

Chapter 4

RESULTS AND FINDINGS

4.0 INTRODUCTION

In this chapter, an analysis of the data dealing with the objectives of the study will be presented. The key data for this research were obtained through the questionnaire method on three different respondents or subjects; the Final Semester Electrical Engineering students at the Polytechnic Ungku Omar (PUO), the English Language Lecturers and the employers. The data gathered from the three groups of subjects were presented and analyzed separately using frequency counts and percentage. Tables were used for presentation of data. It is essential to state that the data collected were discussed within the ambit and scope of the Diploma of Electrical Engineering.

The study is based on quantitative and qualitative data collected from ten employers operating in the Kinta Valley, sixty present final semester electrical engineering students and ten English Language Lecturers. The quantitative data was computed and analyzed and the major findings were summarized. A cross tabulation analysis of the three different subjects was made to assess the English Language needs of the students. In addition, the data of the three different subjects that cannot be cross tabulated will be presented separately according to the sequence found in the respective questionnaires of the respondents.

The data were further discussed in depth through information gathered by other means that include informal discussions with senior English lecturers.

4.1 Background of Respondents
4.1.1 Lecturers

For the purpose of this study, ten English Language lecturers were chosen randomly. The academic qualifications of the lecturers sample are shown in Table 1. The study reveals that all the lecturers have majored in English. Besides that, five lecturers have a bachelor's degree and the other five have a masters' degree in TESL.

Table 1.
Academic Qualifications of the English Lecturers.

Qualifications	B.A (TESL)	M.A (TESL)
No. of Lecturers	50%	50%

The lecturing experience of the English lecturers' is shown in Table 2. About 60% of the English lecturers had teaching experience of more than 6 years. It was identified through the lecturers' questionnaire that all the ten lecturers stated that the area of specialization helped them in teaching the ESP and EGP courses.

Table 2 reveals that the ten lecturers were well qualified and have enough experience in their subjects. The Head of General Studies who stated that most lecturers have experience related to their specialization substantiates this.

Table 2.
Lecturing Experience.

Years of Experience	0-5 yr.	6-10 yr.	> 10 yr.
No. of lecturers'	40%	20%	40%

4.1.2 The Students

The 60 respondents chosen randomly for this study were the final semester Diploma of Electrical Engineering students from PUO, Ipoh. There were 50% male students and 50% female students. 75% of the students' ages ranged from 20-25 years. On the other hand, 25% of the students were more than 25 years old. All the respondents were final semester Diploma of Electrical Engineering students.

Of the 60 respondents, 80% of them possessed SPM, 17% SPMV and 3% STPM. The students' major area of study was electrical engineering. All the students have to take eight subjects related to their field of study and English. In addition, the students reported that no engineering subjects were taught in English.

Table 3 presents the SPM English Language grades obtained by students. 8% of the students scored distinctions (A1-A2), while 50% scored credits. Another 35% obtained a pass and the remaining 7% of the students failed the SPM English Language paper. From the statistics stated above, the majority of the students (93%) managed to obtain a distinction, a credit or a pass. The students stated that none of them sat for the 1119

English Language examination. It can be concluded that most of the students have an average proficiency in the English language.

Table 3.
Students' SPM English Language Grades.

SPM English Language Grade	Distinction	Credit	Pass	Fail
No. of students	8%	50%	35%	7%

4.1.3 Employers

Questionnaires were administered directly by the researcher in order to minimize any misinterpretation and confusion among this group of samples. The employers were divided into 2 categories and they gave their fullest cooperation. The two categories were:

- i) large companies employing more than 500 employees and having direct international dealings and transactions, and
- ii) Small companies employing less than 50 employees and only having domestic dealings and transactions.

All the companies were operating in the Kinta Valley.

From the students questionnaire it was found that 34% of the students did their industrial training in Kinta Valley and another 66% carried out their industrial training in their respective hometowns. The students chose their hometowns to cut cost and to enjoy the comforts of their home.

Table 4.
Place of Industrial Training

Choice of place for industrial training	Home town	Kinta Valley
No. of students	66%	34%

4.2 English Language Usage in Course Work and Reference Work by Students

The students stated that only a nominal amount of coursework was done in English. Table 5 shows that 60% of the students reported 0-24% of their coursework was done in English whilst 25% and 15% said that 25-49% and 50-74% of their coursework was done in English respectively. These readings reveal that English was required in a limited scope to function as a student in a Diploma in Electrical Engineering at the PUO.

Table 5.
Amount of Coursework Done in English by Students

Percentage of course work done in English	0-24%	25-49%	50-74%	75% or more
No. of Respondents	60%	25%	15%	0%

In the opinion of all the English language lecturers, the amount of course work done in the English language course by their students ranged 50-74%. Similarly, all the lecturers reported that the amount of reference work carried out by the students is within the range of 50-74%. As the medium of instruction is the Malay language in the Diploma of Electrical Engineering program, all the lecturers stated that the Malay language is the sole medium for the Electrical Engineering Department lecturers to conduct

their lectures. As a result, examinations for the Diploma of Electrical Engineering students are conducted in Malay and the lecturers have agreed this too.

For the purpose of reference done in English in the process of equipping themselves with sufficient knowledge in the electrical engineering field and passing the examinations, 50% the students reported that English was used for more than 50% of their reference work while another 50% of students said that English was used for less than 50% of their reference work. (Table 6)

Table 6.
Amount of Reference Work Done in English

Percentage of reference work done in English	0-24%	25-49%	50-74%	75% or more
No. of students	28%	22%	30%	20%

4.3 Extent of English Used During Industrial Training As Perceived By the Employers

80% of the big companies reported that English was used extensively i.e. more than 74% while students undergo industrial training. In the contrary, 60% of the small firms were found that less than 24% of English was required for PUO Electrical Engineering students during the industrial training period. These findings reveal that big companies due to its global operations are owned by foreigners and require the usage of the English language widely. On the other hand, small companies do not require the usage of English as extensively as in big companies because

their clients were locals and they were basically domestically oriented.
(Table 7)

Table 7.
Extent of English Used during Industrial Training As Perceived by the
Employers.

	Big Companies				Small Companies			
Percentage	0-24%	25-49%	50-74%	>74%	0-24%	25-49%	50-74%	>74%
Quantity in %	0%	0%	20%	80%	60%	40%	0%	0%

4.4 Abilities of students in the English Language skills

4.4.1 Students and Lecturers Assessments

English Language abilities among students are separated and indicated in Table 8. About 67% students ranked themselves as having good and very good reading skills. The next skill that the students found to be good and very good was listening (43%). While 27 % stated that the students have good writing skills. The students reported that they were weak in the speaking skills (8%) and writing skills (6%). In contrast, 50% of the lecturers rated the students' speaking skills as good and very good. Another 60% considered the students listening skills as good and very good. However, almost 50% of the lecturers graded the abilities of the students in the four areas as average.

We can postulate that the students' abilities in the four areas as average. This can be seen in the responses given by both the students and the lecturers. Notwithstanding, a minority group of students who feel

that they are weak in certain English language skills. As the language abilities are at a satisfactory level, therefore there is a need to determine needs to alleviate students' shortcomings found in the various areas of language skills and proficiency. With globalization accelerating at a fast pace and opportunities for higher studies too ample, it is vital to prepare the students adequately to facilitate learning particularly in the engineering field.

