Tsarenko & Gabbott, 2004). Quality of education undoubtedly plays an important role in student satisfaction and should be the prime concern of universities (Mavondo et al., 2004). However, their needs and satisfaction are not limited to academic needs but the entire living and learning environment at host country.

Determining Factors of International Students' Satisfaction

Based on the review of literature, it was observed that factors which determine international students' satisfaction comprised of internal environment and external environment; some recent research found emerging factors which include personal values (Arambewela & Hall, 2011a) and image (Jiewanto, Laurens & Nelloh, 2012).

The variables to measure students' satisfaction should be derived from what are important to students rather

than factors that the university think are important to students (Arambewela et al., 2006). Most studies on student satisfaction focused on internal environment (DeShields Jr. et al., 2005; Douglas et al., 2008; Bianchi & Drennan, 2012; Arambewela & Hall, 2006). Internal environment comprises two areas which are educational services and non-educational services also known as core and peripheral services (Bianchi & Drennan, 2012). Educational service it refers to teaching quality, study programme, teaching staff and method of instruction, recognition of the degree, engagement of teachers with students, academic performance of the students, industrial training and other services related to teaching and learning (DeShields Jr. et al., 2005; Douglas et al., 2008; Bianchi & Drennan, 2012; Arambewela & Hall, 2006). Non-academic services include other support services within the campus, such as accommodation, security, student services, student clubs and society, orientation, library services, transportation, friends, modern facilities like high tech computer lab, gym, and attractive campus with shops (Bianchi & Drennan, 2012; Douglas et al., 2008; Mavondo et al., 2004; Arambewela & Hall, 2006). Non-academic or peripherals services form part of the overall customer satisfaction and this is particularly true for international students. Peripheral services such as living conditions, accommodation, safety, cultural activities, socialisation, visa and entry requirement may play a crucial role in enhancing international student satisfaction or dissatisfaction (Bianchi & Drennan, 2012).

However, only measuring the internal environment may not be adequate to gauge the overall educational experience, thus need a broader aspect beyond the internal environment (LeBlanc & Nguyen, 1999) in measuring student satisfaction. Therefore, external environment plays an equally vital role in measuring student satisfaction (Arambewela & Hall, 2009). International students spent almost one third of their time outside the campus environment, and thus they are also members of the host community. Community is defined as groups representing local community members that live along with local students and other international students (Arambewela & Hall, 2011b). It was found that community life experience of international students has a major input into international students' satisfaction (Arambewela & Hall, 2011b). External environment includes the social and physical dimension outside of the university campus (Arambewela & Hall, 2011b). These include social relationships such as friendship patterns, discrimination, living arrangements, housing and accommodation, beautiful touristic attractions and good weather, receiving high support from home stay family or friends and well organised and safe city with good customer service, transportation and medical services, experiencing a new culture, food and language, feeling welcome and accepted by local people (Bianchi & Drennan, 2012). Research by Arambewela & Hall (2011a) found that safety and lifestyle within

host community has equivalent importance as education. All these contribute to the entire experience and will impact the overall international students' satisfaction. Gracia-Aracil et al. (2007) and Sam (2001) found that international students who have made satisfactory social contacts with local communities express satisfaction with their learning environment. A growing body of research suggests that integration into the social environment is a crucial element for the entire learning experience for international students (DeShield Jr. et al., 2005).

National Survey on International Student Satisfaction

Emerging contenders in international education like New Zealand recognised the importance of international student satisfaction. Hence, its Ministry of Education (2004) has conducted a national survey on international students in New Zealand. The report reveals that the most important factors in choosing New Zealand as a study destination were English-speaking environment, safety and the international recognition of New Zealand qualifications, the quality education and cost. The report also states that students were more influenced by recommendation from peers when choosing destination of study. In a more recent national study, international students studying at universities and institutes of technology and polytechnics were satisfied with their experiences of living and learning in New Zealand in 2011. Seventy-eight percent of university respondents and 84 per cent of institutes of technology and polytechnics respondents would recommend their New Zealand institutions to people who are thinking of studying overseas. Based on the result of this report, on the whole, New Zealand HEIs were able to meet learning and living needs of international students.

