

## APPENDIX A

### STUDENT'S QUESTIONNAIRE

Class : \_\_\_\_\_

Sex : Male      Female

#### Section A

1. What grade did you obtain for English in the PMR? \_\_\_\_\_
2. Which language do you use most? If the language or dialect is not listed below, please specify in the last column.

Language Environment	Malay	Mandarin	Tamil	English	
At home					
In school					
In public places (e.g. shops)					

3. How would you rate each of the four English language skills in terms of importance to you as a student?

Skills	Very important	Important	Not very important	Not important
Listening				
Speaking				
Reading				
Writing				

4. How would you rate your proficiency in each of the four English language skills?

Skills	Very good	Good	Fair	Poor
Listening				
Speaking				
Reading				
Writing				

5. If you could choose to take or not to take English as a subject in the SPM, which would you choose?

I would choose to take English

I would choose **not** to take English

6. What are your reasons for learning English? Please number the reasons beginning with 1 as the most important reason.

\_\_\_\_\_ to enjoy movies and music in English

\_\_\_\_\_ to make friends with English-speaking people

\_\_\_\_\_ to have better job opportunities

\_\_\_\_\_ to prepare for the SPM English paper

\_\_\_\_\_ to have access to more knowledge and information

## Section B

1. Do you enjoy reading in your first language? Yes No
2. Do you enjoy reading in English? Yes No
3. Do your parents, teachers and friends encourage you to read?
- |          |     |    |           |
|----------|-----|----|-----------|
| Parents  | Yes | No | Sometimes |
| Teachers | Yes | No | Sometimes |
| Friends  | Yes | No | Sometimes |

4. What do you think are your reading problems, if any? (You may tick more than one box.)

I cannot concentrate on what I read as I have a short attention span.

I am usually too lazy to make an effort to read and understand the text.

I find reading boring because it is a silent, solitary and passive activity.

I have little interest in reading because whatever I read in class is not tested in the exam.

I have difficulty understanding what I read unless the teacher guides me.

5. Do you enjoy reading most of the passages in the English textbook?

Yes No

If your answer is No, what are your reasons? (You may tick more than one box.)

There are too many new words.  The contents in the passages are not familiar to me.

There are few or no pictures.  The topics are generally boring.

The passages are too long.  The information in the passages is not relevant to my needs.

6. For each of the statements below, tick the appropriate column.

S.A.= Strongly Agree; A.= Agree; U.= Undecided; D.= Disagree; S.D.= Strongly Disagree

Reading the passages in the textbook will help me	S. A.	A.	U.	D.	S.D.
to learn new words					
to improve my grammar					
to improve my spelling					
to improve my pronunciation (by reading aloud)					
to improve my essay writing					
to increase my knowledge					
to have better moral values					

7. Would you be more interested in reading if you could choose what you want to read?

Yes

No

8. What are your favourite sources of reading materials? Please number them according to your preferences, with 1 as your most preferred choice.

\_\_\_\_\_ Newspapers

\_\_\_\_\_ Magazines

\_\_\_\_\_ Comics

\_\_\_\_\_ Books

\_\_\_\_\_ Internet

9. Which of the following would you be interested in reading? (Please tick only TEN boxes.)

Current Issues

Computer & I.T.

Mysteries

Good Habits

Sports

Environment

Travel

Teen Issues

Entertainment

Hobbies & Crafts

Health Care

Adventure Stories

Local Culture

Love Stories

Animals

Famous People

Foreign Culture

Moral Values

History

Science & Technology

10. If you were a textbook writer and you could choose topics for TEN reading passages for a Form 4 KBSM textbook, which topics would you choose from the list below? (Please tick only TEN boxes.)

The 1998 Commonwealth Games

Siti Nurhaliza – Malaysia's Pop Princess

The Orang Utan of Sepilok

The Use and Abuse of the Internet

Malaysians Conquer Mt Everest

The Fast Food Phenomenon

Caring for the Elderly

A Visit to a Biscuit Factory

Complaints about School Facilities

The Ghost of Pulau Senja – a short story

How to Prepare for an Interview

Qualities of a Good Leader

Motor Sports

A Day in the Life of a Radio DJ

The Making of 'Tarzan – the movie'

A Traditional Japanese Wedding

Islamic Art and Architecture

Buying Originals vs Buying Copies

Beauty Contests

The World's Tallest Building

Made-in-Malaysia Products

Teenage Romance

Colours and their Meaning

Keeping Our Rivers Clean

**Thank you for answering this questionnaire.**

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## APPENDIX B

### TEACHER'S QUESTIONNAIRE

Class : \_\_\_\_\_

Sex : Male Female

#### Section A

1. How many years have you been teaching English? \_\_\_\_\_ years
2. How would you rate each of the four language skills in terms of importance to your students?

Skills	Very important	Important	Not very important	Not important
Listening				
Speaking				
Reading				
Writing				

3. How would you rate your students' proficiency in each of the four language skills?

Skills	Very good	Good	Fair	Poor
Listening				
Speaking				
Reading				
Writing				

4. In your opinion, how many of your students are motivated to learn English?

Most of them

Some of them

Only a few

5. What do you think are your students' reasons for learning English? Please number the reasons beginning with 1 as the most important reason.

