

APPENDIX 1

Subject	Proficiency English 1								
Code	ZEU 1113								
Subject Status	University Compulsory								
Level	Asas & Diploma								
Credit Hour	3 (3+0)								
Pre Requisite	None								
Assessment & Evaluation	<table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Coursework</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>Test 1</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>Test 2</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>Final Examination</td> <td style="text-align: right;">40%</td> </tr> </table>	Coursework	30%	Test 1	15%	Test 2	15%	Final Examination	40%
Coursework	30%								
Test 1	15%								
Test 2	15%								
Final Examination	40%								
Semester	Semester 1 / Year 1								
Learning Objectives	<p>This course is the first part of a two semester program designed for students who have not attained the required proficiency level which enable them to perform effectively in their academic pursuits at tertiary level. It, therefore, seeks to remedy students' weaknesses in the use of English and raise their proficiency level by revising major aspects of grammar as well as providing remedial exercises and practice on vocabulary, grammar, and the four communicative skills of Listening, Speaking, Reading and Writing. Students will be trained to be autonomous learners by incorporating strategy training (learning how to learn) in each component of the course.</p>								
Learning Outcomes	<p>By the end of the course, students should have achieved basic grammatical accuracy and also have acquired the necessary language skills to communicate effectively.</p>								

SUBJECT GUIDE			
Course Content		Hour	
		Lecture	Tutorial
Outcome 1	<p>This course aims to understand the aims and rationale of learning strategies or “learning how to learn” (LHTL) and to function more effectively in their academic pursuits.</p> <p>At the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the aims and rationale for promoting learner training/ESL learning strategies employment 2. Learn and study more effectively; 3. Employ and deploy learning strategies and study skills useful to them. 	3	3
Outcome 2	<p>The course aims to improve students’ overall knowledge and understanding of English grammar and to clarify students’ problems in grammar.</p> <p>At the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify basic grammatical structures; 2. Use correct grammar in their oral presentation and written work. 	3	3
Outcome 3	<p>This course aims to enrich students’ vocabulary and to expose students to the use of proper dictions accordingly.</p> <p>At the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Employ vocabulary learning strategies; 2. Identify various groups of words; 3. Use suitable vocabulary accordingly in both spoken and written work. 	3	3
Outcome 4	<p>This course aims to expose students to academic reading materials and to apply various reading skills in understanding an academic reading text.</p> <p>At the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Read academic texts using appropriate reading skills/ strategies; 2. Read with a purpose and become better readers; 3. Read and analyse academic text; 4. Read with appropriate reading speed. 	6	3

Outcome 5	<p>This course aims to expose students to different types of writing strategies and to guide students in using grammatically correct and appropriate language in writing.</p> <p>At the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Employ various writing strategies; 2. Write accurately and appropriately for specific academic purposes; 3. Organise the content of an essay logically, coherently and cohesively. 	6	3
Outcome 6	<p>This course aims to equip students with listening and speaking skills for various purposes and to assist students in developing good speaking skills in small groups and in front of large audience.</p> <p>At the end of the semester, students will be able to:</p> <ol style="list-style-type: none"> 1. Speak and listen confidently in English; 2. Listen and understand different types of texts; 3. Speak with correct pronunciation, intonation, word stress and sentence rhythm; 4. Understand social conventions in interactions. 	3	3
	Contact Hours	42	
	Equivalence Hours	42	
	Total Equivalence Hours		42

Main References
<p>(1) Ho, H. H. et. al. (2008) Foundation English for Pre-U. Shah Alam: Arah Pendidikan Sdn. Bhd.</p> <p>(2) Lim, J. C. (2008) Explore MUET – Coursebook. Subang Jaya: Pustaka Sarjana Sdn. Bhd.</p> <p>(3) Richards, C. et. al. (2007) MUET A Strategic Approach. Petaling Jaya: Pearson Prentice Hall.</p> <p>(4) Singh, J. & Holden, A. (2006) Mastering English Grammar and Usage. Shah Alam: Penerbit Fajar Bakti Sdn. Bhd.</p>
Additional References
<p>(5) Harris, M. et. al. (2006) New Opportunities: Education for life. Harlow: Longman.</p> <p>(6) Eastwood, John. (2006) Oxford Practice Grammar. New York: Oxford.</p>