Thus, for the case in Malaysia, a national international student satisfaction survey or an index will be a valuable yardstick to determine the satisfaction level of international students in the country. Understanding the factors and level of satisfaction among international students are important for the government and the industry. By knowing this, the Malaysian government may plan and mitigate areas that need improvement. With this knowledge, it may assist the government in attending to international students' concerns more appropriately, such as developing more student friendly policies. It is hope that future research on developing a national international student satisfaction index may be conducted. In achieving an education regional hub, international students' satisfaction becomes imperative for planning and strategising in attracting 200,000 international students by the year 2020.

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Innovation-Led Economy Aspiration by Year 2020: Are Malaysian Universities Ready?

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Throughout East Asia, the urgency of nurturing innovation oriented human capital is pressing. In Malaysia, the government policy has been shifted from resources based to innovation-led economy. Malaysia government believe that innovation-led economy will enable Malaysia to achieve high income status by the year 2020. Their believed is that innovation will boost new values creation in term of new product and service thus creates competitive edges in the market competition for Malaysia.

The volume of innovation oriented human capital affects innovation outcome and it should be acknowledged that quantity of university graduates is an important contributing factor. Based on World Development Indicator, gross enrolment rate (GER) in tertiary education in Malaysia is 40 per cent of the population of the age group that officially corresponds to the tertiary education (The World Bank, 2012). Since the GER in Malaysia is below 50 per cent of its total population, it is tough to obtain sufficient number of skilled and innovative human capital in Malaysia, out of the 30 per cent university graduate population in the country. As the technology becomes more skill biased and innovation competitive pressure intensifies, Malaysia needs more innovative human capital. The country desperately needs larger number of university graduate skilled workers. The shortage of science and technological skilled graduates will definitely impact upon the innovation-led aspiration.

The Initiatives

Malaysia government has initiated many initiatives with regards to the innovation-led economy. Special Unit for Innovation or *Unit Inovasi Khas* (UNIK) was established under the Prime Minsiter office to act as the focal point for innovation in Malaysia. UNIK drives innovation strategies and policies, while Malaysia Innovation Agency or Agensi Inovasi Malaysia (AIM) was established to acts as the implementation arm for innovation related initiatives. At national level, UNIK and AIM establishment are to drive the surge forward towards developing innovative human capital.

In order to support National Innovation Strategy formulated by *Agensi Inovasi Malaysia,* the Ministry of Higher Education established Research Universities (RUs), Acceleration Programme for Excellence (APEX) programme and Higher Institution Centres of Excellence (HiCoEs) in universities. These three main initiatives are to provide markers that show the development of university and specific science standard among the universities in Malaysia.

The HICOEs were established with the aim to drive institutions of higher education to stay competitive in the various fields of research, expertise and services both at the national and international level. The diversity of established HiCoE is an on-going effort to acculturate and improve the quality of research and development (R&D) as well as other services offered by higher education institutions. To date Malaysia has six HICOEs at the universities through the injection of funds; recognised CoEs will be nurtured, guided and monitored to enable them to boost their achievement in their specific fields at highly competitive regional and international levels. Table 1 is the listing of HiCoE in Malaysia universities.

Besides, Ministry of Higher Education Malaysia had introduced Acceleration Programme for Excellence (APEX) initiatives to accelerate the quality of universities in Malaysia by focusing on the potential winners. APEX program is to develop World Class University. The APEX status has been introduced and a substantial amount of research grants has been given to Universiti Sains Malaysia since 2009 to date. The APEX initiatives aim to boost the research, development and commercialisation of scientific research outputs and turn them into Intellectual Property (IP). Through the transition from teaching oriented to research oriented university, the APEX university are also benefited from the full autonomy of the university administration.

Other than APEX initiatives, Research University (RU) status has benefited five premier universities in Malaysia namely Universiti Malaya, Universiti Kebangsaan Malaysia, Universiti Putra Malaysia, Universiti Sains Malaysia and Universiti Teknologi Malaysia. Both RU and APEX initiatives are hope to help the universities to foster innovation and technological evolution in Malaysia. The RUs will take up basic research to generate new ideas and initiated the process of transforming their ideas into innovation with potential commercial relevance.

