

**UNIVERSITY OF STRATHCLYDE
FACULTY OF HUMANITIES**

&

SOCIAL SCIENCES

AN INVESTIGATION INTO

**THE ORAL COMMUNICATION SKILLS
COMPONENT**

**IN THE ENGLISH LANGUAGE SYLLABUSES OF
THE MALAYSIAN POLYTECHNICS**

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**A Thesis Presented in fulfilment of the requirements for the
degree of Doctor of Philosophy**

2013

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ABSTRACT

This study investigates whether the oral communication skills component in the English language syllabuses used by the Malaysian polytechnics enhances the speaking skills of the students. Specifically it aims to explore the extent to which Malaysian polytechnic students are supported in developing their competence in oral communication skills. This study assesses the English language syllabuses used at a Malaysian polytechnic based on the students' perceptions, tests and teachers' views and also the use of supporting documents.

This study was done through the use of both qualitative and quantitative methods in one polytechnic with 578 respondents. It was a case study which compared pre-test and post-test of the 578 students' English language oral test, using SPSS, analyses of interviews of students and teachers and supporting documents. The study identifies which barriers that are hindering the Malaysian polytechnic students' oral communication performance. Recognising the range of factors associated with this ongoing problem in Malaysia could be used to inform and develop policy that could begin to overcome the performances of these students and improve the quality of teaching in English at the Malaysian polytechnics.

The study revealed that the use of the Malaysian English language syllabuses have not supported the Malaysian polytechnic students' spoken English competencies. The study further showed that Science and Mathematics education together with eleven years of English at schools have not developed the students' oral communication skills. It was due to the fact that students upon entering the polytechnic remained unexposed to English in their daily lives, their environment or even socially. These situations remained unchanged when they are at the polytechnic as they experienced a similar environment as they had previously before they joined the polytechnic. On a

positive note, the students were found to have showed positive attitudes towards learning English, their English teachers and stated their desire to learn more of the language. They realized the importance of English especially for instrumental purposes such as getting better jobs and elevating their status amongst their peers yet they faced a high level of anxiety to use English as they are not used to using English on a regular basis. This is the one of the many barriers that had been put forward by the students, teachers on the success of the teaching and learning of English in Malaysia. Too many barriers were found in the implementation of a successful teaching and learning of English in Malaysia and especially in the polytechnics. Yet, if Malaysia is to improve the standard of English of its people, the many barriers which involved the students, teachers, the syllabus, the environment and the system must be considered first. Problems that afflicted the teachers, students especially, have to be resolved prior to the implementation of various policies which might yet remain futile and not produce positive results.

However, with the ever supportive supports of the government and all policy makers and those of authority, this situation can be changed for the better as all involved parties should work in tandem for the attainment of one goal – to better the speaking skills in Malaysia generally and specifically in the Malaysian polytechnics.

ACKNOWLEDGEMENTS

The end of writing of this thesis is the beginning of expressing gratitude to those who made this journey possible for me:

A special thank you to those at Perdana Polytechnic who had been supportive since the very first day I started on this journey: Ainon, Resom, Bash, Tan Sui Chee, Shamsuri, Bong Rose Lin and Ima Rahayu. My friends who have been very supportive in their own ways: Munah, Rai, CBS, Jenny, Zue, Ani, Robyn and Nick.

To the supervisors: Professor Jim McNally and Joanna McPake for their support in ensuring that I have done justice to my work.

My gratitude is endless to my family who are spread all over the world:

My eldest sister, Shimah and her family; Duane, Syafiqah, Liyana and Imran.

My youngest sister, Ima and her family: Zul, Hafiz and Hazim.

My Island family: Mak Chah and Zainah.

DEDICATION

This thesis is especially dedicated to two persons who are very important to me.

To my mum, who may be small in size but a goliath in her tenacity and strength! It is no wonder; she's nicknamed 'Rocky'! She teaches me to do my utmost best in everything with perseverance and dedication. A special tribute to the memory of my late dad, Muslim Mohd Jali, the best dad ever who not only taught me but showed me the very true meaning of patience and humility especially in facing challenges and adversities in life. *Al-Fatihah*.

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LIST OF ABBREVIATIONS

- 1 Baba & Nyonya Descendents of Chinese who came to Malaya in the 13th century
- 2 BM *Bahasa Malaysia/Melayu* or Malay language or the national language
- 3 Bumiputera Sons of the soil
- 4 CIDOS Curriculum Information Document OnlineSystem
- 5 CPD Continuing Professional Development
- 6 DPCCE Department of Polytechnic and Community College Education
- 7 DCDE Division of Curriculum Development and Evaluation
- 8 DILGTA Division of Industry Liaison, Graduate Tracking and Alumni
- 9 DPE Department of Polytechnic Education
- 10 DSA Division of Student Admission
- 11 DTCD Division of Training and Career Development
- 12 EFL English as a Foreign Language
- 13 EPU Economic Planning Unit
- 14 ETeMS English for the Teaching of Mathematics and Science
- 15 FMM Federation of Malaysian Manufacturers
- 16 Hakka, Teochew, Foochow, Hainnanese, & Cantonese Dialects of the Chinese immigrants who came originate from Mainland China
- 17 IELTS International English Language Testing System
- 18 KBSM *Kurikulum Bersepadu Sekolah Menengah* (Integrated Curriculum for Secondary Schools)
- 19 KBSR *Kurikulum Bersepadu Sekolah Rendah* (Integrated Curriculum for Primary Schools)
- 20 L1/L2 First and Second language
- 21 MBMMBI *Memartabatkan Bahasa Malaysia dan memperkasakan Bahasa Inggeris* (upholding Bahasa Malaysia and strengthening the command of English language)
- 22 MoE/KPM Ministry of Education/*Kementerian Pendidikan Malaysia*

23	MoU	Memorandum of Understanding
24	MoHE/KPTM	Ministry of Higher Education/ <i>Kementerian Pengajian Tinggi Malaysia</i>
25	MUET	Malaysian University English Test
26	OPP3	Third Outline Perspective Plan
27	<i>Orang Asli</i>	The indigenous people of Malaysia
28	PAGE	Parent Action Group for Education
29	RM	Ringgit Malaysia (Malaysian currency)
30	RQs	Research Questions
31	SPM/MCE	<i>Sijil Pelajaran Malaysia</i> /Malaysian Certificate of Education
32	TAVED	Technical and Vocational Education Division
33	TSP	Tracer Study Project
34	TeSME/PSSMI	Teaching of Science and Mathematics in English/Pengajaran dan Pembelajaran Sains dan Matematik dalam Bahasa Inggeris
35	UPSR	<i>Ujian Pencapaian Sekolah Rendah</i> /Primary School Achievement Tests

1 INTRODUCTION

‘When the word ‘communication’ collocates with ‘skills’, however, the reference is rarely if ever to computers, the internet or satellite TV. Rather it is usually to the oldest, least technologized and least meditated of all communication channels: spoken interaction or talk’ (Cameron, 2002, p. 71).

1.1 Introduction

In October 2007, the then Minister of Higher Education Datuk Mustapha Mohamad expressed concern about the English language proficiency of polytechnic students in Malaysia. During the 2007 industrial dialogue between representatives from various industries and the Department of Polytechnic and Community College Education (DPCCE) at Port Dickson Polytechnic, the same concern was also raised regarding the low confidence and proficiency in English Language amongst polytechnic graduates. In recent years, of late, a similar concern was also voiced out too as many Malaysian graduates, especially from local educational institutions, have been found unable to find employment, and as a result, many remain unemployed. A check revealed that it was reported by the Minister of International Trade that this problem peaked in 2002 when 40,000 graduates from public universities in Malaysia were unemployed (Mohamed, 2002, March 14, pp. 1 & 2). Juhdi et al. (2006) subsequently highlighted that the Economic Planning Unit (EPU) of the Prime Minister’s Department found that 60,000 Malaysian graduates were unemployed because of the lack of certain skills such as communication skills, poor command of English and lack of work experience. This report showed growing concern about the level of English proficiency in the workplace which, if left unchecked, could see the country losing its competitive edge.

Foreign multi-national companies based in Malaysia such as Maersk, Intel, Microsoft (Malaysia), Motorola, Eriksson, Texas Instruments, Shell and British Petroleum complained that it was increasingly difficult to get ‘capable’ Malaysian graduate employees because of their lack of inter-personal and speaking skills. Tong, (2003), in his study identifying essential learning skills in engineering students’ education,

reiterated that the majority of employers expressed dissatisfaction with students' communication abilities. Zaman, (1998) highlighted the concerns voiced by academics and the government over students' deteriorating levels of English proficiency. This was a growing concern as, at the same time, findings from studies conducted by the Malaysian Ministry of Higher Education, (2005) and Pawanchik (2006) revealed that more than 50% of Malaysian University English Test (MUET) scores were either in Band 1 (extremely limited user), 2 (limited user) or 3 (modest user) as reported by The Star, (January 24, 2006),

'Varsity students do badly in MUET'.

Recently, in presenting its annual budget, the Malaysian government allocated an additional RM10.5 (or GBP 2.1) billion to launch a special training scheme to equip unemployed graduates with skills required by industry (Malaysia, Nine Malaysia Plan, 2006). Much was spent in re-training graduates and therefore it is important for the government to find reasons for this gap within the education system. Another example can be seen that in September 2011, a polytechnic hosted a special event specially officiated by the Minister of Higher Education, entitled 'Re-skilling and Up-skilling polytechnic graduates.' So much time, effort and funds was spent by the government on re-training graduates of polytechnic as seen in the launching of such event. Six years earlier, together with the tabling of the Eighth Malaysia Plan, (2001), Malaysia introduced its Education Development Plan, 2001-2010 (2001). This was commonly known as the Blueprint and aimed to fulfil the goals and aspirations of the National Vision Policy 'to build a resilient nation, encourage the creation of a just society, maintain sustainable economic growth, develop global competitiveness, build a knowledge-based economy (K-economy), strengthen human resource development, and maintain sustainable environment development' (p.1). This Blueprint for Education Development in Malaysia encompassed education in Malaysia from pre-school up to university level. This is vitally important as Malaysia aspires to be an industrialized nation by the year 2020 (Vision 2020). This emphasised the government's continual concern in its quest to produce capable human resources to face the challenges of the Twenty-First Century.

One of the options was the implementation of the Teaching of Science and Mathematics in English (TeSME) in primary and secondary schools in 2003 with the objective of having English-proficient students entering universities or searching for employment. This measure was then introduced to arrest what deemed to be the deteriorating standard of the English language among Malaysian students. Two camps emerged; one strongly opposed to its implementation and another, welcoming the return of the English medium back to Malaysian schools. This drastic reversal in language policy had been perennially debated until there was another reversal of policy in July 2009 when the teaching of Science and Mathematics reverted to its previous languages - Bahasa Malaysia (BM) and other mother-tongue languages beginning in 2012. The loss of its two-thirds majority for the ruling party, the National Front, in the 2008 National Election and a major disclosure of Haron et al's (2008) report on what they claimed to be the failure of TeSME were blamed for this policy reversal.

At the same time, language nationalists argued that any policy marginalising the national language and other mother-tongue languages in the long run would cause Malaysia to lose its national character and multi-lingual advantage. Within a span of just six years, the government had given in to pressures and reverted to the Teaching of Science and Mathematics in the national language, BM, in national schools and mother-tongue in vernacular schools. This decision needs to be examined to see if it is practical in the long term for Malaysia's aspirations to be a developed nation as well as a centre of educational excellence. To quote David and Govindasamy, (2007, p. 58), Malaysia realises 'its role as a trading nation in the world, as well as the process of globalization made Malaysia's leaders realise that the fortification of the Malay language at the expense of the development of English was to the detriment of its citizens'. The change of medium from Malay to English and back again to Malay and other mother-tongue languages showed that Malaysia, a former colonial country, is in fact at a crossroads. Therefore, this is an opportune time to investigate into the oral communication component in the English Language syllabi of Malaysian polytechnics.

This chapter is divided into two parts. The first relates to the present situation in Malaysia and gives background to the study, its implications and rationale and thus, defines the research problems, purposes and objectives. Terms in the study are also discussed to better understand the topic. The second part focuses on the context of the study involving a Malaysian polytechnic. Because this study was conducted in a specific polytechnic and focused on its students' oral communication skills, it is best that background information is given on Malaysia, its historical background in education, the status of English in Malaysia - specifically in the context of Malaysian polytechnics - and some background information on Malaysian polytechnics with emphasis on the chosen polytechnic, Perdana Polytechnic.

1.2 Rationale of the study

Academics, educationalists, politicians, industry and the public had been voicing their concerns regarding the declining standard of English among Malaysian students. The situation seemed to deteriorate as studies, such as Haron et al. (2005), Bikum (2004), Jalaluddin (2003) and Long (2005), showed that TeSME policy had failed in Malaysia. This interest is further intensified because at the same time, the unemployment rate has continued to increase following this perceived lack of English language proficiency. The Bank Negara Survey (2004) indicated a wide disparity in the basic skills between local and foreign graduates where the most widely reported skills gap related to communication skills, reporting that 90.4% of respondents lacked these skills.

A FMM survey (2002) from the Federation of Malaysian Manufacturers highlighted that graduates were inadequate and had a weak command of spoken and written English - a major difficulty in recruiting fresh graduates. Information obtained from American firms in Malaysia stated that one of the challenges was the rapid decline in these skills among younger graduates. Even the more recent FMM survey (2009) reported that lack of industrial training and poor English were among five factors why

graduates were unemployed. Other factors mentioned were low problem-solving skills, job-switching and lack of self-confidence, according to the Director of Student Development and Affairs of the Ministry of Higher Education. He confirmed that graduates were seen to have poor communication skills in English. A special committee was established in 2000, by the Ministry of Education, to determine the reasons for this. This problem only became critical in the early 1990s when Abdul-Kahrim (1991) highlighted that the limited exposure to English in school, as well as the growing disparity in competence in English among students and a lack of English competence among teachers, played a major role in the decline of the language. Therefore, it is clear that there is a need for a comprehensive study which gathers empirical data to see if the Malaysian polytechnic English language syllabi currently used at the Polytechnic do promote the speaking skills for polytechnic students in their future endeavour. If there is no empirical data to support this, then reasons have to be found as to why such phenomena takes place and subsequently to suggest possible ways to overcome this situation. Therefore, the study will focus on the oral communication skills component in the English language syllabi of the Malaysian polytechnics; whether the polytechnic English syllabi do promote the speaking skills for polytechnic students and to seek a deeper understanding of the reasons behind the factors which might be impeding the success of the implementation of the English language programme in the Malaysian polytechnics.

1.3 The importance of the study

This study is significant for several reasons. First, since its inception in 1991, there has been no major review of the English language syllabi of the Malaysian polytechnics. This study will provide valuable information regarding the English language programme with special reference to speaking skills. Several recent Malaysian studies (Hassan & Fauzee-Selamat, 2002; Pillay & North, 1997; Mohd-Asraf, 1996; Lim, 1994) have been instrumental in receiving input from teachers regarding the English language syllabus in schools and the relatively poor speaking skills of Malaysian students but there is no specific study based on the views of the

students themselves. The only existing study regarding polytechnic education was carried out through the Tracer Study Projects (TSPs) and was from the perspectives of polytechnic graduates. This project is an on-going project which has been funded by the Economic Planning Unit (EPU) since 1999. It involves graduates from public and private universities as well as Malaysian polytechnics. Findings from TSP reports are referred to in order to get a better idea of the situation in the Malaysian polytechnics. Therefore, this is an attempt to explore the issue through the voice of polytechnic students as well as their polytechnic teachers within the confines of a more specific context: a Malaysian polytechnic.

In the earlier report (*Report on the English language Syllabus Evaluation, 2005*), the polytechnic teachers' views were sought to determine if the current polytechnic English language syllabi needed to be upgraded to cater for the 2008 student intakes who had undergone Science and Mathematics teaching in English at schools. The polytechnic teachers reported on the current polytechnic English language syllabi and the courses needed by them to upgrade as teachers of English at the polytechnics to prepare for the 2008 Factor. This report caused the Malaysian polytechnics to introduce a revised syllabus to cater for these students. Teachers' views in this study relate to the polytechnic students' oral communicative competence using the current syllabi and investigate whether such situations do occur at polytechnic level and the specific problems faced by them as language teachers.

Secondly, the information gathered through this study could be useful in formulating future policy on the teaching and learning of English in Malaysian polytechnics. Based on the findings from the Tracer Study Surveys (over a period of five years), the polytechnic graduates had indicated that their polytechnic education was barely effective in promoting their English proficiency. Yet, to date, it appears that there has been no research in Malaysia specifically on the speaking skills based on these polytechnic students as well as their teachers with special reference to the Malaysian polytechnics. Therefore, this study attempts to explore and formulate answers based on specific questions which will be answered empirically and will be of use to further enhance the teaching and learning of English in the Malaysian polytechnics. This is in

line with the current aspiration of upgrading the present polytechnic education to a polytechnic university level.

Thirdly, there is a need to understand if these students are really unable to speak English well as claimed in many previous studies. It is also necessary to ascertain how far the skill of oral communication is required by the polytechnic graduates either at their workplace or when they continue their studies. By understanding these specific problems, a parallel study could be done with Malaysian students in general in order to develop ideas why such a situation may have occurred. Policy makers could learn from the findings and suggestions of this study in order to avoid introducing policies which might not benefit the teaching and learning of English for the betterment of all in Malaysia.

Finally, this study could shed new understandings and insights which may point to more collective approaches to be implemented in the teaching and learning of English with special reference to speaking skills. The study has the potential to help educators, policy makers and planners through using its findings to contribute to the enhancement of the teaching of English in Malaysia in general and specifically to the Malaysian polytechnics.

1.4 Aims of the study

This study aims to explore the extent to which Malaysian polytechnic students are supported in developing their competence in oral communication skills. Specifically, the objectives of this study are:

- To investigate the English language syllabi used at a Malaysian polytechnic based on the students' perceptions, tests, and teachers' views and use of supporting documents.
- To determine other factors that may impede students' ability to communicate well in English.

- To suggest ways to overcome any impediments that might hinder the students' competence and confidence to speak in English.

1.5 Research issues

Malaysia, in its quest to be a fully industrialized nation through the introduction of Vision 2020, may not be successful according to various negative reports. As specified in the Third Outline Plan (2001) the nation's capabilities and capacity in the management of new knowledge and technologies are greatly determined by the quality of its human resources. This effort had thus far been undermined by these negative reports of unemployable Malaysian university graduates, from the Bank Negara or Central Bank Survey (2006), FMM Reports (2002, 2009) and the Malaysian Ministry of Higher Education Report of the Ninth Malaysia Plan (2006).

1.5.1 Loss of competitiveness with poor quality of manpower

Kirkpatrick (2007) stated that only 20% of Malaysians are proficient in English and Lim Soh Lan's survey (1992) on 'The use of spoken language in KBSR and KRSM EFL classes' found that approximately 84.1% of Malaysian learners are not able to speak well in English, revealing a worrying situation in Malaysia. Her study included respondents who were teaching students in upper secondary and Tertiary Education. Studies by Hassan & Fauzee-Salamat, 2002; Pillay & North, 1997; Mohd-Asraf, 1996; Lim, 1994 have been highlighting on the relatively poor speaking skills of Malaysian students but as it is, currently there is no specific study based on the views of the students themselves on their speaking skills specifically in the context of Malaysian polytechnics. What we tend to hear the often time are the usual grouses regarding the deteriorating decline of Malaysians English proficiency. According to Gaudart (1987, p. 1), 'Malaysian society is constantly regaled with opinions about falling standards of English. Falling where and in what way is seldom mentioned'.

It is therefore important to first seek if there is any truth in the statement concerning Malaysian students' continual decline in English. It is understood that Malaysian

polytechnics are responsible for producing semi-professional human resources in the fields of science, technology and the service industries. Therefore, an understanding of the historical background of Malaysia, the teaching of English in Malaysia including its history, and its current situation need to be addressed. If there is truth in the claim of falling standards of English in Malaysian students then, by highlighting these problems and the reasons behind them, constructive suggestions can be made to stem this decline. Suggestions will be offered to overcome such potential impediments. Further investigations into why such situations may occur and the possible reasons underlying the persistence of this situation are also required.

1.5.2 Personal observation and interest

In Malaysia, I worked for twenty years with polytechnic students and encountered problems of poor spoken English when they joined the polytechnic. I also encountered polytechnic students who were about to graduate after three years of English Language programme at the Polytechnic who were unable to communicate well in English. In addition I met newly qualified graduates of polytechnics unable to gain employment because of their inability to speak well in English. This phenomenon became increasingly obvious towards the final five years of my teaching experience. My impression, from personal reflection and discussions with colleagues, is that there may be a number of contributory causes, such as the teaching methods used, unsuitable assessment methods and challenges to the teachers, or a combination of all the factors mentioned. However, these are only *initial* impressions and this study is intended to investigate more systematically and rigorously the perceptions of others more closely involved in the teaching of spoken English. Employers are often impressed by the technical competences of polytechnic graduates. However, the career potential of these graduates can be weakened by limited English skills. This survey provides an important opportunity to get crucial data from students regarding their oral communication proficiency and their reactions to the demands of learning the language and using it at their workplace.

Investigation of these inputs from students and teachers based on their language teaching and learning experiences is one approach where the existing curriculum can

be used critically to ensure its relevance with respect to student needs. Further investigation on related documents for triangulation purposes, especially the syllabi and any documents related to the implementation of the teaching and learning of English language modules used at the polytechnic, will also be taken into consideration. Documents related to teachers' qualifications and also teaching workloads will also be considered.

1.6 Research questions

This chapter is intended to outline the background to policy development in the promotion of English in Malaysian schools and polytechnics. The main issue arising was that, despite many years of considerable resources designed to support this policy initiative, there is a prevailing notion that the standard of spoken English of students emerging from the polytechnics, is still regarded as inadequate. Before developing the actual research questions for the study, the existing literature was reviewed (Chapter Two). This allowed a conceptual basis for the teaching of English as a foreign or second language to be developed, taking into account other relevant studies such as Pham, (2007), Bax, (2003), Harmer, (2003), Yashima (2002), Seidlhofer (1996) and Kramsch and Sullivan, (1996) which added to the development and refinement of the research questions.

Thus concepts and ideas reflected as themes in the literature, such as communicative competence, methodologies in language learning, willingness to communicate, culture, identity and motivation, teachers' beliefs and together with the objectives of the Malaysian polytechnic English language syllabi, have been fundamental in formulating the research questions, and accommodating the more practical, experiential knowledge of the author. These concepts will be further discussed in the concluding section in terms of the research findings and insider insights which can be brought to bear in illuminating the issue. The decision to explore the issue through the voices of students, as well as their teachers, as well as the use of supporting

documents especially the Malaysian polytechnic English language syllabi is discussed more fully in Chapter Three on the research design, but it is reflected below in the research questions (RQ). These are presented as a set of three main questions, each followed by a set of sub-questions which express the RQs which can be answered empirically and qualitatively.

The Research Questions are:

RQ 1 Perceptions towards Spoken English

1. How do the students perceived their competencies in speaking to different types and groups of people?
2. How do the students perceived their confidence in speaking to different types and groups of people?
3. What are the teachers' perceptions towards the oral communication skills component in the English language modules of the Malaysian polytechnics English language Syllabi?
4. What are the students' perceptions towards the oral communication skills component in the English language modules after they have undergone two semesters of the English Language Programme?

RQ2 Student competence in Spoken English

1. Is there a significant difference in the polytechnic students' oral communication competence after they had undergone two semesters of the English Language Programme?
2. What are the teachers' perceptions towards their students' competencies in Spoken English?

RQ3 Barriers to speaking English

1. What are other contributing barriers which can hinder students from communicating in English while at the polytechnic?

1.7 Scope of the study

The decision to use this chosen polytechnic, **Perdana Polytechnic**, as the focus of this study is based on several factors:

- It has been established for many years and being one of the oldest polytechnics, it has the highest number of students in each intake
- It is one of the three polytechnics chosen to be a leading polytechnic known as 'Premier Polytechnic' which eventually will lead to the establishment of a polytechnic university by the year 2020.
- As an established polytechnic, as well as centrally located in Peninsular Malaysia, this polytechnic tends to be the first choice of most students who want to continue their education in the polytechnic system.
- This polytechnic was one of the three 'established' polytechnics to run new programmes but it is unique as the only polytechnic using twelve of the current English modules (English for Specific Purposes) and another two new English language modules in the English Language Programme simultaneously.
- Perdana Polytechnic was the only 'established' polytechnic running new programmes in 2008 involving more than one class, whereas the other two 'Premier' polytechnics had only one, and each of those offered only one new programme.
- It has more departments offering the largest number of courses or programmes.
- Finally, it is the only polytechnic offering a Marine Engineering Programme, as well as several 'niche' or specialized programmes.

For these reasons, as well as the convenience of accessibility of data and information at Perdana Polytechnic, the researcher decided to concentrate on this particular

polytechnic. In addition, because of limited time and resources and because the population involved twenty-seven polytechnics located all over Malaysia, the researcher felt that it was better to concentrate on a familiar environment. Descombe (1998) had confirmed that it is legitimate for sampling to be carried out for the sake of convenience as long as it does not interfere with the validity of the selection of sample population. The background of Perdana Polytechnic will be further discussed in the background section of this chapter.

1.8 Terms used in the study

In order to understand the methodology and outcomes of this study, it is important to understand the terms used. They are, therefore, defined in this section.

1.8.1 Language Competence

The word ‘competence’ according to the Oxford Concise Dictionary (1990, p. 282) brings about the meaning of ‘the ability or a skill that is needed to do a particular job or task’ and in this case, be linguistically competent or also having the competency in the use of a language. ‘Competent’ shows that a person is adequately qualified or capable as well as effective in executing a particular task. ‘Linguistic competence’ in this study, therefore highlights the ability or the capability of the students to speak and understand a language, a second language and in this case the English language. By having the capability to speak and understand English, the speakers can also be considered as having the competency to use or speak the English language. Communicative competence is also a term used in linguistics that brings about the condition that a language user has grammatical knowledge of syntax, morphology and phonology as well as the knowledge of social understanding on when and how to use utterances appropriately.

To Cameron (2002), communication is a skill that is basically the simple action of talk. Therefore, oral communication involves any type of interaction that makes use of

the spoken word which is then used to convey the intention of the speaker to the listener and this action is then known as an oral communication. In sum, as opined by Canale and Swain (1980, p. 6) ‘communicative competence’ is the competency of the speakers which involves four components; grammatical competence: words and rules; socio-linguistic competence: appropriateness; discourse competence: cohesion and coherence and, strategic competence: appropriate use of strategies’. In a survey conducted by Maes, Weldy and Icenogle (1997), the ability to communicate effectively in English has been identified as the most important criterion in the workplace. Their study which was conducted in the Greater Gulf Coast area revealed that oral communication proficiency in English is demanded by employers when recruiting new employees. Most workplaces or employers demand that their employees be able to communicate effectively with their colleagues and seniors.

Crosling and Ward (2001) noted that being competent in communicating is vital for job success and promotion. Hanapiah (2002) concurs with the above observation. In his study, he found that a person who is able to communicate well in English with clients at the workplace is looked upon as an asset and given priority during promotions.

It should be noted that in this study, that the word ‘competent’ and ‘competency’ are used interchangeably in the discussions of the English language ability of the students.

1.8.2 Types of English language competence for different situations

Kachru (1985) in his work had described the spread of English in terms of three concentric circles known as the Inner Circle, the Outer Circle and the Expanding Circle. The Inner Circle comprises the speakers who are known as native speakers whereas speakers in the two other circles are known as non-native speakers. He continued that the Inner Circle is also dominated by the mother-tongue varieties and

English is the primary language. Speakers from the Inner Circle include countries such as the USA, the UK, Canada, Australia and New Zealand. On the other hand, the Expanding Circle to Kachru, includes the rest of the world where the speakers are non-native speakers and the use of English is restricted in contexts. In summary, English in the Expanding Circle plays a role as a foreign language for international communication, and for specific purposes such as in the reading of scientific and technical materials. Countries that are categorised under the Expanding Circle include China, Egypt, Indonesia, South Korea and Saudi Arabia.

Finally, the Outer Circle is made up of countries where English has a colonial history and where the English language has developed on its own within the context and has been accorded an important status by language policies. English in the Outer Circle is one or more languages in the linguistic repertoire of the speakers who are usually multilingual or at least bilingual. Therefore, English used by the Outer Circle speakers has an extended functional range which is used in various social, educational, administrative and literary domains. Apart from that, English by the Outer Circle displays a significant depth in terms of users at different levels of society, resulting in various types of competence shown by the more educated to least educated of pidgined, sub-varieties of English. Most of the countries placed in the Outer Circle are former colonies of the UK or the USA and Malaysia is one of these countries. Kachru's Three Circle Model had inevitably divided countries in the world into three separate demarcations through strict geographical distinction between the circles and these were challenged by writers such as Gradoll (1997) and Crystal (2003). Crystal further asserted that as a result of globalization there are currently over 329 million speakers of English as a first language from all three circles. Thus this phenomenon makes it increasingly difficult to sustain the strict geographical distinction between the circles suggested by Kachru.

Malaysians have all along relied on using the national language, BM or any of the other mother tongue languages that the rest of the Malaysians possess to communicate

with one another. It should be noted that English is used in Malaysia for communication intra-nationally and internationally at all levels in many perspectives of the Malaysians' lives. English continues to have a special place among Malaysians even with its reduced position before Independence. With the challenges of globalization and international economic competitiveness, the need to be competent in English and mutually intelligible internationally is necessary for Malaysians. Yet, socio-linguists had shown that in Malaysia there are users of English at different levels of society with various types of competence in English from the more educated to the very least educated who use different levels of sub-varieties of English in their daily lives. This is the kind of situation that needs to be considered as to which types of language competence are needed by the students to 'function effectively in the workplace, and in work related as well as social situations' (*The English language Syllabus for Technical and Commercial Purposes*, 1991, p. 1).

1.8.3 Syllabus

A language teaching syllabus is said to be the integration of subject matter or 'what to talk about' and linguistic matter or 'how to talk about it' and that is the essence of teaching (Reilly, 1988). Dubin and Olshtain (1997, p. 28) considered that 'syllabus is a more detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level'. Strevens (1977) regarded the 'syllabus' as part of an administrative instrument used, in part, as a day-to-day guide for the teachers adhering to a statement of what is to be taught and how, and at times this can be considered as an approach. The syllabus personifies that part of the language which is to be taught, broken down into items, or later processed for teaching purposes. To Wilkins (1981), syllabi are specific contents of language teaching which have undergone, to a certain extent, a form of structuring with the aim of producing effective teaching and learning.

Crombie (1985) on the other hand, explained and defined 'syllabus', as that which learners are to be taught by following an inventory or list of items. Yet Corder (1973) pointed out that a 'syllabus' is more than *just* an inventory of items. A rationale of content selection and its order for learning is what makes a syllabus. Basically, a syllabus can be seen as a plan of what is to be achieved through teachers' teaching and students' learning according to Breen, (1984), whilst its proper function is to clarify what is to be taught and in what order (Prabhu, 1984). Therefore, a syllabus forms an effective basis or a framework for planning a course; it must then be organised systematically (Brumfit, 1984). Pillay and North (1997, p. 4) believed that 'a mere listing of structures, vocabulary items, functions, micro-skills and so on does not provide a systematic framework for organising the content of a course'. To achieve this, the usual and normal approach taken is to use one of the components as the central organising principle. Yalden (1983) believes that a 'good syllabus' can be considered as one only after special considerations have been included by the syllabus designers on ways to best evaluate the learner's performance in the language programme. It can be seen that English language syllabi used by the Malaysian polytechnics have adhered to Yalden's view of a 'good syllabus'. These syllabi consist of the aims, the objectives, and topics/areas to be taught, the strategies for teaching and learning, and evaluation procedures.

1.9 The study and the focus of the research

Because this study is based in a Malaysian context, it is important to understand this context, and situation. Indeed, the Malaysian polytechnic context is also totally different from the situation in schools and universities in Malaysia. That is why it is imperative that detailed background information is furnished to ascertain a better understanding. It is therefore important to have some historical background on the teaching and learning of English in Malaysia and especially in the polytechnic context.

1.10 Malaysia - The background

Malaysia is a country situated in South-east Asia which became a unified nation with Singapore, Sarawak, British North Borneo and the Federation of Malaya in 1963. Before that, the Federation of Malaya gained its Independence from the United Kingdom on 31st August 1957. With the separation of Singapore from Malaysia on 9th August 1965, Malaysia remained until the present day composed of two regions known as Peninsular Malaysia (also known as West Malaysia) and Malaysian Borneo (also known as East Malaysia). Malaysian Borneo is composed of two states, Sabah and Sarawak separated by the South China Sea from Peninsular Malaysia - eleven states. The population of Malaysia is comprised of three main ethnic groups, with the Malays and other Bumiputeras (from Sabah and Sarawak) forming the majority of the population of Malaysia at approximately 66%. 23% of the population are Malaysians of Chinese descent, while Malaysians of Indian descent comprises 10% (*Population and Housing Census, 2000*). Malaysia is a multi-ethnic and multilingual nation with a population of 28 million people. Bahasa Malaysia has, since 1967, with the introduction of the National Language Policy, been the national language used to unify the multicultural and multi-ethnic Malaysians especially through education.

1.10.1 The Malays

The Malays, or Peninsular Bumiputeras, make up the majority of 55%; with Other Bumiputeras at 11%. The Bumiputeras or ‘sons of the soil’ constitute 66% of the population of Malaysia and are broadly categorized into Malays, Orang Asli and Other Bumiputeras. The Malays are generally found in Peninsular Malaysia whereas Other Bumiputeras or East Malaysian Bumiputeras are mainly indigenous groups of East Malaysia in Sabah and Sarawak. The Malays are Muslims who practice Malay customs and culture. The East Malaysia Bumiputeras on the other hand are not necessarily Muslims nor do they practise the Malay customs and culture of Peninsular Malays, and make up more than half of Sarawak’s population (of which 30% are Ibans) and close to 60% of Sabah’s population (of which 18% are Kadazan-

Dusuns, and 17% are Bajaus). The use of the term “Malay” is used interchangeably with the word “Bumiputera” when referring to this group of people especially the ones from Peninsular Malaysia (*Population and Housing Census, 2000*). For Peninsular Malaysia, the mother-tongue is Malay which was used as the national language but within informal settings most Peninsular Malays use the many dialects available in their communities such as Java and Boyan. East Malaysians use many of the dialects within their communities including Melanau, Iban and Dayak.

1.10.2 The Chinese

The Peninsula of Malaya had an Indian and Chinese presence long before the arrival of the colonisers. The Chinese first arrived in Malaya in the Fifteenth Century, when the Ming Princess and her entourage arrived in Melaka (a thriving trading post in the Fourteenth Century), to establish a dynamic community which gave rise to the Chinese-Peranakans, known locally today as Babas and Nyonyas. Yet, it was not until the Nineteenth Century that the Chinese had the biggest impact on the social and religious landscape of this nation, as migrants from Southern China came to seek their fortune in the tin mines of Perak and Selangor brought by the British, in need of labourers. The Chinese were largely located around the ports (Penang, Melaka and Singapore), as well as in small tin and gold mining settlements (Purcell, 1948). Today, they are mainly found in the urban centres and dominate the businesses, financial institutions and industries, which are the country’s main economic sectors. The Chinese mainly came from South China including Hakka, Teochew, Fuchow and Hainanese with the Cantonese and Hokkien forming the largest dialect groups. Cantonese and Hokkien are the dialects used by most Chinese within their communities but they also use the formal language of Mandarin in their vernacular schools.

1.10.3 The Indians

When India came under British rule, Indian labourers were sent to Malaya initially to work on sugar cane and coffee plantations and later in the rubber and oil palm estates. Some of them also were brought in help construct buildings, roads and bridges. The Indians brought with them the Hindu culture and tradition which still remains strong. The Indians who generally speak Tamil mostly came from South India (*Population and Housing Census*, 2000). There are also pockets of Chitty community in Malacca, similar to the Chinese-Peranakans. Indian-Chitties were the result of the assimilation between the Portuguese of the Sixteenth Century in Melaka and the locals and they still retain the assimilated culture and language of their forefathers. Today, Indians use Tamil as their mother-tongue, Hindi for some of them but more of the new generations of these communities such as the Malayalee, Punjabi and Portuguese communities consider English as the dominant language in their homes.

1.10.4 Demographics of Malaysia

The remaining Malaysians consist of much smaller communities made up of Arabs, Filipinos, Eurasians and Europeans. The population distribution in Malaysia is highly uneven, with approximately 20 million residents living in Peninsular Malaysia. The West Coast of Peninsular Malaysia (West Malaysia) or the West Coast states are more densely populated than the East Coast states and Sabah and Sarawak (East Malaysia) as 70% of the population is concentrated in the urban or semi-urban areas especially on the West Coast. Historically, because of the British Occupation, Malaysia had reasonably good infrastructure facilities that focused on the development of economic opportunities to the British then such as tin mining and rubber estate areas which were mostly concentrated in the West Coast states of Peninsular Malaysia. The practice continued even after Independence and, even after more than fifty years of Independence, there remained wide disparities between levels of development of the different parts of the country. The West Coast has been and remains much more developed than the other parts of the country. Not only are they more densely populated but the social-economic differences are evident too as seen in the ways the

Government of Malaysia formulated its infrastructure and rural development policy. The government through its Malaysia Plan (First Malaysian Plan until now, Eleventh Malaysia Plan) had categorised the areas in the West Coast of Peninsular Malaysia as the North (N), the Central (M) and The South (S). The states in the North of Peninsular are Kedah, Perlis and Penang, whereas the Central states are Selangor, Wilayah Persekutuan Kuala Lumpur and Perak followed by the South for the states of Negeri Sembilan, Melaka and Johor. The East coast states consist of Pahang, Terengganu and Kelantan. The capital city and major cities with a population of more than one million such as Kuala Lumpur, Subang Jaya, Shah Alam and Ipoh are concentrated in the Central states of the Peninsula.

More significantly, since Independence in 1957, the government of Malaysia has been ensuring that rural development continues to be one of its main focuses under all of its Malaysia Plans (since 1957 until present). Rural areas in Peninsular Malaysia are different from the rural areas in the interiors of Sabah and Sarawak in Malaysia. They are more like small towns or almost semi-urban areas. Most places in the West Coast are easily accessible with ample infrastructure. Apart from that, the West Coast, especially the cities, consists of more cosmopolitan and multi-ethnic compositions as compared to the East Coast of Peninsular of Malaysia and East Malaysia. Therefore, the rural areas in Peninsular as compared to remote and isolated areas in Sabah and Sarawak are different in the sense that they are accessible by good roads and infrastructure.

1.11 Education in Malaysia

Before gaining its Independence, English was the official language of British Malaya, and Malay, Chinese and Indian languages were considered vernaculars. This changed with Independence in 1957. Malay (or Bahasa Malaysia (BM) after Independence) was accepted as the national language and a symbol of national unity. As the

continued use of other languages was assured there was a general acceptance by the population that Malay, the language of the majority of Malaya, would be the national language of Independent Malaya. In 1969, three years after the formation of Malaysia, a race riot forced the leaders of the nation to accept that there was an economic gap between the Malays and the rest of the immigrant ethnics in the country. They, therefore, yielded to that pressure and accepted the Malay nationalists' push to make Malay the official language. Malay was endorsed in 1971 as the medium of instruction in all English-medium and secondary schools (Omar, 1992). This endorsement came about after several revisions (in 1967 and 1971) of the National Language Act first suggested in 1961. It was also considered as a language to unite multilingual and multi-ethnic Malaysia. The Malay language has been the language of instruction in public schools and institutions of Higher Education as stipulated in the Education Act 1961 (Omar, 1996). By 1983, all English-medium schools had converted to Malay-medium schools in West Malaysia and in East Malaysia, by 1985. According to Omar (1993), it took another twelve years for the change to be completed at all university levels in Malaysia.

According to David and Govindasamy (2007), all national secondary schools, which were government funded, were required to use Malay or BM as the medium of instruction. It should be noted that education in Malaysia is monitored by the federal government through the Ministry of Education. During the colonial period, schools in Malaya were set up along ethnic lines and schooling was conducted in different languages. In fact, Santhiran, (1999), cited by David and Govindasamy (2007), had maintained that education for the ethnic minorities in Malaysia was only a slight modification of the colonial system, and the ethnic divide, as manifested in educational preferences, still persists to a certain extent. Chinese and Tamil primary schools were allowed to continue teaching content subjects in the medium of their choice. The government also did not object to Secondary Education using vernacular languages, but these schools had to be funded through private resources.

Therefore, education in Malaysia today is provided by the multilingual public school system which provides free education for all Malaysians, or at privately funded private schools. There are approximately sixty privately funded Chinese secondary schools using vernacular language. Currently Malaysian schools consist of national schools, vernacular primary schools of Chinese and Tamil which are funded by the government, as it is a stipulation in the Malaysian constitution, and privately funded schools such as Chinese secondary schools or Muslim or Christian religious schools which use vernacular languages. Yet, BM is a compulsory subject and must be passed in the national examinations. There are some vernacular-medium and religious secondary schools which are also fully or partially funded by the government, and their students follow the same educational curriculum and sit the same national examinations. In addition, the national secondary schools are further sub-divided into several types such as *Sekolah Menengah Kebangsaan*, National Secondary Schools, *Sekolah Menengah Teknik*, Technical Schools, *Sekolah Menengah Jenis Kebangsaan*, National-Type Secondary Schools or known as vernacular schools, *Sekolah Berasrama Penuh*, Residential Schools and *Kolej Sains MARA*, Mara Junior Science Colleges. (See Appendix 1.1 which shows government and privately funded schools and Tertiary Education in Malaysia.)

Education is the responsibility of the federal government, yet in each state, there is an Education Department to co-ordinate educational matters. The main legislation governing education is the Education Act of 1996 which updated the National Education Policy in 1961. Like many other Asian-Pacific countries, standardized national examinations are a common feature in the education system especially in schools. Since 2004, education in Malaysia has been overseen by two government ministries. The Ministry of Education (MoE) handles all matters related to pre-school, primary, secondary and post-Secondary Education whereas the Ministry of Higher Education (MoHE) oversees polytechnics, community colleges and universities, public and private. The Malaysian education system encompasses education beginning from pre-school to university. Pre-Tertiary Education (pre-school to Secondary Education) is under the jurisdiction of the Ministry of Education (MoE)

while tertiary or higher education is the responsibility of the Ministry of Higher Education (MoHE). The current education system in Malaysia can be seen below:

- Primary and Secondary Education

Primary education spanning a period of six years and Secondary Education (five years with three years of lower secondary and two years of upper secondary) make up eleven years of free and compulsory education. Primary and secondary schooling is mandatory for all children between the ages of seven and twelve for primary and from thirteen and seventeen years for secondary. Before that, children from the ages of four until six will go to pre-school or kindergarden, either public or private. It is not mandatory for parents to send their children for pre-school education although most parents do. Students sit for common public examinations at the end of primary, lower secondary and upper Secondary Education. At the end of Primary Six, students will sit for public examinations such as *Ujian Pencapaian Sekolah Rendah (UPSR)* (Primary School Achievement Test), end of lower secondary, *Penilaian Menengah Rendah (PMR)* (Lower Secondary Assessment) and end of upper Secondary Education, *Sijil Pelajaran Malaysia (SPM)* (Malaysian Certificate of Education).

- Post Secondary Education

Students may opt to seek work or to continue their education with one or two years of post-Secondary Education. These students can embark on Form Six education; that is for a year and a half or matriculation which will take up a year. This level is also known as the university preparatory course. Students will sit for *Sijil Tinggi Pelajaran Malaysia (STPM)* (Higher Certificate of Education) or pre-university entry qualification for the matriculation courses.

- Tertiary/Higher Education

Students have several options including certificate or diploma education at Malaysian polytechnics and community colleges or colleges, teacher training institutes for

diploma and degree courses and finally undergraduate studies at either public or private universities for degree courses. Students who join polytechnics and community colleges for technical and vocational education based on the results of SPM will start aged approximately eighteen. Diploma courses will take up to three years whereas certificate courses take up to two years. Those who want to pursue teaching may do so at teacher training institutes and they can join these based on their SPM or STPM examination results. These students too will be around the ages of eighteen or twenty. Undergraduate degree courses can be done at public or private universities in Malaysia. These courses may take up three to five years and generally, students around the ages of eighteen or twenty will join these universities. (Appendix 1.2 illustrates the different levels of education in the Malaysian education system whereas Appendix 1.3 shows the jurisdictions of these two government ministries which encompass all levels of education in Malaysia.)

1.11.1 Sijil Peperiksaan Menengah (SPM)

The SPM is a national examination at the end of Upper secondary school and it provides the opportunity for Malaysians to continue their studies to pre-university level. SPM is the second public examination at secondary school level before entry into a first degree course at university. Other available pre-university studies in Malaysia are *Sijil Tinggi Persekolahan Malaysia* (STPM) or Higher Certificate of Education and is a pre-university study provided in the schooling system in Malaysia, or from other pre-university studies in Malaysia. The subjects that the students sit for their SPM examination comprise compulsory subjects and electives. Compulsory subjects are Malay Language, English Language, Islamic Studies or Moral Education, History and Mathematics and Science (Science is a compulsory subject for students in the Commerce, Arts and Literature streams). Electives encompass Arts and Health, Information Technology, Languages and Literature, Technical and Vocational, Science and Mathematics or Pure Sciences, and Social Sciences and Religion.

The SPM is fully exam-based and candidates are given results as letter grades based on their scores in each subject. The grading scale assigned a grade point and a letter to each range, with 1A ("1" being the grade point and "A" the letter grade) as the highest level and 9G the lowest. 1A and 2A are distinctions whereas 3B and 4B are very strong credits. 5C and 6C are credit too whereas 7D and 8E are mere passes. 9G is a failure. The SPM English examination scheme similarly is exam based and four skills, that are speaking, reading, writing and listening were tested yet the actual scores are not displayed and only a grade will appear on the certificate. The exact grading score has not been made public and instead a letter is assigned to denote the overall grade as seen in the figure below. It should be noted that after 2009, a different grading system were used instead of the grading scale given below.

Grades for SPM exam before 2009	Grades for SPM exam after 2009
	A+
1A	A
2A	B+
3B	B
4B	C+
5C	C
6C	D+
7D	D
8E	E
9G	F

Figure 1.1: The grading for SPM examination
 (Source: Lembaga Peperiksaan Malaysia, Ministry of Education
 at <http://lp.moe.gov.my/>)

1.12 A general outlook on the status of the English Language in Malaysia

Before Malaya gained its Independence, English was its official language. According to Subramaniam (2007), the status and position of English in Malaysia during the colonial period was that of a language of government, administration and commerce. Omar (1992) stressed the fact that understandably, knowledge of English and an English-medium education were crucial to career development and social mobility. It was the language of power. The situation changed after Independence. English lost its position both as the language of administration and of education (Benson, 1990). BM instead was used as the major factor in uniting the various racial components of her

people. It cannot be denied that following Independence and with the implementation of the National Language Policy, the status of English became that of the second language. This was to enable Malaysians to use English especially in the fields of science and technology as BM had now become the predominant language of the nation. BM replaced English in almost every formal aspect and is constitutionally described as the national language, the language of administration and education. Wong (1982) quoted the 1975 Ministry of Education Report on the new and reduced role of English in the country:

‘With the increasing use of Bahasa Malaysia in most areas of real-life communication, the need of the English language in general utility purposes diminish... it has now assumed an increasing narrow, defined role and to a certain degree becomes specialised’ (p. 3).

When a language is no longer used as a medium for academic discourse, students’ mastery of the language cannot be expected to attain its previous level (Wong & James, 2000; Omar, 1981). Yet, according to Benson (1990, p. 22) ‘English has remained the principle language of medicine, banking and big business and has also maintained a strong position in politics and law’. The spread of English is also closely linked to the emergence and growth of middle class society throughout these South Eastern Asian nations especially towards the end of the Twentieth Century. Bolton (2008, p. 8) claimed ‘the effects of such social change (growth of middle class societies) involve an increasing demand for education and an increasing demand of English’. By now, in post-colonial Malaysia, English has become a marker of middle-class identity, as well as a means for young people to gain an internationally competitive education and employment. English is still taught as a compulsory subject in primary and secondary schools yet is a compulsory subject to be taken at SPM level, until, as recently as 2010, a pass in English need not necessitate the SPM overall results as opposed to the Malay Language. According to David and Govindasamy (2007, p. 57) in Malaysia, ‘English continues to be taught as an important second language in primary and secondary schools’. However, they stressed the fact that the level of student proficiency when they begin to study English at schools *varies* depending on whether they come from either rural or urban areas.

David (2001) had shown that the minority communities in Malaysia considered English as their first or dominant language. Children of these minority groups in mostly urban centres, especially Kuala Lumpur, use English at home as their first or dominant language; David, (2001) on the Sindhi community; David and Mohd-Noor, (1996) on the Portuguese community in Melaka; David, Ibtisam and Kaur, (2003), on the Punjabi community and also David and Nambiar, (2002) on the Malayalee community. Currently English is taught as a second language in both primary and secondary schools, but it is more perceived by the majority of the students especially in the rural areas as a foreign language and does not play a part in the students' lives outside of school (Chee and Troudi 2006).

At the same time, Syed-Zin (2001) in her study in comparisons between the performance of students in rural and urban schools saw a major difference in respective performance. The pass rate of English examination of UPSR in national schools in urban areas showed a marked increase of 15.7% compared to similar schools in rural areas. David (2004, p. 58) observed this as 'another trend which could cause the deepening of an ethnically based social divide because most of the mainstream primary schools, especially in the rural areas, have a predominantly Malay enrolment'.

The Mid-Term Review of the Fifth Malaysia Plan, 1986-1990, (1986), stated that the nation focused on human resource development in 'raising the productivity of labour force through education and training' (p. 81) through 'programmes (which) were introduced to enhance greater adaptability and employability of high and middle level manpower' but were not bearing fruitful results (p. 93). David and Govindasamy (2007, p. 56) had shown that 'Malaysia as a multi-ethnic, multilingual country in its quest for fulfilling the objective of nation building and foraging national unity within its various ethnic groups ranks high on the country's educational agenda'. Baskaran (2002, p. 1) aptly described the current situation saying that the English language and

its status had been, for the previous twenty years, ‘a much debated-upon and jostled-about issue’. This concern only accentuates further the role that English plays both intra-nationally and internationally at all levels of communication and in many perspectives of people’s lives. Pennycook (1994, p. 217) explained ‘the fortunes of English in Malaysia have waxed and waned and waxed again, and it never seems far from the centre of debate’.

In the thirty years from 1975 many changes happened to Malaysia. According to David (2004) the government, which had been closely monitoring the situation, noticed that the English language proficiency of students had declined and graduate unemployment, mainly among the Malays, was serious enough to warrant a re-examining of the 1961 National Language Policy. Subramaniam (2007) is of the opinion that in spite of a general decline in use, English still remains important as a language of business (in private sectors), social interactions (mainly among non-Malays and Malay elite intellectuals and socialites) and an international language in the country.

According to Kirkpatrick (2007), Dr. Mahathir Mohamed, the former Prime Minister of Malaysia who envisioned Malaysia being a developed nation by the year 2020 latterly showed concern at the apparently declining levels of English proficiency. This was caused by ‘the economic boom, together with factors related to globalization and the age of internet, has re-asserted the significance of English’ as cited in Subramaniam (2007, p. 1). However, he continued that although Malaysia’s administrators had shown a change of heart and decisiveness in actively promoting it, this decision was without opposition from nationalists. Recently, in July 2009, the government again abandoned the use of English in teaching Science and Mathematics, and reverted to BM in stages at national schools and mother-tongue languages at vernacular schools, starting in 2012. Another new policy, *Memartabatkan Bahasa Malaysia serta memperkasakan Bahasa Inggeris* (MBMMBI or the policy of

upholding BM and strengthening the command of English language) was introduced. The struggle between Bahasa Malaysia and mother-tongue nationalists and advocates has remained a constant struggle and with the recent announcement, the language nationalists seem to have got what they had been fighting for.

1.13 English Language Teaching in Malaysia through the years: Then and Now

The use and importance of the English language in Malaysia has undergone many changes or phases. The presence of English Language Teaching (ELT) in Malaysia can be seen in three parts:

- Pre-Independence,
- Post Independence and,
- The Millennium and beyond.

Pre-Independence was before 1957 when ELT was introduced by the British Government in the early Nineteenth Century when setting up English-medium primary and secondary schools. At the same time, the growth of the tin and rubber industries brought a large influx of Chinese and Indian migrants into Malaya and these migrants established their own schools where their mother-tongue was the medium of instruction. This situation was very much a ‘fragmented education system’ as each ethnic group set up their own schools and there was no standard English curriculum (Santhiran, 1999, p. 20). Only when Malaya was moving towards Independence, was English made compulsory but only in all English-medium primary and secondary schools and not in the vernacular schools.

The Post-Independence phase lasted until 1970 with the Malay Language or BM being declared the national language after Independence. English was still used as the official language but the implementation of the national language as the sole medium of instruction ended English as a medium of instruction. The teaching of English was made compulsory in the schooling system at this time, yet, there was no common content syllabus. Only from the period of 1970 to 1990, with the reinforcement of the implemented 1961 National Language Policy was there now a common content

syllabus for English for the primary and secondary schools in the country. The structural syllabus was introduced in 1971 and it was the first common ELT syllabus for use in the school system in West Malaysia to cover from Standard One (Year One) to Standard Six (Year Six). This practice continued until the lower secondary schools were introduced in 1973. In 1980, the Malaysian Communicational Syllabus was introduced for Form Four (Secondary Four) and Form Five (Secondary Five) and this syllabus was basically a task-oriented, situational syllabus (Abu-Samah, 1983). Towards the end of 1974, the Communicational Language Teaching (CLT) was drawn up by the Malaysian Curriculum Development Centre (CDC) at the Ministry of Education which formulated the CLT syllabus based on the manpower needs of the nation as envisaged by The Third Malaysia Plan, 1976-1980 (1976). This was in line with the universally accepted trend in ELT which was moving towards a communicative approach (Richards & Rodgers, 2001).

Rajaretnam and Nalliah, (1999) were of the view that the previous syllabi introduced had not considered students from non-English speaking backgrounds. However, three different committees drew up these three different syllabi for primary, lower secondary and upper secondary, in isolation from each other and not as part of a whole curriculum. These syllabi were reviewed, once these discrepancies were noted, under the auspices of the then Minister of Education, Mahathir Mohammed in 1979. Their recommendations led to the revamping of the national school curriculum and the primary and secondary school curriculum known as *Kurikulum Bersepadu Sekolah Rendah* (or KBSR, Integrated Curriculum for Primary Schools) and *Kurikulum Bersepadu Sekolah Menengah* (KBSM, Integrated Curriculum for Secondary Schools) were introduced nationwide in 1989.

The Millennium and beyond phase came in 2000, when the new syllabi of the KBSR and KRSM were fully implemented. Several revised syllabi of English, new policies and Education Acts were introduced. Education reforms governing both public and private higher education were tabled in 1996, including the Education Act 1996,

Private Higher Education Act 1996, National Council on Higher Education Act 1996, Amended Private Higher Education Act 2003, and the introduction of English for Science and Technology Syllabus in 2001, revised KBSM English language syllabus in 2003 and the teaching of Science and Mathematics in English (TeSME) (Sirat, 2006, p. 104). This was designed to give equal opportunity to all Malaysians to be exposed to science and technology through the teaching of Science and Mathematics in English.

After Independence, English became a language of less importance yet it still retained its status as a second language in Malaysian schools because it was a compulsory subject that students needed to take - but did not need to pass. Malaysia realised the need to increase the number of knowledge-based workers with the introduction of the Private Education Act (1996) which allowed private universities, Australian and British universities to set up their branch campuses in Malaysia to help accelerate the shift from an information-based to a knowledge-based society. By this time, after 2000, Tertiary Education in Malaysia can be divided into two:

- Public government assisted universities and colleges and,
- Private universities set up by private national companies in Malaysia as well as foreign universities setting up their branch campuses in Malaysia.

(Appendix 1.2 shows a detailed illustration regarding the percentage of Tertiary Education of public and private universities in Malaysia)

1.14 Teaching of Science and Mathematics in English (TeSME)

One of the ways that leaders of Malaysia have used to achieve a sense of national identity in multi-racial Malaysia is through the use of a national language policy which is used in education. However, English remained important as a second language in Malaysia as ‘it has remained the principle language of medicine, banking and big business and has also maintained a strong position in politics and law’ (Benson, 1990, p. 22). Malaysia, as a result of globalization, was now (Kaur 2004, p. 136) facing a ‘linguistic crossroads’. On one hand, Malaysia has to answer to the

demands of national interest and the other, internationalization. Thus, the decision not to fully implement English-medium education in Malaysia schools was a political move. TeSME was introduced without opposition in 2003, whereby Science and Mathematics were taught in English. The TeSME policy will be further discussed in more detail in the Literature Review.

1.15 The KBSM English Syllabus

Kurikulum Bersepadu Sekolah Menengah (KBSM) or Integrated Curriculum for Secondary Schools was introduced in 1988 as a continuation from the primary curriculum, *Kurikulum Bersepadu Sekolah Rendah* (KBSR) or Integrated Curriculum for Primary Schools. This was a major milestone in the history of Malaysian education as this was the first major reform in the education system. According to Mohd-Asraf (1996, p.1) ‘little is known as how teachers feel about the KBSM English Language Syllabus’ as compared to the previous syllabus, the Communicational Syllabus. The Communicational Syllabus, implemented in the 1970s, was amply documented in the works of Etherton, (1979), Gaudart, (1986) and Rodgers, (1984). The KBSM English syllabus can be seen as a notional-functional syllabus with a theoretical base in the communicative approach. Its intent is to equip students with communicational ability and a competency to perform language functions, using correct language forms and structures. It differs from the Communicational Syllabus as it lists an inventory of grammatical items, vocabulary, punctuation, and aspects of the sound system that the teacher may highlight should the topic being covered necessitate this and is arranged according to themes drawn from familiar contexts; for example, the context of home and school or the community. These themes provide the context through which the language skills and language content are ‘to be taught in an integrated manner’ (Mohd-Asraf, 1996, p. 1).

Hassan and Fauzee-Selamat (2002) had highlighted previous findings regarding the KBSM English Language Syllabus:

- Mohd-Asraf's study (1996) had indicated that the majority (69.4%) of the teachers felt that the syllabus would enable the learners to achieve a minimum competency in English.
- Lim's study (1994) studied accuracy and fluency in spoken English and her study revealed that (84.1%) of her respondents (the teachers) agreed that their learners were not able to speak English well and that speaking is the weakest skill among the four language skills.
- Razali's study (1992) was on socio-linguistics and she believed that this suggested why learners are weak in English
- Malachi and Talif's study (1990) investigated if there was any significant difference between the English proficiency of rural and urban school learners and had found that there was a significant difference, (47.7%) failure in the rural schools as opposed to (13.4%) in the urban schools. (pp. 1-2)

Pillay and North (1997) had indicated that the role of the topic in the KBSM syllabus is problematic and English teachers were in a dilemma over what to teach. Azman (1994, p.24) revealed that in its present form, the KBSM English syllabus might be accurately termed 'language for General Purposes' because it is not designed with a particular objective, but designed to teach more or less everything. She, however, continued that the syllabus is very specific in terms of the themes and topics to be covered. Under the integrated curriculum, the English language is topic and language skills based (Ministry of Education, 1991; Mustapha, 2008). Pillay (1995) found that most Malaysian teachers, except those from urban schools, depended to a large extent on textbooks, as their job does not allow them to have the time to develop their own materials. Thus over-reliance on textbooks is obvious (e.g. Pillay, 1995; Pillay & North 1997). Pillay and North (1997, para2) were of the opinion 'teachers were dependent on textbooks as teachers in schools had not been trained to teach English or they had little access to other teaching materials'. Mustapha (2008) admitted that although the textbooks were vetted by the Textbook Committee (Ministry of Education), because of time constraints, some of the materials in the textbooks may not have followed exactly the elements as prescribed by the syllabus and were not

reflected in the classroom practice. In order to have a better understanding of the KBSM English syllabus, the objectives to be achieved by the end of their Secondary school education are outlined below:

- to form and maintain relationships through conversations and correspondence; take part in social interaction; and interact to obtain goods and services;
- to obtain, process and use information from various audio-visual and print sources, and present the information in spoken and written form;
- to listen to, view, read and respond to different texts, and express ideas, opinions, thoughts and feelings imaginatively and creatively in spoken and written form; and
- to show an awareness and appreciation of moral values and love towards the nation (Kementerian Pendidikan Malaysia, 2000, p. 2). (Refer to Appendix 1. 4 to review the KBSM English syllabus).

1.16 Background of the teaching of English at Malaysian Polytechnics

The teaching of English at Malaysian polytechnics changed rapidly after 1991. At this time, all technical and commercial subjects known as core subjects were taught in BM. English was taught as a support subject at the polytechnics. Students were taught basic grammar as it was perceived that this was the English they needed. A new English Language Curriculum was introduced as there was a need to have a formalised and standardised English Language programme for all polytechnics. The Curriculum is the outcome of national research as suggested by Shettleworth's report (1990) to ascertain the nature of the English needed by technical and commercial graduates entering the workplace, together with associated communication skills and expected levels of proficiency. A nationwide needs analysis research was conducted in 1990 with recent graduates, employers and with current students who had just completed their Industrial Attachment. The research was carried out, and the resultant syllabi written, and hence the English Language Curricula has been implemented since 1991. It was a significant change from the General English approach used before then.

The newly introduced syllabus focused on the teaching of English for Specific Purposes thus, the 'new' English Language Curricula consisted of two syllabi, namely 'English for Commercial Purposes' and 'English for Technical Purposes'. They were sub-divided into Social Skills, Social English, Business Correspondence, Oral Communication Skills, Understanding Business Documents, Participating in Meetings and Job Hunting Skills. It was agreed that an 'English course does not lend itself so easily to such a linear teaching/learning sequence thus, the topics are 'woven' cumulatively through most or all semesters' (*The English language Syllabus for Technical and Commercial Purposes*, 1991, p. 3).

It should be noted that the English taught at the polytechnic level does not have an exam at the end of each semester and instead students are continuously evaluated by assignments, quizzes and a final test. There were initially eight different modules; four for commercial students and another four for technical students. Students pursuing a certificate in technical courses take two modules with a total of two credits (4 hours 30 minutes contact hours) whereas diploma students in technical courses take four modules with a total of four credits (9 contact hours). Students pursuing a certificate in commercial courses take two modules with a total of two credits (6 contact hours) whereas diploma students in commercial courses take four modules with a total of four credits (12 contact hours) (Refer to Appendix 1.5). At this time, each lesson was taught for 45 minutes. The objectives of the syllabi stated that students should be competent in English 'to enable them to function effectively in the workplace, and in work related as well as social situations' (*The English language Syllabus for Technical and Commercial Purposes*, 1991, p. 1).

After its implementation in 1991, several minor reviews were carried out in 1995 and 2000-2001. The review in 1995 was only revising and expanding the introductory matters of the two syllabi and it was mentioned that proficiency in English was not an entry requirement into the polytechnic for certificate or diploma courses. This non-

requirement has remained in place as shown in the first part of Appendix 1.6 where the general entry requirements into the polytechnic were stated. Only from July 2010 were clear cut requirements stated for specific entry requiring a credit or a pass in English for certain diploma courses (*Quick Facts*, September 2010). (See the second part of Appendix 1.6 of the July 2010 specific entry requirements of English into the polytechnics)

The last review was carried out between 2000 and 2001 and was implemented in 2002; it retained the objectives of the 1991 syllabi. The reviewed curriculum was to cater for the restructuring of all courses at the Malaysian polytechnics as a result of the shift to the semester system. A revision was made to give a standardised coding of the English modules and the distribution of credit and contact hours for this subject. By now, there were a total of twelve modules for the above two syllabi, six modules for 'English for Technical Purposes' and six modules for 'English for Commercial Purposes'. Students pursuing certificate courses now take three modules with a total of 4.5 credits (6 contact hours) whereas diploma students take five modules with a total of 7.5 credits (10 contact hours). (Refer to Appendix 1.7 to illustrate the new revised coding and distribution).

Another innovation introduced in 2002 by the Division of Curriculum Development of the Department of Polytechnic and Community College Education was to produce subject modules for all subjects taught at the polytechnics. English, even as a non-core subject, also was involved in this exercise and therefore, twelve teaching and learning modules of the English syllabi were produced. Every Language Unit of all the existing polytechnics was given copies of these modules, to use either directly or the materials to be adapted to suit the needs of the students of the respective polytechnic. This practice was introduced to ensure a set of standardized teaching and learning materials formulated by the teachers for the students.

Only after a complete cycle was reached in January 2005, did the Department decide to carry out a study of the English Language Curriculum to prepare for entry into the polytechnic of the first batch of students taught in English for Science and Mathematics (*Report on the English language Syllabus Evaluation, 2005*). The objectives of the study were:

- a. To assess the strengths and weaknesses of the current English Language Curriculum.
- b. To obtain feedback from the English Language lecturers on its implementation – this included usage of teaching materials, assessment methods and requirements of teaching materials and facilities.
- c. To obtain input for its possible revamp/review to meet the needs of polytechnic students in 2008, when the polytechnics received the first batch of students to have studied Science and Mathematics in the English Language (p. 2).

By this time, there was a verbal directive from the Ministry that beginning in July 2008 students of Tertiary Education (including polytechnics) were to be taught in English for all their technical and science subjects. Yet, in practice, most teachers at the polytechnics tend to code-switch and code-mix in the teaching of their core subjects at the polytechnic. Examination questions for core subjects in all Technical, Commercial, Science and Mathematics were by this time set in both languages, BM and English and students opted to answer the questions by using either one of the languages. Thus, the idea of a revamp was mooted with the rationale that:

- Currently there are twelve English modules, making co-ordination and quality control difficult.
- The revamp will restructure the curriculum, leaving only three English language modules. This makes it possible to have a final examination for the modules. This will result in better quality control of the modules, allowing co-ordinators from all polytechnics to meet for discussion and to continually evaluate and improve the modules. It will reduce the possible disparity of English grades amongst polytechnics.

- A survey amongst English language lecturers conducted in 2005 revealed that most teachers found that two contact hours per week for the teaching and learning of English were insufficient. This was compounded by the fact that a substantial number of contact hours were used for evaluation, leaving fewer than fifteen weeks of actual teaching and learning. The proposed new modules will have three contact hours per week instead of the current two, giving more room to work with students.
- The proposed new syllabi resolve the issue of overlapping topic areas in the old ones.
- The 2008 Factor-Students will be more competent in English and need more challenging modules. With the change in the medium of instruction, students will have more exposure to English at the polytechnics and hence English modules should focus on improving specific communication skills and not just general proficiency.
- Communication skills, critical thinking, team work, and interpersonal skills are new work skills crucial for success in the Twenty-First Century (*The English Syllabus Review for the year 2008*, (2006, p. 3-4).

By now, there was a need to promote communication skills for students of all disciplines. Therefore, there was no need to distinguish between Technical and Commercial English. From 2005 onwards, the emphasis was to promote oral communication skills in line with current needs.

By July 2007, the Division of Curriculum Development and Evaluation (under a newly established ministry, the Ministry of Higher Education, (MoHE)) had decided not to revamp and restructure the curriculum and instead suggested that the old syllabi remained to be used and be phased out eventually. Instead, these new syllabi suggested by the 2005 Review Survey (*Report on the English Language Syllabus Evaluation*, 2005) would only be used for the new Semester One Diploma intakes undergoing a new course or programme introduced at the three existing polytechnics and at two newly established polytechnics beginning in July 2007. The rest of the

other eighteen polytechnics remained and used English for Specific Purposes syllabi. By this time, the three polytechnics involved were using the English for Specific Purposes syllabi *and* the newly proposed syllabus whereas only the two new polytechnics used the newly proposed syllabus.

Basically the components or topic areas in the proposed three new modules are the same but are now distributed within three semesters instead of five semesters for diploma students as seen in the English for Specific Purposes Syllabi (Refer to Appendix 1.8). The teaching approach now focuses more on communication skills and interpersonal skills. The only change was in contact hours with an increase from two to three hours per week for this new proposed syllabus. The general requirement for a pass in the SPM English into the polytechnic and including the presence of continuous evaluation for English was maintained because English remained as a non-core subject taught at the polytechnic. When July 2008 came the English language teachers of the three existing polytechnics were involved in teaching more than twelve modules instead of just the proposed three modules. By now, there were currently twelve English for Specific Purposes modules and two English for Communication modules being taught simultaneously at the three involved polytechnics. When these reviews in 1995, 2001 and 2005 were finished, the syllabi retained the objectives as well as the topic areas to be taught. By January 2009, the teaching of English at the three involved Malaysian polytechnics, especially Perdana Polytechnic, involved fourteen different modules, twelve English for Specific purposes modules and two, English for Communication 1 and 2 (See Appendix 1.9).

As English for Communication 3 was to be taught only in the fifth semester, therefore the teaching of Communication English 3 at the three involved polytechnics can be seen in the given schedule, projected to happen only in July 2009 (Refer to Appendix 1.9).

1.16.1 The Polytechnic English Language Syllabi- The current situation

Although English has all along been a compulsory subject for all polytechnic students it, however, remains as a non-core subject or a general subject. (See Appendices 1.5 and 1.7) All students majoring in Technical and Information Technology have to use English for Technical Purposes whereas those majoring in Commerce and Service Industry use English for Commercial Purposes. Yet, in July 2008, with the introduction of two new programmes or courses at Perdana Polytechnic and two newly established polytechnics, these students were using new modules of English called English for Communication 1 and English for Communication 2. Therefore, as of January 2009, two out of the sixteen classes involved in this study had been using English for Communication 1 and 2 which have an additional hour as compared to the English for Specific Purposes students who had two hours per week of English. Even with the several minor reviews carried out to the 1991 Polytechnic English Language syllabi, the objectives, as well as the topic areas to be taught, remained unchanged. The general aims were as seen below:

- To develop students' confidence and fluency in English in order to enable them to function effectively in the workplace.
- To promote independent learning and self-monitoring.
- To develop appropriate study skills.
- To communicate in the workplace both with Malaysians and non-Malaysians in listening and speaking on professional matters.
- To write at Level 5 (ESU Scale) for academic and occupationally-related written texts and,
- To communicate outside the workplace in social situations related to both professional and private life (*The English language Syllabus for Technical and Commercial Purposes*, 1995, p. 3).

