

## English Language in the British Education System in Malaya: Implementation and Implications

KHAIRI ARIFFIN

*Universiti Pendidikan Sultan Idris, Malaysia*

AZLIZAN MAT ENH

*Universiti Kebangsaan Malaysia, Malaysia*

*azlizan@ukm.edu.my*

### ABSTRACT

*This study is about the development of English in Education in Malaya before independence. Christian missionaries pioneered education in English at an early stage in Malaya. The position of English in the education system in Malaya in the colonial era has gained a better status compared to the position of Malay and other vernacular languages. This study uses a qualitative method with an emphasis on document and manuscript analysis. This study was conducted at the National Archives of Malaysia and involved the study and analysis of official documents such as the Annual Report, the Education Report, the Colonial office file and official records of the British colonial government. The study's findings have shown that the development of English education started with the opening of English schools by Christian missionaries and the English schools established by the colonial government. There were various reactions to English education from the community, with an encouraging response among the Malayan people. The development of English education created opportunities for people to pursue higher education abroad and within the country. In conclusion, English education has succeeded in producing many students who have successfully placed themselves in the service of the British government. The implementation of English education has been able to help increase the knowledge of current and future generations about the history and emergence of English education in Malaysia.*

*Keywords: Education; English; colonial; missionary; British*

### INTRODUCTION

The implementation of English school education in the Malay states began with the opening of the first English schools in the Straits Settlements then spread to all Federated Malay States and finally all states in Malaya. English schools have provided English education to all races living in Malaya regardless of gender, religion or descent (*High Commission Office 369/1928*). The establishment of the earliest English schools was undertaken by Christian missionaries in the Straits Settlements. In general, English education in Malaya was divided into categories, namely Government English Schools, Missionary Schools, and Private English schools established by certain individuals without financial assistance or supervision from the British colonial government but still registered under the State Education Department.

In the middle of the 19th century, the community in Malaya began to be introduced to vernacular education according to their mother tongue, namely Malay, Chinese and Tamil (Xia et al., 2018; Ng & Cavallaro, 2019). However, by the 20th century, education among Malay children began to have a new need, namely the use of English in their education to achieve career opportunities and social change, as well as the need to hold positions in the British colonial administration. Therefore, after independence the use of English in the Malay states became increasingly widespread among Malay children, leading to the establishment of the Malay College

Kuala Kangsar, an English education school for Malay children from among the elite and aristocracy.

The British colonialists were very aware of the response of the community in Malaya, especially the Malays. In the early stages, the Malays did not give an encouraging response to the secular education introduced by the British. The Malay community was also highly dependent on the workforce of their children, and if they sent their children to school, parents would lose that workforce. There is a view among the Malays that the education introduced by the British colonialists is contrary to Islam because it is secular. Parents of Malay children also think that reading and writing can make their sons clever in western thinking. For girls, parents are less confident in sending their daughters to school due to safety factors. Parents want their daughters to be at home and to help with housework.

Johan (1996), in his book *Educating Malay Elite: The Malay College Kuala Kangsar, 1905-1941*, stated that the British colonialists introduced an important element, the western administrative framework. Also, the intervention of British colonial powers caused traditional Malay politics to face challenges as a result of the development of economic activities associated with tin mining. However, the British colonialists were also forced to fulfil their social responsibilities by providing educational opportunities to the community in Malaya. As a result, the conditions of society in Malaya in the colonial era were separated by a pattern of economic activities that indirectly caused social isolation and created challenging conditions for the Malays, Chinese, and Indians to interact in daily life which, in the context of Malaysian society today, is easy and these different groups are able to get along with each other (Saadon, et al., 2016).

In his thesis *A Social History of the British in Malaya, 1880-1941: With Special Reference to The Federated Malay States*, Butcher (1975) explained that until the 1870s, British rule in Malaya was limited to the Straits States in Singapore, Penang, and Malacca. Before the colonisers' arrival, the Malays had a traditional political, economic, and social system. In the early era of the arrival of British colonialism, community education in Malaya, especially among the Malays, was more of a non-formal education, and formal education was based only on religious school education (Ariffin et al., 2018). However, the situation changed when the British colonialists introduced vernacular school education at the end of the 19th century, providing educational opportunities among the people of Malaya in their mother tongue. However, English school education was also introduced by the early missionaries and the British colonial government, which was more concentrated in the states that were the focus of European society, such as in the Straits Settlements, especially in Singapore and Penang. In the Federated and non-affiliated Malay States, the development of English schools was built on the needs of the British colonial government (Yusof & Enh, 2022).