In term of knowledge transfer and soft skills enhancements, the Ministry of Higher Education Malaysia had introduced Higher Education Entrepreneurship Development Policy for all Malaysia Public Higher Education on 13 April 2010. This will support the economic development through supplying the pipeline of innovators and entrepreneurs that will be the frontier of the Malaysia New Economic Model. In responses to the policy, all universities in Malaysia had introduced entrepreneurship subject as one of the university compulsory co-curriculum for undergraduates.

TABLE 1 HiCoEs in Malaysian Universities

No.	HiCoE	University	Focus
1.	UM Centre of Research for Power Electronics, Drives, Automation & Control (UMPEDAC)	Universiti Malaya (UM)	Renewable Energy
2.	UKM Medical Molecular Biology Institute (UMBI)	Universiti Kebangsaan Malaysia (UKM)	Cancer Biomarkers
3.	Institute for Research in Molecular Medicine (INFORMM)	Universiti Sains Malaysia (USM)	Diagnostics Platforms
4.	Institute of Bioscience (IBS)	Universiti Putra Malaysia (UPM)	Animal Vaccines and Therapeutic
5.	Centre for Drug Research (CDR)	Universiti Sains Malaysia (USM)	Behavioural Research in Addiction
6.	Accounting Research Institute (ARI)	Universiti Teknologi MARA (UiTM)	Islamic Finance Criminology

Discussion

Despite the various initiatives, Malaysia competitiveness showed a different picture. In recent Global Competitiveness Report (GCR), Malaysia's ranking at 21st place out of 142 countries (World Economic Forum, 2012). Higher Education and Training, the fifth pillar of competitiveness ranked 38th (in GCR 2011-2012), 49th (in GCR 2010-2011) and 41st (in GCR 2009-2010) (World Economic Forum, 2012). These 38th, 49th and 41st rankings means Malaysia higher education and training since 2009 to 2012 does not improve much (World Economic Forum, 2012). For Malaysia to improve its total competitiveness further, Malaysia needs to improve its higher education and training system (World Economic Forum, 2012). Higher education stakeholders must take up this challenge and the university system need to be improvised in response to the Innovation-led Economy Aspiration because innovation-led economy aspiration is built on competitive human capital that has gone through excellent higher education system.

One of the problems in Malaysian higher education is coping with the explosive enrolment growth. Despite the growth, the intake of science undergraduates is relatively low (The World Bank, 2012). Low supply of science graduates from the university for the Innovation-led Economy will delay the process of technological and scientific innovation. The university has no power to solve this problem. Policies formulation is proposed to be used to improve this condition, the reformation through policies must be consistent, integrated and complete (The World Bank, 2012). Obviously, Malaysia higher education system has an uneven distribution of students across disciplines (The World Bank, 2012). Lack of diversification has implications for the responsiveness of their education system to new labour market demand which is innovation-led economy (Asian Development Bank, 2012). Malaysia is then relying on the comparatively very small group of graduates in science to drive the technology advancement innovation. The issue is seemingly straight forward; Malaysia is lack of science graduates supply from the university.

> **"One of the problems in Malaysian higher education is coping with the explosive enrolment growth. Despite the growth, the intake of science undergraduates is relatively low."**

Based on estimates Malaysia Gross National Products will be comprised of science based activities over the next two decades, this fact represents a compelling opportunity for scientists and science graduates. However many researches explained the Government Research Institutes (GRIs) and university scientists are not commercialising their research and technologies due to lack of commercialisation value in their scientific research. Very few GRIs and university have demonstrates valuable research products that are of value to the customers. Problem such as the inability of their laboratory research scale conversion into industrial scale products, entrepreneurial acumen such as sensitivity to business demand, business profits or of social value creation are argued to be lacking. Even though the creative human aspect is present, without entrepreneurial knowledge and skills, this growing percentage of the scientifically skilled scientist will not be capable to contribute to Malaysia economic competitiveness through innovation.

The cost of building the state-of-art laboratories, equipment and human capital in Malaysia through educational spending is comparatively among the highest in Asian (The World Bank, 2012). The facilities to conduct research and innovation in Malaysia public higher education are established but they are been utilised and used by postgraduates and academics. The

university should bring the industry personnel and engage them to the undergraduates to an eye-opening talk in term of career prospects available for them and reveals the skills that the industry demanded. Exposure of the industry innovation and university research activities are lacking among the science undergraduates, especially the pure and fundamental science courses.

