APPENDIX A

Technical English and Communication Course Description
<table>
<thead>
<tr>
<th>Semester</th>
<th>Topics Covered</th>
<th>Credit Hours/No. of Hours</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>i. English grammar</td>
<td>4/54</td>
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<tr>
<td></td>
<td>ii. Critical reading</td>
<td></td>
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<td></td>
<td>iii. Public Speaking</td>
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</table>

Semester 1 Technical English and Communication main objective is to re-expose the students to the basic English grammar, reading skills, and public speaking skills so that they can enhance their knowledge on what they have learnt in school or previous institution. This exposure is hoped to develop their confidence and improve their knowledge in using English language either in the classroom or outside the classrooms. This knowledge is also important for the students to apply in the second semester.

| 2        | i. Technical Report Writing                | 4/54                     |
|          | ii. Technical Report Reading               |                          |
|          | iii. Technical Presentation                |                          |

Semester 2 Technical English and Communication expects the students to be able to understand what technical report is and how to write technical reports. Besides that, the students should be able to give simple technical presentations related to their course of study. This is to prepare the students for their day to day tasks at GMI and also for their work later. After taking this subject, the students should be able to write and present information accurately and clearly.

| 3        | i. Manual Instruction Writing              | 2/36                     |
|          | ii. Manual Instruction Presentation        |                          |

Semester 3 Technical English and Communication provides the students with the opportunity to produce their own manual instruction according to their own fabricated product. The products if possible are relevant to their respective programme and the students are to write the manual instruction based on the product. The students can also practice their technical presentation learned in Semester 2 in presenting the manual instruction. This is another task that is hoped could prepare the students for their work task in the industry later.

| 4        | i. Letter Writing-inquiry, complaint,      | 2/36                     |
|          | application letters                        |                          |
|          | ii. Resume Writing                         |                          |

Semester Four Technical English and Communication is important to prepare the students to enter the workforce since they are taught to write application letter and resume. This subject also exposes the
students in business writing. At the end of the lessons, the students should be able to apply for a job and write a variety of business letters.

| 5 | Presentation skills for Final Year Project (proposal presentation) | 1/18 |

Semester Five Technical English and Communication is meant for the students to enhance their technical presentation skills in a more complex situation that is in presenting the technical project. At the end of the lessons the students should be able to present their Final Year Project Proposal accurately and confidently.

| 6 | Presentation skills for Final Year Project (internal and external presentation) | 1/18 |

Semester Six Technical English and Communication is the continuation of the semester five Technical English and Communication. However, this presentation is conducted together with product demonstration. At the end of the lessons the students are expected to present and demonstrate their product accurately and confidently in front of the internal and external verifiers.
APPENDIX B

Technical English and Communication Syllabus
Sub-Module : TECHNICAL ENGLISH & COMMUNICATION 1

Code : GEN 01.10

Prerequisite : NIL

Semester : 1

Weightage : 4

Duration : 56 units

Summary of objectives :
- Read basic Text
- Write a simple document
- Listen and different phonetics
- Demonstrate basic oral communication skills

Assessment Scheme

1 Coursework 30%
2 Mid-semester Examination 30%
3 Final Exam 30%
4 Key Qualification (Attitude & Attendance) 10%

References

1 Reading & understanding texts. The English for Academic Purposes Series
2 Clear Speech and pronunciation & Listening Comprehension
3 Writing basic and paragraph writing
4 Over to you – Roy Boardman, 1984
5 Fundamental of English grammar, B. Azan, 1992
A. Basic Reading Skills

1. Select the relevant books for reading and research
2. Read, skim, and scan through a text selectively and identify the relevant parts
3. Infer meaning of words and phrases in a text
4. Extract information directly stated/implied in a text
5. Evaluate the usefulness of a text
6. Make notes by reorganising key information in the form of a suitable chart
7. Reorganise and restate information in the form of paragraph
8. Identify detailed description of a process, compare and contrast text content, language features, extracting information, reorganising information using charts and diagram forms

B. Basic Writing Skills

1. Identify the different grammar components used in writing
2. Construct the various sentence structure and paragraph
3. Review-punctuation, spelling and mechanics
4. Identify the step-by step approach to the various processes involved in paragraph writing
5. Practice pre-writing and revision strategies
6. Identified the different characteristics/components of the different types of paragraphs – Points, Process, Explanation, Compare and Contrast, Cause and effect

C. Basic Listening Skills

1. Introduction to phonetic alphabets/symbols
2. Transcription of phonetic symbols/spelling to English to facilitate pronunciation of listening English errors.
3. Identify and demonstrate: the different speech, different phonetic symbols patterns; such as, intonation, stress, consonant, vowel sounds of English and different phonetic symbols.
4. Detect and correct pronunciation errors in conversations and speeches.
6. Usage of punctuation in relations to stress, intonation & pitch in spelling.
D. Basic Oral Communication

- Oral presentation skills
  1. Identify the difference between verbal and non-verbal behaviour in speech
  2. Apply the accurate (one-to-one/individual) communication techniques and apply techniques used in group discussions
  3. Role-play a given situation; (one-to one/group)
  4. Apply the techniques for oral presentation using the AVA
  5. Speak confidently when giving oral presentation
  6. Techniques of an effective Inter-Personal communication skills
  7. The techniques of a group discussion / inter-group communication skills
**Sub-Module** : TECHNICAL ENGLISH & COMMUNICATION 2

**Code** : GEN 01.20

**Prerequisite** : GEN 01.10

**Semester** : 2

**Weightage** : 4

**Duration** : 56 units

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**Summary of objectives**:

- Generate ideas and gather information for technical reports
- Organize ideas into an outline before writing report using technology
- Write different types of technical reports
- Present orally technical reports

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**Assessment Scheme**

<table>
<thead>
<tr>
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<th>Coursework</th>
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<tr>
<td>1</td>
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<tr>
<td>2</td>
<td>Key Qualification (Attitude &amp; Attendance)</td>
<td>10%</td>
</tr>
</tbody>
</table>

**References**

1. Technical Contact
2. Technical Writing, Emerson, 1987
A. Basic Technical Reading Skills

1. Gather information from both internal and external sources
2. Select relevant information for technical reports' content
3. Read and analysed different types of technical reports writing style

B. Basic Report Writing Skills

- Introduction to Technical Writing
  1. To apply the step-by-step approach of technical writing
  2. Plan the reports' outline – Introduction, Discussion, Conclusion
  3. Write the reports' draft – Rearrangement, Redrafting, Final Draft
  4. Revise the reports' draft – words choice, sentences structure, paragraphing
  6. Display appropriate visual in short reports

Introduction to short Reports

C. Basic Technical Oral Skills

- Presentation Skills
  1. Present different types of technical reports using the acquired skills taught previously in Semester 1 – trip report, progress report, incident report, final completion report, inspection report, feasibility report, lab report
  2. Application of verbal and non-verbal skills in delivering a presentation
  3. Application of AVA usage in enhancing presentation
Sub-Module : TECHNICAL ENGLISH & COMMUNICATION 3
Code : GEN 01.30
Prerequisite : GEN 01.20
Semester : 3
Weightage : 3
Duration : 42 units

Summary of objectives :
- Write job-related correspondence
- Prepare a resume
- Apply reading skills

Assessment Scheme

1. Coursework 60%
2. Final Exam 30%
3. Key Qualification (Attitude & Attendance) 10%

References

1. Writing Technology reports
2. College Reading
A. Technical Writing Skills

1. Developing Job-Related Writing skills related to job requirement
2. Identify the various memo components
3. Write memos applying the writing techniques taught
4. Identify the various letter components
5. Identify and follow the steps in letter writing-prewriting, writing, rewriting
6. Write different types of job-related letters-letter of inquiry, letter of reply, letter of complaint, adjustment and job application using the specific writing techniques taught.
7. Differentiate different types of resume – their format, style, language.
8. Prepare individual resume
9. Revise all writings – review grammar, punctuation, spelling and mechanics

B. Reading Skills – Reading Analytically.

1. Identify subject, main idea & supporting details
2. make inferences & draw conclusion.
3. Identify supporting details & write outlines
<table>
<thead>
<tr>
<th>Sub-Module</th>
<th>TECHNICAL ENGLISH &amp; COMMUNICATION 4</th>
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<tbody>
<tr>
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<td>Weightage</td>
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<tr>
<td>Duration</td>
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**Summary of objectives**

- Writing Instructions

**Assessment Scheme**

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<tr>
<th></th>
<th>Coursework</th>
<th>30%</th>
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<tbody>
<tr>
<td>1</td>
<td>Mid-semester Examination</td>
<td>30%</td>
</tr>
<tr>
<td>2</td>
<td>Final Exam</td>
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</tr>
<tr>
<td>3</td>
<td>Key Qualification (Attitude &amp; Attendance)</td>
<td>10%</td>
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</table>

**References**

1

2
A. Technical Writing Skills
   1. Write instruction manual using the specific techniques taught

B. Instruction
   1. Present and demonstrate step-by-step instructions
Sub-Module : TECHNICAL ENGLISH & COMMUNICATION 5
Code : GEN 01.50
Prerequisite : GEN 01.40
Semester : 5
Weightage : 1
Duration : 14 Units

Summary of objectives :
- Conduct a job search
- Prepare for an interview
- Prepare and present final year project proposal

Assessment Scheme

1 Coursework 60%
2 Final Exam 30%
3 Key Qualification (Attitude & Attendance) 10%

References

1 Busmen & Administrative Communication Kathy Locker (Mc Graw Hill)
2 Human Communication Hares (NCC Blackwell)
A. Conducting an interview

1. Use techniques in job search
2. Conduct and attend job interviews (mock)
3. Apply interviewing techniques in carrying out their research

B. Conducting a job search

1. Search and present orally jobs related to specific fields
2. Apply interviewing techniques for successful interview

C. Research and Presentation

1. Research and presentation based on final year project proposal
Sub-Module : TECHNICAL ENGLISH & COMMUNICATION 6
Code : GEN 01.60
Prerequisite : GEN 01.40 & GEN 01.50
Semester : 6
Weightage : 1
Duration : 14 Units

Summary of objectives : • Facilitate students in their final-semester project documents and presentation

Assessment Scheme

1 Coursework 60%
2 Final Exam 30%
3 Key Qualification (Attitude & Attendance) 10%

References

1
2
A. Research and Presentation

1. Revise the document outline – format and organisation
2. Prepare for the final – semester project presentation

B. Final Year Project Presentation
APPENDIX C

(GMI) Resources and Development Centre Study-Data on Effectiveness of TEC
(GMI) RESOURCES AND DEVELOPMENT CENTRE SURVEY

Item Analysis: The Effectiveness of Technical English and Communication

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<thead>
<tr>
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<tr>
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<tr>
<td>Total</td>
<td>61</td>
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</tbody>
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![Bar chart showing the frequency and percentage of responses for technical English and communication effectiveness]
APPENDIX D

Transcription of Unstructured/Informal Interviews
Interviewer: Basically what do you think about TEC offered at GMI?

