

## TEMPLATE PENYEDIAAN MANUSKRIP

#### [CONTOH HALAMAN PRELIM/AWALAN UNTUK MANUSKRIP]

**KANDUNGAN/CONTENTS**

(contoh susunan isi kandungan)

GAMBAR PENULIS (*Memakai Jubah)* …………………………

BIOGRAFI PENULIS (*Perlu ada*)…………………………

DEDIKASI/DEDICATION (*Jika ada*) ………………………… PENGHARGAAN/ACKNOWLEDGMENTS (*Jika ada*) ………………………… ABSTRAK/ABSTRACT (*Perlu ada*) …………………………

PENGENALAN/INTRODUCTION (*Perlu ada*) ………………………… BAB 1 …………………………

BAB 2 …………………………

dan seterusnya……………………… …………………………

RUJUKAN/REFERENCE *(Perlu ada)* …………………………

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**BIOGRAFI/*BIOGRAPHY***

(*Perlu ada*)

Ringkasan profil akademik, bidang kepakaran, pengalaman penyelidikan dan sumbangan Profesor (1000-2000 patah perkataan).

**DEDIKASI/*DEDICATION***

*(Jika ada)*

Bahagian ini boleh dimasukkan jika perlu. Penulis boleh mendedikasikan dengan menujukan sesuatu kepada seseorang atau sesuatu sebagai tanda penghormatan atau kasih sayang. Jumlah kepanjangan paling minima dua halaman.

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**PENGENALAN/PENDAHULUAN/*INTRODUCTION***

(*Perlu ada*)

Bahagian ini mentakrifkan judul dan bidang buku tersebut, serta mengikat semua bab yang dihimpunkan.

## TEMPLATE PENYEDIAAN MANUSKRIP

#### [CONTOH HALAMAN JUDUL UNTUK MANUSKRIP]

***Professorial Lecture Series***

**ZOOMERS IN MIND...OR NOT: STORIES UNIVERSITIES TELL**

(JUDUL MANUSKRIP - Saiz Rupa Taip 28 point)

**Harshita Aini Haroon**

Penerbit Universiti Malaysia Perlis KANGAR ● 2025

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***[CONTOH HALAMAN BAHAGIAN ISI KANDUNGAN]***

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| **BIOGRAPHY** |  |  |
| **ACKNOWLEDGEMENT** |  |  |
| **ABSTRACT** |  |  |

|  |  |  |
| --- | --- | --- |
| **1** | **HIGHER EDUCATION WEBSITES AND ZOOMERS** |  |
|  |  |  |
| **2** | **UNPACKING THE WEBSITES LINGUISTICALLY** |  |
|  |  |  |
| **3** | **WEBSITE ACCOUNTS** |  |
|  |  |  |
|  |  |  |
| **4** | **IS THE ZOOMERS APPEAL PRESENT IN THE WEBPAGES?** |  |
|  |  |  |
| **5** | **IDENTITIES CONSTRUCTION IN THE WEB PAGES: A SOCIETAL ANALYSIS** |  |
|  |  |  |
| **6** | **MOVING FORWARD: MAKING LANGUAGE MATTERS MATTER** |  |
|  |  |  |
| **REFERENCES** |  |  |

A person in a blue robe and hat

AI-generated content may be incorrect.

**Professor Dr. Harshita Haroon**

***[CONTOH BIOGRAFI/ BIOGRAPHY]***

**BIOGRAPHY**

Harshita Aini Haroon was born on 14 December 1970 in Kulim, Kedah, and is the eldest of five siblings. Her earliest schooling was at St. Anne’s Convent Kulim, where she failed miserably in sports but stood out in languages. She then went on to Sekolah Menengah Agama (P) Al-Mashoor in Penang, followed by Sekolah Menengah Sultan Badlishah, Kulim. At 18, Harshita left for the UK, to attend a two-year Access Course, which then led to her four-year teacher education undergraduate studies at West Sussex Institute of Higher Education in Bognor Regis, West Sussex. In 1994, she graduated with a 1st class Bachelor of Education (Hons) degree in Teaching of English to Speakers of Other Languages (TESOL), at which time she was also awarded the institution’s Lord Wolfenden Prize in Academic Achievement, the first to be awarded to a foreign student by the institution. In 1996, she obtained her Masters in Arts (MA) in Linguistics and Information Processing from the University of Leeds and her PhD in 2000 from the same university, following a study based on corpus linguistics.