From the syllabi, each module for the semesters where English is to be taught had its own detailed areas and topics together with evaluation and division of assignments. These were considered as the teaching and learning modules which were referred to by the English language teachers of Malaysian polytechnics. (Refer to Appendices

1.10, 1.11, 1.12, 1.13.1.14 and 1.15 to have detailed look at the semesters 1 and 2 modules used during the time of the study at Perdana Polytechnic).

Although the Polytechnic English did not have a final examination, continuous evaluation was done throughout each of the semesters when students were to have the English classes. The grading scale assigned a grade and the scores were made up to the given grades. The grading can be seen as below:

Marks/Scores	Credit Points	Grade	Status
80 - 100	4.00	A	Pass
75 - 79	3.67	A-	Pass
70 - 74	3.33	B+	Pass
65 - 69	3.00	B	Pass
60 - 64	2.67	B-	Pass
55 - 59	2.33	C+	Pass
50 - 54	2.00	C	Pass
47 - 49	1.67	D	Fail
44 - 46	1.33	D-	Fail
40 - 43	1.00	E+	Fail
30 - 39	0.67	E	Fail
20 - 29	0.33	E-	Fail
0 - 19	0.00	F	Fail

Figure 1.2: Grading system of polytechnic marking system including for the subject of Polytechnic English

(Source: *Arahan-arahan Peperiksaan dan Kaedah Penilaian, Sektor Pengurusan Politeknik, Jabatan Pengajian Politeknik, 2009, p. 20*)

1.16.2 Comparisons between SPM English and Polytechnic English

Listed below are the similarities and differences between SPM English and Polytechnic English;

1. All teachers teaching SPM English and Polytechnic English teach according to the syllabi set by the MoE and MoHE respectively. Teachers in schools and polytechnics nationwide teach according to their respective English syllabi.

2. The SPM English is tested nationwide in Malaysia and covers two years of English learnt in Form Four and Form Five whereas at the polytechnic, students have to just sit Polytechnic English which covers the module of that particular semester. It is a continuous evaluation and the questions are not tested at nationwide level. Only the modules used are used by all Malaysian polytechnics. All quizzes and test questions are prepared by each of the individual polytechnic for its own use.
3. The SPM English is a standardized examination that every student will sit for the same examination while the Polytechnic English is continuously evaluated based on the standardized modules which have suggested topics and areas of evaluation.
4. The date for SPM English is fixed for a specific time and date; all students nationwide will sit SPM English at the same time but there is no final exam for Polytechnic English. Therefore all evaluation is done in individual classes during English lessons.
5. SPM English consists of two papers, English 1 and English 2 whereas, 70% of the evaluation for Polytechnic English is done in individual classes and the remaining 30% from a final test which is also administered in individual classes.
6. Both SPM English and Polytechnic English assigned grades for the overall grade of the English results. For example, a grade of 1A for SPM English is the overall grade of SPM English that consists of the four skills- speaking, listening, reading and writing. The same goes to Polytechnic English, a grade of an A is the overall grade of continuous evaluation of the four skills – speaking, listening, reading and writing of the Polytechnic English taken for the particular semester.

1.17 Department of Polytechnic Education (DPE)

After the rebranding and transformation exercise in November 2009, the newly formed DPE was determined to forge forward based on four main objectives:

- Enhancing polytechnic education so that it will be the preferred institution at an equal level with universities,
- Development of programmes and research in niche areas,
- Equipping polytechnic teaching personnel and support staff with high skills and competency, and,
- Development of an excellent work culture and image (*Quick Facts*, September 2010, p. 13).

The organization of DPE is headed by a Director General overseeing several divisions:

- Division of Training and Career Development (DTCD)
- Division of Curriculum Development and Evaluation (DCDE)
- Division of Industry Liaison, Graduate Tracking and Alumni (DILGTA)
- Division of Student Admission that oversees students' admission (DSA)

These divisions do have important roles in this study. The DTCD is in charge of overseeing the recruitment and training of the staff of the polytechnic; The DCDE is responsible for the introduction of programmes, curriculum, syllabi and implementation of evaluation to be used by the polytechnics; The DILGTA keeps track of industry and maintaining good relations with industry and graduate tracking; and the DSA is the division which decides on the number of student admissions to the polytechnics. The DPE is still evolving (*Quick Facts*, March 2011, p. 1) as it is now in the midst of implementing the second phase of the National Higher Education Strategic Plan, where the strengthening and enhancement of the Plan is emphasized. Thus, to streamline Technical and Vocational Education into the mainstream, DPE had reshuffled its former divisions into sixteen divisions which will assist the DPE to implement the National Higher Education Strategic Plan seamlessly.

1.18 Malaysian polytechnics

Malaysian polytechnics have played a major role in producing capable trained technical, commercial and service oriented personnel since 1969. According to a UNESCO Report (2003), in its effort to prepare to meet the challenges of an industrialized nation, the government set up a system of technical education to meet the demand for skilled manpower at the mid-professional level. Over the years, polytechnic education has been upgraded and reinforced following a study by the Cabinet Committee on the Implementation of Education Policy (1997) and the National Industry Master Plan (1985-1995). Malaysia is at the tail-end of its Ninth Malaysia Plan, 2006-2010, (2006) and has just started its Tenth Malaysia Plan, 2011-2015, (2011). Currently there are twenty-seven polytechnics and forty-two community colleges in the country. The government has apportioned a large budget for education especially Technical and Vocational Education as announced in the Ninth and Tenth Malaysia Plans. The Ninth Malaysia Plan (2006) placed great importance on education, training and lifelong learning. In line with greater focus on human development under the Ninth Malaysia Plan, a total of RM40.3 billion (GBP 8.06 billion or about 21% of the total budget allocation) has been allocated for expenditure on education and training development.

These twenty-seven polytechnics operate throughout the country with the following objectives:

- To provide broad-based education and training for upper school-leavers to enable them to either become technicians or skilled technical assistants in the various engineering fields or junior and middle-level executives in the fields of commerce, tourism and hospitality.
- To provide relevant technological and entrepreneurial education and training to enhance basic skills, and
- To promote collaborative programmes with the private and public sectors through Time Sector Privatisation in areas of research, development and consultancy (*The Department of Polytechnic Education*, 2009, p. 14).

Polytechnics offer two-year certificate and three-year diploma courses with the exception of Marine Engineering (a four-year diploma course) which are approved by the Public Service Department. Certificate and diploma programmes or courses range from courses in engineering (Mechanical, Electrical, Civil, Marine, Agriculture and Petroleum) to courses in the business and service fields. Since its establishment in January 2005, the Department of Polytechnic and Community College Education has been diligently introducing new courses, now known as programmes, designed to match the ever increasing needs of industry in this new Millennium.

1.19 Perdana Polytechnic

As Perdana Polytechnic is case-studied in this research, a detailed background on this polytechnic is now provided. Perdana Polytechnic is situated in the state of Perak in Peninsular Malaysia. It is the oldest polytechnic in Malaysia and it is also one of the three polytechnics to be chosen in January 2010 as 'Premier Polytechnics'. It is one of the three premier polytechnics which offered advanced diploma courses beginning July 2010 and offers the greatest number of courses or programmes with the largest number of departments. In 2009, it offered thirty-seven full-time certificate and diploma courses and still leads the rest of the polytechnics by offering seventeen diploma courses and one advanced diploma from January 2011. As of July 2010, all Malaysian polytechnics will now only offer diploma courses and the three Premier Polytechnics offer advanced diploma courses. According to *Quick Facts*, (September 2010), Perdana Polytechnic by July 2010 had offered 365 lifelong learning and part-time programmes (pp. 54-56), seventeen full time diploma programmes (pp. 47-52), one full time advanced diploma programme (p. 53) and one full time special skills programme (p. 53), and offered the largest number of fulltime diploma courses or programmes totalling thirty-seven courses. Perdana Polytechnic had 1,476 students per semester intake with a total enrolment of 7,419 and 1,552 graduates as of July 2010 (p. 36).

Currently, there are six departments at Perdana Polytechnic and they are:

- Department of Mechanical Engineering
- Department of Electrical Engineering
- Department of Civil Engineering
- Department of Marine Engineering
- Department of IT
- Department of Commerce

The strategic location of Perdana Polytechnic and its reputation makes it an institution that many students, especially in the technical and business disciplines, choose to attend. It is also easily accessible from all parts of the Peninsula.

1.19.1 Organisation of the study

The rest of the thesis is organised into the following chapters:

- Chapter 2 - Literature Review
- Chapter 3 - Research Methodology
- Chapter 4 - Data Analysis (1)
- Chapter 5 - Data Analysis (2)
- Chapter 6 - Discussion of Findings
- Chapter 7- Conclusion and Recommendation

1.20 Summary

Chapter One has been the introduction and was divided into two parts. The first part discussed the introduction of the study with special reference to its rationale, importance, aims and objectives. The second part described the background of where the study took place. The information was provided to give the reader a necessary context of the scenario and background and a sense of the issues in education, society and politics.

Chapter Two provides a review of the literature and it begins by providing a brief explanation of the terms used in the study. It also provides a general background to the teaching and learning of English in Malaysia and also in the Malaysian polytechnics. Chapter Three details the research design and methodology, sampling, participants in the questionnaire surveys, the questionnaire design, piloting and the distribution and collection process. The interview processes are similarly explained in detail; its administration as well as ethical considerations and the statistical data used. Chapter Four examines the quantitative data analysis of the questionnaires from students and teachers. Chapter Five highlights the qualitative data analysis together with document analysis. Chapter Six discusses the findings of the study and finally Chapter Seven concludes the research by summarizing the main findings, discussing its limitations and implications and offering suggestions and possible contributions arising from the study.

2 LITERATURE REVIEW

‘Learning in English language will reinforce the spirit of nationalism when it is used to bring about development and progress for the country....True nationalism means doing everything possible for the country, even if it means learning the English language’. *Mahathir Mohamad (1999) - Former Prime Minister of Malaysia (1981-2003)*

2.1 Introduction

This chapter offers a review of various literatures related to this research. Previous studies on the teaching and learning of English as a second language are provided in order to lay a foundation as well as provide a better understanding of the topic. The first section offers explanations of communication gaps and details on the relationship between its various meanings within this thesis. It discusses too definitions of key words such as ‘speaking’, ‘communicative’ ‘communicative competence’ and ‘bilingualism in education’. Other key topics such as code-switching, code-mixing and literacy in a Malaysian context are also outlined as well as English language methodologies and current situation and trends used in the teaching and learning of English in Malaysia. The third section focuses on concepts of culture, identity, ethnicity, motivation and willingness to communicate. Section four further considers other factors such as class size, teachers’ perception and attitudes, but also discusses rural versus urban areas in a Malaysian context. Finally, the whole chapter is summarized.

2.2 Speaking

‘Speaking’ can be understood as the action used in uttering sounds meant for audible communication. When a person speaks, it involves addressing a listener on a one-to-one exchange of information between the speaker and the listener. Speaking too can be done to more than one listener, so the session can be considered as public speaking. Bygate (1987) believes that speaking is a skill which deserves as much attention as literary skills in first and second languages, explaining that learners often

need to be able to speak with confidence in order to carry out many of the most basic transactions in their lives. Similarly this study is done as there is a need to investigate if the syllabi provided by the polytechnic do provide the platform for polytechnic students to speak as such skill is essential for them to communication in their lives and workplace.

According to Bygate (1987, introduction page), ‘speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business’. It is the medium in which learners learn the language. Speech is primary to language according to Hammerly (1991) who asserted that audio-oral skills are needed for 80 to 90% of all communication. The ability to speak is important as said by Hammerly that such skills are very much needed for almost all communication. According to Bygate (1987), the action of speaking involves encoding communicative intent often in the ‘here-and-now situation’, a term similarly used by Brown (2000, p. 170), and this may be a problem faced by many second language learners who may face the situation where ‘spoken language proficiency involves being able to produce fluently and accurately, autonomous utterances which are appropriate to the context of the speech situation’ (Brown, 2000, p. 170). The action which was termed by Bygate (1987) needed to be checked if polytechnic students faced such problems of “producing fluent and accurate autonomous utterances” which are appropriate to the context of the speech situation especially in the “here-and-now situation”. Of late, reports of David and Govindasamy (2003), Hassan and Fauzee-Selamat (2002), Lim 1994; Mohd-Asraf 1996; had only discussed of problems related to speaking by students in Malaysian schools from the perspectives of teachers themselves without getting any input from the students. Thus, this study is done through the use of three different sources- students, teachers and supporting documents in the polytechnic context with the end means of answering to the main RQ which is to investigate the students’ speaking competence.

Another obstacle which speakers face is conveying communicative intent without too much hesitation and too many pauses in the flow of speech causing barriers or a breakdown in communication (Crystal, 1977; Byre, 1986; Nation, 1991) and this is perhaps the most striking difference from writing. This too clearly adds to a very different method of production. Because of this difficulty in producing such an 'act' and its complexity, it is surprising that we manage to produce a spontaneous speech or are able to execute 'the speaking act' or simply said, to speak (Brown, 2000, p. 170). Until now, in Malaysia, several studies from the mid-90's until the early 2000's were carried out on students' speaking ability in English were solely based on teachers' perceptions on students at schools using the KBSM English Syllabi (Lim 1994; Mohd-Asraf 1996; Hassan & Fauzee-Selamat 2002). Malachi and Talif (1990) conducted comprehensive tests to investigate if there is any significant difference in English proficiency between rural and urban school learners. Ali's study (2003, p.7) was based on the English language syllabus used by Malaysian primary schools. He opined that the status of the English language has changed, and that it no longer has the status of a second language. He continued 'it is just another language to be learnt besides the first language, Bahasa Malaysia' (p.7). Subramaniam (2001), revealed that almost all Malaysian undergraduates of International Islamic University Malaysia (where English is the medium of instruction), have to resort to the memorization of facts in order to compensate for their limited proficiency in English to express ideas in their own words. Therefore, this study is focusing its investigation on the communication skills component in the English syllabus used by Malaysian polytechnics for their students.

Lim (1994) carried out her 1992 survey by getting perspectives from eighty-eight in-service English teachers and highlighted that 84.1% of them stated that their learners were not able to speak well in English. 73.3% named speaking as the skill in which their learners needed more instruction (p. 2). David and Govindasamy (2003) highlighted that the implementation of Malay-medium education at all levels of education in Malaysia, involves about 60% to 70% of the school-going population

who are mainly those living in rural areas in Malaysia and to them, English is considered as a foreign language.

Razali (1992), however, repeated the need for educationalists and teachers to keep abreast of the issue of socio-linguistics, particularly in a setting where heterogeneous, multicultural Malaysians are living side by side. She stressed that teachers should not fall into the trap of any stereotyping 'so as not to apply any miscalculated judgements on learners from different backgrounds' (Razali, 1992, p. 88). She reiterated that teachers should be aware that learners from remote and rural areas may not see nor comprehend the importance of learning English (p. 88). Therefore, this study on the speaking skills of Malaysian polytechnic students is timely in seeking understanding of the situation within that context.

This study attempts to examine this situation by getting data from a combination of students' and teachers' perceptions through questionnaires and also by using the results of the students' English tests and oral tests at the Polytechnic. Students' entry into Malaysian polytechnics or any other tertiary institutions are generally based on their academic performance in a national examination such as the *Sijil Pelajaran Malaysia* (SPM). (See Appendices 2.1 and 2.2). The use of SPM English examination results served as an indicator of a baseline competence of the students upon entering or when joining the polytechnic. Here, from the English results, it can be seen that the students had entered the polytechnic with various baseline competence with two thirds of the students or 64% of them were in the range of weak credits and mere passes. The detailed explanations on the students' varied levels of SPM English results can be found in Chapter Four.

2.3 Communicative

The term 'communicative' according to Harmer (1982, p. 165) has been used to cover a range of approaches and methodological procedures. In the early eighties, almost everything linked to the teaching of languages especially second language learning, had been conveniently tagged as 'communicative' and courses were exclusively marketed as using the latest in 'communication'. Harmer (1982, p.165) further elaborated, that, 'in the teaching and learning and methodology of a foreign language, it is only activities within the syllabus and methodology that can be classed as communicative'. In this activity, students can be said to have both a desire and a purpose to communicate. Harmer continued that genuine communicative activities are the effective combination of both these characteristics, believing that a syllabus or course designer's job is 'to ensure an efficacious balance between non-communicative and communicative activities'.

2.4 Communicative Competence

'Communicative competence' was not discussed specifically by Chomsky (1965), as he laid out the foundation to competence or performance - that speakers are able to articulate in a language to say new things in new ways while conforming to recognisable norms of grammar - but this is only one part of a theory of the linguistic system itself. Hymes (1971) extended Chomsky's idea by adding the concept of 'communicative competence' which had contributed to the development of the theory of education and learning and was reinforced by Richards, Platt and Weber (1985, p. 49). This emphasised that language competence consists of more than just being able to 'form grammatically correct sentences but also to know when and where to use these sentences and to whom'. Communicative competence also refers to the knowledge which enables a person to functionally and interactively communicate (Hymes 1967; Paulson in Brown, 2000, p. 227). Bax (2003, p. 285) went further to stress that 'communicative competence' not only placed stress on language correctness or accuracy but was also a means of functioning in society. Canale and Swain (1980) used the term, 'communicative competence' to represent ability or

proficiency in the use of a language. Canale and Swain (op. cit.) defined communicative competence in terms of four components:

1. Grammatical competence: words and rules,
2. Sociolinguistic competence: appropriateness,
3. Discourse competence: cohesion and coherence, and,
4. Strategic competence: appropriate use of communication strategies (p. 6)

Canale and Swain's definition still prevails in Applied Linguistics. Pham (2007) opined that North American scholars tend to regard communicative competence as the goal of second language learning while British educators view communicative competence as being more related to teaching with syllabus and methodology

In a later view of communicative competence Bachman (1990) divided it into the broad headings of 'organizational competence', which include both grammatical and discourse (or textual) competence, and 'pragmatic competence', which includes both socio-linguistic and illocutionary competence. Savignon (1997) admitted that through the influence of communicative language teaching, it has become widely accepted that communicative competence should be the goal of language education, which can be considered as part of good classroom practice. Brown (2000, p. 227) believes that communicative competence is 'that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts'. This concurs with Lightbrown and Spada (2006, p. 196) that 'communicative competence' is 'the ability to use language in a variety of settings, taking into account relationships between speakers and differences in situations'. This term can also be interpreted as the ability to convey messages in spite of a lack of grammatical accuracy. Communicative competence, especially in the workplace, is the ability in which Malaysian graduates were found to be lacking (Jawhar, (2002), Federation of Malaysia Manufacturers, FMM Survey 2002 and 2009).

2.5 Methodologies in language learning

Harmer (1982) suggested that one party should have the desire to speak but with a purpose. Therefore, an effective communication involved a speaker and a listener with the desire and purpose to communicate. In the context of language learning when Harmer discussed the balance of activities that the students are involved in, he was focusing on the type of methods employed by the language teachers. When he discussed concepts of 'communication' and 'communicative', he stressed that these should not be applied to a methodology as it will either prohibit the use of many tried and tested techniques, or its definition will be so broad as to be meaningless. Harmer specifically defined the meaning of the word, 'communication' and stressed that a certain generalisation must be made with special relevance for the teaching and learning of languages. Brown (1994) as cited by Pham (2007, p. 195) outlined, that to facilitate an ideal learning group, the practices to be used in a classroom should include:

- a) A significant amount of pair work and group work,
- b) Authentic language input in real life context and,
- c) The encouragement of students to produce language for genuine, meaningful communication (p. 195).

This echoes Nunan regarding Communicative Language Teaching (CLT). The five features of CLT as listed by Nunan (1991; 1989, p. 194) are:

- a) An emphasis on learning to communicate through interaction in the target language.
- b) The introduction of authentic texts or materials into the learning situation.
- c) The provision of opportunities for learners to focus, not just on language but also on the learning process.
- d) An enhancement of the learner's own personal experiences as important contributing elements in classroom learning, and,
- e) An attempt to link classroom language learning with language activities outside the classroom (p. 194)

Bax (2003, p. 295) on the other hand likened methodology to ‘a brake’ on teachers if used excessively. This was reiterated by Harmer (1982); an experienced teacher will bring about the success of the teaching and learning of a language if the techniques and methods are well balanced. In the Malaysian situation, this was clearly described by Chitavelu (1985):

‘Many teachers feel they must cover the stated syllabus, even though Ministry officials claim that it is only a guide which needs to be interpreted and adapted. Teachers believe that they have little freedom to modify the syllabus since the topics to be covered in a year are listed in sequence...the syllabus spells out the linguistics items is plaster cast by school as the sequence include the items to be taught’. (p. 20)

McKay (1992) echoed Chitavelu that ‘as a consequence, few teachers have implemented the stated policy of adopting communicative teaching method’ and continued ‘there is discrepancy between stated policy and what actually happens in Malaysian classrooms demonstrated how successful enactment of language policies requires a good deal of support from Ministry of Education’ (1992, p. 85). One such study (Pillay & North 1997, p. 1) found that there is a perceived conflict between the official syllabus, the textbook syllabus and the examination syllabus of the Integrated Curriculum for Secondary Schools English (KBSM) syllabus, leaving teachers in a dilemma over what to teach. This is a situation which needs to be further explored.

2.6 Communicative Language teaching (CLT)

In 1995 the Technical and Commercial English Syllabi (*The English Syllabus for Technical and Commercial English for Specific Purposes*, 1995, p. 3) specified that the extensive use of ‘authentic materials’ for teaching and learning – ‘such as short reports, memos, letters, etc’ would contribute to effective learning and teaching. Further reading on the use of authentic materials and close scrutiny of the ‘teaching and learning’ clearly showed that the syllabi of Malaysian polytechnic English language have been ‘following’ the approach of what proponents of CLT including Nunan (1991) and Brown (1994) have been advocating. According to Lightbrown and Spada (2006, p. 196), CLT is based on the premise that successful language learning

involves not only a knowledge of the structures and forms of a language, but also the functions and purposes that a language serves in different communicative settings. This approach emphasizes the communicative meaning in interaction rather than the practice and manipulation of grammatical forms in isolation. Thus, the emphasis on making foreign study 'real' or using language as a vehicle for 'real communication' in language learning was further emphasized by John and Davies (1981) as cited by Bryan (1984):

'Many ESL students think of the classroom as a place separate from the real world, where teachers use a special language seldom found elsewhere and discuss this language as an object for study rather than a vehicle of communication'(p. 148).

CLT is an approach to the teaching of second and foreign languages which emphasizes interaction as both the means and the ultimate goal of learning a language. It is also an approach used together with the learning context to include learner variables for a successful language learning situation or the teaching of foreign languages or simply known as the 'Communicative Approach' (Bax, 2003, p. 286). He commented further on the fact that CLT had been given too much prominence and that the context in the teaching and learning of second languages had been forsaken by many. However, to Harmer (2003, p. 289) CLT is 'a term that has always brought about a multitude of different things to different people'. Communicative methodology had suggested that if students are involved in communicative events, language learning would happen but Harmer continued that such claims have been modified significantly. This is because the current task-based activities include problem-solving and activities to promote creativity as well as a multitude of language-focused tasks at various stages of the task-based cycle. Harmer continued to stress that the teacher's knowledge and training, together with their personality, interpersonal skills and interest in the students, have all to be matched with the students' hopes, fears and their pre-conceptions and socio-cultural reality. Methodology and context should be treated equally, and once this is achieved in a language learning classroom, then a CLT would have been achieved.

Pham (2007) on the other hand believed that communicative competence is to be developed by classroom teachers by their discoveries as to what communication means and how it can be created within their context. Classroom approaches used in executing CLT should suit the context because, as Kramsch and Sullivan (1996, p. 200) have pointed out, ‘what is authentic in London might not be authentic in Hanoi’. Richards and Rodgers (1986) believed that there are various ways in which the theory of communicative competence is understood by many to be uniform yet not so classroom practices. Similarly Harmer (2003, p. 292) notes that the concern of CLT is not with the methodology itself, rather with how ‘they (*CLT ideas*) are amended and adapted to fit the needs of the students who come into contact with them’. Pham (2007) considered these classroom practices as diversity. These various practices depend on the dynamics of a certain context which produce the actual meaning of communicative competence as well as the tools to develop it. This was succinctly put by Richards and Rodgers (1986):

‘CLT is best considered an approach rather than a method. Thus although a reasonable degree of theoretical consistency can be discerned at the levels of language and learning theory, at the levels of design and procedure there is much greater room for individual interpretation and variation than most methods permit ‘(p. 83).

Thus, this statement of Richards and Rodgers (op. cit.) had been echoed to some extent by Brown (1994), and even Harmer (2003) regarding CLT as being more of an approach rather than a method, allowing ample flexibility for the individual’s own interpretation and thus, to execute it according to their interpretations and understanding. Hopefully this will avoid any discrepancy between what is stated as a policy and what actually happens (Mckay, 1992).

2.7 Tracer Study Project (TSP)

It is difficult to find published research articles specifically on Malaysian polytechnics except the TSP reports as mentioned in Chapter One. Malaysian polytechnics have been involved with this since 1999 yet the turning point for producing a more comprehensive report was in 2006. This is because the running of the project was

undertaken by the Management Division of the Ministry of Higher Education which centralized this project on-line. This is a more systematic way of handling the information. Data are processed in a more effective manner for detailed analysis with the assistance of personnel represented by each polytechnic. The 2006 TSP involved eighteen Malaysian polytechnics and out of 23,703 graduates, 17, 958 or 75.8% responded (Kementerian Pengajian Tinggi Malaysia, 2006).

One of the findings of the Tracer Study Survey which was specifically undertaken by Perdana Polytechnic for 2008 revealed that graduates of the Polytechnic would like to have follow-up courses to improve themselves post-graduation and the courses chosen would be English language skills followed by ICT and Interpersonal skills.

Table 2.1: Follow-up courses graduates of Perdana Polytechnic would like to undertake

Courses	Percentage
Interpersonal Skills	17.17
English Language Skills	28.59
ICT Skills	21.24
Entrepreneurialship	14.84
Career Guidance	17.35
Other	0.81
Total	100.00

Source: Kementerian Pengajian Tinggi Malaysia (2008). *Laporan Kajian Pengesanan Graduan PUO 2008*, p. 12

In the previous year the same question had been put to a different group of Perdana Polytechnic graduates and they responded by furnishing information that 27.91% wished to improve their English language skills, followed by 21.95% who would like to improve their ICT Skills, and 17.83% stated Interpersonal skills followed by 17.28% and 15.03 for Career Guidance and Entrepreneurship respectively (*Laporan Kajian Pengesanan Graduan PUO 2007*, p. 13). The Perdana Polytechnic survey of 2008 involved 2,328 out of 3,277 graduates or 71% who responded. In 2007, the 2007 graduates who responded were 75.88% (or 2,429 graduates) out of the 3,201 graduates. It would be beneficial to seek answers as to why graduates of polytechnics

continually stated that they wished to improve their English language skills and once again there is a need to seek answers through document analyses related to the teaching and learning of English at the polytechnic.

Studies on the mastery of the four skills (listening, speaking, reading and writing) and reading habits indicated that although students perceived English to be important for their academic needs, the language mostly used was for reading purposes only (Tan cited in Othman, 2005). However, in ranking the importance of the skills, students ranked writing as their least competent skill and regarded speaking and writing as the most important skills needed to master the language (Othman, 2005). Pandian (2002) on the reading habits of students in Malaysia revealed that 80.1 % of university students were *reluctant readers of English language materials*. A study conducted by Stapa and Mohd-Jais (2005) revealed that students stated that the English programme that they went through before their practical training was inadequate in preparing them for workplace writing tasks. Therefore, this study intends to investigate the English language programme offered by the Malaysian polytechnic on the teaching and learning of English at the Polytechnic with the use of its syllabi.

2.8 The Polytechnic English Language Syllabi

The Malaysian polytechnic English for Specific Purposes Syllabi were the outcome of national research to ascertain the nature of the English needed by commercial and technical graduates entering the workplace. Based on the recommendations from the Shettleworth's Report (1990), national research was immediately conducted in which the syllabi were implemented in 1991 and have been used by Malaysian polytechnic English language teachers in the teaching and learning of English at the polytechnics. At present, in Malaysian polytechnics, fourteen syllabi are in use. They are six modules of English for Commercial Purposes, six modules of English for Technical Purposes and three modules of English for Communication 1, 2 and 3 yet when this study was done, only the two new ones were being used. The twelve modules of

English for Specific Purposes are to be phased out eventually by these three new English for Communication Modules.

It was stated in the Malaysian polytechnic syllabi (*The English language Syllabus for Technical and Commercial Purposes*, 1995) that polytechnic graduates may start work in an organisation in which English is the main or a very important medium of communication. Therefore graduates working both in private and public sectors need an adequate level of proficiency in English to function effectively in the workplace. The objectives are clearly stated as:

- To develop students' confidence and fluency in English to enable them to function effectively in the workplace.
- To communicate in the workplace both with Malaysians and non-Malaysians in listening and speaking on professional matters and,
- To communicate outside the workplace in social situations related to both professional and private lives (*The English language Syllabus for Technical and Commercial Purposes*, 1995, p. 3).

The syllabi were based on topics and the teaching and learning approach adopted was an emphasis on task-based, participative learning. It was stated in the syllabi that, as language proficiency is a skill, therefore the English course itself does not easily lend itself to such a linear teaching and learning sequence. Some topics were clearly 'blocked out' in a single semester such as Job Hunting skills in the final semester but for most other topics, the skills were 'woven' cumulatively through most or all semesters. For grammar, the students' proficiency was developed within most topics and should therefore be taught or revised in association with that topic. As with grammar, vocabulary was taught as a component of each topic. Similarly, vocabulary was also taught in a 'little and often' approach throughout the course as a whole. Currently, the syllabi used at the Malaysian polytechnics remained as topical syllabi but these syllabi were to be phased out from July 2010 and at the moment the students remained to sit for two different syllabi that is English for Technical and Commercial

Purposes for Technical and Commercial students respectively. Md-Yasin et. al (2010) in their study were of the opinion that the present polytechnic syllabus in particular English for Technical Purposes syllabus focuses only on the general basic skills required by students to enter the workforce. They therefore proposed that the English for Technical Purposes syllabus be designed differently for the various engineering disciplines so that engineering students will be more aware of their workplace language needs. To them, the English for Technical Purposes syllabus should also give more focus on job-related tasks at the workplace related to communication and inter-personal skills which are to produce competent employable graduates. Thus, the investigation of the syllabi currently in use by the polytechnic in this study is to seek answers if what was opined by Md-Yasin et. al (op. cit) corresponded to what this study will eventually bring to light.

2.8.1 English language methodological trends in Malaysia

For the past thirty years, issues in English language teaching had been concerned with to what extent grammar should be made explicit to language learners (Halliday, 1973). The role of grammar teaching in language learning has been the subject of intense debate and various approaches had been introduced, beginning with the introduction of the Oral Approach in 1930's , developed by British applied linguists such as Hornsby and Palmer, who placed emphasis on carefully selecting grammatical structures from the basic to the more complex; or the 1945 Audio-Lingual Approach, made popular by the Americans, which primarily emphasized the use of language drills and the memorization of dialogues. In the 1970s, with the advent of the Communicative Approach to language teaching, questions regarding the extent to which grammar should occupy a place in language teaching began to be raised. Proponents of the 1980's Communicative Approach subscribed to the belief that communication is the goal of second language learning. Malaysia had been adhering closely to the then current language development in the field of teaching and learning of English. Since then, CLT has extended its roots in the teaching of second language. In Malaysia, the CLT was adopted as early as 1970 and was replaced by the integrated syllabus in the year 1983. The KBSR and KBSM English language syllabi can be

referred as notional-functional syllabi with their theoretical base in the communicative approach. According to Mustapha (2008), under the integrated curriculum, the English language syllabus is topic and language skills based. The topics provide the context in which different language skills are developed.

Language syllabus development in Malaysia seemed to have followed the prevailing trend practised in the world especially in the field of language learning. Studies on Communicational Syllabus in Malaysian schools have been extensively documented (Etherton, 1979; Gaudart, 1986; Rodgers, 1984) and later saw the phasing out of this syllabus which has since been replaced by the present syllabus of KBSM English Language Secondary Schools syllabus. With the introduction of the Integrated Syllabus for Secondary Schools English language syllabus in 1988 and now, the revised version of the KBSM English syllabus in 2002, little is known about how teachers feel about the different aspects of the KBSM English language syllabus. The only known studies regarding the KBSM syllabus had been mentioned in studies done by Azman, (1994), Pillay, (1995), Mohd-Asraf, (1996), Pillay and North (1997), Hassan and Fauzee-Selamat, (2002) and recently by Mustapha, (2008) to contrast the previous syllabus with the current KBSM English Language Syllabus. Mustapha (2008) put forward what he suggested the difference was between the original KBSM English Syllabus with the revised KBSM Syllabus. (See Table 2.2 below)

Table 2.2: Difference between previous syllabus and the revised syllabus of English language syllabus

Previous Syllabus (1988)	Revised Syllabus (2003)
<p>Language skills: Listening, speaking, reading and writing. Level are not explicit</p>	<p>Learning outcomes: Three areas of language use: interpersonal, informational and aesthetic. Language skills: Level 1, level 2 and Level 3.</p>
No compulsory literature component	Compulsory literature component
Thinking skills and moral values	<p>Educational emphases ICT skills, multiple intelligences, thinking skills, values and citizenship, knowledge acquisition, preparation for the real world and learning how to learn</p>

Source: Mustapha (2008). A Reflection of the revised syllabus translated in textbooks

However, Bax (2003) questioned teachers' overt reliance on CLT without taking into account the context where the language learning and teaching took place. Bax added that the context approach too should be given more thought in language teaching as opposed to CLT which had always been the main focus in language teaching. Pham (2007) also voiced that diversity of the learners should be taken into account in the case of CLT. To quote Bax (2003a, p. 296), 'the fusion of context and methodology' is an attempt to combine them and thus make this combination more productive in language learning. These days, CLT in language teaching is accepted as being in the 'Post-Communicative' phase. Learners these days are seen not only as recipients, absorbing information but also as active collaborative explorers in their own learning, who bring their own experiences to the learning process whilst at the same time interacting with their peers, teachers and the world, not just in the classroom but beyond. These days, the idea of collaboration in subject teaching with emphasis on content is gaining worldwide popularity.

2.8.2 Bilingual Education.

Malaysians before the introduction of TeSME can be considered to be in a bilingual situation or even multilingual in their education system as well as their day-to-day lives. For example, even if a child is in a monolingual environment before going to school, the exposure at school would open him to a multilingual situation with the compulsory language subjects of BM, English and other languages. Malaysia has made it compulsory for any Malaysian child to have at least eleven years of formal education and most Malaysian children achieve this. This can be confirmed in the findings of the United Nations Statistics Divisions) where for young people in Malaysia aged 15 to 24, their literacy rate was 98%.

(<http://unstats.un.org/onsd/demographic/products/socind/literacy.htm>)

Similarly, Cummins (1981) cited by Mostafar (2002, p. 1) had highlighted studies which reported the positive effects of bilingualism on children whose proficiency in two languages was continually being developed. This included the ability to analyse

and have a better awareness of other cultures and languages compared to what a normal Malaysian student would expect when starting school. Cummins and Swain (1986) opined that there is indeed a strong correlation between a student's language proficiency and his academic achievement through bilingual education. However, the current practice seen in Malaysia is seen as the only input students receive within a limited number of weekly lessons based on course books. This practice opined Cummins (1979) is unlikely to achieve a high level of second language proficiency as this kind of learning- learning a second language as a subject in school seldom achieves beyond what was envisaged as BISC, Basic Interpersonal Communication, which does not require a high degree of cognition but just fairly routine aspects of communication.

Therefore, the introduction of a systematic teaching of bilingual education through the use of TeSME should be examined further. This raises the study by Mostafa (2002a) who case-studied 119 Malay students prior to the introduction of the TeSME policy at Malaysian schools. His study centred on one ethnic group who were randomly selected from six national secondary schools in a district in Perak which can be considered as a small town. He used a Language Background Questionnaire (LBQ) and both English and Malay translated versions of the Expressive One-Word Picture Vocabulary Test (EOWPV) and the Receptive One-Word Picture Vocabulary Test (ROWPVT) to measure the degree of Malay-English bilingualism and also utilised the students' aggregated results in the SPM examination as an indicator of their academic performance. The findings (Mostafa's 2002, pp. 5-12) show that:

1. The majority of the Malay students tested generally speak more Malay than English in their everyday lives.
2. The students have better Malay expressive language ability compared with their English expressive language ability.

3. Similarly, the students have better Malay receptive language ability compared with their English receptive language ability.
4. The students have better receptive ability in both Malay and English compared with their expressive ability in the same languages.
5. In relation to second language learning, the students' bilingual ability is more inclined towards receptive bilingualism, as they have demonstrated the ability to understand two languages (Malay and English) but are able to express themselves in only one language (Malay).
6. The students are weak bilinguals being more proficient in Malay than English and are not in any way 'balanced' bilinguals.
7. The students' attitude and motivation do play a role especially in instrumental orientation which leans towards learning English.

This study was designed to find answers based on students who have more exposure to English as they have had five years of English at secondary schools with the teaching of Science and Mathematics, as compared to Mostafa's respondents who were taught all subjects in BM except for English. This case study by Mostafa (2002 and 2002a) on bilingualism again revealed a different picture by showing the positive side to bilingual education in Malaysia. Therefore, the discussion of another example of bilingual education and a similar implementation of Content Language Integrated Learning (CLIL) education needs to be understood through the introduction of TeSME in the Malaysian education system.

2.8.3 Teaching of Science and Mathematics in English (TeSME) in Malaysia

Block and Cameron, (2002) and Tsui and Tollefson, (2007) have described the situations and policies of most former colonies in Asia-Pacific countries in turning to English as medium of education. Malaysia too had not escaped and decided on the

need to master English as it had now become the *lingua franca* of the world following globalization. Malaysia joined most Asian countries with its reversal of language use by the introduction of English for the teaching of Science and Mathematics at schools. In the UNESCO Report (2003), it was stated that the Malaysian Cabinet announced this particular use of English to enable future generations of Malaysia to keep up with developments in ICT which are mostly recorded in English. At the same time, this move was envisaged to provide opportunities for all students to use English and therefore increase their proficiency (Ministry of Education, 2004; Syed-Zin, 2003). The change in policy was designed to ensure the development of quality human capital especially in the present time of k-economy and globalisation. Hamzah and Abdullah (2009) suggested that the change in policy was for two reasons:

- i) English Language being the language of knowledge and international communication, and
- ii) the need to improve the command of Scientific English Language of teachers and students to enable them to obtain the latest knowledge in Science and Mathematics (p.144).

The government according to UNESCO Report (2003) implemented the policy in stages in Malaysian schools but the decision to radically adopt English for teaching Science and Mathematics in Primary One, Secondary One, Form Six and matriculation was seen by many Malaysians as a drastic decision. As reported by Chok (2002), the implementation of the change in policy (from Malay-medium to English-medium) faced much opposition amidst hasty implementation of the policy, as the then Education director-general, described the task as ‘seven months of hard work’. Long (2005) concluded that this implementation was done in a hurried manner without proper in-depth study of the strengths and weaknesses of the policy.

With the change in policy and the change in use of English to deliver content in English to students who were used to non-English mode of instructions, many content

teachers with little or no English language teaching knowledge were pushed into situations where such knowledge now had become essential to them. A two-pronged effort was undertaken by the Ministry of Education (MoE) to address this situation. Apart from the introduction of TeSME policy, pre-service and especially in-service teachers were given the English Language instructional programme known as ETeMS which was regarded as an urgent interim measure. Other support mechanisms were put in place to ensure that Science and Mathematics teachers had the basic capacity to use English as the medium of instruction (Syed-Zin, 2003). Feryok (2008) in her paper, "The Impact of TESOL on Maths and Science Teachers", highlighted how the teachers with no formal education in (English) language teaching and learning were taught the principles and methods of language learning and teaching in New Zealand in preparation for the change of policy.

Immediately after the TeSME policy was implemented in 2003, Associate Professor Nor Hashimah Jalaluddin (2003) of *Universiti Kebangsaan Malaysia* interviewed forty-three teachers and 971 Secondary One students from six schools in the central and southern states of Peninsular Malaysia. Her findings suggested that most of the teachers said students had problems following Science and Mathematics lessons in English, while 70% of the students said they would be more interested if the two subjects were taught in BM. Long (2005) of *Universiti Kebangsaan Malaysia* found that many students in both urban and rural schools were worried because they found it difficult to follow Science and Mathematics in English. This was from her 2005 survey of over 7,000 Form Two students nationwide. On the other hand, Maarof (2003) found that Malaysian students were embarrassed in using English. She concluded that this was because their environment did not promote the use of English which, therefore, fuelled this hesitation.

This problem persisted when the medium of communication among students continued to be their mother tongue and not English. Her study found that factors

such as attitude, perception and environment were reasons behind students' poor command of the English language. Pandian and Ramiah (2003) in their study of teachers on the teaching of Science and Mathematics in English noted that 81.8% of the teachers used L1 (either BM or their mother tongue) instead of English. This finding is parallel to studies of Jalaluddin (2003) and Bikum (2004) regarding students with problems following Science and Mathematics lessons in English. The use of L1 in the classroom is widespread and this practice defies the reason for teaching and learning Science and Mathematics in English (Pandian and Ramiah 2003). Murugesan (2003) stated that English is generally taught using government issued textbooks which have been prepared according to the national English language syllabus guidelines set out by the Ministry of Education and teachers are encouraged to diversify their materials and use sources other than the prescribed textbooks. Consequently, Pillay and North (1997) examined the textbooks used by Malaysian schools based on the KBSM syllabus and they found that grammar was often treated in isolation and not developed from any of the texts used; a pattern which was repeated throughout the four textbooks which were analyzed. Grammar is taught in isolation instead of it being taught together in the teaching and learning of English. Grammar items were treated as a 'stand alone' topic and were not 'sewn together' and taught as a component of each topic or unit. This scenario is rather similar to what was proposed as seen in the introductory matters of the Malaysian polytechnic syllabi that the teaching of grammar should be 'woven' as to which grammar items are 'highly characteristic of it, and should therefore be taught/revised in association with that topic' and not taught in isolation. (English for Commercial and Technical Purposes, 2005, p. 5)

Mustapha (2008), in an evaluation of these textbooks found that 75% of the text materials are foreign-based. With the exception of name changes to the use of Malaysian names, such as Su Lan, Ali and Muthu, to show the multi ethnic composition of Malaysia, most of the situations and context used were not related to Malaysia. The text used too were foreign-based that the situation was hampered by the use of foreign-based contents that were also not related to the Malaysian contexts

This situation needed to be rectified immediately to give the textbooks, a more local contexts and flavour where the students can relate better as well as understand better the materials.

The turning point was a study by Haron et al. (2008) a lecturer at *Universiti Pendidikan Sultan Idris* (UPSI) who claimed that the policy is flawed, particularly in terms of its impact on Malay students in national schools (*Sekolah Kebangsaan*), and wanted a return to the teaching of Science and Mathematics in BM. Haron continued to emphasize that the policy had failed even in its aim of improving the pupils' command of English.

These studies of Long (2005) and Haron et al. (2008) indicated that this policy had little significant effect on pupils' mastery of the English language and that the tests on thousands of students had revealed poor scores in English, Science and Mathematics. Hamzah and Abdullah's (2009) study based on the results and justification of the competency level of teachers and their impact towards the preparation of human capital was shown to be a failure. After one revolution cycle (six years) of the implementation of TeSME, the teachers' competency still remained unsatisfactory. Many educationalists representing, particularly, the three major ethnic groups in Malaysia - the Malay, Chinese and Indian communities – all expressed concern about this change of policy.

After many intense debates and discussions, in July 2009, the government had decided to revert to the teaching of Science and Mathematics in BM, beginning in 2012. It introduced MBMMBI (the government's policy of upholding BM and strengthening the command of English language) to replace the policy of teaching of Science and Mathematics in the English language (The News Straits Times, July 9, 2009). Thus, the TeSME policy, in Malaysia had been implemented for just six years before the government decided to revert to BM.

These previous studies demonstrated that the policy was not showing positive results as earlier envisaged by the government. What was not highlighted was when the policy was first implemented in stages beginning with the 2003 schooling session, this policy involved 5, 421, 158 (*Educational Planning and Research Division, 2007*) learners in the primary and secondary schools directly and this number showed that the policy had impacted on the entire education system and was not a mere pilot study. A lot of money, time and also effort had been invested into the implementation of this policy.

A reasonable amount of research on the teaching of Science in English only saw TeSME policy in a negative light. Studies to list a few such as Idris et al., 2007, Norzita, 2004, Kon, 2005 and, Kon et al. 2005 had been carried out to check teachers' understanding and awareness of the purpose of TeSME at various levels; primary and secondary, in different settings; urban and rural and also within different groups of teachers; pre-service and in-service. These studies on the other hand, indicated that the teachers appeared to accept the purpose and implementation of TeSME. Examples of teacher-readiness was at a high level including teachers of average English language competence although some admitted their lack of proficiency (Norzita, 2004) and (Kon, 2005). Kon et al. (2005) went further to investigate the fact that teachers are said to generally understand the English language but lack the oral skills to teach subject matter in English. However, the recent announcement on the first batch of students' Primary school Assessment Test of 2008 showed that there was a 4.4% increase in the number of students who scored grade A for English compared to the national average of the past five years. Furthermore, 31.1% students claimed to have confidence in answering Science questions in English, 46.6% for Mathematics whereas in 2007, it was only 0.3% for Science and 0.2% for Mathematics (Chong, 2008).

When the TeSME policy was introduced, the English Language Training Centre (ELTC) was established to assist in developing and conducting an English language

enhancement programme for in-service and pre-service teachers known as English for the Teaching of Mathematics and Science or ETeMS. According to Chan, (2003) and Syed-Zin (2003), the ETeMS courses for these teachers were regarded as temporary measures until they gained full confidence in teaching Science and Mathematics in English. A substantial majority of pre-service and in-service teachers, who had undergone the ETeMS training, when surveyed, agreed that the training they had received had prepared them to speak in English and understand science reading materials in English (Idris et al., 2007). Upon closer analysis, Idris et al. revealed that both pre-service (44.3%) and in-service (31.4%) teachers reported that the training they had could not develop their confidence in speaking English. However, these teachers perceived themselves as professionally prepared to teach Science in English although they agreed that they would like to have more training in preparing students to overcome students' difficulties in the language. 84.7% admitted that they needed more training to help students learn in English.

At the same time, measures such as the provision of grants to all schools to set up TeSME resource rooms in each school also encouraged collaborative efforts between content and English language teachers in schools. According to Md-Yassin et al. (2009), some other measures undertaken by MoE included providing appropriate courseware and guidelines. Studies by Peh, (2003) and Idris et al. (2006), have found that the majority of the teachers felt that the courseware was useful in helping and assisting them in coping with teaching Science in English. Kuldip, (2003) discussed the potentials of courseware materials being further utilised as tools of teaching and learning for Science and Mathematics and Gnanamalar (2007) highlighted the potential for improving communication skills through the use of technology such as email, online forums and even mobile telephones.

Other studies such as Aminudin (2003), Idris et al. (2006) were done with administrators and school principals and showed that continuous support from them had contributed to the smooth transition and implementation of this policy in schools.

Idris et al. (2007) had shown too that parents were found to be supportive of their children's learning in English yet their level of commitment differed according to the different levels of socio-economic background. All these studies had shown that in a short period of time concerted efforts from all parties played vital roles in making the TeSME policy a success. However, only six years since its implementation, the government has decided to revert to the teaching of Science and Mathematics in BM and mother tongue languages. The policy implemented was not given time to develop as prescribed by some key principles of Content Language Intergrated Learning (CLIL):

1. Knowledge of the language becomes the means of learning context.
2. CLIL is based on language acquisition rather than enforced learning.
3. Language is seen in real-life situations in which students can acquire the language.
4. CLIL is long-term learning. Students become academically proficient in L2 after 5-7 years in a good bilingual programme.
5. Fluency is more important than accuracy and errors are a natural part of language learning. Learners develop fluency in L2 by using L2 to communicate for a variety of purposes.
6. Reading is the essential skill to acquire.

(Source: <http://www.teachingenglish.org.uk/methodology/clil.shtml>)

It would be beneficial to gain insight from this first batch of students who joined the Polytechnic in 2008 to see if they showed some improvement in their language performance through their SPM English results and their perceptions of English. It is now best to discuss *reading* in the Malaysian context as it can be seen that *reading* is one of the essential skills to acquire in CLIL.

2.9 Literacy in Malaysia

Research suggests that one of the best ways to help students increase their language proficiency is to encourage them to read extensively (Krashen, 1993). Studies done by Hayashi, (1999), McQuillan, (1994), Dupuy, (1997), Weinberger, (1997), Baker et al.

(1996) and especially by Elly and Mangubhai, (1981; 1983) in what were known as the 'book flood' studies had shown the obvious benefits of reading. The 'book flood' studies of Elly and Mangubhai, (1981; 1983) and Elly (1991) have provided further evidence that systematic exposure to extensive reading in the second language plays a part in second language proficiency. Gallik (1999) in a study on the recreational reading habits of college students in central Texas also found that only 35.2% of her respondents read novels. UNESCO Institute of Statistics (2008) had put the estimated figures of literate Malaysians at 91.9%. Today, more than 93% of Malaysians are literate and the illiteracy rate is low. In the Malaysian context, studies such as Pandian, (1993; 1997) had shown that reading habits have to be cultivated at an early age to stimulate a lifelong habit of reading. However, studies done on Malaysian reading habits had ironically revealed that Malaysians have very poor reading habits. This situation was validated when Professor Atan Long conducted a study on reading habits and interests of Malaysians in 1980s. He warned that the apathy towards reading, if allowed to persist, would create wide rifts in the socio-economic and intellectual development of segments of the population. His study revealed that an average Malaysian read a mere page or two a year in 1984. According to the National Literacy Survey carried out in 1996 by the National Library (Malaysian National Library, 2006), the average Malaysian now reads two books a year). When the survey findings were revealed, the Education Ministry came up with the NILAM (*Nadi Ilmu Amalan Membaca* or Sapphire) programme in 1998 to nurture the reading habit among school children.

However, many schools have yet to start the programme and those that have are still in the infancy stage. Various reasons for setbacks in the implementation of this reading programme have been cited, including the recent economic downturn making a national launch impossible. Many teachers have also expressed confusion about the concept and are unsure about implementing it in their schools. Studies in the past have shown that the exam-oriented educational system in Malaysia promotes rote learning and that there needs to be a paradigm shift in how teachers view education and the

way they teach revealed by Kaur and Thiagarajah (2001) in their paper presented on 'The English Reading Habits of ELS Students in University Science Malaysia'.

This study revealed that most of the student teachers showed very positive attitudes towards reading. 85.7% of them read in English because they feel it can improve their English language proficiency. Similarly 74.67% of them read in order to get good grades in all their courses and 71.4% read in English because they want to become good English language teachers upon graduation. Only 42.8% of the students were motivated to read because they enjoyed reading. This paper reflected on the findings of previous studies (Kaur & Che-Lah, 1998; Kaur & Tengku-Mahadi, 1998), that these learning traits reflect the typical Asian characteristics of being goal-oriented and wishing to succeed. The findings of this survey concluded that university students, especially student teachers, need to improve their reading habits because prior to university they had read very little.

Academic success at the tertiary level includes language proficiency, learning and study strategies and certain personal characteristics (Stoynoff, 1997). His study found that home, school, teacher, peers and the environment as well as locality of rural-urban had some bearings on the relationship to reading behaviour. Pandian and Ibrahim (1997) highlighted similar findings by the National Library survey (1996) which suggested that young Malaysians below the age of 25 years old read a lot just to pass examinations, a common feature of Asian over-emphasis on examinations in schools and tertiary institutions. Yet, Mohd-Asraf and Sheikh-Ahmad (2003) in their research grant study on promoting English language development and the reading habit among rural schools had found that students in rural schools do benefit from extensive reading. With proper implementation and positive supports given by all parties, a positive reading habit can be cultivated among Malaysians.

2.10 Code-switching and code-mixing practice in Malaysia

Pandian and Ramiah's (2003) study noted that 81.1% of the teachers used L1 instead of English to explain concepts in their Science and Mathematics classes. Other studies highlighted the practice of using two languages interchangeably in a discourse as a practice that should be frowned upon. Yet, Ting and Theng (2009), David and Ong (2010) and David (1999) showed that code-switching is a common and widespread phenomenon from everyday life to workplace and even to the classrooms in multilingual Malaysia. Gumperz (1982) is of the opinion that code-switching can be defined as the use of more than one language in the course of a single speech event and in the Malaysian classroom, the mixing and switching of BM and English intermittently when a lesson occurs. Therefore, the use of two languages in the discourse is referred to as code-switching or code-mixing. Ayeomoni (2006) claims that many scholars have attempted to define the term 'code-switching' and each understands the concept from a different point of view. Numan and Carter (2001) define code-switching as 'a phenomenon of switching from one language to another in the same discourse' (p. 275). Unamuno (2008) regards code-switching as the use of more than one language in a conversation.

Code-switching in the Malaysian context is not a new linguistic phenomenon. From the days of the ancient Hindu-Buddhist kingdoms in the Malay Archipelago, language contact had occurred between Sanskrit and the indigenous languages spoken in this area. The Fifteenth Century, with the arrival of Portuguese, Dutch, British and Japanese colonizers, marked another episode in the linguistic development of the Malay language. According to Abu-Bakar (2009), the British education system initiated mass borrowings of English words in the academic domain, especially in translated academic texts. Therefore, even in academic BM texts, most of the terms used are borrowed English words which are now regarded as Bahasa Malaysia Baku or formal Bahasa Malaysia. Words such as 'implikasi' for 'implication', 'induksi' for 'induction', 'klasifikasi' for 'classification' are examples of borrowed words from English. Thus, historically, code-switching has long been a major linguistic practice in Malaysia.

The degree of code-switching and code-mixing of conversational exchanges in especially semi-formal or informal discourse in Malaysia smacks heavily of English interspersed with a mixture of these three main languages of these three major ethnic groups in the country. According to *The Encyclopedia of Malaysia: Languages and Literature*, Volume 9, (Omar, 2004, p. 61), English in Malaysia has been categorized into three levels or varieties: the acrolect, mesolect and basilect. Speakers in Malaysia even code-switch seamlessly between these three varieties, depending on the context. Most academics, professionals and other English-educated Malaysians, speak mesolect English. Malaysian English belongs to mesolect, and it is Malaysian English that is used in daily interaction. It is noted that only those educated in core English-speaking countries from early schooling up to university may be found to speak the acrolect variety, and there is only a small percentage of Malaysians who are proficient in it. Because of this multilingual environment, the English language has evolved into a creole with its own phonology, lexicon and grammar which is now known as 'Manglish' as Malaysians tend to code-switch and code-mix seamlessly in its multi-language environment. In a Malaysian setting, explains David (1999, p. 2) the use of two or more codes or languages in an utterance 'has become a feature in the Malaysian repertoire of languages, because of its associations with status, in group solidarity and differing linguistic skills'. Even in the professional domain, David and Ong (2010) showed that Malaysian professionals code-switch at their workplace. Jacobson (2002, p. 25) in his study observed that the code-switching and code-mixing practices in formal discourse in Malaysia as 'unique language mixing technique' are unlike anything he had observed in similar language use patterns elsewhere.

This can further be seen in the legal setting as David (2003) showed that code-switching practices were used by lawyers to achieve a certain kind of display of power or as a reprimand usually done by judges to lawyers or even by lawyers to witnesses. Code-switching being used extensively in the corporate settings as professionals are seen to code-switch to suit their clients' needs was revealed by Nambiar (1999) in her data which showed the choices of languages used by bankers and loan applicants reflected a gesture of accommodating and not distancing from the

clients. Similarly, Morias (1990) claimed that in the Malaysian corporate environment, code-switching practices are very much evident at every level of the corporate hierarchy although it is more obvious in the middle (executive and supervisory) and lower (workers) levels. All members of local ethnic groups do alternate between Malay and English in heterogeneous group interactions. However, Chinese and Indians understandably (p. 4) switch to their native languages if interacting within their own ethnic groups. She highlighted a situation where, Swedish managers in a car company surveyed changed languages between English and Swedish even in the presence of Malaysian local managers. Such practices could be an indication that these Swedish managers prefer to keep certain matters private amongst themselves.

Qismullah-Yusuf (2009) conducted a pragmatic analysis of a teacher's code switching in a bilingual classroom. She noted that the most frequent code-switching took the form of loan-words inserted into speech for emphasis, economy of speech, and as a substitute when no equivalent existed in L1. Her findings also indicated that the language instructor most often code-switched for the purpose of accuracy, especially to explain general concepts used in the field of industrial ergonomics, and for facility of expression. Lee (2010) highlighted that in the Malaysian context, several linguists such as Soo, (1987), Kow, (2003) and Burhanudeen, (2003) placed much interest in discovering the functions of code-switching. However, he observed that few efforts had been made to find out these functions among practicing teachers in the learning of second language - an area still largely not researched in Malaysia.

This draws attention to Pandian and Ramiah's (2003) study which noted the high percentage of teachers who used L1 instead of English to explain concepts in their Science and Mathematics classes. The practice of code-switching in the classroom is questioned by this study because one of the reasons for teaching and learning Science and Mathematics in English was to provide opportunities for the students to correctly engage in the use of that language. The study by Then and Ting (2009) concluded that

both languages are still being alternately used by English and Science teachers in Malaysia even for subject content. Moreover, they showed that code-switching is a necessary tool for teachers to achieve teaching goals in content-based lessons involving students who lack proficiency in the instructional language. In their study, Then and Ting (2009, p. 1) highlighted instances of code-switching practices all over the world which show that code-switching is done by teachers teaching subjects such as history, (Butzkamm, 1998), linguistics (Zabrodskaia, 2007) and science (Martin, 1999; Mwinsheikhe, 2003; Probyn, 2005). The utilization of code-switching to help student comprehension of language learning at various educational levels can be seen in these examples: at kindergarten level (Huerta-Macias & Quintero, 1992), at secondary level (Flyman-Mattsson & Burenhult, 1999; Rethinasamy & Johie, 2008) and at university level (Greggio & Gil, 2007). Furthermore, Yang (2004) in a Chinese university found that teachers employ code-switching as a strategy to adapt to students' English proficiency in achieving teaching goals, and also to set out teachers' roles in a university setting.

Ahmad and Jusoff (2009) revealed that 74.7% of the students had indicated that their teacher code switched to check understanding. With the recent government announcement about returning to the teaching of Science and Mathematics in BM and mother tongue the focus on the debate of code-switching in English language classrooms has consequently lessened. Yet, continued Ahmad and Jusoff (op. cit.) Malaysian learners have accessed to a common language and also have mastered this common language which is the National Language, Malay, from their unlimited exposure inside and outside class, thus allowing the use of Malay in code-switching. Since Malay is understood by the learners of varying backgrounds, teachers through code-switching would be able to ensure the transfer of intended skills to the learners is done effectively. Studies of Lai, 1996; Brice & Roseberry-McKibbin, 2001; Widdowson, 2003 had put forward that English Only classroom would only lead to frustration since the input is *incomprehensible* to the learners. Therefore they opined that code-switching should not be considered as a sign of defect in the teacher but instead, it is a careful strategy employed by the teachers. The literature reviewed

(Schweers, 1999; Chick & McKay, 1999; Burden, 2001; Dash, 2002; Tang, 2002) has indicated the various positive and facilitating functions of code-switching approved by both the teachers and learners such as explaining new vocabulary, *relaxing the learners*, explaining grammar, talking about class tasks and assessments and *establishing contact with learners*. These situations were experienced by the researcher when interviewing the students in English initially did not seek answers through the use of code-switching. Yet, after several days of interviewing in English with the students, code-switching was employed to put the students at ease. This decision was unplanned and spontaneous and the code-switching sessions helped as well as open the students up to the interview questions. Thus, the code-switching sessions did relax and establish rapport with the respondents.

However, Wong and Kumar (2009) who case studied teachers teaching Science and Mathematics in a Malaysian school and felt that another possible reason for teachers' code-switching is their lack of competence in English. They further observed that this situation in actual fact reflected the general Malaysian linguistic scene; code-switching and code-mixing during conversation is very common.

2.11 Rural versus urban students in English language performance

The Ninth Malaysia Plan 2006-2010 (2006) pledged that rural schools would be given greater attention in order to close the gap between rural and urban schools. Attention would be given to strengthening the rural schools' performance in Mathematics, Science and the English language. On 24th February 2007 the government announced another further RM2.6 (GBP 0.52) billion allocated to further narrow this disparity. This amount was in addition to the RM9.7 (equivalent to GBP1.86) billion already approved for education. A total of RM45.1 billion (equivalent to GBP 9.2 billion) have been allocated under 9MP for education and training programmes (The Sun, <http://www.sun2surf.com/article.cfm?id=13644>). This was to bridge the rural-urban

education gap which is crucial as of the 7,513 primary schools in the country, 5,077 of them are rural while out of the country's 2,045 secondary schools, 792 are rural schools. As a developing country, the continual efforts of the government of the day in bridging the gap between the rural and urban areas in Malaysia can clearly be seen in all the development and economic plans since the First Malaysia Plan (1966).

As stated by Chandrasegaran (1980), schools, urban or rural in Malaysia are classified by the Ministry of Education depending on their location and the population of town and districts in which they are situated. Rural schools are those which are situated in towns or districts with a population of under 10,000 people, urban schools are those schools are situated in towns or districts with a population of more than 10,000 (Malaysia, the Eighth Malaysia Plan, 2000; *Population and Housing Consensus*, 2000).

Syed-Zin's (2001) study focused on comparisons made between the performance of students in rural schools and students in urban areas. The pass rate of English examination of UPSR (*Ujian Penilaian Sekolah Rendah*, i.e. Primary School Achievement Test) in national schools in urban areas was found to have a marked increase of 15.7% compared to the same type of schools in rural areas. David (2004) saw that as a trend that could see the deepening of an ethnically based social divide as most mainstream primary schools especially in the rural areas have predominantly Malay enrolments. Leaders in Malaysia do not want to see a divided nation as this does not bode well for Malaysia especially as education was intended to be used as the unifying factor of the multi-ethnic groups in the country. It was stated that education had been used to foster national unity and that, unless the educational system is geared to meet the development needs of the country, there will be a poor use of an important economic resource, which would slow down the rate of economic and social advancement of the nation. To have this vast divide between urban and rural students was a cause for further concern on the government's part.

Malachi and Talif (1990) had done a comparative study of the achievement and proficiency levels of English in selected rural and urban schools in Peninsular Malaysia. Their study found that there was a clear indication of the difference in the achievement and proficiency levels of English between rural and urban students. Hamzah and Abdullah's (2009) study found that the effectiveness of TeMSE policy mainly relied on the teachers' proficiency in the English language. They found that students in urban schools produced better results compared to the students in the rural schools based on twelve tested subjects, whereby students in the rural schools lagged behind in ten subjects. Clearly urban national schools performed better than their counterparts. The vernacular Chinese-medium schools of SJK (C) performed better than the vernacular Indian-medium schools of SJK (T) whilst the Malay-medium national schools, SK, were last. As pointed out by David (2004) and David and Govindasamy (2007), the majority of Malaysian children are currently enrolled in the Malay-medium national schools which account for 75.8% of the total enrolment. Such a trend could have disastrous consequences for national aspirations if these students continued to be deprived of access to resources and experiences enjoyed by their more successful peers. The ethnically based social divide would happen which would go against Malaysia's objective of nation building and encouraging national unity amongst its various ethnic groups, through education. Not only are schools divided on an ethnically based social divide but there is also the vast divide between the rural and urban students and these situations do not augur well for the nation. As shown in Appendix 2.3, the findings of an EPU survey showed the differences in the urban and rural Malaysian poverty levels. With the government's assistance in giving opportunities to those in the rural areas, these efforts have reduced the large gap between the rural and urban. However, in Chandrasegaran's study, (1979), she was of the opinion that the possibility of urban pupils became more competent in the language was due to the fact that they were living in an environment where the opportunity for hearing and reading English was more readily available, experienced wider contact with English. Rajagopal's finding strengthens the assumption that Malay-medium learners of ESL are insufficiently exposed to English; therefore causing their poor performance in the language. And the reason for this lack of

exposure to English is due to the fact that English is not the medium of instruction anymore but is merely a subject taught in schools.

2.12 Culture and identity

Malaysia is a nation comprised of multi-ethnic peoples with a variety of cultures and languages. Language, defined by Lee (2003), is a system of communication that consists of codes and symbols used to store, retrieve, organise, structure as well as impart knowledge and experience. Language is forever evolving. Lee further elaborated on the fascinating relationship between language, culture and identity. Culture can be linked to a language and without it, culture cannot be acquired wholly or expressed or transmitted effectively. Language cannot exist on its own without culture. These two are so intertwined that it is hard to define the boundaries of language and culture.

Lee (2003) cited Trueba and Zou, (1994) who also regarded language as part of culture. One group differs from another through a specific set of beliefs, values, norms, customs, traditions, rituals, and way of life. Culture has many definitions. Social scientists and anthropologists agree that sharing the culture of a group means being able to operate effectively in that particular group. In reality according to Lee (2003), culture too is continually changing. Identity is not easy to define as it represents plurality and not just one concept or idea. Identity represents the individual's concept of the self, as well as how the individual interprets social definition of self within his or her inner circle or with the rest of the society. According to Lee (2003, cited DeVos, 1992), the formation of identity does not happen as a conscious process but unconscious psychological processes influence its occurrence. It undergoes a continuing process which is complex as well as dynamic.

It would be beneficial to do a more in-depth study into this area as there are relatively few research studies done in the Malaysian context especially on language and

identity. Lee's 2001 research study investigated how English language impacted on the formation of the socio-cultural identities of second language (ESL) learners in Malaysia. The findings revealed that in multicultural, post colonial society in Malaysia, the issues of identity were complex and multi-layered. Identity shifts took place very frequently and were done by using strategic and non-strategic manner such that the construction of identity was very much dependent on localised context. The participants were quick to employ a variety of diverse identities, depending on the contexts and the reference groups they were interacting with, and thus, to subtly manage the complexities of their multiple identities to ensure that they conformed or belonged to the group they were interacting with. The findings revealed that within certain contexts, non-use rather than the use of the English language enhances conformity and acceptance.

It is almost similar to the conscious action in the way code-switching practices occur. Participants were aware when to use and when not to use English within certain contexts; where there might be resentment towards the English language which would bring about hostility, marginalisation and even alienation. Interestingly, Lee et al. (2010) revisited the issue of identity recently and her comments regarding Malaysian students' attitude towards English in Lee, (2001) and (2003) had developed a slight shift in attitude towards English. She was of the view that the slight (positive) shift in her current study could be because of her respondents' awareness of the pragmatism and social advantage in being well-versed in English as opposed to her earlier studies in the early 2000s. This was the time when before the TeSME was implemented in Malaysia and at that time, there was an apathy towards English.

Teachers are reminded that in the teaching and learning of a second language in a diverse nation as Malaysia 'teachers and practitioners should be aware that the classroom is not a neat, self-contained mini society where the reproduction of many forms of domination and resistance based on gender, ethnicity, class, race, religion and language is a daily event' (Lee, 2003, p. 9). She reminded Malaysian teachers to

not only just encourage their students to use the target language (English) outside the classroom but to be sensitive to the problems their students may face beyond the classroom and to teach them strategies to cope with these problems. This is vitally important for students who may encounter resentment when they use English. More should be done to further assist in the exploration and reflection on best ways to help students deal with such situations. There is a need for more appropriate classroom approaches or pedagogies to assist teachers by heightening their awareness of learners on the multifaceted problems they face outside the classroom. Lee's extensive work and research on language, culture and identity may offer a deeper layer of understanding and interpreting research findings in the context of the Malaysian polytechnics.

Razali (1992) advocated that in the teaching and learning of English in Malaysia, socio-linguistic awareness is necessary for the teacher because of the complexity of Malaysia with its multicultural and multi-ethnic context. Studies by Heath (1982) and Philips (1982) have shown that different community, culture and language habits can pose problems for pupils' schooling. Razali recommended that socio-linguistic understanding could assist ESL teachers to realise that their pupils may come from different communities or homes with an entirely different pattern of language habits, language and culture. Thus teachers with socio-linguistic awareness may adapt methods, approaches, strategies, techniques and even the curriculum to help better themselves in the teaching and learning of English. Mohd-Asraf (1996) emphasised in her study that in Malaysia, in most cases, the English classroom is the only time students will ever use English, where it is taught for about five periods (a period is for 45 minutes). Therefore, it is important that the syllabus focuses on language learning.

2.12.1 Ethnicity and attitudes towards language learning of English

A person's language is an essential part of his or her identity (Norton, 1997; Spolsky, 1999; Wodak, et al., 2000) and learning a language always takes place within a cultural and political context. According to a study on Malaysian ESL learners and

their attitudes towards learning English and towards the language itself, Abdullah and Wong, (2007) found that ethnicity placed some importance on the attitudes of learners as it relates to their sense of ethnic and national identity. The findings of the study did suggest that the majority of Malaysian ESL students have a positive attitude towards learning English largely because they recognise its functional importance and that it is a necessary tool for individual and national development and progress. It was observed by Chee and Troudi (2006) that since English is considered by the government to be an important second language to learn, therefore the positive attitude of the students towards English can be reflective of the role being played by the government.

The instrumental motivation to master English seems to explain the perception among all learners, except for Malay respondents, that it is more important to master English than the national language. However, no ethnic group seems ready for BM to be replaced by English as the official or national language. Some studies in other parts of the world showed that although some immigrants in other English speaking countries were aware that they need to become proficient in English, they resisted learning English precisely because it was the language of their superiors. Such a situation may not prevail in Malaysia but it is interesting to note that based on the aforementioned study, young adult Malaysian ESL learners, even fifty years after the country's independence from colonial rule, do not completely discard the perception that English might be a threat to their ethnic identities, even if it is not viewed as a strong challenge.