Interviewee 1: Ok...based on my experience when I was a student here. As far as the model is concerned, it has covered all the basic topics that we need to use in industry. Alright, and then as the years go by, we can see a few changes, it’s not an insult, but just to improve on the topics that we’ve been going on all this while, alright, and this is the feedback that I’ve got from my students, cause I personally have observed the way they communicate with me and then, all or few problems that they’re undergoing right now, and I’ve no idea what’s the reason behind it, this but whatever they say, this is something to be done by... at the end of the day. Alright, this is not to change the curriculum but in other words to improve this field...just to make it a better module. Right, and then, just to give you a few examples, there was one instance whereby I will ask a few students to come up with a false report, so I’ve given them a few electrical motor and then technically I try to check their troubleshooting skill and then not only they have to observe quality of a particular motor but they have to put their findings in writing. That finding is something that they have to do according to the industry, so the actual environment.

Interviewer: So they need that the industry?

Interviewee 1: Yes definitely yes it’s something they need wherever they go not only industry if you work for any other companies or institution. Even in their own life, I think you cannot run your life, the important is communication medium and they were saying that, companies if you want to highlight it to your bosses you must go by a proper channel, things cannot be achieved silently by verbally. You need to put things in writing, then the management can see how intelligent you are in acquiring what you need, and then they have submitted to me a few false facts. I checked five or six of them. The first thing that I have noticed is the sentences that they arranged.

Interviewer: ...So the sentence structure...
interviewee 1: Ah yes the sentence structure!

interviewer: Sentence structure, meaning that we have give more emphasise on the grammar part of the, you know...language

interviewee 1: To be honest with you, I think they are quite blank at their speech when I look at their passive and active voice, passive sentences and active sentences. There are times they got it beautifully done and then when it comes to the next topic ... and then recently I marked a few technical proposals and first page itself ... I think that "I have done this report", of course you are the author of this report", you don’t have to mention that and then I found that this is something that needs to be done, some kind of general statement, and then I asked the students “how do you upport your fact?” I think based on my experience “I think it is good, one of the point was given to me “I’ve done my industrial training in one of the companies” he said “but I don’t agree with you, how do you describe what you have observed, how do you want to link that factor to what you have learned, and then what is the proper technical terms that you want to use? They have no idea

interviewer: They have no idea... okay...but...you mention that they need to be given emphasise in the grammar but does the industry consider grammar as something important?

interviewee 1: If I am the manager of that particular company it does matters, in a way that if they change the type of sentence structure, the meaning will change I am definitely sure, the way you understand things will be different than what the manager will perceive.

interviewer: Yes, so..., having a correct grammatical structure means having a correct meaning what you want to express?

interviewee 1: Yes, actually language reflects what you want to say, that’s the point that I want to glight here...
**Interviewer:** But when you were a student here did you learn a lot of grammar in the English classes?

**Interviewee 1:** Oh yes, I was bombarded with it...

**Interviewer:** Okay... then for you English class you have a lot of grammar exercises?

**Interviewee 1:** Yeah... almost everyday... I was trained very well... for that particular reason I have no problem when I left to U.K. I could manage myself with the English that I've learned at MI?

**Interviewer:** Are you sure that you manage to grasp all the grammatical structure?

**Interviewee 1:** Toward a certain extent, cause the language that I speak at home is English, I and my mother speaks English, and my father speak Indian language with me and the kind of English that you speak is not in proper arrangement that time...

**Interviewer:** meaning that when you were studying English in primary school, secondary school doesn't give much effect on you?

**Interviewee 1:** It did give, because the kind of English that we learn in school I can classify that as the general English, ok, and when you come to a proper institution like this, it is where they will actually teach you what is the working life English. Of course we do speak English but in school I think they already have a few subjects, probably in one day they only have one subject from maybe nine to ten that's it, and the entire day all the other subjects will be taught in other languages for example. So something like that, but here we speak only English from morning until evening so I say it's some kind of twenty four hours a day, even with my friend I speak English, I improved my English a lot, even when I was in industrial training institute in Prai my English was very bad...
Interviewer: Ok, when you graduated from here then you find that your English was getting better?

Interviewee: At that time it was already improved. I can say so, I’ve already improved my English.

Interviewer: But that’s because of your enrolment in GMI?

Interviewee: Yes, that is what actually makes me a better person. I tried to communicate with seniors for the IE Department people, people from industry, they showed me the path.

Interviewer: Ok if you look at the syllabus, do you think what we have outlined here is enough?

Interviewee: Up to ninety five percent I can tell you it is enough, but what is going to be covered in that particular topic, what matters at the end of the day like for an example, I just pick one or two topics alright …

Interviewer: Ok.

Interviewee: you did mention something about inspection report.

Interviewer: Right.

Interviewee: So, first of all what do you understand about the word inspection itself in the first face? The topic itself you might have a different opinion, I might have a different opinion, so what are you going to inspect? Inspect a car or probably inspect a more industrial environment.

Interviewer: That’s what the students are doing.
Interviewer: No, no, normally when it comes to spelling, when we come across that, we will clarify, it is still correct whichever you use, but you’ve got to choose, if you want to use American English it’s got to be American English all the way and if you want to use British English it must be British English all the way. You cannot just pick and choose whichever line that you want to.

Interviewee 1: there’s another problem that I face, when I ask them, they have no idea what’s going on. When I say it’s wrong but show them the dictionary, but they say “I use the computer”.

Interviewer: Oh yeah, when you use the word processor then you have to set what kind of English that you want to use, the British English or you know, American English.

Interviewee 1: I even ask them how did you do the setting with the word processing software, they’ve no clue at all, so what I’m trying to say here is that the awareness is not there.

Interviewer: So is it the English syllabus that, I mean we have to put it in the syllabus to let the students know all that?

Interviewee 1: Briefly. Just for the first day you have to introduce to them the type of English that we have, and then what are the ways of presenting your report, whether you want to use English, American, for the American make sure you use American entirely, or for British English his actually gives a lot of changes by the end of the day. American they have a different way of arranging their sentence structure. They like to go winding and winding all the way, but the British they like to put a lot of stops. One sentence after another properly arranged, very brief, straight to the point, so that kind of sentence. Students, I think they are not aware.

Interviewer: So we should include that in the syllabus...as part of the introduction to the English language?

Interviewee 1: Yes, of course. Briefly, as part of the topic but the main thing that you need to absorb will be the way of writing.
interviewer: Writing style?

interviewee 1: Ah, yes, that’s right, writing style. So, then punctuation. Some of them who say that “which” should we put coma before or after?

interviewer: but sometimes we don’t need coma after “which” you know, so, it depends.

interviewee 1: It’s some kind of what do you call, curiosity that comes in their mind, we need to clear that, then some students who said that “oh.. I read the newspaper today, why the news different you know. NST is a bit different” so, where they want to go? Whom they can clarify with? Sometimes they came and ask me saying that there are some TTOs who said that “Oh! I’m not an English teacher, so go and ask the English teacher!” I’m not joking, through my experience, at that time I really become disappointed, is that a good thing? They are not expert in that, so they try to wash their hand, if I know about it of course I will follow the U.K. style of arrangement, why don’t you go and speak to your English teacher I’m sure will help you. So that kind of problem they are going through.

interviewer: Is there any punctuation required in their syllabus?

interviewee 1: Yes, yes, all this I think but again because taking all the points here, there is one word that really taught me to think twice, (laugh) so I thought we need education institution, in industries for example right, we don’t have to read books.

interviewer: But don’t you think you have to read books when you have certain things to refer to, like you do a troubleshooting but you can’t, you need some kind of reference.

interviewee 1: To be honest with you ... I’ve been working in the industry for three to four years, at even once I touch the book. (Laugh)

interviewer: Really, meaning that they don’t need it?
Interviewee 1: Because German will supply everything that has been established, so you come like an operator, you just take and apply, take and apply, the importance I can say that very less, the effect, except that if you are a designer who attached to a research companies, yes, it is important.

Interviewer: So, for example surveying books, it varies, the importance is varied to the position that you are in?

Interviewee 1: Like a technical training institution of course they really need how to read books, I think that the most important.

Interviewer: But how about now? Malaysia is promoting that k-worker thing you know, so k-worker promotes people to find knowledge on their own, they don’t solely depend on going to training or whatever, they have to...

Interviewee 1: Work independently? To get their own sources, the source of information, but the question is, is it only book that you can find the information

Interviewer: I don’t know...laugh...

Interviewee 1: Just observe this case right, how many of us are really reading books?

Interviewer: not so many...

Interviewee 1: but they still get up-to-date with the information, so where do you think they get the information?

Interviewer: They get it from the internet...
Interviewee 1: Yeah, it's faster, rather than they spend a lot of money to buy a book; of course they think it's good if they go to the National Library, so you think logically, you can't really function if you don't read books?

Interviewer: So certain things here are already obsolete, is it?

Interviewee 1: Yes, what I'm trying to say here is that you have to put in general the information sources or some kind of other source of information.