English School Education has always been open to all levels of society in Malaya and aims to bring ethnic groups of different backgrounds to respect each other as individuals rather than as members of an isolated group. It was hoped that English school education could create a spirit of close-knit friendship and overcome the problems of race relations. The commonality of the group is a worldview that needs to be shared (Gaudart, 1987). In addition to the Malay States, a study by Evans (1996) in Hong Kong showed the importance of using English in the education system in Hong Kong, especially in the era after the second world war, even though earlier history showed rejection of the system. The implementation of English language teaching has finally gained a position in the education system in Hong Kong.

## PROBLEM STATEMENT

English in the education system in the British colonial era was essential for the British colonialists to implement their goals and aspirations in facilitating the domination of the society in the Malay states. By implementing an education system that emphasised the use of English, the British colonialists hoped it would be well received among the Malay community. For the British colonialists, the introduction and implementation of English was an opportunity for the Malay community to obtain a better and higher standard of education compared to the education in Malay vernacular and religious schools. In learning English, Malay children were introduced to a culture and learning resources that emphasised the cultural and social concepts from a western cultural background. The use of English at higher levels up to secondary and high school has introduced the Malays to English culture and literature (Rahman & Mehar Singh, 2022). Malays began to learn the linguistic aspects of the English language and were introduced to English literary figures such as William Shakespeare with his work *Romeo and Juliet*. This development made the English language very important to the British colonialists, such that the education of Malays in the Malay language was neglected. The British colonialists' introduction and use of English seemed to show a determination to develop the local population, but it overlooked the use of the mother tongue. Instead, they introduced a western-oriented education system that emphasised the use of English.

## RESEARCH METHODOLOGY

This study uses a qualitative method. The use of qualitative methods in this paper is to emphasise the analysis of documents and manuscripts.

The primary sources were government records, annual reports, official documents, minutes of meetings, and government files related to English school education, such as the Federal Malay State Annual Report stored in the National Archives of Malaysia and the Tuanku Bainun Library Archives, Universiti Pendidikan Sultan Idris (UPSI).

To obtain secondary sources, researchers collected materials in public university libraries, such as Tuanku Bainun Library, Sultan Idris University of Education (UPSI), University of Malaya Main Library (UM), National Archives of Malaysia (ANM), and Tun Sri Lanang Library, Universiti Kebangsaan Malaysia (UKM).

Secondary sources used in this research included books, journals, and other published writings such as newspapers and magazines. These secondary sources also helped researchers to obtain the views of previous writers to complement the research. In addition, studies were identified on the accuracy of these secondary sources to obtain various views on relationship patterns as well as helping the writer to obtain a comprehensive view of studies that had already been done, the appropriateness of the sources used, the form of analysis and the form of writing that had been used in the research reports.

Researchers used several writing methods to make the results of this research more exciting. The descriptive writing method was also used in this writing. This method is essential to describe the information in more detail. Furthermore, the method of writing in the form of analysis was also used in this writing because it is crucial for answering some critical questions and evaluating and examining the impact of the development of the English language on the Malays themselves.

The next step in producing a historical writing report is to interpret the facts obtained from primary and secondary sources. The facts obtained need to be interpreted to support the researcher's argument in their study. In writing this report, facts related to the development of English school education and the use of the English language by the British were investigated by the researcher. An interpretation based on these facts has been able to further explain the discussion to answer the researched questions. Reports and research results have been analysed descriptively, which involves more detailed explanations. This method helps to reveal or display something so that it is easier to understand (Bala, 2000). Descriptive writing methods are important to help the researcher convey the research results so that they appear clearer and more scientific. The use of descriptive writing methods is to describe information by using a thematic approach. The thematic writing approach can be seen with the researcher making descriptions according to themes and appropriate sub-themes based on important issues based on the problems and objectives of the study.