Table 8.
Perceived Abilities in English Language Skills (by students and lecturers

	Students					Lecturers				
Skills	V G	G	A	W	V W	V G	G	A	W	V W
Writing	17%	27%	48%	6%	2%	0%	50%	50%	0	0
Listening	11%	32%	48%	8%	0%	20%	40%	40%	0	o
Speaking	7%	34%	51%	8%	0%	20%	30%	50%	0	0
Reading	22%	45%	28%	5%	0%	30%	30%	40%	0	0

- V G- Very Good
- G- Good
- A- Average
- W- Weak
- V W- Very Weak

4.5. Importance of the English Language Skills

4.5.1 As Perceived by employers (Small and Big Companies)

An overwhelming majority (>90%) of the large companies respondents rated the four language skills (speaking, writing, listening and

reading) as "most important" and "important". None of them rated the four skills as "not important". It is obvious that most large companies' consider them at their workplace relatively important, if not very important. Respondents representing the small companies almost 60% of them rated speaking as "of some importance". Probably it was felt that the knowledge of the Malay language and the local dialects was sufficient to deal with local customers. As for reading, a large proportion (80%) of the small companies' respondents rated reading as "of some importance" and "of little importance". All the small companies (100%) rated listening as "of some importance" and "of little importance". A very small number of employers representing small companies (20%) indicated that writing was "important". This is due to the fact that the employers are small, local businessman who mainly use the local languages in their daily transactions.

Table 9.

Importance of Language skills at the workplace as Perceived by Employers (Small and Big) of Polytechnic Graduates.

Level of Importance	Employers									
	M I		I		SI		LI		N I	
Type of companies/ Skills	L	S	L	S	L	S	L	S	L	S
Speaking	80%	0%	20%	20%	0	60%	0	20%	0	0
Reading	60%	0%	40%	20%	0	40%	0	40%	0	0
Listening	60%	0%	40%	0%	0	60%	0	40%	0	0
Writing	40%	0%	60%	20%	0	60%	0	20%	0	0

L-Large Companies

S-Small Companies.

M I- Most Important

I-Important

SI- Some Importance

LI- Little Importance

NI- Not Important

4.5.2. As Perceived by Students and Lecturers.

Generally, an overwhelming majority of the students and lecturers said that the four language skills are important for Final Semester students of Diploma of Electrical Engineering at the PUO. Less than 5% said that they are not important. (Table 10).

70% and 100% of the students and lecturers respectively rated speaking skill as "most important" and "important".

Reading - A considerable percentage i.e. more than 80% and 100% of the students and lecturers respectively rated reading as "most important" and "important".

Listening - 80% of the students and all the lecturers said it was "most important" and "important".

Writing - A large percentage (80%) of students and all the lecturers indicated writing as "most important" and "important".

Table 10.
Importance of Language Skills as Perceived by Students' and
Lecturers

Level of Importance	M I		I		SI		LI		NI	
Type of respondents/ Skills	L	S	L	S	L	S	L	S	L	S
Speaking	70%	45%	30%	25%	0%	25%	0%	25%	0%	0%
Reading	80%	56%	20%	24%	0%	11%	0%	9%	0%	0%
Listening	70%	48%	30%	32%	0%	16%	0%	4%	0%	0%
Writing	70%	47%	30%	33%	0%	11%	0%	9%	0%	0%

L-Lecturers S- Students

4.6 Importance of Language Sub-skills.

4.6.1 Importance of speaking Sub-skills: As Perceived by Students and Lecturers

A large percentage (>65%) said that the listed sub-skills in Table 11 were required as students of Diploma of Electrical Engineering and as employees after completing their 6 semester course at the PUO. Among these speaking sub-skills, those that may be worth noting were (Table 11):

- "Ability to ask questions": 67% said that they find this skill "most important" and "important"
- "Ability to explain processes and procedures": Almost three-quarters (75%) said they felt this particular skill as "most important" and "important".
- "Ability to participate in meetings": More than three quarters (76%) of the students stated that they were "most important" and "important".

- "Ability to speak before a crowd": About 63% found this speaking sub-skill as not significant.

As for the lecturers, an overwhelming majority (70-80%) rated the 10 speaking sub-skills as "most important" and important"

Table 11.

Importance of Speaking Sub-skills as Perceived by Students and Lecturers.

Sub-skills/Level of Importance	Students Frequency					Lecturers Frequency				
	MI	I	SI	LI	NI	MI	I	SI	LI	NI
Ability to ask question	30%	37%	23%	10%	0%	1%	7%	1%	1%	0%
Ability to converse face to face	26%	35%	23%	13%	3%	2%	6%	2%	0%	0%
Ability to present oral reports	28%	27%	20%	15%	10%	1%	7%	1%	1%	0%
Ability to speak before a crowd	15%	22%	13%	20%	30%	1%	7%	1%	1%	0%
Able to give instructions/directions	29%	27%	11%	16%	17%	1%	6%	2%	1%	0%
Ability to discuss technical reports/problems	30%	35%	11%	4%	20%	1%	6%	1%	2%	0%
Ability to be clearly understood	28%	32%	28%	11%	11%	1%	6%	2%	1%	0%
Ability to ask for clarification	25%	37%	20%	10%	8%	1%	5%	3%	1%	0%
Ability to participate in meetings	44%	32%	18%	6%	0%	1%	8%	2%	0%	0%
Ability to explain process/procedures	42%	33%	16%	2%	8%	1%	6%	2%	1%	0%

4.6.2. As Perceived by the Employers

Almost all the large companies respondents (>90%) said that the polytechnic graduates need to speak English (in all the communicative skills listed in Table12).

The main speaking sub-skills as perceived by the respondents (large companies) in terms of frequency are:

- Ability to ask questions: All the employers (large companies) said that it is "most important" and "important" for the PUO Diploma Of Electrical Engineering students.

- Ability to participate in meetings: The 5 large companies (100%) reported that that it was "most important" and "important" for the students.

The frequency of the "ability to speak before a crowd" was considered by the large companies as "less important" and "not important"(60%).

The frequency of the speaking sub-skills for the small companies were relatively low in the "most important" and "important" category" (<20%).

This was due to its localized nature in all their dealings and transactions.

However, it was found that the "ability to converse face to face or over the telephone" as "most important" and "important"(60%)

Table 12.

Importance of speaking sub-skills as perceived by Large and Small Companies (employers)

Employers/ Speaking sub-skills	Large companies					Small companies				
	MI	I	SI	LI	NI	MI	I	SI	LI	NI
Ability to ask question	60 %	40 %	0%	0%	0 %	0%	0%	40 %	40 %	20 %
Ability to converse face to face or over the telephone	20 %	60 %	20 %	0%	0%	1%	40 %	40 %	80 %	0%
Ability to speak before a crowd	0%	40 %	0%	40 %	20 %	0%	0%	20 %	40 %	0%
Ability to give instructions/directions	20 %	40 %	40 %	0%	0%	0%	20 %	60 %	20 %	0%
Ability to discuss technical problems	20 %	80 %	0%	0%	0%	0%	0%	80 %	20 %	0%
Ability to be clearly understood	20 %	60 %	20 %	20 %	0%	0%	0%	20 %	60 %	20 %
Ability to ask for clarifications	20 %	60 %	20 %	0%	0%	0%	0%	60 %	40 %	0%
Ability to participate in meetings	40 %	60 %	0%	0%	0%	0%	0%	20 %	60 %	20 %
Ability to explain processes and procedures	40 %	20 %	40 %	0%	0%	0%	0%	20 %	60 %	20 %
Ability to present oral reports	60 %	40 %	0%	0	0	0%	0	0%	80 %	20 %

- MI - Most Important
- I - Important
- SI - Some Importance
- LI - Less Important
- NI - Not Important

4.6.3 Importance of Reading Sub-skills As Perceived by Students and Lecturers.

Ten reading sub-skills, which are regarded as important for Diploma of Electrical Engineering students, were selected. In Table 13, more than 65% of the students described all the ten listed reading sub-skills as "most important" and "important" except "read and understand lecture notes" and "read and understand novel/story books". These two reading sub-skills were rated lowly because lecturing was done in the national language and as stated earlier that the students' proficiency was only average. Therefore, novels and story books do not attract the interest of the students.