\_\_\_\_\_ to enjoy movies and music in English      \_\_\_\_\_ to make friends with English-speaking people

\_\_\_\_\_ to have better job opportunities      \_\_\_\_\_ to prepare for the SPM English paper

\_\_\_\_\_ to have access to more knowledge and information

#### Section B

1. Do you think your students enjoy reading in English?

Yes

No

Only a few do

2. Do you think your students have problems with reading in English?

Yes

No

Some of them

Most of them

3. What do you think are their reading problems, if any? (You may tick more than one box.)

They cannot concentrate on what they read as they have a short attention span.

They are usually too lazy to make an effort to read and understand the text.

They find reading boring because to them it is a silent, solitary and passive activity.

They have little interest in reading because whatever they read in class is not tested in the exam.

They have difficulty understanding what they read unless the teacher guides them.

4. Do you think your students enjoy reading most of the passages in the English textbook?

Yes      No

If your answer is No, what are the possible reasons? (You may tick more than one box.)

There are too many new words.      The content in the passages is unfamiliar to them.

There are few or no pictures.      The topics are generally boring.

The passages are too long.      The information in the passages is not relevant to their needs.

5. What of the following would your students be interested in reading? (Please tick only TEN boxes.)

Current Issues	Computer & I.T.	Mysteries	Good Habits
Sports	Environment	Travel	Teen Issues
Entertainment	Hobbies & Crafts	Health Care	Adventure Stories
Local Culture	Love Stories	Animals	Famous People
Foreign Culture	Moral Values	History	Science & Technology

6. If you were a textbook writer and you had to choose topics for TEN reading passages for a Form 4 KBSM textbook, which topics would you choose from the list below? (Please tick only TEN boxes.)

The 1998 Commonwealth Games

The Orang Utan of Sepilok

Malaysians Conquer Mt Everest

Caring for the Elderly

Complaints about School Facilities

How to Prepare for an Interview

Motor Sports

The Making of 'Tarzan – the movie'

Islamic Art and Architecture

Beauty Contests

Made-in-Malaysia Products

Colours and their Meaning

Siti Nurhaliza – Malaysia's Pop Princess

The Use and Abuse of the Internet

The Fast Food Phenomenon

A Visit to a Biscuit Factory

The Ghost of Pulau Senja – a short story

Qualities of a Good Leader

A Day in the Life of a Radio DJ

A Traditional Japanese Wedding

Buying Originals vs Buying Copies

The World's Tallest Building

Teenage Romance

Keeping Our Rivers Clean

### Section C

1. Apart from the textbook, how often do you use materials from other sources to teach comprehension?
- Very often                      Sometimes                      Seldom                      Never
2. If you use materials from the sources listed below, please number them according to your preferences, with 1 as your first preference.
- Newspapers \_\_\_\_\_                      Magazines \_\_\_\_\_                      Internet \_\_\_\_\_
- Other textbooks \_\_\_\_\_                      Others (please specify) \_\_\_\_\_
3. For each of the statements below, tick the appropriate column.  
S.A.= Strongly Agree; A.= Agree; U.= Undecided; D.= Disagree; S.D.= Strongly Disagree

Reading the passages in the textbook will help my students	S. A.	A.	U.	D.	S.D.
to learn new words					
to improve their grammar					
to improve their spelling					
to improve their pronunciation (by reading aloud)					
to improve their essay writing					
to increase their knowledge					
to have better moral values					

**Thank you for answering this questionnaire.**

## APPENDIX C

### Skill Specifications for the reading component in the KBSM English syllabus for Form 4.

At the end of the English Programme for Form IV, students should be able to

- 2.1 Read using correct pronunciation, intonation, stress and rhythm.
- 2.2 Read and understand meanings of words, phrases and sentences.
- 2.3 Use a dictionary to locate meanings of words and learn how these words are used in different contexts.
- 2.4 Read and understand instructions on how to fix things, such as a leaking tap.
- 2.5 Read and understand messages through the mass media, such as from the television and the newspapers.
- 2.6 Read and understand; locate main ideas and supporting details; follow sequence of events and ideas; predict outcomes; find proof to support statements; locate cause and effect relationships; and draw conclusions from stories on moral values, such as self-reliance, diligence and public-spiritedness.
- 2.7 Read and understand; locate main ideas and supporting details; follow sequence of events and ideas; and find proof to support statements in reports, such as newspaper reports and book reports.
- 2.8 Read and understand information contained in charts, graphs and manuals.
- 2.9 Read and understand information contained in informal letters in the newspapers; and in formal letters of enquiry and complaint.
- 2.10 Read and understand descriptions of scenes, such as tourist spots in the ASEAN region.
- 2.11 Read and understand descriptions of events, such as the SEA games.
- 2.12 Read and understand; follow sequence of ideas; and find proof to support statements in opinions on current issues, such as unemployment.
- 2.13 Read and understand; and follow sequence of events in descriptions of processes and procedures, such as the recycling of material.
- 2.14 Read and understand, follow sequence of ideas; and find proof to support statements in talks on current issues, such as consumerism and health care.
- 2.15 Read and enjoy poems of writers from the ASEAN region.