APPENDIX 2

Subject	Proficiency English 2
Code	ZEU 1223
Subject Status	University Compulsory
Level	Asas & Diploma
Credit Hour	3 (3+0)
Pre Requisite	Pass Proficiency English 1
Assessment & Evaluation	Coursework 30% Test 1 15% Test 2 15% Final Examination 40%
Semester	Semester 2 / Year 1
Learning Objectives	This is the second of a two- semester Proficiency English course which seeks to consolidate and enhance the English Language ability of the students to enable them to perform effectively in their academic pursuits at tertiary level. There will be meaningful language practice and integration of the four language skills—listening, speaking, reading and writing—through appropriate contexts. Strategy training will still be incorporated in each component to train autonomous learners.
Learning Outcomes	This course aims to raise the students' level of proficiency in grammar and the four language skills and to equip them for the transition from secondary to tertiary level education. Students will be prepared to meet the requirements of the Malaysian University English Test (MUET). This is done through: <ul style="list-style-type: none"> ▪ Enhancing students' communicative competence to a level appropriate for tertiary education; ▪ Providing contexts for language use related to tertiary academic experience; preparing students to meet various academic challenges through strategy training as well as the development of critical thinking and the competent use of language skills.

SUBJECT GUIDE			
Course Content		Hour	
		Lecture	Tutorial
Outcome 1	<p>This course aims to understand the aims and rationale of learning strategies or “learning how to learn” (LHTL) and to function more effectively in their academic pursuits.</p> <p>At the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 4. Discuss the aims and rationale for promoting learner training/ESL learning strategies employment 5. Learn and study more effectively; 6. Employ and deploy learning strategies and study skills useful to them. 	3	3
Outcome 2	<p>The course aims to consolidate students’ overall knowledge and understanding of English grammar and to clarify students’ problems in grammar.</p> <p>At the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 3. Revise the appropriate uses of grammar; 4. Use correct grammar in their oral presentation and written work.; 5. Analyse and correct grammatical errors. 	3	3
Outcome 3	<p>This course aims to expose students to the various types of reading materials and to apply various reading skills in understanding an academic reading text.</p> <p>At the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 4. Read different academic texts using appropriate reading skills/ strategies; 5. Read with a purpose and become better readers; 6. Read and analyse different academic text; 7. Comprehend and interpret linear and non-linear texts. 	6	3
Outcome 4	<p>This course aims to enable students to write logical, cohesive essays with grammatical accuracy.</p> <p>At the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 4. Revise and employ various writing strategies and mechanics; 5. Write accurately and appropriately for specific academic purposes as well as organise materials logically, coherently and cohesively; 6. Respond critically and appropriately to information contained in linear and non-linear texts. 	6	3

Outcome 5	<p>This course aims to train students to listen effectively, process information efficiently and respond appropriately to any given situation</p> <p>At the end of the semester, students will be able to</p> <ol style="list-style-type: none"> 5. Employ general listening strategies accordingly; 6. Comprehend various types of oral texts in social and academic contexts 7. Listen critically and effectively in social and academic purposes. 	3	3
Outcome 6	<p>This course aims to enable students to participate effectively in conversations and discussions.</p> <p>At the end of the semester, students will be able to</p> <ol style="list-style-type: none"> 1. Develop their confidence in speaking in English, in public as well as in front of the audience; 2. Speak with correct pronunciation, intonation, word stress and sentence rhythm; 3. Use appropriate social conventions when interacting in different situations. 	3	3
	Contact Hours	24	18
	Equivalence Hours	24	18
	Total Equivalence Hours	42	