The English Language lecturers described the eight listed reading sub-skills as "most important" and "important" (>80%). The reading sub-skills, which have been identified as "less important", were "read and understand lecture notes" and "read and understand novels/story books". (>80%)

**Table 13. Importance of Reading Sub-skills as Perceived by the
Students and Lecturers**

Respondents Level of Importance/Skills	Students Frequency					Lecturers Frequency				
	MI	I	SI	LI	NI	MI	I	SI	LI	NI
Read hand-out	40 %	27 %	10 %	11 %	12 %	1 %	6%	1%	1%	0%
Read instructions	24 %	44 %	17 %	15 %	0%	1%	6%	1%	1%	0%
Read messages	30 %	46 %	12 %	5%	7%	1%	6%	2%	1%	0%
Read reports	23 %	44 %	18 %	15 %	0%	2%	6%	1%	1%	0%
Read/understand reference books/journals	40 %	30 %	20 %	10 %	0%	6%	4%	0%	0%	0%
Read engineering manuals	45 %	24 %	15 %	15 %	0%	7%	3%	0%	0%	0%
Read and understand lecture notes	10 %	15 %	33 %	22 %	20 %	1%	1%	3%	5%	0%
Read and understand academic textbooks	38 %	30 %	16 %	9%	7%	7%	3%	0%	0%	0%
Read and understand technical terms	40 %	37 %	16 %	7%	0%	9%	1%	0%	0%	0%
Read and understand letters	23 %	46 %	11 %	10 %	10 %	1%	5%	3%	1%	0%
Read and understand novel/story books.	15 %	25 %	46 %	8%	6%	0%	0%	3%	7%	0%

MI - Most Important

I - Important

SI - Some Importance

LI - Less Important

NI - Not Important

4.6.4 Importance of Reading Sub-skills as Perceived by the Employers (Small and Large Companies)

On the whole, the large companies' respondents said that the PUO students need to read the following items some of the time (60%).

- Read handout: The reading is an item required of about 60% of the respondents. However, 40% said they felt that this sub-skill of "some importance" only. It is anticipated that this may be due to the nature of the technician's job or the practice of companies/employers.
- Read instructions: 60% of this category of respondents described it as "most important" and "important" for PUO students.
- Reading engineering manuals: 60% of the respondents stated that it was "most important" and "important" for the PUO students.

A large percentage (80%) said that the following reading sub-skills were classified as 'most important' and 'important' for the PUO students:

- Read messages
- Read reports
- Read and understand technical terms.

As for the small companies, 80% of the respondents stated that the following reading sub-skills "important" and "most important". They were:

- Read handouts.
- Read instructions.
- Read engineering manuals.
- Read and understand technical terms.

However, all the five respondents (100%) representing the small companies rated reading story books/novels as "not important".

Table 14.
Importance of Reading Sub-skills as Perceived by Employers. (Small and Big Companies)

Respondents	Large Companies					Small Companies				
Level/sub-skills	MI	I	SI	LI	NI	MI	I	SI	LI	NI
Read hand-out	20 %	40 %	40 %	0%	0%	0%	20 %	60 %	20	0%
Read instructions	20 %	40 %	40 %	0%	0%	20 %	60 %	20 %	0%	0%
Read messages	40 %	40 %	20 %	0%	0%	0%	0%	20 %	60 %	20 %
Read reports	49 %	60 %	0%	0%	0%	0%	0%	40 %	20 %	40 %
Read engineering manuals	20 %	40 %	40 %	0%	0%	20 %	60 %	20 %	0%	0%
Read reference books/journals	20- %	20 %	40 %	20 %	0%	0%	20 %	40 %	20 %	20 %
Read lecture notes	0%	0%	60 %	40 %	0%	0%	0%	0%	80 %	20 %
Read academic textbooks	20 %	20 %	40 %	20 %	0%	0%	0%	20 %	60 %	20 %
Read and understand technical terms	40 %	40 %	20 %	0%	0%	20 %	60 %	20 %	0%	0%
Read/understand letters	20 %	20 %	40 %	20 %	0%	0%	0%	60 %	20 %	20 %
Read/understand novels/story books	0%	0%	0%	0%	100 %	0%	0%	0%	0%	100 %

- MI - Most Important
- I - Important
- SI - Some Importance
- LI - Less Important
- NI - Not Important

4.6.5 Importance of Writing Sub-skills as Perceived by Students and Lecturers

The following reading sub-skills were felt more important than the others by the student respondents :

- Ability to fill-up forms: Almost 67% of the respondents described it as "most important" and "important".
- Ability to write messages/memos: Nearly 67% of the students felt it was "most important" and "most Important".
- Ability to write general reports: More than two-thirds (75%) of the respondents stated as "most important" and "important".
- Ability to write notices: In fact almost 63% of the respondents regarded it as "most important" and "important".

The "ability to write instructions" (55%) and "ability to write academic assignments"(56%) were described as of "some importance" and "little importance" by the students.

A large proportion of lecturers (80%) said they the major writing sub-skills that were "most important" and important" for the PUO Diploma Of Electrical Engineering are listed below:

- Ability to write short notes.
- Ability to fill-up forms.
- Ability to write messages/memos.
- Ability to write notices.
- Ability to write general reports

-Ability to write application letters

At least 60% of the lecturer respondents felt the "ability to write instructions", "ability to write academic assignments", "ability to write scientific/laboratory reports" and "ability to write formal letters" as of "some importance" and "little importance".

Table15. Importance of Writing Sub-skills as Perceived by Students and Lecturers.

Respondents		Students					Lecturers				
Level OF Importance/Skills		MI	I	SI	LI	NI	MI	I	SI	LI	NI
Personal letters		10	33	32	12	13	10	10	20	60	0%
		%	%	%	%	%	%	%	%	%	
Short Notes		15	31	30	10	12	8%	20	0%	0%	0%
		%	%	%	%	%	%	%	%	%	
Formal letters		14	28	30	15	13	10	10	60	20	0%
		%	%	%	%	%	%	%	%	%	
Fill-up forms		31	36	10	11	12	20	80	0%	0%	0%
		%	%	%	%	%	%	%	%	%	
Application letters		13	20	32	20	15	20	70	10	10	10
		%	%	%	%	%	%	%	%	%	%
Messages/memos		29	37	20	8%	6%	80	20	0%	0%	0%
		%	%	%	%	%	%	%	%	%	
Instructions		16	14	37	25	10	10	10	60	20	0%
		%	%	%	%	%	%	%	%	%	
General reports		40	35	14	6%	5%	10	80	10	0%	0%
		%	%	%	%	%	%	%	%	%	
Scientific/laboratory reports		41	22	20	9%	8%	10	10	20	6%	0%
		%	%	%	%	%	%	%	%	%	
Notices		15	30	18	15	22	80	10	50	0%	0%
		%	%	%	%	%	%	%	%	%	
Academic assignments		11	15	29	27	18	10	10	10	60	10
		%	%	%	%	%	%	%	%	%	%

- MI - Most Important
- I - Important
- SI - Some Importance
- LI - Less Important
- NI - Not Important

4.6.7 Importance of Writing sub-skills as Perceived by the Employers (Small and Large Companies)

Eleven writing sub-skills, which were regarded as important, were selected. In Table 16, >60% of the small companies described the "ability to write notices" and "ability to fill-up forms" as "most important" and "important". The sub-skills which have been identified as "less important" are "ability to write short notes"(80%), "ability to write application letters" (60%) and "ability to write academic assignments"(100%)

As reported in Table 16 by frequency counts, 80% of large companies rated the "ability to fill-up forms", "ability to write messages/memos", ability to write instructions" and "ability to write scientific/laboratory reports" as "most important" and "important". Ability to write assignments (60%), personal letters (80%) and formal letters (60%) are less important.