Interviewer: Then, it shouldn't be surveying books?

Interviewee 1: Yeah...not necessarily surveying books. I did my Master in Science, to be honest with you 80% of the information I get from the websites, of course they will tell you what books you have to read.

Interviewer: Ok...meaning that, you've got to go to the websites first, and then you search for the book?

Interviewee 1: But... the source of information that you get from the internet is only towards a certain extent you need the information on the surface if you want to go into very detail in your explanation, yes, books is the best reliable source, but most importantly we don't want to go that detail, I think in general is fine unless you are attached to a kind of research or project, then you have to flip the book.

Interviewer: But again it depends on what position that you hold in a company.

Interviewee 1: Yes...that's right... but as far as GMI is concerned, I think they are more biased to the industry, so you can slightly divert your objective to that range.

Interviewer: Even the students' nature of work is not really asking them to get a lot of information from books?
**Interviewee 1:** No, not at all, but most industries that are being operating in Malaysia I can say they are well established when it come to technology, these type of people they don’t do research, they apply what they already have, they don’t have time to find out new information unless they’re attached to a research company, of course they’ll hire scientist, they’ll hire PhD students, far as the qualification of the GMI students have, it is completely out of their track (laugh).

**Interviewer:** So do you have any other comment on that (the syllabus)?

**Interviewee 1:** I’m not sure if you have included that in your syllabus, “Fault Report”, then writing of “Proposals”?

**Interviewer:** Actually “Proposal Writing” is used to be in the syllabus but because of time constrain writing proposals have been eliminated from the syllabus but I think it’s good to be included.

**Interviewee 1:** Ok, so KIV that, then, another one is “Survey Report”, writing a report based on what they discovered?

**Interviewer:** What is it for actually for the industry?

**Interviewee 1:** Industry, for example, let say your boss has given you a task to find out how you find the market of a product, so you go from one company to another company to gather the information. Let say I’ll take a software product, you are the most popular company in Malaysia, you are trying to compete with Bill Gates, you are trying, but you have a very good worker who programme a software programme within a minute, but who are you customers? So how do you want to know who your customer? You have marketing people, may be GMI students can do that as well, the task is very simple, lets say we take an example, a clinic, nowadays they use all paperwork ok, how do you want to go to new technology where paperless, can speak to them, so I want to make a software like this, are you going to buy? First of all you have to present, it is what you can do, when the software arrives in the clinic from the supplier, you need to key in the name
of the patient, like a bar code. You really must know your customer. At the end of the day our product is marketable, so you have to be able to identify you customers. The last thing would be "Performance Evaluation Report" ... okay... what I'm trying to say here it is similar to survey but let take an example, I was given a task by the department, I was trying to set up a particular workshop, so have I to know what I need for my workshop, first of all I need stationary. I need proper tools, in order to make it operational, ok, I have to list all the things I need, now I need one vendor to supply all those parts, but I cannot simply close my eye, decide anyone can supply those parts. So I have to look for several vendors and compare the specifications.

Interviewer: Meaning that you have to know how to do analysis based on what you are offered.

Interviewee 1: I think not analysis, you evaluate...evaluation... performance evaluation that's what I have to get quotations, form it in a table, study the price, budget, quality needed, product life, so you need to do evaluation, in engineering term, performance is used. They might have learned in other module but they are not sure how to put formally using English way of writing.

So how about letters

Interviewer: How about letters?

Interviewee 1: They need to know letters, memo between the department, writing letters to other companies, formal letters.

Interviewer: How about the other method of communication in the industry?

Interviewee 1: To be honest with you everything should be in letters. E-mail is not so effective as it is risked to hackers. Letter is the most reliable form for business. Even if you look at the legal matters, it is always in hard copy, diskette is not used.

Interviewer: How about speaking skills, listening skill?
Interviewee 1: It is important especially when you are reporting to your boss. And then the way you report to your boss is also important.

Interviewer: Do the students need to be taught how to greet, how to start a conversation?

Interviewee 1: Yes. What matters is basically how you impress your bosses. Public Relation is inclusive of everything from writing to speaking, the way you communicate, the way you receive the information from them.

Interviewer: So we have to include in our syllabus conversational skill?

Interviewee 1: Yes, brilliant. It is a must. It is necessary to have the skill in the industry.

Interviewer: Is listening skill important in the industry?

Interviewee 1: It is also important. You have to have good listening skill when you're working in the industry. You've got to have good listening skill for example to interpret what you hear. In the industry, you should be able to listen to a problem like from the operators of a malfunction machine, so you understanding the problem can be able to execute the problem, and then put it into writing. When you are working you are not 24 hours at the work place, so when you come the next day the operator will tell you about the behaviour of the machine. When you get all the information, you put it on paper than you come up with conclusion or your diagnosis or solution to the problem.

Interviewer: How about pronunciation, things that related to speaking? Should the students be stressed on that or is it enough if they can only be understood when they speak?

Interviewee 1: To a certain extent, I think it's important, because it depends on the environment. I have a few problems for the past three years, I was in Malaysia speaking with my friend in Malaysian English and then the way he pronounced things is a bit different. When you say a word, it should be understandable.
Interviewer: So, basically the topics that should be considered are selecting books and surveying books

Interviewee 1: Yes.

Interviewer: So far do you have anything else to add to our discussion?

Interviewee 1: No, I think I have said enough.

Interviewer: Thank you for your very motivating feedback.
Interviewer: How many percent English is used at you work place?

Interviewee 2: 80% of medium of instruction at my workplace is English.

Interviewer: What kinds of communication mode are you required to use?

Interviewee 2: There is no report but we have to write short notes especially through e-mail.

Interviewer: Do you think we should teach you how to use e-mail, internet, etc?

Interviewee 2: No, (there’s) no need for GMI students to study ‘bout e-mail, internet, etc.

Interviewer: So what do you actually do?

Interviewee 2: Documentation like clauses, bills from customers I have to read and correct them.

Interviewer: What else do you think need to be taught for GMI students?

Interviewee 2: Business English and common English at workplace.

Interviewer: Can you like... specify that?

Interviewee 2: The students need to learn more “communication” skills in terms of speaking ... they need to improve communication skills when dealing with clients, need to be humble, more manners and stress on politeness in communication, be patient. Writing, we have to write shorter e-mails like summary or abbreviation and write simple e-mails.
Interviewer: Besides that what else is required at work place?

Interviewee 2: mmm... How to deal with complains and dissatisfaction with clients and how to apologize. Besides that we also need to know how to voice out our dissatisfaction to our boss or superior.

Interviewer: How about reading? Do you have to read there?

Interviewee 2: Yes we do... we have to read documentation.

Interviewer: What kind of documentation?

Interviewee 2: mmm ... Reading stuff like e-mails, manuals, reports... etc

Interviewer: Is there anything else?

Interviewee 2: So far no.
Interview 3 (Mr. Scott Kirby)

Interviewer: I’ve given you the syllabus, and I guess you’ve looked at it, what do you think about it?

Interviewee 3: I think it’s ok

Interviewer: It’s ok? Does that fit whatever requirement of communication mode that the industry needs?

Interviewee 3: In general yes, but on one part on the reports (flipping the pages of the syllabus) in English Spec 2 and English Spec 3, English Spec 2 something here about generating ideas of type reports, organizing ideas of the report, writing the reports and in spec 3 preparing instruction manuals, present and demonstrate instruction manuals, basically on the curriculum again, may not reveal much information about how it is done, so I don’t really know how it’s done, how you’re going to teach that and how you teach that it’s got here ideas, information you only got basic report writing skills. But under the actual break down you only got basic writing skills, nothing else.

Interviewer: I thought in the list here we have got...

Interviewee 3: Yeah, for example you are talking about short reports, incident report, inspection report, progress report so how much detail are you going into this? Cause, this is the title, I can’t really understand that.

Interviewer: So should we include that in the syllabus itself?

Interviewee 3: To some extent yeah... for example like here introduction to short report, what you’ve got to do what format is it going to be? It’s better you put here something that is going to be covered will be general for each one for example inspection report what format is it going to be? Is it going to be in essay form, in checklist form? Will you
be teaching the students each type or will you be teaching only one kind? That's sort of thing that you have to show.

**Interviewer:** alright...meaning that we have to expose to the students the different types of format?

**Interviewee 3:** Yeah, yeah, definitely coz...for example like inspection report, safety inspection report, what I'll be doing is something in the format of a checklist, okay... That's the first report that I'll be doing. That will be primarily for my reference. After I have done this, I will have to produce in the form of essay, essay report. From that then I'll have to produce all the nonconformity report.

**Interviewer:** This one is not meant for the students but for GMI staff right?

**Interviewee 3:** This is GMI safety inspection, but what you are doing here you are gonna be teaching the students how to do inspection report.

**Interviewer:** Yes...but basically what we ask the students to write is a memo type report meaning that we use only one type of format, we don't have other kind of format to the students...you don't expose other types of format.

**Interviewee 3:** Only the final report is done in essay format there is a lot of other things done before that, something like checklist. One thing you have to prepare here is how to prepare a checklist. Checklist report, something like the yes no boxes whatever coz that's quite useful for them as well.

**Interviewer:** Right I think that's the kind of things that we need to discover, before this we don't really know that we have to prepare a kind of checklist before we really write the report.
Interviewee 3: That will be one step on here for whatever the basic that what you are doing here when you are getting to apply it then you what you need to include all the basic.

Interviewer: That’s about the writing skill, so how about the reading skills, what do you think about it in general?

Interviewee 3: In general it’s okay... it’s okay... but I think I need to see how it is applied... it seems to be okay...

Interviewer: Okay don’t you think surveying books is obsolete already because I have talked to someone and this person says that actually in industry they don’t really read books, they would go for a quicker way of looking for information...like internet...