The same conclusion regarding the functional importance of English was also found in Lee's 2010 study. Her study found that respondents acknowledged that English is an empowering pragmatic language as shown in her previous studies (2001; 2003) which found that both Malay and non-Malay respondents who are more proficient in English face resentment from their peers who consider them to be 'boastful' and 'Westernized' (p. 98). She continued that respondents who are multilingual, but see

English as their first language and at the same time are less competent in the language of their ethnic group, experience more pronounced ‘othering’ (‘them’ versus ‘us’) from those whom they perceived as less competent in English as more ‘closed-up’ and ‘ethnocentric’ (p. 98). Yet, Chee and Troudi (2006) in their study found that 54% of their respondents in the college wanted to learn English because they felt that others would respect them. They too felt that being able to speak English improved their social status. This was evidently reinforced by Lee et al’s finding (2010) that knowledge of English had given an extra edge to the respondents as compared to their counterparts with lesser knowledge of English. With this ability, they could project themselves as legitimate speakers of English (Higgins, 2003; Norton, 1997). They also gained a certain level of respectability amongst their peers as knowing English seemed to have made them appear more educated and knowledgeable. Research by Littlewood (2000) on the attitudes of Asian students towards the English language generally showed that these learners seemed more interested in succeeding in English for their personal achievement and prestige.

2.13 Motivation

Littlewood (2000) saw the learning of English by Asian students as a tool to gain better access to business, education and even position in society. Stipek (1988) is of the opinion that motivation is important in language learning as it requires a conscious and deliberate effort. To Gardner (1982), motivation is perceived to be composed of three elements: effort, desire and effect. Effort refers to the time spent studying the language and the drive of the learner; how much the learner wants to become proficient in the language is known as desire; and effect, is shown through the learner’s emotional reactions towards language learning.

Gardner and Lambert (1972) established the concepts of instrumental and integrative motivation. In the context of language learning, instrumental motivation refers to the learner’s desire to learn the language for practical purposes such as employment or travel, whereas integrative motivation refers to the desire to integrate successfully into

the community of the target language. Studies done in recent years by many theorists and researchers have found that motivation serves as multi-factorial entities. Oxford and Shearin (1994) cited by Ngeow (1998, p. 2) had vigorously analysed various motivational theories which cover socio-cultural psychology, socio-psychology, and cognitive development and six factors were identified to have impacted motivation in language learning and they are:

- ‘1. Attitudes (i.e. expectancies towards the learning community and the target language)
2. Beliefs about self (i.e. expectations about one’s attitudes to succeed, self-efficacy, and anxiety
3. Goals (i.e. perceived clarity and relevance of learning goals as reasons for learning)
4. Involvement (i.e. extent to which the learner actively and consciously participates in the language learning process)
5. Environmental support (i.e. extent of teacher and peer support, and the integration of cultural and outside-of-class support into learning experience), and,
6. Personal attributes (i.e. aptitude, age, sex, and previous language learning experience)’ (p.2).

All these factors are necessary ingredients in motivating a person in language learning. A proper approach to be taken with regards to the concept of integrative motivation in the EFL context would be the very concept of one’s idea of becoming bilingual as well as bi-cultural (Benson 1990). This can be seen in the context of English language learning in Japan. According to Kubota, (2002, p. 24), in Japan, English language is the only accepted foreign language and when learning English, ‘the Japanese has a complex desire to preserve native English speakers’ pure Anglophone identity, which the Japanese worship’.

However, there is another form of motivation which is instrumental motivation. For Hudson, (2000), instrumental motivation is the desire to study a second language

purely for getting something practical and concrete, such as fulfilling the requirements for university entrance, applying for a better position, job requirements, reading technical materials and hoping to achieve a higher status in society. This was clearly stated by Agnihotri regarding the status of learning English in India (2007, p. 196), 'the gates of employment, social mobility, and power are open to only those who are proficient in English'. In Singapore, more parents have enrolled their children into English-medium schools as they consider English education will give their children an extra edge in education causing enrolment in non-English medium schools to decline over the years. Malaysia's implementation of its TeSME policy is purely for the need to master English for the people to progress in all fields of life especially in business and commerce. Learning of English in these countries clearly places importance in learning English for instrumental purposes which is usually associated with development and progress. Language learners who are motivated also perceive goals of various types which can be considered as short-term and long-term goals. Long-term goals might have to do with the students' wish to get a better job, or further their studies.

Brown (2000) cited Kachru's (1977) comment regarding students of the Third World placing importance on learning English for purely instrumental motivation; knowing English is important for them to have better job prospects and even to improve their social standing in society. In the case of India, for instance, mastering English for instrumental purposes has seen the success of English as an international language.

The liberalisation of the country's economy has also increased the people's interest in the learning of English. Basically as the world becomes more globalised, the shift in importance of English grows in tandem. As Gupta (2004, p. 266) said, 'the liberalisation of the country's economy (India) now has shifted on the people's show of interest towards the learning of English'. It is because of the demands of current

social and economic climate that the current generation is now more receptive to the changes having realised the importance of learning English. Mahathir (2003, cited in Gill, 2004) also points out that the government and its leaders are aware that once English has become an international language or the *lingua franca* of the world, the learning of English enables the majority to understand science and technology materials as well as use it as an agent of international communication.

Therefore, Lee et al., (2010) highlighted that most Malaysian young people who are very technology-aware have regarded English as a pragmatic language and a language of empowerment. Murugesan (2003, p. 26) succinctly describes the important role of English in Malaysia resulting from globalization: ‘The English language as a global *lingua franca* has always been a major motivating factor in the learning and use of the language in Malaysia, especially as a vehicle to gain information in science and technology’. In order to gain access to the wealth of data available and achieve a reasonable measure of success and stature in trade and industry, Malaysia has made it essential that its people understand the need and importance of being literate in English.

In the context of language learning, Harmer (2006) claimed that students are naturally motivated to learn but it is the schools and teachers who de-motivate them. (Refer to: www.jeremy-harmer.com/tesol/filmed-presentations/motivating-the-unmotivated-a-presentation-on-film). These claims require further research.

2.14 Willingness-to-Communicate (WTC)

Willingness-to-Communicate was first used by McCroskey and his colleagues in relation to communication in L1. Later, MacIntyre, Clement, Dornyei and Noels (1998) developed a comprehensive model of willingness to communicate in L2. MacIntyre et al. (1998, p. 546) defined WTC in L2 as ‘the probability of engaging in communication when free to choose to do so’. WTC in L2 is concerned more with

situational variables that have both transient and enduring influences MacIntyre et al. (op cit.). Eventually, MacIntyre et al. (op cit.) examined the role of gender and immersion in L2 communication. Alternatively, Hashimoto (2002) conducted a study on Japanese ESL students to see the effects of WTC and motivation on actual L2 use. Later, Yashima's (2002) study applied the WTC model in an EFL context. She tested the relation between WTC and L2 self-confidence and proficiency of English. She found in her study that motivation is a major effect. The use of several questions in this study were taken and adapted from her study, to focus on the confidence and proficiency in English of the polytechnic students. Students of polytechnic were purposely asked for their perceptions on their abilities to speak to different types and groups of people. Their confidence level to 'willingly communicate' with different types and groups of people is essential to know the current level of their confidence in generating conversation with different types of people.

WTC is the concept that the willingness of second language learners take to communicate in that language and explore how these learners actually do communicate in L2. This accords with MacIntyre, Clément, Dörnyei and Noels (1998, p. 547) on L2 of WTC as 'the ultimate goal of the learning process should be to engender in language education students' willingness to communicate'. When McCroskey and Richmond, (1987; 1990) created the concept of WTC, they referred to the inclination of a person to start communicating when free to do so. Similarly, this concept was expanded by Wen and Clement, (2003) who studied students in China leaning more towards cultural anthropology. They concluded that Chinese students' unwillingness to communicate is due to a deep rooted tradition which involves 'two aspects governing interpersonal relations: an other-directed self and a submissive way of learning.' (p. 19). The 'other-directed self' idea is related to the Chinese culture which emphasizes the collective instead of the individual.

'In Chinese culture, the social and moral process of 'conducting oneself' is to be aware of one's relations with others. Chinese people can never separate themselves from obligation to others'.
(Wen and Clement 2003, p. 20)

Placing others before oneself is very much tied to the concept of keeping face. Face is lost when one misbehaves in class. This has an effect on WTC as Chinese students' language behaviour impinges on public judgment and, therefore, curtails their involvement in classroom communication. This situation is further exacerbated added Wen and Clement (2003) by a cultural trait that they had identified as Chinese students' resistance towards the external which may further add to their difficulty in adapting to different forms of verbal participation.

Abdul-Hamid (1992) explained this phenomenon exists for most Malaysian students as they do not want to be caught in this situation. Abdul-Hamid (op. cit.) continued that learners defined the phenomenon as explained in Malay as '*malu*' or shyness which brings us again to the concept of 'face' with regard to Asian students. In Chee and Troudi's study (2006) with Malaysian university students, one of the answers of the respondents was their dislike of speaking when 80% of the respondents admitted that they were reluctant speakers of English. Reasons given by them included the view that they could learn the language better by listening and also their feeling of helplessness as they felt tongue tied whenever they had to speak English. They perceived that they were able to express themselves better in Mandarin or BM. Again, it would be of interest to pursue this matter by looking into the respondents of the Malaysian polytechnics to see if such similar findings are prevalent in them too.

However, Liu and Littlewood, (1997), in their two large-scale surveys in Hong Kong debunked the idea of Asian learners' passiveness in second language learning. Their surveys had instead shown that their apparent reticence is not caused by a question of negative attitude of the Confucian or Asian values and culture but because of students' lack of competence and confidence. Previously, Hashimoto's (2002) study suggested a variety of strategies in second language learning to increase students' willingness to communicate in the classroom which included using authentic materials with a variety of tasks and activities, putting students in pairs before leaving them in large group settings and encouraging students' knowledge especially in foreign affairs and culture. Suggestions from Hashimoto's study could further be

investigated to verify whether such suggestions had been practised in the context of language learning in Malaysian polytechnic students.

In Malaysia, the study of Abdullah and Wong, (2007) found that Indians, more than any other group, viewed the ability to speak fluent English as an achievement to be proud of. It was further shown that friends' approval of their speaking English was strongly felt by Indians and others. For Chinese respondents, it was the approval of family and relatives that they looked to most. The Malays on the other hand, did not indicate the presence of strong approval from family and friends. Instead they revealed that they were the group that had indicated strongly that they would be teased by friends of their own race if they were to speak in English. In addition, they also represented the group whose friends of similar race would be the most unwilling to speak English with them. This same group also indicated the greatest discomfort over hearing locals (non-native speakers of English) speaking to one another in English.

2.15 Classroom size

This area can be further investigated in the Malaysian polytechnic context as Kumar (1992) in her study in India found that large class size does not necessarily limit learning opportunities in language learning. It is the nature of the teaching/learning activities and the teacher's role and attitude which influence the nature of the student interaction. Based on LoCastro's study (1990) in group-oriented culture, Asian students seem to prefer learning in large classes as seen in a situation regarding the culture of Vietnamese and Chinese students. Yet, Pham (2007, p. 196) opined that 'the large class size in Vietnam (between forty and sixty) also challenges the use of pair work and group work' especially in executing a 'good' CLT.

Marcus (1997) in her study regarding large class size first had to define the word 'large'. According to her, the term 'large class size' differs between teachers and

administrators who have different ideas on what constitutes a large class. Even teachers from different disciplines have different perceptions of what they consider a large class to be and that includes language teachers. Based on United Nations statistics which detailed the ratio of pupils to students, class sizes are different in Asia, the Middle East, Africa as compared to Northern Europe and North America. On the whole, what researchers considered a large size, is again relative. This situation needs to be looked into in the context of Malaysian polytechnic classroom size. Based on her wide ranging readings, Marcus illustrated how different researchers defined ‘large’ in Table 2.3 below.

Table: 2.3: Different definitions of ‘large’ class by different researchers

Researcher/Year	Level	Subject	Large Size	Country
Horne (1970)	Adult	Foreign Languages	10	USA
Peterson & Baird (1978)	University	Business Writing	80	USA
Buchanan & Rogers (1990)	University	Not mentioned	80	USA
				New Zealand
Kumar (1992)	Grades 6, 9	English	45	India
Lo Castro (1992)	University	English	40	Japan
Harpp (1994)	University	Organic Chemistry	200+	Canada
Marcus (1996)	University	English	16	Hong Kong
Marcus (1996)	University	English	20	Singapore

Source: Marcus. (1997). Large Class Size: Strategies for success. *The English Teacher*.

Gilman et al. (1988) cited by Marcus (1997) noted that teachers’ attitudes and morale were more positive when dealing with small class numbers; this impossible-to-measure variable that teachers believe that they will do a better job when teaching small classes. Researchers such as Odden, (1990), Glass et al. (1982) concluded that teachers’ attitudes and resultant classroom behaviour were better with smaller classes. Boud et al. (1987) found that 63% of Australian students surveyed stated their preference for smaller classes. McLeish’s study (1968) came up with results showing students strongly preferred small seminars and tutorials rather than lectures.

In Scotland, the Scottish Executive Education Department (SEED) had commissioned the Scottish Council for Research in Education (SCRE) to review the literature on the effects of class size, teaching practices and pupils’ attainment, attitudes and behaviour. This exercise encompassed UK and international literature, mainly from the USA. They consisted of the Student Teacher Achievement Ratio (STAR) project in Tennessee, often regarded as the ‘gold standard’ of class size research and a large-

scale study of the effects of class size in England - the Class Size and Pupil Adult Ratio (CSPAR) headed by Peter Blatchford (Blatchford, 2003a; 2003b) who also completed another funded project - The Primary School Grouping Project with University of Brighton. However, SEED concluded that even with the aforementioned studies, there are still unresolved issues over pupils' attainment (<http://www.scotland.gov.uk/Publications/2006/06/26102419/11>).

Blatchford et al. (2008) with extensive research on class size and pupils achievement, found poor effects in attainment in the early years, that there were slightly more problems among the children in the small classes and that not all teachers could make good use of a smaller class size. LoCastro (1992) too, as cited by Marcus, did state that culture can be a variable in language learning as some students may take comfort in larger classes especially group-oriented cultures. Large classes, according to LoCastro, in group-oriented cultures gave students the anonymity they regarded as necessary when dealing with such loss of face activities as learning a language. This would be especially true for many Asian students. Gladwell (2008), argued in his book, *Outliers: The Story of Success*, against the idea that smaller class size would lead to success for all children. He explained further that, in a large class, the children have to compensate, and thereby learn self-reliance. He then used the example of Asian students who outperform Western students in every way and yet often have large (40 or more students) class sizes. Therefore, the teachers and students' preferences for small classes need not necessarily translate into higher scholastic achievement. This according to Marcus (1997) has not been determined and would be a tricky area to measure. This brings us now to the topic of teachers' beliefs.

2.16 Teachers' beliefs

As one of the aspirations of most EFL teachers is enhancing learners' communicative competence, teachers should have a clear idea of the concept of communicative competence - 'teachers' ideas and beliefs affect the way they teach' (Tsui &

Tollefson, 2007; Richards & Lockhart 1996). Given that teachers' beliefs can affect their practices, it seems useful to find out how EFL teachers see communicative competence, the enhancement of which is of paramount importance for a substantial number of them. Such an exploration is likely to contribute to the raising of EFL teachers' awareness of different meanings and dimensions of communicative competence through helping them reflect on their beliefs and practices. Such a reflection could help the teachers come to a somewhat clearer understanding of the dimensions of language teaching and learning (Tsui, 2003), and therefore they are likely to be better prepared to improve their in-class teaching activities. Their beliefs can affect their practices so it is useful to find out how EFL teachers regard communicative competence.

Nazari (2007) conducted a case study on the need for teachers to be made aware of the distinct interpretations of teachers' perceptions between the broader and narrower concepts of communicative competence. In-depth knowledge of communicative competence may help raise their awareness and give clearer understanding and improvement of their in-class teaching activities. A number of literatures on teacher education have suggested teachers' beliefs affect their teaching practices and instructional decisions in the classroom (i.e. Donaghue, 2003; Johnson, 1992; Muijs & Reynolds, 2001; Richards, 1998; Richards & Lockhart, 1996). Similarly, Janesick (1977) confirms the assertion that changes in teachers' beliefs pave the way for changes in their teaching practices. Marland, (1977) highlights the fact that teachers' beliefs determine how they approach their teaching. He examined the relationship between teacher thought and classroom practice.

Teachers' beliefs have already been classified into various sets of categories by some researchers such as Johnson, (1992) and William and Burden, (1997). The latter divided their discussion of teachers' beliefs into three areas:

- 1) about language learning,
- 2) about learners, and
- 3) about themselves as language teachers.

Teachers were given questionnaires with open-ended sections as well as interviews. This is another important area that can be further explored as teachers' beliefs on methods employed in teaching and learning of languages could be another factor that can play a part in the success of the language learning programme at the Polytechnic. All three areas concerning teachers' beliefs provide the opportunity to further explore whether any of these areas have any effects on the teaching and learning of English in the Malaysian polytechnic context.

2.17 Summary

This chapter prepares the ground for this research by presenting and reviewing some of the relevant information from the literature in the field of second language learning. It discussed at length information pertinent to this study, the phenomenon of teaching and learning of English in Malaysia with special reference to the speaking skill in the context of Malaysian polytechnics. Previous works focussing on second language learning were reviewed in relation to the scope of this study. Information on the methodologies in language learning, English language methodologies and current situation and trends used in the teaching and learning of English in the world and especially Malaysia are extensively discussed.

In addition, reviewing the literature has shown that no research had been conducted to investigate the lack in speaking skills in the Malaysian polytechnic context using empirical methods from the teachers as well as the students. The recent study done by Md-Yasin et. al (2010) had given new insight to the teaching of English in the polytechnic context with the Polytechnic English language syllabi. Previously, there were few previous small-scale surveys done in the polytechnic context were identified as concentrating on getting data from the teachers and employers alone and no follow-up action was done regarding the few recommendations from such surveys to see whether the implementations of such suggested actions had been achieved. It is hoped that with the review, this study will help Malaysian polytechnics in their quest

to improve the level of English especially in the communication skills component itself.

The following chapter, Chapter Three, details descriptions of the research methodology employed and its rationale for employing such methods in this study.

3 RESEARCH METHODOLOGY

‘The investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or program of inquiry’ – (Teddlie and Creswell, 2007, p. 4)

3.1 Introduction

This chapter describes the methodology and procedures used in this study which aims to give an insight into the English Language syllabi currently used by the Malaysian polytechnics. This is to see whether the syllabi used at the polytechnics do enhance the students’ communication skills as stated in the objectives (*The English language Syllabus for Technical and Commercial Purposes*, 1995, p. 2). This introduction is followed by seven explanatory sections:

- design rationale,
- choice of setting,
- the characteristics of the participants,
- procedures involved in the study,
- methods employed and their structures,
- ethical approval, and
- the use of statistical programmes and Nvivo for data analysis.

3.2 Design rationale

Careful consideration was given to establish which method was best suited for this study. Several approaches were considered to ensure the best method. According to Wisker (2007) and Gilbert (2008), survey research allows researchers to gather data about attitudes, facts, activities, values, personal experiences, behaviour and responses to events. It aims to describe the characteristics, opinions or attitudes of a population through use of a representative sample (May, 2001). The researcher can gather information about the population by various methods such as face-to-face interviews, telephone interviews, postal or hand-delivered questionnaires and online surveys (Gilbert, 2008).

Initially, the idea of getting feedback from the students from an online questionnaire was considered. After realising that the students, especially the first semester students, would find it difficult to access the polytechnic computers, an alternative was used. It was decided to furnish the students with questionnaires on the first day of their English lessons and the completed questionnaires were collected at the end of that lesson. The assistance of the English teachers was used to first distribute and collect the questionnaires. Any observations from the teachers were taken into consideration including the students' understanding of the questions themselves and the time they spent in answering. This later helped develop the post-questionnaire.

It was also decided that the best way to answer the research questions, would be from data collected using three types of instruments. The survey questionnaire was one of instruments used in this study, followed by interviews with some of the students and teacher participants who had earlier taken part in the survey questionnaires. Later, documents connected to the teaching and learning of English were analysed. This study is based on concurrent mixed methods of research involving sixteen classes of Semester One students at a polytechnic and later, after two semesters, they were asked again to answer post-questionnaires. The use of descriptive statistics was employed to describe the students' perceptions towards the teaching of English at the Polytechnic. Teachers' perceptions too were used to further compare with the students' findings. Further explorations of appropriate documents were used to give further data which can give more answers which have been found in the questionnaires of the students and teachers.

The use of more than one tool to gather data is generally encouraged. Frankfort-Nachmias and Nachmias (2000) highlighted the improvement of understanding if two or more strategies are used for data gathering as such strategies may help to find answers through the use of both ways. Berg (2007) confirmed that that some researchers have used both qualitative and quantitative methods to get a clearer picture of the phenomenon they are studying. Teddlie and Tashakkori (2009) believed

that the application of using more than one method of data collection will increase confidence in the reliability and validity of their study results. Therefore, several instruments which involve both qualitative and quantitative methods were used to gain a deeper understanding to the study.

3.2.1 Research objectives

For twenty years, I taught English to the Polytechnic students and I felt that over the years that the students seemed not to be able to speak English well. This view did not come from my personal observation alone as there was much debate regarding the deteriorating level of English among Malaysian students. The matter further escalated when the government decided to arrest this decline by immediately implementing the teaching of Science and Mathematics in English in January 2003 at schools and the polytechnic will be receiving these batches of students in 2008. Therefore, a decision on a study using empirical data collecting techniques to test if there is any truth in this observation would be useful. Since then, many voices have been raised and these on-going debates split into two camps; those who agreed with the decision to teach certain subjects in English at schools and those very much against this decision. As discussed in Chapters One and Two, this matter was outwardly resolved by the government by overturning the 2003 decision regarding how Science and Mathematics were to be taught back to Bahasa Malaysia beginning in 2012. Presently, the situation could be described as settled but it will soon be prominent again and will be debated furiously from 2012 and the years beyond.

The Polytechnic which received upper secondary school leavers had prepared itself to receive the first batch in July 2008 and presumed that their English would be better because of the exposure they had with the introduction of TeSME in 2003. The Polytechnic too braced itself for the Cabinet decision that all technical subjects at tertiary levels were to be taught in English by 2008. Prior to this decision, the Ministry of Education had introduced new policy and Education Acts regarding the use of English in Malaysia. Education reforms governing both public and private

higher education were tabled in 1996, namely the Education Act 1996, the Private Higher Education Act 1996, the National Council on High Education Act 1996, the Amended Private Higher Education Act 2003, and the introduction of English for Science and Technology Syllabus in 2001. This was in line with the country's aspiration to be a developed nation by the year 2020 and the forging of nation building was deemed achievable through the production of educated global citizens. I was involved in 2005 in a committee at the Department of Polytechnic Education (DPE) to get input from polytechnic English language teachers regarding the Polytechnic English syllabi at hand. This was to assess if the existing syllabi used by the polytechnic were current and able to provide the necessary skills for polytechnic graduates to meet the challenges of the New Millennium and globalisation. The committee produced a working paper with several suggestions regarding the English Language Curriculum. Amongst its suggestions were:

- New work skills crucial for success in the Twenty-First Century are needed and therefore communication skills, critical thinking, team work, and interpersonal skills need to be emphasized
- There is a need to promote communication skills for students for all disciplines and therefore there is no need to distinguish between Technical and Commercial English
- The syllabus for each module will be stand-alone unlike the linked syllabi currently used by the polytechnic-
- The increase in contact hours, from two to three hours will give more contact with students yet at the same time, the teachers have to deal with fewer students (Currently twelve teaching hours = six classes; New twelve teaching hours = four classes)
- The introduction of a final exam for better quality control of the modules, also allowing coordinators from all polytechnics to meet for discussion and to continually evaluate and improve the modules (*English Language Syllabus Review Paper- Working Paper, 2006, pp. 2-3*)

Following a suggestion of the 2006 Working Paper, a decision was made by Curriculum Division of DPE that the current twelve modules of the English for Specific Purposes Syllabi be retained whilst at the same time the suggested three new

revised modules which focused more on oral communication were introduced with an additional teaching hour for students who are doing newly introduced programmes at Perdana Polytechnic. Unfortunately, the recommendations suggested in the report were mostly sidelined and the decision was that the old syllabi remained to be used and be phased out eventually. By the time the study was done at Perdana Polytechnic, fourteen modules were used; twelve modules of the English for Specific Purposes and another two of the newly introduced modules based on the recommendations suggested by the 2006 working paper.

With the overturning of the 2003 decision of returning to the teaching of Science and Mathematics to BM, once again, the situation at the Malaysian polytechnics remained uncertain. Finally, in the first quarter of 2010, the Ministry of Higher Education and specifically, the Department of Polytechnic Education, (DPE), had decided that all subjects taught at Malaysian polytechnics, at tertiary level must be taught in English, beginning July 2010; including in all core subjects the exam questions being set in English only. Before this, exam questions of all core subjects after 2008 were set in both languages, BM and English. This is a new development which will once again have an impact on the teaching and learning of English at the polytechnics. This new situation will be discussed further in the concluding chapter of this study. For now, the focus of this research study will be to examine its findings through the use of the methods employed. To recap, the objectives of this study are:

- To investigate the English language syllabi used at a Malaysian polytechnic based on the students' perceptions, tests, and teachers' views and use of supporting documents
- To determine other factors that may impede students' ability to communicate well in English.
- To suggest ways to overcome any impediments that might hinder the students' competence and confidence to speak in English

3.2.2 Research aims and questions

Most of the teachers, and many academics in Malaysia, had indicated in their previous studies the increasing need to concentrate more on oral communication skills in the teaching and learning of English curricula in Malaysia. The KBSM English language syllabi are the syllabi used at Malaysian secondary schools and studies of Pillay, (1995), Mohd-Asraf (1996) and Hassan and Fauzee-Selamat (2002) had highlighted the increasing need of the KBSM English syllabi to concentrate more on oral communication skills. Yet, regardless of these findings and all the efforts carried out by the Ministry of Education and the Ministry of Higher Education in promoting the use of English, these efforts do not seem to be bearing fruit.

During that time I felt that there was generally a lack of understanding of the curriculum by most of the teachers who were using the prescribed syllabi provided by the Division of Curriculum Development and Evaluation (DCDE). There seemed to be a practice of hasty implementations of policies which was done ad hoc at the top level at the DCDE causing many polytechnic teachers to be constantly in a state of flux regarding the English syllabi of the polytechnics and especially the teaching and learning of English. This situation seemed to be an echo of what had been highlighted by researches done by previous studies on syllabi used at Malaysian schools. The product from the secondary education system was channelled into the Malaysian polytechnics. Therefore, it was decided *this* study would be done through the voice of polytechnic students and teachers themselves as well as the analyses of documents related to the teaching of English at the Polytechnic as this had never been done before. There are questions regarding the use of the English language Syllabi at the polytechnic level that need to be addressed which will be analysed through the use of different sources of data: the students, the teachers and the documents.

This study explores whether polytechnic students do need to concentrate more on oral communication skills and if the syllabi currently used at the polytechnic are able to provide the opportunity for the students to speak. It is also to find out if such similar

phenomena do occur at the polytechnic level and find probable reasons why they occur. Later, suggestions on ways to overcome or minimise this problem from re-occurring will be given. This chapter discusses the design of the research which focused on a different context through the use of mixed methods which involved getting data from the students, the teachers and the syllabus as well as other supporting documents. The study is case-studied, which is a strategy of inquiry in which a particular polytechnic is explored in-depth through detailed information gathering techniques, using a variety of data collection procedures over a sustained period of time (Stake, 1995).

The aims of the study have been indicated in Chapter One as have the research questions. These (RQs), to reiterate, are presented as a set of three main questions, each followed by a set of sub-questions which express the RQs in operable terms, as more specific questions which can be answered empirically and qualitatively:

The Research Questions are:

RQ 1 Perceptions towards Spoken English

1. How do the students perceived their competencies in speaking to different types and groups of people?
2. How do the students perceived their confidence in speaking to different types and groups of people?
3. What are the teachers' perceptions towards the oral communication skills component in the English language modules of the Malaysian polytechnics English language Syllabi?
4. What are the students' perceptions towards the oral communication skills component in the English language modules after they have undergone two semesters of the English Language Programme?

RQ2 Student competence in Spoken English

1. Is there a significant difference in the polytechnic students' oral communication competence after they had undergone two semesters of the English Language Programme?
2. What are the teachers' perceptions towards their students' competencies in Spoken English?

RQ3 Barriers to speaking English

1. What are other contributing barriers which can hinder students from communicating in English while at the polytechnic?

3.2.3. Table illustrating how these RQs were answered

As seen from the above research questions, the table below illustrated which methods were employed to answer all these RQs and their sub-questions.

Table 3.1: Table illustrating how the RQs and the sub-questions were answered

No	Research Question	Quan	Qual
RQ 1 Perceptions towards Spoken English			
1	How do the students perceived their competencies in speaking to different types and groups of people?	×	
2	How do the students perceived their confidence in speaking to different types and groups of people?	×	
3	What are the teachers' perceptions towards the oral communication skills component in the English language modules of the Malaysian polytechnics English language Syllabi?	×	×
4	What are the students' perceptions towards the oral communication skills component in the English language modules after they have undergone two semesters of the English Language Programme?	×	×
RQ 2 Student competence in Spoken English			
1	Is there a significant difference in the polytechnic students' oral communication competence after they had undergone two semesters of the English Language Programme?	×	
2	What are the teachers' perceptions towards their students' competencies in spoken English?		×
RQ3 Barriers to speaking English			
1	What are other contributing barriers which can hinder students from communicating in English while at the polytechnic?		×

Quan=Quantitative, Qual=Qualitative

The three RQs centred on the perceptions and competence of the students towards Spoken English and also then further discussed on other contributing factors that may hinder the students from communicating in English. The focus of the context is the Malaysian polytechnics with special reference to a polytechnic-Perdana Polytechnic which was case-studied to get all the necessary information and data.

3.3 Methods chosen and choice of setting

In Chapter One, it was discussed why Perdana Polytechnic was chosen as the subject of this study. According to Cohen et al. (2007, p. 141), 'exclusive reliance on one method therefore may bias or distort the researcher's picture of the particular slice of reality being investigated'. Therefore, this investigation was planned so that the results gathered from the students were further enhanced by a thorough investigation through the use of other instruments. Thus teachers' views had also been taken into consideration by the use of relevant questionnaires and interviews. This is to ensure as stated by Lin, (1976) in Cohen et al. (op.cit.), that the researcher is confident that the data created are not simply objects of one specific method of collection. The ultimate goal of a research study is to answer questions posed at the beginning of the study. Therefore, the use of mixed method is considered as the best option for getting the answers.

3.3.1 Mixed methods

Gorard and Taylor, (2004) regarded mixed method research as the third path, whereas Johnson and Onwuegbuzie (2004) opined that it is considered as the third research paradigm. Teddlie and Tashkori (2003) acknowledged this method as the third methodological movement supported by other individuals. In their book, *Foundations of mixed methods research*, Teddlie and Tashkori, (2009, p. 4) referred to mixed methods as 'the third research community as they focus on the relationships that exist within and among the three major groups that are currently doing research in the social and behavioural sciences'. To them, this research method has emerged as 'an alternative to the dichotomy of qualitative and quantitative traditions during the past

20 years' (p. 4). Therefore, 'mixed methodologists are working primarily within the pragmatist paradigm and interested in both narrative and numeric data and their analyses' (p. 5). Teddlie and Tashakkori, (2009) had listed three areas where mixed methods (MM) research is superior to a single approach design:

- MM research can simultaneously address a range of confirmatory and exploratory questions with both the qualitative and quantitative approaches.
- MM research provides better (stronger) inferences.
- MM research provides the opportunity for a greater assortment of divergent views. (Teddlie & Tashakkori, p. 33).

The approach of using mixed methods of inquiry is the use of a variety of instruments to seek answers within and among qualitative and quantitative data to provide the best understanding of the research problem. Therefore, the attempt to use three different instruments in this study is thought to be a suitable approach in order to assist in seeking answers to the stated RQs. One of it is the use of triangulation, especially in the use of triangulation of method.

3.3.2 Triangulation

Triangulation, according to Cohen et al. (2007) may be defined as the use of two or more methods of data collection in the study of some aspect of human behaviour especially in the field of social sciences. The triangulation techniques attempt to map out or explain a subject more fully by studying it from more than one standpoint and in doing so, by making use of both qualitative and quantitative data. Triangulation between methods involves the use of one method in pursuit of a given objective. Cohen et al., (op. cit.) stressed further the fact that in Denzin's (1997) typology of six categories of triangulation, four, frequently used in education, were time triangulation, space triangulation, investigator triangulation and methodological triangulation. Methodology triangulation is the one of the four categories most frequently used and possibly the one with most to offer. Indeed, triangulation is a powerful way of indicating concurrent validity of the study or research. Finally, it was said by Adelman et al. (1980) that triangulation can be a useful technique engaged by a

researcher especially in a case study. The focus on methodology triangulation in this study is to get the most from the mixture of methods used.

Silverman (2010, p. 291), opined that triangulation usually refers to combining multiple theories, methods, empirical materials to produce a more accurate, comprehensible and presentation of the object of the study. The most common application of triangulation in qualitative research is the use of multiple methods that the findings obtained with all these mentioned methods should correspond or draw the same of similar conclusions. Thus, once this is achieved, it is assumed that from all these findings then the validity of those findings and conclusions has been established. . This can be seen in this study that out of the seven questions posed, five questions were exclusively answered by means of using the quantitative and qualitative methods respectively whilst the other two were answered using both methods adhering to what Denzin's suggestion (1970) that 'method triangulation' can initially serve to overcome partial views and later present something like a complete picture'. This study therefore serves to find a complete answer to the stated RQs.

3.3.3 Case study research

Cohen et al. (2007, p. 254) defined case study as something that strives to portray 'what is it like' to be in a particular situation, to catch the close up reality and 'thick description' of participants' lived experiences of, thoughts about and feelings for as a situation. They went further to clarify that case studies involve looking at a case or phenomenon in its real-life context, usually employing many types of data. Case studies they continued can penetrate situations that are not always susceptible to numerical analysis. Hence, the qualitative analyses of this study had been given equal attention especially in the analyses of documents related to the teaching of English at the polytechnic. Apart from that, the decision to use a specific polytechnic as a case study was given serious consideration and it was for several reasons:

- The locality of this polytechnic as it was strategically positioned in the centre of Peninsular Malaysia, making it the first choice of students wanting to pursue their technical vocational education.
- Because it was one of the oldest polytechnics in Malaysia, it has the biggest number of student intakes as compared to other polytechnics.
- As one of the oldest polytechnics, it also offered the biggest number of courses.
- It was the only one of the three established polytechnics offering more than one new programme.
- It is the only polytechnic offering a Marine Engineering course, a four-year diploma course, and (*Quick Facts*, September 2010, pp. 24-25)

Apart from that, data collection for case study research according to Teddlie and Tashakkori (2009) typically involves a variety of sources and in this study the use of mixed methods was employed. Different data collection procedures were used from different sources as seen in this study, it involved getting from three different sources: the students, the teacher and supporting documents in the teaching and learning of English at Perdana Polytechnic. Eysenck (1976) cited in Flyvberg (2006) claimed regarding case study research (p. 2), that ‘sometimes we simply have to keep our eyes open and look carefully at individual cases, not in the hope of proving anything, but rather in the hope of learning something’. Therefore, the decision was taken to do this research in this form - a case study based on an institution - and to gain useful information which can be shared and used for development of future studies. The information gained is hoped to be a stepping stone for more research studies in the teaching and learning of English specifically in the context of Malaysian polytechnics which are in the midst of upgrading themselves to polytechnic universities.

3.4 Population selection

The selection of population for this study was done with the assistance of the Head of English Language Unit at Perdana Polytechnic. There were six departments at the polytechnic:

- The Commerce Department

- The Mechanical Engineering Department
- The IT Department
- The Electrical Engineering Department
- The Civil Engineering Department and,
- The Marine Engineering Department

He followed a simple criterion given to him when he had to choose the classes to be involved in the study:

- At least a minimum of a diploma and a certificate class per department (except the Marine Department as this department only offers a diploma course)
- If there is any new programme (a new programme or course will be given an extra contact hour of English), include these new programme classes and finally,

The classes which satisfied these criteria are identified as:

- DRM1, DPM1, DKB1, DAT1B and SPP1 from Commerce Department and DRM1 is the class that was established as a newly introduced programme or course
- DEM1, SAD1 and SPU1 from Mechanical Department
- DNS1, DIP1B and SIT1 from IT Department and DNS1 is the class that was established as a newly introduced programme or course
- DKE1A and SKE1B from Electrical Department
- DKA1A and SSB1A from Civil Department and,
- DKP1 from Marine Department

There were six certificate and ten diploma classes totalling sixteen classes. Classes with 'S' are certificate classes whereas, classes with 'D' are diploma classes. There were thirty classes offered in this semester. The intake for this July 2008 was 1,059 students. The respondents in the sixteen classes were tabulated and they came to a total of 614 students. This showed that more than half of the Semester One students took part in the initial questionnaire exercise. This showed that all the six departments at the Polytechnic were represented by at least a class fulfilling the initial criterion which was set at the beginning of the student questionnaire collection.

3.5 How the study was conducted

Careful consideration was given to which method was to be used for this study. Therefore, based on extensive readings of research methodologies such as Cohen et al., (2007); Denscombe, (2002); Creswell, (2009) and Teddlie and Tashkkori (2009), it was decided that the best way was based on mixed methods using qualitative and quantitative methods with the use of supporting documents.

3.6 Methodologies employed and their structures

Several instruments were used for data gathering:

- Questionnaire
- Interview, and
- Documents

3.6.1 Questionnaire

Cohen et al. (2007) cited Wilson and McLean's statement (1984) that the questionnaire is a widely used and useful instrument for collecting structured, often numerical data, able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse. Dörnyei (2003) highlighted that the main strength of questionnaires is their ease of construction and by administering a questionnaire to a group of people it is possible to collect a huge amount of information in less than an hour. Descombe (2002) detailed a questionnaire as a research instrument which 'can be seen as a means by which the researcher can achieve quantitatively exact conclusions, e.g. '34.3 per cent of respondents felt that...' (p.13). Teddlie and Tashokkari (2009, p. 232) summarised the use of a questionnaire in a study as 'employing a strategy in which participants use self-report to express their attitudes, beliefs and feelings toward a topic of interest'. They also pointed out the advantage of being able to send the questionnaire simultaneously to a large sample, which helped researchers in the generation of data. Moreover, studying problems in a realistic setting is another advantageous way of using a questionnaire to obtain data in social research according to Wimmer and Dominick (2000). They

continued that the enormous amount and variety of information obtained through questionnaires outweigh more than can be obtained by other instruments such as interview or observation e.g. demographic information and background, motivation, attitudes, perceptions and much more.

In this study, questionnaires were administered before and after a period of time to a particular group of students. This is designed to get test results as well as demographic information from the same group after they had undergone two semesters of English. The initial exercise was also done to test if this procedure is achievable as well as serving as a pilot study. The teachers too were given questionnaires to get their views on the syllabi and the students. 'One of the most common methods of data collection in second language research is to use questionnaires of various kinds...(as) they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily processable' (Dörnyei 2003, p. 1). Dörnyei's suggestion regarding the use of questionnaires had been taken adhered to as the researcher believed that the distributions of these questionnaires to the teachers and students would enable the researcher to gather the necessary data collect the data yet the exercise of

This study was conducted in two phases known as the pre-questionnaire and the post-questionnaire phases or the before-the-programme and after-the-programme stages. The chosen students were known as 'the cohort' whose performances were compared before and after they had undergone two semesters of the English Language Programme. This was to investigate if these two semesters do enhance the students' oral communication competence as prescribed by the objectives of the syllabus that the students need 'to function effectively in the workplace, and in work related as well as social situations' (*The English language Syllabus for Technical and Commercial Purposes, 1991, p. 1*).

3.6.1.1 Structure of the questionnaire

The length of questionnaire is also another important factor. Short questionnaires generally get better response rates and in turn, a long questionnaire will cause a low rate of completion and participation (Wimmer & Dominick, 2000). Bryman, (2008) opined that no one can prescribe an exact length for a questionnaire although Balnaves and Caputi (2001) had highlighted that many researchers have indicated that the acceptable questionnaire length is about twelve pages or 125 items while some others rely on the rate of completion. Wimmer and Dominick (2000) however had said that a questionnaire that did not achieve a one hundred per cent respondent completion is too long. I am in agreement with Bryman's view (2008) that the character of participants and the nature of the study play a key role in the rate of completion and participation. As Wimmer and Dominick (2000) had pointed out that there are several factors which help a researcher to control his or her questionnaire length including the researcher's budget, aims, objectives, nature of the research and sample, type and character of questions used in the questionnaire, location of the research, and time of conducting the study. Bryman (2008) noted too, that paying attention to an attractive and pleasant layout does play a key role in improving a questionnaire response rate. Rea and Parker (2005) also addressed the issue of the importance of making the layout of the questionnaire as clear and adequate as possible, as well as answering any problems which might emerge when answering the questions. The students' questions given in the pre and post questionnaires as well as the teachers' questions were carefully chosen to show the association to the syllabi. This can be seen in the questions that centre on the day-to-day uses of English to the students in both of their questionnaires, the teachers' perceptions on the students' usage of English in their lives in relation to the topics stated by the polytechnic English syllabi. The structures of the questionnaires can be seen in:

- Students' pre-questionnaire
- Students' post-questionnaire and,
- Teachers' questionnaire

3.6.1.1.1 Students' pre-questionnaire.

Pre-questionnaire was given to these students at the beginning of their Semester One, before they had undergone any English language programme at the Polytechnic. This exercise served another role as a pilot study to see if this exercise is achievable with the number of students involved. It also served to 'eliminate ambiguities or difficulties in wording' of the questionnaire (Cohen et al., 2007, p. 341). Indeed, this pilot was essential, as according to Teddlie and Tashakkori, (2009, p. 203) a pilot study is a stage of your project in which you collect a small amount of data to 'test drive your procedures, identify possible problems in your data collection protocol and set the stage for your actual study'. They (2009, p. 204) highlighted this further by citing Chebbi's (2005) dissertation which demonstrated that a pilot study does not need to be overtly extensive to be useful - although larger pilot study studies are preferable. Hence, it was decided to use the latter as these pilot study samples also served in getting data on test marks and also demographic and background information of the students. Information such as the SPM results were taken into considerations as to give information to the researcher on the baseline competence of the students involved.

Before the pre-questionnaire questions were constructed an extensive literature review was carried out to refine and consolidate the conceptual framework and its accompanying thoughts regarding the research questions. The design of the initial questionnaire involved a review of the objectives of the Malaysian polytechnics syllabi. Having established the general forms of skills which were characteristic of students who were proficient in the English language, a process to design an instrument to be used to ascertain the proficiency level was undertaken. Thus, the creation of the pre-questionnaire in which the student had indicated their proficiency was based on the curricular topics of the Polytechnic English Language Syllabi i.e. oral/verbal, listening, reading and writing. These topics were conceived as the results of recommendations from the Needs Analysis exercise which was done in 1991. This exercise was carried out following the recommendations of the Shettleworth (1990) report.

The pre-questionnaire was given only to the students. There were five sections;

Section A-Demography,

Section B-The frequency of English usage in their daily lives,

Section C-The level of satisfaction on their English language ability when they were at school,

Section D-The perceptions of the students on their existing skills and required skills in English, and

Section E consisted of two open-ended questions. For Sections A until D, the students were required to answer the questions based on a four-point Likert scale.

Section A was intended to get information on the gender of the students, their course - whether they were certificate or diploma students. They were also asked to list their *Sijil Pelajaran Malaysia* (SPM) or Malaysian Certificate of Education (MCE) English results and upon entry to the polytechnic to rate their language ability on the four skills of speaking, listening, writing and reading skills based on a scale of 1 to 4 with 1 as 'very good', 2 as 'good', 3 as 'average' and 4 as 'poor'. This question was put due to two reasons; one was following a study at a public university by Kaur and Che-Lah (1999) as cited by Othman (2005) who found students believed the mastery of these four skills would benefit them in future career developments. The second reason was because, the polytechnic syllabi itself claimed to be focusing on the four language skills as these four skills were stated in the general aims of the syllabus. It would be interesting to note how these students rated the mastery of these four skills. Previous studies of Othman, 2005; Kaur and Thiyagarajah,1999 too had done their studies based on the mastery of the four skills (listening, speaking, reading and writing) and also reading habits and their findings had indicated that although students perceived English to be important for their academic needs, the language was only used mostly for reading purposes. They further elaborated that in terms of ranking the importance of skills, these four skills; students ranked writing as their least competent

skill and regarded speaking and writing as the most important skills needed to master the language (Othman, 2005).

Section B of the questionnaire, the stem, read the frequency of English usage in the students' daily lives. They were to rate their answers on a scale of 1 to 4 with 1 as 'very frequently', 2 as 'frequently', 3 as 'not frequently' and 4 as 'not used at all' on the given day to day activities. This is to indicate the frequency of English used by the respondents in their daily lives.

For Section C of the questionnaire, the students were asked their level of satisfaction regarding their ability to use English when they were at school. They were asked to rate their satisfaction on the scale of 1 to 4 with 1 as 'very satisfied', 2 as 'satisfied', 3 as 'not satisfied' and 4 as 'not satisfied at all'. Sections B and C were asked to seek a better understanding of the current situation faced by students in the usage of English in their lives when they were at schools.

For Section D of the questionnaire, a comparison of the acquired and required skills was elicited from the students with reference to the background of the English language programme they experienced whilst they were in school. Students perceptions were detailed following to the topics and areas in the syllabi used by the polytechnic for their students' English language Programme. As mentioned earlier, these questions were conceived adhering to the topics in the syllabi as these topics had been suggested in the initial formulation of *The English Language Syllabus for Technical and Commercial Purposes* (1991).

It should be noted that prior to joining the Polytechnic, English as a subject had been taught to all Malaysian students from Primary One. Therefore, they had had eleven years of English. This demonstrated that all the students were theoretically at the same level point on their language experience yet they were told to rate their level of confidence with their language ability. The students were to rate their existing skills before they underwent the English language programme at the Polytechnic and to rate their perceived required skills during or after the English language programme and in

this case most probably to further their studies or to perform at their workplace. For existing skills, they were to rate their perception on the scale of 1 to 4 with 1 as 'not skilled at all', 2 as 'not really skilled', 3 as 'skilled' and 4 as 'very skilled'. Whereas for required skilled, they were to rate their perception on the scale of 1 to 4 with 1 as 'not needed at all', 2 as 'not really needed', 3 as 'needed' and 4 as 'very much needed'.

Hence, for Sections B, C and D, the questions given had taken into consideration areas taught to the students in the Malaysian Polytechnics English Language Programme using the English language Syllabi.

Section E consisted of two open-ended questions. First, the students were asked to list the things which enabled them to be good at English when they were in school and then to list the things that made them poor at English.

Because this pre-questionnaire also served as a pilot sampling some fine tuning was done to the post-questionnaire in order to get the most information from the exercise. According to Pallant (2007), negatively worded items should be re-worded and this exercise was done in the fine-tuning process of Section B of the post-questionnaire. These items were positively re-worded and even the scales used were arranged more systematically. Apart from that, Section D in the post-questionnaire concentrated specifically on the speaking skills which involved different types and groups of people. The use of the pre-questionnaire served the dual purposes of an exploratory exercise as well as a pilot test. Therefore a more detailed questionnaire was prepared in order to maximise the whole exercise especially in the full scale data collection. The findings are concentrated more in the main study as seen from the post-questionnaire. (Refer to Appendix 3.1 for the pre-questionnaire sample.)

3.6.1.1.2 Students' post-questionnaire

After undergoing two semesters of the English Language Programme, the same group of students were given post-questionnaires. This exercise was done with those classes involved on May 2009, after the students had undergone two semesters of the English Language Programme. This was done because this was the only time when both certificate and diploma students were using the same two modules of English. The post-questionnaire was given a week before the students were to sit for their final examination of Semester Two, on the sixteenth week of the semester. It should be noted that this was a full scale data collection exercise where this was the main study of this research. These questions were added after looking through the pre-questionnaires and also after more information was gathered based on the review of literature with emphasis on the willingness to communicate (WTC). These questions on WTC especially on confidence and competence were adapted from Yashima's (2000) questions to her Japanese students.

Additional questions which explore more on motivation, and students' perceived attitude towards the English Language Programme, the language and the modules were added to this questionnaire. These questions were adapted from Gardner and Lambert's (1972) questions. Detailed information on demography too was added to gain better insight especially in getting information of the involved respondents. It should be noted that there was a slight reduction in the number of students in the classes involved and this was for several reasons:

- A decrease in number of students for some of the involved classes as some students had failed their Semester One and they had left the Polytechnic
- The same number of students for the classes involved differed from the initial number of students when they were in Semester One as some of the classes had to accommodate some students from other classes who had to repeat some of their failed subjects and, because of clashes in their timetable, they had to attend English classes in the classes involved.

- As this exercise was done just a week before their Final Test was due to begin, a decline in attendance was expected as some of the students had avoided classes.

The exercise was once again done with the help of all teachers of the classes involved as the post-questionnaires were also administered in the classrooms. The majority of the students wrote their open-ended answers in English and some added comments and remarks in BM and they spent approximately forty-five to fifty minutes answering the questionnaires. These were the same classes involved in the pre-questionnaire exercise and the final count of respondents was 578, a reduction of thirty-six respondents or 94.14% involvement had been achieved.

The post-questionnaire was divided into six sections,

Section A- Demography,

Section B- The frequency of English usage in their daily lives,

Section C- The level of satisfaction of their English language ability when they were at the Polytechnic,

Section D-The perceptions of the students on their competencies and confidence in English after they had undergone two semesters of the English Language Course, and,

Section E-An overall overview of the students themselves regarding their prowess as learners of English especially on their attitude towards the English Language Programme, the language and the syllabus.

For Sections B, C and D, the questions given had taken into consideration areas where the students were taught in the Malaysian Polytechnics English Language Programme using the English Language Syllabi. Sections A, B and C focused on the same questions as in the corresponding pre-questionnaire questions with only slight modifications especially for section A on the demography questions with additional

information to cover the inadequacy in the initial exercise. It should be noted too that that Section D's questions were adapted from Yashima's (2000) willingness to communicate and Gardner and Lambert's (1972) motivation and were questions that were, therefore, related to motivation towards the language programme, the teacher and anxiety to communicate. In Sections A, B, C, D and E, the use of the four-point Likert scale was maintained. Finally, Section E consisted of two open-ended questions. In the first question, the students were asked to give suggestions on ways of improving the English Language Programme at the polytechnic with regards to oral communication skills. Secondly, they were asked if the English Language Programme they had had for two semesters had helped them in promoting their oral communication skills. (Refer to Appendix 3.2)

3.6.1.1.3 Teachers' questionnaire

This exercise involved not only the students but the teachers as well. The teachers were asked to answer a questionnaire similar to the one they had been given in the 2005 English Language Syllabus Revamp questionnaire. The Report on the English Syllabus Evaluation (2005) followed a survey on the Polytechnic English language Curriculum. Additional information was requested specifically based on further reading of literature such as Kramsh's (1986) views on language proficiency for interactional competence and Seidlhofer's (1996) article on the importance of being a non-native teacher of English. Questions which explored more of teachers' work motivation, and students' perceived attitude towards the English Language Programme were added as an additional section to this questionnaire. These questions were incorporated in the open-ended section of the teachers' questionnaire.

The teachers were given the questionnaire in late April 2009 with the assistance of the Department Head. I returned to Malaysia in early May and by mid May 2009, I had personally collected the questionnaires from all the teachers. All twenty-five teachers at the English Language Unit of this polytechnic returned the questionnaire. These teachers were very supportive of the study and very interested to share their views. At

the same I was made aware that another study regarding the current polytechnic English syllabus was done at Perdana Polytechnic and this even further interest them in the polytechnic English language syllabi. Therefore, a unanimous response was achieved from these teachers.

The questionnaire for the teachers was divided into four sections.

In Section A, nine demography questions were asked. Demography questions centred on gender, qualifications, number of modules taught for one semester, number of years teaching, number of years teaching at the polytechnic and at other institutions, teaching hours, hours of non-teaching duties, student enrolment in their classes and number of classes taught per semester.

In Section B, ten questions were asked on their perceptions of the curriculum content.

In Section C, ten questions were asked on their perceptions of the curriculum delivery and teaching and learning outcomes.

Finally Section D was the section to which was added more open-ended questions ranging from their opinions in improving the English Language Programme at the Polytechnic to their input regarding the quality of students who benefitted from the teaching of Science and Mathematics in English. Teachers were specifically asked about the polytechnic graduates' ability to communicate confidently in English. This was to get the teachers' perceptions on the students' oral communicative competence. Finally, the teachers were asked to list their main problems teaching English at the Polytechnic. They were also asked to give comments on how they felt as non-native teachers of English. (Refer to Appendix 3.3)

The use of questionnaires for the students and teachers were meant to get as many information as we can by getting views on the same topics from two different sources: the students' and the teachers' views. Thus the pre and post questionnaires of the

students centre on getting their answers on the use of English in their lives and their level of satisfaction on their usage of English. This was also obtained from the teachers regarding their perceptions of the syllabi itself as well as their views of the students' competencies in the speaking of English.

3.6.1.1.4 Four-point Likert Scale

The decision to use a four-point Likert scale was further enhanced by Garland's view (1991, p. 66) that the purpose of a rating scale is 'to allow respondents to express both the direction and strength of their opinion about a topic (as) researchers would prefer respondents to make a definite choice rather than choose neutral or intermediate positions on a scale and a scale without a mid-point would be preferable.' Garland continued by citing Worcester and Burns (1975) who have concluded that a four point scale without a mid-point appears to push respondents towards the positive end of the scale. This can further be seen as cited by Matell and Jacoby (1972, p. 508) when they advised on minimising the usage of the mid-point category to not being included at all and this decision (to use or not the mid-point scale) would seem to depend on the level of 'uncertain' responses one is willing to tolerate. I tend to agree with Matell and Jacoby and Worcester and Burns and therefore decided to use a four-point Likert scale in the questionnaire.

3.6.1.1.5 Validity and reliability of the questionnaires

The decision to use three methods in seeking the answers to the RQs had been carefully considered. The use of different methods through the use of more than one source too was given much considerations as to ensure that the validity of this study is maintained. Therefore, the validity and reliability of instruments used is considered as an important issue relating to research design and procedures. Alduhayan and Ezat (2002) have stressed that one of the most important stages in social research is to test validity and reliability. First, the researcher sent the first draft of the pre-questionnaire to several colleagues who had been involved in several English language curriculum committees. They were asked to evaluate its validity to measure the phenomenon that

the study wanted to examine and to identify to what extent it would enable answering those questions. The draft was also given to several former students to try out the questionnaire especially regarding their understanding of the questions. A professor with experience in the teaching and learning of English as a second language was also asked to look at the draft and give constructive comments. Several colleagues who were involved in several committees as well as members of the English Language Syllabus revamp committee were given the teachers' questionnaire and looked at those questions.

In order to ensure the acceptability of the instrument and in this matter, the use of a questionnaire, the reliability of the questionnaires used in this study was also tested. The SPSS programme was used to test the reliability of each part of both questionnaires; post-questionnaire and the teachers' questionnaire. Reliability refers to the consistency of a measure of a concept, according to Bryman, (2008) and Fraenkel and Wallen (2008). Cohen et al. (2007) were of the opinion that a reliable instrument yields similar results when it is re-applied to the same sample. Cronbach's Alpha Correlation Coefficient was employed, and the results shown can be seen for both questionnaires, students' post and teachers' questionnaires. According to Green and Salkind, (2008) Cronbach's Alpha Coefficient is used to test the reliability of the items chosen. Green and Salkind (op. cit.) continued that a researcher needs to conduct the item analysis procedure multiple times to evaluate the appropriateness of the items. The first time the procedure is conducted, the worst item can be eliminated. That was why, at the beginning the questionnaire was pilot-tested to check the reliability and appropriateness of the items especially on how the questions were phrased. Pallant (2007) too discussed the aspect of reliability that can be tested using the Cronbach's Alpha Coefficient test.

For the students' post-questionnaire the results were good.

Table 3.2: Results of reliability test on students' questionnaire using Cronbach's Alpha Coefficient

Parts	Cronbach's Alpha	No. of Items
Part A- Which skill that has improved the most?	.856	12
Part B- Frequency of English usage in daily lives	.785	9
Part C-Level of satisfaction in using English	.809	5
Part D – Competence and confidence of talking to different types and groups of people	.957	24
Part E- Attitude towards English language and its programme	.850	12

For the teachers' questionnaire, the results were also good.

Table 3.3: Results of the reliability test for teachers' questionnaire using Cronbach's Alpha Coefficient

Parts	Cronbach's Alpha	No. of Items
Curriculum content and delivery and teaching and learning outcomes.	.895	19

DeVellis, (2003) as cited by Pallant, (2007) claimed that ideally the Cronbach's Alpha Coefficient of a scale should be above .7. Table 3.1 shows the level of reliability of each part of the students' questionnaire. In part A, twelve questions asked which skills that the students felt that they had improved and the results were .856, which suggests very good internal consistency reliability. Part B of the questionnaire consisted of nine items and it showed that it had achieved an ideally reliable Cronbach's Alpha Coefficient of .785. Part C of the questionnaire with five items dealing with the level of satisfaction for English usage showed that it had a level of reliability of .809 which is also good. The Cronbach's Alpha of part C showed that

this part has a high reliability of .957 with twenty-four items. Finally, part E consisted of twelve items, dealing with attitude towards English and its programme had shown the Cronbach's Alpha of .850 which was highly reliable. As regards the teachers' questionnaire, both Sections B and C with nineteen items, the results were .850, which is also considered to be highly reliable.

Based on the assistance and input from the panel of experts who assessed the samples of questionnaires and also with the use of Cronbach's Alpha Correlation Coefficient, both questionnaires were judged to be reliable instruments to be used in this study.

3.6.2 Interview

Teddlie and Tashakkori (2009, p. 229) said that 'interviews are powerful data collection strategy because they use one-to-one interaction between researchers and interviewees'. Interviews offer sufficient opportunity for interviewers to request clarifications of vague answers or to provide explanation if a question is unclear. According to Balnares and Caputi (2001), when a researcher wants to collect his study's data from a large population through a questionnaire, there is a possibility that he will not receive the information that he wants. Therefore, it might be a good solution to conduct a follow-up exercise by means of interviews to clarify and understand in-depth, any point in the questionnaire. The decision to interview a number of teachers and students was indeed an exercise to clarify and understand further the matter by getting more information for this study.

Mulhim, (2002) had also stated that interviews are considered to be an important method for gathering data in any fields such as the media, business, law and social science. Lately, interviews have been the most widely used instruments in social research, according to Bryman, (2008); Flick, (2007) and, Keats, (2000). Cannell and Kahn (1968), as cited by Cohen, et al. (2007, p. 5) defined research interviews as a 'two-person conversation initiated by the interviewer for the specific purpose of

obtaining research-relevant information'. Keats (2000) suggested that an interview is a controlled situation in which a person, the interviewer, asks a series of questions of another person, the respondent. Berg's (2007) view, however, is that an interview is merely a conversation to gather information.

Cresswell (2009) stated that during interviews specific questions can be used by the interviewer. He listed an interview protocol for asking questions and recording answers during an interview. This protocol suggested by Cresswell includes:

- A heading (date, place, interviewer, interviewee)
- Instructions for the interviewer to follow so that standard procedures be used from one interview to another
- The questions (typically an ice-breaker question at the beginning followed by 4-5 main questions)
- Probe for the 4-5 questions, to follow up and ask individuals to explain their ideas in more detail or to elaborate on what they have said
- Space between the questions to record responses
- A final thank you statement to acknowledge the time the interviewee spent during the interview (Cresswell, p. 183)

Cresswell's protocol is clear and well suited to this study as he laid out ways in a step-by-step manner which is easy to follow. His advice is apparent in the examples of my interview protocol to the students and teachers. This is especially so at the beginning of the interview sessions when some ice-breaker questions were posed to create rapport with the student interviewees.

As said by Byrne (2004, p. 182), a qualitative interview 'when done well is able to achieve a level of depth and complexity that is not available to other, particularly survey-based approaches'. Clearly, the decision to interview the students and teachers after they have answered the questionnaires was to achieve a deeper level for the study. The answers from the teachers and students would best help to understand the problems and the research questions. This was done through the use of semi-

structured interview, one of the several types of interview, which can be used. Other examples of different types of interview are open-ended interview, structured interview and focus group. According to Noaks and Wincup, (2004, p. 80), the skill one needs to execute a semi-structured interview is the ability to be ‘able to do some probing, establishing rapport with the interviewee as well as understanding the aims of the project or the study’

3.6.2.1 Students’ interview

Student interviews were conducted on a one-to-one basis. The whole interview sessions for thirty-four students took three weeks as they could only be interviewed whilst they were having English classes so as not to cause major disruptions. I was interested in conducting all these interviews in order to get first-hand experience with these students. The interviews had to be co-ordinated with the help of the English teachers involved by allowing the chosen students to be excused from their classes to be interviewed. Before the interview, I had no prior knowledge of them and their background other than that they had previously answered the questionnaire. Two students were randomly selected by me based on their class name lists to meet at a stipulated time and place for these interviews. From each class a male and female student was selected from the sixteen classes involved (except the Marine Department as this department has only male students) for these interviews. The students were interviewed in an interview room at the Polytechnic after they were told to meet at a stipulated time and place. According to Cohen et al. (2007, p. 150), perhaps the most practical way of achieving validity (in interviews) is to minimize the amount of bias as much as possible. That was the reason why I chose the students in this way and decided to interview all of them without getting others to assist me in conducting the interviews. Cohen et. al (op cit.) continued that interviewers and interviewees alike bringing their own, often unconscious, experiential and biographical baggage with them into the interview situation. This can be controlled by ‘having a highly structured interview, with the same format and sequence of words and questions for each respondent’ according to Scheurich (1995, pp. 241-249) as cited by Cohen et al. (2007). The ‘‘highly structured’’ interview manner as how was described by Scheurich

clearly showed how structured interviews were conducted where the precise questions to be asked, the order in which they are asked and even the wording of the questions. Yet, semi-structured interviews though they involved specifying the key themes of the interview and formulated them as key questions to the interview, these questions are flexible in the interview schedule. Questions were then put in varying order or even allowing more probing questions in between the scheduled questions for more information to ‘unfold’ the topics according to the ‘natural flow’ of conversation. (Gibson and Brown, 2009). This was decided by the researcher when the interview sessions were conducted in the study. The questions were prepared yet allowing for interjection of additional questions between these prepared questions to facilitate further engagement between the interviewer and the interviewee. The approach to the interviewing used by the interviewer was to provide the flexibility for rewording, rephrasing and at times, code-mixing so as to make the interviewees felt more engaged and relaxed. This approach was taken to follow Lee’s (1993, p.102) suggestion of preventing the interviewees’ inhibitions and allowing them to help in addressing their issue in their preferred way. It was therefore decided that the mode of the interview would be a one-to-one face-to-face interview for all the interviewees with structured questions which allow interventions in between these questions as being open-ended within a ‘careful interview schedule’ (Silverman, 1993). Thus, the type of interview chosen was a semi-structured interview. Bearing in mind further to Cresswell’s (2009, p. 183) interview protocol for asking questions and answers during an interview, he went further in recommending that the interviewer make handwritten notes even if the interview is recorded. This recommendation was duly noted whereby during the whole duration of student interviews, notations were made on each of the interviewees involved. The students were interviewed on the activities they had had in English classes, their feelings during their lessons and also their attitude towards the English language, the modules and teachers involved. Semi-structured interviews were then conducted and the interviews were recorded. Their expressions and body language were also noted by the researcher. The whole exercise took three weeks to complete and each interview took ten to fifteen minutes to conduct.

All the interviewees were initially interviewed in English and when it was noted that initially two of the interviewees were reticent, the interviewer quickly changed to code-mixing as a strategy to give the interviewees opportunities to be relaxed and uninhibited. Such strategy which was suggested by Gibson and Brown, 2009. was totally unplanned, and later when further checks were done, it revealed that the students comfortably code-switched and mixed during the interview sessions. Code-switching and mixing were discussed in Chapter Two of the Literature Review especially in the context of multi-lingual Malaysia. However, it was ensured that Bahasa Malaysia was used sparingly by the researcher during the interviews, depending on the situation, but on the whole, most of the questions were asked in English. The interviews were recorded and these recordings were transcribed. All the transcribed interviews were checked thoroughly and put under categories of themes using the Nvivo programme. (Refer to Appendix 3.4 for the students' interview protocol.)

3.6.2.2 Teachers' interviews

The teachers involved were also interviewed using the same mode of interviews which were on a one-to-one basis soon after they had answered their questionnaires. The choice of teachers to be interviewed was based on the amount of their teaching experience and also their availability. The interview sessions for the teachers took three weeks to complete. Each of the interviews was planned for a maximum of half an hour but most of the interviews went over sixty minutes. The questions were semi-structured questions. These were the sessions when the researcher allowed the topics being discussed and unfold by themselves as the participants were also free to impart more information on particular points, to explore the topics more discursively than in structured approaches. Therefore, during the interview sessions, I detected that the interview sessions were very cathartic in nature for most of the teachers, new as well as the experienced ones. The teachers were selected from those who had fewer than three years of teaching experience, between five and ten years, and those with more than fifteen years of experience. All the interviews were recorded. And again, their expressions and body language were also noted by the researcher.

The teachers were very frank and shared their opinions freely and at times, there were some who seemed relieved that they could share their experiences with the researcher. This was especially when the researcher asked the teachers to share the problems that they faced at the Polytechnic as English teachers there. As before, during the duration of interviews with the teachers, notations were made on each of the interviewees involved. A similar process to that of the students was also carried out for the teachers' interviews. The interviews were recorded and these recordings were transcribed. All the transcribed interviews were checked thoroughly and put under categories of themes using the Nvivo programme. (Refer to Appendix 3.5 for the teachers' interview protocol.)

3.6.3 Analysis of documents

Bailey, (1994, p. 317) cited by Cohen et al. (2007) considered that the validity of documents may be strong in documents written for a specific purpose. Thus, the decision to analyse course outlines for Semester One and Two modules fits the description mentioned by Bailey as these were documents designed to direct the teachers on how best to teach these modules within the fifteen weeks' time frame. Cohen et al. (2007) suggested that in order to make comparisons and to suggest explanations for this phenomenon, researchers might find it useful to go beyond the confines of the groups in which they occur. The documents are helpful for the researcher, as these documents were used to give further understanding into the teaching of English as they were useful having been written deliberately for the purpose of guiding the teachers on what to teach and when to teach. The use of these documents too served the purpose of giving a visual overview of what the teachers planned to teach in class. The analyses of documents especially the course outlines of the lessons had helped tremendously in giving the researcher a clear view of what actually transpired in an English classroom. This was beneficial as classroom observation was not able to be held as previously explained that when the researcher came for the data collection exercise that was the time when students were busy preparing for their final examinations and by then there were no classes to observe. Thus, as emphasized by Prior (2003), the documents were indeed useful tools in

providing the visuals for the situation studied. Documents such as the course outline for six modules, three Semester One and three Semester Two modules, were analysed to give a better understanding of the study. The course evaluation and weighting too were obtained and later analysed. The Semester One and Two English language results and their detailed analyses were also obtained. Documents regarding the teachers' teaching experience, workload and background were also analysed further to assist in getting vital information specifically on their teaching workload, teaching experiences and educational background. Teachers' timetables as well as students' timetables were examined to get a better understanding of the situation at hand. Even online input was obtained and all these supporting documents were used to give a clearer picture of the situation at Perdana Polytechnic.

3.7 Ethical considerations and approval

Informed consent is a benchmark for social research ethics. Descombe (2002) cited the following extract from The Nuremberg Code, indicating its position with regard to the rights of the individual in relation to becoming a research subject:

‘The voluntary consent of the human subject is absolutely essential. This means that the person involved should have legal capacity to give consent, should be so situated as to be able to exercise free power of choice...’(p. 183)

Consent for Ethical Approval had been applied for from the Department of Curricular Studies, Research Committee on Ethics Approval before any data collection was done and the necessary written consent was given. A copy of the obtained ethical approval from the Department's Research Committee on Ethics Approval can be seen in Appendix 3.6.

In Malaysia, like any other country, one must get permission to conduct any study at schools or other establishments before gathering any information from the Economic Planning Unit, (EPU), under the Prime Minister's Department of Malaysia which

oversees any approvals for any research studies. As my study concentrated on an institution under the jurisdiction of the Ministry of Higher Education, the approval between these two agencies had to be given and liaised with the assistance of EPU before any permission was granted for me to conduct the study. Permission to carry out an investigation must always be sought out early and the preliminary application can be done online through the EPU website, [http: www.epu.gov.my](http://www.epu.gov.my). Follow-up by EPU had to be done by furnishing ample information on the research study. Written consent was given on February 2009 and this consent can be seen in Appendix 3.7.

The participants consisted of students approximately eighteen years old, of mixed gender and together with English language teachers. They would be answering questionnaires and also some would be randomly selected to be interviewed. The students would be asked to answer questionnaires, pre-questionnaire and post-questionnaire within a period of ten months. A covering letter was sent together with both questionnaires, pre- and post-questionnaire. The letter listed the name of the researcher, email address, research objectives and assurance of confidentiality. (Refer to Appendices 3.8 and 3.9 showing samples of cover letters to the students and teachers.) At the same time, on both occasions, two accompanying letters were sent to the Unit Head of the Language Unit of Perdana Polytechnic seeking assistance in helping to administer the pre- and post-questionnaires. (Refer to Appendices 3.10 and 3.11 respectively to see samples of these letters) Writers such as Denscombe (2002), Cohen et al. (2007), Teddlie and Tashakkori (2009) and Creswell (2009) are amongst those who have extensively discussed the need to conduct 'good' research by adhering to the codes of conduct and ethical approval. Apart from obtaining approvals from the government, letters to the institution involved were sent stating the exact time when the study was to be done and reasons for doing so. Each participant was also given a letter of introduction and later, before the interviews, consent letters were given to the interviewees; students and teachers and these letters can be seen in Appendices 3.12 and 3.13, respectively.

3.8 Data analysis

The quantitative data were coded and analysed using SPSS, version 17 and the QRS Nvivo version, version 8, for qualitative analysis. The documents were examined for more information and details pertaining to the variety of question asked which yielded a variety of data. The following methods were used to obtain answers:

- Simple descriptive techniques including frequencies, cross tabulations, percentages, standard deviation and means were calculated using the sample demographic information and many sections of the pre- and post-questionnaires
- Cronbach's Alpha Correlation Coefficient was used to test the reliability of the study instruments of all the questionnaires; for students and teachers.
- The paired sample t-tests were applied to determine whether there were significant differences in the study sample in their English and oral communication test results.