Main References
<p>(1) Ho, H. H. et. al. (2008) Foundation English for Pre-U. Shah Alam: Arah Pendidikan Sdn. Bhd.</p> <p>(2) Lim, J. C. (2008) Explore MUET – Coursebook. Subang Jaya: Pustaka Sarjana Sdn. Bhd.</p> <p>(3) Richards, C. et. al. (2007) MUET A Strategic Approach. Petaling Jaya: Pearson Prentice Hall.</p> <p>(4) Singh, J. & Holden, A. (2006) Mastering English Grammar and Usage. Shah Alam: Penerbit Fajar Bakti Sdn. Bhd.</p>
Additional References
<p>(1) Eastwood, J. (2006) Oxford Practice Grammar. New York: Oxford.</p> <p>(2) Harris, M. et. al. (2006) New Opportunities: Education for life. Harlow: Longman.</p> <p>(3) Mikulecky, B. S. & Jeffries, L. (2004) More Reading Power. New York: Longman.</p> <p>(4) Singh, A. et. al. (2006) Write it Right. Subang Jaya: Pelanduk Publication.</p>

APPENDIX 3

EAP NEEDS ANALYSIS QUESTIONNAIRE (students)

I would like to express the highest gratitude for your cooperation in participating in this survey. Your valuable responses are very much appreciated. All responses are regarded as confidential and anonymity is guaranteed.

Instruction:
Please respond to all items in this questionnaire. For each item please tick (✓) the option that best represent your view.

PART 1: PERSONAL PARTICULARS

1.	Matriculation no.: _____
2.	Programme: (a) Information Technology [] (b) Management [] (c) Science / Engineering [] (d) Arts & Design []

PART 2: ENGLISH LANGUAGE ABILITY & DIFFICULTIES ENCOUNTERED

1. How would you rank your proficiency level in these English language skills?

		Excellent	Good	Average	Weak	Very weak
a.	Listening					
b.	Speaking					
c.	Reading					
d.	Writing					

2. When listening to English, how much of difficulty do you face in the following?

		A lot of difficulty	Some difficulty	Little difficulty	No difficulty
a.	Understanding and following lecturers' instruction				
b.	Understanding the content of the lectures				
c.	Understanding the meaning of many words used by lecturers				
d.	Understanding the lecturers when they speak fast in English				
e.	Getting the important points of lectures				
f.	Taking brief and clear lecture notes				

		A lot of difficulty	Some difficulty	Little difficulty	No difficulty
g.	Understanding questions asked by lecturers				
h.	Following a classroom discussion				
	Others (please specify):				

3. When speaking and communicate in English, how much of difficulty do you face in the following?

		A lot of difficulty	Some difficulty	Little difficulty	No difficulty
a.	Using correct pronunciation				
b.	Speaking fluently				
c.	Speaking confidently				
d.	Getting ideas to speak				
e.	Using the right words and sentence patterns				
f.	Giving presentation in class				
g.	Asking and answering questions				
h.	Participating in small group discussions				
i.	Participating in large group discussion				
j.	Speaking with friends in English outside the classroom				
	Others (please specify):				

4. When reading in English, how much of difficulty do you face in the following?

		A lot of difficulty	Some difficulty	Little difficulty	No difficulty
a.	Understanding the difficult words in textbooks, journals, magazines, etc				
b.	Understanding the content of textbooks, journals, magazines, etc				
c.	Identifying main points				
d.	Identifying extra information or examples				
e.	Reading quickly to get the general meaning of reading texts				

		A lot of difficulty	Some difficulty	Little difficulty	No difficulty
f.	Reading to find specific information				
g.	Taking brief and clear notes while reading				
	Other (please specify):				

5. When writing in English, how much of difficulty do you face in the following?

		A lot of difficulty	Some difficulty	Little difficulty	No difficulty
a.	Using correct spelling				
b.	Using correct punctuation				
c.	Using suitable words				
d.	Using varieties of words				
e.	Writing grammatically correct sentences				
f.	Using a variety of sentence patterns				
g.	Linking sentences in a paragraph				
h.	Getting ideas to write				
i.	Organizing points/ information when writing				
j.	Writing introductions				
k.	Writing body sections				
l.	Writing conclusion				
m.	Rewriting other's ideas using your own words (citation)				
n.	Using suitable format in writing e.g. letters and reports				
o.	Writing bibliography / references				
	Others (please specify):				

PART 3: ENGLISH LANGUAGE NEEDS

1. To perform well in studies, how important are the following listening tasks to you?

		Very important	Important	Not very important	Not important
a.	Listening and understanding lectures				
b.	Listening and understanding discussions				
c.	Listening to and following instructions				
d.	Listening and understanding social conversation				
e.	Listening and understanding presentations				
f.	Listening and taking down notes				
	Others (please specify):				