**Table 16. Importance of Writing Sub-skills as Perceived by the
Employers (Small and Large Companies)**

Respondents	Small Companies					Large Companies				
Level Of Importance/Skills	MI	I	SI	LI	NI	MI	I	SI	LI	NI
Personal letters	0%	0%	0%	0%	10 0%	0%	0%	20 %	20 %	60 %
Short Notes	20 %	20 %	0%	60 %	20 %	20 %	20 %	60 %	0%	0%
Formal letters	0%	20 %	20 %	20 %	40 %	20 %	20 %	60 %	0%	0%
Fill-up forms	20 %	60 %	20 %	0%	0%	40 %	60 %	0%	0%	0%
Application letters	0%	20 %	20 %	0%	60 %	20 %	0%	0%	80 %	20 %
Messages/memos	20 %	20 %	60 %	0%	0%	60 %	40 %	0%	0%	0%
Instructions	20 %	20 %	60 %	0%	0%	20 %	60 %	20 %	0%	0%
General reports	0%	0%	20 %	0%	80 %	40 %	60 %	0%	0%	0%
Scientific/laboratory reports	0%	0%	0%	20 %	80 %	20 %	80 %	0%	0%	0%
Notices	0%	60 %	0%	40 %	0%	20 %	60 %	20 %	0%	0%
Academic assignments	0%	0%	0%	0%	10 0%	0%	40 %	0%	0%	60 %

- MI - Most Important
- I - Important
- SI - Some Importance
- LI - Less Important
- NI - Not Important

4.6.7 Importance of Listening Sub-skills as Perceived by the UOP Students and Lecturers of the Diploma of Electrical Engineering Students

Eight speaking sub-skills, which were regarded as important for the Diploma of Electrical Engineering final semester students were selected. In Table 17, 86% of the students described the "ability to follow and understand discussions as "most important" and "important". 78% who stated "ability to understand orders and "ability to understand oral instructions" (73%) as "most important" and "important" followed this. The sub-skills which have been identified as less important were "ability to understand lectures in order to take notes"(62%) and "ability to follow and understand class lectures" (62%) and "ability to understand TV programs/news/radio"(55%).

A large percentage of lecturers (>70%) said the students were required in all the speaking events in Table 17. Among the speaking sub-skills that may be worth noting are:

- Ability to follow and understand discussions: 80% of the lecturers said this sub-skill was "most important" and "important".
- Ability to understand oral instructions: 80% of the lecturers find that this speaking sub-skill was "most important" and "important" to the students.
- Ability to understand orders: About 80% of the lecturers rated this speaking sub-skill as "most important" and "important".

Table 17

Importance of Listening Sub-skills as Perceived by the Students and Lecturers

Respondents	Students				Lecturers					
	MI	I	SI	LI	NI	MI	I	SI	LI	NI
Level of Importance/Sub-skills										
Ability to understand lectures in order to take notes	8%	7%	5%	62%	18%	10%	20%	60%	10%	10%
Ability to follow and understand class lectures	8%	8%	7%	62%	15%	10%	10%	60%	20%	0%
Ability to follow and understand face-to-face and telephone conversations	30%	18%	11%	17%	24%	10%	50%	20%	20%	0%
Ability to understand TV programs/news/radio	10%	11%	19%	55%	15%	0%	20%	40%	40%	0%
Ability to follow and understand discussions	42%	44%	9%	7%	0%	10%	70%	20%	0%	0%
Ability to understand oral instructions	43%	34%	17%	10%	6%	10%	60%	20%	10%	0%
Ability to understand orders	3%	45%	13%	9%	0%	0%	10%	70%	20%	0%
Ability to understand explanations	19%	25%	22%	20%	24%	0%	10%	60%	30%	0%

MI - Most Important

I - Important

SI - Some Importance

LI - Less Important

NI - Not Important

4.6.8 Importance of Listening Sub-skills as Perceived by the Employers (Small and Large Companies)

As for the small companies, a large majority (80%) said that ability to follow and understand face-to-face and telephone conversation and ability to understand oral instructions were found to be important and most important for students of Diploma of Electrical Engineering of PUO to effectively function in small organizations or corporations. Six other listening sub-skills listed in Table 18 were rated highly (.80%) in the less important and not important category as those skills were less significant for the PUO students employed in this type of organizations.

In brief, an overwhelming majority of the large companies (>80%) rated the 4 skills as most important and important in the workplace of large companies. The listening sub-skills in this category were ability to follow and understand face-to-face and telephone conversations, ability to follow and understand discussions, ability to understand oral instructions, ability to understand orders and ability to understand explanations.

Based on the data (see Table 18), 4 listening sub-skills rated lowly (<40%) by the large companies were ability to understand lectures in order to take notes, ability to follow and understand class lectures, and ability to understand TV programs/news/radio.

Table 18

Importance of Listening Sub-skills as Perceived by the Employers (Small and Large Companies)

Respondents	Small Companies					Large Companies				
Level of Importance/Sub-skills	MI	I	SI	LI	NI	MI	I	SI	LI	NI
Ability to understand lectures in order to take notes	0%	0%	0%	0%	100%	20%	20%	60%	0%	0%
Ability to follow and understand class lectures	0%	0%	0%	0%	100%	0%	20%	60%	20%	0%
Ability to follow and understand face-to-face and telephone conversations	20%	80%	0%	0%	0%	40%	60%	0%	0%	0%
Ability to understand TV programs/news/radio	0%	0%	40%	60%	0%	20%	20%	60%	0%	0%
Ability to follow and understand discussions	20%	0%	60%	20%	0%	40%	60%	0%	0%	0%
Ability to understand oral instructions	40%	40%	20%	0%	0%	60%	40%	0%	0%	0%
Ability to understand orders	20%	0%	40%	40%	0%	60%	40%	0%	0%	0%
Ability to understand explanations	20%	60%	20%	0%	0%	20%	80%	0%	0%	0%

MI - Most Important

I - Important

SI - Some Importance

LI - Less Important

NI - Not Important

4.7 Problems in English Language Skills

Students and English Language lecturers of PUO were requested to rank their opinions regarding the problems of students particularly in using the English Language skills. The two categories of respondents were asked to state their views by indicating "Yes" or "No" to a list of sub-skills.

4.7.1 Listening Problems as Perceived by Students and Lecturers

Five sub-skills in studying English for the Diploma of Electrical Engineering final semester students, which were thought to be problem areas, were identified for the purpose of this study. (See Table 19)

In Table 19, 63% of the students described that they face problems in following the different structures of sentences. This is followed by 60% who reported that they find difficulty in understanding technical/scientific descriptions and 45% said that they find difficulties in understanding the meaning of technical words. The sub-skills which have been identified as less problematic were the students find too many people speak too fast (68%) and the students cannot understand different accents/slang (35%).

From Table 19 it was evident that the English lecturers (>70%) felt that their final semester Diploma of Electrical Engineering students have problems in all the 5 listed listening skills.

Table 19**Problems with Listening Perceived by Students and Lecturers**

Listening Problems/Types of Response	Students'		Lecturers'	
	Yes	No	Yes	No
I find that too many people speak too fast	38%	62%	80%	20%
I cannot understand different accents/slang	35%	65%	70%	30%
I cannot understand the meanings of technical words	45%	55%	80%	20%
I cannot follow the different structures of sentences	63%	37%	90%	10%
I find it difficult to understand technical/scientific descriptions	60%	40%	90%	10%

4.7.2 Speaking Problems as Perceived by the Students and Lecturers.

In Table 20, 65% of the students stated that they face problems in speaking because they "have to stop and have to think of what to say". This was closely followed by 60% who reported that the students find it difficult to "find the right words to express" and 53% reported they find difficulties in pronunciations. The sub-skill that have been identified as less problematic was "can only speak slowly" (64%) and "do not like to speak English" (80%).