Harshita’s teaching career began in 1994, shortly after her return to Malaysia upon obtaining her B.Ed degree. Her stint as a secondary school English teacher in Kuala Kedah did not last long as she was accepted into Universiti Sains Malaysia (USM) Academic Staff Training Programme, which flew her back to the UK in 1995, this time to the University of Leeds. After her PhD, she worked at USM as a lecturer until 2002 when domestic changes required a move further north to Universiti Utara Malaysia (UUM). At the university, in addition to teaching and supervision, she was assigned leadership roles as Director of *Institut Kemajuan Pendidikan dan Pembangunan Remaja dan Kanak-Kanak* (IKRAK), Deputy Dean (Research and Postgraduate Studies) at the Faculty of Cognitive Science and Education and Director of the University’s Quality Management Institute (IPQ).

In 2008, she was seconded to the Ministry of Higher Education, first as the Programme Head at the Programme Management Office (PMO) of the National Higher Education Strategic Plan (PSPTN), monitoring projects run by public universities under the strategic plan; and then, the PMO Director until 2013. In March of the same year, she joined Universiti Malaysia Perlis (UniMAP) and was put at the helm of the University’s Centre for International Languages. From 2018, Harshita has been leading the university’s corporate and quality management arm, which has since been rebranded and now known as the Centre for Strategy and Quality Management (SQM).

Harshita is now Professor at the Faculty of Business and Communication (FPK), with current research interests focusing on discourse analysis and language learning while also supervising and co-supervising postgraduate and postdoctoral research students on topics related to language studies. Harshita has produced, as lead and co-author, more than 130 refereed and indexed publication, including research papers, book chapters, proceedings, keynote speeches and leadership module series, based on local and national levels research grants. She is also currently Visiting Professor at the Faculty of Cultural Science, Universitas 17 Augustus 1945 Surabaya, Indonesia.

To this day, she is still trying to figure out how to work smart, in the hope of finding just the right balance between administrative and academic work.

***[CONTOH ACKNOWLEDGEMENT/PENGHARGAAN]***

**ACKNOWLEDGEMENT**

I grapple with acknowledgements, as countless names and faces have played a significant and contributory role, whether big or small, in helping me to learn and grow.

So, I will try.

My gratitude goes to every single individual who I have worked with at Universiti Malaysia Perlis and those in other places, friends and colleagues, for you have directly or otherwise, left an imprint in my life. With that mark, I flourish.

My heartfelt thanks go to the team who has helped me with the lecture, in particular friends at the Faculty of Business and Communication (FPK), LEAD and UniMAP Press. Thank you too, to the university top management for the platform afforded to me to deliver the lecture.

A most special appreciation will have to go to my father, Haroon Haji Awang who was relentless in ensuring my siblings and I enjoyed reading English newspapers and books when we were very young - it has helped! And my mother, Siti Asiah Man who has been providing a quiet (and sometimes, not so quiet) but unwavering support to her eldest daughter. I would not want it any other way.

The care and understanding provided by my husband Mazlan Salleh are immeasurable, as are the love and patience showed by my children Adam, Idris, Elias and Sophia, despite the innumerable time and ‘mama-attention’ sacrifices that had been inevitable. I hope they have made you strong.

I am very blessed, Alhamdulillah.

#### [CONTOH ABSTRAK/ ABSTRACT]

**ABSTRACT**

Higher Education (HE) institutions’ presence on the internet is profound, communicating their products and services on their official websites, often attempting to highlight how they are different from others. The communication manifests both the written and visual forms. With many students fighting for the limited places in public universities (which means that eventually, many too will need to resort to alternatives) and the numerous competing private universities in a comparatively small (local) market, marketing and branding become primary motivations for web presence to reach out to the masses. However, with Zoomers as targeted prospective students, HE institutions would be foolish into thinking that mere website presence is sufficient for the purpose. Zoomers are judicious in their browsing, looking for details and key information that would serve their unique purposes, against the backdrop of their own preferences, characteristics and background.

This lecture unpacks the ways in which both the public and private universities use language to represent themselves in their official websites, in keeping with the audience they are targeting. How are they telling their stories to do this? Are the public and private universities using language differently to showcase what they have to offer to the Zoomers? While the study shows that the private universities websites’ behaviour, by and large, is more discerning and sensitive towards the needs and wants of the generational group, the more important question of website content development and the priority that should be accorded to it is highlighted, postulating the idea that writing a webpage content needs to be taken seriously, as a university’s webpage *is* now *the* university.