2. To perform well in studies, how important are the following speaking tasks to you?

		Very important	Important	Not very important	Not important
a.	Presenting written assignments				
b.	Participating in discussion				
c.	Communicating with other students inside and outside of the classroom				
d.	Communicating with lecturers inside and outside of the classroom				
e.	Communicating with people in different social situation				
f.	Making suggestions				
	Others (please specify):				

3. To perform well in studies, how important are the following reading tasks to you?

		Very important	Important	Not so important	Not important
a.	Reading course books				
b.	Reading and understanding technical material e.g. journal and magazines				
c.	Reading and making your own notes				
d.	Reading newspaper articles				
e.	Reading lecture handouts				
f.	Reading articles on the internet				
g.	Understanding visual data (tables, charts, diagrams)				
	Others (please specify):				

4. To perform well in studies, how important are the following writing tasks to you?

		Very important	Important	Not very important	Not important
a.	Taking lecture notes				
b.	Writing daily journals				
c.	Writing proposals				
d.	Writing formal letters				
e.	Projects				
f.	Reports				
g.	Summary writing				
h.	Presenting visual data (tables, charts, diagrams)				
	Others (please specify):				

PART 4: LANGUAGE LEARNING PREFERENCES

1. In your opinion, the teaching and learning materials (e.g. handouts, lecture notes, etc.) for Proficiency English 1 and Proficiency English 2 should be:

		Strongly agree	Agree	Disagree	Strongly disagree
a.	Related to students' programmes				
b.	Related to students' daily experience in the present and in the future				
c.	Related to the current issues				
d.	Taken from magazines, journals or websites				
e.	Modified to suit the students' level of proficiency				
f.	Related to Malaysian context and culture				
g.	Related to foreign context and culture				
	Others (please specify):				

2. The following teaching aids should be used in Proficiency English 1 and Proficiency English 2 classes:

		Strongly agree	Agree	Disagree	Strongly disagree
a.	Textbook/ exercise books				
b.	Radio & cassettes				
c.	TV, CD, CD player				
d.	Computers (relevant CD and software)				
e.	PowerPoint Slides				
f.	OHP				
g.	Newspaper and magazine				
	Others (please specify):				

3. The evaluation for Proficiency English 1 and Proficiency English 2 should consist of:

		Strongly agree	Agree	disagree	Strongly disagree
a.	Classroom test/ short quizzes				
b.	Project work (individual)				
c.	Project work (pair)				
d.	Project work (group)				

e.	Individual presentation				
f.	Group presentation				
g.	Listening test				
h.	Oral test				
i.	Final examination				
	Other (please specify):				

4. The activities and tasks for Proficiency English 1 and Proficiency English 2 should be conducted:

		Strongly agree	Agree	Disagree	Strongly disagree
a.	Individually				
b.	In pairs				
c.	In small group (3-4)				
d.	In large groups (> 4)				
e.	As a whole class				

5. The following activities should be carried out in Proficiency English 1 and Proficiency English 2 classes:

		Strongly agree	Agree	Disagree	Strongly disagree
a.	Lectures				
b.	Public speaking				
c.	Debate				
d.	Singing				
e.	Grammar exercise				
f.	Reading comprehension				
g.	Drama / role play				
h.	Audio visual activities (e.g. listening to cassettes and watching videos)				
i.	Written assignments				
j.	Mini projects				
k.	Language games				
l.	Homework				
	Other (please specify):				

PART 5: COURSE EVALUATION

Please answer this section based on your experience of learning in Proficiency English 1 (PE1) and Proficiency English 2 (PE2) courses.

1. Course content evaluation and self-reflection:

		YES	NO
a.	The courses are interesting.		
b.	The course level is right.		
c.	The course content is good.		
d.	I learned a lot in the courses.		
e.	The courses are well arranged and running smoothly.		
f.	The resources and facilities to learn the two courses are enough.		
g.	The courses have helped me in my studies.		
h.	My listening skills have improved after taking the courses		
i.	My speaking and communication skills have improved after taking the courses.		
j.	My reading skills have improved after taking the courses.		
k.	My writing skills have improved after taking the courses.		
l.	I am motivated to learn in these courses.		
m.	The evaluation techniques (e.g. test, oral test, final exam, etc) are suitable.		
n.	The tutorials are relevant.		
o.	Overall, I am satisfied with the quality of the courses.		