In Table 20, a large majority of the English Language lecturers (>70%) stated that the students have the following problems:

- Cannot find the right words to express (100%)
- Have problems with pronunciations (90%)
- Can only speak slowly (90%)
- Have to stop and think what to say (80%)

However, the lecturers rated that only 20% of the students do not like to speak in English and another 30% of the students feel shy to speak in English. Therefore, a large percentage of students have a positive attitude

towards English in the course of acquiring the necessary skills to function well in the employment domain in the future.

Table 20
Speaking Problems as Perceived by Students and Lecturers

Speaking skills/Response	Students		Lecturers	
	Yes	No	Yes	No
Cannot find the right words to express	60%	40%	100%	0%
Have problems with pronunciations	53%	47%	90%	10%
Can only speak slowly	23%	64%	90%	10%
Have to stop and think of what to say	65%	21%	80%	20%
Do not like to speak in English	20%	80%	20%	80%
Feel shy to speak in English	42%	58%	30%	70%

4.7.3 Reading Problems as Perceived by the Students and Lecturers

In Table 21, 70% of the students described that they face problems in reading because "have difficulties in understanding implications of a text". This is followed by 68% who reported that they "find it difficult to understand the writer's idea" while 57% of the students identified that they find difficulties in "finding important information". The sub-skill which have been identified as less problematic were "have difficulties in understanding technical/scientific terms"(40%) and "can only understand part of the sentences" (43%).

As shown in Table 21, most of the English Language lecturers said that the final semester Diploma of Electrical Engineering students have problems in most of the reading skills. All the lecturers reported that students have problems in "find too many new and unfamiliar words"(70%), "find it difficult

to understand the writer's idea"(90%), "have difficulties in finding important information"(80%) and "have difficulties in understanding implications in a text" (90%). In the opinion of the lecturers, the reading skills that were not of a problem to their students were "have difficulties in understanding technical/scientific terms"(40%) and "can only understand part of the sentences" (50%).

Table 21

Problems in Reading as Perceived by the Students and Lecturers

Problems/Response	Students		Lecturers	
	Yes	No	Yes	No
Find too many new and unfamiliar words	41%	59%	70%	30%
Find it difficult to understand the writer's idea	68%	32%	90%	10%
Can only understand part of sentences	43%	67%	50%	50%
Have difficulties in finding important information	57%	43%	80%	20%
Have difficulties in understanding technical/scientific terms	40%	60%	40%	60%
Have difficulties in understanding implications in a text	70%	30%	90%	10%

4.7.4 Problems in Writing as Perceived by the Students and Lecturers

In Table 21,67% of the students described that they face problems in writing because they have "difficulties in writing grammatically correct and complete sentences" and "difficulties in writing laboratory/technical reports". This is closely followed by 65% who reported that they find it difficult in "choosing suitable words". The writing sub-skills which have been identified as less problematic were "do not like to write in English" (17%) and "feel shy to write in English" (17%). About 61% of the students reported that they have no difficulties in spelling correctly.

As in Table 21 most of the English language lecturers stated that students face problems in the following writing skills:

- Difficulties in choosing suitable words (80%)
 - Difficulties in writing a grammatically correct and complete sentence (70%)
 - Difficulties in writing laboratory/technical reports (90%)
- Meanwhile, the lecturers stated that the students have fewer problems in the following writing skills:
- Difficulties in spelling correctly (70%).
 - Do not like to write in English (80%)
 - Feel shy to write in English (80%)

Table 22
Students Problems in Writing as Perceived by the Students and Lecturers

Writing skills/Response	Students		Lecturers	
	Yes	No	Yes	No
Have difficulties in spelling correctly	39%	61%	30%	70%
Difficulties in choosing suitable words	65%	35%	80%	20%
Difficulties in writing grammatically correct and complete sentences	67%	33%	70%	30%
Do not like to write in English	17%	83%	20%	80%
Feel shy to write in English	17%	83%	20%	80%
Have difficulties in writing laboratory/technical reports	67%	33%	90%	10%

The problems that have been identified in the four language sub-skills actually pinpoint the areas of problematic components of the language skills which need to be remedied. Such actions were vital in order to prepare the Final Semester students for more challenging tasks ahead either in the employment domain or in the higher education domain. Indifferent attitude could result in shortcomings and deny the students a chance to optimize their abilities in various fields. These intangible lacks and problems may be regarded unimportant as a result of decisions and remedial measures are mainly made in the upper echelon of the management of the technical education in the Education Ministry Malaysia. Nevertheless, it is sincerely hoped that the problems identified in this study be considered for the purpose of remedy and modifications.

4.8 English Language Proficiency Course Evaluation: Means

4.8.1 Opinions of Students and Lecturers Concerning the Learning of ESP Courses

From Table 23, it was evident that more than half of the student respondents reported that the ESP courses was able to meet multiple needs of the Final Semester Diploma of Electrical engineering students. The findings clearly indicate that 3/4 of the students agreed that:

- ESP courses can equip students sufficiently to use English effectively(78%)
- ESP courses can provide language skills which are appropriate for the proficiency of Electrical Engineering students(73%)
- ESP courses are able to captivate the interest of Engineering based students(73%)
- ESP courses are beneficial for students who intend to go to university to take an Electrical Engineering course(67%)

Similarly, the lecturers too agreed (>70%) that the ESP courses was capable of meeting various needs of the students in the micro and macro level.

Table 23
Students and English Language Lecturers Opinions Concerning the Learning of ESP courses

Opinions Concerning the Learning of ESP Courses	Students		Lecturers	
	Yes	No	Yes	No
ESP courses can equip students sufficiently to use English effectively	78%	22%	70%	30%
ESP courses are suitable for students who are interested in and studying science and technology	73%	27%	90%	10%
ESP courses are beneficial for students who intend to go to university to take an Electrical Engineering course	67%	33%	80%	20%
ESP courses can provide language skills, which are appropriate for the proficiency of Electrical Engineering students.	60%	40%	90%	10%
ESP provide learning areas and contents which are suitable to the proficiency of Electrical Engineering students	62%	38%	90%	10%
ESP courses are able to captivate the interest of Engineering based students	73%	37%	90%	10%
ESP courses are interesting	66%	34%	80%	20%

4.8.2 Reasons of the Lecturers and Students for Responding Negatively

Table 24 details the frequency responses of the English Language Lecturers and students when they were asked to specify the reasons for responding negatively to the items which required them to indicate their opinions regarding the learning of the ESP courses for the Diploma of Electrical Engineering final semester students of the PUO.

The following was deduced from the students response:

- The courses were too short (22%)
- The courses were too difficult (20%)

- The materials and content were not relevant to the students' studies (18%)

It was evident that there was no major setback or shortcomings in the ESP courses currently conducted at the PUO as shown from the students' responses.

Only 10% of the English Language lecturers identified negative responses to the following:

- The courses were too short
- There were too many things to be learnt

Table 24

Negative Responses About English for Special Purpose by the Students and Lecturers

Types of Negative Responses	No. of Responses Students	No. of responses Lecturers
The courses were too short	22%	10%
There were too many things to be learnt	16%	10%
The materials and content were not relevant to the students studies	18%	0%
The courses were too difficult	20%	0%
The course were too easy	8%	0%

4.8.3 The Lecturers and Students Problems in Learning the ESP Course

Table 25 specifies the responses of the English Language lecturers and students concerning the problems encountered in the process of learning the ESP course. A large percentage of the lecturers (60 %) stated that that they encountered problems while only 30 % stated that they did not encounter problems. As for the students, a large proportion (60%) indicated that they did face problems whilst 40 % indicated that they did face problems in following the ESP courses.