Another hindrance of innovation-led economy for Malaysia is the untapped innovation and creativity potentials among the female science graduates. In the southern Malaysia entrepreneurship, women entrepreneurs have become important players (Alam, Mohd Jani and Omar, 2011). But the field of science is perceived as masculine, hard, complex, demanding and difficult, therefore the involvement of women in science and technology related entrepreneurship in Malaysia is lower than the male counterpart (Ministry of Human Resources, 2011). Based on statistics, female enrolment in science undergraduates at the Malaysia public university outnumbered the male (Ministry of Higher Education, 2012). Many researchers in Malaysia argue these contradicting phenomena might be one of the reasons of lesser creativity value and innovation from the science graduate group. The creativity of these women graduate are not channelled into scientific and technological innovation due to many women graduated in science ended up working for non-science, service and administrative economic sector.

The analysis of innovation capacity and capability gaps in Malaysia higher education indicated clear shortcomings of higher education in delivering sufficient amount of skills graduates in contributing to technological capability and innovation in Malaysia economy (The World Bank, 2012). In a report, innovation orientation among higher education graduates in low and middle income East Asia is not being managed as a system but instead as individually disconnected institutions (The World Bank, 2012). In response, Ministry of Higher Education Malaysia has formulated a plan, the innovative human capital (IHC) in 2012. The IHC model indicated a new curriculum should be implemented at the university (Ministry of Higher Education, 2012). Four key elements in the IHC model are to produce mind that is creative, innovative, collaborative and entrepreneurial at the university level (Ministry of Higher Education, 2012). However, the report from National Economic Advisory Council (2010) concludes that creativity and innovation has yet to reach a comfortable level in Malaysia. According to the report, "... Efforts to innovate and create have been insufficient. The weak track record of domestic innovation in Malaysia is reflected by the comparatively low number of researchers" (National Economic Advisory Council, 2010).

Concluding Thoughts

The absence of successful innovators among the Malaysian research institutes and universities makes the university graduate suffers from lack of role model to

be inspired. Besides, they are lack of industry exposure. Therefore, the graduate in Malaysia university have vague idea on the innovation career path and has no role model to be imitated.

Innovation, creativity and entrepreneurship culture in university should be inculcated to prepare the graduates towards innovation-led economy. The combination of innovation, creativity and entrepreneurship knowledge transfer at university should be improved. Some stated that the entrepreneurial education in Malaysia universities failed to inculcate soft skills such as creativity. Therefore, for some cases, problem based learning technique should be taken up more frequent compared to student centred or lecturer centred learning style to nurture creativity and innovativeness among undergraduates.

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Using Mobile Technology in Teaching Grammar in Higher Education Institutions: The i-MoL Tool

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Introduction

Today's students are vastly different from the way they were a few decades ago. According to Eaton (2010), today's students are tech-savvy. They can access a world of resources and information just at their finger tips. They are the creators, not simply consumers, of technology.

In line with such tech-savvy and worldly attributes, the field of English language education has witnessed rapid changes in teaching methodology, material development, and assessment. Traditional beliefs and practices of language teaching are giving way to newer, more innovative ways of teaching. Old, authoritative, "teacher-centred" approaches to teaching are giving way to more collaborative and interactive approaches.

Mobile technology presents an alternative approach to knowledge transfer which may be used in educational trainings to the community. The educational use of such technology can help to enhance the skills and competencies of the English language among learners at all levels in the community.

Mobile Technologies for Grammar Learning

Saadiyah (2013) highlighted that among the challenges of transferring English knowledge in this country is to find the best approach to teach English to multilingual students. Classroom-based training is one of the common traditional knowledge transfer methods involving individuals who want to accelerate learning on particular subjects (Piktialis & Greenes, 2007). However, the traditional methods may not be enough in teaching English language.

A good English proficiency comes from good grasp of grammar. To conquer the problems of low English proficiency among Malaysians, it is important to identify the key motivators that could facilitate the process of grammar learning. In this digital age, technology can play a very important role and mobile technology could be one of it.