2. What grade would you rate the two courses?

(a) Proficiency English 1

1 (excellent)	2 (good)	3 (moderate)	4 (poor)	5 (very poor)

(b) Proficiency English 2

1 (excellent)	2 (good)	3 (moderate)	4 (poor)	5 (very poor)

3. Please provide suggestions or recommendations to improve the two courses (e.g. topics that should be covered, etc.)

***** THANK YOU VERY MUCH *****

APPENDIX 4

EAP NEEDS ANALYSIS QUESTIONNAIRE (English Lecturers)

I would like to express the highest gratitude for your cooperation in participating in this survey. Your valuable responses are very much appreciated. All responses are regarded as confidential and anonymity is guaranteed.

Instruction:
You are required to respond to all items in this questionnaire. Please tick (√) the option that best represent your view.

PART 1: PERSONAL PARTICULARS

1.	Name: _____
2.	Teaching experience: _____ year/years

PART 2: ENGLISH LANGUAGE ABILITY & DIFFICULTIES ENCOUNTERED

1. How would you rank your students' proficiency level in these English language skills?

		Excellent	Good	Average	Weak	Very weak
a.	Listening					
b.	Speaking					
c.	Reading					
d.	Writing					

2. Indicate how much of difficulty that your students face in the following when listening to English:

		A lot of difficulty	Some difficulty	Little difficulty	No difficulty
a.	Understanding and following instruction				
b.	Understanding the content of the lecture				
c.	Understanding the meaning of many words used by lecturers				
d.	Understanding the lecturers when they speak fast in English				
e.	Identifying important points of lectures				
f.	Taking brief and clear lecture notes				

		A lot of difficulty	Some difficulty	Little difficulty	No difficulty
g.	Understanding questions asked by lecturers				
h.	Following a classroom discussion				
	Others (please specify):				

3. Indicate how much of difficulty that your students face in the following when using English to speak and communicate:

		A lot of difficulty	Some difficulty	Little difficulty	No difficulty
a.	Using correct pronunciation				
b.	Speaking fluently				
c.	Speaking confidently				
d.	Getting ideas/information to speak				
e.	Speaking grammatically correct English				
f.	Using the right words and sentence structure				
g.	Giving presentation in class				
h.	Asking and answering questions				
i.	Participating in small group discussions				
j.	Participating in large group discussion				
k.	Speaking with friends in English outside the classroom				
	Others (please specify):				

4. Indicate how much of difficulty that your students face in the following when reading in English:

		A lot of difficulty	Some difficulty	Little difficulty	No difficulty
a.	Understanding the difficult words in textbooks, journals, magazines, etc				
b.	Understanding the content of textbooks, journals, magazines, etc				
c.	Identifying main ideas				
d.	Identifying supporting details or examples				
e.	Skimming to get the general meaning of reading text				

f.	Scanning to find information				
g.	Taking brief and clear notes while reading				
	Others (please specify):				

5. Indicate how much of difficulty that your students face in the following when writing in English:

		A lot of difficulty	Some difficulty	Little difficulty	No difficulty
a.	Using correct spelling				
b.	Using suitable words				
c.	Using varieties of words				
d.	Writing grammatically correct sentences				
e.	Using a variety of sentence patterns				
f.	Linking sentences in a paragraph				
g.	Getting ideas to write				
h.	Organizing points/ information when writing				
i.	Writing introductions				
j.	Writing body sections				
k.	Writing conclusion				
l.	Reproducing other's ideas using own words or citation				
m.	Using punctuation				
n.	Using suitable format in writing e.g. letters and reports				
o.	Writing bibliography / references				
	Others (please specify):				

