APPENDIX A

INTERVIEW SCHEDULE

1. What do you understand regarding remedial reading?

2. How would you describe students with reading problem?

3. What are their characteristics?

4. Do they appear to have any other learning problems other than reading?

5. What kind of role do you expect parents of these students to play in attending to the problems?

6. Are there any problems from these parents who deter parental involvement?

7. What are the major setbacks in conducting a remedial reading programme with your students?

8. Are any of these teachers involved trained in handling students with reading problems?

9. Do the students benefit from these programmes?

10. What are the approaches adopted and adapted for these students?

11. How do teachers and students respond towards remedial approaches?

12. What are the measures you employ to address these students?

13. What is the reason that this problem has not been discussed in the panacea meeting?

14. Are there any suggestions to look into this problem?

15. What do you do when you have a non-reader in your classroom?

16. How many reading lessons do you have in a unit/week?

17. What are your steps to allow students to have the right attitudes towards reading?
18. How many English teachers are put in the special Education class?

19. Are you satisfied with the overheads, teaching materials and facilities provided to teach?

20. Do your teachers follow any syllabus to teach English Language?

21. Are you stressed and lack the patience to teach the pupils?

22. Do you lack the financial aid and support from the coordinators and heads of the school?

23. How many students are put in each class?
APPENDIX B

Questionnaire

This questionnaire is to elicit information on the reading problems faced by pupils in special education classes in government schools, from the teachers' perspective. It will also look into the problems faced by these teachers, in terms of facilities and resources. The number of respondents sampled is 17 from five schools.

The questionnaire is divided into four sections, covering general information on the teachers sampled, aspects of learning disabilities and reading problems among their charges, the effectiveness of current teaching methods in special education classes and the problems faced by teachers.

Section A

Please answer the following questions about your teaching background. You may tick the appropriate column once/more where necessary.

1. How many years have you been teaching?
   - [ ] less than two years
   - [ ] 2 - 5 years
   - [ ] 5 - 10 years
   - [ ] more than 10 years
2. Professional qualification:
   ☐ Sijil Perguruan Asas
   ☐ Sijil Asas and Sijil Perguruan Khas
   ☐ Degree
   ☐ Degree and Sijil Perguruan Khas

3. Have you attended any in-service courses in remedial education?
   ☐ Yes    ☐ No

4. If your response is Yes, kindly state:
   Place: __________________________
   Duration: ________________________

5. How would you rate your level of knowledge in the area of remedial reading?
   ☐ Very high
   ☐ High
   ☐ Moderate
   ☐ Low
   ☐ Very low

6. What do you understand about remedial reading?
   Remedial reading is:
   ☐ Teaching pupils with reading problems
   ☐ Giving personal instruction to pupils with reading problems
   ☐ Teaching pupils how to read
   ☐ Making the reading lessons appropriate to the pupil’s level
Section B

The following questions deal with the general aspects of learning disabilities (LD) and reading problems among pupils in special education classes in government schools.

Kindly indicate your response by ticking in the appropriate columns. You may tick once or more where necessary. Where blanks are provided, please write in your own words.

7. Are you familiar with the LD approach/methodology?
   Yes □ No □

8. Your knowledge of the LD approach/methodology was acquired through:
   □ Training
   □ Courses
   □ Personal initiative
   Others, please specify: ____________________________

9. Characteristics of pupils with reading problems:
   □ are restless during a lesson
   □ have poor writing skills
   □ are talkative
   □ lack the basic intelligence to read
   □ fail in language tests
   □ have potential to progress through a remedial reading programme
   □ lack motivation

   Other characteristics, please specify: ____________________________
10. What are the types of learning disabilities found among pupils in your class?

☐ Dyslexics
☐ Autistics
☐ Slow learners
☐ Attention Deficit Disorder (ADD)

Others, please specify: ______________________________________________________

11. What are the various reading problems that your pupils have:

☐ They are unable to obtain the meaning or pronunciation of a word by seeing the entire word as one unit
☐ They have poor spelling skills
☐ They have limited vocabulary knowledge
☐ They make errors while reading that distort the meaning of the text.

12. The pupils with reading problems have comprehension difficulties when:

☐ Reading silently
☐ Reading loudly
☐ When someone reads to them

13. Do the LD pupils understand the technical terms used in reading aspects like:

☐ Paragraph
☐ Question mark
☐ Word
☐ Commas
14. Do the pupils have the ability to interpret:
   - [ ] Graphs
   - [ ] Maps
   - [ ] Drawings
   - [ ] Numbers

15. Are the texts used presently appropriate for the LD pupils' reading level?
   The sentences are ...
   - [ ] Too complex
   - [ ] have too much information

16. I am familiar with these reading sub-skills in LD Word recognition:
   - [ ] Configuration
   - [ ] Sight words
   - [ ] Phonics analysis
   - [ ] Syllabication
   - [ ] Structural analysis
   - [ ] Dictionary analysis
17. How do the pupils react to a difficult task?