Interviewee 3: Not so much the internet, but in industry what we normally have, you contact other company to get the information, you want to know about a new kind of tool you contact other company, you won’t buy a book or you won’t get a book on the subject, just contact the company that’s what I did a lot, if we had a new technology that a customer wants us to make, we didn’t search in the internet, we didn’t read a book, but we contact the company who had done it before. We ask them question, we went to visit, that’s the best time to find out, the internet, the problem with the internet is you spend too much time going through things which are not relevant, but if getting contact with the company the feedback is much more useful. But certainly that’s is for engineering, but what you are covering here is very wide ranging so if you are thinking of subject such as design then you have to survey a lot, you have to survey, you have to evaluate, you have to buy books, the culture is different.

Interviewer: so how do we go about it in our syllabus?

Interviewee 3: It depends on the topic.
Interviewer: Shall we put like gathering information gathering...

Interviewee 3: I think you can do you put here surveying books, evaluating books surveying, skimming and scanning of text, but what you can do you combine that and make it a lot more general, coz as you said its not all books or library resources, plus as I said companies are also a very good source of information so knowing who to talk to, knowing how to talk to them, to get help that also can be included here rather than surveying books may be you can do it a bit more general topic, information gathering yeah.. So under information gathering can be different topics, internet, books, something like that...

Interviewer: So meaning that these things are geared more towards academic?

Interviewee 3: in some way, and you got one here, information gathering, information selection, and this part here can become under information gathering.

Interviewer: Is it possible we put information gathering as the, main topic

Interviewee 3: but yeah...you put here reading skill but a lot of information gathering is not actually reading but you’re looking, listening, you’re talking to people, and that’s what happened in industry, it’s not much reading really, you don’t have time to read, I may have about hundreds of books but I haven’t read them all, but the best information we normally get is from other company, friends whatever. So I think what you can do here may be you can replace that with something like information gathering as the main heading, and then under there, you can include reading like how to speed read how to identify key points in text and also may be you can include something like how to use the internet that more specific for this subject English for Specific Purpose well, using the internet as the resources, it is also quite important. And also you’ve got one here speaking skills and listening skills.. ok phonetics, stress, but this also affect information gathering, when you’re dealing with other people getting information with other people we have to know how to talk to them, to get a good response so that can also be applicable here...
Interviewer: like conversational skill?

Interviewee 3: Conversation, etiquette, and terms of address, how you address people things like that, it’s not giving presentation, if you do the wrong way you get if you speak to somebody the wrong way you won’t get information,

Interviewer: anything else that you feel like adding to that?

Interviewee 3: I’ve read through this, and I think it’s very...it’s not specific... I think it’s quite general, I think it should be okay what you put here but I think may be you can broaden your horison a bit, not just books, not just presentation, it’s very specific for GMI, presentation for the project, report writing for the project, I think it will be better to compare them a bit more to the industry. Nowadays we really have to know of how to communicate.

Interviewer: I think the idea of having the syllabus itself is to assist students to be efficient in the industry.

Interviewee 3: Yeah, but the trouble is a lot of time that I notice not only English, a lot of general studies subjects as a whole now focusing the students ready for the project and that’s seems to be the only or the main focus, I think it’s not really the reason why we have those subjects, those subjects are to get them ready for industry, to get them ready when they leave GMI, of course the presentation, the reports, the projects are very important, I think they are only looking at the short term, they’re only thinking about while the students are in GMI so when you look at presentation, the presentation again, going through the curriculum here, I’m worried that that they’re only focusing on their project. I think we should include other things which may help them when they leave GMI a bit more.
Interviewer: what about grammar some people say that grammar is not so important in industry, what is your opinion on that?

Interviewee 3: Grammar, laughed, well, I’m biased, coz for me grammar is very important, but the thing is while I’m in Malaysia I notice that a lot of English spoken here people in Malaysia but when you are dealing they may ask for lacking, however, when you do in Malaysia that’s how they talk as well, but if you are dealing internationally, other country especially England then you get a problem because they may not understand what you are saying, they may ask for- what’s the word?

Interviewer: More clarification, is it?

Interviewee 3: Clarification, that’s the word, but again grammars are important but I have a question whether it is our job to teach the grammar?

Interviewer: Is it?

Interviewee 3: But the thing is GMI we are training them in engineering ... yeah.. for me I think like grammar, basic English should have been taught at school not when they get here, by the time when they get here its too late I think they will be learning in class in English, they will be doing their assignments in English too late when they get here to learn that sort of thing.

Interviewer: So what do we do then?

Interviewee 3: We should focus on application of English report writing, presentation skill, how to communicate and using English as the language we use, I think that’s what we need to focus on because you’ve got here English for Specific Purpose as the module, it’s not English language, it’s not English literature, I think we really have to focus on the application of English in industry, work, not going back to school and teach them how to speak English.
Interviewer: But what do we do to the students who can’t even write or say a correct sentence.

Interviewee 3: They shouldn’t be here.

Interviewer: they shouldn’t be here...yes

Interviewee 3: they shouldn’t be here...one of the criteria for getting in GMI a credit in English in their SPM, but for one reason, I don’t know how some students still get in. Okay, so as far as we are concerned, according to our procedure, they should already know how to speak English, so if then go back and start teaching them English, the language, the grammar, we’re going back paddling, where we should be spending more time for getting them more ready to communicate when they leave GMI. That’s my feelings.

Interviewer: I do agree with you because what we are doing now is teaching them how to be correct in their speaking or writing. An then some of them can’t even use the right word to express the right thing

Interviewee 3: I think it’s disappointing but we should be focusing on how to use the English, get the presentation skills, get communication skills, writing reports not, not the basic, the basic should have been covered before they come here.

Interviewer: What is the last thing that you can add to your comments just now?

Interviewee 3: As a summary okay, I feel that the subject can be wider not just preparing them for the presentation of their project so I think that we can actually make more effort in preparing them for industry, use new technologies such as the internet and also stressing upon how we can communicate with other companies, with other people to get information, not just book coz books are old technology, coz it’s very long time to read,
another thing so I think we need to vary our approach a little bit. And another thing is I don’t think we should spend another time teaching the basics of English. It should already be covered in school, by the time they come here they should already be able to speak in English. We can then spend more time getting them good at presenting, giving them more practical in presenting in front of people, mass communication, that I think is why we have the subject, not to teach them English language.

**Interviewer:** Because we expect them, they know already how to speak in the language.

**Interviewee 3:** Precisely, because to get in here they have to have English, English credit, SPM. You don’t have to teach them English language, we’re wasting how many semesters 2, 3?

**Interviewer:** Semester one is meant for that reason only.

**Interviewee 3:** It shouldn’t be. Semester one we can start with the presentation skill, semester two we want to report writing, general communication skills, more presentation skills, we do it over a longer period of time, the time when they get to semester six for their project they become better presenter. They’ll be more confident, they won’t be so shy, they’ll be more open. I think at the moment the time is limited, if we get rid of the basic of English then we have more time to spend on more important things.

**Interviewer:** Ok for the report just now, where do you think we can get the types of report being written in the industry?

**Interviewee 3:** Samples? Ask the company, contact companies I’m sure they will have some documents that they can let you have, other universities I think they’ll be willing to share with us.

**Interviewer:** Do you think we can’t have some kind of general way of writing a report?
Interviewee 3: yea ... we can have but again the trouble is in the industry every company they have their own standard. It is like memos to go to one company with and the format is such and if you go to other company, it is completely different format that you have to follow. We still have the general breakdown first paragraph, second paragraph, but the way you have to write it, the format may be different. It’s the same with technical report, inspection report, I got a lot of examples, every one is different, format of the checklist, format of the final report, the essay, it’s all different. To think of the format of the report I think may be it’s bit waste of time but, I don’t think we can avoid them because we have to get them to follow a certain format but we need to expose them with other format as well. That’s the only way of doing it but we have to teach them some other ways, we can set the GMI standard for reports, but at the same time we have to let them know that this is not the law, this is not the only way of doing it. Incident report for example, we can get at many places.

Interviewer: ok I think you always write reports right, what are the stages of report writing that you go through?

Interviewee 3: me? Before we format, first we have information gathering,

Interviewer: How do you gather the information?

Interviewee 3: like if I am doing inspection, first what I have to do is prepare a checklist, and with the checklist I will mark “yes”, “no”, “true” or “false” whatever, make comments, then I’ll come back here put it into an essay format and I submit it to the head of administration and accompanying with that there will also be a conformity report, but I will be specific, I will highlight specific problems, things that need to be repaired or replaced. So there will be a text for general report and then the admin will have to contact vendors to repair the damage. That’s about it.

Interviewer: do you have to write report in paragraph form?
Interviewee 3: in GMI there is no standard, the way that I write a report is in standard paragraph format cause people can read it quite easily.

Interviewer: ok last question. What do you think of the idea “its okay if you cant really speak correctly as long as people can understand”.

Interviewee 3: that I don’t agree.

Interviewer: Do you have any reason for saying that?

Interviewee 3: the way that you communicate reflects on who you are. It can also reflect on your position in a company, it can also reflect on your company, so when people communicate, you first impression would be what you hear and also what you see so I feel that the way we communicate is very important, the grammar that you use, the word that you use, it the sense our professionalism, you make sure that we do it correctly. And the lecturer, it’s even more important because the students will follow us; the way we speak the students will follow.

Interviewer: They do?

Interviewee 3: Some of the students even have my accent now.

Interviewer: That’s very impressive!

Interviewee 3: Not impressive, I feel that it’s important that we learn how to use the right word, the right grammar, the right context because it will reflect on us; it does help understanding and the essence if communication is understanding. You said that you think it matters if you say the wrong word and people can understand, well how do you know they understand? They can give you feedback? But the feedback may be they use the wrong word. How do you know that we understand?
Interviewer: I get what I want. For example if you to a shop and you

Interviewee 3: are you sure

Interviewer: I don't know

Interviewee 3: A language is done with rules. The way we speak that we have been taught that we have to follow this and follow that. Language does not intend to make us write more, talk more, language is to make our communication clear. Slang words or Manglish, there is always the risk that people don't understand and communication break down, if follow the rules of the language as much as we can communication will be better, there'll be less chances of problems, and save time and save money. In general term, like in short, like when we talk to a friend it's so much problem but when we talk about industry, company, business engineering it's critical that you have full understanding, if somebody does not understand you, they nod, they yes, yes, yes, but then they do it wrong, all of the sudden you can loose your customer, you can loose money, you can have waste material, so it is critical that really have understanding, the only way you can that by everybody's speaking properly using the right grammar, but again it's not our job, that should have been done it in school not at GMI. We are not an English College to have that teaching English, we are an engineering college.