PART 3: ENGLISH LANGUAGE NEEDS

1. How important are the following listening tasks in helping your students to perform well in their studies?

		Very important	Important	Not very important	Not important
a.	Listening and understanding lectures				
b.	Listening and understanding discussions				
c.	Listening to and following instructions				
d.	Listening and understanding social conversation				
e.	Listening and understanding presentations				
f.	Listening and taking down notes				
	Others (please specify):				

2. How important are the following speaking tasks in helping your students to perform well in their studies?

		Very important	Important	Not very important	Not important
a.	Presenting written assignments				
b.	Participating in discussion				
c.	Communicating with other students inside and outside of the classroom				
d.	Communicating with lecturers inside and outside of the classroom				
e.	Communicating with people in different social situation				
f.	Making suggestions				
	Others (please specify)				

3. How important are the following reading tasks in helping your students to perform well in their studies?

		Very important	Important	Not so important	Not important
a.	Reading course books				
b.	Reading and understanding technical material e.g. journal and magazines				
c.	Reading and making own notes				

		Very important	Important	Not so important	Not important
d.	Reading newspaper articles				
e.	Reading lecture handouts				
f.	Reading articles on the internet				
g.	Interpreting visual data (tables, charts, diagrams)				
	Others (please specify):				

4. How important are the following writing tasks in helping your students to perform well in their studies?

		Very important	Important	Not very important	Not important
a.	Taking lecture notes				
b.	Writing daily journals				
c.	Writing proposals				
d.	Writing formal letters				
e.	Projects				
f.	Reports				
g.	Summary writing				
h.	Presenting visual data (tables, charts, diagrams)				
	Others (please specify):				

PART 4: LANGUAGE LEARNING PREFERENCES

1. The teaching and learning materials (e.g. handouts, lecture notes, etc.) for Proficiency English 1 and Proficiency English 2 should be:

		Strongly agree	Agree	Disagree	Strongly disagree
a.	Related to students' programmes				
b.	Related to students' daily experience in the present and in the future				
c.	Related to current issues				
d.	Taken from magazines, journals or websites				
e.	Modified to suit the students' level of proficiency				

		Strongly agree	Agree	Disagree	Strongly disagree
f.	Related to Malaysian context and culture				
g.	Related to foreign context and culture				
	Others (please specify):				

2. The following teaching aids should be used in Proficiency English 1 and Proficiency English 2 classes:

		Strongly agree	Agree	Disagree	Strongly disagree
a.	Textbook/ exercise books				
b.	Radio & cassettes				
c.	TV, CD, CD player				
d.	Computers (relevant CD and software)				
e.	PowerPoint Slides				
f.	OHP				
g.	Newspaper and magazine				
	Others (please specify):				

3. The evaluation for Proficiency English 1 and Proficiency English 2 should consist of:

		Strongly agree	Agree	Disagree	Strongly disagree
a.	Classroom test/ short quizzes				
b.	Project work (individual)				
c.	Project work (pair)				
d.	Project work (group)				
e.	Individual presentation				
f.	Group presentation				
g.	Listening test				
h.	Oral test				
i.	Final examination				
	Others (please specify):				

4. The activities and tasks for Proficiency English 1 and Proficiency English 2 should be conducted:

		Strongly agree	Agree	Disagree	Strongly disagree
a.	Individually				
b.	In pairs				
c.	In small group (3-4)				
d.	In large groups (> 4)				
e.	As a whole class				

5. The following activities should be carried out in Proficiency English 1 and Proficiency English 2 classes:

		Strongly agree	Agree	Disagree	Strongly disagree
a.	Lectures				
b.	Public speaking				
c.	Debate				
d.	Singing				
e.	Grammar exercise				
f.	Reading comprehension				
g.	Drama / role play				
h.	Audio visual activities (e.g. listening to cassettes and watching videos)				
i.	Written assignments				
j.	Mini projects				
k.	Language games				
l.	Homework				
	Others (please specify):				

***** THANK YOU VERY MUCH *****

APPENDIX 5

EAP NEEDS ANALYSIS QUESTIONNAIRE (Subject Lecturers)

I would like to express the highest gratitude for your cooperation in participating in this survey. Your valuable responses are very much appreciated. All responses are regarded as confidential and anonymity is guaranteed.

Instruction:

You are required to respond to all items in this questionnaire. Please tick (√) the option that best represent your view.