☐ Withdraws  ☐ Faces problems

18. Your pupils with reading problems can be described as:

☐ Disabled reader – reading significantly below his/her potential
☐ Retarded reader – reading below grade level
☐ Reluctant reader – can read but does not like to
☐ Non-reader – unable to read despite everything else being normal

Section C

The questions below are to gauge the effectiveness of current teaching methodologies in special education classes. Please tick one or more columns, where appropriate. Where blanks are provided, please write in your own words.

19. How do you find your pupils response towards reading?

☐ good  ☐ average  ☐ poor

20. Do you provide remedial education to pupils with reading problems?

☐ Yes  ☐ No

21. How often do your pupils understand your instructions?

☐ Always  ☐ Sometimes
☐ Frequently  ☐ Never
22. What approach do you take when teaching your class?

☐ Whole class teaching

☐ Group teaching

☐ Individualize

23. How often do you make use of teaching aids in your class?

☐ Always ☐ Sometimes

☐ Frequently ☐ Never

24. Do you use the following remedial approaches in your lessons when faced with pupils who have reading problems?

☐ Work with pupils individually

☐ Present the same information at a slower pace in a different sequence

☐ Demonstrate difficult tasks

☐ Modify test-taking procedures (e.g. open-book test)

☐ Provide additional drill or practice

25. Other supplementary reading methods/techniques:

☐ Audio visual aids

☐ Newspapers, magazines, comics

☐ Language games

☐ Music (e.g. songs, chants)

☐ Children’s storybooks

Others, please specify: ___________________________________________
26. Should remedial reading be made a core component/compulsory in the teacher-training programme?

☐ Yes ☐ No

27. Should compulsory diagnosis for reading problems be carried out at the beginning of every academic year for all pupils?

☐ Yes ☐ No

28. What is your opinion of special education classes in government schools at present?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Section D

The following set of questions explores the problems faced by teachers, in terms of facilities and resources, and suggestions for improvement.

29. Should parents of pupils with reading problems be actively involved in remedial activities?

☐ Yes ☐ No

30. If yes, to what degree?

☐ Discuss with the teacher once a month
☐ Motivate the pupil when he/she reads at home e.g. providing adequate time or giving personal attention

☐ Help teachers in teaching and handling these pupils in special education classes

Others, please specify: _______________________________________________________

31. What are the problems faced when providing remedial activities for slow learners?

☐ Too large enrolment.

☐ Limited time.

☐ Too many learning units to be covered in a year.

☐ Class control is difficult.

☐ Overloaded with preparing teaching aids and administrative work.

☐ Lack of resource room.

☐ No in-service training provided for handling slow learners.

☐ Unsupportive parents/guardians

☐ Uncooperative administration

Others, please specify: _______________________________________________________

32. What are your suggestions, if any, to improve the effectiveness of special education classes?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
APPENDIX C

Pilot questionnaire for the teachers

This questionnaire is to elicit information on the reading problems faced by pupils in special education classes in government schools, from the teachers’ perspective. It will also look into the problems faced by these teachers, in terms of facilities and resources.

Directions:

1. Where boxes are provided, tick whichever is appropriate.
2. Where blanks are provided, write in your own words.

Number of teachers involved: 5

1. How many years have you been teaching?
   - [ ] less than two years
   - [ ] 2-5 years
   - [ ] more than 10 years

2. Professional qualification:
   - [ ] Sijil Perguruan Asas
   - [ ] Sijil Asas and Sijil Perguruan Khas
   - [ ] Degree
   - [ ] Degree and Sijil Perguruan Khas
3. How would you rate your level of knowledge in the area of remedial reading?

☐ Very high
☐ High
☐ Moderate
☐ Low

4. What do you understand about remedial reading?

   Remedial reading is:

☐ Teaching pupils with reading problems
☐ Giving personal instruction to pupils with reading problems
☐ Teaching pupils how to read
☐ Making the reading lessons appropriate to the pupil’s level

5. How do you find your pupils response towards reading?

☐ good  ☐ average  ☐ poor

6. How often do your pupils understand your instructions?

☐ Always  ☐ Sometimes
☐ Frequently  ☐ Never
7. **What approach do you take when teaching your class?**
   - [ ] Whole class teaching
   - [ ] Group teaching
   - [ ] Individualized

8. **How often do you make use of teaching aids in your class?**
   - [ ] Always
   - [ ] Sometimes
   - [ ] Frequently
   - [ ] Never

9. **What are the types of learning disabilities found among pupils in your class?**
   - [ ] Dyslexics
   - [ ] Autistics
   - [ ] Slow learners
   - [ ] Attention Deficit Disorder (ADD)
   - [ ] Others, please specify __________________________

10. **What is your opinion of special education classes in government schools at present?**
    ___________________________________________________
    ___________________________________________________
    ___________________________________________________
    ___________________________________________________
11. Do you provide remedial activities for slow learners?

☐ Yes
☐ No

12. If yes, what are the problems faced

☐ Too large enrolment.
☐ Limited time.
☐ Too many learning units to be covered in a year.
☐ Class control is difficult.
☐ Overloaded with preparing teaching aids and administrative work.
☐ Lack of resource room.
☐ No in-service training provided for handling slow learners.
☐ Others, please specify:

13. What are your suggestions, if any, to improve the effectiveness of special education classes.

____________________________________

____________________________________

____________________________________