Interviewer: ok meaning refer to the second part here, then number 1 number 2 and number 4, we should not need it?

Interviewee 3: I think we shouldn't need it. May be these things we can be cooperated when we assess their work. May be the first thing we can get them to do to produce example and then from there we can show them the thing that they've done right, the thing that they've done wrong, that's it, then let the students to figure it out themselves, because if we spend to much time explaining the basics we'll be wasting time, I think we can do it another way, student centered learning, get them to do a lot of work. Give them
an example, show them what they’ve done wrong, let them learn. Now too much spoon
feeding goes on here. They need to get a credit in English to get in here anyway, that’s
another basis.

**Interviewer:** stress, intonation, speech pattern?

**Interviewee 3:** That’s useful. I think another can be added here is body language. That
can accentuate the presentation, the way they explain, besides learning how to speak, I
also think that it’s important they learn how to speak with their body. Public speaking,
presentation, even when you talk to costumers, body language is very important. Stress,
tonation, speech pattern is important but I think body language is also important. You
have to be clear about it if it’s not stated here the lecturer might not included it in the
lesson especially for new TTOs.

**Interviewer:** Ok, that’s all thank you very much.

**Interviewee 3:** You’re welcome.
Interview 4 (Puan Nor Hafizah)

Interviewer: How long did you work in the industry?

Interviewee 4: 3 years....

Interviewer: Okay, what did you do actually?

Interviewee 4: my position there is an engineer. For the first time I join TIME, my job task is Complaint Management Engineer.

Interviewer: Complaint Management Engineer? So what did you do?

Interviewee 4: The job task as a Complaint Management Engineer ... because it is dealing with mobile phone, at that time 017 so there are a lot of complaints like not good coverage and when the customer complains, it comes to customer service and the complaints go to me... so ... and then after one year I changed the job scope to Quality Engineer. This position is dealing with management report, reconciliation, something like that ... more to report writing.

Interviewer: So how do you relate to the course that you teach here as compared to your previous task?

Interviewee 4: Ok... when I do Complaint Management Engineer, I also give training to the non-engineering staff and non-technical staff. The staff, I give them training to get them more understand about network like station, so the relationship is that, over there I trained people, and over here I also give training... yang I ajar pun kebanyakannya the same thing for example here I teach the basic things but over there application.

Interviewer: What kind of position that those people hold when you teach them?

Interviewee 4: It can be the non-executive staff up to the General Manager.
Interviewer: Are they including technician?

Interviewee 4: Not technician, the non technical staff, pada Marketing Department, Customer Service tu je la.

Interviewer: Why do they need that training?

Interviewee 4: Because sometimes they are working in industry like 017 mobile phone kan, tapi bila they all keluar people ask them about the service, about the network, they all don’t know...

Interviewer: So they need to give explanation about the network and all that?

Interviewee 4: Yes, sometimes their friends ask about coverage and all, so they are able to explain to them. Another thing is, when you deal with non-executive like certificate level, diploma holder, SPM,

Interviewer: What medium do you teach or give explanation to them?

Interviewee 4: Ok, because the company use English, I have to use very simple English and then if we want to explain in Bahasa Melayu the engineering terms, its very difficult. We have to use English in explaining to those people because it’s hard to explain it.

Interviewer: Meaning that when you were working there English is the medium of communication?

Interviewee 4: Yes, English is the medium of communication. Furthermore, when I do quality, I also involved with people like vendors, contractors because we’re all doing checking and all that, so when we are dealing with them, we have to use English.

Interviewer: Do all of them use English?
Interviewee 4: Yes, all of them are using English because our network mostly deals with NOKIA and MOTOROLA so NOKIA staffs are mainly foreigners and MOTOROLA staffs are also mostly foreigners.

Interviewer: If you refer to the students here, can they fit in the industry in terms of their English communication skill?

Interviewee 4: In terms of their English communication skills, it’s hard for them to adapt if they need to meet people, unless if they deal with simple machine, it’s okay. If they use simple English it’s okay, but if they deal with foreign vendors or Chinese it’s hard for them.

Interviewer: So, if we refer to the syllabus, do you think it’s enough to prepare the students for the industry?

Interviewee 4: It is enough actually, the thing is, it is not now that they should brush up their English, it should be before they come here.

Interviewer: Then, what should we do now?

Interviewee 4: Now, they should improve their vocabulary. Sometimes in the industry grammar is not so important, in terms of conversation, it's not that difficult even the grammar is wrong but if they write report they have to check with other people. Even students here are afraid to talk; actually they are lacked of vocabulary.

Interviewer: How do you help the students to improve their knowledge, vocabulary for that matter?

Interviewee 4: That’s why, it’s a bit difficult, if we want to improve them, it should be before they come here. Now it’s a bit too late to teach them that and another way is I think they have to have intensive English to join GMI.
Interviewer: Intensive English? Like how many months? How many years?

Interviewee 4: A few months. English and Math I think.

Interviewer: Ok... if you look at the syllabus, under reading, is it really required in the industry?

Interviewee 4: Yes, analysis of technical report is very important, information gathering is very important, evaluating books... not so much... but still we need, like analysis of technical report, reading and understand text thoroughly is important because we don’t want to have misunderstanding of the information flow.

Interviewer: But do you have time to go through books, select books?

Interviewee 4: Buku... tak de lah.... But most of it is the report, read information from data base, besides, daily activity is from live network, that's the information that we can gather.

Interviewer: Do you think it’s important to put surveying book as the main topic here?

Interviewee 4: I think manual is more relevant because we read a lot of manual, books are depending on the equipment but most equipment comes with manual, reading the manual, evaluating the manual something like that.

Interviewer: So it's important to give them manuals to read rather than asking them to get book or teach them how to select books?

Interviewee 4: But manual lebih kurang macam tu jugak tau... sebab dia...ok jugaklah lah... but not so much....

Interviewer: Don’t you think it’s a good idea to change from books to manual or report?
Interviewee 4: Report... it is also good for them to have company’s report, technical report from other companies.

Interviewer: So, how do we get that?

Interviewee 4: Yeah... that the problem... it's quite difficult to get reports from companies, or probably we can give them journal? Journal is better; journal is also about current issue, isn’t it?

Interviewer: Interviewee 4: Yes... it also gives information on what’s going on in technology.

Interviewer: Any other comments on reading skills?

Interviewee 4: I think no more! It should be enough.

Interviewer: How about writing?

Interviewee 4: Writing skills... actually it’s good.

Interviewer: Are these the thing done in the industry?

Interviewee 4: Especially introduction to short report, trip report, incident report, we do all these reports, letter of inquiry, memo... may be for the internal communication. Report writing is for management level... When I was working I need to follow the format given.

Interviewer: Is it in a certain format?

Interviewee 4: No... not a specific format but we must have a certain criteria in the report.
Interviewer: How about speaking skills?

Interviewee 4: ...We have to have it.... because we want to convince people...

Interviewer: These students that we have here do they need to convince people?

Interviewee 4: They need to practice actually and having these skills, it makes them more confident.

Interviewer: So, what else should be included or eliminated from the syllabus?

Interviewee 4: Because we have all these... working at listening skill, even now, we have to repeat, why, don’t they understand what we say? I think they don’t have much exposure in the language... Probably, we provide something like listening exercise, listen to the radio, or something like listening to lecture?... How do we try to improve their vocabulary? I have some situations when students always make mistakes in their word choice...

Interviewer: Does that mean they need Basic English?

Interviewee 4: The main problem is they are not confident

Interviewer: How about language camp... to develop their self confidence in speaking the language?

Interviewee 4: I don’t know if it works, but I learn English from TV-Sesame Street programme, if I watch TV, I don’t look at the subtitle, reading newspaper, story books, even to improve their vocabulary, they have to read.

Interviewer: Anything else that can be added in the syllabus?
Interviewee 4: I think for English everything is ok...complete...it's enough for the students...and if we teach too many things they might not know anything...That's what I said, they need to have intensive English ... that's all.

Interviewer: Okay...thank you very much for your views.
Interview 5 (Encik Faiz Hafiz)

Interviewer: Please explain about your working experience when you were working in the industry.

Interviewee 5: In relation to English course... What I can say I think last time the most interesting thing about GMI graduates is we are able to present in English not necessary communicate but present...because this is the comment which is I get it from a lot of people from universities, UITM, UKM, KUITHO, when they came here for the first time to look at the students’ final year project, they are happy to see our students actually able to present in English. The ability to present is there. So this is the advantage that we (GMI) have. When I work last time, the way you communicate with people is surplus for you. Although during your appraisal this communication skills takes about one column among may be a hundred columns, communication skill among your staff, your colleagues, your subordinate, doesn’t give you so much weightage in your appraisal, but it is a surplus because especially in our Malay community a lot of us doesn’t really able to communicate... so the ability to communicate in English not to say you could have but you should have.

Interviewer: You mention just now that people from universities and other institution that they are impressed with our students having the ability to present in English. Does the ability come from the English class or other classes?

Interviewee 5: This is my comment which I have .... From my observation, last time I was a students here, we have almost the same English Teachers, What I can say now as a former student’s point of view rather than now a TTO here, their ability to present themselves is not as stimulating as last time. In terms of background it’s almost the same. We have IKM grads, SPM leavers and their parents or our parents are not native speakers of English or they studied overseas whatsoever, and I am not referring to the Chinese whatsoever but the level is different a bit. May be I just make comparison within my class only, my trade is only eleven students, other trade I’m not very sure... but that’s why, for me personally, after they complete their project, the first thing is not to fine
tuned on their reports, I don’t look through their content of the report, technical right or whatsoever. I am concentrating on how they want to present. That’s all. So that’s it but now is different compared to when I first join in.