Table 25

Opinions of Lecturers and Students on Problems in Learning/Following the ESP Courses

Type of Responses	Students		Lecturers	
	Yes	No	Yes	No
Frequency of response	60%	40%	60%	40%

4.8.4 Problems Faced by the Students as Perceived by the Students and Lecturers

Table 26 shows the responses of the English language lecturers and the Final semester students regarding the problems faced by the students in following the ESP courses at the PUO in fulfilling the Diploma of Electrical Engineering program. The students reported that their main problems were:

- Lack of confidence in using the language (48%)
- Lack of confidence and motivation in participating actively (42%)
- Lack of interest in language and materials (38%)
- Insufficient attention was given to areas, which the students were weak in (38%)

As shown in Table 26, the lecturers indicated that the students' main problems were:

- Lack of confidence and motivation in participating actively (80%)
- Insufficient attention was given to areas which the students were weak in (70%)
- Lack of interest in language and materials (70%)

Table 26
Identifying the Types of Students Problems in Learning ESP Courses

Problems	No. of Students	No. of Lecturers
The lessons and assignments were uninteresting	15%	0%
The materials were uninteresting	10%	10%
There was not enough time to master what was taught	18%	60%
I could not relate what was learnt with my studies	26%	40%
Lack of exercises, drills and examples	11%	10%
Insufficient attention was given to areas which the students were weak in	38%	70%
Lack of confidence in using the language	48%	60%
Everything was taught in English	16%	40%
Lack of confidence and motivation in participating actively	42%	0%
Lack of interest in language and materials	38%	70%
Fail to do well in the examinations, tests and assignments	17%	30%
Others, please state	-	-

4.8.5 Important Facilities For Language Learning as Perceived by the Students

In the pursuit of identifying the means, the students were requested to specify the importance of particular facilities for English language learning. As reported in Table 27 the students identified those conducive classroom (68%) facilities which will facilitate them the most in the learning of the English language. The other facilities that they identified important were language laboratories (60%), cassettes and cassette recorders (54%) and slides (35 %).

Table 27
Important Facilities for Language Learning

Type of Facilities	No. Of Students Responses
Conducive classrooms	68%
Cassettes and cassette recorders	54%
Language laboratories	60%
Slides	35%
Overhead projectors	30%

4.8.6 Types of Classroom Activities Liked by Students as Perceived by the Students and Lecturers

Table 28 presents the frequency of responses of students and lecturers when asked to report on the types of classroom activities liked by them. The highest rated activity by lecturers were language games (90%) and problem solving tasks (90 %). The second highly rated activity was exercise completion and discussions (80%) and audiovisual activities (80%). Activities which were rated lowly were lecture (30%), projects and assignments (40%) and tests and examinations (40 %).

On the other hand, the students highest rated activity were language games (60%), audio-visual activities (57%) and problem solving tasks (53%). This was followed by exercise completion and discussions (50%). Subsequently, the activities rated lowly were as follows:

- Tests and examination (18%)
- Dramas/role play (20%)
- Projects and assignments (22%)
- Lecture (27%)

Table 28

Types of Classroom Activities Preferred by the students as Perceived by the Students and Lecturers

Types of activities	No. of students Responses	No. lecturers response
Lecture	27%	30%
Public Speaking	20%	60%
Exercise completion and discussions	50%	80%
Dramas/role play	20%	70%
Audio visual activities	57%	80%
Problem solving tasks	53%	90%
Projects and assignments	22%	40%
Language games	60%	90%
Tests and examination	18%	40%

4.8.7 Opinions of Students and Lecturers on Whether They Should be Tested on the Things They Were Taught

The English Language lecturers and the Final semester Diploma of Electrical Engineering frequencies were reported in Table 29. 55 % of the students stated that they should not only be tested on things that they were taught. Another 45 % reported the opposite stand.

As for the English Language lecturers, 30 % of them responded negatively as compared to 70 % who responded positively.

Table 29

**Opinions of Students and Lecturers on Whether they Should be Tested on
the Things They were Taught**

Should students be tested on the things which they were taught	No of Responses			
	Students		Lecturers	
	Yes	No	Yes	No
No of Responses	45%	55%	70%	30%

4.8.8 Conducive Number of Students for an English Language Class

In this questionnaire (Table 30), when asked to specify the most conducive number of students in a class for learning English Language, 90% of the lecturers' chose between 10-20 students per class. In the same questionnaire item, 43% of the students identified that less than 10 students as the most conducive number for an English Language class. Another 37% of the students respondents reported that a conducive number of students per class would be 10-20.

Table 30

Conducive Number of Students for an English Class

No. of students for an English Language class	Students Opinion	Lecturers' Opinion
Less than 10	43%	0%
10-20	37%	90%
20-30	15%	10%
More than 30	5%	0%

4.8.9 Classroom Activities that the Lecturers Liked to use in Teaching

In the table below (Table 31) enlists the English Language lecturers responses concerning types of English Language activities and tasks that they like to use in teaching the final semester Diploma of Electrical Engineering students. 80% suggested that activities and tasks proposed to be implemented in the classroom were audio-visual activities, problem solving tasks, projects and assignments and language games. Simultaneously, 70% of them noted that exercise completion and discussion and drama/role plays/simulations were among the suitable activities for the targeted group.

Table 31
Classroom Activities that the Lecturers Prefer using in Teaching

Types of Classroom activities	No. of Response
Lecture	30%
Public speaking	60%
Exercise completion and discussion	70%
Drama/role plays/simulations	70%
Audio-visual activities	80%
Problem solving tasks	80%
Projects and assignments	80%
Language games	80%
Tests and examinations	40%

The purpose of identifying the problems by soliciting the opinions of the students and the lecturers were meant to improvise and modify the course structure so as to meet the requirements in the employment domain and in the tertiary education domain in the future. The continuous assessment of the needs is an integral component of the curriculum development for the PUO students. In

addition, rapid development in science and technology and the need for the country to develop research and development has compelled and warranted the continuous evaluation and assessment of needs analysis.

4.9 English Language Proficiency Course Evaluation: Wants

4.9.1 Students Criteria of the Materials for English Lesson for Electrical Engineering students

Table 32 shows the frequency of the students responses on the criteria for selection of the materials for the teaching and learning of the stipulated skills related to the Diploma of Electrical Engineering program at the PUO. 35% of the students stated that the materials used for speaking skills should be of "suitable level". This was followed by "interesting" (30%) and "covered sufficiently" (22%). The students also stated that the materials should be of "well organized" particularly in grammar (30 %), reading (25 %) and vocabulary (25%). Besides that, the students reported that the materials used for reading (22 %), and vocabulary (18 %) should be interesting. The students also stated that "well organized" was another criterion, which should be, found in grammar (18 %) and reading (25 %). Furthermore, the students reported that the criterion "useful and relevant" should be found in reading and vocabulary materials (32%), grammar (27 %) and writing (12 %).

Table 32
Students Criteria of the Materials for English Lesson for Electrical Engineering Students

Criteria/skills	Listening	Speaking	Reading	Writing	Grammar	Vocabulary
Covered sufficiently	22%	22%	12%	30%	13%	22%
Suitable level	30%	35%	15%	25%	20%	12%
Interesting	30%	30%	22%	9%	6%	18%
Well organized	13%	10%	25%	17%	30%	25%
Useful and relevant	8%	3%	13%	13%	27%	32%

4.9.2 Lecturers Criteria of the Materials for English Lesson for Electrical Engineering Students

Besides surveying the students' opinion regarding the criteria of materials used for the English language lessons. It was vital to rate the opinions of the English language lecturers as they are vital source to analyze the needs. Majority of them (>60%) agreed that the materials should be interesting, well organized and of suitable level. More than 70% concurred that they should be useful and relevant to the Diploma of Electrical Engineering students. Moreover not less than 70 % of the lecturers said that they should be covered sufficiently.

