

APPENDICES

APPENDIX A: QUESTIONNAIRE

SECTION A

RESPONDENT'S BACKGROUND INFORMATION

(Please tick in the appropriate spaces)

A1 Gender: 1 - Male 2 - Female

A2 First Language: 1 - Malay 2- Chinese 3 – Tamil 4 - English
5 - Others (Please specify) _____

A3 Language used for communication in the following places:
(please use code provided for Question A2)

At Home
In College
In the Classroom
With Friends

A4 How do you rate your English Language proficiency in the following?

- 1 - *Poor*
- 2 - *Below Average*
- 3 - *Average*
- 4 - *Good*
- 5 - *Excellent*

	1	2	3	4	5
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION B

USE OF ENGLISH IN TEACHING AND LEARNING

B1 How do you rate the importance of English for understanding and participation during the following ?

	<i>1 - Very Important</i>	<i>2 - Important</i>	<i>3 - Not Important</i>
	1	2	3
Lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutorials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B2 Indicate the importance of English for each of the following tasks:
(use code in Question B1)

	1	2	3
i. Understanding lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Asking questions in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Answering questions in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Participating in tutorials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Understanding and answering examination questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi. Understanding instructions in manuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. Understanding reference material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION C

USE OF ENGLISH DURING ON JOB TRAINING

C1 Please indicate the frequency of the use of English for the following purposes :

	<i>1 - Always</i>	<i>2 - Most of the time</i>	<i>3 - Seldom</i>
	1	2	3
i. Oral communications with superiors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Oral communications with co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Giving work instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Reading information in manuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Writing log book, reports, etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi. Read memos, letters, notices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. Meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C2 From your experience during on job training, rate the importance of each of the following skills :

	<i>1- Very Important</i>	<i>2 – Not Important</i>	<i>3 – Important</i>
	1	2	3
i. Understanding oral instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Communicating orally with co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Understanding instruction manuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Understanding instructions or job sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Reading memos, letters , notices and other documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi. Writing log book, reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. Referring to written texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C3 How often were you required to carry out the following tasks in the course of your on job training?

1 – *Very often* 2 - *Often* 3 - *Sometimes* 4 – *Never*

	1	2	3	4
i. Listening to oral instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Communicating with superiors and co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Reading instructions manuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Referring to other reference texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Reading instructions on job sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi. Reading memos, notices, letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. Recording work in log book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii. Writing other written documents (Please specify : _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION D

STUDENTS' PERCEIVED ENGLISH LANGUAGE NEEDS

D1 Please indicate how much difficulty you face in each of the following with reference to the scale below:

1 – a lot of difficulty
2 – some difficulty
3 – very little difficulty
4 – no difficulty

a) Listening

	1	2	3	4
i. Understanding the subject matter during Lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Understanding spoken instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Understanding a foreign accent. (not the Malaysian accent)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Understanding sentences spoken quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Understanding technical terms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) Speaking

	1	2	3	4
i. Answering questions in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Asking questions in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Voicing your opinion in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Disagreeing with points raised by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Seeking clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Communicating with fellow students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi. Communicating with co-workers during OJT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. Making an oral presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c) Reading

	1	2	3	4
i. Reading course module notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Reading reference texts for assignments, Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Understanding instruction manuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Understanding instructions on job sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Understanding information in memos, letters , reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d) Writing

	1	2	3	4
i. Writing short notes during lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Writing notes from reference material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Answering examination questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Answering assignment questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Completing worksheets for practicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi. Recording tasks done in job log book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. Writing memos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii. Writing letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix. Writing reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX B: LECTURERS' INTERVIEW QUESTIONS

SECTION A

RESPONDENT'S BACKGROUND INFORMATION

Name: _____

Age: _____ Nationality: _____

Job Designation: _____

Subjects taught: _____

1. How long have you been teaching in this college?
2. Can you tell me about your previous working experience?
3. Please explain why proficiency in the English language is important for students of aircraft maintenance engineering.
4. Do your students have the required level of proficiency?
5. Please comment on your students' ability in the following areas:
 - a. understanding spoken instructions
 - b. speaking in English – to ask questions, to answer questions, and to participate in class discussions
 - c. reading and understanding material written in English – module notes, reference books, instruction manuals etc.
 - d. writing in English – answering class tests and examination questions, writing

reports and maintaining log books.

6. From your experience, would some, if not most, of your students be hampered from performing up to expectations in the industry by their lack of proficiency in English?
7. Some of our students, especially those from urban areas, are able to understand and also speak well in English. Would they need to be taught an English course in college?
8. How would you list the four language skills - listening, speaking, reading and writing - according to priority in any English course taught to the students?
9. Please elaborate on what you think needs to be included in teaching these skills. Would any material in English be sufficient or do you feel the material should be sourced from texts and documents related to aircraft maintenance engineering?
10. Do you have any other comments or suggestions to make relating to English?

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