**Interviewer:** What kind of difference?

**Interviewee 5:** There is improvement but to compare with when I first join in I asked them to do mock up on their presentation, may be they have not gone through ke... I’m not very sure because when you talk about English, you cannot depend on English lecturers only, It’s an overall responsibilities, so may be our approach has already differed from last time. May be because we have added in quite a number of new syllabus compared to the last time, so the time to concentrate on our students are perhaps reduced because last time when we do presentation in English, it’s not necessary during our English class only. Every technical module we have small projects and then we must present what it’s all bout. May be the practice throughout the tree years have helped us to develop during the third year. But at this time students don’t have much time to do all that.

**Interviewer:** In technical classes?

**Interviewee 5:** In technical classes is less. That’s why in IE department we try to absorb this kind of culture for every modules, may be for several content, TTOs don’t have to do it, the students are going to present.

**Interviewer:** So, are you trying to ay that previous students are better?

**Interviewee 5:** In a way, in a way yes. It’s not a strong statement, there is pro and cons but comparatively that’s it I can say in a way after few exercises.... Now it’s better. To compare with, from the first time they get in, but after a few times, it’s getting better and at the same time it helps lah. The reasons behind it probably because now the number of students is different and the modules are different
Interviewer: What do you suggest to improve the situation?

Interviewee 5: I think the culture of English communication must be there, not only in the English class even in the classroom itself, even the enforcement of English must be there. Teaching medium is in English and you have to enforce it. Generally, I can say not everybody practice it. I can say certain people only, certain TTO also speak Bahasa Melayu and the culture of presentation must be there. So I can't say much on what should be done and what should not, I don't know. How I look at a person, of course, their technical things must be there but besides that, how they deliver their all their knowledge is important also.

Interviewer: We go back to the syllabus, if you look at the reading skills, how would you love it to be arranged?

Interviewee 5: For me everything is fine, not to say ok and not ok.

Interviewer: If you relate to industry background?

Interviewee 5: As I said to you earlier, my nature of work does not require me so much to do this entire thing. A bit of report, once a week, minutes of meeting, I don't have to do. And when I worked there before half of my time is inside the plant not in the office unless when I see supplier or having a meeting whatsoever. In the manufacturing line, we have to work there.

Interviewer: So it depends on the different position that you hold in a company?

Interviewee 5: Yes ...Yes... so my post is executive but it's not like any other executive... my kind of executive is in the plant... so I have to deal with oil, grease whatsoever.
Interviewer: What do you think about grammar? Don’t you think it’s important?

Interviewee 5: It’s important but a lot of people neglect it. As I mention to you earlier, communication is still the most important thing to me.

Interviewer: Actually there are two types of communication skills, speaking and writing.

Interviewee 5: Ok... I mean speaking... conversation... you must be able to converse and as long as the other side people can understand and know what you are talking about. Because a lot of Chinese they also speak with wrong grammar but they are able to actually interact with other people and now overseas people. And of course Grammar is still the most important thing but when you put it in writing, you have to be careful with the grammar.

Interviewer: So should we take a long time to teach grammar here? Like doing it indirectly?

Interviewee 5: Yes. Probably it’s not that people do not know about grammar but you have to consider your audience. If they come from remote areas you must start from the beginning and if the students are graduated from IKM ke ITM, then the level must be different.

Interviewer: What are needed in conversational skill?

Interviewee 5: In general, I don’t have a specific topic for English lecturers to discuss, but generally students should be able to converse about other topics, they must be able to join the group (socializing)

Interviewer: How do we teach that?
Interviewee 5: The enforcement should come from everybody, the enforcement from the class, and then they also have to create the culture. Everybody has to participate in this.

Interviewer: In the industry, do you talk about certain things?

Interviewee 5: In terms of expression we have to describe clearly a situation, condition of something you have to be clear. Elaboration of certain issue, location of certain things, like when to use parallel, simultaneously, other phrases like switch on, instead of turn off, that's all.

Interviewer: Thank you Mr. Faidz.
Interview 6 (Mr. Tanwyn Mohd Khushairi)

Interviewer: What do you think about the syllabus?

Interviewee 6: Basically it depends on the job scope of the students and the graduates because they are not going to use all the skills like reading manuals, books....

Interviewer: So, Does the syllabus look ambitious?

Interviewee 6: Yes, to me the syllabus is ambitious, looking at the quality of the students the teachers have to build the students basic language in conversation...Of all this three I think the most important is the writing skills...and then reading and finally speaking. Basically more on the presentation skill because students when they work they are not going to present that much. They need to write reports, either accident or progress report. Simple letter, or if they want to resign from work, that’s all for it, the application is so limited....

Interviewer: Resignation letter should also be included?

Interviewee 6: Yeah... application, resignation.

Interviewer: One of the students suggested on resignation letter... I thought it’s a bit funny...

Interviewee 6: Why?... It’s still a letter, application comes with resignation letter, and letter of reimbursement like when the staff want to claim their money from the company like to pay hospital bills and to have their money back, they have to write reimbursement letter.

Interviewer: How about reading? Do you think people in the industry read a lot?
Interviewee 6: Yes... they only read newspaper... general reading... not on technical... at least they should know how to read manuals especially when they deal with machine.... They should know this.

Interviewer: How about conversational skill? It's not in the syllabus but what do you think about it to be in the syllabus?

Interviewee 6: Yeah... that doesn't go with the syllabus... how to speak with the peers or subordinate... yeah that is important. That is like basic human behaviour... they should know from home... psychologically they know...

Interviewer: But that is in their mother tongue, not in English....

Interviewee 6: Yes, yes... not in English.... yes, that good... but you have to increase the units of teaching... but you cannot eliminate certain things under writing because like I said writing is the most important

Interviewer: How about reading, because certain things in reading are related to writing.

Interviewee 6: Information gathering is part of writing.

Interviewer: Anything should be eliminated?

Interviewee 6: I think this is okay... do you have enough time to cover this?

Interviewer: Yes... from semester one to six.

Interviewee 6: Actually you can add that conversational skills like talking to peers or talking to lower ranks people, may be under here... speaking skills... or you can put it conversational behaviour.
Interviewer: Is that all your comments?

Interviewee 6: We also don't really use English entirely in class because some students don't know what we say... It should be rectified at the earliest stage during recruitment. The requirement to recruit students should be tighten... and I think I agree with the arrangement but you have to try getting more examples on something related to industry.

Interviewer: Is that all your comments?

Interviewee 6: yes...

Interviewer: So, thank you very much for your comments.
Interview 7 (Encik Roslan)

Interviewer: What do you think of the syllabus given?

Interviewee 7: It depends on the job scope of the students and the graduates. For example assistant engineer or technical assistant, that is considered management level.

Interviewer: Any comments on the syllabus?

Interviewee 7: Writing is very important, extremely important, and reading is also important.

Interviewer: Is it sufficient?

Interviewee 7: I would say everything is sufficient. But another one is conversation in a group. In group there is no formal meeting, mostly informal discussion/meeting in a group.

Interviewer: can you give an example for that?

Interviewee 7: If you deal with customer or supplier foreigner supplier, than you need to use English. Interpersonal communication should be included, organizational communication like memo.

Interviewer: How about reading? Is there any other type of reading you do in the industry?

Interviewee 7: It is more related to job specification. Evaluating books not so relevant, technical drawing, manuals are read in the industry. Skimming is important because in production line action must be fast. So we need a faster way of analyzing information.

Interviewer: How about t other type of text?
Interviewee 7: Drawing itself is language, nothing to do with language, and text is minimized but the text is still in English.

Interviewer: ok thank you for you comments

Interviewee 7: welcome.
Interview 8 (Encil Hanafiah Raof)

Interviewer: Okay, what do you about the syllabus?

Interviewee 8: Well, it depends on the posts. If you are looking at specifically GMI students, they’ll be in technical line, therefore communication takes several forms, if printed from the main communication is drawing, without sentences. If they are at supervisory level oral is a bit important – if they have to read, it’s more reading drawing rather than text, but at the same time they have to read manuals and ISO procedures.

Interviewer: If you looking at syllabus, is it suitable for industry purposes?

Interviewee 8: The main parts are suitable, but depend on the position. Writing correspondence is less important, instruction manual is important. Students they don’t have time to read books’ because they deal with something that is very simple and straight forward.

Interviewer: What do you see as very important?

Interviewee 8: Instruction manual, I think yes … this is important. Basically for students who involve in machine construction, I think yes,

Interviewer: So most students say basically they read manual, how about selecting books and evaluating books”

Interviewee 8: If they read books, it very rare, and the type of books mostly manual kind of books and the content is normally in point form, not long paragraphs, very simple straight forward sentences, taking less time , students can remember. I think it also depends on us, I think reading skill, and they still have to read books to enhance their knowledge, it’s still very important but may be it is meant for self – enrichment.
Interviewer: For working purposes, is it not so required? And how about other things?

Interviewee 8: What do you mean analysis of technical report variety?

Interviewer: Giving students different types of technical report to read and make analysis on the way it is written and understand the content.

Interviewee 8: I think it's okay, because of that they know different technical content, and writing is part of that and I think it's okay.

Interviewer: Main ideas and supporting details?

Interviewee 8: Main ideas, supporting details, I think more about understanding the text...when they read books, they've got to find what's the main idea, when you read, when you identify the main ideas, supporting details, when you have to rewrite it, you have to rewrite it well. But yes, it is important. What is 8 parts of speech?

Interviewer: Basic English Structure.

Interviewee 8: It's okay, but I think it's not that important, I also don't know 8 parts of speech.

Interviewer: It's grammar basically.

Interviewee 8: okay, it shouldn't be omitted. Paragraph writing and main idea I think it's important, but time consuming because students, not only students, when they write something, they get strayed from the main idea; they jump all over the place. I think it's good, very important.