Table 33
Lecturers Criteria of the Materials for English Lesson for Electrical Engineering Students

Criteria/skills	Listening	Speaking	Reading	Writing	Grammar	Vocabulary
Covered sufficiently	70%	60%	80%	100%	60%	90%
Suitable level	80%	10%	70%	90%	80%	90%
Interesting	10%	90%	90%	80%	60%	70%
Well organized	80%	80%	90%	70%	60%	60%
Useful and relevant	80%	70%	90%	90%	80%	90%

4.9.3 Lecturers Opinions About the Materials Used in the ESP Courses

Table 34 shows the English Language lecturers opinions whether the materials used in the ESP courses were of the appropriate level to meet the needs of the final semester Diploma of Electrical Engineering students. The lecturers (100%) agreed that the materials used were of the right level to develop the proficiency of the students.

Table 34

Lecturers Opinions About the Materials Used in the ESP Courses.

Type Of Response	Yes	No
No. of Lecturers Response	100%	0%

4.9.4 Opinions of the Lecturers About the Scope of Materials used For the ESP Courses

Table 35 presents the lecturers opinions about the scope of the materials for the ESP courses of the Final Semester Diploma of Electrical Engineering students. An overwhelming number of lecturers (100%) stated that the materials in the ESP courses are "wide enough".

Table 35

Opinions of the Lecturers About the Scope of Materials used For the ESP Courses

Scope of Materials	Frequency of Lecturers Responses
They are too wide	0%
They are wide enough	100%
They contain too much repetition	0%

4.10 Lecturers Opinions and Suggestions about the English Language Program

4.10.1 The Nature of Materials for the PUO Diploma of Electrical Engineering Students

The English Language lecturers were requested to rank their opinions concerning the learning of English. They have to select whatever options they felt appropriate for their students.

As shown in Table 36 the lecturers felt the materials that the students should be:

- Related to technical or academic subjects (90%)
- Related to students' daily experience
- Related to a variety of interests and general topics

Table 36
The Nature of Materials for the PUO Diploma of Electrical Engineering Students

Types of materials for PUO Students	Frequency of Responses
Related to technical or academic subjects	90%
Related to students social activities	50%
Related to students daily experience	80%
Related to a variety of interests and general topics	100%

4.10.2 Opinions About The English Language Teaching and Learning Strategies for the PUO Diploma of Electrical Engineering Students as Perceived by the Lecturers

Opinions about the English language teaching and learning strategies for the PUO Diploma of Electrical Engineering students were analyzed in Table 37. A large number of the English language lecturers (90%) responses showed the areas which appealed to all of them were "emphasis on students wants and needs" and "communicative skills in the engineering classroom". The other strategies that were preferred by them include "communication focus"(80%) and "usage of media and audio-visual facilities"(80%).

Table 37
Opinions About The English Language Teaching and Learning Strategies for the PUO Diploma of Electrical Engineering Students As Perceived by the Lecturers

Teaching and Learning Strategies	Frequency of Responses
Emphasis on students wants and needs	90%
Communication focus	80%
Communicative skills in the engineering classroom	90%
Usage of media and audio-visual facilities	80%
Computer usage	40%

4.10.3. Areas of Emphasis in the Course Design for PUO Diploma Electrical Engineering Students

Table 38 attempts to investigate the English language lecturers' opinions regarding areas which should be emphasized in the course design for the PUO Diploma of Electrical Engineering students. The findings reveal that a large percentage of lecturers (90%) stated that "devised communication activities-kind of language useful to students" whereas "real world communication activities-match real world language" and "teaching of specific language skill based on a needs analysis of language use and subject-content" should be emphasized (80%). Another 70% felt the area of "teaching language in a spoken setting" and "teaching of a language system with a grammar based syllabus "was important".

Table 38
Areas of Emphasis in the Course Design for PUO Diploma Electrical Engineering Students

Areas of Emphasis	Frequency of Responses
Accuracy activities-conscious knowledge of language	40%
Devised Communication Activities-kind of language useful to students	90%
Real-World Communication activities-match real world language	80%
Teaching of a language system-with a grammar based syllabus	70%
Teaching language use in spoken setting	50%
Teaching of specific language skill based on a needs analysis of language use and subject content	80%

4.10.4 Lecturers Opinions Related to the Learning of ESP Courses

The opinion concerning the learning of ESP courses for PUO Diploma of Electrical Engineering was reported in Table 39. The lecturers were asked to check Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD).

A high percentage of the English language lecturers (40%) strongly agreed that "it is compulsory to pass English Language courses at Diploma Level at PUO" and "Foundation and Remedial courses should be conducted to compensate for shortcomings in basic language skills". This was followed by "ESP courses are able to meet specified needs of learning related in content of Electrical Engineering students and "needs analysis should be carried out continuously to identify the actual needs of students"(30%). 90% of the lecturers who agreed to "ESP is capable of keeping redundancies in language learning to the minimum". Meanwhile 80% of the lecturers agreed that "needs analysis is important to ascertain English language needs of Diploma in Electrical Engineering students". As indicated in Table 39. It was evident from the lecturers responses that a negligible percentage if them responded negatively to the "uncertain", "disagree" and "strongly disagree" responses.

Table 39
Opinions Related to the Learning of ESP Courses

Opinions About The Learning of ESP Courses	SA	A	U	D	SD
It is compulsory to pass English language courses at Diploma Level at PUO	40%	60%	0%	0%	0%
ESP courses are able to meet specified needs of learning related in content of Electrical Engineering students	10%	60%	30%	0%	0%
ESP courses at the PUO are able to help Diploma of Electrical Engineering students in understanding technical materials	30%	60%	10%	0%	0%
Foundation and Remedial courses should be conducted to compensate for shortcomings in basic language skills.	40%	50%	10%	0%	0%
It is necessary for a Diploma of Electrical Engineering students to achieve an advanced level of English Proficiency before he can be taught ESP courses	0%	70%	30%	0%	0%
ESP courses identify the real objective of teaching a language to Electrical Engineering students and not teaching language for the sake of doing so	10%	90%	0%	0%	0%
English language teaching materials should be subject-specific or related to students' studies.	10%	90%	0%	0%	0%
ESP is capable of keeping redundancies in language learning to the minimum	0%	60%	40%	0%	0%
Need analysis is important to ascertain English language needs of Electrical Engineering students	20%	80%	0%	0%	0%
Needs analysis should be carried out continuously to identify the actual needs of students	30%	70%	0%	0%	0%

- SA - Strongly Agree
- A - Agree
- U - Uncertain
- D - Disagree
- SD - Strongly Disagree

4.10.5. Problematic Areas in Conducting ESP Courses

The lecturers were asked to indicate on areas, which were considered problematic in conducting ESP course for the PUO Diploma of Electrical Engineering students. 80% of lecturers identified that "promoting language practice and use" and "encouraging the students to learn" (60%) as the most problematic areas. In addition, another 30% indicated that "shaping the input to meet students needs" as the next problematic areas. Another 20% of the lecturers identified the problems of "managing the methodology" and "managing the materials". (Table 40)

Table 40
Problematic Areas in Conducting ESP Courses

Problematic Areas in ESP Courses	Frequency Response
Shaping the input to meet students needs	30%
Encouraging the students to learn	60%
Managing the learning strategies	10%
Managing the methodology	20%
Managing the materials	20%
Managing the assessment and testing	10%
Promoting language practice and use	80%

4.10.6 Lecturers Opinion on Learning of the English Language.

Most of the lecturers (70%) strongly agreed that "English is important and useful in students future career". This was followed by "English is important and useful in academic studies" (60%). The next opinion which were strongly agreed by the lecturers were "English is useful because it is an international language"(50%), "English is another useful language for communication"(40%) and "professionals should have a good command of English"(40%)

Table 41
Lecturers Opinion on Learning of the English Language

Reasons for Learning English	SA	A	U	D	SD
English is important and useful in students future career	100%	0%	0%	0%	0%
English is useful because it is an international language	50%	50%	0%	0%	0%
English is another useful language for communication	40%	60%	0%	0%	0%
English is important and useful in academic studies	60%	40%	0%	0%	0%
English is important for higher education/studying abroad	70%	30%	0%	0%	0%
Professionals should have a good command of English	40%	60%	0%	0%	0%

SA - Strongly Agree

A - Agree

U - Uncertain

D - Disagree

SD - Strongly Disagree

4.10.7. Areas That Have to be Considered in the Implementation of English Language Courses For the PUO Diploma of Electrical Engineering Students

Table 42 identified frequency of responses among English Language lecturers regarding to areas which have to be seen in the implementation of the English Language courses for the PUO Diploma of Electrical Engineering students.