PART 1: PERSONAL PARTICULARS

1.	Name: _____
2.	Faculty: _____
3.	Teaching experience: _____ year/years

PART 2: ENGLISH LANGUAGE ABILITY & DIFFICULTIES ENCOUNTERED

1. How would you rank your students' proficiency level in these English language skills?

		Excellent	Good	Average	Weak	Very weak
a.	Listening					
b.	Speaking					
c.	Reading					
d.	Writing					

2. Indicate how much of difficulty that your students face in the following when listening to English:

		A lot of difficulty	Some difficulty	Little difficulty	No difficulty
a.	Understanding and following instruction				
b.	Understanding the content of the lecture				
c.	Understanding the meaning of many words used by lecturers				
d.	Understanding the lecturers when they speak fast in English				
e.	Identifying important points of lectures				
f.	Taking brief and clear lecture notes				

		A lot of difficulty	Some difficulty	Little difficulty	No difficulty
g.	Understanding questions asked by lecturers				
h.	Following a classroom discussion				
	Others (please specify):				

3. Indicate how much of difficulty that your students face in the following when using English to speak and communicate:

		A lot of difficulty	Some difficulty	Little difficulty	No difficulty
a.	Using correct pronunciation				
b.	Speaking fluently				
c.	Speaking confidently				
d.	Getting ideas/information to speak				
e.	Speaking grammatically correct English				
f.	Using the right words and sentence structure				
g.	Giving presentation in class				
h.	Asking and answering questions				
i.	Participating in small group discussions				
j.	Participating in large group discussion				
k.	Speaking with friends in English outside the classroom				
	Others (please specify):				

4. Indicate how much of difficulty that your students face in the following when reading in English:

		A lot of difficulty	Some difficulty	Little difficulty	No difficulty
a.	Understanding the difficult words in textbooks, journals, magazines, etc				
b.	Understanding the content of textbooks, journals, magazines, etc				
c.	Identifying main points				
d.	Taking brief and clear notes while reading				
	Others (please specify):				

5. Indicate how much of difficulty that your students face in the following when writing in English:

		A lot of difficulty	Some difficulty	Little difficulty	No difficulty
a.	Using correct spelling				
b.	Using suitable words				
c.	Using varieties of words				
d.	Writing grammatically correct sentences				
e.	Linking sentences in a paragraph				
f.	Getting ideas to write				
g.	Reproducing other's ideas using own words or citation				
h.	Writing bibliography / references				
	Others (please specify):				

PART 3: ENGLISH LANGUAGE NEEDS

1. How important are the following listening tasks in helping your students to perform well in their studies?

		Very important	Important	Not very important	Not important
a.	Listening and understanding lectures				
b.	Listening and understanding discussions				
c.	Listening to and following instructions				
d.	Listening and understanding conversation				
e.	Listening and understanding presentations				
f.	Listening and taking down notes				
	Others (please specify):				

2. How important are the following speaking tasks in helping your students to perform well in their studies?

		Very important	Important	Not very important	Not important
a.	Presenting written assignments				
b.	Participating in discussion				
c.	Communicating with other students inside and outside of the classroom				
d.	Communicating with lecturers inside and outside of the classroom				
e.	Communicating with people in different social situation				
f.	Making suggestions				
	Others (please specify):				

3. How important are the following reading tasks in helping your students to perform well in their studies?

		Very important	Important	Not very important	Not important
a.	Reading course books				
b.	Reading and understanding technical material e.g. journal and magazines				
c.	Reading and making own notes				
d.	Reading newspaper articles				
e.	Reading lecture handouts				
f.	Reading articles on the internet				
g.	Interpreting visual data (tables, charts, diagrams)				
	Others (please specify):				

4. How important are the following writing tasks in helping your students to perform well in their studies?

		Very important	Important	Not very important	Not important
a.	Taking lecture notes				
b.	Writing daily journals				
c.	Writing proposals				
d.	Writing formal letters				
e.	Projects				
f.	Reports				
g.	Summary writing				
h.	Presenting visual data (tables, charts, diagrams)				
	Others (please specify):				

***** THANK YOU VERY MUCH *****