Interviewer: How about other topics?
Interviewee 8: Introduction to technical writing is important, punctuation and the basics is very important. And to be good at it, you have to read aloud, that goes along with stress, intonation and pitch pattern. Sometimes you think there’s grammatical error in your sentence; it’s not about grammar, but about punctuation. Introduction to technical writing, this is quite similar to the analysis just now, what is trip report?

Interviewer: Trip report is work related traveling report.

Interviewee 8: Incident report is okay, inspection report is okay. It’s short isn’t it? Half a page, progress report... yes... but I think you should emphasise on charts. Writing correspondence?

Interviewer: Writing letters ... correspondence.

Interviewee 8: Writing correspondence... I think it’s not very important. I think these types of correspondence depend on the position because I think whenever you want to complain, everything is already standardize... writing instruction manual yes.

Interviewer: Reading instruction manual?

Interviewee 8: Yes reading instruction manual and writing instruction manual. Another thing is have you ever heard of white paper?

Interviewer: What is it?

Interviewee 8: It’s a type of technical report, in plain language, it’s not meant to be long 3-4 pages, containing objectives, analysis, and recommendations... some companies nowadays require the employees to write technical white paper, in the internet there’s a lot of information about it, you may find out how it’s written, the format... etc.

Interviewer: it’s longer than short reports, isn’t it?
Interviewee 8: more than that, yes, longer. What is phonetics?

Interviewer: language sound. It's like learning how to pronounce English words.

Interviewee 8: Yes, phonetics is okay, if not then how are they going to speak? Stress, intonation, pitch pattern of course, basic presentation skills or public speaking, but report is important because technical white paper you have to present. Interview techniques? Being interviewed of interviewer?

Interviewer: The students are being interviewed.

Interviewee 8: Psychology is important, that's a general idea, how to tackle people, conversational skills because words and writing is only an element of that, but when you speak you need more than that, like how to tackle a conversation in a group. And according to our previous students, communication skill is more important.

Interviewer: Which one? Oral or writing?

Interviewee 8: Oral ... when we speak we have two senses, ears and eyes, so body language makes you understand, writing can be dry, takes longer time to understand. I think reading and writing are secondary, but writing is the moat important. For instance, I met many professors, but they can't speak. GMI students have good English communication skill. In business English is important even in technical drawing; English terms are used like screw drivers is used instead of "pemutar skru". That the advantage of GMI students.

Interviewer: Overall comments?

Interviewee 8: Overall it's okay, except certain stresses like speaking, it gives initial confidence.
Interviewer: Thank you.

Interviewee 8: Okay!
Interview 9 (Encik Nazrol)

Interviewer: Encik NAzrol, what do you think about the syllabus?

Interviewee 9: English Communication is important because whatever work done is based on the instruction given, and the common language used is English. If the students don’t understand, then they can’t do work. Therefore, the main factor is understanding the language.

Interviewer: Do you have any comments on the topics given n the syllabus?

Interviewee 9: Reading skill is important to understand what the student reads and to do work.

Interviewer: What are the reading materials or texts that you normally have in industry?

Interviewee 9: In Industry, they have their own way of communication. For example, technical drawing, anyone who read that should be able to understand the drawing. When they do work, they refer to the drawing and if somebody takes over their work, the person must understand what the drawing is all about. But the language is not only English; it can also be in Malay.

Interviewer: Does the drawing contain any English language?

Interviewee 9: So far there are drawings that use English and there are drawings that use Malay.

Interviewer: So does it depend on the place where they work?

Interviewee 9: Yes. And if you refer to the syllabus here, evaluating books is important, we need to know what type of books that we need but it is not always done. In industry, information gathering and information selection is important because we need to be able
to select the information then the work can be done efficiently. For example, if I want to assign a task based on a drawing, I have to be able to clarify the time frame, materials, and cost because the top management will later ask me that so that I can give profit to the company.

**Interviewer:** How about other things?

**Interviewee 9:** Eight parts of speech is important because we must be able to make people understand what we want to say. Paragraph construction or writing report for example is very important, so we should be able to write in order to explain out idea to the management, administration, so report writing is important. To do that we have to identify the drawing, material to use, like if we want to make a die, we need to use some techniques to make it. It is important to be able to explain especially in term of materials, machine sequence, and some other related things, like the procedure of using the machines for example process plan. Students should be able to write the process for example machine, material, in other words to make certain task systematic not only for that part to be given to that person but also other people.

**Interviewer:** How do we relate that to the Technical English and Communication?

**Interviewee 9:** In term of English, English teachers do not only to teach English, but also the teacher must be involved with other technical teachers.

**Interviewee 9:** Trip report is important. In industry, there is such thing writing trip report by following certain criteria and points. Incident report, in the industry, there are accidents, similar to inspection, very important for example we want to replace tools but to over right that tools we need to do inspection. Progress report is not important but if I refer to the workers, then progress report is important, in order to record the progress of a certain project.

**Interviewer:** Is there any other report that you had to write?
Interviewee 9: Machine condition should be reported like maintenance machine report. So we need to maintain the machines used for example a machine has been used for five years, so we should do a report of the machine maintenance.

Interviewer: How about correspondence?

Interviewee 9: writing letters? I don’t think we need it because we already have a certain format or way of working. So writing letters is not so necessary. Letter components it is necessary but should not be emphasized but memo is important like when there is a breakdown with the machine, memo is important to inform the others about it. Letter of application is important that when they want to apply for a job. Letter of complaint is not necessary but the letter is important when you don’t want to see a person when you want to complain. Resume is important because when the students graduate, they want to apply for jobs. Writing instruction manual is important.

Interviewer: What about listening and speaking skills?

Interviewee 9: Listening skills and speaking are important because then the students learn how to speak properly in English. Stress, intonation and pitch pattern not so important but presentation is normally meant for high level people. To students I think it is important to learn basic technical presentation skill because we are technical school. Presentation of instruction manual is important. Interview techniques are important because when they graduate, they need to attend interview, how to talk to the interviewers and so on.

Interviewer: Any other comments that you want to point out?

Interviewee 9: Based on the points here, I was a machinist or technician, I think everything is sufficient.
Interviewer: If you were to work in a foreign company, what do you think necessary to be included?

Interviewee 9: If you take me as an example, communication is closely related to the language, so make sure you are understood by other people. But I think everything here is good enough but in terms of writing it should be improved so that it can be understood by others.

Interviewer: Thank you Encik Nazrol.

Interviewee 9: You’re welcome.
APPENDIX E1

Questionnaire- Former Full-time Students
Technical English and Communication Survey (Former Full-time Students)

Please provide the answer for the following information. All information received will be kept confidential and no individual responses will be identified.

Please tick the appropriate response for each of the items.

Personal

A. Academic Background

1. Trade/Course: IE □ PT □

2. Specialization: PIC □
   MEC □
   EIT □
   TD □
   MT □

3. Enrolment: Full time □
   Part time □

4. Qualification Prior Joining GMI
   SPM □
   IKM □
   ITI □
   Others □

B. Industry working background

1. Working experience □ None
   □ 1-2 years
   □ 3-4 years
   □ More than 5 years
2. Designation

☐ Manager
☐ Engineer
☐ Assistant Engineer/Technical Assistant
☐ Supervisor
☐ Technician
☐ Others _______________________

3. Type of industry

☐ Manufacturing
☐ Service
☐ Processing
☐ Automation
☐ Electronics
☐ Public Sector
☐ Education
☐ Others _______________________

C. Research Question 1

1. How do you rate your English?

a. Spoken

☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor

b. Written

☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor

c. Listening

☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor

d. Reading

☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor
Research Questions 2

1. What is/are the medium of communication at your workplace?
   - Bahasa Melayu □ 100-80% □ 79-60% □ 59-40% □ 39-20% □ 19-0%
   - English □ 100-80% □ 79-60% □ 59-40% □ 39-20% □ 19-0%
   - Chinese □ 100-80% □ 79-60% □ 59-40% □ 39-20% □ 19-0%
   - Tamil □ 100-80% □ 79-60% □ 59-40% □ 39-20% □ 19-0%
   - Others □ 100-80% □ 79-60% □ 59-40% □ 39-20% □ 19-0%

2. What proficiency level of English is needed in your working environment?
   - □ Excellent □ Very Good □ Good □ Fair □ Poor

3. In the industry, how much is the usage of English is emphasized in:
   a. Writing?
      □ 100-80% □ 79-60% □ 59-40% □ 39-20% □ 19-0%
   b. Speaking?
      □ 100-80% □ 79-60% □ 59-40% □ 39-20% □ 19-0%
   c. Listening
      □ 100-80% □ 79-60% □ 59-40% □ 39-20% □ 19-0%
   d. Reading
      □ 100-80% □ 79-60% □ 59-40% □ 39-20% □ 19-0%
Research Questions 3

1. Please tick ☑ the topic that can assist your English language communication in the industry/workplace.

Scale: (1) Extremely important (2) Very important (3) Important (4) Less important (5) Least important

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<td>e. Resume/CV</td>
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<td>vi. Interview techniques</td>
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2. By referring to the checklist, are the topics covered adequate to prepare you for the job entry?

☐ Yes ☐ No

3. Suggest any other topics that you think useful to be included in the course outline.

4. How satisfied are you with the Technical English and Communication provided at GMI in preparing you for your job?

☐ Completely satisfied

☐ Mostly satisfied

☐ Somewhat satisfied

☐ Mostly dissatisfied

☐ Completely dissatisfied
APPENDIX E1a

OMR – Former Full-time Students
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APPENDIX E2

Questionnaire- Part-time Students
Technical English and Communication Survey (Industrial Workers/Part-time Students)

Please provide the answer for the following information. All information received will be kept confidential and no individual responses will be identified.

Please tick ☑ the appropriate response for each of the items.