## FINDINGS AND DISCUSSIONS

English school education can be divided into two categories according to the group that established the schools. The first category was an English school under the support of the British colonial government, called the Free School. Admission to this school was open to all children regardless of race, colour or religion. The second group was English school education, established by the efforts and initiatives of the Christian missionaries who came to Malaya. The purpose of this school was to raise the moral standards of the community based on the principles of Christianity. Examples of bodies responsible for establishing such English schools are the London Missionary Association, the Roman Catholic Group, the Methodist Group and the Church of England (Ling, 2004). The first English school was the Penang Free School, established by the East India Company in 1816. English school education used English as the medium of instruction. These schools using English generally experienced development in parallel with the school system in England. The British introduced a systematic method of assessing schools' success by providing expenditure funding grants to schools established by the British colonial government. The concept and introduction of the scheme were similar to the system operating in England. The financial assistance channelled by the British colonial government to the school was assessed based on the students' results and achievements in examinations. However, this did not continue for long and the result-based financial assistance was abolished in Malaya a few years before it was also abolished in England (Annual Reports on Education in the Straits Settlements and the Federated Malay States for the year 1937).

The British colonialists regarded English as the language of progress. After the British colonial entry into the Malay states in the north, the implementation of English in the Malay states such as Penang, Kedah, and Perlis by the British colonial administration and English schools in Kedah, for example, were introduced to enhance social progress and development among the Kedah Malay elite. For the British colonialists, the introduction of modern education with a western background with the use of English enabled Kedah to be developed so that the state of Kedah could progress, similar to other Malay states such as Perak and Selangor. The use of English was crucial in the British colonial administrative system because English was considered essential in the transmission of knowledge and facilitated the British to carry out administrative matters, apply rules and laws, and deliver any affairs from the British colonial government.

The British made the English language essential and the priority of the British colonial party. The British colonial administration introduced conditions in its service such that only those with an English education background could hold positions in the administration of the British colonial government in Kedah. This then made it very important for the British colonialists to overcome the lack of staff consisting of British people to serve in the Malay states during the era of the administration (Rahman, 1997). The importance of using the English language was highly prioritized in the British civil service in Malaya. In the medical service system, when the British ruled Malaya, most of the nurses were brought in from European countries because they did not trust the local nurses to treat European patients. This was because of communication problems, where they found local nurses of any race could not speak fluently in English, and the Selangor government did not intend to train these local women. Their superficial knowledge was considered dangerous, and they could not understand how to treat European patients effectively (Enh & Abdullah, 2012). Therefore, the local government placed an advertisement to hire trained nurses from Britain to work in Selangor. This inspired local women to take English and nursing classes, and the parents who wanted their children to hold a good position in the government encouraged their children to learn English (Selangor Report, 1889). This contrasts with nurses in the British colonies of Hong Kong and Ceylon, who were described as trustworthy because they had good English communication skills (Federated Malay States, 1900).

The development of the communication system helped the development of the English school in the Straits Settlements in 1823 (Wei et al., 2021). The establishment of the school known as the Free School by the East India Company was the first English education school in Penang; before that, in 1822, Sir Stamford Raffles established an educational institution in Singapore under his name, namely the Stamford Raffles College (Annual Report on Education in the Straits Settlements and The Federated Malay States for the year 1938). However, the development of education under colonial influence and administration was significant. The emergence of vernacular schools began with the establishment of a school run by Christian missionaries, namely the Anglo-Chinese College. The Anglo-Chinese College was opened on 11 November 1818 by a Christian priest, Dr R. Morrison. He was responsible for expanding the influence and project of Christianization in the Chinese nation.

Major Farquhar, who represented the Governor of the Colonial Government at the time, JS Timmerman Thyssen, handed over the administration of the Anglo-Chinese College school located in Malacca, to the London Missionary Society. The establishment of the Anglo-Chinese College school was an initiative of Father Milne to provide free education to all students at the school. The education provided was writing and reading in English. In 1834, there were a total of seventy students from the state of Malacca, including Chinese, Eurasian and Malay students. Abdullah Munshi was one of the earliest Malay students to receive a secular education here.

The school policy established by the missionaries and the British government encouraged Malay children to come to school, especially around Malacca. Students who wanted to go to school did not have to think about costs or expenses because everything was accessible regardless of the student's background. However, in 1842, the missionary school in Malacca, Malacca High School, was not well received among the Malays. The school reported the lack of Malay children due to the suspicion of parents who thought the English school was spreading the influence and teachings of Christianity. On the other hand, there was also a demand by parents among Malay children to try to get scholarships for their children to study in English education schools. As a result, the establishment of English primary and secondary schools multiplied because of the efforts of Catholic Missionaries. Among the schools successfully built on the initiative of the missionaries

were the St. Francis Institution, the Methodist Girls' School, and the Sacred Heart Convent School. The development of the missionary school was not surprising because Malacca had been considered a stronghold of Christianity in Southeast Asia since the Portuguese colonial era.