The qualitative data were first transcribed, then coded and later analysed, using the QRS Nvivo on:

- The open ended questions of the questionnaires (pre and post of the students) and the teachers.
- The interview questions of the students and teachers.

The data were used to support the questionnaire results and supporting documents were analysed to further support the findings derived from questionnaire results as well as the interviews. All these data that had been collected were useful in providing a deeper understanding of the questions of this study.

3.9 Summary

This chapter has presented the primary methodologies used to carry out the study. The questionnaire survey used e in the pre- and post- situations involving the students and the teachers, later in the main study was the chief instrument. Semi-structured interview answers from students and teachers were gathered to provide required data to further substantiate the research questions. Documents pertaining to the teaching

and learning of English were analysed to further strengthen the findings from the initial two methods used. Online documents related to the study were also examined. All the mentioned items were pooled together to carry out the study. Questionnaires were distributed to sixteen classes and 614 were returned in the preliminary exercise, 578 were considered as valid to be analysed as these were the returned ones in the post exercise. Twenty-five teachers were given their questionnaires and all were returned. This chapter discussed in detail the methods employed. Ethical approval related to this research was also discussed. The following chapter, Chapter Four details descriptions of the students' pre- and post- questionnaires together with the teachers' questionnaire.

4 DATA ANALYSIS (1)

Questionnaires are also very versatile, which means that they can be used successfully with a variety of people in a variety of situations targeting a variety of topics – Dörnyei, (2003, p. 10)

4.1 Introduction

The chapter detailed here is arranged in accordance with the listing of the research questions. As seen in Chapter Three, questionnaires to the students and teachers were designed and distributed to gather the required data. Semi-structured interviews were given to the students and teachers and their comments and views were analysed to further support the findings from the data. The questionnaire data was analysed using SPSS and the statistical data were supported by comments and views made by the interviewees. The teachers and students' interview answers together with document analyses were used to strengthen the findings to these questions. This chapter discusses the results of the study based on the questionnaires given to the students and teachers.

This chapter begins by answering the following 3 main questions and their own sets of sub-questions. The chapter ends by rounding-up with the demographic and background analyses of the questionnaires' respondents; the students as well as the teachers to summarise this chapter.

4.2 Research Questions

Research question one was centred on the students' perceptions towards spoken English. This can be seen in several interrelated secondary questions as follow:

4.2.1 RQ1 Perceptions towards Spoken English

1. How do the students perceived their competencies in speaking to different types and groups of people?
2. How do the students perceived their confidence in speaking to different types and groups of people?
3. What are the teachers' perceptions towards the oral communication skills component in the English language modules of the Malaysian polytechnics English language Syllabi?
4. What are the students' perceptions towards the oral communication skills component in the English language modules after they have undergone two semesters of the English Language Programme?

4.2.1.1 How do the students perceived their competencies in speaking to different types and groups of people?

The item on competence used here in the questionnaire questions were adapted from Yashima's (2000) study who tested her Japanese students' Willingness to Communicate in English as a second language. This question centres more on the competencies of the students and how they themselves perceived on their communication competencies. First, the students are asked to rate their communicative competence in English with friends, acquaintances and strangers. As seen in Table 4.1, frequency percent and standard deviation were calculated for each item of the competence scales.

Table 4. 1: Frequency percent and standard deviation for each item of the competence scales

How competent are you to speak in such situations 1=highly competent, 2=competent, 3=incompetent and 4=highly incompetent (Competency)		Frequency and percent				N	M	SD
		1	2	3	4			
1	speak in public to a group (abt. 30 people) of strangers	1.7%	34.6%	52.4%	11.2%	578	2.73	.676
		10	200	303	65			
2	talk with an acquaintance	2.9	41.2	49.5	6.4	578	2.59	.655
		17	238	286	37			
3	talk in a large meeting (abt. 10 people) of friends	6.1	39.6	46	8.3	578	2.57	.730
		35	228	267	48			
4	talk in a small group (abt. 5 people) of strangers	7.4	49.3	37.5	5.7	578	2.41	.714
		44	284	217	33			
5	talk with a friend	18.7	57.6	20.8	2.9	578	2.08	.712
		108	333	120	17			
6	talk in a large meeting (abt. 10 people) of acquaintances	4.2	32	53.5	10.4	578	2.70	.708
		24	185	309	60			
7	talk with a stranger	5.2	37.4	44.6	12.8	578	2.65	.767
		30	216	258	74			
8	speak in public to a group (abt. 30 people) of friends	3.5	36.2	48.3	12.1	578	2.69	.725
		20	209	279	70			
9	talk in a small group (abt. 5 people) of acquaintances	6.1	46	41.2	6.7	578	2.49	.712
		35	266	238	39			
10	talk in a large meeting (abt. 10 people) of strangers	4	29.2	55.2	11.6	578	2.74	.709
		23	169	319	67			
11	talk in a small group (abt. 5 people) of friends	13	51.9	31.1	4	578	2.26	.732
		76	299	180	23			
12	speak in public to a group (abt. 30 people) of acquaintances	2.1	29.1	54.7	14.2	578	2.81	.693
		12	168	316	82			

For each item of the competent scale, I have calculated frequency, percent, mean and standard deviation as shown in Table 4.1 on students' perceived communication competencies in talking to different types and groups of people. To identify the overall competencies towards different types of people and different number of people we need to have a scale to interpret the responses. The maximum and the minimum anticipated score of each item are calculated and then the range identifies. The scores are divided into four equal categories: 1: highly competent, 2: competent, 3: incompetent and 4: highly incompetent.

Maximum anticipated item score= 4

Minimum anticipated item score = 1

Range= 4-1= 3

$L = \frac{3}{4} = 0.75$, therefore, mean scale is used to interpret the results as seen in the Table 4.2 given below.

Table 4.2: Mean scale used to interpret the results

Mean	Interpretation
1.00-1.75	Highly competent
1.76-2.50	Competent
2.51-3.25	Incompetent
3.26-4.00	Highly incompetent

As shown in the above Table 4.1, the respondents' responses show their perceived competence to be in the range of 'incompetence' except for four items, that is for four situations, "talk in a small group (about 5 people) of strangers", "talk with a friend", "talk in a small group (about 5 people) of acquaintances" and "talk in a small group (about 5 people) of friends" where these four situations were the ones where the respondents claimed to be 'competent'.

To identify the overall competencies of students towards different types of people and different number of people, the use of one sample t test is done as shown in Table 4.3.

Table 4.3: Results of t test on the overall competence of students to talk to different types and different number of people

	N	Mean	Std. Deviation	Std. Error Mean		
competence	578	2.5606	.53703	.02234		
				95% Confidence Interval of the Difference		
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
competence	114.630	577	.000	2.56055	2.5167	2.6044

Tables 4.3 illustrates the mean of the overall competencies towards different group and different types of people. According to the scales shown in Table 4.2, the results indicate that the students' overall competencies were to be 'incompetent' to be speaking to these situations with different types and different number of people. The one sample t test results confirmed that the students perceived themselves not to be competent to communicate in English (M=2.5606). The perceived competence to communicate in English is more with friends and acquaintances rather than strangers.

Similarly, they perceived their competence to be higher either with an individual or in a small group, five or less, rather than communicating in front of a large group irrespectively if these large groups consist of friends, acquaintances and strangers. They reported that they were only competent to 'talk to a friend' whilst they were not competent to talk an acquaintance or a stranger and definitely not in any large groups. This is how the students perceived on their competencies in speaking to different types and groups of people.

4.2.1.2. How do the students perceived their confidence in speaking to different types and groups of people?

The item on confidence used here too was adapted from Yashima's (2000) study who tested her Japanese students' Willingness to Communicate in English as a second language. This question centres more on the confidence of the students and how they themselves perceived on their confidence to communicate. The students are asked to rate how they perceived on their confidence in talking to different types and groups of people. As seen in Table 4.4, frequency percent and standard deviation were calculated for each item of the confidence scales.

Table 4.4: Frequency percent and standard deviation for each item of the confidence scales

How confident are you to speak in such situations 1=highly confident 2=confident, 3=not confident and 4=Not confident at all (Confidence)		Frequency and percent				N	M	SD
		1	2	3	4			
1	speak in public to a group (abt. 30 people) of strangers	2.8%	30.1%	54%	13.1%	578	2.78	.703
		16	174	312	76			
2	talk with an acquaintance	3.8	40.7	49.5	6.1	577	2.58	.662
		22	235	286	35			
3	talk in a large meeting (abt. 10 people) of friends	7.1	37.9	48.4	6.6	578	2.54	.723
		41	219	280	38			
4	talk in a small group (abt. 5 people) of strangers	8	49	37.2	5.9	578	2.41	.721
		46	283	215	34			
5	talk with a friend	19.2	53.5	24.9	2.4	578	2.10	.726
		111	310	143	14			
6	talk in a large meeting (abt. 10 people) of acquaintances	4.7	28	57.6	9.7	578	2.72	.699
		27	162	333	56			
7	talk with a stranger	4	37	49.7	9.3	578	2.64	.705
		23	215	286	54			
8	speak in public to a group (abt. 30 people) of friends	5	33.7	51	10.2	578	2.66	.727
		29	195	295	59			
9	talk in a small group (abt. 5 people) of acquaintances	4.8	41.2	47.6	6.4	578	2.56	.685
		27	239	275	37			
10	talk in a large meeting (abt. 10 people) of strangers	3.6	29.9	56.7	9.7	578	2.72	.683
		21	173	328	56			
11	talk in a small group (abt. 5 people) of friends	11.4	48.3	35.6	4.7	578	2.34	.739
		66	279	206	27			
12	speak in public to a group (abt. 30 people) of acquaintances	3.3	27.9	56.7	12.1	578	2.78	.694
		19	161	328	70			

Next, to identify the overall confidence towards different types of people and different number of people we need to have a scale to interpret the responses. For each item of the competent scale, I have calculated frequency, percent, mean and standard deviation as shown in Table 4.4. The maximum and the minimum anticipated score of each item are calculated and then the range identifies. The scores are divided into four equal categories: 1: highly confident, 2: confident, 3: not confident and 4: not confident at all.

Maximum anticipated item score= 4

Minimum anticipated item score = 1

Range= 4-1= 3

$L = \frac{3}{4} = 0.75$, therefore,

Mean scale used to interpret the results as seen in the Table 4.5 given below.

Table 4.5: Mean scale used to interpret the results

Mean	Interpretation
1.00-1.75	Highly confident
1.76-2.50	Confident
2.51-3.25	Not confident
3.26-4.00	Not confident at all

As shown in Table 4.4 shown above, the respondents' responses show their perceived confidence to be in the range of 'not confident' except for three items, that is for three situations, "talk in a small group (about 5 people) of strangers", "talk with a friend", "and "talk in a small group (about 5 people) of friends" where these three situations were the ones where the respondents claimed to be 'confident'.

To identify the overall confidences of students towards different types of people and different number of people, the use of one sample t test is done as shown in Table 4.6.

Table 4.6: Results of t test on the overall confidence of students to talk to different types and different number of people

	N	Mean	Std. Deviation	Std. Error Mean		
confidence	578	2.5696	.52809	.02197		
				95% Confidence Interval of the Difference		
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
confidence	116.985	577	.000	2.56964	2.5265	2.6128

The one sample t test results confirmed that the students perceived themselves not to be confident to communicate in English (M=2.5696). The perceived confidence to communicate in English is more with friends and acquaintances rather than strangers. Similarly, they perceived their confidence to be higher either with an individual or in a small group, five or less, rather than communicating in front of a large group irrespectively if these large groups consist of friends, acquaintances and strangers. They reported that they were only confident to 'talk to a friend' whilst they were not confident to talk an acquaintance or a stranger and definitely not in any large groups.

4.2.1.3 What are the teachers' perceptions towards the oral communication skills component in the English language modules of the Malaysian polytechnics English language Syllabi?

We will now look at the third sub-question on the teachers' perception towards oral communication skills component in the English language modules of the Malaysian polytechnics English language Syllabi.

Firstly, the teachers' agreement to statements related to curriculum content as well as statements on Curriculum Delivery and Teaching and Learning outcomes were seek.

Table 4.7: Frequency, percent, mean and standard deviation on each item of teachers' agreement on the content syllabus

Curriculum content 1= Strongly Agree, 2= Agree, 3= Disagree and 4= Strongly Disagree		Frequency and percent				N	M	SD
		1	2	3	4			
1	The syllabus has clearly specified the learning outcomes appropriate for students of various levels and disciplines	3	18	4	0	25	2.04	.539
		12%	72%	16%	0%			
2	The learning outcomes are relevant for the learners' professional needs.	3	18	4	0	25	2.04	.539
		12	72	16	0			
3	The content covers aspects of Academic English and Study Skills.	3	12	9	1	25	2.32	.748
		12	48	36	4			
4	The required vocabulary and grammar items are adequately incorporated in the syllabus to enhance teaching and learning.	1	19	4	1	25	2.20	.577
		4	76	16	4			
5	The syllabus content promotes interest among students to learn the English language	1	10	11	3	25	2.64	.757
		4	40	44	12			
6	The syllabus content takes into consideration/account the students' styles and learning strategies.	0	12	11	2	25	2.60	.645
		0	48	44	8			
7	The syllabus content places emphasis on promoting proficiency in Spoken English.	0	14	8	3	25	2.56	.712
		0	56	32	12			
8	The content covers all the 4 language skills which help students to communicate effectively.	1	17	5	2	25	2.32	.690
		4	68	20	8			
9	The syllabus content takes into account the need to develop autonomous learners for lifelong learning	0	12	11	2	25	2.60	.645
		0	48	44	8			
10	The content emphasis is on work skills for the 21 st century that include communication skills, critical thinking, interpersonal skills and team work	1	9	13	2	25	2.64	.700
		4	36	52	8			

Firstly, the respondents were asked of their agreement regarding statements on curriculum content. For each item of the competent scale, I have calculated frequency, percent, mean and standard deviation as shown in Table 4.7. The mean scores represent 'strongly agree', 'agree', 'disagree' and 'strongly disagree' to the statements. The maximum and the minimum anticipated score of each item are calculated and then the range identified. The scores are divided into four equal categories: 1: strongly agree, 2: agree, 3: disagree, and 4: strongly disagree'.

Maximum anticipated item score= 4

Minimum anticipated item score = 1

Range= 4-1= 3

$L = \frac{3}{4} = 0.75$, therefore,

Mean scale used to interpret the results as seen in the Table 4.8 given below.

Table 4.8: Mean scale used to interpret the results

Mean	Interpretation
1.00-1.75	Strongly agree
1.76-2.50	Agree
2.51-3.25	Disagree
3.26-4.00	Strongly disagree

As shown in the above Table 4.7, the respondents' responses show their agreement to statements 1, 2, 3, 4 and 8 which received means (2.04, 2.04, 2.32, 2.20 and 2.32 respectively) but not to statements 5, 6, 7, 9 and 10 which received means (2.64, 2.60, 2.56, 2.60 and 2.64 respectively). The former means scores represent 'agree' whereas the latter is representing mean scores of 'disagree'. To assess the overall on the agreement of teachers regarding the curriculum content, one sample t test as shown in Table 4.9 below is used.

Table 4.9 illustrates the mean of the overall scores of teachers' agreement to the curriculum content was 2.3920. Accordingly, the overall scores of teachers' agreement revealed that the teachers were in agreement that the curriculum content does enhance learning on the students' part.

Table 4.9 : Results of t test on the overall scores of teachers' agreement on the content syllabus

	N	Mean	Std. Deviation	Std. Error Mean		
CurrContent	25	2.3920	.52275	.10455		
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	
CurrContent	22.879	24	.000	2.39200	2.1762	2.6078

Now, the second part that needs to be looked further is the teachers' agreement on the curriculum delivery as well as the teaching learning outcomes. The respondents were asked on their agreement on statements regarding the curriculum delivery as well as

teaching learning outcomes. Accordingly, the overall score of teachers' agreement on curriculum delivery revealed that the teachers agreed to the statements. Refer to Table 4.10.

Table 4.10: Frequency, percent, mean and standard deviation on each item of teachers' agreement on the curriculum delivery and teaching and learning outcomes

Curriculum delivery and teaching & learning 1= Strongly Agree, 2= Agree, 3= Disagree and 4= Strongly Disagree		Frequency and percent				N	M	SD
		1	2	3	4			
1	The syllabus on the whole is very user friendly.	1	20	4	0	25	2.12	.440
		4%	80%	16%	0%			
2	I teach according to the syllabus.	7	15	3	0	25	1.84	.624
		28	60	12	0			
3	The instructional modules supplied by Curriculum Development Centre (CDC) adequately support the syllabus.	3	14	7	1	25	2.24	.723
		12	56	28	4			
4	The syllabus promotes oral communication amongst the students.	0	13	10	2	25	2.56	.651
		0	52	40	8			
5	Group and individual work are evenly distributed in the syllabus.	0	17	6	2	25	2.40	.645
		0	68	24	8			
6	The content requirements for the syllabus are made clear to you.	4	19	2	0	25	1.92	.493
		16	76	8	0			
7	The learning outcomes stated in the syllabus objectives have been achieved by the students.	1	18	6	0	25	2.20	.500
		4	72	24	0			
8	There is coordination in testing and evaluation among lecturers teaching the same modules.	1	19	2	0	25	1.92	.493
		4	76	8	0			
9	I find that the contact hours for English are sufficient to complete the syllabus.	2	15	8	0	25	2.24	.597
		8	60	32	0			
10	The evaluation format of 70/30 with 70% of continuous evaluation and 30% of final test enhance the students' interest to work hard in English language.	1	15	8	1	25	2.36	.638
		4	60	32	4			

Before we proceed, for each item of curriculum delivery, teaching and learning outcomes scales, I have calculated frequency, percent, mean and standard deviation of each item as shown in Table 4.10. The mean scores represent 'strongly agree', 'agree', 'disagree' and 'strongly disagree' to the statements. The maximum and the minimum anticipated score of each item are calculated and then the range identifies. The scores are divided into four equal categories: 1: strongly agree, 2: agree, 3: disagree and 4: strongly disagree.

Maximum anticipated item score= 4

Minimum anticipated item score = 1

Range= 4-1= 3

$L = \frac{3}{4} = 0.75$, therefore,

Mean scale used to interpret the results, as seen in the Table 4.11 given below.

Table 4.11: Mean scale used to interpret the results

Mean	Interpretation
1.00-1.75	Strongly agree
1.76-2.50	Agree
2.51-3.25	Disagree
3.26-4.00	Strongly disagree

As shown in Table 4.10 above, the respondents' responses show their agreement to all statements except statement 4 that is related to the teachers' disagreement on the statement that regards that the syllabus does promote oral communication with the mean of 2.56. The rest of the statements showed the mean scores of all respondents 'agree' to the given statements regarding the curriculum delivery, teaching and learning outcomes.

To assess the overall on the agreement of teachers regarding the curriculum delivery and teaching and learning outcomes, one sample t test as shown in Table 4.12 is used.

Table 4.12: Results of t test on the overall scores of teachers' agreement on the curriculum delivery and teaching and learning outcomes

	N	Mean	Std. Deviation	Std. Error Mean		
TeachingDel	25	2.2240	.35152	.07030		
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	
TeachingDel	31.634	24	.000	2.22400	2.0789	2.3691

Table 4.12 illustrates the mean of the overall scores of teachers' agreement to the curriculum delivery and teaching and learning outcomes was 2.2240. Accordingly, the overall scores of teachers' agreement revealed that the teachers were in agreement

that the curriculum delivery and teaching and learning outcomes do enhance students' learning of English especially spoken English.

To answer this question further, it is necessary to look at the views of the teachers and this will be analysed through the open-ended questions posed to the teachers which will be discussed in Chapter Five.

4.2.1.4 What are the students' perceptions towards the oral communication skills component in the English language modules after they have undergone two semesters of the English Language Programme?

Twelve questions were given to further delve into this secondary question. First, questions were asked on the students' motivation level on learning English followed by the overall attitude of the students towards the English language programme at the polytechnic.

Table 4.13: Frequency, percent, mean and standard deviation on each item of students' motivation on learning English

Rate your motivation on learning English 1=highly favourable, 2=favourable, 3=unfavourable and 4=extremely unfavourable	Frequency and percent				N	M	SD
	1	2	3	4			
1. I would rate my desire to learn English as	26.0	61.9	11.6	.5	578	1.87	.616
	150	358	67	3			
2. I would rate on how hard I work at learning English as	17.8	64.0	17.3	.9	578	2.01	.622
	103	370	100	5			
3. I would rate on how important it is for me to learn English for employment as	37.2	53.8	8.1	.9	578	1.73	.643
	215	311	47	5			
4. I would rate my anxiety level when speaking English to be:	23.0	58.8	17.3	.9	578	1.96	.661
	133	340	100	5			

As shown in Table 4.13, each item indicated mean scores of 1.87, 2.01, 1.73 and 1.96 with standard deviation of .616, .622, .643 and .661, respectively. These mean scores represent that the motivation level to learn English is 'favourable'.

To interpret the overall results of this section, I have calculated the maximum and minimum anticipated scale score. The maximum and the minimum anticipated score of each item are calculated and then the range identifies. The scores are divided into four equal categories: 1: strongly agree, 2: agree, 3: disagree and 4: strongly disagree.

Maximum anticipated item score= 4

Minimum anticipated item score = 1

Range= 4-1= 3

$L = \frac{3}{4} = 0.75$, therefore,

Mean scale used to interpret the results

As seen in the Table 4.14 given below.

Table 4.14: Mean scale used to interpret the results

Mean	Interpretation
1.00-1.75	Highly favourable
1.76-2.50	Favourable
2.51-3.25	Unfavourable
3.26-4.00	Extremely unfavourable

To assess the overall on the agreement of students regarding the English language programme, one sample t test as shown in Table 4.15 is used.

Table 4.15: Results of t test on the overall scores of students' motivation on learning English

	N	Mean	Std. Deviation	Std. Error Mean		
motivation	578	1.8914	.50302	.02092		
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
motivation	90.400	577	.000	1.89144	1.8503	1.9325

The results of one sample t test show that the students' motivation level regarding the English language programme provided by the Polytechnic was at a favourable level as the overall was 1.8914.

Next, regarding the agreement of students' on each item of English Language Programme, I have calculated frequency, percent, mean and standard deviation, as shown in the Table 4.16 below. Each of the item indicated mean score of 1.99, 2.03, 2.12, 2.05 and 1.99, with standard deviation of .589, .590, .682, .619 and .641, respectively. This indicated that the students were in agreement with the statements regarding the English Language Programme.

Table 4.16: Frequency, percent, mean and standard deviation on each item of students' perception on the English language programme

Do you agree with these statements regarding yourself with the modules and the programme. 1=strongly agree, 2=agree, 3=disagree and 4=strongly disagree		Frequency and percent				N	M	SD
		1	2	3	4			
1	the modules used in sem .1 encouraged me to use English most of the time especially for spoken English	16.8%	68.5%	13.7%	1%	578	1.99	.589
		97	396	79	6			
2	the modules used in sem. 2 encouraged me to use English most of the time especially for spoken English	14.9	68.9	15.1	1.2	578	2.03	.590
		86	398	87	7			
3	the contact hours or the teaching time for the T&L in the EL course is sufficient for me to learn English	15.2	59.9	22.3	2.6	578	2.12	.682
		88	346	129	15			
4	there is a variety of EL activities in my English Language lessons especially for spoken English	15.1	65.9	17.3	1.6	578	2.05	.619
		87	382	100	9			
5	the ELP at the polytechnic had prepared me for studies and even my professional needs	19.7	63.1	15.7	1.4	578	1.99	.641
		114	365	91	8			

To interpret the overall results of this section, I have calculated the maximum and minimum anticipated scale score. The maximum and the minimum anticipated score of each item are calculated and then the range identified. The scores are divided into four equal categories: 1: strongly agree, 2: agree, 3: disagree and 4: strongly disagree.

Maximum anticipated item score= 4

Minimum anticipated item score = 1

Range= 4-1= 3

$L = \frac{3}{4} = 0.75$, therefore,

Mean scale used to interpret the results and can be seen in Table 4.17 given below.

Table 4.17: Mean scale used to interpret the results

Mean	Interpretation
1.00-1.75	Strongly agree
1.76-2.50	Agree
2.51-3.25	Disagree
3.26-4.00	Strongly disagree

To assess the overall on the agreement of students regarding the English language programme, one sample t test as shown in Table 4.18 is used.

Table 4.18: Results of t test on the overall scores of students' attitude on the English Language Programme

	N	Mean	Std. Deviation	Std. Error Mean		
ELProg	578	2.0360	.47006	.01955		
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
ELProg	104.132	577	.000	2.03599	1.9976	2.0744

Table 4.18 illustrates the mean of the overall scores of the students' attitude towards the English Language programme at 2.0360. Accordingly, the overall scores of students' agreement revealed that the students' statements had indicated that they 'agree' with the statements on the English language Programme. Therefore, the students are motivated to learn the language especially for job advancement.

Finally, we will look at the students' overall attitude towards learning English, the English course and the English language teachers at the polytechnic. Table 4.19 shows where the students' attitude on learning English, the course and the English teachers.

Table 4.19: Frequency, percent, mean and standard deviation on each item of students' attitude on the English language programme, English and the teachers

Rate your attitude on English course and teachers 1=highly favourable, 2=favourable, 3=unfavourable and 4=extremely unfavourable		Frequency and percent				N	Mean	SD
		1	2	3	4			
1	I would rate my attitude towards my English lecturers as	29.4	65.6	4.7	.3	578	1.76	.545
		170	379	27	2			
2	I would rate my attitude towards my English language course as	24.4	65.9	9.7	0	578	1.85	.570
		141	381	56	0			
3	I would rate my attitude towards learning English as	23.9	67.6	8.0	.5	578	1.85	.563
		138	391	46	3			

As shown in Table 4.19, students' attitude to learning English, the English course and the teachers, I have calculated the frequency, mean, percent and standard deviation on each item of the attitude scale. All three items have the means of 1.76, 1.85 and 1.85 with standard deviation of 1.545, .570 and .563 respectively. This means that generally the students had indicated that their attitude towards the programme to be 'favourable'.

To interpret the overall results of this section, I have calculated the maximum and minimum anticipated scale score. Then, the scores were divided into four categories: 1= 'highly favourable, 2= 'favaourable, 3= unfavourable and 4= 'extremely unfavourable', as shown below.

Maximum anticipated score- 4

Minimum anticipated score= 1

Range= 4-1=3

$L = \frac{3}{4} = 0.75$, therefore, the mean scale used to interpret the results as seen in the Table 4.20 given below.

Table 4.20: Mean scale used to interpret the results

Mean	Interpretation
1.00-1.75	Highly favourable
1.76-2.50	Favourable
2.51-3.25	Unfavourable
3.26-4.00	Extremely unfavourable

To assess the overall attitude of the students' attitude towards English, the English language Programme and the English teachers, one sample t test is used as shown in Table 4.21.

Table 4.21: Results of t test on the overall scores of students' attitude towards English, the English language Programme and the English teachers

	N	Mean	Std. Deviation	Std. Error Mean		
attitude2	578	1.8212	.48663	.02024		
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
attitude2	89.977	577	.000	1.82122	1.7815	1.8610

Therefore, Table 4.21 illustrates the mean of the overall scores of the students' attitude towards English, the English language Programme and the English teachers at 1.8212. Accordingly, the overall scores of students' agreement revealed that the students' attitude were 'favourable' towards English, the English language Programme and the English teachers.

The students' overall have positive perceptions towards the English language programme provided by the polytechnic. The findings derived from the students' views, on the whole indicated that the English language syllabus do enhance the students' perception towards spoken English.

To answer this question further, it is necessary to look at the views of the students and these will be analysed through the open-ended questions posed to the students which will be discussed the qualitative aspects in Chapter Five.

4.2.2 RQ2 Student competence in Spoken English

Research question two was centred on the students' competence in Spoken English.

This can be seen in 2 secondary questions as follow:

1. Is there a significant difference in the polytechnic students' oral communication competence after they had undergone two semesters of the English Language Programme?
2. What are the teachers' perceptions towards their students' competencies in spoken English?

4.2.2.1 Is there a significant difference in the polytechnic students' oral communication competence after they had undergone two semesters of the English Language Programme?

To answer this question, empirical answers can be obtained from the use of the following two tests conducted on the overall English test results of the involved students after they had undergone two semesters of English and also specifically on oral communication test results after two semesters. As mentioned in Chapter Two, the assessment of Polytechnic English is known as continuous assessment and one grade will be given as the overall English grade whether it is an A, B+, B, B- and C (passes) or C-, D and F (failures). The specific oral communication test results were taken from the detailed mark sheet of the involved classes in this study.

4.2.2.1.1 Paired-samples t-test on the English language results of Semester One and Semester Two

Paired-samples t-test on the English language results of Semester One and Semester Two of the respondents were done. The paired-samples t-test can tell whether there was a statistically significant difference in the mean scores of the English language test results of Semester One and Semester Two.

As the value is less than .05, and in this instance .017, it can be concluded that there is a significant decrease between the two results of the English language tests of Semesters One and Two.

The t is 2.39 and the degree of freedom, ($df=577$). The *mean* decrease was .858 with 95% confidence interval stretching from lower bound of .153 to an *Upper bound* of 1.56.

The *mean* of the overall English test results of Semester One was 71.58 and Semester Two was 70.72. Therefore, it can be concluded that there was a significant decrease (difference) in improvement in the overall test results of the respondents from Semester One (prior to the intervention) to Semester Two (after the intervention) at 0.86. Now, after the significant difference was conducted, the next step was to further calculate the effect size for this recently concluded paired-samples t-test. We now needed to calculate the magnitude (two semesters of English) of the interventions effect in the above situation using the Eta squared.

$$\begin{aligned} \text{Eta squared} &= \frac{t^2}{t^2 + N - 1} \\ &= \frac{2.39^2}{2.39^2 + 578 - 1} = \frac{5.71}{5.71 + 578 - 1} = 0.009 \end{aligned}$$

According to the guidelines proposed by Cohen, (1988: 284-287) cited by Pallant (2007), with the calculated eta squared value of 0.009, it can be concluded that there was a small effect, with just a little substantial difference in the decrease of the overall test results obtained by the respondents in Semesters One and Two with the intervention of the English Language Programme. This shows that for the overall English test results between Semester One and Semester Two, the students involved did not show any improvement in their overall English test results yet as shown by the calculation of effect size, their overall test results only showed a small decrease in improvement.

4.2.2.1.2 Paired-samples t-test on the oral communication results of Semester One and Semester Two

Now, looking closely into the oral communication skills results by conducting paired-samples t-test on the oral communication results of Semester One and Semester Two of the respondents, we can see the answers below. As we have already known, the weighting of the oral communication skills is 15% of the overall marks of 100% and the students' oral presentation was evaluated based on the evaluation protocols which were used as a standard evaluation protocol. This was explained and shown in detail in Chapter Five, in document analyses.

Therefore, the paired-samples t-test can tell whether there was a statistically significant difference in the mean scores of oral communication test results of Semester One and Semester Two. As the value is less than .05, and in this instance $0.000 = 0.005$, it can be concluded that there was a significant difference of decrease between the two results of the oral communication of Semesters One and Two.

The t is 8.34 and the degree of freedom, ($df=577$). The *mean* decrease was .718 with 95% confidence interval stretching from lower bound of .549 to an *Upper bound* of .887.

The *mean* of the oral communication results of Semester One was 10.59 and Semester Two was 9.87. Therefore, it can be concluded that there was a significant decrease in improvement in the oral communication of the respondents from Semester One (prior to the intervention) to Semester Two (after the intervention) at 0.72.

Now, after the significant difference was conducted, the next step was to further calculate the effect size for this recently concluded paired-samples t-test of the oral communication results. We now needed to calculate the magnitude (two semesters of English) of the interventions' effect in the above situation using the Eta squared.

$$\begin{aligned} \text{Eta squared} &= \frac{t^2}{t^2 + N-1} \\ &= \frac{8.34^2}{8.34^2+578-1} = \frac{69.55}{69.55+578-1} = 0.107 \end{aligned}$$

According to the guidelines proposed by Cohen, (1989:284-287), with the calculated eta squared value of 0.107, it can be concluded that there was a large effect, with a large substantial difference in the decrease of the oral communication results obtained by the respondents in Semesters One and Two with the intervention of the English language Programme.

The results above had indicated that for oral communication, the results obtained by the respondents in Semester One and Semester Two that there was a large decrease in performance of the respondents.

Therefore, based on the results of the students' English exams, the findings had indicated that the students showed no improvement on their overall test results and especially for oral communication skills.

The next sub-question for this RQ 2 centred on teachers' perceptions towards their students' competencies in spoken English as stated below:

What are the teachers' perceptions towards their students' competencies in Spoken English?

and, the final research question centred on barriers that hinder the development of the students' competencies in English as stated below:

What are other contributing barriers which can hinder students from communicating in English while at the polytechnic?

Answers for this particular question were gathered from the students' and teachers' views based on their open-ended answers, interviews as well as from supporting document analyses. Therefore for these questions, further discussions on teachers' perceptions towards their students' competencies in spoken English and what are the contributing factors that may hinder the development of students' competency in English will be discussed in the following chapter

4.3 Respondents' Profiles

Next, this chapter continues by presenting demographic and background analyses of the questionnaires' respondents: the students as well as the teachers. It is designed to match to the required data in answering the research questions.

4.3.1. Students' demography and background

The students were asked thirteen questions in the post-questionnaire. A total of 578 respondents answered the questionnaire in May 2009. Apart from these thirteen questions each of the respondents was asked to list their class and registration numbers. This was done in order to keep track of the respondents based on their class lists. Similarly, it is also to check on the respondents who were from the same sixteen classes involved in the earlier exercise of the pilot group which was done in July 2008.

1) SPM English Results

Sijil Pelajaran Malaysia, SPM (i.e. Malaysian Certificate of Education) is a national examination that students had to sit at the end of their Form Five. From a total of 578 respondents, twenty-two students obtained 1A, eighteen students obtained 2A, (1A and 2A recorded 6.9%), sixty-six obtained 3B, eighty-four obtained 4B, (3B and 4B recorded 32%), 109 obtained 5C, fifty-one obtained 6C (5C and 6C recorded 27%), 162 obtained 7D, fifty-two obtained 8E, (7D and 8E recorded 37%). The remaining fourteen students (2.4%) failed, 9G. 1A and 2A are distinctions whereas 3B and 4B are very strong credits. 5C and 6C are credits too whereas 7D and 8E are mere passes. 9G is a failure. Figure 4.1 shows visually how the students of the study fared in their SPM English examinations.

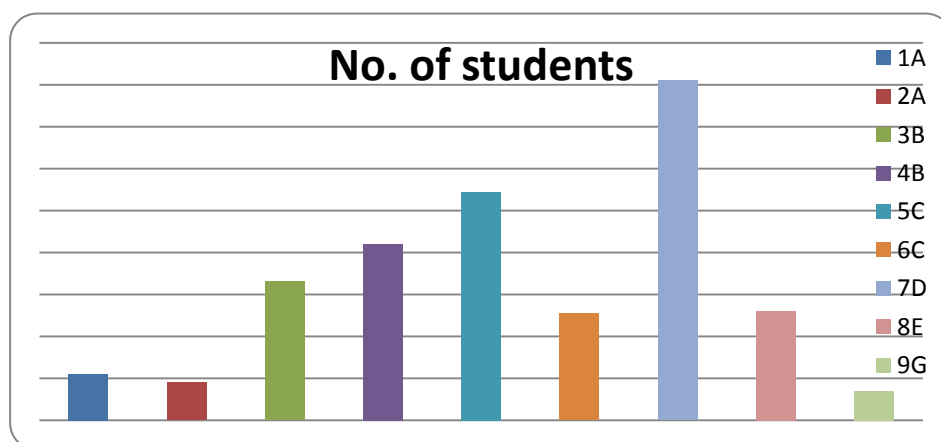


Figure 4.1: SPM English results

2) Semester 1 English

From a total of 578 respondents, 165 obtained grade B, another 138 obtained A+, eighty-six obtained B+, fifty obtained B- and another seventy-nine obtained A- for their Semester One English. This showed that 52.1% obtained B+, B and B- grades for their English, 37.6% obtained A+ and A- whilst the remaining 10% obtained a grade below B. This showed that slightly more than one third of the students achieved an A grade for their Semester One English. (Refer to Figure. 4.2 below.)

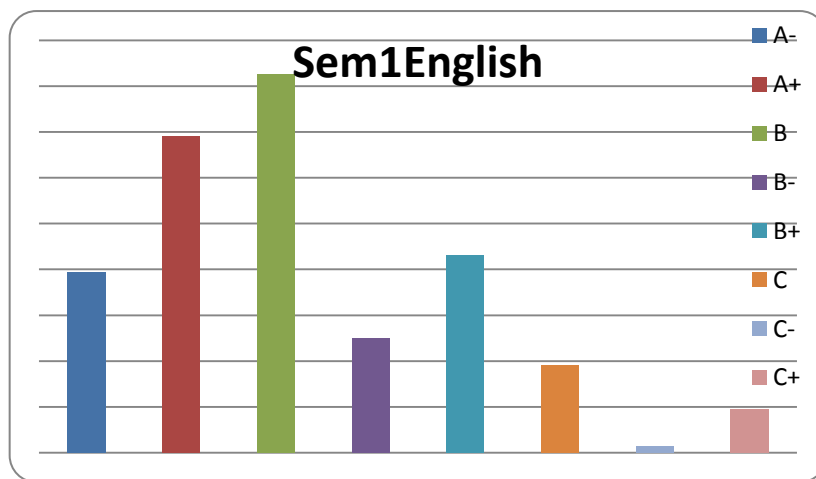


Figure 4.2: Semester 1 English Results/Grades

3) Location of hometown

As seen in Figure 4.3, the places where the students were born were divided into rural and urban areas either from the West Coast (WC) or East Coast (EC) of Peninsular Malaysia and East Malaysia (EM). East Malaysia is the island of Borneo which is also categorised as either rural or urban within East Malaysia (Sabah and Sarawak). It should be noted that the West Coast is heavily populated; therefore it is further divided into three other parts known as the Northern (N) states of Peninsular Malaysia, the Central (M) states and finally, the Southern (S) states. The cities of Kuala Lumpur, Shah Alam and Ipoh are located in the central parts of the West Coast. The capital city of each state is considered as an urban area and other than that is

considered as rural. Therefore, it can be seen that 65.7% of the respondents in this study were born in rural areas in Malaysia (Table 4.22). 65.9% consist of 6.4% from the East Coast, 1% from East Malaysia and the majority from the West Coast states totalling 58.3% which 47.2% were from the Central states of the West Coast, 6.6% from the Northern states of the West Coast and 4.5% from the Southern states of the West Coast. The majority of Malaysians can be seen to be heavily concentrated in the West Coast especially the central states of Peninsular Malaysia or West Malaysia. The place where they were born can also be considered as their hometown. As mentioned in Chapter One, 70% of Malaysians are heavily concentrated in the West Coast of Peninsular Malaysia. Therefore, students in this study came mostly from the central areas of the West Coast of Peninsular Malaysia, urban and rural - 47.2% and 25.6% respectively.

Table 4.22: Frequency and percentages for location of hometown and last schools

	Hometown		Last school	
	Frequency	percent	Frequency	percent
EC.R	37	6.4	41	7.1
EC.U	17	2.9	7	1.2
EM.R	6	1.0	3	.5
EM.U	3	.5	2	.3
WC.M.R	273	47.2	305	52.8
WC.M.U	148	25.6	140	24.2
WC.N.R	38	6.6	40	6.9
WC.N.U	17	2.9	11	1.9
WC.S.R	26	4.5	18	3.1
WC.S.U	13	2.2	11	1.9
Total	578	100	578	100

WC.N.R=West Coast, the Northern states (rural), WC.N.U= West Coast, the Northern states (urban)

WC.M.R= West Coast, the Central states (rural), WC.M.U= West Coast, the Central states (urban)

WC.S.R= West Coast, the Southern states (rural), WC.S.U= West Coast, the Southern states (urban)

EC.R=East Coast (rural), EC.U=East Coast (urban)

EM.R= East Malaysia (rural), EM.U=East Malaysia (urban)

4) Location of students' last schools

Schools in Malaysia are usually categorized as rural or urban depending on the states and locality of the schools. This terminology is used by the *Population and Housing Census* (2000) and also by the Ministry of Education Malaysia, (MoE). The MoE classified schools depending on the location and the population of town and districts in which the schools are situated. Question 7 covered the various types of schools in

Malaysia and Chapter One also detailed the different types of school available in Malaysia. Schools located in the capital of the states or in big cities are known as urban schools and the rest known as rural schools. As seen in Table 4.22 above and Figure 4.3 below, the majority of the students came from schools in the rural areas of Peninsular Malaysia (70.4%). Out of this figure, 7.6% came from the East Coast of Peninsular Malaysia, 52.8% came from the Central states of the West Coast of Malaysia followed by 6.9% from the Northern states of the West Coast of the Peninsula and finally, another 3.1% from the Southern states of the West Coast of Peninsular Malaysia. Urban schools in the West Coast accounted for 29.5%. It should be noted that most urban cities in Malaysia such as Kuala Lumpur, Georgetown, Johor Bharu, Shah Alam and Ipoh are situated in the West Coast of Peninsular Malaysia. Upon closer scrutiny, it can be seen that the schools of the students within this study too are located mostly in central areas of West Coast of Peninsular Malaysia, urban and rural areas - 52.8% and 24.2% respectively.

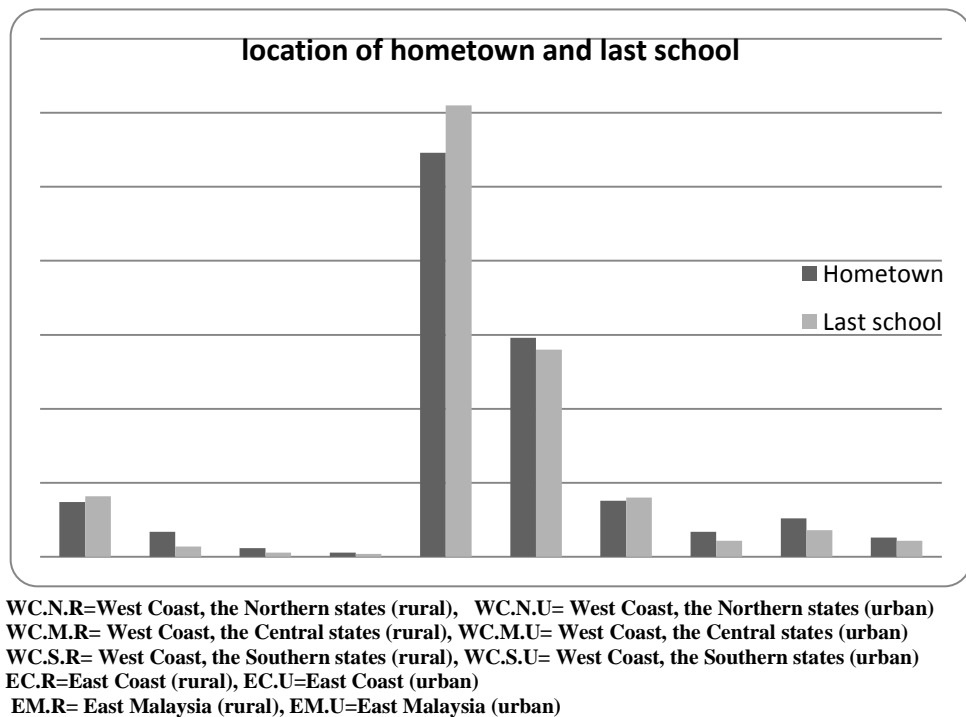


Figure 4.3: Students' hometown and location of last schools in Malaysia

5) Gender

A total of 578 students took part in this exercise. 272 of the respondents were female and 306 of them were male, that is 47.1% and 52.9% respectively. A cross tabulation was administered to see if there was any significant difference in terms of the SPM English results of male and female students. Female students seemed to obtain better results as seen in Table 4.23. Apparently, the number of failures for female students was fewer compared to male students too.

Table 4.23: SPM English results of male and female students

SPM	Gender		Total
	FEMALE	MALE	
1A	14	8	22
2A	13	5	18
3B	30	36	66
4B	34	50	84
5C	59	50	109
6C	23	28	51
7D	81	81	162
8E	15	37	52
9G	3	11	14
Total	272	306	578

6) Ethnic Group

The composition of the ethnic groups at the Polytechnic can be seen in the given Figure 4.4 below. The majority of the students were Malays who accounted for 87.2%, followed by 8% of Chinese, 3.8% of Indians and others 1%. A cross tabulation of the ethnic composition in all the classes involved can be seen, in Table 4.24. This is to illustrate by giving detailed information of ethnic group compositions in each of the classes.

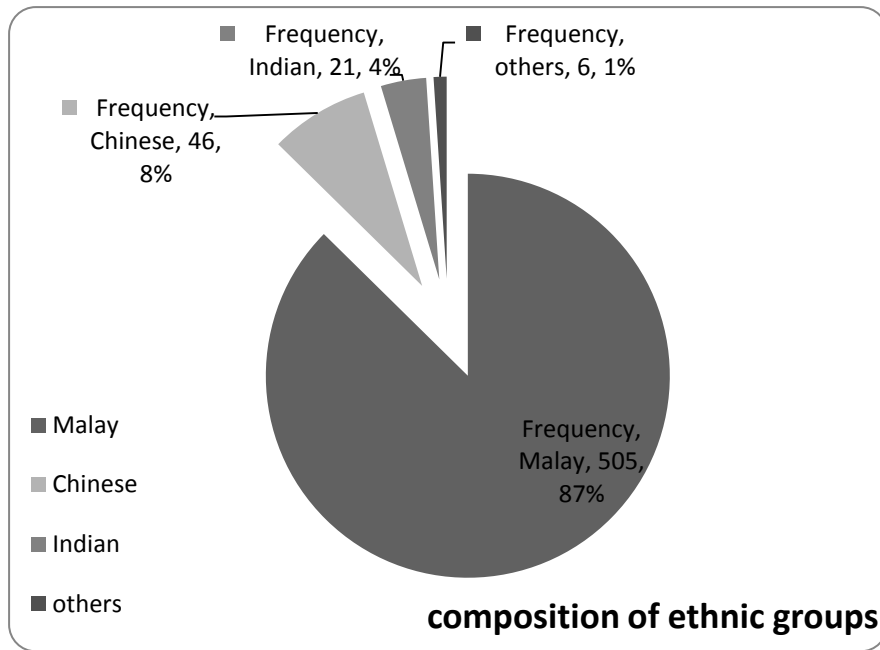


Figure 4.4: The composition of ethnic groups of all the involved respondents

Table 4.24: Cross tabulation of ethnic group composition in the involved classes

Class	Ethnic				Total
	CHINESE	INDIAN	MALAY	OTHERS	
DAT 2B	5	2	31	0	38
DEM2	6	4	32	1	43
DIP2B	1	2	26	0	29
DKA2A	3	1	35	0	39
DKB 2	1	0	32	0	33
DKE2A	6	1	33	0	40
DKP2	4	2	24	1	31
DNS2	3	2	33	1	39
DPM 2	8	0	28	0	36
DRM 2	1	2	24	0	27
SAD2	3	2	39	1	45
SIT 2	1	0	35	1	37
SKE2B	2	2	23	0	27
SPP 2	1	0	34	0	35
SPU	0	1	47	0	48
SSB2A	1	1	28	1	31
Total	46	22	504	6	578

7) *Type of school-Primary and Secondary*

90% of the students have had their formative education at National primary schools whereas 50.3% at National secondary schools. The medium of instructions used at National Schools is BM, with the exception of Science and Mathematics which were taught in English since 2003. Incidentally, this cohort of students was the first batch of students who went through the teaching of Science and Mathematics in English at all schools in Malaysia. A further in-depth investigation was carried out into the different types of schools the students went to for their secondary education. It was revealed that 291 (50.3%) students were from National Schools, 241 (41.7%) went to Technical and Vocational Schools, 24 (4.2%) went to Vernacular Schools, 29 or 5% went to Religious Schools and the remaining three (0.5%) went to Science Schools for their secondary education. Refer to Table 4.25 below.

Table 4.25: Number of students attending different types of primary and secondary schools

Types of school	Primary school		Secondary school	
	Frequency	percent	Frequency	percent
NATIONAL SCHOOL	523	90.5	291	50.3
TECHVOCAY SCHOOL	0	0	241	41.7
VERNACULAR SCHOOL	46	8	24	4.2
RELIGIOUS SCHOOL	9	1.6	29	5.0
SCIENCE SCHOOL	0	0	3	.5
Total	578	100	578	100

8) *Parents' level of Education*

With regard to the students' parents, slightly more than 50% of their parents had their education up to Form Five. Almost 20% had their formal education up till Year 6. 12.5% and 15.2% father and mother respectively had their education up till Form 3 followed by 9.7% and 13.7% father and mother respectively reached until diploma level and 1% or less were those who either had no education or only had below Year 6 of education. The same goes for parents who had their education up till Form 6, degree and master levels was at less than 1%. This indicated that just about 85% of the students' parents had a minimum of six years of formal education. Table 4.26 showed detailed information of both parents' level of education.

Table 4.26: Level of education for father and mother

	Father		Mother	
	Frequency	Percent	Frequency	Percent
NO EDUCATION	4	.7	6	1.0
BELOW YEAR 6	1	.2	1	.2
UP TILL YEAR 6	110	19.0	115	19.9
UP TILL FORM 3	72	12.5	88	15.2
UP TILL FORM 5/SPM	305	52.8	306	52.9
UP TILL FORM 6/STPM	5	.9	3	.5
UP TILL DIPLOMA LEVEL	79	13.7	56	9.7
UP TILL DEGREE LEVEL	1	.2	3	.5
UP TILL MASTER LEVEL	1	.2	0	0
Total	578	100.0	578	100.0

9) *Expected grade for Semester Two English*

Slightly less than two thirds (61.8%) of the students expected to get grade A for their Semester Two English whilst 18.5% expected to get grade B. This indicated that the students had high expectations towards achieving very good grades for English.

10) *Which is easy to achieve good grades, SPM English or Semester 1 English?*

When asked the respondents, which examination that they found easy to achieve good grades, 70.9% of the students claimed that Semester One English was easy to achieve good grades but 13.8% said both were difficult to achieve, whilst 9% claimed that both were easy. Only 6.2% had indicated that SPM English was easy to achieve good grades. Refer to Table 4.27.

Table 4.27: Which is easier to achieve, SPM English or Semester 1 English

	Frequency	Percent
BOTH ARE DIFFICULT	80	13.8
BOTH ARE EASY	52	9.0
SEMESTER 1 POLYTECHNIC ENGLISH	410	70.9
SPM ENGLISH	36	6.2
Total	578	100.0

11) Rate the 4 language skills before and after 2 modules of English at the polytechnic

The students were asked to rate their four skills before and after they had undergone two semesters of the English language programme using a 4-point Likert scale of 1 as **excellent**, 2 as **good**, 3 as **average** and 4 as **poor**.

a) Listening, before and after

For listening skills, before the course, out of 578 respondents, 8.1% and 35.8% claimed that they were excellent and good at listening and after the course; the percentage had increased to 73.6%. Before the beginning of the course, 51.9% of the respondents claimed to be average for listening skills and the number is reduced to 23.9% after the course. 4.2% claimed to be poor before and only 2.6% after the course. Refer to Tables 4.28.

Table 4.28: Frequency and percentage for listening, before and after the English Course

	before		after	
	Frequency	Percent	Frequency	Percent
1. EXCELLENT	47	8.1	109	18.9
2. GOOD	207	35.8	316	54.7
3. AVERAGE	300	51.9	138	23.9
4. POOR	24	4.2	15	2.6
Total	578	100.0	578	100.0

b) Oral Communication, before and after

For oral communication skills, before the course, out of 578 respondents 1.9% and 24.9% claimed to be excellent and good at oral communication and after the course, the number had increased to 73.6%. Before the beginning of the course, 59% indicated to be of average ability and the number is reduced to 36.9% after the course. 14.2% reported to be poor before the course and 4.2% remained poor after the course. Refer to Tables 4.29.

Table 4.29: Frequency and percentage for Oral Communication, before and after the English Course

	before		after	
	Frequency	Percent	Frequency	Percent
1. EXCELLENT	11	1.9	40	6.9
2. GOOD	144	24.9	301	52.1
3. AVERAGE	341	59.0	213	36.9
4. POOR	82	14.2	24	4.2
Total	578	100.0	578	100.0

c) Reading, before and after

For reading skills, before the course, out of 578 respondents, 8.5% and 45% claimed to be excellent and good at reading and the percentage increased to 77.5%. Before the beginning of the course, 41.9% claimed to be of average ability and the number is reduced to 19.7% after the course. 4.7% had indicated to be poor before the course and 2.8% remained poor after the course. Refer to Table 4.30 below.

Table 4.30: Frequency and percentage for reading, before and after the English Course

	before		after	
	Frequency	Percent	Frequency	Percent
1. EXCELLENT	49	8.5	114	19.7
2. GOOD	260	45.0	334	57.8
3. AVERAGE	242	41.9	114	19.7
4. POOR	27	4.7	16	2.8
Total	578	100.0	578	100.0

d) Writing, before and after

For writing skills, before the course, out of 578 respondents, 31.7% and 4% claimed to be excellent and good at writing and the percentage increased to 61.6%. Before the beginning of the course, 55.2% had indicated that they were of average ability for writing skills and the number is reduced to 34.9% after the course. 9.2% reported to be poor before the course and 3.5% remained poor after the course. See Table 4.31.

Table 4.31: Frequency and percentage for writing, before and after the English Course

	before		after	
	Frequency	Percent	Frequency	Percent
1. EXCELLENT	23	4.0	51	8.8
2. GOOD	183	31.7	305	52.8
3. AVERAGE	319	55.2	202	34.9
4. POOR	53	9.2	20	3.5
Total	578	100.0	578	100.0

By looking at these four skills, the respondents had rated that they were of average ability on all four skills before the start of the course, as an approximately of 50% claimed to be of average (51.9% for listening, 59% for oral, 41.9% for reading and 55.2% for writing). Half of the respondents claimed to be average in all the four skills and the percentages had increased after the course by 61.6% to 77.5%. The percentages who remained average after the course were the receptive skills of listening and reading at 23.9% and 19.7% whereas for the productive skills of oral communication and writing were at 36.9% and 34.9%.

12) Which of the four skills that the students had improved

The respondents were then asked to indicate which of the four skills that they have improved using a 4-point Likert scale of 1 as **have improved tremendously**, 2 as **have improved**, 3 as **do not improve** and 4 as **the least improved**. For these four skills as indicated in Table 4.32, listening, eighty-five respondents or 14.7%; reading, eighty-three respondents or 14.4%; oral communication, forty-five respondents or

7.8% and writing, fifty-one respondents or 8.8% of the 578 respondents indicated that they had improved tremendously. An approximately 10% of the respondents believed that they had improved tremendously for all of the four skills. In the four skills, oral communication and writing skills had a slight reduction in percentages as compared to listening and reading skills. This was further shown that 2.4% of the respondents stated that they had the least improved results for listening skills; 3.3 % for oral communication; 3.1% for reading and 3.8% for writing skills. Once again, oral and writing skills, the productive skills, were the two skills that the respondents had indicated that they do not improve or the least improved and the same for having improved tremendously and have improved.

Table 4.32: Frequency and percentage for improvement in listening, oral, reading and writing skills

	Listening		Oral Communication		Reading		Writing	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
1. HAVE IMPROVED TREMENDOUSLY	85	14.7	45	7.8	83	14.4	51	8.8
2. HAVE IMPROVED	399	69.0	387	67.0	397	68.7	366	63.3
3. DO NOT IMPROVE	80	13.8	127	22.0	80	13.8	139	24.0
4. THE LEAST IMPROVED	14	2.4	19	3.3	18	3.1	22	3.8
Total	578	100.0	578	100.0	578	100.0	578	100.0

13) Industrial Training Placement

Slightly more than two thirds of the respondents wanted to be placed at government agencies and small private firms, amounting to 68.1%, (41.3% for government agencies and 26.1% for small private firms) whilst only 13.6% wanted to work in multi-national and international companies.

A possible reason why two thirds of the students preferred to be placed at government agencies and small private firms is because of the high probability that these establishments will be using Bahasa Malaysia or mother tongue in their day-to-day

dealings. The group of students (13.6%) who wanted to work in multi-national and international companies might be students who their line of work is usually involving multi-national companies such as Marine Engineering and Mechanical (Automotive) Engineering as seen in Table 4.33 where DKP2 and DEM2 students were from the mentioned courses. The probability of using English in such establishments is high for Marine and Mechanical Engineering students.

Table 4.33: Cross tabulation of choice of Industrial Placements of involved students.

Class/Place	A. GOVERNMENT AGENCIES	B. SMALL PRIVATE FIRMS	C. BIG NATIONAL COMPANIES	D. MULTI- NATIONAL COMPANIES	E. INTERNATIONAL COMPANIES	Total
DAT 2B	18	15	3	1	1	38
DEM2	16	4	5	8	10	43
DIP2B	19	2	4	0	4	29
DKA2A	24	8	4	0	3	39
DKB 2	19	8	2	1	3	33
DKE2A	17	7	11	0	5	40
DKP2	0	0	1	1	29	31
DNS2	16	8	9	3	3	39
DPM 2	14	9	9	3	1	36
DRM 2	12	8	6	0	1	27
SAD2	13	17	5	2	8	45
SIT 2	27	6	2	1	1	37
SKE2B	11	11	4	1	0	27
SPP 2	18	12	3	1	1	35
SPU	10	22	7	5	4	48
SSB2A	5	18	4	2	2	31
Total	239	155	79	29	76	578

4.32 Teachers' demography and background

Now that we have seen the demographic background of the students, in this section nine questions were asked to get background information from the teachers. There were twenty-five teachers at the Language Unit of Perdana Polytechnic. These twenty-five teachers were responsible for teaching English to all the students at Perdana Polytechnic from Semester One up till Semester Six. Between them, these teachers taught six modules of Technical English, six modules of Commercial English and two English for Communication modules for the students of Perdana Polytechnic. All of them answered the given questionnaire.

1) Gender

There were only three male teachers and the rest were female teachers. These male teachers made up 12% of the total teachers based at the Language Unit.

2) Qualification

All of the teachers have a minimum qualification of a Bachelor's degree in teaching English as a second language. All these teachers were qualified to teach English. Out of these twenty-five, there were seven who also have a Master's degree and only one of them was awarded with a non-ELT Masters degree. The others had acquired a Master's degree in English language teaching. This means 28% of the teachers have Master degrees and all of them are qualified as English teachers having a minimum qualification of a Bachelor's degree in either English language teaching or Teaching English as a second language.

3) Modules taught

Fifteen teachers had to teach more than three different modules in a semester whereas another seven had to teach Technical English modules only. Another three had to teach more than two different modules in a semester. Here, 60% of the teachers had to teach more than three different modules in a semester.

4) Number of years teaching

Of the twenty-five teachers, twelve of them have had fewer than ten years teaching experience. Within these twelve, eight of them have fewer than five years of teaching experience. Eleven of these teachers have more than twenty years of teaching experience. Another two had more than ten years experience but fewer than fifteen years of teaching experience. This means that 32% have fewer than five years of

teaching experience whereas another 44% have twenty or more years experience in teaching. Another 8% have teaching experience of between 10 to 15 years.

5) Teaching Experience at Institutions

11 teachers have more than 20 years teaching experience and out of this number, 3 have only experienced teaching at the polytechnic. 4 have previously taught at schools; primary and secondary schools before joining the polytechnic. Another 4 have previously taught at different institutions including teacher training colleges and at schools; primary and secondary. 2 teachers have more than ten years of teaching experience, 4 have more than five years of teaching experience but less than 10 years of teaching experience. The remaining 8 have five or less teaching experience. Fourteen of the teachers have only experienced teaching in the polytechnic and community colleges. Another three also taught in the polytechnic and community college system and have more than 20 years of teaching experience. One spent fourteen years solely teaching in this system and the other ten had fewer than six years of teaching experience teaching at the polytechnic. Three had experienced teaching at two other different institutions, such as schools; primary and secondary and also teacher training college. Another eight had experienced teaching at schools either at primary and secondary levels or both. A point should be noted that among the eleven teachers with twenty or more years of teaching experience, seven of them had just only six to ten years of teaching experience at the polytechnic. Among the two teachers with ten to fifteen years of teaching experience, one had been teaching at the polytechnic for less than ten years. This showed a total of eight teachers who even though they had more than twenty years of teaching experience had been at the polytechnic for fewer than ten years. 32% of these teachers had one to five years of teaching experience at the polytechnic and were new and inexperienced teachers. 48% of the teachers had six to ten years experience teaching at the polytechnic although only 32% of them had previous teaching experiences at either schools or other institutions. The other 8% were also new teachers with less than ten years of teaching experience. 4% had been teaching at the polytechnic for sixteen to twenty years and another 8% of the respondents had been at the polytechnic for more than twenty years

leaving another 8% who had been teaching at the polytechnic for eleven to fifteen years.

6) Teaching Hours

Three teachers confirmed that their teaching hours were five to eight hours per week; twelve noted that they had nine to twelve hours of teaching per week whereas another ten stated that they had thirteen to sixteen hours of teaching per week. 48% had to teach from nine to twelve hours per week, 40% had to teach thirteen to sixteen hours per week and another 12% had five to eight hours of teaching hours per week. Teaching duties include going to classes to teach as well preparations that are related to teaching. These duties range from teaching preparations for classes and quizzes and updating students' attendance booklets as well as paperwork related to students' evaluation marks, and attendances.

7) Non-Teaching Duties

Non-teaching duties also include tasks that are not related to teaching. These duties range from preparations of compiled materials into module workbooks that include 14 different English workbooks as well as 14 teachers' teaching manuals for the 14 different modules and other duties and tasks required by the department, the polytechnic or even at Department of Polytechnic Education (DPE) level. Some of the duties include being committee members at department, polytechnic or even at DPE level. Apart from these mentioned duties, the teachers have to attend various meetings at polytechnic or/and at DPE level that the teachers had to postpone their classes and had to replace them once they returned from these meetings. A detailed explanation on teaching and non-teaching duties is given in Chapter Five including teachers' teaching and non-teaching duties matrix. Of these twenty-five teachers, fourteen reported that they had to spend about three to six hours per week performing non-teaching duties, another nine said they had to spend seven to nine hours on non-teaching duties and another two put down that they had spent more than ten hours per

week performing non-teaching duties. Here, 56% of the teachers had three to six hours per week to attend to their non-teaching duties. 36% had seven to nine hours per week of non-teaching duties and 8% said that they had to attend to more than ten hours per week of non-teaching duties.

8) Average Number of students per class

With regard to class enrolment, one teacher admitted to have an average of fifty students per class to teach; seventeen said that they had to teach an average of forty to forty-five students per class; six said they had an average of thirty to thirty-five students per class and only one person said that her class enrolment was an average of twenty-eight students. 68% of the teachers admitted that the average enrolment was forty to forty-five students per class.

9) Number of Classes taught per semester

Three teachers had three classes to teach; one had four classes to teach; another one had to teach seven classes; seven said they had to teach five classes; five had to teach six classes; and finally eight teachers had to teach eight classes. 32% had eight classes to teach; another 28% had five classes and 20% were given six classes. 4% had to teach seven classes and another 4% had four classes. The remaining 12% were the ones who had to teach three classes. Teachers who are given classes less than 4 classes are usually those who hold management positions as Unit Head, Head of Department and the assistant Head of Department. All information on the teachers' background can be seen in the given Table 4.34.

Table 4.34: Background information of Perdana Polytechnic teachers

	T	Modules taught & No	Total Exp.	Poly	School	Other Inst.	Teaching Hrs	Other duties hrs p.w	Average No Stds	No. class
1	M1	3/Tech, Com, New	24	21-25	-	-	5-8	7-9	40	3
2	M2	5/Tech	22	6-10	11-15	-	9-12	3-6	40	5
3	M3	5/Tech	30	6-10	16-20	-	9-12	7-9	40	5
4	F1	5/Tech& Com	14	6-10	6-10	-	9-12	3-6	40	5
5	F2	3/New & Tech	28	6-10	6-10	6-10	5-8	7-9	31	3
6	F3	3/Tech& Com	25	6-10	11-15	-	9-12	7-9	31	3
7	F4	8 /Tech& Com	3	1-5	-	-	13-16	3-6	40	8
8	F5	8 /Tech& Com	3	1-5	-	-	13-16	7-9	40	8
9	F6	8 /Tech	2.5	1-5	-	-	13-16	3-6	44	7
10	F7	8 /Tech	3	1-5	-	-	13-16	3-6	40	8
11	F8	6/Tech, Com, New	3	1-5	-	-	9-12	3-6	38	6
12	F9	8 /Tech& Com	6	6-10	-	-	13-16	3-6	40	8
13	F10	8 /Tech& Com	3	1-5	-	-	13-16	7-9	37	8
14	F11	8 /Tech& Com	6	6-10	-	-	13-16	3-6	50	8
15	F12	8 /Tech	3	1-5	-	-	13-16	7-9	40	8
16	F13	6/Tech & Com	20	16-20	-	-	9-12	3-6	40	6
17	F14	5/Tech& Com	14	11-15	-	-	9-12	3-6	40	5
18	F15	8 /Tech & Com	5	1-5	-	-	13-16	3-6	45	8
19	F16	6/Tech & Com	8	6-10	1-5	-	13-16	>10	40	6
20	F17	6/Tech & Com	24	11-15	6-10	1-5	9-12	>10	30	6
21	F18	5/Tech	22	21-25	-	-	9-12	7-9	40	5
22	F19	6/Tech, Com, New	20	6-10	6-10	1-5	9-12	3-6	35	6
23	F20	6/Tech, Com, New	29	6-10	16-20	-	9-12	3-6	30	5
24	F21	5/Tech	8	6-10	1-5	-	9-12	3-6	40	5
25	F22	4 /Tech& Com	31	6-10	6-10	11-15	5-8	7-9	40	4

T=teacher, M=Male, F=Female

The above explanations had detailed the background information of the students and teachers .

4.4 Summary

This chapter presented and described the data gathered through the use of questionnaires. The first section answers the first two research questions. Two of the four sub-questions of the first research question and one out of the two of the second research question were answered empirically. Here, it illustrated students' perception and attitudes towards spoken English and it had indicated that students are neither competent nor confident to speak in large groups of people. The only show of confidence and competence of the students' part is talking to a friend or to people that they are familiar and it has to be in small number with five or less number of persons. Next, teachers believed that the curriculum content of the syllabus do specified the learning outcomes towards English in general but do not really promote interest in learning English especially for spoken English or communication skills. The teaching and delivery reported by the teachers were done in accordance to the syllabus and curriculum content. The English language Programme provided by the polytechnic is deemed to be on the overall to be encouraging the students on the importance of English as well as preparing them for their studies. The students were motivated to learn English especially for job advancement and study purposes. The findings too revealed that on the whole, students on the overall have positive attitude towards learning English, the English language programme and also their English teachers. The students too mentioned of their high anxiety level when asked to speak in English. At the same time, the data revealed that the students do not improve in English after two semesters of English at the polytechnic especially for oral communication.

The second section of this chapter presented information on the demographic information of the respondents - students and teachers. The demographic background revealed the students based on their SPM English results that slightly one third of them obtained D and E grades and half of the students at point of entry indicated to be of average competencies in all the four skills. Furthermore only 10% had stated that they have improved after two semesters of the English language course at the polytechnic. Another half with a quarter of each obtained B and C grades for their SPM English.

Teachers at the polytechnic were seen to be qualified as all of them have a minimum qualification of teaching certificate. The teachers consist of teachers of varying teaching experiences with 44% have more than 20 years of teaching experience. 32% of the teachers had previous teaching experiences in other institutions including schools and teacher training college. 32% of the teachers were new and inexperienced teachers. 40% of the teaching had thirteen to sixteen hours of teaching solely whereas 36% of the teachers had to attend to seven to nine hours of non-teaching duties. Another 56% had three to six hours per week to attend to their non-teaching duties, 8% of the teachers were bogged down by more than ten hours per week of non-teaching duties. 68% of the teachers reported that the average enrolment of their class was forty to forty students per class. 32% of the teachers had eight classes to teach, 28% had five classes and another 20% were given six classes.

The following chapter, Chapter Five detailed the supporting documents as well as the interviewees' interviews and open-ended answers. Therefore, the next chapter will present the supporting documents, the open-ended answers and the interviews; as well as the analysed data of the qualitative part of this study.

5 DATA ANALYSIS (2)

Documents relating to the project were collected, including published and less formally produced and distributed materials....to gain an understanding of the origins and ethos of the project and how it operated in practice (*Gibson & Brown, 2009, p. 69*)

5.1 Introduction

As described in Chapter Three questionnaires were designed and distributed to students and teachers to gather the required data. Documents were analysed to further strengthen the relevant findings as well as to give a balanced understanding to the situation at the Polytechnic. It will further probe the results of the questionnaires based on the analysis of those open-ended questions. Later, the semi-structured interviews with the students and teachers were used to give more depth to the information derived from the appropriate analyses and were incorporated into the empirical analyses which were obtained earlier. Such exercise of data gathered from various sources is deemed as a method to allow a better understanding to the context discussed.

5.2 Document analyses

Documents relating to the teaching and learning of English at the Polytechnic were used to give a better understanding to the situation and context. These documents were chosen as they clearly involved the students, the teachers, the context of study and the syllabus. The modules or lesson plans of the module per semester and its division of assignments, students' timetable, teachers' timetable, and finally, some teachers' comments given to an online nationwide survey, named Curriculum Information Document Online System (CIDOS) on the English syllabus used in the Malaysian polytechnics were examined.

5.2.1 Modules

The modules involving the students of this study can be examined thoroughly for their objectives as well as the actual practice of the teaching of these modules by looking at course outlines of the modules used by the Polytechnic.