Personal

A. Academic Background

1. Trade/Course: IE ☐  PT ☐

2. Specialization: PIC ☐
   MEC ☐
   EIT ☐
   TD ☐
   MT ☐

3. Enrolment: Full time ☐
   Part time ☐

4. Qualification Prior Joining GMI
   SPM ☐
   IKM ☐
   ITI ☐
   Others ☐

B. Industry working background

1. Working experience ☐ None
   ☐ 1-2 years
   ☐ 3-4 years
   ☐ More than 5 years
2. Designation

☐ Manager

☐ Engineer

☐ Assistant Engineer/Technical Assistant

☐ Supervisor

☐ Technician

☐ Others ______________________

3. Type of industry

☐ Manufacturing

☐ Service

☐ Processing

☐ Automation

☐ Electronics

☐ Public Sector

☐ Education

☐ Others ______________________

C. Research Question 1

1. How do you rate your English?

a. Spoken

☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor

b. Written

☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor

c. Listening

☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor

d. Reading

e. ☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor
Research Questions 2

2. What is/are the medium of communication at your workplace?

- Bahasa Melayu
  - □ 100-80%
  - □ 79-60%
  - □ 59-40%
  - □ 39-20%
  - □ 19-0%

- English
  - □ 100-80%
  - □ 79-60%
  - □ 59-40%
  - □ 39-20%
  - □ 19-0%

- Chinese
  - □ 100-80%
  - □ 79-60%
  - □ 59-40%
  - □ 39-20%
  - □ 19-0%

- Tamil
  - □ 100-80%
  - □ 79-60%
  - □ 59-40%
  - □ 39-20%
  - □ 19-0%

- Others
  - □ 100-80%
  - □ 79-60%
  - □ 59-40%
  - □ 39-20%
  - □ 19-0%

3. What proficiency level of English is needed in your working environment?

- □ Excellent
- □ Very Good
- □ Good
- □ Fair
- □ Poor

4. In the industry, how much is the usage of English is emphasized in:

a. Writing?

- □ 100-80%
- □ 79-60%
- □ 59-40%
- □ 39-20%
- □ 19-0%

b. Speaking?

- □ 100-80%
- □ 79-60%
- □ 59-40%
- □ 39-20%
- □ 19-0%

c. Listening

- □ 100-80%
- □ 79-60%
- □ 59-40%
- □ 39-20%
- □ 19-0%

d. Reading

- □ 100-80%
- □ 79-60%
- □ 59-40%
- □ 39-20%
- □ 19-0%
Research Questions 3

1. Please tick ☑️ the topic that can assist your English language communication in the industry/workplace.

Scale: (1) Extremely important (2) Very important (3) Important (4) Less important (5) Least important

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<td>iv. Reading and understanding texts thoroughly</td>
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<td>V. Information gathering</td>
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2. By referring to the checklist, are the topics covered adequate to prepare you for the job entry?

☐ Yes ☐ No

3. Suggest any other topics that you think useful to be included in the course outline.
APPENDIX E2a

OMR – Part-time Students
Please shade your answer

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13. A B C D E
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23. A B C D E
24. A B C D E
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51. A B C D E
52. A B C D E
53. A B C D E
54. A B C D E
55. A B
APPENDIX F

Students’ Responses/Comments
Former Full Time Students

**Industrial Electronics**

<table>
<thead>
<tr>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think all the listed topics are good enough which can assist English language communication in the industry/workplace for student when they face the real situation in their job field. The entire topics have the advantage but it’s depend on how the way or execution of Technical English’s lecturer to handle it. Even the lecturer manage to finish the module within the time frame, but it still useless if students still cannot speak in good English language. I think better more concentration in Speaking &amp; listening module and &amp; Writing Skill (Writing reports). Add more activities such as debates within group, technical presentations and interview session. This is because, we always need to speak and it needs two-way communication.</td>
</tr>
<tr>
<td>Resignation letter.</td>
</tr>
<tr>
<td>Informal conversation</td>
</tr>
<tr>
<td>More individual ‘public speaking’</td>
</tr>
<tr>
<td>Communication skill</td>
</tr>
<tr>
<td>Safety &amp; health topics</td>
</tr>
<tr>
<td>ICT</td>
</tr>
<tr>
<td>Treat how to communicate with people at highest level</td>
</tr>
<tr>
<td>Fault reports</td>
</tr>
<tr>
<td>Writing proposals</td>
</tr>
<tr>
<td>Survey reports</td>
</tr>
<tr>
<td>Performance evaluation reports</td>
</tr>
<tr>
<td>Recreation and Healthy topic</td>
</tr>
<tr>
<td>More role play e.g. Who’s line is it anyway?</td>
</tr>
<tr>
<td>In my opinion the course should emphasize more to technical report and technical presentation, ie, executive summary, specification report and etc. This is because when the students walk into the career world, this kind of report and presentation is compulsory or I should say it’s a requirement to become an engineer.</td>
</tr>
<tr>
<td>Writing or speaking skills on how to defend ourself (ourselves) from bombardment.</td>
</tr>
<tr>
<td>First, get the TTOs to speak fluently in English. Next, ensure the classes are conducted in English (110%). Get (Gets) the lingo going between TTOs and students. There you have it!</td>
</tr>
<tr>
<td>Stress for presentation skill</td>
</tr>
<tr>
<td>Speaking</td>
</tr>
<tr>
<td>For high end job-management-advanced English is necessary. Advanced English: Note taking, listening to fast sentences (Conversational skills), phrases</td>
</tr>
</tbody>
</table>
understanding, proverbs-lack of it, newsletter-encourage students to be journalist(expressive writing)
Journal- can lead the students to write better
More presentation- teach the better way of delivering thing/topic doing presentation.

<table>
<thead>
<tr>
<th>Relevant</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing good resume</td>
<td></td>
</tr>
<tr>
<td>Interview session</td>
<td></td>
</tr>
<tr>
<td>Inspection report</td>
<td></td>
</tr>
<tr>
<td>Surveying books</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
</tr>
<tr>
<td>No comment</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Trip report</td>
<td></td>
</tr>
</tbody>
</table>

**Production Technology**

<table>
<thead>
<tr>
<th>Improvements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Production management</td>
<td></td>
</tr>
<tr>
<td>How to manage as a leader</td>
<td></td>
</tr>
<tr>
<td>External trip and write report base on it</td>
<td></td>
</tr>
<tr>
<td>Pengetahuan am (general knowledge)</td>
<td></td>
</tr>
<tr>
<td>Isu-isu semasa (current issues)</td>
<td></td>
</tr>
<tr>
<td>Students should be exposed to communication and public relation techniques. Which can also help fresh graduates to meet people</td>
<td></td>
</tr>
<tr>
<td>Communication in real job industry business communication</td>
<td></td>
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<tr>
<td>Improve Gramma (Grammar) English</td>
<td></td>
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<tr>
<td>(Improve English Grammar)</td>
<td></td>
</tr>
<tr>
<td>Give more detail about gramma (Grammar) English</td>
<td></td>
</tr>
<tr>
<td>(Give more detail English Grammar)</td>
<td></td>
</tr>
<tr>
<td>How to deal with people</td>
<td></td>
</tr>
<tr>
<td>Focus more on Technical writing, public speaking, presentation, communication between trainees (make sure during the English class students are forbid to use alien language). Give exercise or homework by reading books or instruction/manual and let the student explain or present it in front of the class to build their self confidence. Let them imagine how it would be in industrial/working environment (If they don’t have any working experience) and help them by give (giving) enough information before they face actual environment.</td>
<td></td>
</tr>
</tbody>
</table>
| Relevant | Reading, writing report & speaking  
|          | Reading skills  
|          | -Surveying books  
|          | -Evaluating books  
|          | -Reading & Understanding text thoroughly  
|          | -Surveying, skimming & scanning of text.  
|          | All must included  
|          | All good  
|          | No  
|          | None  
|          | New Topic  
|          | No idea  
|          | Nil  
|          | All is the best  
|          | I think you know better  
|          | Interview session  
|          | No idea  
|          | Nil  
|          | Mould Flow  
<p>|          | Reading book |</p>
<table>
<thead>
<tr>
<th>Improvements</th>
<th>Safety, Environment and Health’s Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The (most) weakest point for non-management employees is how they communicate with each other in English. So the skill to communicate in standard English must be emphasised for this rank.</td>
</tr>
<tr>
<td></td>
<td>Understanding skill</td>
</tr>
<tr>
<td></td>
<td>English subject to be implemented first before other subject</td>
</tr>
<tr>
<td></td>
<td>Communication Skill</td>
</tr>
<tr>
<td></td>
<td>English subject to be environment before study all subject</td>
</tr>
<tr>
<td></td>
<td>Need a English class</td>
</tr>
<tr>
<td></td>
<td>I think we should learn how to write, speak and understand when communication happened. I mean we can speak better.</td>
</tr>
<tr>
<td></td>
<td>Pls offer technical comm. for part time. It is necessary and very important because most of the part time students poor in English Communication</td>
</tr>
<tr>
<td></td>
<td>Teaching to understand of the topics</td>
</tr>
<tr>
<td></td>
<td>Writing of analysis of technical report variety</td>
</tr>
<tr>
<td></td>
<td>Introduction of technical work instruction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relevant</th>
<th>All the topics covered in ‘Reading Skills’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It’s ok. All topic should be include.</td>
</tr>
<tr>
<td></td>
<td>All important</td>
</tr>
<tr>
<td></td>
<td>It’s ok. All subject</td>
</tr>
<tr>
<td></td>
<td>No suggestion. The checklist should cover all I need in the working world</td>
</tr>
<tr>
<td></td>
<td>No suggestion-already answer</td>
</tr>
<tr>
<td></td>
<td>Mathematics(add)</td>
</tr>
<tr>
<td></td>
<td>English (Engineering)</td>
</tr>
<tr>
<td></td>
<td>Make technical matematik and calculation survey.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Improvements</th>
<th>Topic given already included all the courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English conversation course</td>
</tr>
<tr>
<td></td>
<td>On job training at industrial</td>
</tr>
<tr>
<td>Make more the add class</td>
<td></td>
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<tr>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>Translation from English to Malay or Malay to English</td>
<td></td>
</tr>
</tbody>
</table>

I think not necessary.
Non.
Any topic la. The important is not to make students feel sleepy.