

Appendix 1: Interview Protocol 1

Name:

Age:

Date:

English language fluency according to the TOEFL speaking grading scale:

1 () 2 () 3 () 4 ()

1. What is your highest educational achievement?
2. Did you learn English in your home country? Where (at school? At work?) How many years?
3. Can you communicate in English?
4. What preparations, in terms of language, did you make prior to coming to Malaysia?
5. What are your expectations as to the kind of communication you will have to perform at the workplace?
6. How do you plan to communicate with your colleagues and customers at work?
7. Describe some of the communication problems you faced when you first arrived in Malaysia.
8. How did you overcome these problems?

Appendix 2a: The Observation Form

Name:

Age:

Date:

How much do the participants speak English? What strategies do the participants use and how often?

	Frequency in the 1 st ten min.	Frequency in the 2 nd ten min.	Frequency in the 3 rd ten min.	Frequency in the 4 th ten min.	Frequency in the 5 th ten min	Frequency in the 6 th ten min	Total frequency in 1 hour
English Use							
Strategy 1							
Strategy 2							
Strategy 3							
Strategy 4							

Strategy 1= Use of hedging strategies and overgeneralizations also known as all-purpose words (e.g., long pauses, saying fillers like “em”, “er”, and using “this”, “that”)

Strategy 2= Use of nonlinguistic means (i.e., body language, miming and facial expressions)

Strategy 3= Code switching (also known as language switching)

Strategy 4= Appealing for help (e.g., asking for help from a senior colleague or asking for meaning)

Total frequency in 1 hour= It is the number of times a strategy is repeated in one hour of observation

Appendix 2b: Frequency Count Form of the Communication Strategies in the Observation Sessions

Observation Session:

	Strategy 1	Strategy 2	Strategy 3	Strategy 4
P1				
P2				
P3				
Total frequency in the session				

Strategy 1= Use of hedging strategies and overgeneralizations also known as all-purpose words (e.g., long pauses, saying fillers like “em”, “er”, and using “this”, “that”)

Strategy 2= Use of nonlinguistic means (i.e., body language, miming and facial expressions)

Strategy 3= Code switching (also known as language switching)

Strategy 4= Appealing for help (e.g., asking for help from a senior colleague or asking for meaning)

Total frequency in the session= it is the total number of the times a communication strategy is used by the three participants. The aim is to calculate the numbers and find out the most frequent (the most used) strategies used by the participants.

Appendix 3: Interview Protocol 2

Name:

Age:

Date:

English language fluency after 4 months according to the TOEFL speaking grading scale:

1 () 2 () 3 () 4 ()

1. Do you think your English has improved in the last four months?
2. What methods did you use to improve your English language proficiency in the last 4 months?
3. What were the problems you faced communicating in English at the workplace in the last 4 months?
4. What kind of strategies did you used to overcome these problems? Were they successful or not?
5. What is the reality of the expectations you had four months ago about the amount of communication you would be required to perform?
6. What preparations could you make if you had known this reality?

Appendix 4: TOEFL iBT Test

Independent Speaking Rubrics (Scoring Standards)*

*These scoring standards are retrieved directly from the following link and are nested in the tables in Appendix 4: http://www.ets.org/Media/Tests/TOEFL/pdf/Independent_Speaking_Rubrics_2008.pdf

Score: 4

General Description	Delivery	Language Use	Topic Development
The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following.	Speech is generally clear, fluid, and sustained. It may include minor lapses or minor difficulties with pronunciation or intonation. Pace may vary at times as the speaker attempts to recall information. Overall intelligibility remains high.	The response demonstrates good control of basic and complex grammatical structures that allow for coherent, efficient (automatic) expression of relevant ideas. Contains generally effective word choice. Though some minor (or systematic) errors or imprecise use may be noticeable, they do not require listener effort (or obscure meaning).	The response presents a clear progression of ideas and conveys the relevant information required by the task. It includes appropriate detail, though it may have minor errors or minor omissions.

Score: 3

General Description	Delivery	Language Use	Topic Development
The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits somenoticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, but it exhibits minor difficulties with pronunciation, intonation, or pacing and may require some listener effort at times. Overall intelligibility remains good, however.	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or be somewhat limited in the range of structures used. Such limitations do not seriously interfere with the communication of the message.	The response is sustained and conveys relevant information required by the task. However, it exhibits some incompleteness, inaccuracy, lack of specificity with respect to content, or choppiness in the progression of ideas.

Appendix 4, continued

Score: 2

General Description	Delivery	Language Use	Topic Development
<p>The response is connected to the task, though it may be missing some relevant information or contain inaccuracies. It contains some intelligible speech, but at times problems with intelligibility and/or over all coherence may obscure meaning. A response at this level is characterized by at least two of the following.</p>	<p>Speech is clear at times, though it exhibits problems with pronunciation, intonation, or pacing and so may require significant listener effort. Speech may not be sustained at a consistent level throughout. Problems with intelligibility may obscure meaning in places (but not throughout).</p>	<p>The response is limited in the range and control of vocabulary and grammar demonstrated (some complex structures may be used, but typically contain errors). This results in limited or vague expression of relevant ideas and imprecise or inaccurate connections. Automaticity of expression may only be evident at the phrasal level.</p>	<p>The response conveys some relevant information but is clearly incomplete or inaccurate. It is incomplete if it omits key ideas, makes vague reference to key ideas, or demonstrates limited development of important information. An inaccurate response demonstrates misunderstanding of key ideas from the stimulus. Typically, ideas expressed may not be well connected or cohesive so that familiarity with the stimulus is necessary to follow what is being discussed.</p>

Score: 1

General Description	Delivery	Language Use	Topic Development
<p>The response is very limited in content or coherence or is only minimally connected to the task. Speech may be largely unintelligible. A response at this level is characterized by at least two of the following.</p>	<p>Consistent pronunciation and intonation problems cause considerable listener effort and frequently obscure meaning. Delivery is choppy, fragmented, or telegraphic. Speech contains frequent pauses and hesitations.</p>	<p>Range and control of grammar and vocabulary severely limit (or prevent) expression of ideas and connections among ideas. Some very low-level responses may rely on isolated words or short utterances to communicate</p>	<p>The response fails to provide much relevant content. Ideas that are expressed are often inaccurate, limited to vague utterances, or repetitions (including repetition of Prompt).</p>

Score: 0

Speaker makes no attempt to respond OR response is unrelated to the topic.