5.2.1.1 Objectives of the modules

These are the objectives stated in the six modules involved in the two semesters of English at Perdana Polytechnic:

Semester One, Technical One listed that at the end of the Technical Semester One course, students should be able to:

1. apply accurately dictionary skills in this learning process.
2. incorporate reading skills to collect information that supports their learning process.
3. pronounce and use word classes accurately in social interactions.
4. take and make notes in order to summarize written or spoken texts.
(*English for Technical Purposes One*, 2007, p. 1)

Semester One, Commercial One listed that at the end of the Commercial Semester One course, students should be able to:

1. gather and process information through dictionary and library skills that help in their learning process.
2. apply reading skills in writing summaries and other purposes of communication.
3. hold a simple face-to-face or telephone conversation using appropriate English structure.
4. write memoranda correctly in order to convey messages for various purposes.
(*English for Commercial Purposes One*, 2007, p. 1)

Semester One, English for Communication 1 listed that at the end of the English for Communication 1 course, students should be able to:

1. use the dictionary to check for meanings, pronunciation and usage of words.
2. use reading skills to skim and scan for information, locate main ideas and supporting details, and deduce meaning of words from context.
3. take and make notes in order to summarize written or spoken texts.
4. use effective communicative skills to interact in small groups.
5. write effective memoranda.
6. plan for, conduct and participate effectively in a meeting.

(English for Communication 1, 2007, p. 1)

By looking at these objectives the emphasis is more on reading and writing compared to the productive skills of speaking. The module of English for Communication 1 has a little more oral communication. This can be seen by looking in detail at the objectives of these stated modules. For Semester One, Technical English One, out of the four stated objectives, only the third objective focuses on oral communication. The same can be seen in Semester One, Commercial One that out of the 4 objectives, the only one that focuses on oral communication is the third objective. A slight improvement can be seen in Semester One, English for Communication 1 where out of six objectives, only two focuses on oral communication which were objectives Four and Six. The rest of the objectives clearly emphasised on the reading and writing activities of study skills such as using the dictionary, reading to collect information and note making for summary purposes as seen in the module of Technical English One (*English for Technical Purposes 1, 2007, p. 1*). The objectives for Semester One, Commercial One too centres more on reading and writing such as dictionary and library skills in helping students' learning process, writing summaries and correct memoranda to convey messages as shown in the earlier objectives of English for Commercial Purposes One (p. 1). A slight increase in the number of objectives that concentrate more on oral communication can be seen in the objectives of Semester One, English for Communication 1, as instead of one, this time the module has added another objective that focuses on the oral communication as seen in the objectives four and six of this module. The other objectives, once again placed importance on the

reading and writing skills instead of the productive skills of speaking. Once again, reading and writing activities such as dictionary, study and library skills, note making and writing memoranda are given emphasis. From these Semester One modules alone, it is obvious that the objectives of emphasising on oral communication are not stated in the given objectives.

The objectives of Semester Two, Technical Two, Commercial Two and English for Communication 2 can be clearly seen as shown below. The objectives stated in these Semester Two modules too emphasised more on reading and writing as compared to the oft-stated that the English for Technical and Commercial Purposes Syllabus (2007, p.1) is 'communicative in nature'. By looking at these objectives of Semester Two, English for Communication 2, two of the four objectives emphasised on oral communication as opposed to another two objectives that centre on writing. By visually scrutinising at Semester Two, English for Technical Purposes Two, two of the objectives centre on oral communication whereas the other two objectives again focus on writing. The same can be seen in the objectives of Semester Two, Commercial English Two as the objectives stated only two objectives on oral communication as opposed to the other two objectives that focused on writing. Once again, the same practice is seen in the objectives of Semester Two English modules where clear cut objectives of focusing on the two skills which are the productive skills of oral communication and the writing skills.

These are the objectives stated in the other three modules in the second semester of English at Perdana Polytechnic:

Semester Two, Technical Two listed that at the end of the Technical Two course, students should be able to:

1. Write and respond to matters related to industrial attachment through letters or phone calls

2. Understand and describe accurately processes and procedures in relation to their field of study.
3. Effectively give and respond to instructions in written form.
4. Describe accurately objects from various angles.
(*English for Technical Purposes Two*, 2007, p. 1).

Semester Two, Commercial Two listed that at the end of the Commercial Semester Two course, students should be able to:

1. Read, understand and prepare notices, agendas and minutes of meetings as well as participate effectively in meetings.
2. Write and respond to matters related to industrial attachment through letters or phone calls.
3. Write letters of enquiry and order as well as responses to these letters.
4. Interpret and present information from graphs and charts.
(*English for Commercial Purposes Two*, 2007, p. 1).

And, Semester Two, English for Communication 2 listed at the end of the English for Communication 2 course, the students should be able to:

1. Write letters of enquiry and replies to enquiries, letters of complaints and adjustments.
2. Deliver a well-structured oral presentation using effective vocal delivery and appropriate visual aids.
3. Describe processes, procedures, products and services.
4. Give and respond to instructions either in verbal or written form.
(*English for Communication 2*, 2007, p. 1). (Please refer to all six modules that were used by the students in this study, Appendices 1.11-1.16)

5.2.1.2 Course outlines of modules

In a semester, the topics chosen were covered in fifteen weeks and the final test, a test that covers the chosen topics covered in that semester, was held on the sixteenth week. Each week, the students meet for two or three times for an hour session. The lessons were planned on a weekly basis where each week, the students were to have two hours each for a lesson. Therefore, in one week, the students were to meet twice hourly for their English lessons. The course outline within six weeks from 12 January 2009 until 20 February 2009, the students had met up for an hour each of their English lessons for ten hours and within those meetings, topics such as oral presentation, letters of application for Industrial attachment and thank you letter, different types of graphs and charts commonly used in presentation and reports as shown in the course outline, the students can be seen only to have few opportunities of doing or practising oral presentation in just two to three hours. Refer to Figure 5.4 to see exactly how much time was given to oral communication skills within the 6-week.

Another example can be seen in the Technical Two English as the detailed course outline is shown for the first four weeks, in Figure 5.5, the students spent almost the entire month on writing. This is visually seen in the given Figure 5.5. From what can be seen below, in Semester Two, the students were seen to have approximately six weeks or twelve hours of sessions concentrating on oral communication skills, including evaluation sessions raising the question whether these allocated hours were sufficient for them to have the practice or even the opportunity to talk or speak in English.

COURSE OUTLINE

COURSE: A2004 – ENGLISH FOR COMMERCIAL PURPOSES 2

SESSION: JANUARY 2009

WEEK	TOPICS AND OBJECTIVES	ASSESSMENT
1 12 – 16.01.09	Orientation Week & Registration of Students	
2 19 – 23.01.09	<p>Course Introduction: Objective: To provide students an introduction to the following:</p> <ul style="list-style-type: none"> ▪ Course Content ▪ Assignments and Assessment ▪ Punctuality, Attendance and Participation <p>2.7 Oral Presentations Objectives: To introduce oneself and state clearly the topic and purpose of an oral presentation To describe incidents, points, processes or events in a logical sequence To use different kinds of presentations to convey information effectively To respond to questions from audience</p>	
3 26 – 30.01.09	<p>3.1 Letter of Application for Industrial Attachment Objectives: To use the correct format of a formal business letter. To use words appropriately according to common formal or informal usage. To choose appropriate meanings of words as used in the context. To understand synonyms and shades of meaning. To highlight qualifications, academic subjects and interests.</p>	
4 02–06.02.09	<p>3.1 Letter of Application for Industrial Attachment Objective: To write a letter of application for industrial training. 3.2 Confirmation by Telephone for Industrial Training Objectives: To use appropriate telephone etiquette when making and receiving calls, putting calls on hold or referring caller to another person. To use appropriate telephone skills to confirm the training attachment</p>	Assignment: 15% Letter of application for a training place
5 09 – 13.02.09	<p>3.3 Thank you letters Objective: To write appropriate thank you letters pertaining to the attachment. 5.1 Different Types of Graphs and Charts commonly used in Presentations and Reports Objectives: To recognize various types of graphs and charts in order to convey information. To understand the differences between graphs and charts and their functions. To use appropriate types of graphs and charts to convey information.</p>	
6 16 – 20.02.09	<p>5.2 Information contained in Graphs and Charts such as those conveyed through symbols and specific terms Objectives: To understand the meaning of specific terms and symbols used in graphs and charts. To understand the lexical items used in order to describe trends, movements and distribution patterns in graphs and charts. 5.3 Oral and Written Presentations of Information contained in Graphs and Charts. Objective: To make comparisons of trends, movement and distribution between graphs and charts</p>	Listening Test: 10%

Figure 5.1: An excerpt of A2004, Semester 2 course outline for the first six weeks

COURSE OUTLINE		
COURSE: A2003 – ENGLISH FOR TECHNICAL PURPOSES 2		
SESSION: JULY 2009		
WEEK	TOPICS AND OBJECTIVES	ASSESSMENT
1 12 – 16.01.09	Orientation Week & Registration of Students	
2 19 – 23.01.09	Course Introduction: Objective: To provide students an introduction to the following: 1.1 Course Content 1.2 Assignments and Assessment 1.3 Punctuality, Attendance and Participation Application for Industrial Attachment (IA) Letter of application for Attachment for Industrial Training Objective: <ul style="list-style-type: none"> • To write letters of application for industrial attachment. • To use the format of a formal business letter. • To highlight qualifications, academic subjects and interest. 	
3 26 – 30.01.09	Application for Industrial Attachment (IA). Writing practice Letter of application for Attachment for Industrial Training Objectives: <ul style="list-style-type: none"> • To write letters of application for industrial attachment. • To use the format of a formal business letter. • To highlight qualifications, academic subjects and interest. 	Quiz 1 – 5%
4 02 – 06.02.09	Application for Industrial Attachment (IA). Resume. Content. Attaching a Resume. Objectives: <ul style="list-style-type: none"> • To write a resume in a note form for industrial attachment purposes. 	

Figure 5.2: An excerpt of A 2003, Semester Two, Technical 2 for the first four weeks

In the newly introduced English for Communication 2, the emphasis can later be seen more on oral communication activities although the first four weeks were spent on writing as seen in Figure 5.6. This is an improvement as more time which were allocated for oral communication for a semester for this particular module - Semester Two, Communicative English 2. (Refer to Appendices 5.7., 5.8. and 5.9. to see the whole of all three course outlines and see exactly how much time in actual fact was given to oral communication skills to the students in a semester).

A2015 ENGLISH FOR COMMUNICATION 2		
COURSE OUTLINE		
JANUARI 2009 Session		
Minggu (Tempoh)	Sub. Topik Dan Objektif/Kuliah/Amali/Penilaian (Kuiz/ Ujian/Tugasan)	Notes
1 12 – 16.01.09	Registration	
2 19 – 23.01.09	<p>Course Introduction: Objective - To provide students an introduction to the following:</p> <ul style="list-style-type: none"> ○ Course Content ○ Assignments and Assessment ○ Punctuality, Attendance and Participation <p>Ice Breaking Activities</p> <p>BUSINESS LETTER WRITING Objective – To enable students to write <i>letters of enquiry</i></p> <ul style="list-style-type: none"> • Use an appropriate business letter format. • State the purpose(s) of the enquiry. • Use appropriate style and tone to write letters of enquiry. • Organize the contents of the letter in a logical manner. • Express ideas in clear and grammatically correct English. 	
3 26 – 30.01.09	<p>BUSINESS LETTER WRITING Objective – To enable students to write <i>replies to letters of enquiry</i></p> <ul style="list-style-type: none"> • Identify the nature of the enquiry. • Use an appropriate business letter format. • Use appropriate style and tone to reply to enquiries, providing the information requested. • Organize the contents of the letter in a logical manner. • Express ideas in clear and grammatically correct English. <p>Assignment 1 – Letter of Enquiry / Reply (10%)</p>	<p>Tahun Baru Cina</p> <p>26 & 27 Jan 2009</p> <p>Assignment 1</p> <p>Letter of Enquiry / Reply (10%)</p>
4 02 – 06.02.09	<p>BUSINESS LETTER WRITING Objective – To enable students to write <i>letters of complaint</i></p> <ul style="list-style-type: none"> • Use an appropriate business letter format. • Use appropriate style and tone in writing letters of complaint • Write letters of complaint in clear and polite language giving relevant details and clarifications. • State clearly the action(s) expected to be taken. • Organize the contents of the letter in a logical manner. • Express ideas in clear and grammatically correct English. 	

Figure 5.3: An excerpt of A 2015, Semester Two, English for Communication 2 for the first four weeks.

From what can be seen above, in Semester Two, English for Communication 2 students were seen to have approximately nine weeks or twenty seven hours of sessions concentrating on oral communication skills, which is an improvement yet by looking at the number of assessments assigned for this module including evaluation sessions raising the question whether these allocated hours were sufficient for them to have the practice or even opportunity to talk or speak in English. This situation can of course be further hampered by a large enrolment in a class. (See Appendices 5.10i, 5.10ii and 5.10iii for class lists. These are the average number of students in a class).

Apart from that another issue raised that can be further discussed next is on the division of assignments and its weightings.

5.2.1.3 Assessments -Division of assignments and its weightings

By looking visually at the list of assignments assigned to the students in a semester especially for Semester Two students, a lot of time was spent on assessments. Teaching time and actual practice were sidelined as more time is spent on evaluation and carrying out assessments for assigned assignments. This can be seen in the list of assignments assigned to students in Semester Two as seen in lists of assessments below. Figures 5.1, 5.2 and 5.3 showed the divisions of assignments and types of assessments assigned to the Semester Two students. To recap, students undergoing Technical and Commercial English Two have 2 hours per week of English as opposed to English for Communication 2 students who receive 3 hours of English in a week. They had 30 hours and 45 hours of English in a semester respectively.

5.2.1.3.1 Time spent on evaluation and carrying out all the assignments

When looking in detail at the division of assignments as seen in Figures 5.1, 5.2 and 5.3 for modules A2003, A 2004 and A 2015 of Semester Two, it is clear that all three modules the evaluation for each module had accumulated 70% of the continuous evaluation and the final test will use up the remaining 30%. By looking at the course outline and list of assignments, the lists of assignments of both A 2003 and A 2004 modules had assigned an approximately of 12 hours out of the 30 hours for conducting evaluation. This showed that almost half of the 30 hours of the contact hours were spent on conducting evaluation which only 15% of the assigned assessments was apportioned to oral communication skills – one out of the seven assigned assignments planned for A 2003 and A 2004. As for A 2015- English for Communication 2, it is assigned nine assignments with the additional of an extra hour

UNIT BAHASA INGGERIS JABATAN PENGAJIAN AM PENILAIAN BERTERUSAN (CONTINUOUS ASSESSMENT) SESI JANUARI 2009 KURSUS: ENGLISH FOR TECHNICAL PURPOSES 2 KOD KURSUS: A2003 JABATAN: JTMK, MEKANIKAL, AWAM DAN ELEKTRIK					
A) QUIZZES:					20%
Quiz 1 – Format and Content of Letter		(5%)			
Quiz 2 – Resume			(5%)		
Quiz 3 – Thank You Letters			(10%)		
B) ASSIGNMENT					20%
Processes and Procedures: Group assignment					
Students are put in groups of twos or threes. They are to complete a task in the class.					
Students are given a visual text of a process. Each group is to produce a description of the process in a written form.					
Marks will be awarded for:					
Task fulfillment		8%			
Content		8%			
Presentation		4%			
C) PRACTICAL & PARTICIPATION					30%
i) Participation					5%
No marks should be awarded if:					
The attendance is below 80% , or if the first warning letter has been issued to a student.					
For those who do not fall into the above two conditions, minus 1 mark for each period skipped.					
ii) Oral Presentation (Description of Objects/process/instructions)					(15%)
iii) Listening Comprehension Test (Instructions)					(10%)
Final Test (Written)					30%
(Processes and Procedures & Instructions)					
**ORAL PRESENTATION (15%)					
BAND	VERY GOOD	GOOD	COMPETENT	MODEST	LIMITED
SCORE	5	4	3	2	1
Task fulfillment (5%)	Excellent content, excellent organization	Good points, general ideas are achieved	Points are generally comprehensible	Does not touch on the entire process adequately	Ideas are very limited and poorly presented
Language (5%)	Good structures, appropriate and varied vocabulary, good pronunciation, stress and intonation pattern	Ease of use of common structures with some noticeable errors, appropriate and varied vocabulary used reasonably well, pronunciation problem do not hinder comprehension	Errors in structures which do not hamper comprehension, appropriate and varied vocabulary used satisfactorily, unclear pronunciation causes occasional misunderstanding	Many errors in basic structures, appropriate and varied vocabulary used fairly well with some problems in pronunciation	No mastery of basic structures. Utterances- one word/ phrase level, limited use of appropriate and varied vocabulary, problems in pronunciation lead to miscomprehension
Communicative ability (5%)	Smooth speech with occasional hesitation and slight groping for words, confident delivery with minimum reference to text	Generally even speech with some hesitation and occasional stumbling, confident delivery with intermittent reference to text	Communication on with occasional unevenness, light stumbling and groping for words, quite confident delivery with some reference to text	Communication on although speech is uneven, hesitant and marked by some unsuccessful groping for words, not much confidence in delivery	Extremely uneven speech with many unfinished utterances, lacks confidence in delivery

Figure 5.4: Division of assignments – Semester Two, A 2003-Technical Two

UNIT BAHASA INGGERIS JABATAN PENGAJIAN AM					
PENILAIAN BERTERUSAN (CONTINUOUS ASSESSMENT) SESI JANUARI 2009					
KURSUS: ENGLISH FOR COMMERCIAL PURPOSES 2			KOD KURSUS: A2004		
KELAS: DAT2, DKB2, DPM2, SPP2					
A) JABATAN: PERDAGANGAN QUIZZES:					20%
Quiz 1 – Format and Content of Letter	(5%)				
Quiz 2 – Resume		(5%)			
Quiz 3 – Thank You Letters	(10%)				
B) ASSIGNMENT					20%
Processes and Procedures: Group assignment					
Students are put in groups of twos or threes. They are to complete a task in the class.					
Students are given a visual text of a process. Each group is to produce a description of the process in a written form.					
Marks will be awarded for:					
Task fulfillment		8%			
Content		8%			
Presentation	4%				
C) PRACTICAL & PARTICIPATION					30%
ii) Participation					5%
No marks should be awarded if:					
The attendance is <i>below 80%</i> , or if the <i>first warning letter</i> has been issued to a student.					
For those who do not fall into the above two conditions, minus 1 mark for each period skipped.					
iii) Oral Presentation (Description of Objects/process/instructions)					(15%)
iv) Listening Comprehension Test (Instructions)					(10%)
Final Test (Written)					30%
(Processes and Procedures, Instructions, meetings and minutes)					
**ORAL PRESENTATION (15%)					
BAND	VERY GOOD	GOOD	COMPETENT	MODEST	LIMITED
SCORE	5	4	3	2	1
Task fulfillment (5%)	Excellent content, excellent organization	Good points, general ideas are achieved	Points are generally comprehensible	Does not touch on the entire process adequately	Ideas are very limited and poorly presented
Language (5%)	Good structures, appropriate and varied vocabulary, good pronunciation, stress and intonation pattern	Ease of use of common structures with some noticeable errors, appropriate and varied vocabulary used reasonably well, pronunciation problem do not hinder comprehension	Errors in structures which do not hamper comprehension, appropriate and varied vocabulary used satisfactorily, unclear pronunciation causes occasional misunderstanding	Many errors in basic structures, appropriate and varied vocabulary used fairly well with some problems in pronunciation	No mastery of basic structures. Utterances- one word/ phrase level, limited use of appropriate and varied vocabulary, problems in pronunciation lead to miscomprehension
Communicative ability (5%)	Smooth speech with occasional hesitation and slight groping for words, confident delivery with minimum reference to text	Generally even speech with some hesitation and occasional stumbling, confident delivery with intermittent reference to text	Communication on with occasional unevenness, light stumbling and groping for words, quite confident delivery with some reference to text	Communication on although speech is uneven, hesitant and marked by some unsuccessful groping for words, not much confidence in delivery	Extremely uneven speech with many unfinished utterances, lacks confidence in delivery

Figure 5.5: Division of assignments – Semester Two, A2004- Commercial Two

UNIT BAHASA INGGERIS JABATAN PENGAJIAN AM
PENILAIAN BERTERUSAN (CONTINUOUS ASSESSMENT) SESI JANUARI 2009
KURSUS: ENGLISH FOR COMMUNICATION 2 KOD KURSUS: A2015
KELAS: DNS2 & DRM2 JABATAN: JTMK & JP

1. **ASSIGNMENTS : 20%**
 Assignment 1 – Letter of Enquiry / Reply: 10%
 Assignment 2 – Letter of Complaint / Reply: 10%
2. **QUIZZES : 20%**
 Quiz 1 – Vocabulary of Business Letters : 5%
 Quiz 2 – Oral Presentation Skills : 5%
 Quiz 3 – Processes, Procedures And Instructions (Language Forms and Functions): 5%
 Quiz 4 – Description of Products and Services : 5%
3. **LISTENING TEST : 10%**
4. **ORAL ASSESSMENT :**
Oral Presentation Skills: 15%

Students will be asked to give a presentation on a set of instructions, a process/procedure or a description of a product / service. This is a group presentation. Students are to be divided into groups of 3-4. The number of students in a group will depend on the complexity of the instruction, process/procedure or description of product / service.

Participation: 5%

No marks will be awarded if:

- a) the attendance is **below 80%** (All continuous assessment marks will be cancelled).
- b) the **first reminder letter** has been issued to a student (absent without reason for 3 times).

For those who do not fall into the above two conditions, ½ mark will be deducted for each period skipped.

5. **FINAL TEST : 30%** – A test covering all topic areas and related language items will be held during week 16.
****ORAL PRESENTATION - 15%**

BAND	VERY GOOD	GOOD	COMPETENT	MODEST	LIMITED
SCORE	5	4	3	2	1
Task fulfillment (5%)	Excellent content, excellent organization	Good points, general ideas are achieved	Points are generally comprehensible	Does not touch on the entire process adequately	Ideas are very limited and poorly presented
Language (5%)	Good structures, appropriate and varied vocabulary, good pronunciation, stress and intonation pattern	Ease of use of common structures with some noticeable errors, appropriate and varied vocabulary used reasonably well, pronunciation problem do not hinder comprehension	Errors in structures which do not hamper comprehension, appropriate and varied vocabulary used satisfactorily, unclear pronunciation causes occasional misunderstanding	Many errors in basic structures, appropriate and varied vocabulary used fairly well with some problems in pronunciation	No mastery of basic structures. Utterances- one word/ phrase level, limited use of appropriate and varied vocabulary, problems in pronunciation lead to miscomprehension
Communicative ability (5%)	Smooth speech with occasional hesitation and slight groping for words, confident delivery with minimum reference to text	Generally even speech with some hesitation and occasional stumbling, confident delivery with intermittent reference to text	Communication on with occasional unevenness, light stumbling and groping for words, quite confident delivery with some reference to text	Communication on although speech is uneven, hesitant and marked by some unsuccessful groping for words, not much confidence in delivery	Extremely uneven speech with many unfinished utterances, lacks confidence in delivery

Figure 5.6: Division of assignments – Semester Two English for Communication

of contact hour making it 45 hours of contact hours for a semester. Yet, upon further scrutiny it can be seen that out of the 45 hours of contact hours for this module, to conduct nine assignments, almost fifteen to sixteen hours (more if the class has bigger enrolment) were spent on conducting evaluation which once again only 15% of the assigned assessments was apportioned to oral communication skills. This showed that one third of the 45 hours were used for conducting evaluation. Therefore, the new module of A2015 is more reasonable in terms of time allocation for teaching time and actual practice for the students which is a good sign.

5.2.1.3.2 Weighting assigned for oral communication skills

By looking at the weighting given for oral communication skills, 15% was assigned for oral communication skills. The rest consisted of another 10% of listening test, 30% of final test and the remaining 40% of written work that fell under the categories of comprehension quizzes and written assignments or projects. Looking at the division of assignments and the weighting given for oral communication skills, the weighting of 15% apportioned for oral communication skills did not indicate that oral communication skills was given the focus in all the modules even though the syllabus in its introductory matter claimed that its syllabus is ‘communicative’ and the teaching and learning approach placed importance on ‘participative learning’ which ‘learning should be the focus of every lesson rather than teaching’. (*English for Technical and Commercial Purposes, 2007, p. 4*). Therefore, another matter which came into light which will be discussed next is on the 5% weighting given for class participation.

5.2.1.3.3 A 5% of Class participation

Upon closer look at the lists of division of assignments, as seen in the above Figures 5.4, 5.5 and 5.6, the detailed explanation given for the 5% class participation caused for further scrutiny. The word “participation” gave the understanding to a student’s contribution and involvement in the assigned activities in the classroom yet looking at the explanations on the 5% participation, it clearly meant to be student’s attendance to

class. The emphasis is more on the student's attendance to class as opposed to the student's actual participation in the activities given by the teacher during an on-going lesson of English. Another question that can be posed too if the 5% participation is meant for genuine class participation is 'how much opportunity do the students get for class participation if the majority of the enrolment of a class was over forty students?'

Now that we have seen in detail all the course outline of the involved modules and the divisions of assignments, it is now time to look at another documents related to the students and teachers- their timetable and their workload.

5.2.2 Students' timetable

The students' classes generally began at 8.00 am and ended at 6.30 pm. It can be seen that the students' timetable is rather packed as they had to attend one class after another. The students had no time to fully understand what they had learnt in their single session. On one particular day (See Figure 5.7 below) from 8 am until 4.30 pm, the students only had an hour of English as opposed to two hours of practical in their core subject. This is a timetable for the IT students who were in their second semester. Before the hour for English, the students had to attend five hours of various subjects including two hours of practical IT programming, one hour of CADD theory class and two other hour-long classes of theory on core subjects. It can, therefore, be seen that the student's day was packed with various subjects especially with other core subjects as compared to English now relegated to the least important subject. Appendix 5.5 shows the whole timetable of the Semester Two students at the IT Department.

	8:00-9:00	9:00-10:00	10:30-11:30	11:30-12:30	12:30-1:30	2:30-3:30	3:30-4:30	4:30-5:30	5:30-6:30
Isnin	HAFIZAH F2225P IT	HAFIZAH F2225P IT	NORHASLIZA F2037T CADD3		ABD MUBARAK A2016T SMR	AZMI F2032T BK4	DARLIZA A2015T BK4		

Figure 5.7: An extract of the students' timetable of IT Department for Monday

HARI	7.30 8.05	8.05 8.40	8.40 9.15	9.15 9.50	9.50 10.10	10.10 10.45	10.45 11.20	11.20 11.55	11.55 12.30	12.30 1.05	1.05 1.40
ISNIN	RHIMPUN	KH	KH	PI	R	BI	BI	MT	SEJ	SEJ	KT

Figure 5.8: An extract of lower secondary students' timetable in a school in Malaysia

Although a polytechnic is a tertiary institution, the timetable of polytechnic students is rather similar to the timetable of students at secondary schools as seen in the above example. Appendix 5.6 shows a typical timetable for school-going children. For a typical lower secondary student, Monday begins with thirty-five minutes of assembly followed by lessons until 1.40 in the afternoon. There is only a twenty-minute break at 9.50 until 10.10 for recess. On a typical day for public university students, they will only spend four hours in class although their timetable is longer as it starts at 8.00 o'clock in the morning and ends at 8.00 o'clock in the evening. Therefore, the timetable of polytechnic students tends to emulate more a school timetable as seen from the three examples of polytechnic, secondary and university students' timetable. They are packed compared with university students' timetable as shown in Figure 5.9 below.

Day/ time	8.00- 9.00	9.00- 10.00	10.00- 11.00	11.00- 12.00	12.00- 1.00	1.00- 2.00	2.00- 3.00	3.00-4.00	4.00- 5.00	5.00- 6.00	6.00- 7.00	7.00- 8.00
MON							SSA305 (BS9)			PBA0043(BT4)		

Figure 5.9: An extract of public Malaysian university students' timetable for first semester, third year student.

Polytechnic students have to attend compulsory co-curricular activities in the evening whereas the school timetable did not include co-curricular activities in their timetable. (Refer to Appendices 5.5 and 5.6 to see the differences and similarities in timetables of secondary, polytechnic and university students respectively.)

5.2.3 Teachers' timetable

The Language Unit is a service unit under the General Studies Department and its teachers will go from one department to another at the Polytechnic to teach English. The teachers of the Language Unit served five departments at Perdana Polytechnic. Before the beginning of a new semester, each of the five departments will give their slots for core subject timetables to the Language Unit timetable co-ordinator, who will then try to fit in the given slots to all the available staff of the Language Unit. Teachers' teaching times are officially from 8.00 o'clock until 5.30 pm but these days it can go on until 6.30 in the evening or even later in the evening up till 10 30 pm. This is to fit the timings of some compulsory co-curriculum activities which Semester One and Two students have to take as well as some departments spreading their timetable to longer hours.

The majority of the teachers' duties that can be divided:

- a) Teaching duties
- b) Non-teaching duties

Teaching duties can be further divided:

- a) Teaching and
- b) Teaching preparations which include paperwork concerned with students' attendance, materials' preparations, quizzes and test preparations as well as marking assignments, quizzes and tests in addition to assessments of all the assessments that are related to the teaching of English at the Polytechnic.

Non-teaching duties can also be further divided:

- a) Duties which involve the English language Unit or/and the General Studies Department and,
- b) Duties which involve at polytechnic level or/and at national level, at Department of Polytechnic Education level.

Duties which involve the English Language Unit include being co-ordinators for the currently used fourteen modules as well as updating materials for them almost every

semester including teachers' copies. Other duties which involve the English Language Unit include being book co-ordinators, committee member of Malaysian University English Test (MUET) and committee members for short courses under the Time Privatisation Scheme. Duties involving the General Studies Department include being committee members of Ninth Malaysia Plan Budget for Teaching and Learning Aids, E-learning Committee, English language Bulletin Boards Committee, English language Clubs and Activities Committee, Examination and Assessment Committee and Timetable Committee.

There are also duties which involve the Polytechnic, or as centralized committee members including auditing and Malaysian Framework Qualification Committee, Convocation and Graduation Committee, Innovation and Entrepreneurial Skills Committee or being committee members at Department of Polytechnic Education level, Teaching in English to Teachers' Committee or English Language Curriculum Review Committee. Therefore, teachers had to teach a minimum of sixteen hours per week, for approximately seven or eight classes per teacher. The sixteen hours of teaching were solely teaching hours which include updating attendance booklets of students, marking assignments, teaching preparation, quizzes and test preparations and this excludes the other non-teaching duties mentioned above. (See Appendix 5.7i to have a look at the other non-duties matrix of one of the twenty-five teachers that was involved in the survey in July 2009). The majority of the staff is usually heavily involved with non-teaching duties at departmental level as seen in the Appendices 5.7ii, 5.9i and 5.9ii).

By looking at the January 2009 timetable, we can see that each of the teachers had sixteen hours of teaching hours per week, with the exception of the Department and Unit Heads of the General Studies Department. (Refer to Appendix 5.8i) Then, with the timetable for July 2010, the situation deteriorated as the number of staff of the Language Unit had remained but their workload had increased tremendously with almost all teaching a minimum of sixteen hours per week and some having seventeen

and eighteen hours. (Refer to Appendix 5.8ii). Therefore, the teachers had eight to nine classes to teach per week and with evaluation for classes with an average of forty or more students, they were overworked and morale seemed very low. Further details can be seen in individual teachers' timetable as this showed their teaching hours as well as the non-teaching duties in which they were involved. On the left side of the individual timetable of the teachers, these were listings of all their non-teaching duties for that semester. The right side were lists classes and modules they have to teach for the semester and the total of their teaching hours. (Refer to Appendices 5.7i, 5.7ii, 5.9i and 5.9ii)

5.3. Curriculum Information Document Online System, (CIDOS)

The Curriculum Information Document Online System, (CIDOS) is an online system introduced by the Division of Curriculum Development and Evaluation to get input from the teachers of the Malaysian polytechnics on all polytechnic curricula. This online system was introduced in line with their decision to introduce a new curriculum by July 2010. The new curriculum for all subjects was mooted as fulfilling the needs of the new Millennium, and also with the new Qualification Framework which was known as MQF, in line with the Key Performance Index (KPI), which was introduced by the government itself. CIDOS was launched in November 2009 where seven questions were posed to get feedback on each module in each programme. All English language staff of the Malaysian polytechnics were given the opportunity to access this website and give their comments regarding the modules offered by the Malaysian polytechnics. This is one of the ways for the DPE to get feedback from the staff especially in upgrading the quality of the curriculum provided by Malaysian polytechnics. Figure 5.10 below showed how the website of CIDOS looked like once it is accessed at <http://www.cidos.edu.my/>.



Figure 5.10: A print screen of CIDOS website

I have obtained copies of answers that they had gathered online from the Division of Curriculum Development and Evaluation on 23 March 2010. Fifty-five members of staff of Malaysian polytechnics gave feedback on the English module A1003, twenty-three for English module A1004, nine for English A1015, thirty-five for English A2003, fourteen for A2004 and eight for A2015. Reference will be made to feedback given on two modules, A1003 and A2003 as these two modules had substantial numbers of respondents. These two modules are Semesters One and Two technical modules. Feedback from both of these modules centred on several recurring themes:

- Too many topics to cover in too short of a time. In 15 weeks of a semester, the topics ranged from oral communication skills, dictionary skills, processes and procedures, graphs and charts, business correspondences, minutes of meeting, meetings and study skills
- Not enough contact hours for the teaching of English is given. The contact hours should be increased to three or four hours per week instead of the current two hours

- Too little credit for English which does not show enough importance for this subject as English is only given a credit as opposed to 4 to 6 credits given to core subjects such as CADD, Engineering Mathematics and Engineering Drawing.
- There should be a Final Exam (FE) for English- The FE is suggested as many English teachers felt that the students will give more emphasis by placing importance to a subject that is tested in the final exam.
- Not enough activities and materials to encourage speaking-As seen in the suggested activities and materials and the provided modules, there are not enough activities to give the students ample speaking activities. The weighting of speaking is only assigned 15% of the overall marks of 100%.
- Some of the topics are irrelevant and outdated- As seen in Semester One module for example in the chapter of study skills, the use of library cards for book search is still suggested in the module which is considered to be an outdated topic.
- Should have more emphasis on grammar-As suggested in the introductory matter of the syllabus that grammar will not be taught in isolation but instead it will be “woven” cumulatively in the topics through most or all semesters, whereas in actual practise the emphasis on grammar is very much lacking.
- Topics too difficult for low level students

After the document analyses had been reviewed together, the next section detailed the teachers’ and students’ open-ended and interview answers which later will clarify the 4 sub-questions.

5.4. Teachers’ perspectives

The teachers’ perspectives can be obtained through their answers from open-ended questions in the questionnaire and interview questions.

5.4. 1 Teachers' open ended answers

All twenty-five teachers responded well to the five open-ended questions given at the end of the questionnaire. The questions asked were:

1. List the ways that you could improve the English Language Programme at the Polytechnic especially in encouraging the students to speak in English?
2. With the change of medium of instruction for Science and Mathematics from Bahasa Malaysia to the English Language, please provide comments on the quality of students related to the teaching and learning of English Language at the Polytechnic?
3. What do you think of the Polytechnic graduates' ability to communicate confidently in English? Give reasons to your response.
4. What are the main problems that you face in teaching English at the Polytechnic?
5. Do you feel that being a non-native teacher of English makes you more or less confident in your effectiveness as a teacher?

Their responses can be summarized as follows:

1 Ways to improve the English Language Programme especially in encouraging students to speak in English.

The teachers suggested oral communication-based activities to give more opportunities for the student to practise including role-play, talk-time, short-story telling and communication games. They also highlighted that the activities must be interesting and give opportunities for the students to participate and use them. It was also suggested that the syllabus itself must specify the need for more of an oral communication component to provide more opportunities for the students to speak:

“There should be more modules that focus in oral communication. The course content should provide more opportunities for students to focus on presentation skills/oral communication skills”.

Some teachers suggested that it was important they made more use of more interesting and varied speaking activities in their own teaching. They indicated that the syllabus should incorporate five to ten minutes of public speaking in all their lessons. One teacher suggested that the delivery of the programme itself is important and questioned the competency of some of those who were actually teaching English especially the new and inexperienced teachers. To him, the dedication and creativity of the teachers also played important parts. However, he clearly stated that:

“The English language programme is fine and what is lacking is the opportunity to use English outside the English classroom.”

Here, the teachers believed that more should be done to encourage the students to do more oral communication activities. Actual delivery of the lessons should be taken into account by the teachers as one of the teachers felt that the young inexperienced teachers need to improve their delivery especially their competence in English. The lack of opportunity to use English is another observation given by the teacher. The environment is seen not to be conducive to encourage the use of English at the polytechnic. Even the students had voiced that the environment is seen not to be conducive as well as encourage the use of English.

2 Difference in students who had undergone Science and Mathematics English education at school

The teachers were asked to comment on the quality of students relating to the teaching and learning of English following the change of medium of instruction from Bahasa Malaysia to English for Science and Mathematics. This group of students, July 2008, was the first group of students the Polytechnic had received following this change. Thus, when asked this question, twelve out of twenty-five of the teachers clearly stated from their experience that there had been no change in the quality of students as a result. The other five saw a more mixed picture: some of the students showed more confidence with the usage of English terms, especially in writing; at the same time there were some who remained weak, especially in speaking.

3 Reasons polytechnic graduates cannot communicate

So why were polytechnic students who graduated from the Polytechnic unable to communicate confidently in English although they had had eleven years of English at school and several semesters of English at the Polytechnic? There were various reasons suggested by the teachers.

Almost all of the teachers observed that the majority of the students were very weak in English. They claimed this was because of their lack of grammar and vocabulary when they were in schools, affecting their proficiency and confidence, and that this in turn followed their lack of exposure to the language. Another reason given was the environment of the students at home and outside their classrooms generally, as these did not encourage their use of English. They claimed that there was a gap between the minority who were good and the majority who were poor in English and this gap did not help in the teaching and learning of English at the Polytechnic. A typical comment was that

“Many do not have the ability to do so (communicate confidently) because their level of competency is relatively low”.

“Students’ English language skills are insufficient to fully comprehend the lessons well”.

“I can see that most of the students were unable to speak/communicate confidently. This might be because they lacked vocabulary. They have many ideas but they do not know how to present the ideas orally. The other reason might be because of the language structure of BM and English are different. Students are used with the BM structure and that is why they find that English is difficult”.

4 Problems faced by teachers of English at the polytechnic

a The large number of students in a class

The large number of students in a class and also the room size given was not proportionate to the number of students, making it difficult to concentrate on each and every student. Classroom environment is not conducive for the students to learn because of the high number of enrolment. Apart from that the teacher was given a class with varied abilities, making teaching even more difficult. Other problems arose such as lack of facilities including no LCD projectors. Insufficient English reading materials did not further help the situation. One teacher made these comments:

“Too big class size for a language class” and “Classroom size is not conducive for communication teaching/activities”.

“A two hours lesson per week would not be a suitable teaching lesson for English. Additional to this would be the credit which is 1.5 in the CGPA system. Based on the above situation, it has created a scenario of the perception towards learning the language. The importance of learning is not highly seen as it does not affect much on their CGPA grades. Teaching process is difficult when student are seen to take things so easy as they believed that English is not important in their life”.

“In my opinion the reason why they are not confident is because they don’t know how to speak in English. They are afraid people will laugh at them if they try and speak the language. Besides that, the environment is not encouraging them to speak. They will only use the language during English lesson which is only twice a week. So, these could be the possible reasons why polytechnic graduates are not quite confident speaking in English”.

b Lack of interest towards the language

There is a lack of interest in the language and many are basically weak and feel that English is a difficult language to acquire or learn. The students were weak and they lacked basic knowledge of the language and the contact hours given, two hours per week, were insufficient to cover all the content of the syllabus which eight of the

teachers claimed to be content heavy. A teacher with twenty-five years of teaching experience commented:

“The majority of them are not able to communicate well in English. Lack of interest towards English language among students to study the language is a major obstacle”

“This is because most of the students are very shy when it comes to speaking in English. They are afraid that people will laugh at them whenever they make any mistakes in their speaking. This has somehow lower their confidence to communicate in English”.

c Non-conducive environment

The environment within which the students socialize does not support the use of English. The credit for English is so insignificant that students do not give it priority and often it is relegated to the least important subject. It is apparent that English, as a support subject, had to struggle with other core subjects.

“Students don’t put English as a priority subject while they are aware of its importance, but they are often struggling with other subject so much that English is push down in the order of importance”.

d Overburdened teachers with too many classes and other duties

The teachers have to cope with teaching eight classes as well as dealing with other duties. An observation was made by this teacher with more than twenty years of teaching experience:

“Some have to cope with too many classes. More so if you have other duties making it difficult to cope with too many classes”.

“The number of students in each classroom is too many sometimes more than 50 students. Therefore, this has somehow distract my teaching in class because not all students are paying attention or getting enough attention from me in the class. The large number of students also cause me to unable to cater to every student’s needs in the class”.

5 Are they confident to teach English as non-native English teachers?

This question was reproduced from Seidlhofer’s (1996) questioning of Austrian teachers on what it means to be a non-native teacher of English. When asked about their feelings if they, as non-native teachers, of English felt confident teaching English, these were the findings.

Out of twenty-five teachers, only two clearly admitted that they do not feel confident in teaching English. This came from two new teachers with less than three years of teaching experience. Another one admitted that sometimes, she felt less than confident because she was a non-native teacher of English. The rest gave a very strong negative response that being a non-native teacher of English is irrelevant to their main ability to teach English well. In fact, they felt that being non-native in teaching the students is an advantage as it helped them in better understanding the students’ learning obstacles.

A teacher with more than twenty years of experience and another with more than twenty-five years of experience gave their comments respectively:

“No, being a non-native teacher of English actually helps in understanding the student’s learning obstacles.”

“I don’t have any problem teaching English although I’m a non-native teacher of English. It’s a good thing to teach English as students will be able to see us as role models to follow and master the English language. For them, they would realise that non-native speakers are also able to learn the language”.

5.4.2 Teachers’ interviews

The interview involved fourteen teachers. The information showed the total numbers of years the teachers had been teaching and also at different institutions such as the Polytechnic, schools and other institutions. Other information included the teaching hours and non-teaching duties the teachers had to spend per week, as well as the number of classes that they have to teach within that semester. The teachers’ information is listed in the given table below:

No	INTERVIEWEES	No. of class	Total teaching exp.	Poly	School	Other	Teach hr per wk	Non Duties hr pw
1	T1	6	24	10	9/3	5	12	>10hr
2	T2	4	31	10	8/3	13	8	assistant DH & 7-9hr
3	T3	8	6	3	-	3	16	3-6hr
4	T4	6	29	9	20/3	-	12	3-6hr
5	T5	8	5+	5+/2	-	-	16	3-4hr
6	T6	6	20	20/3	-	-	12	3-6hr
7	T7	6	14	7/2	7/2	-	11	3-6hr
8	T8	8	28	10	13/3	5	16	7-9hr
9	T9	8	22	22	-	-	16	7-9hr
10	T10	8	3	1	-	2	16	7-9hr
11	T11	8	3	2.9	-	0.3	16	7-9hr
12	T12	8	8	3	5	-	16	>10hr
13	T13	8	2.5	2	-	.5	16	3-6hr
14	T14	8	8	7	1	-	16	3-6hr

*T=teacher, 5+/2=number of years and number of institutions where placed

Figure 5.11: Information on the teachers that were interviewed

We can see now from the teachers’ interviews, detailed information was reported by the teachers and several themes had emerged from the interviews;

1. The number of students in a class was said to be too large

The number of students in a class was said to be too large by thirteen of the teachers interviewed. This caused problems for the teachers in giving individual attention to all students. Monitoring student progress was also a problem. Typical comments were:

T13: *“There are too many of students in a class, about 44 students in the class*

(A new teacher with two and half years of teaching experience)

T12: *“Bigger class somehow will affect the teacher’s performance too”*

(A teacher with eight years experience)

T2: *“With a big class you can’t give equal opportunity to everybody”.*

(A senior teacher, thirty-one years experience)

2. The size of the classroom given is not proportionate to the number of students.

This from a teacher with eight years of teaching experience:

T8: *“Large number of students in a class, this is especially in Mechanical Department where the students are squeezed into one small room”.*

And a teacher with six years of experience said;

T3: *“Class size should be reduced. And if you were given a large number of students, ensure, large number of students be given an equally big class to accommodate this large class size so (it is) easier for us to put them into groups (for) more discussion”.*

T1: *“The size of classroom is not big enough to accommodate for that number of students. It’s too small”.*

(Another teacher with twenty-four years of teaching experience)

3. Two contact hours per week was thought to be inadequate.

All fourteen teachers interviewed made this point rather strongly.

These were typical:

T12: *“It is unfair for us to see them for only two hours a week. That’s just 2 days in a week of English. Sometimes, I think our expectation on the students is too high. They only have two hours per week of exposure of English and at home they don’t actually use English, at least to watch any documentaries or watch TV, only during those two hours per week and we have 24 hours per day and only one hour they have to spend time for English. I think that is not enough”.*

(A teacher with eight years experience)

A new teacher with less than five years of teaching experience said this about the two hours per week contact hours:

T11: *“The contact hours shouldn’t be for just two hours per week. It is insufficient. I’d recommend it to be increased”.*

4. The teachers were unable to cope with a heavy burden, particularly young, inexperienced teachers.

The teachers felt that they had to cope with a heavy burden of too many classes and non-teaching duties and most felt unable to cope with this kind of pressure; in particular the young and inexperienced teachers.

One teacher, a new teacher with three years experience commented:

T10: *“I don’t know how to say, but I’m spending, apart from 16 hours of teaching, the rest of the time I spent my time doing my non-teaching duties. In fact I don’t have time to take my lunch because I have so many other duties to deal with”.*

T11: *“The lecturers most of the time feel tired as we are overly burdened with too many things to do, too many classes and also too many unnecessary clerical work involved with the too many classes and also the extra large number of*

students in each of the class. That's why they don't have the time to inculcate the interest towards English".

(A teacher with five years experience)

5. New teachers needing time for preparations and understanding the syllabus.

A teacher with eight years of teaching experience but new to the polytechnic system admitted to this problem:

T12: *"Yes, I need more activities to teach the students and this is the area that I am as a new teacher to the polytechnic doesn't have sufficient experience. I don't really know how to go about".*

Another new teacher touched on the need for time for her to read:

T11: *"As a new teacher we have to have time to read, so that we have to gain additional information, extra information, for us to teach the class".*

This was a concern voiced by this teacher with fewer than three years of teaching experience:

T13: *"I need to read to understand the syllabus, to understand. A lot of reading, a lot of homework I have to do, a lot of technical terms to know so, all those are new things to me".*

And finally, a teacher with three years of teaching experience said:

T10: *"I think I myself need time. I need time (as) I am not experienced enough. (This is) because I need time to prepare my lessons. I'm not an experienced lecturer where I can just pop into the class and do all the lessons and so on".*

6. Lack of opportunity to use English apart from English class.

One teacher said this:

T7: *“They don’t speak at home, they don’t speak in class and they’ll only use English during English class”.*

This teacher with twenty years of experience saw it in these terms;

T6: *“The environment in the polytechnic is still not conducive enough for them (the students) to speak in English. Because only we, the English teachers are speaking in English now”.*

Another teacher with fourteen years of experience also voiced a similar observation regarding the lack of use of English:

T6: *“Because they are using mother tongue outside of the class, only in class they are using English. They only use English if they have to, during English class”.*

Another experienced teacher observed:

T4: *“I don’t think they are really communicating in English. I don’t think they are. They don’t have any confidence is one of those things, and they don’t have the practice. They lack practice all around, because, probably in the schools, in the homes, they don’t use English actually to communicate”.*

This teacher with thirty-one years of experience aptly described the current situation regarding the use of English for most Malaysian students:

T2: *“English is actually a foreign language to them because they don’t speak it at home; they don’t speak it in class. They only speak it if the English teacher forced them to speak in English you know!”*

7. The syllabus does not encourage the students to learn English especially oral communication skills

The syllabus itself can be seen as not encouraging the students to learn English especially with regard to oral communication skills. This was observed by a teacher with thirty-one years' experience:

T2: *“The syllabus does not really encourage the students, and the focus is not on speaking skills. The focus is more on writing skills”.*

Another teacher with more than twenty years experience had this to say about the syllabus:

T6: *“In fact, most of the topics are boring in semester two. Very dry. I don't know if it's relevant to the students”.*

Another made this comment about the syllabus:

T9: *“The syllabus is just, topical based. I would prefer the syllabus to be changed. At least for the 3 years or 2 years they are here, we should focus more on speaking and writing with the main focus in grammar”.*

And another teacher gave her view on the content of the Semester Two module:

T4: *“The Semester Two students are not that eager although the topics are different. I think partly because the topics I think are not very likely, they are going to use it, you know. Like describe a process, err, when are they going to describe a process? When are they going to give instructions? I don't quite like the topics in semester two”.*

This new teacher commented on the syllabus itself:

T13: *“You mean our syllabus, this whole programme at the polytechnic? I don't think so. If you say something about communication where they can speak aloud and can speak independently without using any scripts, I don't think so”.*

One teacher with twenty years of teaching experience aptly voiced her concerns regarding the syllabus with other accompanying problems:

T6: *“With the contact hours that we are given and the wide range of topics we are to cover, I feel we can only touch and go on these topics. There’s no depth and the students only get to scratch the outer layer of it. That is definitely not enough”.*

Finally a new teacher commented:

T3: *“I don’t think the module is gearing itself towards communication skills. Maybe we are forgetting our English focus actually which is actually communication. The focus is not there”.*

8. Students’ attitude towards English.

This teacher with twenty-four years experience observed:

T1: *“If the need to do so is not there, I mean they, why should they bother? I mean they can survive with one language which they already know. If they could get a job without a pass in English why should they bother”?*

A teacher with twenty years experience outlined why the students have a negative attitude towards English:

T6: *“I suppose they can still survive in Malaysia, they can, still here no problem of that. Because they can see that their seniors could survive with that minimum of English. Then again it’s not important. Again, they feel so what I can still go out and get work (without English)”.*

A teacher with eight years of teaching experience of the students’ negative attitude towards English had this to say about their overall attitude towards learning:

T12: *“In the Malaysian setting, I don’t think so they are independent learners. They have been spoon-fed since school level up till now. They are actually depending on the lecturers. The students, they somehow or rather will depend on the lecturers. They don’t do extra. They don’t browse the internet to look for the assignments. Everything, they’ll depend on the lecturers in my experience”.*

A teacher with fourteen years of experience summarised her views regarding the students' attitude towards English:

T7: *“They only read in English, only in the (English) class. After that, no more. They don't read Straits Times; they don't read Reader's Digest OK, and then speaking, because they don't speak English outside of the class. Because they are using mother tongue outside of the class, only in class they are using English. They only use English if they have to, during English class. That's it*

9. Peer pressure and the feeling of overwhelming shyness and fear of using English amongst friends

There was a major problem regarding peer pressure and the feeling of overwhelming shyness and fear when trying to use English amongst friends. This was observed by a teacher with eight years of teaching experience:

T12: *“They are afraid to make mistakes and they are shy to make mistakes”.*

A new teacher with five years of teaching experience had this to say about peer pressure:

T5: *“They are scared of making mistakes, they are scared their friends make fun of them, they are not confident enough”.*

T9: *“They themselves are helpless because they don't have the basics. They don't have someone to guide them constantly. So in the end the motivation can just, dwindle or simply vanished. And then, peer pressure. They told me, that they wanted to speak but their friends will laugh at them if they speak. So, most of them just gave up, because most of them want to be accepted by their peer. That's a pity”.*

That was from a teacher who has been teaching for the past twenty-four years at the same polytechnic on the pressure amongst the students with their friends when they tried to use English.

10. The wide gap between students of different levels

There seemed to be a wide gap between students of different levels which was also highlighted. This from a teacher with twenty-four years of experience on the quality of students entering the polytechnic:

T9: *“Basically they are not the cream of students-not good students when they joined the polytechnic”.*

Another with twenty-nine years experience commented on the quality of the students:

T4: *“Some of them come in; they don’t even pass SPM English. And that is, English at SPM level is not that great either”.*

Or this from a young teacher with five years of experience who observed the major gap between the types of students at the Polytechnic:

T5: *“The students are basically weak. There’s a big gap between the good students and the poor students whereby we face this kind of problem where we go in if we are too fast we kind of forgo the weak students but if we go too slow, the good students feel your lessons are boring”.*

11. The TeSME Factor

Out of fourteen teachers interviewed, six of the teachers with more than ten years of teaching experience, other than the Polytechnic, had reported that they personally do not see any obvious difference in the students’ English competence with those had Science and Mathematics education in English. However, two of the senior teachers had observed that indeed they had detected that these students did show some kind of confidence in using English terminologies in class and especially in their writing. Another teacher with thirty-one years’ teaching experience including schools and teacher training college voiced that she observed that her current batch of students especially in the Commerce Department seemed to be more eloquent in their communication with her and she suspected that their slight eloquence and confidence could be because of the TeSME factor. Seven who were new and only had three to

eight years of teaching experience had observed that their students did show some confidence in using English and they put that confidence down to the effects of TeSME. Only one of these new teachers with three years of teaching experience claimed that her students were basically weak. These teachers observed that their students had some kind of confidence in English which they thought could be because of the TeSME effect.

5.4.3 The system

The situation or the system itself had been suggested as having caused an unnecessary burden to the teachers as well as the students. The system was devised in such a manner that teachers and students have very full timetables. Furthermore, the management seemed to be imposing too many unnecessary burdens on the teachers and also on the students. This was felt by the teachers as well as the students.

1. Unnecessary burdens on the teachers

This was how a teacher with five years experience described her situation:

T3: *“During my free time, I’ll concentrate on all my quizzes for 8 classes. You just imagine, one class approximately I will have 40 students, times by 8 classes, 320 students, so I have to take care of all these warnings, also the attendance, also so many quizzes; quiz 1, quiz 2, quiz 3 and if students are absent for one quiz, we have to do repeat quiz, we have to make them sit for that quiz”.*

A new teacher with three years of teaching experience lamented:

T11: *“I have 16 hours of teaching. During my free time, I’ll concentrate on all my quizzes for 8 classes. Mm, writing warning letters and also the additional work for the English Unit Bulletin, and also I have to collect reports on all the activities that have been done by the English Unit and to be sent to the main administration office. I’m also the committee member of multi-media. I have to make sure that all the information should be up-to-date and updated”.*

A new teacher with fewer than five years teaching experience bemoaned the situation she was in with regard to the heavy workload being experienced together with her teaching duties:

T5: *“To me, it’s quite heavy including the clerical work. You have to send first warning letter, second warning letter and you have to be aware of all the attendance, you have to check this and check that. Because of these things, I think 16 hours is quite heavy for me. Yes, all these take up a lot of my time apart from clerical work which is related to my teaching duties”.*

A young and inexperienced teacher had this to say regarding the workload that she had to handle:

T11: *“So, besides teaching, we have to issue letters, we have to catch up with the attendance and the quizzes they’re making it so frequent that almost every week that you have to mark those papers. You don’t have time to really go through the lessons carefully and I’ve been given new classes so, we need time to actually go through the module properly before we go in to teach. We have to go through and make sure we get interesting activities”.*

2. Unnecessary load on students with packed timetable

This young teacher worried about the packed timetable of the students:

T11: *“Their timetable is full. It could be the system. Maybe, they want to finish everything and they compress everything and the victims are the students”.*

Another teacher made this comment on the students’ packed timetable:

T12: *“I cannot blame these students because they are having class from 8 o’clock. From 8.00 o’clock, it’s non-stop. When I look at the timetable and their class starts at 8 and my class ends at 1.30 and that’s their last class before lunch. And at 2.30 they will have another class. I cannot blame them because their timetable is so full”.*

3. The lack of infrastructure especially teaching facilities

There were concerns about the lack of infrastructure, especially facilities such as LCD projectors, insufficient chairs and tables in a classroom and also no proper language

laboratories or classrooms suitable to teach language especially small group discussions.

This teacher aptly described the current predicament faced by the teachers regarding the infrastructure:

T14: *“The polytechnic should take note of its infrastructure so that students won’t be carrying tables and chairs every time they change classroom”.*

A new teacher voiced her disappointment regarding the lack of proper infrastructure particularly for language learning:

T11: *“They don’t think of the infrastructure and it had been taken into account of the classroom especially on how to conduct conducive English lessons for the students by taking into considerations of the class size for language learning”.*

4. English is a non-core subject

English is a non-core subject; therefore students do not place much importance on it as compared to core subjects. This was observed by this teacher with more than twenty years of experience:

T9: *“They don’t have the time. They have other courses which is more important. Credit hours of their weighting are heavier than ours (English), you know. So why should they (students) be wasting their time?”*

An experienced teacher with twenty years of teaching experience commented on the situation and the attitude of the students towards English:

T6: *“They are not motivated enough to learn English. They are not motivated, sometimes they said, oh, we should be motivating them, but, (laughs) is there time to do that? To them, English is, (sighs) they have to be there physically, just to pass it, you know, there is no room for them to know more, don’t give me*

extra work, just give me enough. Even you asked them to read newspaper or even extra work to do, at the end of the day, it's not done. Because they think it's not important, to them it's not important".

5.5 Students' Perspective

Answers obtained were reported by the students from their pre- and post-questionnaires as well as their interviews:

5.5.1 Pre-Questionnaire Answers

This section consists of two open-ended questions and the respondents were asked to write down their answers in the space provided. The reported answers of the students were tabulated using the computer programme Nvivo.

Question 1: "Please write about the things in school which helped you to become better at English", the students' reported answers can be divided into four themes:

- a) Students' own initiatives
- b) Support from schools
- c) Teachers' motivation and guidance
- d) The teaching of Mathematics and Science in English

In the first theme, the students discussed their own initiatives such as making the effort to try and use English at school. Other initiatives included reading English books, magazines and watching English shows, listening to radio programmes, going to the library to read more English reference books, finding difficult words from the dictionary and using English whenever they get the opportunity.

For the second theme, when the respondents said their schools had been supportive in their efforts, these included having an English Day or Week at school and putting up notices and posters in English. The support from schools included weekly assemblies and announcements in English. The support from the school can be seen to be creating a conducive environment where there is more of an English environment or

English is practised more by the students. Teachers' motivation and guidance included the efforts made by their teachers, especially their English teachers, to inculcate the love of English. They gave extra classes to students helping to improve their English language proficiency.

The final theme was the teaching of Science and Mathematics in English which was introduced to the students in the year 2003 and had highlighted the importance of English. The teaching of Science and Mathematics had brought English into prominence even though the implementation of TeSME in schools itself had led to intense debates in Malaysia.

From the original 614 respondents of the pre-questionnaire, 316 respondents responded by stating that they became good at English through their own initiatives by making the effort to use English at all times. This is followed by 205 respondents crediting their teachers, especially their English teachers, as the ones giving them guidance and motivation to be good at English. The support given by schools too cannot be ignored as sixty-six respondents said their schools were supportive. The implementation of the TeSME policy had inevitably placed importance as well as awareness towards the need of English as reported by the students.

Question 2: "Please write about the things which make it difficult for you to become good at English",

The answers reported by the students were divided into five themes:

- a) Lack of knowledge and basic background of the language
- b) Negative environment with lack of support from family, peer and also the environment itself is not conducive for the language to be practised
- c) Poor attitude of the students and not liking English

- d) Students' poor self-esteem, shy and afraid
- e) Teachers' inability to use a variety of activities in class to create interest towards the language.

For this question, out of 614 respondents, 212 said that the lack of basic background knowledge of the language itself made them poor at English. This situation is further aggravated with another 139 responding by saying that their own poor self-esteem made them afraid and shy of using English. The environment itself is not conducive for them to practise English as 130 responded by saying there is no opportunity for them to use English at school, at home or even socially. Thirty-three pointed out of their teachers' inability to use a variety of activities to help them inculcate interest in the language itself. In addition fifty-four said they remained poor in English because of their own poor attitude towards the language.

From both questions, what obviously is helped by the fact of the students' own initiatives, guidance of their teachers, especially their English language teachers, support from the school themselves, and the teaching of Science and Mathematics in English had created more awareness of the importance of the language itself. On the other hand, not excelling in English is due to the environment too where it is hampered by the students' lack of basic grammar and knowledge that caused poor self-esteem on the students' part, and thus, created a lack of interest in English. The teachers' inability to use a variety of activities to help them inculcate interest in the language itself does not help further in the betterment of English.

5.5.2 Post-Questionnaire Answers

Two open-ended questions were posed. The first question was collated on suggestions on ways to improve the English Language Programme at the Polytechnic especially in encouraging the students to communicate in English. The second question was to

gauge how far the English Language Programme offered by the Polytechnic had been effective in promoting the students' oral communication skills.

Question 1:

“How would you suggest ways to improve the English Language Programme at the Polytechnic especially in encouraging the students to communicate in English?”, and using the Nvivo programme, the answers reported were divided into four themes:

- a) The English Language Programme must employ a variety of activities to create more interest on the students' part to participate more in English and use English.
- b) Polytechnic campus should provide more English reading materials such as newspapers as well as a more English-friendly environment.
- c) Increase credit points for the subject of English thus creating more contact hours for English lessons and this will make students place more importance on English.
- d) The poorer pupils should be segregated from the good ones and given extra classes as well as remedial classes in English.

For Question One, out of 578 respondents, 523 gave their suggestions on various ways to improve the programme especially in encouraging student communication skills.

The students suggested that the programme must employ a variety of activities that can create more interest on the students' part so that they are interested in participating more. More emphasis should be stressed on communication skills for the students in helping them to communicate more in English. The use of videos and

music was suggested to make the programme more interesting or to maintain further interest in English.

Suggestions such as providing English newspapers conveniently on campus; all subject teachers to teach in English; and also creating a more positive environment for English to be widely used showed that the students were aware of the lack of English in their day-to-day lives and wanted a more favourable environment for them to practise its usage. Their suggestions indicated that they welcomed a more English-friendly environment to give them more exposure to use English.

Apart from that, they also suggested that the credit points should be increased for the subject of English and at the same time increase the contact hours for it. This increase in contact hours for English would give more opportunities for the students to be further exposed to English. Finally, the students suggested that the poor students should be segregated from the good ones and be given more remedial work to give them basic knowledge or more exposure to the language.

Question 2:

“Has the English Language Programme that you have had for two semesters been effective in promoting your oral communication skills and explain how it has helped you?”, and with the Nvivo programme, the answers reported by the respondents were divided into four themes:

- a) As oral presentation is part of the assessment of students’ performance in the English Language Programme it had indirectly helped create a better awareness in public speaking for the students as well as building their confidence in giving oral presentation.
- b) The oral presentation is good exposure as the emphasis is more on public presentation as compared to school and served as a basic foundation to the students offering confidence in public speaking.

- c) They acknowledged that the public speaking sessions have exposed them to an initial awareness of the importance of oral communication but not enough practice was given in the English Language Programme provided by the Polytechnic to give them ample opportunities in public speaking.

- d) They stated that generally they are poor in English as the majority of them have poor basic knowledge of English language as they are not exposed to using English in their daily lives. They have problems in expressing their ideas in English as they have inadequate knowledge of the language causing them to be reticent, more afraid and often shy in using the language and they ended up not using the language at all.

For Question Two, 460 students responded and out of these, 320 students said the programme helped them as they were indirectly forced to participate in public speaking as oral presentation is a part of the assessment of the students' performance in the Polytechnic's English Language Programme. The presenting session, especially presenting in front of their friends, helped to build their confidence in English especially in public speaking. They reported that what they have learnt at the Polytechnic was a change from the English that they had learnt at school especially as there was an emphasis on oral presentation at the Polytechnic. Other activities, especially small group discussions, also gave them opportunities to practise using English. 140 responded by saying that they were given the exposure to oral communication and public speaking yet added further that the effort was insufficient to make them confident and competent in oral communication. They were still poor especially in expressing their ideas in English as they had inadequate knowledge of the language itself and were not exposed to using English in their daily lives. As they were aware of their inadequacy, they too lacked confidence in using the language. Because of this they were more afraid and shy in using the language putting them in an even more difficult position of not using the language at all.

5.5.3 Students' interviews

The interview involved thirty-four students. The students' information can be seen listed in the table below.

No	INTERVIEWEES	Type of school	% code-switching	SPM Eng.	Ethnicity
1	(MD1)	Nat	67	4B	M
2	(MD2)	Nat	67	3B	M
3	(MD3)	TVoc	0	7D	C
4	(MD4)	Nat	67	8E	M
5	(MD 5)	Nat	50	7D	M
6	(MD6)	Nat	50	8E	M
7	(MD7)	Nat	0	1A	I
8	(MD8)	TVoc	0	1A	M
9	(MD9)	TVoc	>90	3B	M
10	(MD10)	Nat	0	3B	C
11	(MD11)	TVoc	67	5C	M
12	(MD12)	Nat	50	5C	M
13	(MD13)	TVoc	50	4B	M
14	(FD1)	Nat	50	7D	M
15	(FD2)	Nat	67	8E	M
16	(FD3)	Nat	<10	3B	M
17	(FD4)	Nat	67	2A	M
18	(FD5)	Nat	50	3B	M
19	(FD6)	Nat	67	3B	M
20	(FD7)	TVoc	>90	8E	C
21	(FD8)	Venac	0	2A	C
22	(FD9)	TVoc	67	5C	M
23	(1MS)	Nat	<10	7D	M
24	(2MS)	Nat	50	6C	M
25	(3MS)	TVoc	0	4B	O
26	(4MS)	TVoc	>90	9G	M
27	(5MS)	TVoc	67	3B	M
28	(6MS)	TVoc	67	5C	M
29	(1FS)	Nat	<10	7D	M
30	(2FS)	Nat	67	6C	M
31	(3FS)	Nat	0	1A	M
32	(4FS)	TVoc	67	4B	M
33	(5FS)	TVoc	67	5C	M
34	(6FS)	Nat	0	5C	O

* MD- Male diploma, FD=Female diploma, MS= Male certificate and FS= Female certificate

Figure 5. 12: Information for all the 34 students interviewed

5.5.3.1 Observations observed from the students' interviews

By looking at the detailed information revealed from the students' interviews, several observations need to be made:

1. Interviews conducted in English

The interviews were intended to be done in English but what was that only eight answered their interviews fully in English. Three interviewees code-switched with fewer than ten replies of code-switching (less than 10% of code-switching), seven code-switched with equal amount of BM and English (approximately 50% of code-switching), another thirteen code-switched two thirds (approximately 67% of code-switching) of their interviews and the other three answered their interviews mostly (almost 90% usage) in Bahasa Malaysia. The twenty-six students who code-switched or used Bahasa Malaysia seemed to have no problem understanding the questions asked in English with the exception of two who seemed rather reticent with their replies when asked questions in English initially. When the questions were later asked in BM, they remained reticent throughout their entire interview sessions by answering in one-word BM replies.

Of the thirty-four students interviewed, they consisted of twenty-seven Malays, four Chinese, one Indian and two Others. The eight students who answered fully in English were three Chinese, one Indian, two Malays and two Others, whereas the ones who code-switched a little and spoke mostly in English were three Malays. The other seven who code-switched with an equal usage of BM and English were Malays. The thirteen who replied with two thirds of BM were Malays. Finally, the remaining three who replied mostly in BM were two Malays and a Chinese. During the interviews, most of the students seemed comfortable to code-switch with their replies.

2. The TeSME factor

It was observed that the students stated that when they were in schools, Science and Mathematics were indeed taught in English and they were rather familiar with the terminologies used in English in the teaching of Science and Mathematics. They had stated that they had been exposed to these terminologies from Form One. These students said that their core subject teachers at the Polytechnic had asked them on the first day of their class if they preferred to be taught in English or BM and the majority said that their core subject teachers usually code-switched with heavy inclination to use BM most of the time. These involved the Technical subjects' teachers whereas Commerce subject teachers taught all their core subjects in English. Two students from the Technical department, both Chinese, had voiced their disappointment that their core subjects including Mathematics were taught by their teachers mostly in BM. They voiced their disappointment as they thought that Technical subjects were supposed to be taught in English. Another two students, Malays from certificate and diploma Technical classes voiced their confusions that almost all their core subjects were taught mostly in BM at the Polytechnic whereas they were exposed to such subjects in English when they were at school. The rest of the students interviewed said that they were comfortable with their core subjects teaching them in a mixture of English and BM.

3. Teachers' support and parental support for English

The respondents reported that generally their English language teachers are very supportive of them. They had tried to impart knowledge in class and gave the necessary guidance to them especially by stressing the importance of English. Three students commented that some of their English teachers were too strict and did not know how to make the English lessons interesting and lively. These were also the same teachers whom the students claimed to enforce a spoken English-only policy in their classes and they stated that because of this strict policy, they ended up not talking at all in class. Similarly, the respondents reported that generally their parents were supportive of them especially in continuing education and they too realised the importance of English. The majority of the parents did not speak or use English and

instead used mother tongue languages at home except four respondents who noted that their parents had tried to encourage them to use English by talking to them in English. These parents too bought English reading materials to encourage exposure to English as they too realised the importance of English including a student who claimed that his father was not highly educated yet he encouraged him to learn English as he is aware of the importance of English.

4. English lessons at the Polytechnic

The majority of the students interviewed claimed that the English lessons at the Polytechnic were generally interesting as the emphasis is more on interaction and oral presentation as compared to school where the emphasis is more on literature and grammar. However, the students noted that even though they were given exposure to public speaking, not enough activities were offered to participate either for assignments or group activities. Oral presentations - as part of their evaluation process - were explained to them at the beginning of the semester so that the majority of them were aware of oral presentation and would prepare or even memorize the topics that they had to do for oral presentations. The students observed that the syllabus that they had for the two semesters focused more on the writing skills rather than speaking skills. This observation from the polytechnic students did concur with what Hassan and Fauzee-Selamat (2002) who conducted their study in Malaysian schools who found that SPM English too tend to focus more on writing instead of the speaking skills.

5.5.3.2 Students' answers

The responses of the students are reported under the following themes:

1 The students reported that they needed to improve their speaking skill

Almost all the students interviewed reported that speaking is the skill that they wanted to improve. Thirty respondents or 88.23% reported that of the four skills, they would like to be better in speaking, the other three mentioned that they would like to be good in writing and one student said that she believed that she needs to first improve her

reading skill and then only would she prefer to better her speaking skills. During the interviews, twenty-eight rated their speaking ability on a scale of 1 to 10 with the scale of 5 and below; 1 as very weak while 10 is very good. Only six had rated their English proficiency to be on the scale of 6 to 7. Even then, only one of the six interviewees said that his English was *'probably not bad'* and was the only one who was originally from a nearby town very near to Ipoh City, Perak. Even when the students were asked to rate their English proficiency, almost all rated themselves to be below average and elaborated further that the skill that they would like to improve most is speaking irrespective of having good or poor SPM English results. The reasons given were because they themselves knew that they were weak in this skill and so they tended to be reticent about speaking in English. They are shy in using English as they are aware of their poor pronunciation, grammar and vocabulary. One claimed that she cannot speak as the idea of speaking in English will make her:

FD6: *"frightened, embarrassed, nervous, shivery and not confident"*.