#### [CONTOH HALAMAN BAHAGIAN TEKS]

[Saiz Rupa Taip teks 12 point dan jenis taip Times News Roman/Arial]

**CHAPTER 1**

[Saiz Rupa Taip 12 point]

# HIGHER EDUCATION WEBSITES AND ZOOMERS

[Saiz Rupa Taip 14 point]

**INTRODUCTION** (saiz 12pt, UPPERCASE, **bold**)

We all think we know a good website when we see one. Our daily internet walkabouts help us build this concept. Somewhere between the ideation of a website and its publication, is the inevitable and arguably, the most important matter of language. Despite the many defining features that play a role towards producing a captivating website that serves its purpose effectively, it is the language that is used which is all important and performs the definitive job. Emile de Girardin, a French journalist, publisher and politician, who lived in the 1800s once said, *“The power of words is immense. A well-chosen word has often sufficed to stop a flying army, to change defeat into victory and to save an empire”.*

In the Higher Education (HE) context, the operations and possibly in extreme cases, the survival of the metaphorical empire i.e., the university, relate much to the role played by communication platforms that universities now have at their disposal. One such platform that is the focus of this paper is the university website, an indispensable tool that has made its mark with technological advancement. The websites have become a, if not, the pivotal reference for all looking to participate in HE, as pointed out by Levesque (2022) “*websites were a critical resource for participants as they investigated majors and minors (p.103), (and) were positively influential if they were welcoming, user-friendly, and showed campus life (p.125)”.*

The role of HE has evolved much over the century. When once upon a time it was a place only for the privileged echelon of society, democratization of knowledge has led to the wide opening of university doors, further assisted by various enabling factors. While seeking knowledge was all there was to a university education several decades ago, we now find ourselves in an era where universities have become a training ground for plug-and-play talent ready for the picking by the marketplace, serving unfortunately (or otherwise) a utilitarian purpose. We are in an age where the end-of-the-all question about a university education is no longer: ‘what will I learn’ but rather ‘will I get a good job easily with the things I learn?’ The latter reigns supreme, and in the 21st century this question is asked by a generation known to us all as Zoomers, Gen-Z, and Gen-Zers.

Zoomers is the generation born between mid to late 1990s and 2010s. They grow up in the midst of internet normality and are thought to be true digital natives, benefiting from, and being exposed to the internet, to social networks, and to mobile systems from a very young age. This generation views higher education as important for its value (How Gen Z, 2022), asking questions such as what do they get out of it, how will the experience sharpen their practical skills, is the college experience worth the cost; placing importance on hands-on experience and relying on the views of friends or others of the same group when it comes to making HE choices. Based on a survey (Striving for balance, 2022) it conducted on Zoomers and Millennials, Deloitte reports that Zoomers:

1. Have concerns regarding financial security and are deeply concerned about wealth inequality.
2. Place emphasis on good work-life balance and on growth opportunities, valuing a lifestyle that affords them some me and family time, and time to do other things that are not seen as work.
3. Prioritize sustainable choices and environmental action and expect others to do more to this effect.
4. Are regularly stressed and anxious, with stressors including long-term financial futures and day-to-day finances.

These inclinations, according to the report, influence Zoomers’ view of the way in which they use resources and form relationships, highlighting focus on access (rather than possession), and expression of individual identity and ethics. The highlights of the Deloitte report suggest that universities would do well to ensure that their website contents are in tune with Zoomers’ aspirations, if indeed this is the group they are targeting as their prospective students. The assumption is that when Zoomers navigate their way through university websites to find their place in the HE space, they would be on the lookout for a lifestyle that underscores their concerns, philosophies, and their wants, in particular on matters pertaining to learning environment and conditions, learning support, fees and funding, potential employability and promises of their future.

The known characteristics of Zoomers, their priorities, and their aspirations thus raise the question of the extent to which universities consider and leverage these in their social media platforms, with the purpose of attracting the prospective students’ attention and engaging with them. Lamb (2018) enlists useful pointers:

1. Any advertising will need to be personally appealing to them.
2. Content needs to be interactive.
3. There are opportunities for chats.
4. Messages must be crystal clear, and up-front, using data, statistics and videos to convey them as Zoomers do not appreciate having to search extensively for information, as neither are they fond of wordiness and frills.

A blog I referred to earlier calls on HEI leaders to act accordingly, given our knowledge of the Zoomers:

*Now, with a better idea of Generation Z’s opinion on higher education, admissions and recruitment can find new ways to keep these prospective students engaged. Leaders in higher education should constantly reassess the interests of current and prospective students. And not only do they need to adapt to those wants and needs but also adjust their communication styles to meet them.*

(How Gen Z, 2022).

# UNPACKING THE WEBSITES LINGUISTICALLY

The study focuses on six public and six private universities. For each university type, three of the universities were established less than 20 years (young university), while the other three are aged more than 20 years (mature university). All websites are for public consumption. The universities’ brief is provided in Table 1.1.