The utilisation of mobile technologies in education is generally called mobile learning, or simply m-learning. M-learning is introduced globally as a flexible learning approach nowadays. M-learning takes learning to individuals, communities and countries that were previously too remote, socially or geographically, for other types of educational initiative (Traxler, 2009). M-learning in Malaysia is still in its infancy (Issham & Rozhan, 2009). However, Siraj (2004) estimated that Malaysia has a huge potential to implement mobile learning in its curriculum.

Mobile-based approach to teaching and learning of English grammar is unique in that it allows the language learners to benefit the learning process in ubiquitous and more personalised manner. This approach can also enrich, enliven, or add variety to the conventional method of grammar learning as it is digitally designed, flexible and mobile - i.e., anytime and anywhere.

Intelligent Mobile Learning Tool for Grammar Learning: the i-MoL

The "Linguistic Pocket Education" mobile learning project in Universiti Sains Malaysia (USM) revealed that teaching grammar via SMS may be a possible pedagogical tool which will offer benefits to students (Munir, Amelia, Issham & Siti Nur Afiqah, 2012). Students were found to be highly motivated and demonstrated positive attitudes toward SMS-based grammar learning. However, students were reported to face some challenges pertaining to SMS limitation that hinders successful learning. Munir et al. (2012) therefore suggested that students need to have more fun and interactive mobile learning features for them to learn grammar effectively.

As an extension of this SMS-based learning project, i-MoL is thus proposed as an alternative 'on-the-hand' approach to teaching and learning of English Grammar. The term 'i-MoL' is coined to express the mobile concept of grammar learning. The 'intelligent' part of the proposed model lies in its ability to create a personalised grammar learning environment for the learners. Specifically, personalisation in this context refers to the provision of learning contents that are tailored to suit each learner's learning style. In this regard, the proposed model is equipped with a mechanism to firstly model learners' learning styles and then adapt the grammar learning content to each type of learning style.

Through the i-MoL model, a mobile learning system is to be developed as a tool to facilitate a seamless ubiquitous learning environment for grammar learning. The system will include several mobile-based applications for grammar learning including notes, alerts, query, quizzes, polling, and forum.

This i-MoL project intends to design and develop a more advanced and diversified approach to pedagogical use of mobile devices for English grammar. This is in line with the advancement of mobile technologies, proliferation of mobile phone ownership in Malaysia (Malaysian Communications and Multimedia Commission, 2011) and increasing significant mobile learning projects among Malaysian scholars (Mariam & Woollard, 2010).

i-MoL is thus seen as an innovation in mobile learning that supports grammar learning through cross-platform user interface, i.e., from low-end to high-end mobile platform, including Android, iPhone, and basic mobile phones with SMS and MMS capabilities. By exploiting these various mobile platforms, i-MoL aims to provide a personalised and flexible learning environment to facilitate learners in learning grammar.

How i-MoL Benefits the Community

Proficiency in English is vital in today's competitive world. Malaysians need to have a grasp of grammar as it is important and highly required for them to perform most daily activities, especially for communication purposes.

i-MoL offers a ubiquitous way to support language learners to learn English grammar through mobile phones. Since i-MoL is accessible through the most basic mobile technologies, it has the potential to benefit a wide range of community, especially those who live in geographical areas with limited access to Internet. Studies show that mobile phone ownerships per 100 inhabitants in Malaysia is approximately 143 percent while broadband is only 22 percent (MCMC, 2013).

Hart (2007) also explained that, a good English language instructor must be able to tailor the learning materials to suit students' needs. Thus, unlike the traditional methods, i-MoL can help to foster the creation of learning communities and provide new methods for grammar learning knowledge transfer. This adaptive approach enables i-MoL to accommodate the needs of diverse learners.

Higher education institutions (HEIs) which seek to carry out community engagement activities related to English language proficiency may adopt the i-MoL as a virtual language training. In order to make i-MoL accessible to the wider community, HEIs initially can impose a zero-subscription fee to users. This would allow everyone to benefit from the skills and knowledge imparted through the i-MoL app.