The English language lecturers (70%) stated that 'development and evaluation of instructional materials' is important while 60% of the lecturers' reported that there should be "implementation evaluation" and only 40% of them indicated "an evaluation system for a continuous assessment of students' progress".

Table 42
Areas that have to be seen to in the Implementation of English Language Courses For the PUO Diploma of Electrical Engineering Students

Areas To Be Seen To By Lecturers	Frequency of Responses
A comprehensive in-house training program periodically	50%
Development and evaluation of instructional materials	70%
Effective monitoring system to ensure the smooth running of the English language program	50%
An evaluation system for continuous assessment of students progress	40%
Implementation evaluation	60%

4.11. Usage of English during Industrial Training

4.11.1 Location of Organization of Industrial Training

As shown in Table 43, 65% of the Final Semester PUO Diploma of Electrical Engineering students did their industrial training in their respective home states while another 35% did their industrial training at organizations in Kinta Valley. The selection of the organizations for them to do their industrial training is left to the students to make the choices either in their hometown or in Kinta Valley itself as it is also the location of the PUO and also being the industrial hub for the state of Perak.

Table 43
Location of Organization of Industrial Training

Location of employer	Kinta Valley	Home state/Outside Kinta Valley
No of Frequency	35%	65%

4.11.2 Students Responses of Whether they were Required to Use English During the Course of Their Industrial Training

Table 44 reported the frequency of whether the students were required to use English during the course of their industrial training. From the table, it was indicated that 63% of the students were required to use English in the course of their industrial training and another 37% stated that they were not required.

Table 44

Students Responses of Whether they were Required to Use English During the Course of Their Industrial Training

Respondents	Yes	No
Students	63%	37%

4.11.3 Frequency of English Usage during Industrial Training

Table 45 reports the frequency of English usage during the course of the industrial training by the students. About 62% of the students reported that they used the English language "regularly" and "often". 15% and 23% identified that they used the English Language "occasionally" and "seldom" respectively during the course of their industrial training.

Table 45

Frequency of English Usage During Industrial Training

Respondents	Regularly	Often	Occasionally	Seldom
Students	62%	16%	15%	23%

4.11.4. Speaking Frequency of Performance of Communicative Events at the Industrial Training Place by Students

As reported in Table 46, 77% of the respondents identified that they used the speaking skills "face-to-face" in the course of their industrial training. The students also reported (60%) that they used the "over the telephone" speaking skills during the course of their industrial training. Another 53% responded that they used it for "ask for clarification".

Table 46

Speaking Frequency of Performance of Communicative Events at the Industrial Training Place by Students

Speaking Events	Frequency
Face- to- face	77%
Over telephone	60%
Ask for clarifications	53%

4.11.5 Listening Frequency of Performance of Communicative Events During Industrial Training by Students

The following are the communicative events that were reported in Table 47 according to order of frequency:

- Face-to-face-50%
- Telephone-40%
- Briefings-37%
- Understand and follow a discussions-75%
- Understand order-38%

Table 47

Listening Frequency of Performance of Communicative Events During Industrial Training by Students

Listening Events	Frequency
Face-to-face	50%
Telephone	40%
Briefings	37%
Understand and follow a discussions	75%
Understand orders	38%

4.11.6. Reading Frequency of Performance of Communicative Events During Industrial Training By Students

From Table 48, it can be summarized that the respondents need to read frequently at the industrial training place.

- Magazines - Only 32 respondents (53%) read magazines during the course of their industrial training.
- Professional Journals - Only 41% were required to read professional journals.
- Reports - 62% said that they have to read reports while undergoing the industrial training stint.
- Newspapers - 38% of the students responded by stating that they read newspapers.
- Laboratory reports - 39 respondents (65%) said they read laboratory reports during industrial training.
- Letters - 32% of the students read letters at the training place while on a short stint.
- Messages - 51% said that they have to read message while on industrial training.
- Minutes of meetings - About 45% needed to read minutes of meetings during this period.

Table 48
Reading Frequency of Performance of Communicative Events during
Industrial Training By Students

Reading Events	Frequency
Magazines	53%
Professional Journals	41%
Reports	68%
Newspapers	38%
Laboratory reports	65%
Letters	32%
Messages	51%
Minutes of meetings	45%

4.11.7 Writing Frequency of Performance of Communicative Events During **Industrial Training By Students**

Table 49 shows the frequency of performance of communicative events in writing as perceived by present Final semester Diploma of Electrical Engineering students. There were two writing events that stand out:

- Writing reports - 51% reported that they have to write reports during industrial training
- Writing memos - 43% of the students identified that they have to write memos while on industrial training.

However, the students reported the following:

- Writing notices-38%
- Writing Letters-35%
- Articles-20%

Table 49

Writing: Frequency of Performance of Communicative Events during Industrial Training By Students

Writing Events	Frequency
Reports	51%
Short Notes	53%
Memos	43%
Notices	38%
Letters	35%
Articles	20%

4.11.8 Purpose the Students Have to use English at the Industrial Training Place

Generally, students described that they have to use English widely during industrial training for the following purposes (Table 50):

- To receive information-78%
- To make introductions-68%
- To give instructions-58%
- To give directions-58%

However, the students reported that they used English "to give short talks"(38%), "to present oral reports"(38%) and "to write letters" (23%).

Table 50
Purpose the Students have to use English at the Industrial Training
Place

Purpose	Frequency
To make introductions	68%
To give instructions	58%
To give short talks	38%
To present oral reports	38%
To write letters	23%
To receive information	78%
To give directions	58%

4.11.9 Opinions of Students Whether They Were Prepared Adequately To Function in English

Majority of the students concluded they were adequately prepared (68%) by the PUO to meet the various functions in the various domains whereas 32% responded otherwise. (Table 51)

Table 51
Opinions of Students Whether They Were Prepared Adequately To
Function in English

Type of Response	Yes	No
Frequency	68%	32%

4.12. Employers Opinions of Students Command of the English Language.

4.12.1 Employers Opinions Whether They were impressed by the Language Skills Possessed by the PUO Diploma of Electrical Engineering Students

Of the 5 large companies and 5 small companies selected in Kinta Valley, the following responses were recorded:

- The large companies (60%) stated that they were not impressed with the English language skills of the PUO Diploma of Electrical Engineering students.
- Majority of the small companies reported that they were impressed with the English language skills of the PUO Diploma of Electrical Engineering students. (Table 52)

Table 52
Employers Opinions whether they were impressed by the language skills possessed by the PUO Diploma of Electrical Engineering students

	Small Companies		Large Companies	
Type of Response	Yes	No	Yes	No
Frequency of Response	80%	20%	40%	60%

4.12.2 Major Shortcomings of Students as Perceived by the Employers

They said that the PUO students have an average level of command of the English language only. However, they reported they were some shortcomings. They said the students lacked confidence in using the language when necessary. As a result, they have difficulties to express their thoughts. As a consequence, they became reluctant to engage themselves in conversations and discussions involving technical matters.

In some instances, the employers stated that the students were unable to understand oral commands. As a result the employers had to resort to using the Malay language to make them understood. It was noted that the employers felt the students have difficulty with those that require a higher level of writing ability. In addition, the employers identified that their written English was found to have grammatical and structural mistakes.