**Contoh Penggunaan Jadual (Table):**

**Table 1.1** Selected Universities’ Brief

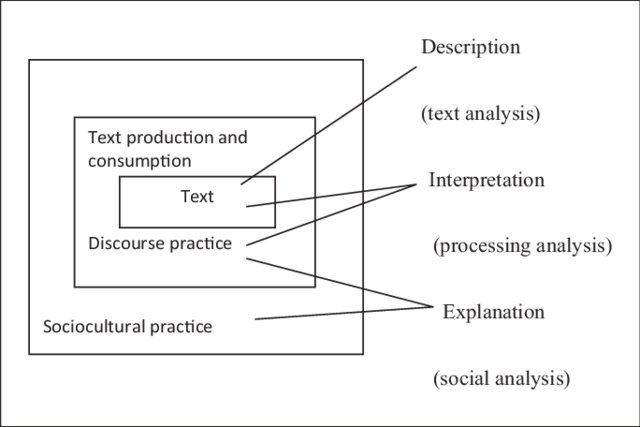
(Saiz Rupa Taip 11 point)

|  |  |  |
| --- | --- | --- |
|  | **YOUNG UNIVERSITY** | **MATURE UNIVERSITY** |
| Public University | **PbUniA**  Focus is on entrepreneurship and enterprise education. Established in 2006. | **PbUniD**  A teaching university, with nine faculties. Established in 1997. |
| **PbUniB**  A comprehensive university, established in 2010. | **PbUniE**  Aims to spearhead knowledge and be the global reference centre for Islamic science. Established in 1998 |
| **PbUniC**  A specialist military university, established in 2006. | **PbUniF**  Focus in on Marine Science and Aquatic Resources. Established in 2001 |
| Private University | **PrUniA**  Established in 2006, provides working adults with access to higher education via open distance learning. | **PrUniD**  Founded in 1997, with a concentration in technology and multimedia disciplines. |
| **PrUniB**  A non-profit education institution, with a fully residential campus boasting state-of-the-art facilities. Established in 2010. | **PrUniE**  Established in 1999, with GLC university status, offering engineering, and technology courses, as well as social sciences and the humanities. |
| **PrUniC**  Established in 2006, founded on Islamic principles and values and offers taught courses and research programs. | **PrUniF**  A research university established in 1997, offering a wide range of industry-relevant engineering, science and technology programmes at various study level |

Data were collected from the homepages and the student pages of the websites between the periods of 20 to 28 June 2022 and 20 to 28 July 2022. These are sites that prospective students look at in their search for universities (Sachaie, 2011; Le, Dobele & Robinson, 2019). The homepage provides the first impression of the university, the ‘front line’, so to speak, to the HEIs which is not only viewed by the prospective student, but also their parents and other stakeholders of the university. University websites student pages come under various headings, and as evident in the websites, may comprise either one page or several pages relevant to prospective students.

Essentially, these are pages that supply information on programs of study, courses, admission, funding and fees, and student campus life, all with the aim of guiding and influencing the prospective student by giving them an insight about the university. The two collection times serve the purpose of strengthening internal validity (Sachaie, 2011). Data was taken only from the first page of the relevant menu. The textual analysis done on the selected universities’ websites employs Fairclough’s (1995) model for Critical Discourse Analysis as an interpretive tool (see Figure 1), focusing on text, process and social levels (Fairclough, 2001, Sachaie, 2011; Hoang & Rojas-Lizana, 2015), with discourse being seen as a social practice.

###### Contoh Penggunaan Rajah (Figure):

****

**Figure 1.1.** Three-dimensional Method of Discourse Analysis.

(adapted from Fairclough, 1995, p. 98).

(Saiz Rupa Taip 11 point)

***[CONTOH HALAMAN AKHIRAN UNTUK MANUSKRIP]***

**RUJUKAN/*REFERENCES***

*(Perlu ada)*

Bahagian ini mentakrifkan senarai yang disediakan oleh penulis untuk memudahkan pembaca mendapatkan bahan-bahan tambahan. Rujukan ditulis/diberikan dalam gaya APA.

#### Contoh:

**Buku** - Jalil,M. *et al*. (2013). *Semiconductor Optical Amplifiers and Related Applications*. Skudai: Penerbit UniMAP.

**Jurnal** - Nakamura S. and K. Tajima. (1997). “Experimental Investigations on High Speed Switching Characteristics of a Novel.” *Applied Physics Letter*, 65 (1): 283-455.

**Prosiding/Conference** - Mecha, B. *et al*. 1998. Nonlinear Responds of a Spar in Deep Water”. Proceeding of the fifth International Offshore and Engineering Conference. The Netherlands, 11-15 June.

**Tesis** - King, K. 1987. “Development of Pressurised Systems for Oxidation Studies”. Unpublished ph.D. Thesis. Pennsylvania University.

**Laman Sesawang/Website** - Global Security.org. 2016. “Tension Leg Platform technology”. Retrieved from<http://www.globalsecurity.org/military/systems/ship/platform> (accessed on 4 nov