British colonialists, with the insistence of the sultan of Perak, took the initiative to establish the Malay College of Kuala Kangsar in 1905 as a centre to provide English school education to children from the qualified Malay nobility (Negeri Sembilan Secretariat, 426/1948). Kuala Kangsar Malay College was a boarding school (SC 2265/1353, Kedah Education Report). Graduates from the Kuala Kangsar Malay College institution eventually joined public sector offices as staff in the British colonial administration and helped smooth the administrative affairs of the Malay states.

Examinations in English language school education for grades IV and VII were implemented in 1919. The British colonial government introduced a new system of financial grants, and the implementation by School Inspectors had previously been replaced by an examination system for every English school. The funding grant system was still without significant changes as it was only at an initial stage. English school education was very different from Malay school education because it was divided into two levels, namely primary school (lower level and upper level) and secondary school, while for Malay schools, there was only the primary school level. The following is the lower-level English primary school curriculum in 1930.

TABLE 1. English Primary School Curriculum for Primary I and II (Lower Level), 1930

<b>Subject</b>	<b>Grade I</b>	<b>Grade II</b>
Reading	Read and understand low-reading books.	Read and explain the First Standard Reader book.
Writing	Form and unite the alphabet on the board from the printed copy.	Write from short words taken from reading books used in class.
English	Common object names and simple verbs. Conversational ways, adjective comparisons, and personal pronouns.	Conversational lessons on basics and verbs using present, past and future tenses.
Approximate Science	Mental arithmetic (add and subtract small numbers). Count starting with numbers 1 up to 1000. Multiplication tables up to 6 times 12.	Mental arithmetic is a method of adding, subtracting, and multiplying using small numbers in dollars and cents not exceeding 10 \$. Multiplication tables and calculations up to a million. Addition, subtraction, and multiplication by single dollar and cent digits.
Geography	Classroom and school plans	School and playground plans. Compass points.

Source: *Report on Education 1913*

Table 1 above shows the primary school curriculum that used English in the lower grades I and II in 1930. For the subject of reading, grade I pupils had to read and understand primary reading books, while grade II pupils read and explained First books, the Standard Readers. Next, for the writing subject, grade I students learned the technique of forming and combining the alphabet on the blackboard from printed copies, while grade II students learned writing from short words taken from reading books. English subjects taught to grade I students included common object names, simple verbs, conversational ways, adjective comparisons, and personal pronouns.

Grade II students were taught informal lessons on basics and verbs using present, past and future tenses. Grade I approximate science subjects were taught about counting, which is the activity of adding and subtracting small numbers. They were also taught about counting activities starting from numbers 1 to 1000 and multiplication tables up to 6 times 12. Pupils in grade II are also taught about dividing. Still, it was more complicated than in grade I because they were required to explore multiplication activities using small numbers, dollars, and cents, not exceeding \$10. In addition, students were also taught about multiplication tables, counting activities using numbers ranging from one to a million, addition, subtraction, and multiplication with single digits, dollars and cents. Finally, for geography, grade I students learnt about classroom and school plans, while grade II were taught about the school, playground, and compass points.

Next, the curriculum taught to English primary school students became more difficult as they progressed to grades III and IV. The following is the English primary school curriculum for grades III and IV lower level in 1930:

TABLE 2. English Primary School Curriculum Standard III and IV Year (Lower Level), 1930

Subject	Grade III	Grade IV
Reading	Read and explain the Second Standard Reader books.	Read and explain Third Standard Reader books.
Writing	Write dictation passages taken from reading book statements used in class.	Write dictation passages taken from reading book statements used in class.
English	Use of perfect, pluperfect and future perfect tenses. Question verse.	Proper use of conjunctions, different meanings of 'would', 'should', 'must', and 'do'. Write a short story that the teacher reads.
Geography	Geographical terms, use of maps and globes. Continents (area, position and general nature), shape and movement of the earth.	The geographical condition of the state in which the school is located. The position of heads of state in the world and their capitals. The movement of the sun and moon, the seasons, the tides, and the formation of rivers.
Approximate Science	Simple mental arithmetic using four simple rules, the dollar and the cent. Use four simple rules and amounts related to dollars and cents (not to exceed \$ 100).	Dollar currency, weights and measures (using small numbers). The application of four simple rules to the dollar currency, weights, and measures.