The majority of students have no problem understanding spoken English and this was confirmed by the students when interviewed but the problem they encountered was an inability – or lack of confidence in their ability - to reply in English as they fear that they will make mistakes. They ended up not talking at all as they wanted to avoid being laughed at if they make mistakes. Typical comments were:

MD11: *"I'm afraid especially when I want to speak to others. When I'm about to say something, I'm afraid I'll be using the wrong words. When I'm about to say something and I know I will be wrong, so instead of being wrong I'll just keep quiet"*.

MD1: *"But to reply, I cannot speak as the words simply refuse to come out. I don't know why but it could be because I seldom use English. Maybe, that could be the reason"*.

FD5: *"I can understand in English, it's just I find it is very difficult to speak or if I want to construct the sentence, it's just, ah, I just cannot do it!"*

1MS: *“I don’t speak at all”.*

However, all thirty-four interviewees when asked of the importance of English agreed it was important:

FD7: *“English is important. It’s important as you need it to mix around with the workers if you want to work in Singapore. It’s difficult if you don’t know English”.*

A student, who came from rural Perak and was schooled in a vernacular school in a fishing village.

4MS: *“Everybody said that more English is used these days. This means at work we have to use English so, we should be able to know English and use it in our lives”.*

A student who failed his SPM English, came from rural Perak and was schooled in a national school.

5MS: *“Nowadays English is important as more people are using it and knowing English will help you find jobs”.*

A certificate student, who confirmed many students’ views. This student was born in urban Ipoh and was schooled in a rural school in a town near to Ipoh.

MD4: *“It’s important especially if you want to further your studies*

A student who hailed from rural Kelantan and was from a rural school.

MD11: *“For the future. Sometimes when we work, we have to speak in English as we have to deal with foreign clients”.*

2. Being able to speak in English is essential for students to interact when they start work or during their Industrial Attachment.

All of the students were aware of the importance of English to further their studies or later when they go out to seek employment:

MD3: *“I think everyone must know English is important, right?”*

MD10: *“If you want to work outside of Malaysia without English it will be a bit of problem for us”.*

MD5: *“It (English) has its advantage, if I want to get a job”.*

One said that he is aware of the importance of English as it is an international language and interviews were conducted in English;

6MS: *“These days most interviews are conducted in English and even for work, you’d need English too. Furthermore, English is very important all over the world”.*

MD12: *“Because speaking is so important. When I work, I’ll work with international company so the English is quite important, so it’s necessary”.*

One added how important English was to him to further his studies:

MD10: *“If we want to study further to a higher level, we must know English”.*

One even added the importance of English as an international language:

MD5: *“English is an international language and if we don’t know English, we can’t go far. This is because English has a connection with the outside world”.*

Another student touched on the need for English:

M2: *“We do get many visitors from abroad and exchange students too so if we don’t know English, that would be rather difficult”.*

From these responses we could see that irrespective of the students’ background and English language results, these students are aware of the importance of English especially in furthering their studies and in securing better jobs.

The students admitted the importance of English although some of them admitted their dislike for learning the language. Said one diploma student, from a rural Perak school has this to say regarding English:

FD6: *“I think it’s me. I don’t like English”.*

FD9: *“I’m aware of the importance of English. If given a choice, I’d like to intensify the learning of English to better my English. It’s just I don’t have the courage yet”.*

4FS: *“I have no interest in English. But I have to learn it as English is more important these days”.*

A certificate student from rural Pahang and was schooled in rural Pahang gave her comments on English.

MD1: *“It’s because I’m not confident with my poor grammar. I’m shy to speak with so many people as I think my English is not good and I can only speak broken English.... It’s us as students who did not make the effort”.*

A diploma student who obtained 4B for his SPM English from urban Perak reasoned why he is not confident to speak in English.

MD11: *“I am to be blamed because I didn’t make the effort to use English. I conversed with my friends in BM and only with the lecturer I answered in English”.*

MD5: *“I’ve no problem understanding it, it’s just I cannot reply. Maybe because I feel that I’m not good and I’m afraid”.*

A diploma student from a rural East Coast State in Peninsular Malaysia reasoned why he is not confident to speak in English.

Therefore, based on these interviews, the majority of these students perceived that they were weak in English and even then, they realised the importance of English in their lives especially for further job promotion and bettering their lives. They may have admitted their dislike of the language yet they were aware of its importance and would like to better themselves especially in the speaking skill.

3. The English classes or lessons were uninteresting as they were similar to those they have had at school

Many reported their dislike of English. Most said it was because the subject English is not interesting to them. These were typical comments made regarding their interest towards English:

MD4: *“No. The English lessons at the polytechnic are not interesting”.*

MD12: *“They (English lessons) are the same. Almost no differences at all”.*

4MS: *“If it’s English class, they (classmates) will be bored”.*

2MS: *“On the whole, nothing spectacular except at times, they (English lessons) can be rather boring – this is similar to school so what makes it different?”.*

MD6: *“And sometimes it can be a bit boring that makes me sleepy in class”.*

One student remarked on the English lessons conducted at the polytechnic and made a suggestion to make them more interesting:

MD8: *“I think the teacher should show us some movies or video clippings about circumstances in real-life conversation, like two people talking or showing movies and explain to us what happen inside the movie, how it would really occur in our life. Show the real world”.*

Several students claimed that the English subject they had to learn at the Polytechnic was difficult to learn therefore making them lose interest in learning the language.

MD2: *“It’s not the students’ fault because they are not interested in English. They considered English as a very difficult subject”.*

The activities given in the English class were not taken up by the students to take up the opportunities to use English in the class:

FD3: *“I think the opportunity (to speak and use English) is there, it’s just that I didn’t take that given opportunity”.*

Or the activities provided in the English class did not give students ample opportunities to use English in the class.

FD3: *“Add a variety of activities as currently there aren’t enough activities (in English classes)”.*

This could be for several reasons such as the class size being too big thus reducing opportunities for all to participate in the activities given.

MD2: *“Yes, it’s disturbing as there’re too many students and the teacher couldn’t pay attention to all”.*

Another reason given was that the classroom was not big enough and thus not conducive for the teacher to conduct a variety of student-centred activities. As said by a student:

4FS: *“The classroom is too small and we can’t really do a variety of activities. If we want to do some other activities, we have to find another place”.*

4FS: *“More than 58 students and so difficult to concentrate in class as it’s very noisy. Apart from that, it’s not comfortable as there’re 58 of us packed in this small space”.*

And another:

FD9: *“For me, I’ll say there shouldn’t be too many in the class. Reduce the number of students in the class”.*

The emphasis in class in Semesters One and Two was on writing skills as compared to speaking. The only speaking emphasis was in Semester One for about four weeks where the students were taught how to pronounce words properly using the dictionary. One student said:

FD5: *“They (the assignments) are insufficient as most of them we have to write more instead of speaking. In class we only speak just a bit”.*

5FS: *“The lecturers must provide a variety of activities for the students to practise using English by emphasising on speaking activities”.*

FD7: *Nothing much on speaking, just writing“.*

Another student reinforced the statement by saying:

M1: *“There’s communication but the English which was highlighted in this semester two was how to write a formal letter”.*

4. Students speak their mother tongue at home and with their friends.

The only opportunity to ever use English was during their English class. Even at times, when the students were divided into small groups and asked to discuss amongst themselves, most of them were comfortable using Bahasa Malaysia during discussion. They will only use English while presenting, or to communicate with their teachers, during English class. One student said:

MD6: *“Even with my non-Malay friends, I only speak to them mostly in Bahasa”.*

MD 1: *“My fault because I don’t practise using it at home or with my friends. I only use it in class and when the English class is over, I stopped practising too.”*

MD2: *“I don’t speak in English at all with them (friends and family)”.*

5. The students do not read books in English nor magazines as they neither understand nor have the interest in reading.

Some tried to read the newspapers for the sole purpose of doing their assignments, while one student suggested this reason for being poor in spoken English:

6MS: *“I think it’s due to lack of reading”.*

Another student reinforced the statement by saying:

MD2: *“I seldom read. Maybe, sometimes, I read the newspapers. When I’m looking for materials.”*

6. Too many areas to cover in the module.

According to the students the syllabus has so many areas or topics to cover that it was felt there was no one specific area that the syllabus had covered. As one student said:

FD2: *“There’re so many things to cover in the syllabus but we were focusing on a topic to a topic and these exercises do not cover all. This is not good as insufficient time was given to cover all these topics”.*

MD13: *“As it is, to finish the syllabus is also difficult as there is insufficient time”.*

MD1: *“Come to think about it, of course they (contact hours) are not enough because over here at the polytechnic, we learnt week by week. There’s a long semester and short semester and I’ve heard that this time it is a short semester. So, the English assignments are affected too, what with the lecturers having to postpone classes as they have to attend some courses. So, definitely not enough if we were to improve ourselves with those assignments”.*

MD2: *“Oh, it’s packed to the hilt! I don’t know but this semester is so packed. The timetable is so packed that our classes are up till 6.30 pm”.*

Another student said because there were too many things to cover, he had this suggestion for the syllabus:

5MS: *“Simplify the syllabus. Also, there’re too many things to learn and everything’s is compacted and rushed. I don’t think so the activities are enough”.*

FD9: *“The teacher must know how to make the English class as interesting as possible”*

Probably because there were too many things to cover in the syllabus, one essential skill - oral communication - was inadvertently missed.

FD8: *“Try to motivate interest for the students. The lecturers must provide a variety of activities for the student to practise using English by emphasizing on speaking activities”.*

7. More contact hours for English.

More contact hours should be given as the English class is the only place where the students have the opportunity to practise using English. This student agreed:

1MS: *“More contact hours should be given. Why don’t we increased it to 4 hours or even better every day”.*

FD9: *“Why don’t we increase the contact hours for English? English is an important language so maybe we should increase the contact hours to even have English on a daily basis”.*

Initially when they came to the Polytechnic, they did have some hopes or expectations that they would improve their English language skills. They had to abandon their initial expectations as they were too busy with other core subjects or their timetable was just too packed for them to concentrate further on improving their English.

MD13: *“The credit hours given for English is also too little as compared to the other subjects. Definitely not enough”*

MD10: *“I am unhappy with the English periods. I hope ah, they increase the English period. I want more English. One week we only got 2 hours a week, that’s not enough”.*

Another student suggested that contact hours be increased but suggested possible problems:

5MS: *“It would be better if the contact hours are increased but you have to look at the existing timetable first”.*

We can see from the document analyses, online input, teachers’ and students’ open-ended answers as well as teachers’ and students’ interviews, the 4 four sub-questions of the 3 RQs will be answered qualitatively to give a better understanding to them.

5.6 Research Questions

There remained four sub-questions from these three RQs that can be answered qualitatively to give more depth to these questions . The RQs with their sub-questions were as follow:

1. RQ1 Perceptions towards Spoken English

- a. What are the teachers’ perceptions towards the oral communication skills component in the English language modules of the Malaysian polytechnics English language Syllabi?
- b. What are the students’ perception towards the oral communication skills component in the English language modules after they have undergone two semesters of the English Language Programme?

2. RQ 2 Student competence in Spoken English

- a. What are the teachers’ perceptions towards their students’ competencies in spoken English?

3. RQ3 Barriers to speaking English

- a. What are other contributing barriers which can hinder students from communicating in English while at the polytechnic?

5.6.1 Qualitative Discussions

These 3 RQs which consist of 4 sub-questions will be answered qualitatively to further clarify these questions.

5.6.1.1 RQ1 Perceptions towards Spoken English

- a. What are the teachers' perceptions towards the oral communication skills component in the English language modules of the Malaysian polytechnics English language Syllabi?

Their responses from the open-ended answers and interviews can be summarized into four themes:

- a) Allow more oral communication-based activities as the modules lack sufficient oral communication skills activities for the students to practise.
- b) Motivate students on the importance of English as the students are not amply motivated on the importance of English especially on speaking activities.
- c) Create a more English speaking environment as the polytechnic environment does not encourage for the students to use English and realise of the importance of English.
- d) Increase contact hours as the credit hour meant for English is just a credit hour therefore students are not putting more emphasis on the English subject itself.

5.6.1.2 RQ1 Perceptions towards Spoken English

- b. What are the students' perceptions towards the oral communication skills component in the English language modules after they have undergone two semesters of the English Language Programme?

The students' perspectives were obtained through their answers from open-ended questions in the questionnaire and interview questions. On the overall, generally the 34 students interviewed too touched on similar themes which were discussed in the open-ended answers of the students. They too centred on these themes:

- a) The programme should stress more on communication skills for the students in helping them to communicate more in English.
- b) They welcomed a more English-friendly environment to give them more exposure to use English.
- c) They suggested that the credit points should be increased for the subject of English and at the same time increase the contact hours for it.
- d) The public speaking sessions have exposed them to an initial awareness of the importance of oral communication but not enough practice was given in the English Language Programme provided by the Polytechnic to make them competent in public speaking.

5.6.1.3 RQ2 Student competence in Spoken English

- a. What are the teachers' perceptions towards the students' competencies in Spoken English?

This question was posed to the teachers in the open-ended question and these were reasons given by the teachers regarding the students' English language competencies in Spoken English. Almost all of the teachers observed that the majority of the students were very weak in English. They claimed this was because of their lack of grammar and vocabulary when they were in schools, affecting their proficiency and confidence, and that this in turn followed their lack of exposure to the language. Another reason given was the environment of the students at home and outside their classrooms generally, as these did not encourage their use of English. They claimed that there was a gap between the minority who were good and the majority who were

poor in English and this gap did not help in the teaching and learning of English at the Polytechnic. A typical comment was that

“Many do not have the ability to do so (communicate confidently) because their level of competency is relatively low”.

“Students’ English language skills are insufficient to fully comprehend the lessons well”.

“I can see that most of the students were unable to speak/communicate confidently. This might be because they lacked vocabulary. They have many ideas but they do not know how to present the ideas orally. The other reason might be because of the language structure of BM and English are different. Students are used with the BM structure and that is why they find that English is difficult”.

Their answers in the open-ended questionnaires were also reinforced by the teachers interviewed. This was an observation on the wide gap between students of different levels that they get in their classes at the polytechnic:

T9: *“Basically they are not the cream of students-not good students when they joined the polytechnic”.*

Or this from a young teacher with five years of experience who observed the major gap between the types of students at the Polytechnic:

T5: *“The students are basically weak. There’s a big gap between the good students and the poor students whereby we face this kind of problem where we go in if we are too fast we kind of forgo the weak students but if we go too slow, the good students feel your lessons are boring”.*

Another with twenty-nine years experience commented on the quality of the students:

T4: *“Some of them come in; they don’t even pass SPM English. And that is, English at SPM level is not that great either”.*

5.6.1.4. RQ 3 Barriers to speaking English.

The final research question is to identify what possible barriers could hinder the development of students' speaking competency in English whilst at the Polytechnic. As we have already looked at supporting documents, the online CIDOS comments, teachers' and students' perspectives which were given through their open-ended answers as well as their interviews, the barriers to speaking English can be seen listed below. Thus, the barriers are a combination of various factors which are inter-connected.

5.6.1.4.1 The students:

- A lack of knowledge especially grammar, leading to poor foundation of the English language. Generally, felt to be weak in English.
- Poor attitude or low self-concept with their English ability and this led to having little interest in learning English.
- Showing a poor self-esteem; shy and afraid of English as they are aware that because of their lack of knowledge in English, they are not able to function adequately in the English language.
- Showing little or no interest in reading.
- Students have little or no interest in learning English as they find it a difficult language to learn.
- Because of the big gap between the poor and good students, students tend to succumb to peer pressure; they are seen to be shy and reticent.
- Having a packed timetable makes them not place enough importance on English and the situation is further aggravated as English is a non-core subject making it the least important subject to learn.

5.6.1.4.2 The teachers:

- Creative and dedicated teachers need to make English an interesting subject to learn.

- Inexperienced and new teachers need more time to prepare and understand the syllabus.
- Teachers are seen as giving boring and uninteresting lessons.
- Not many opportunities are provided to use English in English classes.
- Teachers are just resigned and tend to accept the situation at hand. They are seen to make do with whatever they possibly can.

5.6.1.4.1.3 The syllabus:

- Not enough credit is given for English as a subject.
- There are not enough contact hours for English; two hours per week is insufficient.
- Oral communication-based activities are lacking in the syllabus; the English Language Programme needs to be improved to encourage more emphasis on speaking.
- English is a non-core subject and because it is not tested, not much importance is placed on it.
- There is a heavy workload with unnecessary non-teaching duties leading to pressure, especially for young, new and inexperienced teachers.

5.6.1.4.1.4 The environment:

- There is an absence of opportunities for students to use English apart from English classes.
- Lack of exposure to English at home with little or no English at all in their lives.
- Large class enrolment and class sizes are not proportionate to student enrolment.
- Lack of exposure towards English with almost no contact with English in schools, polytechnic, home or surrounding environment.

5.6.1.4.1.5 The system:

- The system itself does not help as teachers, as well as students, have packed timetables.
- There is a significant lack of proper infrastructure, e.g. language laboratories and LCDs; therefore it is difficult for teachers to try various activities.
- Remedial work has to be given to poor students, which will involve segregating the poor students from the good ones.

5.8. Summary

This chapter has presented the qualitative data and information gathered through the interviews with the students and teachers. The supporting documents revealed the actual practice of the teaching and learning of English at the Polytechnic involving the students, the teachers and the institution as well as the syllabus. The documents such as the syllabus especially detailed teaching outlines and their objectives, weighting of assignments have provided visual information to give more informed information to explain the context of the study. Reports of the students' and teachers' interviews as well as their open-ended answers had revealed the factors that cause barriers with the implementation of oral communication activities in the teaching of English at the Polytechnic. These barriers might have affected the students' performance in speaking activities.

The following chapter, Chapter Six, will discuss both the findings in Chapters Four and Five and relate them to the research questions of this study.

6 DISCUSSION OF FINDINGS

There is a deep reciprocity between personal and social (shared meaning). One contributes to the other; each is weakened in the absence of the other. The ultimate goal of change is for people to see themselves as shareholders with a stake in the success of the system as a whole, with the pursuit of meaning as the elusive key. Meaning is motivation; motivation is energy; energy is engagement; engagement is life – (Fullan, 2007, p. 303 (the final paragraph of the book))

6.1 Introduction

This study has used three instruments - questionnaires to students and teachers, follow-up semi-structured interviews to students and teachers, and supporting documents related to the teaching and learning of English – and this chapter discusses the study's results. The sections focus on the themes of student competency in English, students and teachers' perceptions of students' spoken English and highlighting the barriers to students in speaking English. Each of these sections has in turn a number of sub-sections, found to be prominent within the main themes. The questions were as follows:

The Research Questions are:

6.1.1 RQ 1 Perceptions towards Spoken English

1. How do the students perceived of their competencies in speaking to different types and groups of people?
2. How do the students perceived of their confidence in speaking to different types and groups of people?
3. What are the teachers' perceptions towards the oral communication skills component in the English language modules of the Malaysian polytechnics English language Syllabi?

4. What are the students' perceptions towards the oral communication skills component in the English language modules after they have undergone two semesters of the English Language Programme?

6.1.2 RQ2 Student competence in Spoken English

1. Is there a significant difference in the polytechnic students' oral communication competence after they had undergone two semesters of the English Language Programme?
2. What are the teachers' perceptions towards their students' competencies on Spoken English?

6.1.3 RQ3 Barriers to speaking English

1. What are other contributing barriers which can hinder students from communicating in English while at the polytechnic?

6.2 RQ 1 Perceptions towards Spoken English

6.2.1. How do the students perceived of their competencies in speaking to different types and groups of people?

6.2.2. How do the students perceived of their confidence in speaking to different types and groups of people?

For both of these questions, the findings showed that the students perceived themselves neither to be competent nor confident in communicating in English at $M=2.5606$ (for competent) and $M=2.5696$ (for confident) respectively. Nevertheless, they had indicated that they may be competent and confident to talk only with friends and acquaintances rather than strangers. Similarly, they had indicated that they prefer to communicate in a small group (five or less) or with individuals who are their friends ($M=2.08$), rather than communicating in front of a large group especially

strangers (M=2.73). Students had indicated that they generally are competent in talking to friends and acquaintances but not strangers. The situation is compounded further when they had also indicated that they feel that they are only competent and confident in talking to their friends and acquaintances individually or in small groups but not presenting in big groups.

Even with eleven years of learning English at school and the additional benefit of learning Science and Mathematics in English, the students were found to be poor in their English. This can be seen based on their SPM (*Sijil Pelajaran Malaysia*, Malaysian Certificate Education) English results, where the majority of the students in the study, 63%, were in the region of a weak credit or a mere pass i.e. grades C, D and E. Apart from the 63%, there was an additional 3.4% who failed which showed that this group of students were very weak in English. This figure indicated that the students in the study were of varied competencies with the majority to be in the region of weak credit or mere passes of grades D and E.

The findings of the students' questionnaires had shown that almost half of the students were not satisfied with their ability to use English at the polytechnic covering all the four language skills. The number of respondents who stated that they became excellent after two semesters of English for oral communication was 6.9% or fewer of them who had become excellent after two semesters of the course. This can be further emphasized by the fact that students have confirmed the fact that they found their level of dissatisfaction on their usage of English especially for speaking and writing skills as more showed their dissatisfaction in their inability to speak and write as compared to reading.

In fact when 34 of the students were interviewed regarding which of the 4 skills; reading, writing, speaking and listening that they considered they have no confidence in, the majority claimed that speaking is the one skill which they are poor. Most

claimed to be that they faced difficulties such as being “shy, nervous, scared and not having enough vocabularies’ when they are asked to speak. They admitted too of feeling that they are not good in English and lacked the grammar and therefore are afraid to speak in English. When they are faced with the lack of confidence in their ability to speak in English, they took the easier way out which is not to use the language at all. Thus, the majority of the students perceived that they were weak in English and they admitted not to have the confidence or competencies to speak to anybody in English except to a friend or small group of friends.

The teachers too had lamented on the fact that students at the polytechnic when asked to discuss in small group discussions usually preferred to speak with their small group members in their mother tongue or BM. This situation showed that the students were comfortable to be speaking in the variety of languages that are available in the students’ repertoire of languages.

Ali’s study (2003) had indicated that the status of the English language has changed in Malaysia and this situation is not helped at all as the learning of English in schools especially is just considered as “ another language to be learnt besides the first language”. English is now considered as one of the other languages to be learnt and the fact that English as a subject at the polytechnic is not considered as a core subject but instead as a supporting subject that even not considered as a subject given a status of an examined subject. Thus, with the small credit points given to English, the students indirectly had neglected to give equal attention to it as they would have given to the rest of their core subjects.

Several studies such as Chee and Troudi, (2003) and Abdullah and Wong (2007) had revealed that the Malays were the group with the strongest indication that they would be teased by friends of their own race if they were to speak in English and thus, they become reluctant speakers. Chee and Troudi’s study (op. cit) had also shown where

80% of their respondents-Malaysian university students who admitted of their dislike of speaking and they preferred to learn the language better by listening. Most of them admitted of being reluctant speakers as they tend to face the feeling of helplessness especially when they felt tongue tied whenever they had to speak in English. This situation is further explained by a study of Abdul-Hamid (1992) that most Malaysian students do not want to be caught in a situation where they will 'lose face' and hence they were shy to venture by providing answers and replies in an English class. This situation was also observed by the researcher when interviewing the Malay students in English and they had shown their discomfort in conversing in English with the researcher. Maarof (2003) further showed that Malaysians students are generally embarrassed when speaking English. These studies had indicated that Malaysian students do not really 'have the tendencies of an individual to initiate communication when free to do so' (McCroskey & Richmond, 1987; 1990). The possibility of students who refused to initiate communication may be because of what was indicated in the studies of Lee (2001; 2003) who found that both Malay and non-Malay respondents who are more proficient in English faced resentment from their peers who are more proficient in the ethnic tongue and considered them to be 'boastful' and 'Westernized'. Therefore, they would take the subtle approach of this non-use of the English language to enhance conformity and acceptance in order to fit in or belong to the group with which they were interacting. These described conditions were all admitted by the students when they were interviewed and they admitted that they can express themselves better in Mandarin or BM.

Furthermore, Malaysian students have not shown their willingness to communicate (WTC) and this is also very much indicative of the culture of Asians especially when related closely to the concept of 'face'. 'Face' is lost when one behaves badly in class or makes a fool of oneself. Thus another solution that they might take to avoid being in such a predicament is to keep quiet or refrain from speaking or engage in any kind of oral communication. The inevitable effect on WTC seems that Chinese (and Asian) students 'would be even more sensitive to the judgment of the public upon their language behaviours and, therefore, less likely to get involved in classroom

communication' (Wen & Clement, 2003, p.19). I personally had observed this trend when interviewing the students, as Malay students showed discomfort when initially interviewed in English. Initially I thought that they could not understand spoken English but upon further investigation, the students had put forward that they find it difficult to verbalise their thoughts in English as they have problems with their vocabulary. This phenomenon is not helped by the relative lack of other ethnic group compositions in a typical polytechnic class. The racial population of the respondents in this study showed that the majority of students were 87.2% Malays, 3.8% Chinese followed by 3.8% Indians and the remaining 1% of others. This is very much evident as in each of the sixteen classes involved, the majority of one ethnic group ranged from a minimum of 77.7% to a maximum of 96%. Students too when interviewed mentioned that they hardly use English in their day-to-day communication except in English classes when they were forced to so. They mentioned that they hardly have the opportunity to use English in their day-to-day lives and this situation in turn is very much prevalent in their social interactions be it socially at home, school or at the polytechnic. They admitted that they are more competent to communicate in BM amongst themselves or if necessary they code-switched with one another in the many languages that they have.

6.2.3 What are the teachers' perceptions towards the oral communication skills component in the English language modules of the Malaysian polytechnics English language Syllabi?

The findings were taken from the views of the teachers. The teachers were asked about the curriculum content as well as the curriculum delivery and the teaching and learning outcomes. The findings had indicated that the teachers were of the view that the English language syllabus or the curriculum content used by the Polytechnic generally *did* promote and enhance learning on the students' part. Even for curriculum delivery as well as teaching and learning outcomes, the teachers on the whole agreed that these were achieved with the exception of oral communication. The teachers had indicated specifically that the curriculum content of the syllabus did not seem to

promote oral communication with the mean of 2.56. What the teachers had observed is that the syllabus should place more emphasis on oral communication skills and activities and the polytechnic syllabus should place more importance by giving more hands-on practice to students on oral communication skills. The students should be given more activities in class which placed importance for oral communication either to communicate in any situations - informally or at workplace. The teachers admitted that indeed the polytechnic English syllabi had laid out the foundation to the students' awareness towards the oral communication skills yet they were of the opinion that the emphasis is just not there for the oral communication skills. They commented that although the syllabi in its introductory matter did mention of the importance of learners yet, in actuality, the curriculum content placed more on the writing skills.

When the teachers gave their views via open-ended answers as well as their interviews, once again they had highlighted on the fact that even though the syllabus has touched on oral communication skills yet not enough wide ranging activities were tailored for the practice of oral communication skills to emphasis and focus on speaking. They believed that even though that the syllabus has given the basic foundation to the concept of oral speaking yet they wanted more activities should be incorporated in the syllabus to inculcate the culture of speaking. Comments given on the fact that they feel that the syllabus is essentially fine yet they too questioned the ability of teachers- young and inexperienced teachers to conduct communication-based activities to give the students ample practice to use or speak in English. They had given examples of communicative activities to be implemented in the classes such as impromptu speeches to be given to their students in the first 5 minutes of their lessons, student-centred activities that are fun and will indirectly encourage student participations.

They too voiced their concern for some English teachers of not showing positive examples to their students as they speak to the students in English only during their English classes yet, reverted to the use of mother tongue if they do not teach the students. A teacher opined that an English teacher should take every single opportunity to use English with their students as the opportunity of using English is very much reduced these days as compared to the time of the English medium schools.

The lack of speaking emphasis once again was highlighted by previous studies of Hassan and Fauzee-Selamat (2002) and Lim (1993) in that speaking is the productive skill which was greatly neglected in the KBSM syllabus yet the examination system at schools still primarily tests for grammatical proficiency when the syllabus is aimed at developing communicational ability in the learner. This concurs with what Pillay and North (1997, p. 1) observed regarding the syllabus used in Malaysian schools as 'there is a perceived conflict between the official syllabus, the textbook syllabus and the examination syllabus of the English syllabus, leaving teachers in a dilemma over what to teach'. A similar situation is observed to have happened with the polytechnic English syllabi currently in use in the teaching and learning of English in Malaysian polytechnics. This situation is said to have happened in the polytechnic as mentioned in Chapter one that the introduction of all subject modules including English had inadvertently created a situation where English teachers are dependent on these prepared modules. Teachers now had become dependent on the modules thus they have neglected to provide varied activities that fully focused on the speaking skill. The introduction of teaching modules as well as students' workbooks had inadvertently hinder the teachers to try out various communication-based activities that will further given ample opportunities to the students to practice English in their English classes. The existence of these modules had impede the future hopes of teachers to implement activities –task-based activities that concentrated on the speaking activities. Young and inexperienced teachers as well as new teachers were conveniently provided with these modules that served as crutches that they can use

when they first started to teach at the polytechnic. Therefore, the idea of producing these modules served as a double-edged sword as the existence of these modules had assisted in providing examples of teaching materials for all polytechnic teachers yet their very existence had indirectly obliterated the creativity of teachers in providing fun-filled lessons especially that focuses on the speaking skills.

The syllabus in its introductory matter, specifically put down the objective of the syllabus to be “communicative” in nature yet upon further scrutiny of the objectives stated in the six involved modules, A 1003, A 1004, A 2003, A 2004, A 1015 and A 2015, the objectives in practice placed more emphasis on the writing skills instead of the speaking skills. Once again the course outlines had visually shown in the teaching of these modules: A 1003, A 1004, A 2003, A 2004, A 1015 and A 2015, and the emphasis can be seen to be targeting the writing skills instead of the communication skills. This concurs with what had been highlighted by Hassan and Fauzee-Selamat (2002) and Lim (1993) in schools that speaking was greatly neglected in the KBSM syllabus yet the schools examination system still primarily tests for grammatical proficiency when the syllabus is aimed at developing communicational ability in the learner. A similar misstep can be seen in the polytechnic English syllabi where it is clearly mentioned in its objectives that the emphasis is on communication yet in practice, the opposite is done where the emphasis is on the writing skills. This is further compounded by the actual weighting of assignments assigned to students. In the weighting of students’ assignments, only 15% of the overall marks were apportioned to the oral communication task. Obviously with only 15% had been assigned to the oral communication skills and as said by the majority of the teachers interviewed that ‘many of the students do not have the ability to speak confidently because of their level of competency is relatively low’, thus, it is unfortunate that only 15% of the assignments had been allocated for speaking or oral communication skills. Moreover, the additional of 5% which was assigned to class participation when it was thoroughly checked, it was shown that the 5% participation was meant more of class attendance instead of the actual students’ participations in class. Once again, in

actuality, the practice is not on class participation yet unfortunately the focus is more on attendance of students to class. In fact, in reality there is no mark being assigned to students' class participation, a mechanism that will also indirectly encourage more of the students to participate in class. With the only assigned 15% of assignment meant for oral communication, this was the only opportunity given to the students to participate in oral communication whereas the other 85% of the assignments were reserved to reading and writing skills. Obviously the weightings of assigned assignments for oral communication were not proportionate to what they had claimed in their introductory matter as well as the objectives of the syllabus that is to place emphasis on oral communication.

6.2.4 What are the students' perceptions towards the oral communication skills component in the English language modules after they have undergone two semesters of the English Language Programme?

Twelve questions which were posed to the students on the students' motivation level on learning English followed by the overall attitude of the students towards the English language programme at the polytechnic. At the same time, the students were asked about their attitude towards the teachers, the English Language Programme and the English language itself and generally the students showed their attitude to be favourable to the Programme, the English teachers and English itself. This concurs with what was observed by Mohd-Asraf and Sheikh-Ahmad (2003, p. 98) that generally 'Malaysian students are highly motivated to learn English'. It is the lack of basic language fundamentals such as vocabulary and grammar enabling them to function adequately in the language that needs to be taken into consideration by teachers and policy-makers especially when designing syllabus for English language learning. The teachers in the study had played their parts in ensuring that the teaching and learning happened with the use of the prescribed syllabus as well as its delivery. Generally, the students in the study had a positive attitude towards the English Language Programme as many claimed the programme inevitably had helped them to learn English similar as observed in the previous study by Mohd-Asraf and Sheikh-Ahmad.

The TeSME factor too had inadvertently given more prominence to the importance of English therefore, it can be generally stated students are aware of the importance of English. Students too are very much aware of the importance of English as the implementation of Mathematics and Science was highly debated in Malaysia especially when its implementation was done within six months in Malaysian schools, soon after the idea was mooted by the then former Prime Minister of Malaysia. Students were aware of the importance of English as these can be further seen by admission of students on the importance of English especially if they plan to seek employment and better prospect of employment. The majority even the weak ones do not deny of the fact that they realised of the importance of English especially for employment purposes. Policy-makers, syllabus developers and teachers must be aware that the TeSME factor had put English in the prominence and therefore they should capitalized on this factor when they are developing syllabus in future. They should take into considerations that most Malaysians are aware of the importance of English especially in this era of globalization.

Another reason was the obvious over-emphasis by the government as reported and discussed extensively in the media and by the public on the introduction of the policy of teaching Science and Mathematics using English. English had been given more prominence with the implementation of this policy, making the students more conscious of the importance of English. Therefore, the findings had found that the respondents can generally be seen as reacting positively to the English Language Programme especially that conducted in Semester One. One probable reason is that the students were more enthusiastic towards the Programme especially the one in Semester One as the emphasis is on oral communication and presentation and to the course itself as they had just joined the Polytechnic and were exposed to a different course module of English from school. This is indicated by the students' replies on the question of which English did they find easier and 70.9% of them claimed that Semester One Polytechnic English is easier than SPM English. This is apparent as Semester One Polytechnic English is tested throughout the whole semester based on assigned topics and was continuously assessed with the evaluation of 70/30 as

opposed to SPM English which is fully tested at the end of the two years of the students' secondary education at school. Apart from that, the students were found to be very much aware of the importance of knowing English as knowledge of another language, especially English, will elevate their status. Again, 81.8% showed their commitment towards learning English and 87.9% stated their desire to learn English. These percentages showed that on the whole, the students were reacting positively to the teaching and learning of English. Finally, once asked about the reality of the situation, on the importance of learning English for employment, 91% admitted that it is important to learn English for this reason. The findings indicated that the respondents were aware of the importance of English especially for employment purposes. They too were reacting positively towards the teachers teaching English and also the courses conducted by the Polytechnic. The Programme was also considered by the students as helping them to prepare them for studies and their professional needs especially for Spoken English.

Again these results are consistent with the previous studies of Abdullah and Wong, (2007) and Chee and Troudi, (2006), that students recognised the functional importance of English and that it is a necessary tool for individual and national development and progress. The studies of Kachru, (1977), Hudson, (2000), and Gupta, (2004) in other countries had also highlighted that students especially Asian students, place importance on knowing English for better job prospects and even to elevate their social standing in society.

Yet, when asked about their anxiety levels when speaking in English 81.8% of the respondents said they faced a high level of anxiety. Most of the respondents had doubts about their competence in speaking English. Their level of competence failed them when they were asked to speak in English. The cause of this situation could be the low level of competence as two-thirds of them were weak credits and mere passes and this affected confidence on the students' part especially in speaking. What polytechnic English teachers could do is not to only encourage students to practise

more of the target language outside the classroom but to be aware of the problems their students may face beyond the classroom and teach them coping strategies especially when they faced problems in verbalizing themselves in English as suggested by Lee (2003). Razali's (1992) suggestion for teachers to equip themselves with sociolinguistic awareness on the differences of the students will be useful in helping students and understanding their problems such as high level of anxiety. Another possible reason could be the lack of opportunities for these students to use English in their day-to-day lives, be it at home or at school or in their environment, apart from the English lessons that they were given for two hours per week. As stated by Mohd-Asraf (1996, p. 11), 'the classroom represents about the only time the student will ever use English, and where English is taught for about five periods per week (a period is for 45 minutes)'. A directive was given by the Director General of Department of Polytechnic Education in his New Year message in 2011 where he emphasized on the importance of all polytechnics to create an English speaking environment as well as positive English environment for polytechnic students. He continued that polytechnic hostels should try to create such positive environment by having nightly activities or even allowing students to do their class evaluations and assessments on hostel grounds. A study by Yano (2009) says that the English language as a foreign language to Japanese students cannot be achieved easily, as English is taught as a foreign language with only 800 contact hours or the equivalent of five hours per week in school. This is shown in Malaysia, where English has a strong second language status, but it is still taught at schools for only five hours per week. When the Ministry of Education, Malaysia had reverted the teaching of Science and Mathematics to BM, the new policy of MBMBI (Upholding Bahasa Malaysia and strengthening English language), an additional ninety minutes was added to the existing timetable (*Memartabatkan Bahasa Malaysia dan memperkukuhkan Bahasa Inggeris*, 2009, p. 13). This situation is very much different from the United States where an American child is exposed to English being taught as a Second language for more than 20,000 hours for their six years of education. Thus, once again, this showed that in practice the reality of the situation is very much different as insufficient contact hours are given for a strong second language.

In addition, when asked why they did not speak, almost all the students said that they were scared, nervous and shy. Their shyness and nervousness partly resulted from their lack of vocabulary. Mohd-Asraf and Sheikh-Ahmad (2003) in their study had highlighted that students, especially in the rural areas, were unable to function adequately in the language as they lacked basic language grammar and vocabulary thus these inadequacies result in the students having a low self-concept where their English ability is concerned, and this feeling of inadequacy often prevented them from participating in the English class. Past studies of Abdul-Hamid (1992) and Maarof (2003) had discussed extensively the feelings of shyness and embarrassment in speaking English by Malaysians.

Studies of Lee, (2001; 2003) on the other hand, had shown that both Malay and non-Malay respondents who were more proficient in English faced resentment from their peers who are more proficient in the ethnic tongue and thus they may desist from speaking or using English according to the context in order to ensure acceptance by their peers. This situation may also suggest some relationship to the previous study of Abdullah and Wong (2007) who found ESL learners do not completely discard the perception that English might be a threat to their ethnic identities although it is not viewed as a strong challenge. This sentiment was clearly seen in most Malay students as highlighted by the study of Abdullah and Wong (2007). What it found was that the Malays were the group who had indicated the greatest discomfort when hearing locals (non-native speakers of English) speaking to one another in English and this may well be why the Malay students were reticent and responded with one-word replies as they generally could understand the questions asked. However, it cannot be denied that most of the interviewees irrespective of where they came from, be it urban or rural, during the interviews had code-switched and stated that they are not confident in speaking English.

Moreover, Chee and Troudi's study (2006) highlighted that Malaysian students are reluctant speakers of English and had clearly shown all these conditions might have

some bearing on this phenomenon. Previous studies of Cortazzi and Jin (1996) and Jackson, (2002) had shown that Chinese learners were also reluctant to participate in classroom, reticent and quiet in class. Further investigation from the learners' inactive participations had revealed such actions were related to Chinese cultures of learning; a factor of 'face'. Learners' adherence to the concept of saving 'face' was very much prevalent as seen in these studies. In order to save their own 'face', a student did not venture an unsure reply for fear of making mistakes and being laughed at. Thus, they refrained from speaking up when they were put in such a situation especially when they had divergent opinions or even when they were unsure of the reply.

As shown above, the results of the findings ran parallel to previous studies and are further highlighted by Razali (1992) in that socio-linguistic awareness for ESL teachers should help them realise that pupils in schools and in this context, polytechnics, may come from different communities or homes which practice an entirely different pattern of language habits, language and culture. Based on this understanding, teachers with socio-linguistic awareness may adapt methods, approaches, strategies, techniques and even the curriculum to help improve the deteriorating standard of English in the country.

It was also observed that almost all of the students had no problem in understanding questions asked in English; they only showed reluctance in articulating their replies in English. As they had admitted that they faced problems in articulating the answers therefore this condition may be inferred that these students were experiencing what Bygate (1987) and Brown (2000) described as 'the difficulty of the 'speaking act' which has to be 'in the here-and-now' situation'' (p. 170). Hussin and Maarof's study (2002) had shown that students who did not use English in their day-to-day lives have no necessity to use English apart from tasks planned in their English classrooms. Equally students during the interviews admitted that they did not use English in their day-to-day lives. They much prefer to use their mother tongue at home, in schools and

with their friends. Even with different ethnic groups, they would rather use the national language as they are more comfortable with it.

Students when interviewed had commented on the fact that the modules used in Semesters One and Two do not encourage the oral communication skills but instead the emphasis is more on the writing skills especially for Semester Two where the students were taught on ways to write business letters as well as write on the description of process and procedures. Once again all the above findings agree with the study of Hassan and Fauzee-Selamat (2002) that the students in Malaysia were generally poor in speaking as both schools and in the national examinations focused mainly on two language skills: writing and reading and yet, listening and speaking were found to be much neglected in the classroom. This situation is very much to be true in the polytechnic context as seen from the visually displayed course outlines of the polytechnic teaching outlines for the two involved semesters. Ali (2003) too, at the primary level found that examination results as the performance indicator had inadvertently made teachers to over-emphasize on examination. This trend makes schools, parents and also teachers to overly focus on literacy skills in preparation for the national examination and neglected the oral skills and the fact that the skills had practically been neglected in schools. Polytechnic students on this matter were similarly experiencing the same situation as what they had had experience when they were in schools as the continuous evaluation of the polytechnic English too placed emphasis on the writing skills through the teaching and learning of English in both semesters. Although, there was no final examination or national examination for English at the polytechnic, the weighting and division of assignments assigned as prescribed by the syllabi of the Malaysian polytechnic do not place emphasis on the speaking skills. This situation is indeed unfortunate as what the students experienced in the polytechnic English classrooms is also consistent with what Mohd-Asraf (1996, p. 11) had observed in her study on the Malaysian schools situation, 'where in most cases, the classroom represents about the only time the student will ever use English, and where English is taught for about five periods (a period is for forty-five minutes)' and teachers with such awareness may adapt

methods, approaches, strategies, techniques and even the curriculum to help improve the deteriorating standard of English in the country in bringing about language learning. The polytechnic students were experiencing the same experience of what they had encountered when they were in schools and therefore it is no surprise that the students when interviewed admitted that there is no difference in what they have learnt English at schools as compared to what they have learnt at the polytechnic – *‘English is so boring and what we learnt at schools is again repeated here at the polytechnic’*.

Moreover, the phenomenon of code-switching in Malaysian society that cuts across all ethnic groups in Malaysia as shown by previous studies of Wong and Kumar, (2009), Ahmad and Jussoff,(2009), Then & Ting, (2009) had indicated that the phenomenon from informal situations commonly seen in conversations had entered the Malaysian classrooms. Malaysians in general proudly considered the variety of English that they use as ‘Manglish’ (mangled English or Malaysian English) as the most common form of spoken English on the street, but it is discouraged at schools where only Malaysian Standard English is taught. Pandian and Ramiah (2003) had voiced concern regarding this phenomenon of code-switching in the classroom which they claimed had denied the purpose of creating opportunities for the students to engage in the use of the language correctly. Lee (2010) on the other hand observed that the functions of code-switching among practicing teachers in the learning of second language had largely remained un-researched in Malaysia especially with the introduction of using English as a medium of instruction for the teaching of Science and Mathematics. This area is another which should be researched in order to understand better the language-use phenomenon especially code-switching in Malaysia. This is in line with the study of Daim (1997) who claimed Malaysian students’ linguistic competence was found to comprise a partial bi-lingualism where positive cognitive/academic effects of learning were not transferred from L2 to L1 or vice versa. The question now is whether the students are able to do the second part - ‘to pursue Higher Education in the medium of English’ (p. 1). Overall, the results from both studies had provided clear evidence that Malaysian students do not use

English in their day-to-day lives including school, homes or their social environment. They could just depend on the many dialects that are predominantly available in Malaysia and if necessary, they could also seamlessly code-switch from the plethora of languages available in Malaysia in order to communicate with one another.

Recently, it was highlighted by the Ministry of Education on the fact that the language of Short Text Messaging (SMS) had also crept into the spoken as well as written work of students. Evidently, the Ministry of Education needs to re-examine the status and need of English in the Malaysian context with the realities of the current situation in the country. The English Language Teaching policy has been clearly stated and is well explained, as well as documented, from what was stated in the primary English language syllabus,

‘In keeping with the National Education Policy, English is taught as a second language in all-government assisted schools in the country at both primary and secondary levels of schooling’” (Kementerian Pelajaran Malaysia, 1995, p. 1).

All these policies must be looked at again and re-examined especially now that BM is deeply embedded in the education system of the country and policy makers should consider this current phenomenon honestly and realistically. However, the study of Md-Yassin et al. (2009) had found that students in Malaysia irrespective of those who are Limited English Proficient (LEP) and non-LEP have positive perceptions towards learning Science through the medium of English even though both faced similar problems in English. This is a very positive indication to all especially to syllabus designers as well as teachers of English.

6.3 Is there a significant difference in the polytechnic students’ oral communication competence after they had undergone two semesters of the English Language Programme?

Two paired-sample tests were done. One was conducted on the overall English test results of Semester One and Semester Two and the other was done specifically on the oral communication tests of Semester One and Semester Two. The overall English

test encompasses the four language skills that is speaking, listening, reading and writing.

The paired-sample test done on the overall English test results revealed that the mean of the overall test results of Semester One was 71.58 and Semester Two was 70.72. After the significant difference was conducted, it revealed that there was a significant decrease in improvement in the overall English test results. The decrease was found to be a small effect at 0.009.

Next, a more specific pair-sample test was done on the oral communication test results. Based on the paired-sample test done on the oral communication test results, it was revealed that the mean of the oral test results of Semester One was 10.59 and Semester Two was 9.87. After the significant difference was conducted, it revealed that there was a significant decrease in improvement in the oral communication test results. The decrease was found to be of a large effect at 0.107. Therefore, based on the results of the students' English exam as well as the students' oral exam results, the findings had indicated that the students showed no improvement in their overall test results especially for oral communication. Both detailed results showed that the students did not improve even after they had undergone two semesters of English.

Data from Chapter Five showed the large majority - 90% of the students interviewed - highlighted that speaking is their worst skill and they would like to improve it. Almost all of the fourteen teachers interviewed reported that the skill at which their students least excel is speaking. These findings supported Lim's study (1994) from the perspectives of eighty-eight in-service English teachers who had concluded that:

- 84.1% of the students (from primary to the tertiary level) were not able to speak well in English.
- Of the four language skills, 50% named speaking as the skill at which their learners are weakest and this productive skill is where they are at their poorest.

- 57.7% named speaking as the skill where their learners wanted more practice.
- 50% named speaking as the skill where their learners needed more practice.
- 73.3% named speaking as the skill in which learners get the least practice at the individual level (p. 2).

Moreover, the findings above were supported by visual evidence of the detailed course content of the modules of Semesters One and Two. Thorough checks on these modules for a fifteen week plan of lessons for a semester showed that only five to six weeks or roughly ten to twelve hours were set aside for actual oral communication activities in each semester. These allotted five to six weeks included evaluation, barely giving the students sufficient opportunities to have their speaking practices in class. The reality of the situation showed that the students in actual practice had been given neither the time nor opportunity to speak or use English in their English classes. The topics planned in the detailed course content of the modules had clearly shown that oral communication skill is only one of the components taught to the students. This can be seen in the division of evaluation of all the modules taught in these two semesters that the marks allocated for oral communication are set for 15% with the addition of another 5% for class participation. The 5% awarded for classroom participation upon further checks revealed that the 5% is awarded to students not for their class participation but more so for their class attendance. This can clearly be seen in the detailed explanations of the division of the students' assessments. Looking further at the course content of the modules, they tend to concentrate heavily on writing skills as opposed to speaking skills especially in the second semester of the Technical and Commercial English. This can be seen when further scrutiny for all the objectives indeed were concentrating more on the writing instead of the communication skills.

Building on the syllabuses, it was clearly stated in the teaching and learning approach of the syllabus, that the oral communication activities or the speaking skill is only one of the components (including grammar and pronunciation and vocabulary) which will

be enhanced if they 'are 'woven' cumulatively through most or all semesters instead of being 'blocked' in a single semester' (*English for Technical and Commercial Purposes*, 1991, p. 3). This 'suggestion' in the teaching and learning approach to be undertaken by the teachers may be overlooked by most as the syllabus is just a guide and is open to interpretation. The practice of developing the speaking component (including grammar, pronunciation and vocabulary) by incorporating it in most topics in all the semesters in which a 'little and often' approach, as prescribed by the syllabus, does not seem to be fruitful. This practice is open to the interpretation of the individual teachers and for many, because of their heavy workload and their time constraints, it might not be rigorously observed as viewed by this teacher with twenty-nine years of teaching experience;

"These communication aspects are stated in the syllabus. Whether we actually carried them out, that is another story. So, if you asked if the syllabus caters for the communicative aspect, I'd say, 'yes'. But I question the implementation of it'.

Almost all of the fourteen teachers interviewed reported that the one skill at which their students least excel is speaking and they were more forthcoming with their comments regarding the modules. They had revealed in their interviews that the syllabus does not really give the students the opportunity to speak, especially the second semester module. One teacher observed that a prevailing trend regarding the practice of 'forcing' the habit of oral communication on the students at every semester did not show planned progress or improvement,

"Communication skills if you're talking about the effective communication skills, able to speak well, I don't think so".

And another reasoned why the current trend of how students prepare for their oral communication test failed the actual objective of an oral presentation assessment,

'Yes they do oral communication and they will be given marks for their oral. But, actually they are just memorizing the script and present in front of us. In actual fact, there is no such thing as 'communication'; it's more like parroting if I can call it.'

TSP findings of Perdana Polytechnic for three consecutive years (2007-2009) revealed that the follow-up courses Polytechnic graduates would like to undertake in improving themselves after their graduation were English language skills followed by ICT and interpersonal skills. This showed that graduates realized the inadequacy of their English language skills at their workplace only after they had started working. The students admitted in their interviews that they had hardly improved as there was not much opportunity for them to use English in their English classes. The opportunities given were just offering them a glimpse of how and what speaking activities should be. They were made aware of the need to do oral presentation; however, the opportunities to do so were not amply given.

As mentioned by the students and teachers during the interviews and demonstrated by the visual evidence through the samples of course content, and the empirical findings from their English test results, there is support for what Lim (1994), Hassan and Fauzee-Selamat (2002) reported - that the emphasis on speaking is indeed lacking in most English language syllabuses in Malaysia and the same practice is repeated in the currently used Malaysian polytechnic English language syllabi. This study had revealed what was observed by MacKay (1992, p. 85), 'that there is discrepancy between stated policy and what actually happens in Malaysian classrooms'. Pillay and North (1997, p. 1) are also of the opinion that, 'there is a perceived conflict between the official syllabus, the textbook syllabus and the examination syllabus of the English syllabus, leaving teachers in a dilemma over what to teach'. This was observed too by Mustafa (2008) that the English syllabus used by schools tend to be heavy 'foreign-based' making it rather difficult to create interest on the students' part regarding the use of English. Foreign-based materials created a gap between the content of the books with the students thus creating a chasm between the students and the content of the books. Students were unable to relate to the activities as well as the

characters in the books further alienating the students from wanting to understand more of the subject as well as the language. One of the teachers at Perdana Polytechnic echoed what was observed by MacKay, (1992), and Pillay and North (1997):

“The English Language Programme is essentially fine. What is lacking is the delivery not the programme. That means the competency of people teaching English. Obviously, dedication and creativity play important parts too. Another aspect is the lack of opportunities (for students) to use English outside the English classroom”.

There seemed to be a prevailing trend in the Malaysian education system; that there is always a conflict between what was stated as a policy and the reality and in this case in the teaching and learning of English. This similar practice also seemed to be a prevailing practice in the Malaysian polytechnics.

6.4. Teachers’ perception on the students’ competencies of spoken English.

When interviewed and asked in the open-ended question on how they perceived the students’ ability to speak English, almost all the teachers claimed that the majority of the students were very weak in English. This was highlighted by the majority of the teachers that the students who joined the polytechnic came with varied ability in their English as seen from their English SPM results. Even some teachers claimed that the students that they get at the polytechnic were not the ‘cream of students’:

“Basically they are not the cream of students-not good students when they joined the polytechnic”

as the good ones have either gone abroad or continued their studies elsewhere at other universities.

The teachers too had opined that although students had had eleven years of English at school, experiencing TeSME and several semesters of English at the Polytechnic they remained not able to communicate well. There were various reasons suggested by the teachers and one of them being observed by the teachers was that the majority of the

students were very weak in English. They claimed this was because of their lack of grammar and vocabulary when they were in schools, affecting their proficiency and confidence, and that this in turn followed their lack of exposure to the language. One female teacher put the blame on schools that what the students had been taught at school especially grammar, the errors they made were fossilized and ingrained in the students and therefore that condition cannot be changed no matter how much she as a teacher had tried.

Another reason given was the environment of the students at home and outside their classrooms generally, as these did not encourage their use of English. They claimed that there is no actual necessity for students to use English outside their classrooms and at home as they have a myriad of dialects and language apart from English to choose to communicate with one another. This statement rung clear as it was a keen observation given by a teacher with 24 years of teaching experience on the situation at hand:

If the need to do so is not there, I mean they, why should they bother? I mean they can survive with one language which they already know. If they could get a job without a pass in English why should they bother.

They claimed that there was a gap between the minority who were good and the majority who were poor in English and this gap did not help in the teaching and learning of English at the Polytechnic. A typical comment was that

“I can see that most of the students were unable to speak/communicate confidently. This might be because they lacked vocabulary. They have many ideas but they do not know how to present the ideas orally. The other reason might be because of the language structure of BM and English are different. Students are used with the BM structure and that is why they find that English is difficult”.

“Students’ English language skills are insufficient to fully comprehend the lessons well

“Many do not have the ability to do so (communicate confidently) because their level of competency is relatively low”.

Teachers when interviewed lamented on the fact that the students clearly lack competencies in English and this situation is not helped by the fact that the syllabus used by the polytechnic is not emphasizing on communication skills even though in the introductory matter, it claimed that the syllabus of polytechnic English is communicative in nature. The teachers when furnishing their input in the open-ended questions clearly stated that their students lack competencies on the spoken English. This can further be seen as what can be seen on the visual checks on the course outlines, the time spent in carrying out spoken activities is also questioned. This can be seen in the detailed and thorough checks on these outlines revealed that more time has been given for written activities as opposed to speaking activities. Theoretically the syllabi claimed to be placing emphasis on communication yet in actual practice; the emphasis is very much on the writing skills. This is evidently obvious in the visuals on all the involved modules where in a 15-week semester, all Semesters One and Two, all six modules clearly showed that the emphasis is very much on the writing skills as opposed to the communication skills. Not only in the course outlines, objectives of the involved modules too showed that the modules are very much focusing on writing instead of speaking.

The teachers when asked if the students who underwent the teaching of Science and Mathematics in English at schools too voiced their opinion that the majority of them do not see any obvious improvement in the students' English language competence. They admitted that these students may be a bit more familiar with English terminologies yet generally, to them they were the same as the students they had before the introduction of TeSME. What most teachers observed were that their students lacked grammar and vocabulary when they were in schools and this condition affected their proficiency and confidence and that this in turn followed their lack of exposure to the language had made them remain poor when they entered the polytechnic. The

situation is not helped if the teachers received students of mixed abilities in a class which then happened to be a big class that they admitted to be facing problems giving equal attention to all their students. Teaching students of mixed abilities created more problems for the teachers in the teaching and learning of English at the polytechnic. The students with mixed ability may have an impact on the teaching and learning approaches of English that teachers have to undertake by spending more time in teaching these students.

This can be further evidenced in the next sub-question discussed, whether other contributing factors can hinder the students from communicating in English.

6.5 RQ3 Barriers to speaking English

This final section explores, while at the polytechnic, what barriers are there to the development of students' competency in English?

6.5.1 What other contributing factors which can hinder students from communicating in English?

Based on the findings in Chapter Five, other contributing factors have been identified as barriers that hinder students from communicating in English. The findings were especially derived from the open-ended answers and interviews of the students, as well as the teachers. They identified three aspects that had either helped or hindered them from becoming good at English. These three factors were their own attitudes, the attitudes of their teachers and finally their surroundings or environment.

If the students' attitudes were positive towards learning English then they would work hard in improving themselves by being diligent. On the other hand, if they were being negative towards learning English, then learning English would be difficult for them. The negative attitudes of the students were discussed extensively in the Literature Review based on the attitude of the students, their shyness and also the cultural

context which might prevent them from using English in their day-to-day lives. Previous studies of Abdul-Hamid, (1992), Chee and Troudi, (2003) and Maarof, (2003), for example, were extensively referred to in discussing these issues.

The students' choice of Industrial Attachment placement showed that 41.1% chose to be placed in government agencies and 26.8% in small private firms. The other choices were

13.6% in big national companies, followed by 13.1% in international companies and a mere 5.1% in multinational companies. Therefore, 68% of them wanted to be placed in government agencies and small private firms as Shettleworth's (1990, p. 9) study had indicated that 'smaller companies and government agencies use little English' and this could probably be the reason why students preferred to be placed for their Industrial Attachment in these places. The probability of these establishments using Bahasa Malaysia or mother tongue in their day-to-day dealings might be another reason why that number chose to be placed here. The fact that the students were not exposed to English in their daily lives and the idea of working in an 'English speaking' environment seemed daunting to them. They instead chose a comfortable environment where they knew they needed not to communicate in any language except BM or their mother tongue. Moreover, if we look thoroughly at the classes who opted out to work in international companies, 13.1% of the students were from the Marine, Auto Diesel and Mechanical departments. Students from these departments, especially the Marine students, usually find jobs in big and established international establishments. Similarly, the 2006 TSP project had found that 80.6% of polytechnic graduates prior to their graduation had indicated that they preferred to work in government agencies but in reality only 10.1% of the graduates were working in government agencies as opposed to 26.6% who worked in foreign multinational companies and 50.2% worked in local private national companies - a total of 76.8% (*Kajian Pengesanan Graduan Politeknik 2006*, 2006, p.68).

The teachers teaching English at the Polytechnic admitted to having faced multiple problems such as having to teach a large class size. Heavy workloads came along as they had too many classes to teach and were burdened with coping with their big class enrolment as well as other non-teaching duties which could hamper their performance as teachers. This too can cause unnecessary unease especially for new and young inexperienced teachers and they had neither the experience nor the maturity to cope with such situations. They ended up being overly dependent on the module workbooks supplied to provide them with activities in class as they had insufficient time and experience to understand the syllabus and its objectives. These were some of the situations faced by the English language teachers at this institution. The working conditions were not conducive for the teacher but they seemed to accept the situation and were resigned to it. Studies such as Donahue, (2003), Johnson, (1992), Muijs and Reynolds, (2001), Richards, (1998) and Richards and Lockhart, (1996) had shown that teachers' beliefs affect their teaching practices and instructional decisions in the classroom. Teachers who were resigned to their work conditions too can be seen to be having low work motivation. Harmer (2006) in his talk a group of Austrian teachers on students' motivation in the context of language learning, stated that, 'students are naturally motivated but it is the schools and teachers who de-motivated them'.

The teachers had voiced of their concerns regarding heavy workload that had been assigned to them making them facing multiple obstacles in teaching English at the polytechnic. Students too voiced of their problems on the reasons why they could not speak as they admitted not to have the basic knowledge of grammar and vocabulary. Peer pressure too further burdened the students when they tried to use English in their conversation. Their heavy timetable together with the too little contact hours for English as a subject had invariably further relegated English to a subject of the least importance. The fact that English is not a language that is widely used in Malaysia as compared to before had further reduced the importance of English in Malaysia. It is now having the status of one of the languages to learn apart from any languages in the students' timetable. A pass in English is not considered as an entry requirement into the polytechnic spoke volume of the importance placed on English as one of the

subjects that the students should pay special attention. Lastly, it was observed that the environment in Malaysia, be it at schools, polytechnic and the students social environment basically do not encourage the use of English. Malaysians can communicate without needing to use English in fact Malaysians could just bank on the various languages and dialects available in the country to communicate in their day-to-day lives. Yet, Malaysia in its quest to be a fully developed nation has to realize that to be an industrialized nation, it has to produce capable human resources to face the challenges of the Twenty First Century. English is indeed a globalised language and capable human resources to face the challenges of the world has to have the knowledge and know-how to compete with other nations in this world.

6.6 Similarities of themes

The qualitative and quantitative findings as seen in Chapters Four and Five have revealed similar themes. From the interviews of students and teachers and examining the supporting documents including the online input, several similar themes which centred on problems concerning the students, the teachers, the situation and also the syllabus emerged. They are:

- There is insufficient contact hours given for the teaching of English at the Polytechnic. Students only get two hourly per week of English in a span of fifteen week per semester. That is an equivalent to thirty hours of English per semester.
- In the students' day-to-day lives there is no exposure to English except in English classes.
- The syllabus is seen not to have sufficient activities and materials which would encourage the use of oral communication for the students. Some sections in the syllabus do not have any suggested activities as well as materials that teachers faced difficulties to provide ample activities and materials to generate more oral communication activities on the students' part.

Even the provided module workbooks do not have sufficient activities as well as materials to give the students the practice for oral communication activities.

- There were too many topics to be covered with the insufficient contact hours given. As seen in the supporting documents provided, in a semester, generally there are 5 topics to cover in 15 weeks. Hence a teacher claimed that due to the many topics to cover in a semester, teachers tend to ‘touch and go’ in the classes making the teacher feeling unsatisfied with the mentioned situation.
- Students do not have enough basic grammar knowledge as well as vocabulary. The situation is further compounded by the fact that students have no interest in reading. The fact that students lacked grammar and vocabulary knowledge and with diverse abilities, teachers faced a huge challenge in teaching to students according to the prescribed syllabi meant for the students.
- The teaching timetables of the language teachers are too heavy making it difficult for them to concentrate on the core activity which is teaching English. The situation of overworked teachers is further aggravated by the high numbers of enrolment in a class, making teaching more difficult for teachers.
- Teachers are found to be inexperienced and they do not have enough experience to handle teaching students in big classes.
- The syllabus has too many topics to cover-5 topics per semester, yet the contact hours allocated were too few and the fact that English is not a core subject, thus students placed less importance on English.
- There is a gap between the good students and other students making it even more difficult to cater for students of multi-ability especially for inexperienced teachers.

Therefore, it could be concluded that the barriers are thus a combination of factors listed above and these factors involved the students and teachers, the syllabus and the system that centred on a non-conducive environment for creating a positive situation for communication skills to be enhanced.

6.7 Summary

This chapter discussed the study's findings and compared them with the findings of related previous studies in the fields of Second Language learning with special reference to oral communication. Several results showed that teachers' beliefs affect their teaching practices and instructional decisions in the classroom. The students' socio-linguistic and cultural contexts also contributed to their Second Language learning, with a particular bearing on the learning of English in the Malaysian context. A deeper understanding of the students and their motivational drive to learn the language has a strong influence in determining how best Second Language learning can be achieved in Malaysia. Barriers identified by teachers and students also provide better understanding for developing strategies to provide the best option for the teaching and learning of English in the Malaysian context and environment. The following chapter concludes this thesis by presenting a summary of this study, its principal findings, limitation, implications and recommendations.

7 CONCLUSION AND RECOMMENDATION

“Now, here, you see, it takes all the running you can do, to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that!” (*Lewis Carroll (1832 –1898), author, novelist, mathematician, logician, deacon and photographer, (1871), Through the Looking Glass*)

7.1. Introduction

The purpose of this study was to explore the extent to which Malaysian polytechnic students are supported in developing their competence in oral communication skills through the use of the Malaysian English language syllabi. In order to do this, the students' communicative competence was examined through their test results, perceptions with additional data acquired from the teachers as well as supporting documents. Barriers that impede the development of communicative skills amongst students at the Polytechnic were also looked in order to further understand this situation.

This chapter reviews the research aims and use of the instruments used and data collection exercises which were used in this study. Answers to the Research Questions are also summarized. Next, a section discusses its contributions and limitations. Another section concentrates on recommendations and suggestions that this study may contribute to the teaching and learning of English, especially in the context of Malaysian polytechnics. The recommendations and suggestions are put forward for the betterment of the teaching and learning of English in Malaysia, with special reference to Malaysian polytechnics. The concluding section has several further recommendations.

7.2 Summary of findings

This section consists of two sub-sections; the aims of the study and objectives in the first sub-section and in the second, participants and data collection.

7.2.1 Aims and objectives

This study aims to explore the extent to which Malaysian polytechnic students are supported in developing their competence in oral communication skills. Specifically, the objectives of this study are:

- To investigate the English language syllabi used at a Malaysian polytechnic based on the students' perceptions, tests, and teachers' views and use of supporting documents.
- To determine other factors that may impede students' ability to communicate well in English.
- To suggest ways to overcome any impediments that might hinder the students' competence and confidence to speak in English

Three main Research Questions followed by seven secondary questions were designed to accomplish these aims. Data were gathered through the use of several instruments; questionnaires to students and teachers, semi-structured interviews to students and teachers as well as the use of supporting documents to answer the research questions.

7.2.2 Participants and data collection

The participants involved were:

- First semester students of the first batch to undergo the teaching of Science and Mathematics in English at a polytechnic - Perdana Polytechnic was used as a case study for this research;
- Twenty-five teachers of the Language Unit of Perdana Polytechnic, and, in addition,

- Some supporting documents used in the teaching and learning of English at the Polytechnic that include the objectives of the syllabi, course outlines, teachers' timetable and students' as well as online input from teachers of Malaysian polytechnics through an exercise done in the late 2009.

A polytechnic involving 578 students from six departments was case-studied. Twenty-five teachers who formed the entire Language Unit of the Perdana Polytechnic were involved with analyses of supporting documents used in the teaching and learning of English. The students were involved in pre- and post-questionnaires over a span of ten months. Interviews were followed up with thirty-four students after they had answered the post-questionnaires. Fourteen teachers were also interviewed after they had answered the teachers' questionnaire to give their views on the particular topic. Teachers were selected on the amount of teaching experience as well as their availability. Documents relating to the teaching and learning of English used by teachers of Perdana Polytechnic were examined to substantiate the findings revealed by the surveys and interviews.

7.3 Main findings

As stated, there were three Research Questions with six secondary questions. The questions and their main findings are presented below:

The Research Questions are:

RQ 1 Perceptions towards Spoken English

1. How do the students perceived of their competencies in speaking to different types and groups of people?
2. How do the students perceived of their confidence in speaking to different types and groups of people?
3. What are the teachers' perceptions towards the oral communication skills component in the English language modules of the Malaysian polytechnics English language Syllabi?

4. What are the students' perceptions towards the oral communication skills component in the English language modules after they have undergone two semesters of the English Language Programme?

RQ2 Student competence in Spoken English

1. Is there a significant difference in the polytechnic students' oral communication competence after they had undergone two semesters of the English Language Programme?
2. What are the teachers' perceptions towards their students' competencies in Spoken English?

RQ3 Barriers to speaking English

1. What are other contributing barriers which can hinder students from communicating in English while at the polytechnic?

The first RQ asked on perceptions towards Spoken English:

1. How do the students perceived of their competencies in speaking to different types and groups of people?

The findings showed that basically the students perceived themselves not competent in using English in any oral communication settings. They had indicated that they may be competent to talk only with friends and acquaintances rather than with strangers. Apart from that, they too had indicated that they preferred to communicate in small groups which are five or less or with individuals, especially their friends. Their non-competence could be because the respondents were aware that they were just average in all of the four skills involved especially speaking. After a ten-month duration of the English language Programme, the students admitted that only an approximately of 10% would consider themselves to be competent in the speaking

skills. This could probably be the same students whom did well for their SPM English at 6.7% as well as those who claimed that SPM English is very easy at 6.2%. It was noted that students communicated using localized English or they seamlessly code-switched and this is rather common in Malaysia. Yet, from what they had stated, they were aware that they were not competent to speak in what they considered as a formal situation especially with large groups or if they are asked to speak in public or in front of a large crowd. The results showed that students in Malaysia, apart from their English classes, neither used nor were exposed to English in their lives. Their almost non-existence of exposure had indicated that English to them is considered as a foreign language and this is especially so for those who are from the remote and rural schools. Previous studies as shown in Chapter Two had confirmed this.

2. How do the students perceived of their confidence in speaking to different types and groups of people?

The findings showed that basically the students perceived themselves not confident in using English in any oral communication settings. They had indicated that they may be confident to talk only with friends and acquaintances rather than with strangers. Apart from that, they too had indicated that they preferred to communicate in small groups or with individuals, especially their friends. Their non-confidence could be because the respondents were aware that they were just average in all of the four skills involved especially speaking. Students had repeatedly admitted that the one skill which they greatly lacked would be the speaking skills. This situation is due to the fact that they do not have the confidence to communicate in English. The majority if they tried to communicate in English will give reasons of them not having the confidence as they know they do not have the vocabularies to generate the conversation. Apart from that they are very conscious of their lack of vocabulary and grammar and they tend to choose not to communicate as they do not want to be embarrassed. Students admitted to be more confident if they used localized English or when they can seamlessly code-switched. They had stated that they were aware that they were not confident to communicate in what they considered as a formal situation

especially with large groups. Group presentation or a large crowd will not be the place that these respondents have the confidence to communicate in English. When asked to the students where would they go for their Industrial Attachment, only 13% of the students wanted to work in multi-national and international companies. One possible reason why only 13% are willing to go and work at these international companies as these could be the same group of students who excel in their SPM English as well as those who are Marine and Mechanical Engineering students where such courses necessitate the students to have a better command of English. The results showed too that slightly more than two thirds of the students had stated that they wanted to be placed at government agencies and small private firms where the probability of these establishments using BM or mother tongue in their day-to-day dealing is very likely to be high. This confirmed that students in Malaysia, neither used nor were exposed to English in their lives apart from their English classes, The almost non-existence of English in their environment had indicated that English these days may be considered as a foreign language and this is especially so for those who are from the remote and rural schools. Previous studies as shown in Chapter Two had confirmed this. Kirkpatrick (2007) too had stated that only 20% of Malaysians are able to speak and understand English.