Conclusion

Mobile phones are now becoming people's most trusted personal device and are receiving much attention by scholars, particularly for educational researches. For this reason, it seems like a natural progression to introduce such ubiquitous technology to benefit the community of language learners. The i-MoL provides learning contents that are adaptive to learners' learning styles. It is believed that the i-MoL will be able to address many needs of a wider and more diversified community not just in learning English grammar, but also other skills and competencies.

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Views

On the Brink

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We live in a world built on expectations and assumptions. Nowadays, university students are easily misguided into believing that once entering a university and then graduating later in the future, their chances to attain job prospects is higher. Simply being able to enrol into a university does not mean we have the means to achieve success in life. A university is a platform where we gain experiences and the opportunity to meet a diverse set of individuals. Students should be a part of the university in order to have the chance to experience the many exciting prospects university life has to offer. There are some who actually understand the full potential of what a university could offer. Students are easily influenced. It is not meant in a sense that we are unable to think critically. As we age, we learn that all decisions made have consequences and we must learn to live with them. However, we can be brought round to a different way of thinking. We do not need much cajolement in the matter. All we require is a little convincing of our resolve at ensuring the betterment of our futures and voila! Sold!

> **"Basically, all a student really wants is to ensure that once he/she leave university, a secure future is in his/her grasps."**

Students gain numerous benefits from the university. One of them is the knowledge imparted by lecturers. Some students do not fully appreciate this benefit and they tend to take it for granted. As we all know, teaching in higher education institutions is one of the few professions that require years of study, dedication, commitment and perseverance. So lecturers' specialised knowledge, together with their life experience, is invaluable. As a student, I once made an important life decision based on a lecture I had had. No matter how the lecturer chooses to share information, whether in an angry or cheerful manner, it all eventually boils down to the students' perspectives and how they decide to view the lectures. Based on my experience, I decided to resign from a part-time job in a coffee shop after, you can say, getting a revelation on the intricacies of life after one of lectures I attended. So without my lecturer's teachings, I would never be as content as I am today since I was always one to stress over little things. Honestly, it doesn't really matter what a lecturer teaches the students, I believe it is all down to the students; I believe it is all down to the students to learn to think for themselves. Lecturers are after all only there to just give you that little nudge at the beginning. The rest is down to us.

Moreover, I believe the facilities that are provided by the university benefits a great deal towards a student's performance. For instance, the Hamzah Sendut library at Universiti Sains Malaysia (USM). I have lost count the number of times I found myself there at the end of the day. With it being very well equipped and the tranquil as well as the comfortable atmosphere it exudes, it is no wonder the students are fonder of doing their revisions in the library than in their own rooms. However, the hostels provided by the university are at top notch quality too. Compared to other prestigious universities, I am pleased to say that USM is indeed very attentive to the students' needs and wellbeing, for not all universities, it seems, are as considerate as ours.

I also very much appreciate the fact that my university is an internationally acclaimed one. That way, students from all over the globe are encouraged to study here. Exposure to the international students would indeed benefit both parties greatly. By that I mean, local students would come to learn and respect the various values concerning the international students like their culture, religion etc. We would also learn to have an open mind about things as well as develop the skills to work together in order to build stronger connections.

As we all know, due to the vast decline of the economy, it is expected for the university's fees to slowly increase overtime. However, this may not necessarily be a problem anymore to university students due to the funding aid given by the university. Students are eligible to attain scholarships especially if they are able to maintain a solid CGPA throughout each semester.

Basically, all a student really wants is to ensure that once he/she leave university, a secure future is in his/her grasps. With that in mind, they depend on their university to shape them and prepare them mentally as well as physically for all their future undertakings. USM, I believe, is capable of meeting and even exceeding its students' expectations. The university as it is, with its dedicated lecturers and prestigious name globally known could easily ensure a student would be able to do well once they have graduated. However, it takes two to tango so the students must be aware that their efforts too are vital in pursuing their goals and in attaining a promising future.

*Najah Mohd. Zahry is currently pursuing her undergraduate education in English Language and Literature Studies at Universiti Sains Malaysia.

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Wolfe, R. N. and Johnson, S. D. (1995). Personality as a predictor of college performance. *Educational and Psychological Measurement*, Vol. 2, 177-185.

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