Source: Report on Education 1913

Table 2 above shows the lower level III and IV English primary school curriculum in 1930. For reading subjects, grade III students had to read and explain the Second Standard Reader book, while grade IV had to read and explain the Third Standard Reader book. Grade III and IV writing students were taught how to write dictation passages taken from reading book statements used in class. For English subjects, grade III included using perfect, pluperfect and future perfect tenses and question sentences. Grade IV included the correct use of conjunctions, the different meanings of 'would', 'should', 'must', and 'do', and writing short stories that the teacher read. The subject of Geography taught to grade III students included knowledge of geographical terms, the use of maps and globes, continents (areas, positions and general properties), and shapes and movements of the earth. Grade IV were taught about the geographical condition of the school, the location of the capitals in the world, the movement of the sun and moon, the seasons, the tides, and the

formation and travel of rivers. For the subject of approximate science, grade III students were taught about simple mental arithmetic by using four simple rules, dollars and cents. They also performed calculation activities using four simple rules and amounts related to dollars and cents (not exceeding \$ 100). Grade IV Mathematics students were taught about dividing activities involving dollar currencies, weights, and measures (using small numbers). They were also taught about applying four simple rules to the dollar currency, weights and measures. Teachers used English entirely in teaching and learning in English school education.

Students who were in levels V and VI used English only. The following is the curriculum for grades V and VI for the upper level for 1930:

TABLE 3. English Primary School Curriculum for Grades V and VI (Upper Level), 1930

<b>Subject</b>	<b>Grade V</b>	<b>Grade VI</b>
Reading	Read and explain the book of any appropriate reading book.	Read and explain the book of any appropriate reading book.
Writing	Write dictation from a Fourth Reader reading book not used in class.	Write dictation from Fifth Reader reading books not used in class.
English	Simple sentences that change and align sentences. Produce short and simple stories to be read twice.	Complicated sentences about relative pronouns and their proper usage. Produce a simple story and a description of a familiar object.
Geography	Settlement of states in the Malay Peninsula. Major rivers, ports, and mountains in the world. Longitude and latitude of the earth. Climate, rain, snow, wind, ocean currents and water catchment areas.	British influence in Asia, tribal and religious leaders in the world. River flows, groundwater (spring formation), volcanoes and earthquakes.
Approximate Science	Addition and subtraction of simple fractions as well as simple proportions. Raising exercises.	Gross fractions, decimals, compound proportions, simple interest, and square roots.

*Source: Report on Education 1913*

Table 3 shows the curriculum of grades V and VI for the upper level in 1930. First, V and VI were taught about reading and were expected to explain any appropriate reading book. For the writing subject, grade V students learnt how to write out text dictated from a Fourth Reader reading book that was not used in class. Grade VI students were also taught about dictation writing, but they used Fifth Reader reading books that were not used in class. Next, grade V English subjects were taught about simple English sentences and how to compose sentence structures. Grade V students were also required to write a short story or produce a story written in English. Once the students successfully produced a short story, they were required to tell the story twice. The emphasis on memorizing and reading was for students to master writing and reading skills well. For grade VI English subjects, students were taught about the function of the relative use of pronouns and how to use the pronouns correctly. Pupils also wrote a simple story and used objects as easy-to-understand examples. While for the subject of geography, grade V students were taught aspects that included the characteristics of settlements found in the Malay states in the Malay Peninsula, major rivers, ports, and mountains in the world. Pupils were also exposed to the concept of longitude and latitude of the earth. In addition, students also learnt about the characteristics of climate and weather, rain, snow, wind, ocean currents and water catchment areas. For the subject of geography for grade VI, students were taught about British colonial influence in Asia,



community leaders, aspects of beliefs and religions in the world, river flow, groundwater (spring formation), volcanoes and earthquakes.

In addition, the subject of Approximate Science at grade V involved the activities of addition and subtraction of simple gross fractions and simple proportions. Grade V students were also given scoring training to ensure they were proficient in counting. The subjects of Arithmetic studied by grade VI students included gross fractions, decimals, compound proportions, simple interest, and square roots. Table 4 shows the curriculum for grade VII for the upper levels for 1930.

TABLE 4. English Primary School Curriculum Standard VII (Upper Level), 1930

Reading	Read correctly and fluently a passage in a Standard English book and explain its meaning.
Writing	Write an excerpt of no more than 120 words from any modern book or newspaper.
English	Basic knowledge of grammar or grammar and punctuation. Write a simple essay guided by three given objects.
Geography	British government empire and general knowledge of world geography and simple physical geography.
Approximate Science	Averages, stocks, discounts, compound interest and balance sheets, mental arithmetic.