3. What are the teachers' perceptions towards the oral communication skills component in the English language modules of the Malaysian polytechnics English language Syllabi?

The teachers had indicated that the English syllabus or the English curriculum content used by the polytechnic teachers on the whole does promote and enhance learning English on the students' part. They too agreed that overall the curriculum delivery and teaching and learning outcomes had been achieved through the use of the syllabus in the English Language Programme with the exception of the oral communication skills. Teachers had suggested that the syllabus should be focusing more on students-centred activities that will give them more opportunities to practise communication-

based activities. This is further confirmed by the teachers that they had no qualms, as non-native speakers of English, teaching English as they felt they could share their experience and understand the students' problems in learning English. Yet, teachers should take note that the students had revealed that 81.8% of the students faced a high level of anxiety in speaking in English. This situation could be monitored by teachers by providing fun-filled activities to reduce anxiety on the students' part as well as enhance students' interest in learning English. Razali (1992) in her article, *ESL in Malaysia: Looking Beyond the classroom* had advised teachers of English to consider many factors in the teaching and learning of English including the social aspects of the students.

4. What are the students' perceptions towards the oral communication skills component in the English language modules after they have undergone two semesters of the English Language Programme?

In general, based on the answers above, the respondents can generally be seen as reacting positively to the English Language Programme especially the one conducted in Semester One. The attitude of the students towards wanting to learn English, the course and their teachers was very positive. The students have positive attitudes towards their teachers, the English language itself and the programme provided by the Polytechnic. Therefore, the presence of 'good' English teachers was important to the students to inculcate the love and interest towards English. As the findings had indicated that all showed positive attitudes, in the ranges of 90.3% to 95%. Again, 81.8% showed their motivation towards learning English and 87.9% stated their desire to learn English. These percentages clearly showed that on the whole, the students were reacting positively to the teaching and learning of English. Finally, when asked about the reality of the situation, on the importance of learning English for employment, 91% revealed that it is important to learn English for this purpose. As the students were favourable towards the programme, language and the teachers, the task of teaching English to the students could be further enhanced as teachers

should capitalised on the positive responses of students towards English. As mentioned earlier, the much discussed and short-lived implementation of TeSME policy had inevitably heightened students' awareness and interest towards learning English as they are aware of the importance of knowing English. The students had acknowledged the importance of English and they knew that it is an important language to learn. However, students had voiced their concern that the oral communication skills need to be further enhanced by the English Language Programme provided by the polytechnic.

The graduates of the Tracer Study Project of Perdana Polytechnic (2007-2009) had revealed that English language and interpersonal skills were follow-up courses that they would like to undertake upon graduation. The findings showed that the graduates were concerned with their lack of ability to speak well including the lack of interpersonal skills even after they had graduated from the Polytechnic. This was a clear indication that graduates of polytechnics were aware of their lack of communicative abilities once they have left the polytechnic. This suggests that the English Language Programme provided by the Polytechnic is open to further improvement especially to emphasize more on English speaking skills as seen visually in the course outlines as well as stated by the graduates, the students and the teachers.

The second RQ asked on students' competence in spoken English.

1. *Is there a significant difference in the Polytechnic students' oral communication competence after they had undergone two semesters of the English Language Programme?*

According to both detailed results, especially in connection with the oral presentation test results, it was shown that the students had not improved even after they had undergone two semesters of English. The effect of the decrease in the oral

presentation results was large at .107. According to the guidelines proposed by Cohen, (1988, pp. 284-287), with the calculated eta squared value of .107, it can be concluded that there was a large effect, together with a largely substantial difference in the decrease of the oral communication results obtained by the respondents in Semesters One and Two. Simply put, the students based from their test results have not improved their oral communication skills even after they had undergone two semesters of the English Language Programme. This concurs with the findings of Hassan and Fauzee-Selamat (2002) that in Malaysia, the syllabi in schools tend to emphasize more on the writing skills instead of the communication skills. With the findings of Hassan and Fauzee-Selamat (2002) as well as the students' test results, policy-makers and syllabus designer for Malaysian polytechnics should take into considerations of placing more emphasis on communication skills when they are designing syllabi or English language modules for Malaysian polytechnic students.

2. What are the teachers' perceptions towards their students' competencies in Spoken English?

The teachers of Perdana Polytechnic were aware of the fact that the students that they get were from schools and they came with varied competencies of English. This was revealed by that almost (64.7%) entering the Polytechnic generally was to be in the range of weak credits of C and mere passes of D and E for the SPM English results. Eleven years of English at schools and an additional experience of undergoing learning Science and Mathematics in English were expected to provide a solid based for the students' English language competence but with two thirds obtaining weak credits and mere passes, it is questioned whether the students have the necessary competencies to perform as students to further their education especially at tertiary level and later at their workplace. These findings had indicated that the composition of students at the Polytechnic was mixed. This may be one of the problems faced by teachers as they have to teach English in classes of mixed abilities. This was indicated that although the students saw improvement in the four language skills, after two semesters of English, the productive skills of speaking was the one they seemed to be failing in. This finding is in line with previous studies of Lim, (1994) and Hassan &

Fauzee-Selamat (2002) who highlighted that speaking skill is the one skill which was neglected in the KBSM English syllabus and the same occurrence seemed to be repeated by the polytechnic English language syllabi. Teachers of polytechnic repeatedly lamented on the fact that mixed abilities of students that they get at the polytechnic did not help them in the teaching and learning of English. Teachers found that the high number of students who were weak and their situation was not helped as there were too few contact hours for English. Therefore, they were not surprised that the weak students remained weak as the opportunity for them to be practicing and being exposed to the language was not given. The students were not exposed to English speaking environment be it at schools, polytechnic or even at home

The third RQ asked on other contributing barriers which hinder students from communicating in English.

1. What are the other contributing barriers which can hinder students from communicating in English?

The three factors that discourage the students from communicating in English are their own attitudes, their teachers and finally their surroundings or environment. The barriers identified were a combination of all the factors involving the students, teachers, the environment, the syllabus and the system. There seems to be an overlapping of barriers engulfing the students, teachers, the environment, the syllabus and the system.

1 The students:

The majority of the students in this situation are found to be lacking in knowledge in general and to have a poor foundation in the English language. In general, they are poor in English as a study by Kirkpatrick (2007) claimed that only 20% of the Malaysian population was able to speak well in English, in particular those in the urban areas of Malaysia.

Because of this, the situation is further exacerbated as students with poor attitude have little interest in English and do not even like English as a language. When the students are in such a predicament naturally they show little interest in the language as they deemed English a difficult language to learn. With such a situation, it is no surprise that the students have a low self-esteem, are shy and afraid of English. Furthermore, the students were found to show little or no interest in reading. Malaysians generally were found to have no interest in reading according to the studies and reports of Long (1984), Pandian (2000) and Mozihim (The Daily Express, May 23rd, 2010).

2 *The teachers:*

Creative and dedicated teachers are needed to make English an interesting subject to learn. According to Harmer (1982), 'the balance of activities that the students are involved is through the type of methods employed by the language teachers'. He reiterated that techniques and methods, if balanced well by an experienced teacher, will bring about the success of the teaching and learning of a language. Bax (2003) on the other hand likened methodology to 'a brake on' teachers. Therefore, young and inexperienced teachers do not have the experience yet to try out well balanced techniques and methods to bring about success in the teaching and learning of a language. They needed time to prepare and read more to understand the syllabus. In simple terms, teachers who are not creative and dedicated will be reflected in boring and uninteresting lessons. Razali (1992) had advised the teachers to have socio-linguistic awareness that they should apply in the teaching and learning of English in Malaysia. This is because such awareness may help the teachers to handle teaching English in Malaysia with its multicultural and multi-ethnic context. Polytechnic teachers seemed to lack the creativity to provide interesting lessons and they do not give opportunities for students to participate in English speaking activities in their classes. Some teachers are just resigned and this is translated in their teaching too. They are seen to accept the situation and try to make do with whatever they possibly can.

3 *The environment:*

There is an obvious lack of opportunities for students to use English apart from English classes. The situation is further compounded by the fact the students lacked exposure to English at home with little or no English at all in their lives. This is seen through the admission by students, and teachers' observation on the lack of exposure towards English with almost no contact with English in schools, home or environment. "The quality of the language environment is of paramount importance to success in learning a new language (Dulay et. al, 1992).

4 *The syllabus:*

For the English syllabus, not enough credit is given for English as a subject. There are not enough contact hours for English; two hours per week is insufficient. Oral communication-based activities are also lacking in the syllabus, yet the English Language Syllabus has suggested the need to improve this with greater emphasis on speaking. The syllabus has too many topics to cover with insufficient time allocated (fifteen weeks for the whole semester with two hours per week of contact).

As English is a non-core subject and because it is not tested in the Final Exam, not much importance is placed on it - students relegating its position to the lowest level of importance. Remedial work has to be given to poor students, which will involve segregating the poor students from the good ones.

5 *The system:*

Class enrolment is another factor in the system that should be considered seriously by DPE. Apart from that, the system itself does not help as teachers, as well as students, both have packed timetables. There is a heavy workload with unnecessary non-teaching duties leading to pressure especially for young, new and inexperienced teachers. Not only that, such a situation has indirectly created an atmosphere filled with tired, harried, discontented, resigned and unmotivated teachers. It is further

aggravated by the lack of proper infrastructure, e.g. language laboratories and LCDs, therefore creating difficulties for teachers in trying various activities.

7.4 Contributions and limitations of the study

The contributions of the study can be concentrated into two sections: contributions to the teaching and learning of English and also methodological contributions.

7.4.1 Contributions to the teaching and learning of English

1. This study is the first study of Malaysian polytechnic students' oral competence in English as many previous studies have looked only at schools students' competence in English. This is important as many of these students are in the process of developing advanced technical and vocational skills and are at the end point of their education where most are likely to go out either to work or further their studies at tertiary level in which developed English language skills are essential. The study is special in its focus as it brings about a different dimension of focus in the teaching and learning of English in an advanced technical and vocational educational context. It is also distinctive as it extends the focus of research into students' acquisition of English from the polytechnic system from a system-wide perspective - the early years of schooling - and at the same time provides evidence of the effectiveness or otherwise of the decision to teach Science and Mathematics through the medium of English throughout the secondary schooling years to this particular group of students right to the end point of education which is the polytechnic.

2. The findings of this study can be used to make several significant contributions not only to the teaching and learning of English in Malaysia but specifically in the Malaysian polytechnics with special reference to oral communication skills. Previous studies had been done in schools and this study was a first attempt to understand problems faced by students and teachers in developing the speaking skills of students of Malaysian polytechnics. To be specific, the findings of this study will provide invaluable information especially to the Department of

Polytechnic Education (DPE) and policy-makers on how best to approach this problem and ensure it does not re-occur. A firm solution can now be given which covers all the students from primary, secondary school up to the polytechnic level. The solution should give more emphasis on the speaking skills to students from the primary right till the polytechnic level. This is to ensure that the focus of the speaking skills is done from the start of education for all Malaysians.

3. The findings also revealed that there are many aspects for policy-makers to consider in the implementation of the language syllabus especially in a multi-racial and multi-lingual country such as Malaysia. The study reveals significant data that in the teaching and learning of English in Malaysia, there are many barriers which involve the students, teachers, the syllabus, the environment and the system and if concerted effort were made in solving problems related to these, better solutions could be given; the problem could be reduced and eventually be solved. We have to be realistic that problems such as these cannot be solved immediately but with careful planning and rational thinking, things could be back on track. Malaysia is fortunate in that it is aware of the problems and is making concerted efforts to finding solutions. What needs to be done is to look at the problems and try to go to the next level. It should be noted that currently policy-makers are only aware of the problems but no comprehensive study had been done to gather empirical data to investigate the reasons behind the problem of students not being able to communicate well in English. Based on the findings of this study, we could find out more about the oral communication skills component in the English language syllabi of the Malaysian polytechnics, in particular by gaining a deeper understanding of the reasons behind the students' inability to communicate well and what factors might be impeding the success of the implementation of the English Language Programme at the Malaysian polytechnics. A pilot study could be replicated at any educational institutions in Malaysia and this study could also be done in Malaysian schools using the students themselves as participants.

4. The writing of this thesis is timely as the Division of Curriculum Development and Evaluation (DCDE) of the DPE is in the midst of getting input in the review of its

curriculum in order to keep pace with the changes in the globalised world. Apart from that, this study is also relevant in that the topic is consistent with the DPE's goals as it is currently overhauling its education system to allow for the eventual formation of a polytechnic university by the year 2020. In line with this aim the recommendations and suggestions will be appropriate in giving constructive suggestions for the betterment of the polytechnic educational system.

5. Very few studies have examined the field of oral communication skills in the context of polytechnic education. Many studies (e.g. Lim, 1994; Pillay, 1995; Mohd-Asraf, 2003 and Hassan and Fauzee-Selamat, 2002) in schools, primary and secondary had been carried out and findings had highlighted that the speaking skill is the least emphasized at schools. Yet, these studies depended mostly on getting their input from teachers or the syllabus alone and not many were done based on the students' point of view or a mixture of participants. Therefore, this research is timely as it highlighted the current situation that speaking skills had indeed been neglected and must be given a focus in the teaching and learning of English at the polytechnic level. In the mid 2011, the Division of Curriculum Development and Evaluation (DCDE) had decided to once again revamp its current English language curricula by focusing more on the communication skills. This is in line with some of the recommendations which were stated in this study. This new development is currently being implemented and the revamping exercise had taken place based on the given recommendations of this study. Apart from that, future collaborative efforts can be proposed between primary, secondary schools of the Ministry of Education and Malaysian polytechnics of the Ministry of Higher Education based on the findings of this study. Collaborative efforts between these two ministries should be encouraged as there seemed to be a gap in communication between these two ministries which would have not happened if all concerned shared the same goal of bettering the education system in Malaysia especially the English language. The government's serious efforts as seen in the many introductions of policies such as National Science and Technology Policy, Teaching Science and Mathematics in English, MBMMBI or TSP seem to be ineffective as recommendations and suggestions given by these previous studies have not been taken up seriously.

6. This study makes a further contribution to the field of teaching and learning of English in schools, in particular for the speaking skills and it should fill the gap in the literature in this field and context, and open the door for more research in understanding the gaps in the teaching and learning of English in Malaysia. The contribution is especially important for the Malaysian polytechnics in the quest to be a polytechnic university; such studies as this give more opportunities and pave ways for non-core subjects to be further researched. It too will allow the agency in charge together with the government to work in tandem in solving this problem.

7. Finally, this study with its findings can better inform educators, administrators, educational personnel and language teachers in the planning, design and implementation of a successful language programme. The findings of this study can also help policy-makers at DPE level to formulate better policies to involve student intakes, teacher training, teachers' CPD and short and long term courses for enhancing quality teaching and learning of English and especially for the planning, design and implementation of a successful English language Programme.

7.4.2 Methodological contributions

1. This study used a research methodology, namely quantitative and qualitative, and also documents. The researcher used the questionnaire to gather many aspects of the research problems through empirical data and then conducted interviews to get more details about the outcomes of the questionnaires. Utilizing data not from students alone but from teachers and documents helped the researcher to conduct an exploratory review which provided a clearer understanding, depth and enriched the outcomes of the study. The use of tools such as tape recorder, online documents and also the continuing Tracer Study data have also helped tremendously in providing clearer outcomes. If this study were to be replicated, I would recommend using video tapes during the interviews and also add another source for data - observing and video-taping the actual teaching and learning process in a polytechnic English classroom. However, considering the time and effort required to do this, I have

decided that within my time limit and budget, what was done is adequate and satisfactory.

2. Using different types of instruments, questionnaires, interviews and documents, and different types of data collection methods, quantitative and qualitative, are not the only methodological contributions to this study. The use of distributing and collecting instruments with the help of class teachers did increase the rate of participation. When some of the teachers were initially not available to be interviewed because of their promotion exercise, the idea of setting up interviews by appointment later during the weekend helped to get the necessary input from the teachers involved.

3. This study's adequate sample of 578 students, from a polytechnic which involved the staff of the Language Unit of the Perdana Polytechnic and the analyses of supporting documents, has given other polytechnics the opportunity to replicate or follow similar research at their establishment. They could follow the procedure mentioned in order to establish whether such similar findings do occur at their establishments. The findings from all the involved establishments could be compiled to build an even and comprehensive study that can be used by its other education counterparts in the Ministry of Education, such as primary or secondary schools. The establishment of such an information bank or data base on employers, teachers and students as potential employees should be beneficial in the long term if Malaysia hopes to achieve its aspiration of becoming the Centre of Excellence in Education in the South Asian region or even Asia.

4. This case-studied research has prepared a template or a framework for future study especially in the context of Malaysian polytechnics. The framework provided can be followed by any polytechnics or other educational institutions on speaking skills. As the framework has been made available, what other institutions, especially those in the polytechnic context, could do is to either adopt or adapt to suit their specific requirements including a specific discipline which is unique to the particular establishment or institution. For example, Perdana Polytechnic is synonymous with its

Marine Engineering Programme and is also the polytechnic which offers 'niche' programmes of Air-conditioning and Refrigeration. Similar 'niche' programmes are specific to one polytechnic such as Aircraft Maintenance Engineering, Tourism and hospitality to another, Food Technology to another polytechnic and Hotel and Catering Management to yet another polytechnic and can provide more information related to speaking skills in these disciplines or areas of specialization.

7.5 Limitations

This study has a number of limitations.

1. The participants in the study had only undergone two semesters of the English Language Programme at the Polytechnic. It would be worth getting data from the July 2008 participants after they had completed their polytechnic education which would have taken two or three years for the certificate and diploma students respectively. Unfortunately, the samples can only be obtained after three years and time does not permit this as the time available for this study was limited. However, even with two semesters, the findings had revealed ambiguities as well as barriers in the teaching and learning of speaking skills existing in the English Language Programme of the Malaysian polytechnics.

2. The study was limited to using three instruments; questionnaires to students and teachers, interviews with students and teachers and document analyses which gave detailed information. It is initially envisaged that observation practice is added as another instrument to this study as more information could be observed in the actual teaching and learning of English at the Polytechnic. However, that would have required more resources and time than were available for this study. Suffice that the visual analyses of the course outlines had given the necessary information on the implementation of the teaching and learning of English in the classroom. The visual documents themselves had provided the evidence on the ongoing practice without class observations which had revealed that in actual practice, the teaching and learning of English at the polytechnic had in fact focused more on the writing skills as

opposed to the communication skills. From these documents, teachers had shown on the activities that they had planned and evidently the focus was on the writing skills. Moreover, observation could also not be done at the post-questionnaire stage as during this time, the students were preparing for their final test and there was no class to observe at that time. Because of the distance and time-tabling problems, the researcher felt that this was the best time to do this study after much pre-planning.

3. There was an additional difficulty faced by the researcher during the investigation as at that time there was a promotion exercise happening in all the Malaysian polytechnics and many staff of the Language Unit were involved in the promotion exercise. This exercise was one of the DPE's moves in its efforts to transform polytechnic education. Some were not available for interviews as they had moved to different polytechnics at that time. Accordingly, interviews were set up with two staff over the weekends.

7.6 Implications

From the findings of this study, there are several major implications that are significant for the decision makers and to the researchers, within the polytechnics and also nationally, in the field of the teaching and learning of English as a second language. The implications of the study can be related to two sections: implications for decision making and for the field of the teaching and learning of English as a second language. Another additional implication can also be derived from the current situation which will be discussed after the second section for the field of teaching English as a second language.

7.6.1 Implications for decision making

1. This study's results showed a clear image of the situation regarding English as a second language in Malaysia. The government through its ministries, Ministry of Education and Ministry of Higher Education should pay more attention to increasing

the number of capable English teachers through teacher training colleges and encouraging more teachers to better themselves through Continuing Professional Development (CPD) programmes for in-service teachers. The government can be seen to put this issue on top of its agenda through the implementation of many policies such as National Science and Technology Policy, TeSME and then changing it to MBMMBI. Unfortunately all these policies have not been easy to bring to fruition. Although they were introduced with the best intention, they have fallen by the wayside. The introduction of plans or policies should bring about the desired results, if properly executed. This issue should be on the top of the ministries' agenda.

2. The investigation of these barriers plays a central role in the successful implementation of future policies. Barriers including class size and class enrolment were indicated to be partly responsible for teachers' discontent and disillusion in their profession. The lack of support and incentives may look negligible to the teaching and learning of English, yet this area can be improved by ensuring reasonable class enrolment by a two-pronged approach: the increase of language personnel to reduce the syndrome of an overloaded timetable that could further reduce the level of teachers' work motivation *and* the reduction of the number of the class enrolment to a reasonable size of thirty to thirty-five students.

3. The study had also indicated that young and inexperienced teachers need guidance in the teaching and learning of English as well as understanding the culture in the polytechnic. Therefore, an increase in the number of personnel could also help with the establishment of a mentoring system which had already been introduced by the DPE. The DPE had introduced the concept of a staff mentoring scheme in its promotion structure yet it had not reciprocated by providing an adequate amount of staff to help ease the teaching burden of these teachers. The increase in the number of personnel at the Language Unit could reduce the teaching hours' burden as well as setting up an internal committee which will work on producing quality teaching materials for a variety of interesting teaching activities for the students as well as a team of teacher assistants. An exchange of ideas from experienced teachers to young inexperienced teachers too can be carried out if the number of language personnel is

increased. Here, the implications would be to give a further positive impact on the group dynamics of the Language Unit to work as one.

7.6.2 Implications to the field of the teaching and learning of English as a second language.

1. As mentioned earlier, although previous studies had tried to investigate the reality of the teaching and learning of English as a second language in Malaysia, this is the first attempt to study a specific skill; oral communication skills in the context of Malaysian polytechnics. The findings were derived not from one source but by using three different sources to get in-depth views from the students, the teachers and the syllabus at one attempt. It is envisaged that this study will be a catalyst for future research in the teaching and learning of English especially in the context of Malaysian polytechnics.

2. The findings of this study were similar to those of a number of studies carried out in a different context or education systems such as Lim (1994) from the perspectives of school and tertiary teachers, Hassan and Fauzee-Selamat (2002) from the perspectives of school teachers, Pillay (1995), Pillay and North (2003) and Mohd-Asraf (1996) from the examination of KBSM syllabuses and also Ali (2003) who case-studied primary schools in Malaysia. This study found clear evidence that students still need more emphasis on the speaking skill at the polytechnic level similar to that found in the studies mentioned above. Therefore, this study had found that there is a gap between the primary level and secondary school and it had been brought into the polytechnic system. This demonstrates that there must be a change in the teaching and learning of English as a second language in Malaysia by focusing more on the speaking skills. It was mentioned in the Literature Review that Malaysian schools, primary and secondary, seem to over-rely on examinations and therefore, indirectly primary and secondary teachers accidentally neglected to focus on the speaking skills. This is not so in the case of polytechnic English curricula whereby English is a non-tested subject. What could be done is to remove the over-reliance on too many topics in the modules and instead, to solely focus on the speaking skills and

at the same time to give enrichment as well as remedial activities to improve the students' grammar and vocabulary. The first two semesters of the students' stay at the polytechnic should be concentrating on task-based activities that focused solely on the speaking skills. The remedial solution is to provide additional knowledge of grammar and vocabulary to the students because they were poor at the point of entry to the polytechnic and enrichment to students who are good in English. This will be further discussed in the recommendation section.

7.6.3 Implications for Malaysian polytechnic education and its impact

It has been observed that there are too many changes happening in a very short time in the Malaysian polytechnics and within the whole set-up of the organization of the DPE. The changes were described in Chapters One and Two and the chronology of events in the polytechnic system is shown below. The DPE can be seen to be constantly changing and these changes have been implemented too quickly for the changes to be fruitful. These constant changes do not bode well for the betterment of the polytechnic education especially for the teaching and learning of English in Malaysian polytechnics. All these changes do not give ample time for the policies themselves as well as for the policy-makers in charge of these changes to translate them into positive changes. These too many changes and too frequent changes of personnel in charge at divisional levels of the DPE meant that the ever changing officers implementing these very changes have problems in relaying them directly and quickly to all polytechnics, which are spread all over Malaysia. The lightning speed that DPE had evolved from when it was formerly known as TAVED under the Ministry of Education can be seen in the direction it took. It started when the government decided to split the Ministry of Education into two: The Ministry of Education and the Ministry of Higher Education in March 2004. Before March 2004, Technical and Vocational Education had been together from the schools right up to the polytechnic level. This split in 2004 had caused Technical and Vocational schools to be under the current jurisdiction of the Ministry of Education and for Malaysian polytechnics, under the Ministry of Higher Education. Since then, these two are now

under two different ministries. This can be seen in this chronology of events in the history of polytechnic education in Malaysia:

1. In March 2004, the government set up two ministries instead of the sole Ministry of Education; Ministry of Education and Ministry of Higher Education. Technical and Vocational schools remained under the jurisdiction of the MoE whereas Malaysian polytechnics were now under the new ministry, MoHE. Technical and Vocational schools parted ways with Malaysian polytechnics. A department had been set up at the MoHE to oversee the handling of matters on polytechnic education and was now named the Division of Polytechnic Management (DPM).

2. Soon after the creation of the DPM to determine the policies and direction of Technical and Vocational Education under MoHE, the Department of Polytechnic and Community Colleges (DPCCE) was established in 2005 to enhance the quality of the management system of polytechnic education especially the delivery system of polytechnic and community colleges. With this new department, its missions, visions, goals, objectives, strategies and activities were reviewed. By now, there were nine divisions to enhance the quality of the management system of DPCCE. (Refer to Appendix 7.1 to see the list of all the divisions which were envisioned to enhance and translate the quality of management of DPCCE, (*Quick Facts*, September 2009, p. 5).

3. In late 2009, once again DPCCE was further divided into two departments; Department of Polytechnic Education, (DPE) and Department of College Community Education. By now, the management of polytechnics was solely under the DPE with seven major divisions. This exercise was known as a rebranding exercise for Malaysian polytechnics. (Refer to Appendix 7.2 (*Quick Facts*, September 2010, p. 11)

4. By early 2011, the DPE had added five divisions to its seven divisions making a total of twelve in order to strengthen and further enhance Technical and Vocational Education into the mainstream. (See Appendix 7.3 (*Quick Facts*, March 2011, pp. 8-11).

7.7 Recommendations

Based on the results of this study, I would recommend the following action to be taken. The recommendations relate specifically to the Department of Polytechnic Education (DPE) with divisions such as Division of Curriculum Development and Evaluation, (DCDE), Division of Training and Career Development (DTCD), Division of Student Admission (DSA), and Division of Industry Liaison, Graduate Tracking and Alumni (DILGTA), also for future studies and finally to Perdana Polytechnic specifically.

7.7.1 Recommendations to policy-makers for polytechnic management and education

These recommendations involve the DPE as well as its divisions of DCDE, DTCD, DSA, DILTGA and some other sections in these divisions.

7.7.1.1 Department of Polytechnic Education (DPE)

The DPECC, with its restructuring exercise carried out in late 2009 had resulted in the formation of a new department, the Department of Polytechnic Education (DPE) to facilitate best practice for Malaysian polytechnics. This exercise was meant to rebrand and transform the polytechnic education system to enhance the development of innovative human capital with high employability skills. Therefore it is recommended that in line with its aspirations, DPE should take steps for the divisions involved to enhance the teaching and learning of English in Malaysian polytechnics. A top-down approach is recommended as the education system in Malaysia had all along been the responsibility of the federal government. Therefore, DPE as a principal enforcer can further reinforce the role of polytechnics in education and training through its own divisions which are responsible for the success of the development of innovative human capital with high employability skills.

Recently, the DPE has undertaken a revamping and rebranding exercise in line with its quest to forge ahead with the establishment of an eventual polytechnic university by the year 2020. Its aspirations are based on these objectives:

- Enhancing polytechnic education so that it will be the preferred institution at an equal level with universities,
- Development of programmes and research in niche areas,
- Equipping polytechnic teaching personnel and support staff with high skills and competency, and,
- Development of an excellent work culture and image (*Quick Facts, March 2011, p. 25*)

The first two objectives clearly demonstrated the need for a ‘cut above’ curriculum including the rest of the objectives in line with agreed criteria and standards set by the Malaysian Qualification Framework (MQF). This is a better way of ensuring that the English language curriculum prescribed by the DCDE is able to realize these objectives and transform them into reality. The first objective is its role as a new player in Tertiary Education with the eventual establishment of a polytechnic university. Malaysian polytechnics have to take a brave, bold outlook by pioneering the English language curriculum in a way that that fulfills the nation’s Vision especially in line with the Tenth and Eleventh Malaysia Plans which focused on Technical and Vocational Education.

7.7.1.1.1 The Division of Curriculum Development and Evaluation (DCDE)

The Division of Curriculum Development and Evaluation which is responsible for the introduction of programmes, curriculum, syllabuses and implementation of evaluation to be used by the polytechnics should take the initiative to create a comprehensive overhaul

to the English language curriculum at Malaysian polytechnics. A directive can be given for the setting up a Language Centre instead of a Language Unit which has a more autonomous say in the way the language is taught at the polytechnics. The Language Centre, an independent department, should be allowed to run its language

programme and courses as a department, deciding its own timetable and language programmes. When the Language Centre is independent, it would have its own operating budget with possibly more staff and more courses too. The Language Centre could operate as an academy of language excellence such as the Academy of Language Studies of MARA University Malaysia (UiTM).

(Refer to <http://www.apb.uitm.edu.my/index.php>)

It is my understanding that even at the DCDE there are not specific personnel in charge of overseeing the implementation of curriculum for English at Malaysian polytechnics, unlike core subjects. There is one non-English specialist with the responsibilities of overseeing the implementations of non-core subjects including English. This has to change if the DPE wants to see an improvement therefore the DPE, as the front-runner, has to first change its attitude towards English. Although it is a non-core subject, it should not be treated like any other non-core subject as it is a subject of much importance as a language used for the successful development of innovative human capital with high employability skills. This change of attitude must begin from the very top and from there, each level will be more aware of its importance.

If there were an Academy of Language set up at the polytechnic and it were independent, it could run its language courses accordingly. The Academy could be divided into several sections such as:

- Research and development
- Materials design and development
- Teacher training and Curriculum and Professional Development (CPD)
- Teaching and learning of English

With regard to teaching and learning, the students and the teachers from the findings had admitted to be poor and with the current timetable, fifteen hours of English, it looked an impossible task to teach the students. Therefore, it is recommended that upon entering the polytechnic, the students are given a placement test at the beginning of the semester and students are grouped into different levels based on their performance in the placement test. Students are divided into the common Semester One class where everyone has to attend and those who failed the placement test at the same time must be given additional classes in grammar, vocabulary and in Basic English. That is why there is a need for the setting up of an Academy which is independent and able to decide on its activities and classes.

At the same time it cannot be denied that the DCDE at this juncture had carried out major innovative efforts in getting input such as the establishment of a new section of this division to develop the framework of Malaysian Quality Agency (MQA) to be responsible for quality assurance in Higher Education (specifically the Polytechnics) and to implement the MQF and also the introduction of Curriculum Information Document Online System, (CIDOS). CIDOS is an online system introduced by the Division of Curriculum Development and Evaluation to get input from the teachers of the Malaysian polytechnics on all polytechnic curricula, in line with their decision to introduce a new curriculum by July 2010. Yet, a check in early 2011 on the answers on the CIDOS website revealed that they had not been updated since the time I received the initial copies of answers on 23rd March 2010. Further checks revealed that only the English online CIDOS answers for English modules were not updated whereas other polytechnic curricula had been updated periodically.

7.7.1.1.2 Division of Training and Career Development (DTCD)

As mentioned in the implications section, as well as having more personnel in the Academy of Language, there should be more personnel to not only teach English but for remedial classes for the poor students. Here, the DPE under DTCD should work to direct more teachers to the polytechnics. At the same time, the DTCD could provide

more short courses for many aspects of the teaching and learning of English such as testing and evaluation, materials development, methodologies to refresh new techniques for the current teachers at the polytechnics as well as giving them a continuing input. It cannot be denied that the DTCD at this juncture had introduced major innovative programmes including providing in-service short courses for many aspects of the teaching and learning of English especially testing and evaluation, materials development and methodologies.

Apart from that the DTCD since 2008 had carried out major innovative programmes such as developing and inculcating a research culture amongst teachers through in-service courses and the provision of leave and grant for teachers to do research or long term CPD courses. This could be seen as more and more polytechnic teachers taking time off with their post graduate studies, Masters or Doctorate in Philosophy either locally or abroad. What the DTCD under the auspicious patronage of MoHE could do is to adopt and expand what was done by the Ministry of Education, Malaysia regarding CPD. According to the Microsoft link page, (2005), The Ministry of Education, Malaysia (<http://www.microsoft.com/malaysia/press/linkpage4288.msp>, front page), tackled the situation by assisting teachers' professional development by having effective partnership with the corporate sector such as Microsoft (Malaysia), Intel Technologies Sdn. Bhd. and TIME Engineering Berhad to name those corporate establishments collectively known as the Smart Education Partnership (SEP including a Memorandum of Understanding (MoU). DTCD could also provide assistance by providing English classes for current technical teachers in the teaching of all technical subjects in English as the teaching of all Technical and Vocational subjects at the polytechnics had to be in English from the beginning of July 2010. The aim of the suggested English Enhancement Programme, or Training the Trainers, should provide a range of competencies that DTCD could develop and they are:

- A short term aim of developing the English language proficiency for the teaching of technical subjects by current technical teachers,
- Developing language for accessing information and,

- Developing language for professional exchange.

Other examples of initiatives undertaken by the MoE (Ministry of Education, 2004, p. 1) apart from allowing teachers to take time off to do their post graduate studies are:

- The involvement of Excellent Teachers in curriculum design,
- The setting up of a Research and Development Unit in every training college in Malaysia, and,
- Consistently giving due recognition to good teachers by setting up awards such as the Excellent Teacher Award for teachers and a similar award for Excellent Head Teachers/Principals in schools.

All these mentioned could be undertaken by the DTCD or adapted to suit the climate and conditions of the polytechnic context in order to answer the question posed by Fullan (2001, p. 76), ‘How could teachers be able to facilitate ‘change by making learning interesting and exciting to students’ (cited by Boyd, 2005, p. 10) as basically ‘many teachers are frustrated, bored and burnt out!’. DTCD should continually encourage the culture of CPD to teachers as ‘it is a way of encouraging teachers to read more, do research and visit one another’s class’ and this practice should be encouraged as it continuously emphasises ‘the reflection, professionalism and pedagogy’ (Boyd, 2005, pp. 3 & 13). Or as clearly enunciated by Davies, (TESS, August 4th, 2006) that through CPD and reflective practice, only then we value ourselves as teachers and strive to be the best teacher we can, (and) we will win the mantle of ‘professionalism’.

7.7.1.1.3 Division of Polytechnic Operations (DPO)-Student Admission

Problems such as large enrolment can be reduced if this division made a concerted effort to ensure that the size of class enrolment does not exceed thirty-five students per class. Efforts to ensure that the number of students per class does not exceed the stipulated number will also reduce the other problems of a heavy workload for the teachers.

7.7.1.1.4 Division of Industry Liaison, Graduate Tracking and Alumni (DILGTA)

The assistance of this division is needed to keep track of industry and graduates as a more comprehensive survey could be carried out to get a direct input from the graduates and industry on getting vital information regarding the teaching and learning of English in the Malaysian polytechnics. Once again, the section under DILGTA such as Graduate Tracking and Alumni has been doing well especially in producing its yearly TSP reports which continually provides information and feedback regarding polytechnic education. However, it is recommended that DILGTA carry out a large scale Needs Analysis exercise to ascertain what is precisely needed by the current industry by pin-pointing which language programme is best suited for polytechnic students. This is especially to cater for the needs of employers in the New Millennium. The last Needs Analysis was done in 1990. The principal parties involved in what has come to be called ‘Needs Analysis Triangle’ are the teachers, the students and the employers to examine the formation of the teaching and learning in an English classroom where the product caters for the employers’ needs. Dudley-Evans, (1983, p. 8) showed what has come to be known as the Needs Analysis Triangle as seen in the Figure 7.1 below.

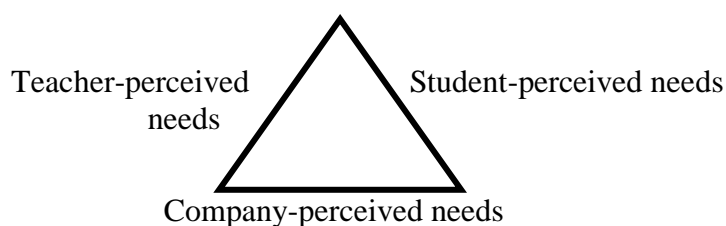


Figure 7.1: The Needs Analysis Triangle (Dudley-Evans, 1983, p. 8)

This large scale Needs Analysis has to be done to ascertain the current needs of industry especially in the era of globalization in this Millennium.

Updated information-gathering has to be carried out if the DPE is serious in its effort to elevate the status of Malaysian polytechnics to a higher level. DPE could seriously

consider having all the information gathered by these divisions, DILGTA, DTCD, DCDE and DSA to serve as data banks to get information on current students of polytechnic, polytechnic graduates, employers and the exact type of industry suited to polytechnic graduates and also staff of polytechnic on any discipline and in this context, the staff for the teaching and learning of English.

7.7.2 Recommendations for further studies

The question of the teaching and learning of English as a second language, especially in the technical and vocational context, requires additional studies, especially in a developing country with a multi-lingual, multi-racial and multi-cultural background. After conducting this research in one area of language skills, it is clear that some further research could increase the general understanding of the teaching and learning of English as a second language. This information could help stakeholders, policy-makers and in this context the Malaysian government, to plan, prepare and apply suitable policies for the future. Along with the findings of this study, I would like to recommend the following ideas to future researchers:

1. This study examined a particular polytechnic. It would be beneficial to apply this study or a similar study to other polytechnics and then to compare the results. It would be beneficial if Malaysia could be divided into regions such as East Malaysia and West Malaysia or the East Coast of Peninsular Malaysia and the West Coast of Peninsular Malaysia.
2. An international comparative study to examine the teaching and learning of English as a second language in countries similar to Malaysia with similar backgrounds, for example Indonesia and Brunei.
3. An international comparative study to examine the teaching and learning of other languages in bi-lingual education such as the French immersion programme in Canada or Gaelic in Scotland.

4. An international comparative study to examine the teaching and learning of English as a foreign language in countries such as China, South Korea and Japan.
5. An international comparative study to examine the teaching and learning of English where English is the first language in developing countries and also with similar experience to Malaysia such as India and Singapore.
6. This study was conducted as a survey research. It would be beneficial to conduct an experimental study by having controlled groups in the study to examine the effect on test results with the addition of extra contact hours.
7. These findings were carried out through the students, teachers' perceptions and use of supporting documents in the teaching and learning of English. It would be beneficial to examine the employers' perceptions on the needs of speaking skills in the workplace. The employers must encompass the technical, vocational, business and service industries for the courses involving polytechnic students. More research is needed to understand better and to gain a greater insight in the teaching and learning of English as a second language in Malaysia.

7.7.3 Recommendations for Perdana Polytechnic

As actions were suggested to be taken by DPE on a large scale, it is recommended that the following actions are to be undertaken by Perdana Polytechnic itself. As this study was done as a case study at Perdana Polytechnic, several realistic actions can be carried out almost immediately with the coming of the new intake of students to Perdana Polytechnic. This project can serve as a pilot study. It involves the Polytechnic, the teachers, the students and the syllabus. This pilot project will need the support from the Perdana Polytechnic and as seen from all the support given to this study, similar assistance can be obtained and this project is deemed do-able. In order to make the recommendations successful, these recommendations need to be

implemented on a two-prong basis which is to be done simultaneously. The earlier recommendations suggested to DPE served as a top-bottom approach to be implemented within the polytechnic system but at the same time, a bottom-top approach too can be implemented that involved these parties: Perdana Polytechnic, the English language teachers of Perdana Polytechnic, the students of Perdana Polytechnic and also the English language syllabuses currently used in Perdana Polytechnic.

7.7.3.1 Perdana Polytechnic –A pilot study

1. As every new intake of students had to undergo orientation for a week at the beginning of each semester, it is not impossible to slot a session for all the new intake of students to sit for an English Diagnostic test.

2. Results will be tabulated later and teachers' help are needed to get the results of all the students soon after the test.

(Refer to <http://englishenglish.com/englishtest.htm> for a sample of free online English Placement Test.)

3. Students who did not make the 'cut' will be made to undergo remedial classes. These students are to be taught in small classes, not more than fifteen per class and be given remedial work with grammar and vocabulary. Personalized teaching is done for these students. These extra classes can be done in the evening as not to disturb the normal timetabling of the classes at the Polytechnic. The students during the day will also attend their normal English classes as stated in their timetable.

4. As the staff would be involved with extra work, after their teaching hours, what the polytechnic could do is to put this Pilot Study under the present Time Privatisation Scheme where the involved staff will be rewarded with some monetary gain for the extra time involved. At the same time, for long term planning, a grant could be given from EPU for the continuation of this study in future.

5. The topics taught in the classes in the normal classes would also be reduced with emphasis on speaking activities. The students would be given more hands-on and task-based activities in the classroom focusing on oral. Simultaneously, the remedial classes would focus on building up the students' vocabulary and grammar with the aim of giving them practice in speaking activities.

6. At the end of the semester, the students would be tested on their speaking skills to see if there is any improvement on the students - those who underwent remedial classes as well as those who attended the normal classes at the polytechnic. This approach is intended to be done as a two-pronged measure.

7. At the same time, Perdana Polytechnic can provide 'hotspots' such as specially designated places for students so that they have more opportunities to speak in English on the polytechnic campus/grounds. These 'hotspots' can be at the current Wi-Fi hotspots presently provided by Perdana Polytechnic to its students.

8. Provide designated booths all over the campus ground for students to read free English newspapers and magazines that interest the students, e.g. entertainment, artists and sports.

9. Encourage each classroom to have its own 'hotspots' for students to speak and read in English.

10. Library to have reading campaigns to encourage reading to the students.

7.7.3.2 English language teachers of Perdana Polytechnic

The teachers' involvement includes:

1. Setting up a schedule or roster for the number of staff needed for the invigilation for the Placement Tests and teachers to be rotated to suit their timetable.

2. Setting up a timetable for remedial classes for the students who 'failed' the Placement Test for their remedial classes.
3. Setting up an exam question bank for Diagnostic Tests as well as past year tests' question bank (Refer to <http://www.open.ac.uk/skillsforstudy/test-your-english-language-ability.php> for online self-assessed diagnostic tests on the study skills).
- 4, Setting up, a teaching materials bank for more speaking activities (Refer to <http://www.open.ac.uk/skillsforstudy/further-links-and-resources-for-english.php> and further links and resources for English including the Online Writing (OWL) Lab website for writing skills, <http://owl.english.purdue.edu/owl/>) or more useful sites on ELT, refer to (http://www.jeremytaylor.eu/TEFL_websites.htm).
5. Setting up a schedule for a mentoring system for experienced teachers to be mentors for young, inexperienced teachers for teaching practices, observing actual practices of senior teachers or even consultative schedule between mentors and mentees for problems in the teaching and learning of English. The concept of teacher assistants could be also introduced and this could help in reducing the teaching workload. This is in line with what was introduced in the promotion structure of the Malaysian polytechnics on the concept of staff mentoring.
6. Setting up a 'buddy system' as a reference for core courses/programmes technical teachers to consult matters in English as they now have to teach all technical subjects in English and within the Language Unit itself, and to work on to set up a collaborative team for team teaching to overcome the tight schedule of timetable or overloading of timetable.
7. Setting up a 'supervisor system' for each teacher who is assigned with 'weak' students as their students to coach or advice.

7.7.3.3 The syllabuses

1. Produce a teaching syllabus or module for use by the remedial classes.
2. Produce a teaching module that places emphasis on speaking with reduced topics and have more activities that encourage the students to speak in English classes.
3. Produce course contents for the duration of fifteen weeks that can be used for the remedial classes as well as the normal English classes that clearly focused on the speaking skills.

7.7.3.4 New students of Perdana Polytechnic

1. Setting up a ‘buddy system’ for the students (who obtained good English results in SPM English exams) to be the contact persons in each class to practice speaking in English.
2. Setting up a network of ‘pen friend system’ for all students from different classes and departments at Perdana Polytechnic who will be able to chat or talk preferably with face-to-face interaction or using the internet.

These suggestions for Perdana Polytechnic are actions at a micro-level that can be done successfully at Perdana Polytechnic with little disruption to the teachers, students and the syllabus. These suggested recommendations to Perdana Polytechnic are do-able and it involves the tenacity and the desire of policy-makers at the Perdana Polytechnic as well as those in DPE to make them work. As mentioned the findings are similar in nature but what is new is now the drive or a new beginning for the policy-makers to spur ahead so that the recommendations and suggestions will be fruitful. Yet, if successful, the results can help to better the teaching and learning of English in Malaysian polytechnics.

7.8. Conclusions

Based on this study's findings, the following conclusions are outlined:

1. Malaysian students, even after they have had eleven years of English at school with the addition of Science and Mathematics education in English, have not shown improvement in English especially in speaking skills. Malaysian students who joined the polytechnic consist of students with mixed competence in the English and thus may cause various problems in learning English.
2. Malaysian students upon entering the polytechnic are not exposed to English in their daily lives, their environment or even socially. These situations remained unchanged even when they are at the polytechnic as they experienced a similar environment to when they entered the polytechnic.
3. The speaking skill is the skill at which students least excel and these findings are similar to findings of previous studies at primary and secondary schools. The students, even after two semesters of English at the Polytechnic, had not improved their speaking skills based on their oral test results. However, students in Malaysia can code-switch seamlessly with the localized English yet the question arose whether the students are intelligibly especially with international communication and higher level of education using the localized English.
4. The students showed positive attitudes towards learning English, their English teachers and stated their desire to learn more of the language. They realized the importance of English especially for instrumental purposes such as getting better jobs and elevating their status amongst their peers yet they faced a high level of anxiety to use English as they are not used to using English on a regular basis. Teachers have to be aware of this problem of high anxiety on the students' part and to give activities that will make the students comfortable in learning English.

5. The students are generally not competent, nor confident enough to use English in any oral communication setting. They are only competent and confident in speaking to their friends and acquaintances individually or in small groups. They cannot talk to large groups formally as they have stated their incompetence and not having confidence to doing so.

6. The polytechnic teachers, especially the young and inexperienced do not seem to understand the syllabus and a mismatch can be seen between what was prescribed in the syllabus and the actual implementation of the programme through the use of the syllabus.

7. The teachers on the whole believed that the English Language Programme does help the students in the teaching and learning of English. However, they observed that the English Language Programme is lacking in focus of oral communication skills. There is a need to include more activities to further enhance the teaching and learning of such skills in the syllabus and also promote and prolong interest among students to learn English. Teachers too should be equipped with sociolinguistic knowledge on the best way to teach students and also be able to deal students with poor proficiency properly by inculcating in them the proper coping strategies in coping with their language inadequacy especially in speaking.

8. The many barriers which involved the students, teachers, the syllabus, the environment and the system that must be considered if Malaysia is to improve the standard of English of its people.

9. Problems that afflicted the teachers, students, have to be resolved prior to the implementation of various policies which might yet remain futile and not produce positive results.

10. With concerted efforts by both ministries, the MoE and MoHE, the competency of spoken English for Malaysian students especially polytechnic students can be

enhanced as the Malaysian government with all its relevant agencies have all along been very supportive in their efforts in making the teaching and learning of English a success. Malaysia's aspiration to be a developed nation by the year 2020 and also a Centre of Educational Excellence in the Asian region will be realised with such positive supports from all relevant parties.

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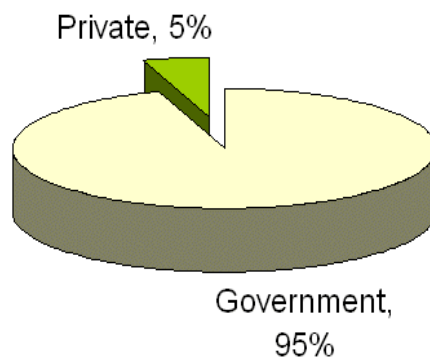
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Appendix 1.1: Division of Government and Private funded education in Malaysia for schools and tertiary education

(Source: <http://www.etawau.com/edu/Department/EducationSystem.htm>)

Providers of Primary and Secondary education in Malaysia

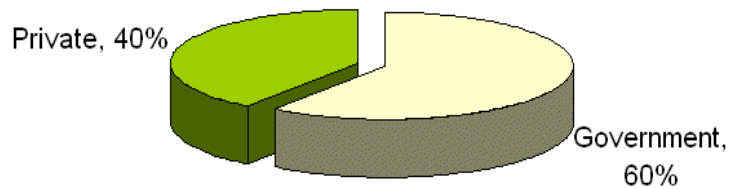


Government-funded Educational Institutions

A) Primary and Secondary

Malaysian Government provides more than 95% of primary and secondary education.

Providers of Tertiary Education in Malaysia



B) Higher Education

Malaysian Government provide 60% of the tertiary education, with the private sector providing the balance 40%.

Appendix 1.2 Figure that shows Malaysian National Education System with different levels of education

Pre-school / Kindergarten education for children aged 4 to 6
Primary education from age 7 to 12 (Standard 1 to Standard 6 for 6 years)
<p>Secondary education from age 13 to 17 (Form 1 to Form 5 for 5 years)</p> <p>1) Lower secondary from age 13 to 15 (Form 1 to Form 3 for 3 years) 2) Upper secondary from age 16 to 17 (Form 4 to Form 5 for 2 years) with the option to choose either: a) Academic secondary education b) or Technical/Vocational secondary education c) or Religious secondary education</p>
Post-secondary education / Pre-university from age 18 (for 1 to 2 years) either Form Six (for 1.5 years) or Matriculation (for 1 year)
<p>Tertiary / Higher education a) Certificate and Diploma Education at Polytechnics / Colleges from age 18 onwards b) Education at Teacher Training Institutes from age 18 onwards c) Undergraduate studies from age 19 or 20 (for 3 to 5 years) d) Postgraduate studies [Master's Degree or Ph.D studies, after acquiring a Bachelor's degree] (for 1 to 5 years)</p>

Appendix 1.3: Two major categories of public and private education in Malaysia as well as types of education that can be obtained at these two providers

(Source: <http://www.etawau.com/edu/Department/EducationSystem.htm>)

Two major categories of Higher education providers in Malaysia	
Public	Private
(Government)	(Commercial Groups)
Public (government-funded) institutions of higher learning, for example, public universities, polytechnics, community colleges and teacher training institutes.	Private (private-funded) higher educational institutions (PHEIs), for example, private universities, private university colleges, foreign branch campus universities and private colleges.
<ul style="list-style-type: none"> • Public Higher Educational Institutions, which consist of: <ul style="list-style-type: none"> - Public universities - Polytechnics - Community colleges 	Private Higher Educational Institutions, which consist of: <ul style="list-style-type: none"> - Private universities and universities colleges - Foreign branch campus universities - Private colleges
(A) Public Higher Educational Institutions The government-funded (public) higher educational institutions consist of: > public universities which offer bachelor's degree and postgraduate programmes, with some offering programmes at diploma level > polytechnics and community colleges which offer certificate and diploma level programmes	

**SUKATAN PELAJARAN KURIKULUM
BERSEPADU SEKOLAH MENENGAH**



BAHASA INGGERIS

2000



PUSAT PERKEMBANGAN KURIKULUM
KEMENTERIAN PENDIDIKAN MALAYSIA

INTRODUCTION

English is a compulsory subject in all primary and secondary schools curriculum in line with its status as a second language in Malaysia.

The Cabinet Committee Report on the Review of the Implementation of the Education Policy 1979 states that the teaching of English is to enable all school-leavers to use English in certain everyday situations and work situations. It is also to allow students to pursue higher education in the medium of English.

At present, English is still taught for further studies and for work. However, English is becoming increasingly important in Information and Communications Technology (ICT) and as a global language. Therefore, the use of English for ICT has been included in the curriculum. English for ICT will enable learners to access knowledge on the Internet and to network with people locally and overseas.

The English curriculum uses knowledge not only from subject disciplines such as science and geography to provide the content for learning but also from current issues. Wherever possible, learners are to carry out project work so that they will apply inquiry skills to solve problems and issues. Learners begin with issues and concerns in their surroundings, i.e. the school, town and country, and later progress to issues and concerns outside the country. These activities will assist them to discuss and analyse issues and at the same time instill in them the habit of acquiring knowledge throughout their lives.

With ICT, learners can share in joint activities with other schools through networking. In this way, they will develop their interpersonal skills and be prepared to go out into the world when they leave school.

A small literature component has been added to the curriculum. This will enable learners to engage in wider reading of good works for enjoyment and for self-development. They will also develop an understanding of other societies, cultures, values and traditions that will contribute to their emotional and spiritual growth.

Learners are also expected to understand the grammar of the English language and be able to use it accurately. They are required to speak internationally intelligible English with correct pronunciation and intonation.

The use of English to acquire knowledge, to interact with people and to enjoy literature aspire to fulfil the aims and objectives of the National Philosophy of Education and the Educational Act of 1996, which seek to optimise the intellectual, emotional, spiritual and physical potential of learners.

The curriculum also recognises that learners differ from each other in the way they learn. Learners possess their own strengths and unique intelligences, and where possible these considerations are to be taken into account in the learning outcomes.

This document, which is the Syllabus, gives an overview of the English language curriculum for secondary schools. There are five other documents called Syllabus Specifications, one for each year ranging from Form 1 through to Form 5, that explain the curriculum in more detail. The syllabus outlines the Aims, Objectives and Learning Outcomes to be achieved. Also included are descriptions of Language Content. The Language Content provides the context for the learning outcomes.

AIMS

The syllabus aims to extend learners' English language proficiency in order to meet their needs to use English in certain situations in everyday life, for knowledge acquisition, and for future workplace needs.

OBJECTIVES

By the end of their secondary school education, learners should be able to:

- i. form and maintain relationships through conversations and correspondence; take part in social interaction; and interact to obtain goods and services ;

- ii obtain, process and use information from various audio-visual and print sources, and present the information in spoken and written form;

- ii
i. listen to, view, read and respond to different texts, and express ideas, opinions, thoughts and feelings imaginatively and creatively in spoken and written form; and

- i
v. show an awareness and appreciation of moral values and love towards the nation.

CURRICULUM ORGANISATION

The English language curriculum is developed in line with the way English is used in society in everyday life, when interacting with people, when accessing information and when understanding and responding to literary works. This is reflected in the learning outcomes of the curriculum. The learning outcomes are based on the four language skills of listening, speaking, reading and

writing which in turn incorporate grammar, the English sound system and the appropriate use of vocabulary. In addition, the curriculum takes into account other educational emphases such as thinking skills, ICT skills and values and citizenship education.

Language Use

The three areas of language use are the Interpersonal, the Informational, and the Aesthetic. Language for Interpersonal purposes enables learners to establish and maintain friendships and also collaborate with people to do certain things; Language for Informational purposes enables learners to use language to obtain, process, and give information. Language for Aesthetic purposes enables learners to enjoy literary texts at a level suited to their language and to express themselves creatively.

Language Skills

The language skills of listening, speaking, reading, and writing form the core of the curriculum. Learners use these skills to interact with people, obtain information and present information, respond to literary texts, and express themselves creatively. The skill of **listening** enables learners to understand and extract information relevant to their needs or to enjoy the sounds and rhythm of speech as in poetry and song. **Oral skills** will enable learners to convey their thoughts and ideas clearly in speech when they pronounce words correctly and observe correct stress and intonation. The skill of **reading** a variety of texts will enable learners to adjust the speed and style of their reading to suit the purpose at hand and to extract both implicit and explicit meanings from the text. Writing skills will enable learners to present their ideas in a logical and organised manner.

Language Content

The Language Content of the curriculum comprises the Sound System, the Grammar of the English language, the texts in the literature component, and the Word List to guide teachers.

Appendix 1.5 : The distribution of modules for the term system in 1991

ENGLISH FOR TECHNICAL PURPOSES-ALL TECHNICAL COURSES

Certificate

Semester	Subject	Contact Hours	Credit Hours
1	A103	2 hr 15m	1
2	A203	2 hr 15m	1
3	Industrial Training		
4	No English		
Total		4hr 30m	2

Diploma

Semester	Subject	Contact Hours	Credit Hours
1	A103	2 hr 15m	1
2	A 203	2 hr 15m	1
3	No English		
4	Industrial Training		
5	A401	2 hr 15m	1
6	A501	2 hr 15m	1
Total:		9 hr	4hr

**ENGLISH FOR COMMERCIAL PURPOSES-ALL COMMERCIAL COURSES
(Including Secretarial Science)**

Certificate

Semester	Subject	Contact Hours	Credit Hours
1	A104	3hr	1
2	A203	3hr	1
3	Industrial Training		
4	No English		
Total		6hr	2

Diploma

Semester	Subject	Contact Hours	Credit Hours
1	A104	3	1
2	A 204	3	1
3	No English		
4	Industrial Training		
5	A402	3	1
6	A502	3	1
Total:		12hr	4hr

Appendix 1.6: Entry Requirements to the Polytechnic

(Source: <http://upu.mohe.gov.my/upu.php>)

General Requirements to enter Malaysian polytechnics before July 2010 for SPM leavers are as follows:

- Malaysian Citizen
- Passed SPM with Five (5) credits that include Bahasa Melayu/Malaysia

Note: Specific requirements were put in place beginning July 2010 intake.

(Source: Quick Facts, September 2010, pp. 28-29)

Full-time Diploma Programme Entry requirements for SPM leavers, July 2010 session

Engineering/Information Technology/Food Technology

- Malaysian Citizen
- Pass in SPM with minimum requirements as follows:
Pass in Bahasa Melayu/Malaysia
Pass in English language
THREE (3) credits in subjects below:
Mathematics/Additional Mathematics
ONE (1) subject in Science /Technology/Vocational
ONE (1) other subject

Design and Visual Communication Programmes:

- Malaysian Citizen
- Pass in SPM with minimum requirements as follows:
Pass in Bahasa Melayu/Malaysia
Pass in English language
Pass in Mathematics/Additional Mathematics
THREE (3) credits including ONE (1) subject in
Science/Technology/Vocational/Humanities group and TWO (2) other
subjects:

Commerce Programmes:

- Malaysian Citizen
- Pass in SPM with minimum requirements as follows:
Pass in Bahasa Melayu/Malaysia
Pass in English language
THREE (3) credits including:
Mathematics/Additional Mathematics and TWO (2) other subjects

Aircraft Maintenance Programme:

- Malaysian Citizen
- Pass in SPM with SIX (6) credits in the subjects below:
Bahasa Melayu/Malaysia
English Language
Mathematics/Additional Mathematics
Physics/Science
TWO (2) other subjects

Hospitality Programme:

- Malaysian Citizen
- Pass in SPM with minimum requirements as follows:
Pass in Bahasa Melayu/Malaysia
Pass Mathematics/Additional Mathematics
THREE (3) credits including English and TWO (2) other subjects

Secretarial Science Programme:

- Malaysian Citizen
- Pass in SPM with THREE (3) credits in the following subject:
Bahasa Melayu/Malaysia
English language
ONE (1) other subject

Appendix 1.7: Modules distribution for semester system. Revised in year 2001
ENGLISH FOR TECHNICAL PURPOSES - ALL TECHNICAL COURSES

Certificate Courses

PRESENT

Semester	Subject	Contact Hours	Credit Hours
1	A103	2 hr 15m	1
2	A203	2 hr 15m	1
3	Industrial Training		
4	No English		
Total:		4 hr 30m	2

NEW

Semester	Subject	Contact Hours	Credit Hours
1	A1003	2 hr	1
2	A2003	2 hr	1
3	Industrial Training		
4*	A3005	2 hr	1
Total:		6 hr	

Diploma Courses

PRESENT

Semester	Subject	Contact Hours	Credit Hours
1	A103	2 hr 15m	1
2	A203	2 hr 15m	1
3	No English		
4	Industrial Training		
5	A401	2 hr 15m	1
6	A501	2 hr 15m	1
Total:		9 hr	4hr

NEW

Semester	Subject	Contact Hours	Credit Hours
1	A1003	2 hr	1
2	A2003	2 hr	1
3*	A3003	2 hr	1
4	Industrial Training		
5	A4003	2 hr	1
6	A5003	2 hr	1
Total:		10 hr	

ENGLISH FOR COMMERCIAL PURPOSES (Including Secretarial Science)

Certificate Courses

PRESENT

Semester	Subject	Contact Hours	Credit Hours
1	A104	3 hr	1
2	A204	3 hr	1
3	Industrial Training		
4	No English		
Total:		6 hr	2

NEW

Semester	Subject	Contact Hours	Credit Hours
1	A1004	2 hr	1.5
2	A2004	2 hr	1.5
3	Industrial Training		
4*	A3006	2 hr	1.5
Total:		6 hr	4.5

Diploma Courses

PRESENT

Semester	Subject	Contact Hours	Credit Hours
1	A104	3 hr	1
2	A204	3 hr	1
3	No English		
4	Industrial Training		
5	A402	3 hr	1
6	A502	3 hr	1
Total:		12 hr	4hr

NEW

Semester	Subject	Contact Hours	Credit Hours
1	A1004	2 hr	1.5
2	A2004	2 hr	1.5
3*	A3004	2 hr	1.5
4	Industrial Training		
5	A4004	2 hr	1.5
6	A5004	2 hr	1.5
Total:		10 hr	7.5

* New Subject

APPENDIX 1.8: ENGLISH LANGUAGE CURRICULUM REVIEW – MAPPING OF TOPIC AREAS

CURRENT ENGLISH FOR COMMERCIAL PURPOSES SYLLABUSES	CURRENT ENGLISH FOR TECHNICAL PURPOSES SYLLABUSES	PROPOSED REVIEW OF CURRENT SYLLABUSES
A1004 – English for Commercial Purposes 1 1.0 DICTIONARY SKILLS 2.0 INFORMATION PROCESSING SKILLS 3.0 READING SKILLS 4.0 ORAL COMMUNICATION SKILLS 5.0 UNDERSTANDING & WRITING MEMOS	A1003 – English for Technical Purposes 1 1.0 DICTIONARY SKILLS 2.0 INFORMATION PROCESSING SKILLS 3.0 READING SKILLS 4.0 ORAL COMMUNICATION SKILLS	A1015 – English for Communication1 1.0 DICTIONARY SKILLS 2.0 INFORMATION PROCESSING SKILLS 3.0 ORAL COMMUNICATION SKILLS 4.0 UNDERSTANDING & WRITING MEMOS 5.0 MEETING SKILLS
A2004 – English for Commercial Purposes 2 1.0 APPLICATION FOR INDUSTRIAL ATTACHMENT 2.0 MEETING SKILLS 3.0 GRAPHS AND CHARTS 4.0 BUSINESS CORRESPONDENCE	A2003 – English for Technical Purposes 2 1.0 APPLICATION FOR INDUSTRIAL ATTACHMENT 2.0 PROCESSES AND PROCEDURES 3.0 INSTRUCTIONS 4.0 DESCRIPTION OF OBJECTS / PRODUCT SPECIFICATIONS	A2015 – English for Communication 2 1.0 PROCESSES, PROCEDURES AND INSTRUCTIONS 2.0 DESCRIPTION OF PRODUCTS AND SERVICES 3.0 BUSINESS LETTERS 4.0 ORAL PRESENTATION SKILLS
A3004 – English for Commercial Purposes 3 (DIPLOMA ONLY) 1.0 BUSINESS CORESPONDENCE 2.0 PROCESSES AND PROCEDURES 3.0 INSTRUCTIONS	A3003 – English for Technical Purposes 3 (DIPLOMA ONLY) 1.0 MEETINGS SKILLS 2.0 DESCRIPTION OF OBJECTS AND PRODUCT SPECIFICATIONS 3.0 UNDERSTANDING AND WRITING MEMOS	
A4004 – English for Commercial Purposes 4 (DIPLOMA ONLY) 1.0 REPORT WRITING 2.0 DESCRIPTION OF OBJECTS / PRODUCT SPECIFICATIONS	A4003 – English for Technical Purposes 4 (DIPLOMA ONLY) 1.0 GRAPHS AND CHARTS 2.0 REPORT WRITING	
A5004 – English for Commercial Purposes 5 1.0 JOB HUNTING SKILLS	A5003 – English for Technical Purposes 5 1.0 JOB HUNTING SKILLS	A3015 – English for Communication3 1.0 JOB HUNTING SKILLS 2.0 GRAPHS AND CHARTS 3.0 REPORT WRITING
A3006 – English for Commercial Purposes 3 (CERT ONLY) 1.0 JOB HUNTING SKILLS 2.0 BUSINESS CORRESPONDENCE	A3005 – English for Technical Purposes 3 (CERT ONLY) 1.0 JOB HUNTING SKILLS 2.0 GRAPHS AND CHARTS	

Appendix 1.9: An overview of all modules used at Perdana Polytechnic from July 2007 until January 2009

(For July 2007 Semester)

**English for Technical Purposes - All Technical Courses
July 2007**

Certificate Courses

Semester	Subject	Contact Hours	Credit Hours
1	A1003	2 hr	1 ½
2	A2003	2 hr	1 ½
3	Industrial Training		
4	A3005	2 hr	1 ½
Total:		6 hr	4 ½

Diploma Courses

New module	Semester	Subject	Contact Hours	Credit Hours
1A1015*	1	A1003	2 hr	1 ½
2	2	A2003	2 hr	1 ½
3	3	A3003	2 hr	1 ½
4	4	Industrial Training		
5	5	A4003	2 hr	1 ½
6	6	A5003	2 hr	1 ½
Total:			10 hr	7 ½

*Credit hours 2 with 3 contact hours instead of 2 per week

Note: The new English for Communication 1, 2 and 3 are taught in Semester 1, 2 and 5 only

**English for Commercial Purposes
All Commerce Courses (Including Secretarial Science)**

Certificate Courses

Semester	Subject	Contact Hours	Credit Hours
1	A1004	2 hr	1 ½
2	A2004	2 hr	1 ½
3	Industrial Training		
4	A3006	2 hr	1 ½
Total:		6 hr	4 ½

Diploma Courses

New module	Semester	Subject	Contact Hours	Credit Hours
1A1015*	1	A1004	2 hr	1 ½
2	2	A2004	2 hr	1 ½
3	3	A3004	2 hr	1 ½
4	4	Industrial Training		
5	5	A4004	2 hr	1 ½
6	6	A5004	2 hr	1 ½
Total:			10 hr	7 ½

*Credit hours 2 with 3 contact hours instead of 2 per week

(For January 2008 Semester)

**English for Technical Purposes - All Technical Courses
Jan 2008**

Certificate Courses

Semester	Subject	Contact Hours	Credit Hours
1	A1003	2 hr	1 ½
2	A2003	2 hr	1 ½
3	Industrial Training		
4	A3005	2 hr	1 ½
Total:		6 hr	4 ½

Diploma Courses

New module	Semester	Subject	Contact Hours	Credit Hours
1 A1015	1	A1003	2 hr	1 ½
2 A2015	2	A2003	2 hr	1 ½
3	3	A3003	2 hr	1 ½
4	4	Industrial Training		
5	5	A4003	2 hr	1 ½
6	6	A5003	2 hr	1 ½
Total:			10 hr	7 ½

*Credit hours 2 with 3 contact hours instead of 2 per week

Note: The new English for Communication 1, 2 and 3 are taught in Semester 1, 2 and 5 only

**English for Commercial Purposes
All Commerce Courses (Including Secretarial Science) -**

Certificate Courses

Semester	Subject	Contact Hours	Credit Hours
1	A1004	2 hr	1 ½
2	A2004	2 hr	1 ½
3	Industrial Training		
4	A3006	2 hr	1 ½
Total:		6 hr	4 ½

Diploma Courses

New module	Semester	Subject	Contact Hours	Credit Hours
1 A1015	1	A1004	2 hr	1 ½
2 A2015	2	A2004	2 hr	1 ½
3		A3004	2 hr	1 ½
4	4	Industrial Training		
5	5	A4004	2 hr	1 ½
6	6	A5004	2 hr	1 ½
Total:			10 hr	7 ½

*Credit hours 2 with 3 contact hours instead of 2 per week

(For July 2008 Semester)

**English for Technical Purposes - All Technical Courses
July 2008**

Certificate Courses

Semester	Subject	Contact Hours	Credit Hours
1	A1003	2 hr	1 ½
2	A2003	2 hr	1 ½
3	Industrial Training		
4	A3005	2 hr	1 ½
Total:		6 hr	4 ½

Diploma Courses

New module	Semester	Subject	Contact Hours	Credit Hours
1 A1015	1	A1003	2 hr	1 ½
2 A2015	2	A2003	2 hr	1 ½
3		3	2 hr	1 ½
4	4	Industrial Training		
5	5	A4003	2 hr	1 ½
6	6	A5003	2 hr	1 ½
Total:			10 hr	7 ½

*2 Credit hours with 3 contact hours instead of 2 per week

Note: The new English for Communication 1, 2 and 3 are taught in Semester 1, 2 and 5 only

Note: By July 2008 when, this study started, all the three involved polytechnics, including Perdana Polytechnic at this juncture were using 12 English for Commercial and technical Purposes modules as well English for Communication 1 and 2, totaling to 14 modules

**English for Commercial Purposes
All Commerce Courses (Including Secretarial Science) -**

Certificate Courses

Semester	Subject	Contact Hours	Credit Hours
1	A1004	2 hr	1 ½
2	A2004	2 hr	1 ½
3	Industrial Training		
4	A3006	2 hr	1 ½
Total:		6 hr	4 ½

Diploma Courses

New module	Semester	Subject	Contact Hours	Credit Hours
1 A1015	1	A1004	2 hr	1 ½
2 A2015	2	A2004	2 hr	1 ½
3		3	2 hr	1 ½
4	4	Industrial Training		
5	5	A4004	2 hr	1 ½
6	6	A5004	2 hr	1 ½
Total:			10 hr	7 ½

*2 Credit hours with 3 contact hours instead of 2 per week

(For January 2009 Semester)

**English for Technical Purposes - All Technical Courses
Jan 2009**

Certificate Courses

Semester	Subject	Contact Hours	Credit Hours
1	A1003	2 hr	1 ½
2	A2003	2 hr	1 ½
3	Industrial Training		
4	A3005	2 hr	1 ½
Total:		6 hr	4 ½

Diploma Courses

New module	Semester	Subject	Contact Hours	Credit Hours
1 A1015	1	A1003	2 hr	1 ½
2 A2015	2	A2003	2 hr	1 ½
3		3	2 hr	1 ½
4	4	Industrial Training		
5	5	A4003	2 hr	1 ½
6	6	A5003	2 hr	1 ½
Total:			10 hr	7 ½

*2 Credit hours with 3 contact hours instead of 2 per week

Note: The new English for Communication 1, 2 and 3 are taught in Semester 1, 2 and 5 only

**English for Commercial Purposes
All Commerce Courses (Including Secretarial Science)**

Certificate Courses

Semester	Subject	Contact Hours	Credit Hours
1	A1004	2 hr	1 ½
2	A2004	2 hr	1 ½
3	Industrial Training		
4	A3006	2 hr	1 ½
Total:		6 hr	4 ½

Diploma Courses

New module	Semester	Subject	Contact Hours	Credit Hours
1 A1015	1	A1004	2 hr	1 ½
2 A2015	2	A2004	2 hr	1 ½
3		3	2 hr	1 ½
4	4	Industrial Training		
5	5	A4004	2 hr	1 ½
6	6	A5004	2 hr	1 ½
Total:			10 hr	7 ½

*2 Credit hours with 3 contact hours instead of 2 per week

(For July 2009 Semester)

**English for Technical Purposes - All Technical Courses
July 2009**

Certificate Courses

Semester	Subject	Contact Hours	Credit Hours
1	A1003	2 hr	1 ½
2	A2003	2 hr	1 ½
3	Industrial Training		
4	A3005	2 hr	1 ½
Total:		6 hr	4 ½

Diploma Courses

New module	Semester	Subject	Contact Hours	Credit Hours
1 A1015*	1	A1003	2 hr	1 ½
2 A2015*	2	A2003	2 hr	1 ½
3		3	2 hr	1 ½
4	4	Industrial Training		
5 A3015*	5	A4003	2 hr	1 ½
6	6	A5003	2 hr	1 ½
Total:			10 hr	7 ½

*2 Credit hours with 3 contact hours instead of 2 per

week

Note: The new English for Communication 1, 2 and 3 are taught in Semester 1, 2 and 5 only

Note: A 3015 taught on the 5th semester therefore on the July 2009 semester and only by this time the newly introduced modules have reached their full circle by the end of July 2009 semester (see below labeled as 5 A3015, the number 5 in front indicated the 5th semester of that year)

**English for Commercial Purposes
All Commerce Courses (Including Secretarial Science)**

Certificate Courses

Semester	Subject	Contact Hours	Credit Hours
1	A1004	2 hr	1 ½
2	A2004	2 hr	1 ½
3	Industrial Training		
4	A3006	2 hr	1 ½
Total:		6 hr	4 ½

Diploma Courses

New module	Semester	Subject	Contact Hours	Credit Hours
1A1015*	1	A1004	2 hr	1 ½
2A2015*	2	A2004	2 hr	1 ½
3		A3004	2 hr	1 ½
4	4	Industrial Training		
5A3015*	5	A4004	2 hr	1 ½
6	6	A5004	2 hr	1 ½
Total:			10 hr	7 ½

*2 Credit hours with 3 contact hours instead of 2 per

week

Appendix 1.10: Semester 1, English for Communication 1 module

**POLYTECHNICS
MINISTRY OF HIGHER EDUCATION, MALAYSIA
DEPARTMENT OF GENERAL STUDIES**

A1015 – ENGLISH FOR COMMUNICATION 1

INSTRUCTIONAL DURATION : 15 WEEKS

CREDIT(S) : 2

PRE-REQUISITE : NONE

SYNOPSIS

A1015 – ENGLISH FOR COMMUNICATION 1 focuses on study skills which comprise dictionary, reading and listening skills that are expected to improve the students' pronunciation, vocabulary, grammar and, note taking and making ability. It also provides the students with skills in interpreting and writing memoranda. Besides that, the course aims to enable students to communicate more confidently in English and participate effectively in meetings.