Source: Report on Education 1913

The reading subject taught to grade VII pupils covered how to read a passage in a Standard English book correctly and fluently, and then explain the passage that has been read. In addition, for the writing subject of grade VII, pupils had to write a passage not exceeding 120 words from any modern book or newspaper. Grade VII English students were exposed to basic knowledge involving grammar or grammar and punctuation. Pupils were also required to write a simple essay based on three objects given by the teacher. Next, the subject of geography taught to the pupils of grade VII included general knowledge of world geography and simple physical geography. Pupils were also exposed to the influence of the British empire.

After the British colonial entry into the Malay states in the north, the introduction of English education in the Malay states, such as Penang, Kedah, and Perlis, was implemented by the British colonial administration. English schools in Kedah, for example, were introduced to enhance progress and social development among the Kedah Malay elite. For the British colonialists, the introduction of modern education with a western background with the use of English enabled Kedah to develop so that the state of Kedah could progress as in other Malay states such as Perak and Selangor.

The use of English was crucial in the British colonial administrative system because English was considered an important language in the transmission of knowledge and facilitated the British colonial government in carrying out administrative matters and conveying all forms of rules, laws, and delivery of any affairs from the British colonial government. The British colonialists regarded English as the language of progress. To make the English language more vital and to boost the significance of the British colonial party, the British colonial administration introduced conditions in its service that only those with an English education background could hold positions in the administration of the British colonial government in Kedah. Hence, the use of English in education was very important for the British colonialists to overcome the shortage of staff consisting of British people to serve in the Malay states during the administration (Rahman, 1997).

Meanwhile, the development of English language education in the Straits Settlements can be seen in 1823 with the establishment of a school known as the Free School, the first English education school established in Penang by the East India Company. Before that, in 1822, Sir Stamford Raffles had established an educational institution in Singapore named Stamford Raffles College (Annual Report on Education in the Straits Settlements and The Federated Malay States for the year 1938).

The establishment of English-medium Primary and Secondary schools increased as a result of the efforts of the Catholic Missionaries. The St. Francis Institution, the Methodist Girls' School, and the Sacred Heart Convent School were among the schools. The development of the missionary school was not surprising because Malacca had been considered a stronghold of Christianity in Southeast Asia since the Portuguese colonial era. The community's response in Malaya also showed that English language school education was gradually growing and gaining a place in the community.

## CONCLUSION

Overall, English language education introduced in the Malay states has increased. The British colonialists implemented the use of English language education with the direct involvement of the British colonial government and the participation of missionaries. Apparent efforts and planning by Christian missionaries and the British government successfully developed education and use of the English language in the Malay states. Economic prosperity in Malaya opened up opportunities for the education sector to respond to all walks of life. However, the perception of the Malays gradually changed until independence, after realising the importance of English language education in increasing status and social changes and involvement among the royal family and the Malay elite (Alimi, et al., 2021).

The British colonial education policy focused more on the Malay elite and not on the education of the masses, especially prioritising schools that used English in education. The treatment and selective approach by the British colonialists towards the Malays in Malaya was very significant, with English as the main medium of instruction because this language was implemented in the primary and secondary school systems of the Malay states. Education for the children of the Malay aristocracy or the Malay elite was given less attention than providing their children with English schooling. This became more apparent when the colonialists struggled to accept the proposal from the Sultan of Perak to establish a Malay English school known as MCKK. The British colonialists were concerned with the development of English education among the Malays, considering what happened in India when education allowed the people in India to reach a level of progress and awareness of thought such that they finally succeeded in claiming Indian independence from the British colonialists. In reality, the number of Malays eligible to enter English education was limited to the children of the nobility, kings or influential people. Any ordinary Malays who entered the MCKK college considered this something they were very proud of.

The successful use of the English language in the community in the Malay states has made the English school educational institution as an agent of social change. This provides changes to the standard of living of the thriving community by producing well-known figures and intellectuals who have contributed to the community, especially during the pre-independent period. This made Malaya a nation which is admired all over the world. Furthermore, the introduction and practice

of using the English language and English lessons in the Malay states had helped the people of Malaya to be more open-minded using the educational model known as "western type education". English language is still important and relevant today (Maros & Halim, 2018; Azmuddin, Mohd Nor & Hamat, 2020). This language has contributed to the social and economic developments in Malaysia while moving towards globalization and to make Malaysia stand tall at the international level today.

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