LEARNING OUTCOMES

At the end of the course, students should be able to:

5. use the dictionary to check for meanings, pronunciation and usage of words.
6. use reading skills to skim and scan for information, locate main ideas and supporting details, and deduce meaning of words from context.
7. take and make notes in order to summarize written or spoken texts.
8. use effective communicative skills to interact in small groups.
9. write effective memoranda.
6. plan for, conduct and participate effectively in a meeting.

SUMMARY

(15 THEORY : 30 PRACTICAL)

1.0	DICTIONARY SKILLS	3 : 9
	This topic aims to provide students with the skills in using the dictionary in their learning process. This will enable the students to look up meanings of words and their grammatical structures. The students will also be taught how to use phonetic symbols to check for correct pronunciation.	
2.0	INFORMATION PROCESSING SKILLS	3 : 6
	This topic aims to provide opportunities for the students to develop general reading and listening skills. Students will learn to skim and scan for information, locate main ideas and supporting details, and deduce meaning of words from context. They will also learn to listen for specific information and, take and make notes in order to summarize written or spoken texts.	
3.0	ORAL COMMUNICATION SKILLS	3 : 6
	This topic aims to enhance the students' general communication skills to interact in small groups. This also provides opportunities for them to use appropriate language forms and functions during social interactions.	
4.0	UNDERSTANDING AND WRITING MEMORANDA	3 : 3
	This topic provides opportunities for the students to read and understand as well as to develop their skills in writing memoranda.	
5.0	EFFECTIVE MEETING SKILLS	3 : 6
	This topic aims to provide the students with the skills to plan for, conduct and participate effectively in a meeting.	
	TOTAL CONTACT HOURS	15 : 30

SYLLABUS

1.0 DICTIONARY SKILLS

- 1.1 Find meanings of words in a dictionary
 - 1.1.1 Locate words using alphabetical order.
 - 1.1.2 Identify common abbreviations in dictionaries.
 - 1.1.3 Identify appropriate meaning of words as used in the context.
- 1.2 Use the dictionary to identify word usage
 - 1.2.1 Identify words according to common, formal or informal usage.
 - 1.2.2 Identify synonyms, antonyms and shades of meaning.
 - 1.2.3 Identify common collocations in a dictionary.
- 1.3 Understand word formation and parts of speech
 - 1.3.1 Identify the part of speech a word belongs to.
 - 1.3.2 Use a word in its correct part of speech.
- 1.4 Use phonetic symbols for pronunciation
 - 1.4.1 Associate sounds with phonetic symbols.
 - 1.4.2 Articulate most approximate pronunciation of words based on phonetic symbols.
- 1.5 Understand the use of affixes in word formation
 - 1.5.1 Identify the formation of different classes of words through the use of prefixes and suffixes.
 - 1.5.2 Identify the meaning of prefixes and suffixes.
 - 1.5.3 Use prefixes and suffixes correctly.

2.0 INFORMATION PROCESSING SKILLS

- 2.1 Use skimming and scanning skills to locate information
 - 2.1.1 Skim texts in order to get overall meaning.
 - 2.1.2 Scan text in order to locate specific information.
- 2.2 Apply reading comprehension skills
 - 2.2.1 Identify the main points and the supporting details in a text.
 - 2.2.2 Identify the relationships between different parts of the text in terms of the ideas presented.
 - 2.2.3 Use information presented in non-textual forms.
 - 2.2.4 Recognize cohesive devices and connectors.
 - 2.2.5 Deduce the meanings of unfamiliar lexical items through the use of contextual clues.
- 2.3 Make and take notes
 - 2.3.1 Distinguish relevant from irrelevant details.
 - 2.3.2 Select and extract important information required for a particular purpose.
 - 2.3.3 Write short notes based on spoken and written texts.
- 2.4 Summarize texts
 - 2.4.1 Determine the gist of written texts.

- 2.4.2 Identify the main and supporting points.
- 2.4.3 Present summary of a text in non-linear and point forms.
- 2.4.4 Edit summary for spelling and grammatical errors.

3.0 ORAL COMMUNICATION SKILLS

- 3.1 Greet and introduce
 - 3.1.1 Introduce oneself or a friend by stating personal information such as name, occupation, hometown, and other relevant information.
 - 3.1.2 Use formal and informal greetings appropriately.
 - 3.1.3 Respond to formal and informal greetings.

- 3.2 Make and respond to enquiries
 - 3.2.1 Use appropriate question forms to make social and work-related enquiries.
 - 3.2.2 Respond appropriately to enquiries.

- 3.3 Extend invitations and make appointments and arrangements
 - 3.3.1 Extend invitations appropriately in formal and informal situations.
 - 3.3.2 Respond to invitations by accepting or declining.
 - 3.3.3 Make appointments and arrangements.
 - 3.3.4 Change appointments and arrangements.

- 3.4 Ask for and make clarifications
 - 3.4.1 Use appropriate question forms to elicit clarifications.
 - 3.4.2 Make appropriate responses to 'WH' and 'Yes/No' question forms.

- 3.5 Use effective social conversation skills
 - 3.5.1 Initiate, maintain and end social conversations on neutral or suggested topics.
 - 3.5.2 Recognise and use appropriate register during social conversations with colleagues, clients and superiors.
 - 3.5.3 Differentiate aggressive, offensive and neutral forms of speech.
 - 3.5.4 Use appropriate forms of expression when taking leave.
 - 3.5.5 Use conversational fillers.
 - 3.5.6 Paraphrase or use approximate terms.

- 3.6 Make suggestions and counter suggestions
 - 3.6.1 Use modal verbs and appropriate language forms to make suggestions.
 - 3.6.2 Make counter suggestions.
 - 3.6.3 Use formal and semi-formal registers.

- 3.7 Use polite forms to make interruptions for various purposes
 - 3.7.1 Use polite forms to make interruptions for various purposes such as introducing someone, introducing a new topic, reminding others of time, or getting a person's attention.

4.0 UNDERSTANDING AND WRITING MEMORANDA

4.1 Read Memoranda

- 4.1.1 Identify the audience and the purpose of the memo.
- 4.1.2 Identify the main points in a memo.
- 4.1.3 Identify the concise and brief language used in memos.

4.2 Write Memoranda

- 4.2.1 Write memos for different purposes such as relaying messages, giving instructions and making explanations.
- 4.2.2 Use an appropriate format in memo writing (including e-memos)
- 4.2.3 Plan, organize and write messages coherently, clearly and concisely.
- 4.2.4 Express ideas in clear and grammatically correct English with correct punctuation and spelling.

5.0 EFFECTIVE MEETING SKILLS

5.1 Plan a meeting

- 5.1.1 Identify the roles of the participants in a meeting.
- 5.1.2 Identify reasons for holding a meeting, and determine when a meeting is not necessary.
- 5.1.3 Construct a meeting agenda using a memo format.

5.2 Conduct the meeting

- 5.2.1 Introduce the general proceedings of meetings.
- 5.2.2 Use appropriate language forms and functions to encourage full participation of all members, keep discussion on track and create a positive atmosphere.

5.3 Participate in a meeting

- 5.3.1 Identify the general proceedings of meetings.
- 5.3.2 Use appropriate language forms and functions in conveying information, asking for and making clarifications, making suggestions and counter suggestions and using polite forms to make interruptions.
- 5.3.3 Take notes during a meeting.

5.4 Understand minutes of meetings

- 5.4.1 Identify the basic layout and the common contents of the minutes.
- 5.4.2 Identify the key decisions made at a meeting.

ASSESSMENT

The course evaluation is carried out in two sections:

- i. **Continuous Evaluation (CE)** - **100%**
 - ii. **Final Examination (FE)** - **None**
-

CONTINUOUS EVALUATION (CE): **(100%)**

This continuous evaluation is implemented throughout the semester and comprises of the following:

- a. Quizzes – minimum 2 20%
- b. Listening Test – minimum 1 10%
- c. Assignment – minimum 1 20%
- d. Oral assessment – The assessment of Oral Communication Skills and Effective Meeting Skills should be based on situational role plays. 20%
- e. Test 30%

FINAL EXAMINATION (FE): **None**

Appendix 1.11: English for Communication 2 module

**POLYTECHNICS
MINISTRY OF HIGHER EDUCATION, MALAYSIA
DEPARTMENT OF GENERAL STUDIES**

A2015 – ENGLISH FOR COMMUNICATION 2

INSTRUCTIONAL DURATION	:	15 WEEKS
CREDIT(S)	:	2
PRE-REQUISITE	:	A1015 – ENGLISH FOR COMMUNICATION 1

SYNOPSIS

A2015 – ENGLISH FOR COMMUNICATION 2 places emphasis on the language skills needed to describe not only processes and procedures, but also products and services. Besides that, students are taught to give, write and respond to instructions. The course also enables students to give oral presentations and write business letters effectively.

LEARNING OUTCOMES

At the end of the course, students should be able to:

10. write letters of enquiry and replies to enquiries, letters of complaints and adjustments.
11. deliver a well-structured oral presentation using effective vocal delivery and appropriate visual aids.
12. describe processes, procedures, products and services.
13. give and respond to instructions either in verbal or written form.

SUMMARY**(15 THEORY : 30 PRACTICAL)**

- 1.0 BUSINESS LETTER WRITING** **3 : 8**
This topic exposes students to the style, tone, format and language of letters of enquiry and replies to letters of enquiry, and complaint and adjustment letters.
- 2.0 ORAL PRESENTATION SKILLS** **5 : 9**
This topic deals with the techniques to present ideas effectively with good voice projection, accurate pronunciation and clear articulation. Students are also exposed to the use of non-verbal communication skills and visual aids in enhancing the presentation.
- 3.0 PROCESSES, PROCEDURES AND INSTRUCTIONS** **4 : 8**
This topic aims to provide the students with the skills to transfer information from linear to non-linear form and vice-versa. The students are also exposed to the grammatical structures used in describing processes and procedures and to present the descriptions in oral and written form.
- 4.0 DESCRIPTION OF PRODUCTS AND SERVICES** **3 : 5**
This topic equips the students with the ability to describe products and services. The students are exposed to a variety of relevant and appropriate words that are suitable in describing the components/parts, functions or contents of products and services.

TOTAL CONTACT HOURS**15 : 30**

SYLLABUS

1.0 BUSINESS LETTER WRITING

- 1.1 Write letters of enquiry
 - 1.1.1 Use an appropriate business letter format.
 - 1.1.2 State the purpose(s) of the enquiry.
 - 1.1.3 Use appropriate style and tone to write letters of enquiry.
 - 1.1.4 Organize the contents of the letter in a logical manner.
 - 1.1.5 Express ideas in clear and grammatically correct English.

- 1.2 Write replies to letters of enquiry
 - 1.2.1 Identify the nature of the enquiry.
 - 1.2.2 Use an appropriate business letter format to reply to letters of enquiry.
 - 1.2.3 Use appropriate style and tone to reply to enquiries, providing the information requested.
 - 1.2.4 Organize the contents of the letter in a logical manner.
 - 1.2.5 Express ideas in clear and grammatically correct English.

- 1.3 Write letters of complaint
 - 1.3.1 Use an appropriate business letter format.
 - 1.3.2 Use appropriate style and tone in writing letters of complaint
 - 1.3.3 Write letters of complaint in clear and polite language giving relevant details and clarifications.
 - 1.3.4 State clearly the action(s) expected to be taken.
 - 1.3.5 Organize the contents of the letter in a logical manner.
 - 1.3.6 Express ideas in clear and grammatically correct English.

- 1.4 Reply to letters of complaint
 - 1.4.1 Identify the complaint(s) stated in the letter.
 - 1.4.2 Use an appropriate business letter format to reply to letters of complaint.
 - 1.4.3 Use appropriate style and tone in replies to letters of complaint
 - 1.4.4 Convey apologies if the complaint is valid.
 - 1.4.5 Make appropriate clarifications, adjustments, conciliations and state actions to be taken.
 - 1.4.6 Organize the contents of the letter in a logical manner.
 - 1.4.7 Express ideas in clear and grammatically correct English.

2.0 ORAL PRESENTATION SKILLS

- 2.1 Use effective Presentation Skills
 - 2.1.1 Identify the characteristics and principles of a good oral presentation.
 - 2.1.2 Select an appropriate speech topic and gather information on the selected topic.
 - 2.1.3 Plan and organize the content of a presentation using a logical sequence.
 - 2.1.4 Develop an attention-getting introduction.
 - 2.1.5 Develop visual aids to support an effective presentation.
 - 2.1.6 Express ideas in clear and grammatically correct English.
 - 2.1.7 Use sign-posting.

- 2.2 Deliver an Oral Presentation
 - 2.2.1 Present with projected voice, accurate pronunciation and clear articulation.
 - 2.2.2 Use appropriate visual aids to enhance presentations.
 - 2.2.3 Demonstrate verbal and non-verbal communication skills.
 - 2.2.4 Handle the question and answer session appropriately and confidently.

3.0 PROCESSES, PROCEDURES AND INSTRUCTIONS

- 3.1 Describe Processes and Procedures
 - 3.1.1 Identify the sequence of processes and procedures in texts and charts.
 - 3.1.2 Present information on processes and procedures orally and in written form.
 - 3.1.3 Use appropriate titles, subtitles and labels for processes and procedures.
 - 3.1.4 Convert the description of processes and procedures into a flow chart / diagram.
 - 3.1.5 Describe orally and in writing processes and procedures based on information given in non-linear form.
 - 3.1.6 Make visual presentation of important processes and procedures using LCD, OHP, posters or any other media.
- 3.2 Give and Respond to Instructions
 - 3.2.1 Give concise verbal and written instructions on how to perform a task or service.
 - 3.2.2 Give verbal instructions to caution.
 - 3.2.3 Respond appropriately to instructions, requests or cautions.
 - 3.2.4 Identify the sequence of instructions in various texts such as labels, manuals, memos and letters.
 - 3.2.5 Use imperatives to give instructions to denote Do's and Don'ts.

4.0 DESCRIPTION OF PRODUCTS AND SERVICES

- 4.1 Describe products and services.
 - 4.1.1 Identify the features, characteristics and functions of a product or service.
 - 4.1.2 Describe the types, functions and nature of products or services.
 - 4.1.3 Ask for and make clarifications on products or services.

ASSESSMENT

The course evaluation is carried out in two sections:

- i. Continuous Evaluation (CE) - 100%**
 - ii. Final Examination (FE) - None**
-

CONTINUOUS EVALUATION (CE): (100%)

This continuous evaluation is implemented throughout the semester and comprises of the following:

- a. Quizzes – minimum 2 20%
- b. Listening Test – minimum 1 10%
- c. Oral Presentation - Processes , Procedures & Instructions / Description of Products & Services 20%
- d. Assignment – Business Letter Writing 20%
- e. Test 30%

FINAL EXAMINATION (FE): (None)

Appendix 1.12 English for Technical purposes 1 Module

**POLITEKNIK KEMENTERIAN PENGAJIAN TINGGI MALAYSIA
JABATAN PENGAJIAN AM**

A1003 ENGLISH FOR TECHNICAL PURPOSES

DURATION : **1 SEMESTER (15 WEEKS)**
THEORY : **15 HOURS**
PRACTICAL : **15 HOURS**

CREDIT HOUR : **1.5**

PRE-REQUISITE : none

SYNOPSIS

A1003 ENGLISH FOR TECHNICAL PURPOSES provides the students with the study skills that will enable them to apply in their learning process at tertiary level. It comprises dictionary, reading and social skills. These components are expected to improve the students' vocabulary, grammar and interaction ability.

OBJECTIVES

At the end of the course, students should be able to:

14. apply accurately dictionary skills in this learning process.
15. incorporate reading skills to collect information that supports their learning process.
16. pronounce and use word classes accurately in social interactions.
17. take and make notes in order to summarize written or spoken texts.

SUMMARY

(15 THEORY : 15 PRACTICAL)

1.0 DICTIONARY SKILLS

This topic provides the students with the skills in using dictionary in their learning process. This will also help the students to look up meanings of words and their grammatical structures. The students will be exposed to pronunciation based on the phonetic symbols

2.0 INFORMATION PROCESSING SKILLS

This topic enables the students to gather information. These skills are useful for the students to carry out their course assignments.

3.0 READING SKILLS

This topic provides opportunities for the students to develop general reading skills – particularly skimming and scanning. This helps the students to identify and extract information relevant to their learning process.

4.0 ORAL COMMUNICATION SKILLS

This topic enhances the students general communication skills to interact in various social settings. This also provides opportunity for them to use grammatical devices appropriately during social interactions.

SYLLABUS

1.0 DICTIONARY SKILLS

- 1.1 Dictionary Registers
 - 1.2.2 To accurately locate words using alphabetical order.
 - 1.2.3 To understand common abbreviations used in dictionaries.
- 1.2 Pronunciation
 - 1.2.1 To successfully associate sounds with phonetic symbols.
 - 1.2.2 To look up words and articulate most approximate pronunciation of words based on phonetic symbols.
- 1.3 Word Meaning and Usage
 - 1.3.1 To choose appropriate meaning of words as used in the context (including Semi Technical terms).
 - 1.3.2 To use words appropriately according to common, formal or informal usage.
 - 1.3.3 To understand synonyms and shades of meaning.
- 1.4 Word Formation and Parts of Speech
 - 1.4.1 To understand the part of speech a word belongs to.
 - 1.4.2 To use words in their correct parts of speech.
 - 1.4.3 To recognize common collocations in the dictionary.
- 1.5 Affixes
 - 1.5.1 To understand the formation of different classes of words through the use of affixes.
 - 1.5.2 To understand the meanings of affixes.
 - 1.5.3 To use affixes correctly.
 - 1.5.4 To transform words using appropriate affixes.
- 1.6 Spell Check
 - 1.6.1 To check on the spelling of words and consistently use correct spelling in written work.
 - 1.6.2 To use the dictionary and spell check tools on the Word Processor

2.0 INFORMATION PROCESSING SKILLS

- 2.1 Content Pages, Indexes and Catalogues
 - 2.1 To scan contents page, indexes, catalogue in publications (CIP) pages, etc. to locate and extract information.

3.0 READING SKILLS

- 3.1 Skimming and Scanning Skills
 - 3.1.1 To skim texts in order to get overall meaning.
 - 3.1.2 To scan text in order to locate specific information.
- 3.2 Comprehension Skills

- 3.2.1 To comprehend academic and occupationally-related texts.
 - 3.2.2 To identify the main points and the supporting details in the text.
 - 3.2.3 To understand the relationships between different parts of the text in terms of the ideas presented.
 - 3.2.4 To understand information presented in non-textual forms.
 - 3.2.5 To understand textual organisers.
 - 3.2.6 To understand the meanings signalled by cohesive devices and connectors.
 - 3.2.7 To deduce the meanings of unfamiliar lexical items through the use of contextual clues.
- 3.3 Note making/taking skills
 - 3.3.1 To write short notes.
 - 3.3.2 To distinguish relevant from irrelevant details.
 - 3.3.3 To select and extract important information required for a particular purpose.
 - 3.4 Summarizing skills
 - 3.4.1 To identify the main points and supporting details in a text
 - 3.4.2 To write summary in textual and in point forms.
 - 3.4.3 To use cohesive devices, appropriate punctuations, and correct spelling.
 - 3.5 Response to texts
 - 3.5.1 To give students' opinions about information presented in the text.
 - 3.5.2 To relate texts to experience/ other texts/ other information.

17.0 ORAL COMMUNICATION SKILLS

- 17.1 Greetings and Introductions
 - 17.1.1 To introduce oneself or a friend.
 - 17.1.2 To greet others and respond to greetings appropriately.
- 17.2 Enquiries
 - 17.2.1 To make social enquiries.
 - 17.2.2 To make work-related enquiries.
 - 17.2.3 To respond to enquiries.
- 17.3 Invitations, Appointments and Arrangements
 - 17.3.1 To extend invitations for various occasions.
 - 17.3.2 To respond to invitations by accepting, or declining.
 - 17.3.3 To make appointments and arrangements.
 - 17.3.4 To change appointments and arrangements.
- 17.4 Clarification
 - 17.4.1 To ask for clarifications.
 - 17.4.2 To make clarifications.
- 17.5 Social Conversation Skills
 - 17.5.1 To make social conversations on neutral topics.

- 17.5.2 To recognise and use appropriate register when making social conversations with colleagues, clients and superiors.
- 17.5.3 To differentiate between aggressive, offensive and neutral forms of speech.
- 17.5.4 To use appropriate forms of expression when taking leave.
- 17.5.5 To use conversational fillers.
- 17.5.6 To understand ellipses and where necessary use ellipses.
- 17.5.7 To paraphrase or use approximate terms.

- 17.6 Suggestions and Counter Suggestions
 - 17.6.1 To make suggestions.
 - 17.6.2 To make counter suggestions.
 - 17.6.3 To use formal and semi-formal registers.

- 4.7 Interruptions
 - 4.7.1 To use polite forms to make interruptions for various purposes such as introducing someone, introducing a new topic, reminding others of time, or getting a person's attention.

- 4.8 Visiting and Travelling Arrangements
 - 4.8.1 To state intention of making a hotel/travel reservation.
 - 4.8.2 To enquire about hotel rates.
 - 4.8.3 To enquire about discounts/facilities/seating/arrangement/food.
 - 4.8.4 To make a reservation by providing information such as name, the type and number of rooms required, the dates, check-in time etc.
 - 4.8.5 To confirm reservation.
 - 4.8.6 To enquire about terms of payment.
 - 4.8.7 To enquire about transport cost and services.
 - 4.8.8 To ask about interesting places to visit/activities to do.
 - 4.8.9 To suggest interesting places to visit or interesting things to do.

ASSESSMENT

The assessment of this course is as follows:

- | | | | |
|------------|-----------------------------------|----------|-------------|
| i. | Continuous Assessment (CA) | - | 100% |
| ii. | Final Examination (FE) | - | none |
-

CONTINUOUS ASSESSMENT (CA): **(100%)**

Continuous assessment is implemented throughout the semester and the components are as follows:

- | | | |
|----|--|-----|
| a. | Quiz - minimum 2 | 20% |
| b. | Assignment – minimum 1 | 20% |
| c. | Practical
This includes oral presentation and listening test. | 30% |
| d. | Test – minimum 1 | 30% |

FINAL EXAMINATION (FE): **(none)**

Appendix 1.13: English for technical Purposes

POLITEKNIK KEMENTERIAN PENGAJIAN TINGGI MALAYSIA JABATAN PENGAJIAN AM

A2003 ENGLISH FOR TECHNICAL PURPOSES

DURATION	:	1 SEMESTER (15 WEEKS)
		THEORY : 15 HOURS
		PRACTICAL : 15 HOURS
CREDIT HOUR	:	1.5
PRE-REQUISITE	:	none

SYNOPSIS

A2003 ENGLISH FOR TECHNICAL PURPOSES equips the students with the skills to describe processes and procedures, objects and product specification. It also guides the students on how to apply for industrial training attachment either verbally or in written form, as well as to give and respond to instructions. These components are expected to help the students to acquire descriptive, letter-writing and instructional skills which they will need in their work place.

OBJECTIVES

At the end of the course, students should be able to:

18. write and respond to matters related to industrial attachment through letters or phone calls.
19. understand and describe accurately processes and procedures in relation to their field of study.
20. effectively give and respond to instructions either in verbal or written form.
21. describe accurately objects from various angles.

SUMMARY

(15 THEORY : 15 PRACTICAL)

1.0 READING SKILLS

This topic provides opportunities for the students to develop general reading skills – particularly skimming and scanning. This helps the students to identify and extract information relevant to their learning process.

2.0 ORAL COMMUNICATION SKILLS

This topic enhances the students' general communication skills to interact in various social settings. This also provides opportunity for them to use grammatical devices appropriately during social interactions.

3.0 APPLICATION FOR INDUSTRIAL ATTACHMENT

This topic focuses on skills that enable the students to apply for industrial attachment by writing a letter of application using the correct format and using appropriate telephone skills to confirm the attachment.

4.0 PROCESSES AND PROCEDURES

This topic provides the students with the skills to transfer information from linear to non-linear form and vice-versa. The students are also exposed to the grammatical structures in describing processes and procedures and to present the description in oral and written form.

5.0 INSTRUCTIONS

This topic exposes the students to various forms of instructional texts. It also provides opportunity for the students to give and respond appropriately to instruction and also to write instructions using the correct grammatical structure.

6.0 DESCRIPTION OF OBJECTS /PRODUCT SPECIFICATIONS

This topic equips the students with the ability to describe objects and product specification. The students are exposed to a variety of relevant and appropriate words that are suitable in describing shapes, colours, weights, volume/capacity and measurement. Apart from that, the students are also provided with opportunities to verbally describe the components/parts, functions or contents of objects/products and also to put the description in writing.

SYLLABUS

1.0 READING SKILLS

- 1.1 Skimming and Scanning Skills
 - 1.1.1 To skim texts in order to get overall meaning.
 - 1.1.2 To scan text in order to locate specific information.
- 1.2 Comprehension Skills
 - 1.2.1 To comprehend academic and occupationally-related texts.
 - 1.2.2 To identify the main points and the supporting details in the text.
 - 1.2.3 To understand the relationships between different parts of the text in terms of the ideas presented.
 - 1.2.4 To understand information presented in non-textual forms.
 - 1.2.5 To understand textual organisers.
 - 1.2.6 To understand the meanings signalled by cohesive devices and connectors.
 - 1.2.7 To deduce the meanings of unfamiliar lexical items through the use of contextual clues.
- 1.3 Note making/taking skills
 - 1.3.1 To write short notes.
 - 1.3.2 To distinguish relevant from irrelevant details.
 - 1.3.3 To select and extract important information required for a particular purpose.
- 1.4 Summarizing skills
 - 1.4.1 To identify the main points and supporting details in a text
 - 1.4.2 To write summary in textual and in point forms.
 - 1.4.3 To use cohesive devices, appropriate punctuations, and correct spelling.
- 1.5 Response to texts
 - 1.5.1 To give students' opinions about information presented in the text.
 - 1.5.2 To relate texts to experience/ other texts/ other information.
- 1.6 Pronunciation
 - 1.6.1 To successfully associate sounds with phonetic symbols.
 - 1.6.2 To look up words and articulate most approximate pronunciation of words based on phonetic symbols.
- 1.7 Word meaning and usage
 - 1.7.1 To choose appropriate meaning of words as used in the context (including Semi Technical terms).
 - 1.7.2 To use words appropriately according to common, formal or informal usage.

- 1.8 Information processing
 - 1.8.1 To make logical links between information, experiences and observations.
 - 1.8.2 To translate information from linear to non-linear forms and vice-versa.
 - 1.8.3 To make critical analysis of the authority, coherence, logic, and relevance of information.
 - 1.8.4 To use information to weigh pros and cons, consequences, implications and probabilities in decision making.

2.0 ORAL COMMUNICATION SKILLS

- 2.1 Greetings and Introductions
 - 2.1.1 To introduce oneself or a friend.
 - 2.1.2 To greet others and respond to greetings appropriately.
- 2.2 Enquiries
 - 2.2.1 To make social enquiries.
 - 2.2.2 To make work-related enquiries.
 - 2.2.3 To respond to enquiries.
- 2.3 Invitations, Appointments and Arrangements
 - 2.3.1 To extend invitations for various occasions.
 - 2.3.2 To respond to invitations by accepting, or declining.
 - 2.3.3 To make appointments and arrangements.
 - 2.3.4 To change appointments and arrangements.
- 2.4 Clarification
 - 2.4.1 To ask for clarifications.
 - 2.4.2 To make clarifications.
- 2.5 Social Conversation Skills
 - 2.5.1 To make social conversations on neutral topics.
 - 2.5.2 To recognise and use appropriate register when making social conversations with colleagues, clients and superiors.
 - 2.5.3 To differentiate between aggressive, offensive and neutral forms of speech.
 - 2.5.4 To use appropriate forms of expression when taking leave.
 - 2.5.5 To use conversational fillers.
 - 2.5.6 To understand ellipses and where necessary use ellipses.
 - 2.5.7 To paraphrase or use approximate terms.
- 2.6 Telephone Skills
 - 2.6.1 To use appropriate telephone etiquette when making and receiving calls, putting calls on hold, or referring the caller to another person.
 - 2.6.2 To ask and take messages clearly and correctly.
 - 2.6.3 To end phone conversations appropriately.

3.0 APPLICATIONS FOR INDUSTRIAL ATTACHMENT (IA)

- 3.1 Letter of Application for Attachment for Industrial Training
 - 3.1.1 To write letters of application for IA.
 - 3.1.2 To use the format of a formal business letter.
 - 3.1.3 To highlight qualifications, academic subjects and interests.
- 3.2 Confirmation by Telephone For Industrial Training
 - 3.2.1 To use appropriate telephone skills to confirm the industrial training attachment-when to report, whom to report to etc.
- 3.3 Thank You Letters
 - 3.3.1 To write appropriate thank you letters pertaining to the attachment which may include the following details:
 - a. learning experience at the industrial training
 - b. thanking the colleagues at the company for their contribution
 - c. interest in joining the company upon graduation

4.0 PROCESSES AND PROCEDURES

- 4.1 General Comprehension Skills
 - 4.1.1 To follow the sequence of processes and procedures in texts and charts.
 - 4.1.2 To understand the processes and procedures.
- 4.2 Information Transfer
 - 4.2.1 To convert processes and procedures into a flow chart.
 - 4.2.2 To write about processes and procedures based on information given in a flow chart.
- 4.3 Presentation
 - 4.3.1 To present information on processes and procedures orally and in written form.
 - 4.3.2 To use appropriate titles, subtitles and labels for processes and procedures.
 - 4.3.3 To use a proper numbering system for titles and subtitles in charts and diagrams, if there are more than one.
 - 4.3.4 To make visual presentation of important processes and procedures such as using the LCD, OHP and posters.

5.0 INSTRUCTIONS

- 5.1 Give Verbal Instructions
 - 5.1.1 To give verbal instructions on how to perform a task or service.
 - 5.1.2 To give verbal instructions to caution.
 - 5.1.3 To use direct and indirect command forms in verbal instructions.
 - 5.1.4 To understand and respond appropriately to instructions, requests or caution.
- 5.2 Read Instructions in various Text Forms
 - 5.2.1 To read and understand the contents and the sequence of

instructions in various texts such as labels, manuals, memos and letters.

5.2.2 To translate sequence of instructions in the form of a flow chart.

5.3 Write Instructions

5.3.1 Write concise instructions.

5.3.2 To write instructions in various forms such as in memos and letters.

6.0 DESCRIPTION OF OBJECTS AND PRODUCTS (PRODUCT SPECIFICATIONS)

6.1 Description of the Physical Dimensions of Objects / Products

6.1.1 To describe shapes, size, weight, volume/capacity, measurement, colour, appearance, etc. of objects.

6.2 Description of the Component Parts or Contents of Objects /Products

6.2.1 To describe components/parts and their functions.

ASSESSMENT

The assessment of this course is as follows:

- | | | | |
|-----|-----------------------------------|---|-------------|
| i. | Continuous Assessment (CA) | - | 100% |
| ii. | Final Examination (FE) | - | none |
-

CONTINUOUS ASSESSMENT (CA): **(100%)**

Continuous assessment is implemented throughout the semester and the components are as follows:

- | | | |
|----|--|-----|
| a. | Quiz - minimum 2 | 20% |
| b. | Assignment – minimum 1 | 20% |
| c. | Practical
This includes oral presentation and listening test. | 30% |
| d. | Test – minimum 1 | 30% |

FINAL EXAMINATION (FE): **(none)**

Appendix 1.14: A 1004 English for Commercial Purposes 1 module

POLITEKNIK KEMENTERIAN PENGAJIAN TINGGI MALAYSIA JABATAN PENGAJIAN AM

A1004 ENGLISH FOR COMMERCIAL PURPOSES

DURATION : **1 SEMESTER (15 WEEKS)**
THEORY : **15 HOURS**
PRACTICAL : **15 HOURS**

CREDIT HOUR : **1.5**

PRE-REQUISITE : **None**

SYNOPSIS

A1004 ENGLISH FOR TECHNICAL PURPOSES provides students with dictionary, information gathering and processing, reading and oral communication skills. The main focus is on study skills which would assist students in their learning process. The students are also equipped with the skills to read, understand and write memoranda.

OBJECTIVES

At the end of the course, students should be able to:

22. gather and process information through dictionary and library skills that help in their learning process.
23. apply reading skills in writing summaries and other purposes of communication.
24. hold a simple face-to-face or telephone conversation using appropriate English structure.
25. write memoranda correctly in order to convey messages for various purposes.

SUMMARY

(15 THEORY : 15 PRACTICAL)

1.0 DICTIONARY SKILLS

This topic provides the students with the skills in using dictionary in their learning process. This will also help the students to look up meanings of words and their grammatical structures. The students will be exposed to pronunciation based on the phonetic symbols.

2.0 INFORMATION PROCESSING SKILLS

This topic focusses on information gathering and processing skills. These skills will be useful to the students when carrying out their course assignments as they would have learnt the skills in locating important and useful information.

3.0 READING SKILLS

This topic provides opportunities for the students to develop general reading skills – particularly skimming and scanning. This helps the students to identify and extract information relevant to their learning process.

4.0 ORAL COMMUNICATION SKILLS

This topic enhances the students general communication skills to interact in various social settings. This also provides opportunity for them to use grammatical devices appropriately during social interactions.

5.0 UNDERSTANDING AND WRITING MEMORANDA

This topic provides opportunities for the students to read and understand as well as to develop their skills in writing memoranda. It also focusses on the various purposes of the memoranda and the language used in them.

SYLLABUS

1.0 DICTIONARY SKILLS

- 1.1 Dictionary Registers
 - 1.2.4 To accurately locate words using alphabetical order.
 - 1.2.5 To understand common abbreviations used in dictionaries.

- 1.2 Pronunciation
 - 1.2.1 To successfully associate sounds with phonetic symbols.
 - 1.2.2 To look up words and articulate most approximate pronunciation of words based on phonetic symbols.

- 1.3 Word Meaning and Usage
 - 1.3.1 To choose appropriate meaning of words as used in the context (including Semi Technical terms).
 - 1.3.2 To use words appropriately according to common, formal or informal usage.
 - 1.3.3 To understand synonyms and shades of meaning.

- 1.4 Word Formation and Parts of Speech
 - 1.4.1 To understand the part of speech a word belongs to.
 - 1.4.2 To use words in their correct parts of speech.
 - 1.4.3 To recognize common collocations in the dictionary.

- 1.5 Affixes
 - 1.5.1 To understand the formation of different classes of words through the use of affixes.
 - 1.5.2 To understand the meanings of affixes.
 - 1.5.3 To use affixes correctly.
 - 1.5.4 To transform words using appropriate affixes.

- 1.6 Spell Check
 - 1.6.1 To check on the spelling of words and consistently use correct spelling in written work.
 - 1.6.2 To use the dictionary and spell check tools on the Word Processor

2.0 INFORMATION PROCESSING SKILLS

- 2.1 Content Pages Indexes and Catalogues
 - 2.1.1 To scan contents page, indexes, catalogue in publications (CIP) pages, etc. in order to locate and extract information.

3.0 READING SKILLS

- 3.1 Skimming and Scanning Skills
 - 3.1.1 To skim texts in order to get overall meaning.

- 3.1.2 To scan text in order to locate specific information.
- 3.2 Comprehension Skills
 - 3.2.1 To comprehend academic and occupationally-related texts.
 - 3.2.2 To identify the main points and the supporting details in the text.
 - 3.2.3 To understand the relationships between different parts of the text in terms of the ideas presented.
 - 3.3.4 To understand information presented in non-textual forms.
 - 3.3.5 To understand textual organisers.
 - 3.3.6 To understand the meanings signalled by cohesive devices and connectors.
 - 3.3.7 To deduce the meanings of unfamiliar lexical items through the use of contextual clues.
- 3.4 Note making/taking skills
 - 3.5.3 To write short notes.
 - 3.5.4 To distinguish relevant from irrelevant details.
 - 3.5.5 To select and extract important information required for a particular purpose.
- 3.6 Summarizing skills
 - 3.6.1 To identify the main points and supporting details in a text.
 - 3.6.2 To write summary in textual and in point forms.
 - 3.6.3 To use cohesive devices, appropriate punctuations, and correct spelling.
- 3.7 Response to texts
 - 3.7.1 To give students' opinions about information presented in the text.
 - 3.7.2 To relate texts to experience/ other texts/ other information.

3.0 ORAL COMMUNICATION SKILLS

- 4.1 Greetings and Introductions
 - 4.1.1 To introduce oneself or a friend.
 - 4.1.2 To greet others and respond to greetings appropriately.
- 4.2 Enquiries
 - 4.2.1 To make social enquiries.
 - 4.2.2 To make work-related enquiries.
 - 4.2.3 To respond to enquiries.
- 4.3 Invitations, Appointments and Arrangements
 - 4.3.1 To extend invitations for various occasions.
 - 4.3.2 To respond to invitations by accepting, or declining.
 - 4.3.3 To make appointments and arrangements.
 - 4.3.4 To change appointments and arrangements.
- 4.4 Clarification

- 4.4.1 To ask for clarifications.
- 4.4.2 To make clarifications.
- 4.5 Social Conversation Skills
 - 4.5.1 To make social conversations on neutral topics.
 - 4.5.2 To recognise and use appropriate register when making social conversations with colleagues, clients and superiors.
 - 4.5.3 To differentiate between aggressive, offensive and neutral forms of speech.
 - 4.5.4 To use appropriate forms of expression when taking leave.
 - 4.5.5 To use conversational fillers.
 - 4.5.6 To understand ellipses and where necessary use ellipses.
 - 4.5.7 To paraphrase or use approximate terms.
- 4.6 Suggestions and Counter Suggestions
 - 4.6.1 To make suggestions.
 - 4.6.2 To make counter suggestions.
 - 4.6.3 To use formal and semi-formal registers.
- 4.7 Visiting and Travelling Arrangements
 - 4.7.1 To state intention of making a hotel/travel reservation.
 - 4.7.2 To enquire about hotel rates.
 - 4.7.3 To enquire about discounts/facilities/seating/arrangement/food.
 - 4.7.4 To make a reservation by providing information such as name, the type and number of rooms required the dates, check-in time etc.
 - 4.7.5 To confirm reservation.
 - 4.7.6 To enquire about terms of payment.
 - 4.7.7 To enquire about transport cost and services.
 - 4.7.8 To ask about interesting places to visit/activities to do.
 - 4.7.9 To suggest interesting places to visit or interesting things to do.
- 4.8 Telephone Skills
 - 4.8.1 To use appropriate telephone etiquette when making and receiving calls, putting calls on hold, or referring the caller to another person.
 - 4.8.2 To ask and take messages clearly and correctly.
 - 4.8.3 To end phone conversations appropriately.

5.0 UNDERSTANDING AND WRITING MEMORANDA

- 5.1 Reading Memoranda
(Word Meaning and Usage, Information Processing)
 - 5.1.1 To read and understand contents of memos.
 - 5.1.2 To identify the audience and the purpose of the memo.
 - 5.1.3 To identify the main points in a memo.
 - 5.1.4 To understand the concise and brief language used in memos.
- 5.2 Writing Memoranda
(Word Meaning and Usage, Information Processing)

- 5.2.1 To write memos for different purposes such as to relay messages, to give instructions, to give a brief explanation, or a brief summary.
- 5.2.2 To use appropriate format in memo writing (including memos sent electronically).
- 5.2.3 To plan, organize and write message coherently, clearly, and with brevity.
- 5.2.4 To express ideas in clear and grammatically correct English with correct punctuations and correct spelling.
- 5.2.5 To look up words and articulate most approximate pronunciation of words based on phonetic symbols.
- 5.2.6 Choose appropriate meaning of words as used in the context (including semi-technical terms).
- 5.2.7 To use words appropriately according to common, formal/informal usage.
- 5.2.8 To understand synonyms and shades of meaning.
- 5.2.9 To make logical links between information, experience and observations.

ASSESSMENT

The assessment of this course is as follows:

i.	Continuous Assessment (CA)	-	100%
ii.	Final Examination (FE)	-	none

CONTINUOUS ASSESSMENT (CA): **(100%)**

Continuous assessment is implemented throughout the semester and the components are as follows:

a.	Quiz - minimum 2	20%
b.	Assignment – minimum 1	20%
c.	Practical This includes oral presentation and listening test.	30%
d.	Test – minimum 1	30%

FINAL EXAMINATION (FE): **(none)**

Appendix 1.15: A 2004 English for Commercial Purposes 2 module

**POLITEKNIK KEMENTERIAN PENGAJIAN TINGGI MALAYSIA
JABATAN PENGAJIAN AM**

A2004 ENGLISH FOR COMMERCIAL PURPOSES

DURATION : **1 SEMESTER (15 WEEKS)**
THEORY : **15 HOURS**
PRACTICAL : **15 HOURS**

CREDIT HOUR : **1.5**

PRE-REQUISITE : none

SYNOPSIS

A2004 ENGLISH FOR COMMERCIAL PURPOSES equips students with the skills to read and prepare notices, agendas and minutes of meeting. In addition, this course also guides the students in writing application letters for industrial training and business correspondence (letters of enquiry and order letters). It also prepares the students to read, interpret and present graphs and charts.

OBJECTIVES

At the end of the course, students should be able to:

26. read, understand and prepare notices, agendas and minutes of meeting as well as participate effectively in meetings.
27. write and respond to matters related to industrial attachment through letters or phone calls.
28. write letters of enquiry and order as well as responses to these letters.
29. interpret and present information from graphs and charts.

SUMMARY

(15 THEORY : 15 PRACTICAL)

1.0 READING SKILLS

This topic provides opportunities for the students to develop general reading skills – particularly skimming and scanning. This helps the students to identify and extract information relevant to their learning process. The students are also exposed to relevant business documents.

2.0 ORAL COMMUNICATION SKILLS

This topic enhances the students general communication skills to interact in various social settings. The topic also provides opportunities for them to use grammatical devices appropriately during social interactions.

3.0 APPLICATION FOR INDUSTRIAL ATTACHMENT

This topic focuses on preparing students to apply for industrial attachment through write-in and confirming the attachment through a call-in. The students are also exposed to the format and language elements in a “Thank You’ letter.

4.0 MEETINGS

This topic introduces the format and language used in notices, agenda and minutes of meeting and the skills in writing them. The students will also be exposed to the general proceedings of a meetings and the role that each person holds.

5.0 GRAPHS AND CHARTS

This topic exposes students to the various types of graphs and charts and the lexical items used to describe trends and movements in graphs and charts. The students will be taught to extract information from the graphs and charts and to present the information in verbal and written form.

6.0 BUSINESS CORRESPONDENCE

This topic stresses on format, style, tone and language elements appropriate for writing letters of enquiring and placing orders as well as their replies.

SYLLABUS

1.0 READING SKILLS

- 1.1 Skimming and Scanning Skills
 - 1.1.1 To skim texts in order to get overall meaning.
 - 1.1.2 To scan text in order to locate specific information.

- 1.2 Comprehension Skills
 - 1.2.1 To comprehend academic and occupationally-related texts.
 - 1.2.2 To identify the main points and the supporting details in the text.
 - 1.2.3 To understand the relationships between different parts of the text in terms of the ideas presented.
 - 1.2.4 To understand information presented in non-textual forms.
 - 1.2.5 To understand textual organisers.
 - 1.2.6 To understand the meanings signalled by cohesive devices and connectors.
 - 1.2.7 To deduce the meanings of unfamiliar lexical items through the use of contextual clues.

- 1.3 Note Making/Taking Skills
 - 1.3.1 To write short notes.
 - 1.3.2 To distinguish relevant from irrelevant details.
 - 1.3.3 To select and extract important information required for a particular purpose.

- 1.4 Summarizing Skills
 - 1.4.1 To identify the main points and supporting details in a text.
 - 1.4.2 To write summary in textual and in point forms.
 - 1.4.3 To use cohesive devices, appropriate punctuations, and correct spelling.

- 1.5 Response to Texts
 - 1.5.1 To give students' opinions about information presented in the text.
 - 1.5.2 To relate texts to experience/ other texts/ other information.

- 1.6 Business Documents and Articles
 - 1.6.1 To understand the content and language of business related documents and articles.
 - 1.6.2 To expand knowledge of core vocabulary for business documents and articles.
 - 1.6.3 To recognize the format of specific business documents produced for various purposes.

- 1.7 Graphs and Charts in Business Documents
 - 1.7.1 To understand information in graphs and charts.

1.7.2 To use graphs and charts to present information in business documents such as reports.

1.8 Pronunciation

1.8.1 To successfully associate sounds with phonetic symbols.

1.8.2 To look up words and articulate most approximate pronunciation of words based on phonetic symbols.

1.9 Word meaning and usage

1.9.1 To choose appropriate meaning of words as used in the context (including Semi Technical terms).

1.9.2 To use words appropriately according to common, formal or informal usage.

1.10 Information processing

1.10.1 To make logical links between information, experiences and observations.

1.10.2 To translate information from linear to non-linear forms and vice-versa.

1.10.3 To make critical analysis of the authority, coherence, logic, and relevance of information.

1.10.4 To use information to weigh pros and cons, consequences, implications and probabilities in decision making.

2.0 ORAL COMMUNICATION SKILLS

2.1 Greetings and Introductions

2.1.1 To introduce oneself or a friend.

2.1.2 To greet others and respond to greetings appropriately.

2.2 Enquiries

2.2.1 To make social enquiries.

2.2.2 To make work-related enquiries.

2.2.3 To respond to enquiries.

2.3 Invitations, Appointments and Arrangements

2.3.1 To extend invitations for various occasions.

2.3.2 To respond to invitations by accepting, or declining.

2.3.3 To make appointments and arrangements.

2.3.4 To change appointments and arrangements.

2.4 Clarification

2.4.1 To ask for clarifications.

2.4.2 To make clarifications.

2.5 Social Conversation Skills

2.5.1 To make social conversations on neutral topics.

2.5.2 To recognise and use appropriate register when making social conversations with colleagues, clients and superiors.

- 2.5.3 To differentiate between aggressive, offensive and neutral forms of speech.
- 2.5.4 To use appropriate forms of expression to take leave.
- 2.5.5 To use conversational fillers.
- 2.5.6 To understand ellipses and where necessary use ellipses.
- 2.5.7 To paraphrase, or use approximate terms.
- 2.6 Telephone Skills
 - 2.6.1 To use appropriate telephone etiquette when making and receiving calls, putting calls on hold, or referring the caller to another person.
 - 2.6.2 To ask and take messages clearly and correctly.
 - 2.6.3 To end phone conversations appropriately.
- 2.7 Oral Presentations
 - 2.7.1 To listen to short oral presentations and note the important points.
 - 2.7.2 To listen to short oral presentations and ask relevant points to clarify or to make responses to.
 - 2.7.3 To introduce oneself, and state clearly the topic and the purpose of the presentation.
 - 2.7.4 To describe incidents, points, processes or events in a logical sequence.
 - 2.7.5 To use different kinds of presentations such as OHP, flip chart, charts, or handouts to convey information effectively.
 - 2.7.6 To respond to questions from audience.

3.0 APPLICATION FOR INDUSTRIAL ATTACHMENT

- 3.1 Letter of Application for Industrial Attachment
 - 3.1.1 To write letters of application for industrial training.
 - 3.1.2 To use the correct format of a formal business letter.
 - 3.1.3 To highlight qualifications, academic subjects and interests.
 - 3.1.4 To choose appropriate meaning of words as used in the context.
(including Semi Technical terms)
 - 3.1.5 To use words appropriately according to common, formal or informal usage.
 - 3.1.6 To understand synonyms and shades of meaning.
- 3.2 Confirmation by Telephone For Industrial Training
 - 3.2.1 To use appropriate telephone skills to confirm the training attachment-when to report, whom to report to etc.
 - 3.2.2 To use appropriate telephone etiquette when making and receiving calls, putting calls on hold, or referring to caller to another person.
 - 3.2.3 To look up words and articulate most appropriate pronunciation of words based on phonetic symbols.
 - 3.2.4 To introduce oneself or a friend
 - 3.2.5 To greet others and respond to greetings appropriately
 - 3.2.6 To make social enquiries

- 3.2.7 To make work-related enquiries
 - 3.2.8 To respond to enquiries
 - 3.2.9 To make appointments and arrangements
 - 3.2.10 To change appointments and arrangements
 - 3.2.11 To ask for clarifications
 - 3.2.12 To make clarifications
 - 3.2.13 To end phone conversations appropriately.
- 3.3 Thank you letters
- 3.3.1 To write appropriate thank you letters pertaining to the attachment which may include the following details:
 - a. Learning experience at the industrial training
 - b. Thanking the colleagues at the company for their contribution
 - c. Interest in joining the company upon graduation

4.0 MEETINGS

- 4.1 Notices and agendas of meetings
 - 4.1.1 To read and understand notices and agenda of meetings.
 - 4.1.2 To prepare notices and agenda of meetings.
- 4.2 Communication in Meetings
 - 4.2.1 To generally understand the roles of various persons in the meeting such as Chairperson, and Secretary of the meeting.
 - 4.2.2 To understand the general proceedings of meetings from the Chairperson's address to the adjournment.
 - 4.2.3 To participate in an appropriate manner and at appropriate times
in order to convey various information as well as asking questions.
 - 4.2.4 To make suggestions and counter suggestion.
 - 4.2.5 To express ideas in clear and grammatically correct English with correct pronunciation
 - 4.2.6 To use words appropriately according to common formal/informal usage.
- 4.3 Minutes
 - 4.3.1 To understand the format and content of minutes.
 - 4.3.2 To take down short notes at a meeting.
 - 4.3.3 To use formal and semi-formal register.
 - 4.3.4 To prepare the minutes of a meeting.

5.0 GRAPHS AND CHARTS

- 5.1 Different Types of Graphs and Charts commonly used in Presentations and Reports.
 - 5.1.1 To recognise various types of graphs and charts such as pie charts, line graphs, bar chart etc in order to convey information.
 - 5.1.2 To understand the differences between graphs and charts and the different functions of graphs and charts.

- 5.1.3 To use appropriate types of graphs and charts so as to convey information.
- 5.2 Information contained in Graphs and Charts such as those conveyed through symbols and specific terms.
 - 5.2.1 To understand the meaning of specific terms and symbols used in graphs and charts.
 - 5.2.2 To understand the lexical items used in order to describe trends and movements in graphs and charts.
 - 5.2.3 To understand the lexical items used to describe distribution patterns.
- 5.3 Oral and Written Presentations of Information contained in Graphs and Charts.
 - 5.3.1 To use appropriate descriptors of trends, movements, and distribution to analytically describe the information in graphs and charts.
 - 5.3.2 To extract information about trends, movements, and distribution from graphs and charts and translate the information into written and/or oral forms.
 - 5.3.3 To make comparison of trends, movement, and distribution between graphs and charts.
 - 5.3.4 To use concise labels and titles in graphs and charts.

6.0 BUSINESS CORRESPONDENCE

- 6.1 Letters of Enquiries
 - 6.1.1 To clearly state the purpose(s) of students' letters.
 - 6.1.2 To use appropriate business letter format for letters of enquiries.
 - 6.1.3 To use style and tone appropriate for business letters of enquiries.
- 6.2 Replies to letters of enquiries
 - 6.2.1 To understand the nature of the enquiries.
 - 6.2.2 To use appropriate style and tone in business letters replying to enquiries.
 - 6.2.3 To reply to the enquiries, providing the information requested.
- 6.3 Letters to place orders
 - 6.3.1 To clearly state the purpose of the letter.
 - 6.3.2 To use appropriate business letter format for orders.
 - 6.3.3 To use appropriate style and tone in writing business letters of orders.
 - 6.3.4 To clearly state specifications of products or services, terms of payment, and other relevant information required when placing orders.
- 6.4 Replies to letters of orders
 - 6.4.1 To understand the details of the orders.
 - 6.4.2 To use an appropriate style and tone.

6.4.3 To confirm the order or adjust the terms of the order.

ASSESSMENT

The assessment of this course is as follows:

i.	Continuous Assessment (CA)	-	100%
ii.	Final Examination (FE)	-	none

CONTINUOUS ASSESSMENT (CA): **(100%)**

Continuous assessment is implemented throughout the semester and the components are as follows:

a.	Quiz - minimum 2	20%
b.	Assignment – minimum 1	20%
c.	Practical This includes oral presentation and listening test.	30%
d.	Test – minimum 1	30%

FINAL EXAMINATION (FE): **(none)**

Appendix 2.1: Entry Requirements for Monash University Foundation Year

(Source: www.mufy.monash.edu)

The Monash University Foundation Year (MUFY) is the university pathway program that provides the academic bridge for students to transition successfully into undergraduate studies at Monash University. For many MUFY students, this program serves as an academic and cultural bridge from education in their home country to the social and academic environment of an Australian university. Designed by Monash academics, this Australian Year 12 equivalent program allows admission into the full range of Monash University undergraduate degrees. Whether you are planning for a career in medicine, business or information technology, engineering or science, or the arts, MUFY has a proven record of success and is the pathway for you to follow. With thousands of students worldwide wishing to be admitted into this prestigious university, it is reassuring to know that Monash University guarantees admission to MUFY graduates who meet entry requirements. Sunway University College is the only provider of the MUFY program in Malaysia.

Program Information

Duration of study

Students should complete this full-time program in two semesters. However, students have the option of extending the duration of study, for instance, to three semesters if they find it too demanding. This offers students the flexibility to study at a pace with which they are comfortable. The duration of each intake is outlined below:

Intake	Semester 1	Semester 2
January	January – June	July – November
March	March – June	July – November
July	July – November	January – June
August	August – November	January – June

Intakes

There are two standard intakes in January and July, and two accelerated intakes in March and August.

Admission requirements

Minimum five (5) credits in SPM or O-Level including credits in English and Mathematics, or equivalent. Conditional offers will be made to students with forecast results.

For the accelerated 9-month program, a higher level of proficiency in the English Language is preferred.

Appendix 3.1: Sample of pre-questionnaire

**Division of Language Education
Department of Curricular Studies
Faculty of Education
University of Strathclyde**

This survey is to collect information on the English language ability of students and how they perceive the English language ability that they should have before they undergo an English language course at the Polytechnic. All information given will be kept confidential and will only be used for the sole purpose of this survey. Please answer honestly and thank you in advance for your co-operation.

Section A

Background:

Fill all the given questions

1. English Language (SPM)* results

2. Course level : Certificate (C)/Diploma(D)**

3. Gender: Male Female

4. Your hometown: _____

5. In which state did you attend your last school: _____

6. How would you personally rate your ability on these skills
Use the given scale
1= very good 2= good 3=average 4= poor

Tick ✓ in the appropriate box

Rate your ability in:	1	2	3	4
a. Oral communication				
b. listening				
c. Reading				
d. Writing				

* write in the given box

** choose C for certificate or D for diploma

Section B:**The frequency of English usage in daily life.**

How frequently do you use English language? Please circle the given answer by referring to the scale of 1 to 4 as shown below:

1 = Very frequently, 2 = Frequently, 3 = Not frequently, 4 = Not used at all

1. Listen to radio station/s that use English	1	2	3	4
2. Watch movies or shows shown on television	1	2	3	4
3. Oral communication with your friends/family	1	2	3	4
4. Use internet to either email or do homework/assignments	1	2	3	4
5. Use word processor using programmes such as Word, to do homework/assignments	1	2	3	4
6. Presentation for classroom assignments	1	2	3	4
7. Read magazines/story books during your free time	1	2	3	4
8. Read books related to your homework/assignments	1	2	3	4
9. Writing in the form of e.g. memo or reports etc.	1	2	3	4
10. Other (please specify)	1	2	3	4

Section C :**Ability in using English at school**

How satisfied were you with your ability to use English at school? Please circle the given answer by referring to the scale of 1 to 4 as shown below:

1 = very satisfied, 2 = satisfied, 3 = not satisfied, 4 = not satisfied at all

1. Communicate orally with teachers and friends	1	2	3	4
2. Reading and understanding reference books related to assignments/homework	1	2	3	4
3. Presentation related to assignments/homework	1	2	3	4
4. Using English terms/words either orally or in writing	1	2	3	4
5. Write in the form of e.g. preparing reports and memo etc.	1	2	3	4
6. Other (Please specify)	1	2	3	4

Section D :**Student's perception on : 1. Existing skills
2. Required skills**

Please state the level of your skills before you undergo an English language course and to what extent do you think they are required during and after your course

Circle the given answer by referring to the scale of 1 to 4 as shown in the table below:

Ability	Existing				Required			
	Not skilled at all	Not really skilled	Skilled	Very skilled	Not needed at all	Not really needed	Needed	Very Much needed
1. To question to seek more information	1	2	3	4	1	2	3	4
2. To convey ideas, suggestions or information	1	2	3	4	1	2	3	4
3. To explain technical terms orally	1	2	3	4	1	2	3	4
4. Understand technical documents such as specification manuals or work manuals	1	2	3	4	1	2	3	4
5. Presentation at formal situations such as meetings or seminars	1	2	3	4	1	2	3	4
6. Participate in formal meetings	1	2	3	4	1	2	3	4
7. Use word processor using programmes such as Word/Excel, to write work summary/reports	1	2	3	4	1	2	3	4
8. Write formal letters or memoranda	1	2	3	4	1	2	3	4
9. Write reports by using grammatically correct terms and vocabulary	1	2	3	4	1	2	3	4

Appendix 3.2: A Sample of student's post- questionnaire



Title: An Evaluation of the Communication Skills Component of Malaysian Polytechnic English Language Syllabi Student's Questionnaire

This questionnaire consists of six (6) Sections: A, B, C, D, E and F. All information given will be kept confidential and will only be used for the sole purpose of this survey. Check your answers carefully and see if you have answered all the given questions. Please answer honestly and thank you in advance for your cooperation.

Contact Persons

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**Division of Language Education
Department of Curricular Studies
Faculty of Education
University of Strathclyde
Jordanhill Campus
76 Southbrae Drive
G13 1PP, Glasgow
Scotland**

Registration No:		Class:	
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Section A

Answer **ALL** the given questions

- SPM English 119 results
- English Language Semester 1 results
- In which state were you born? (E.g: Parit Buntar, Perak).

- What was your last school before joining the Polytechnic? (E.g: Sek. Menengah (P) Methodist, Kuala Lumpur, Wilayah Persekutuan).

Tick (✓) in the appropriate box.

- Gender: Male Female
- Race : Malay Chinese Indian Others
- Type of school:
 (a) Primary:- National School Vernacular School
 Private School Religious School
 Other (Please specify) _____
 (b) Secondary:- National School Vernacular School
 Private School Religious School
 Other (Please specify) _____
- Parents' level of education:
 (a) Father:- Up till Year 6 Up till Form 3
 Up till Form 5/SPM Up till diploma level
 Other (Please specify) _____
 (b) Mother:- Up till Year 6 Up till Form 3
 Up till Form 5/SPM Up till diploma level
 Other (Please specify) _____

Write your answer in the provided box.

- Based on your performance so far this semester, what is your expected grade for Semester 2 English be?

SECTION E

*You have undergone 2 semesters of English Language Course at the Polytechnic, tick (✓) to indicate your agreement with the given statements below. Which statement **BEST** describes you as an English Language learner at the Polytechnic.*

1=Strongly Agree, 2=Agree, 3= Disagree, 4= Strongly Disagree	1	2	3	4
1. The module used in Semester One encouraged me to use English most of the time especially for Spoken English.				
2. The module used in Semester Two encouraged me to use English most of the time especially for Spoken English				
3. The contact hours or the teaching time for the teaching and learning in the English language Course is sufficient for me to learn English.				
4. There is a variety of English language activities in my English language lessons especially for Spoken English.				
5. The English Language Programme at the Polytechnic had prepared me for studies and even my professional needs.				
1=HighlyFavourable, 2=Favourable, 3=Unfavourable, 4=Extremely Unfavourable	1	2	3	4
6. I would rate my attitude towards my English lecturers as:				
7. I would rate my attitude towards my English Language Course as:				
8. I would rate my attitude towards learning English as:				
1=Extremely High, 2= High, 3= Low, 4= Extremely Low	1	2	3	4
9. I would rate my desire to learn English as:				
10. I would rate on how hard I work at learning English as:				
11. I would rate on how important it is for me to learn English for employment as:				
12. I would rate my anxiety level when speaking English to be:				

Tick (✓) in the appropriate box

10. Personally, which is easier for you to achieve good grades, SPM 119 English or Semester 1 English at the Polytechnic?

SPM 119 English
 Semester 1 Polytechnic English

Both are easy
 Both are difficult

11. How would you personally rate your ability on these skills before and after you have undergone 2 modules of English at the Polytechnic?

Tick (✓) the answers by using the scale of **1= Excellent, 2= Good, 3= Average and 4 = Poor:**

Ability Before The Course					Ability After The Course				
	1	2	3	4		1	2	3	4
(a) Listening					(a) Listening				
(b) Oral Communication					(b) Oral Communication				
(c) Reading					(c) Reading				
(d) Writing					(d) Writing				

12. Of these skills, which skill that you have improved tremendously after you have undergone 2 modules of English Language Course at the Polytechnic?

Rate them as 1, 2, 3 and 4 with **1 = you have improved tremendously, 2 = you have improved, 3 = you do not improve and 4 as the least improved.**

- (a) Listening
 (b) Oral Communication
 (c) Reading
 (d) Writing

13. Soon, you will be going out for your industrial training. Which type of company would you like to do your training?

Tick (✓) in the appropriate box.

- (a) Government agencies
 (b) Small private firms
 (c) Big national companies
 (d) Multi-national companies
 (e) International companies
 (f) Other (please specify) _____

Section B

How frequently do you use English language in your daily life? Tick (✓) by responding to the scale of 1 to 4 as shown below:

1 = Very Frequently, 2 = Frequently, 3 = Not Frequently, 4 = Not Used At All

	1	2	3	4
1. Listen to radio station/s that use English.				
2. Watch movies or shows shown on television.				
3. Oral communication with your friends/family.				
4. Use internet to either email or do homework/assignments.				
5. Use word processor using programmes such as Word, Excel to do homework/ assignments.				
6. Presentation for classroom assignments.				
7. Read magazines/story books during your free time.				
8. Read books related to your homework/assignments.				
9. Write in the form of e.g. memoranda or reports etc.				
10. Do you have other situation to add. If not, write not applicable and if yes, please specify the situation below and rate it. _____				

Section C

How satisfied are you with your ability to use English at Polytechnic? Tick (✓) by responding to the scale of 1 to 4 as shown below:

1 = Very Satisfied, 2 = Satisfied, 3 = Not Satisfied, 4 = Not Satisfied At All

	1	2	3	4
1. Communicate orally with teachers and friends.				
2. Read and understand reference books related to assignments/homework.				
3. Presentation related to assignments/homework.				
4. Use Technical terms in English for writing.				
5. Write in the form of e.g. preparing reports and memoranda etc.				
6. Do you have other ability to add. If not, write not applicable and if yes, please specify the ability below and rate it. _____				

Section D

*After you have undergone 2 semesters of English Language Course at the Polytechnic, these are possible situations which you might need to communicate in English. Tick (✓) on how competent and confident you believe you will be in such situations that **BEST** describes you in each of the given statement:*

**(a) Competency: 1= Highly Competent,
3= Incompetent,**

**2 = Competent,
4 = Highly Incompetent**

**(b) Confidence: 1= Highly Confident,
3= Not Confident**

**2= Confident,
4= Not Confident At All**

Ability	Degree of competence				Degree of confidence			
	1	2	3	4	1	2	3	4
1. Speak in public to a group (about 30 people) of strangers.								
2. Talk with an acquaintance.								
3. Talk in a large meeting (about 10 people) of friends.								
4. Talk in a small group (about 5 people) of strangers.								
5. Talk with a friend.								
6. Talk in a large meeting (about 10 people) of acquaintances.								
7. Talk with a stranger.								
8. Speak in public to a group (about 30 people) of friends.								
9. Talk in a small group (about 5 people) of acquaintances.								
10. Talk in a large meeting (about 10 people) of strangers.								
11. Talk in a small group (about 5 people) of friends.								
12. Speak in public to a group (about 30 people) of acquaintances.								

Appendix 3.3: Sample of teachers' questionnaire



University of
Strathclyde
Education

Title: An Evaluation of the Communication Skills Component of Malaysian Polytechnic English Language Syllabuses

Lecturer's Questionnaire

This survey is to collect information from the English language lecturers on the English Language Syllabuses in the polytechnic system in Malaysia. It is to assess the strength and weaknesses of the current curriculum especially on oral communication skills. Feedback on the implementation of the curriculum – this includes teaching materials, assessment methods, requirements of teaching facilities is needed for improving the English Language Syllabi in Malaysian. All information given will be kept confidential and will only be used for the sole purpose of this survey. Your sincere feedback and cooperation on this matter is greatly appreciated. This should not take up more than 20 minutes of your time. Thank you in advance.

Contact Persons

Aishah binti Muslim : aisha.muslim@strath.ac.uk
James McNally : j.g.mcnally@strath.ac.uk
Jill Bourne : jill.bourne@strath.ac.uk

Division of Language Education
Department of Curricular Studies
Faculty of Education
University of Strathclyde
Jordanhill Campus
76 Southbrae Drive
Glasgow G13 1PP
Scotland

SECTION A

Tick (✓) in the appropriate box										
1	Male						Female			
2	Highest Qualification:							<i>Tick (✓) where appropriate</i>		
	(a) MA in ELT or equivalent									
	(b) B. Ed/B.A. (Hons) TESL/TESOL/ESP or equivalent									
	(c) Dip in Education (Hons) TESL or equivalent									
	(d) Non ELT (Master)									
	(e) Non ELT (First Degree)									
(f) Other (please specify) _____										
3	Modules taught									
	(a) English for Technical Purposes only									
	(b) English for Commercial Purposes only									
	(c) English for Communication only (new modules for new programme)									
	(d) 3 or more English modules (Technical and Commercial Purposes only)									
	(e) 3 or more English modules (a mixture of Technical/Commercial Purposes and new modules)									
(f) Other (please specify) _____										
4	Total number of years teaching (please write the number of years)									
5	<i>Tick (✓) where appropriate</i>				Number of years					
	Teaching experience at institutions				1-5	6-10	11-15	16-20	21-25	>26
	(a) Polytechnic									
	(b) Schools									
(c) Other institutions										
6	<i>Tick (✓) where appropriate</i>					7	<i>Tick (✓) where appropriate</i>			
	Teaching hours per week (Hours per week)						Other duties apart from teaching (Hours per week)			
	1-4	5-8	9-12	13-16	17-21		>22	< 2	3-6	7-9
8	The average number of students per class that you teach this semester						9	Number of classes that you have to teach this semester		

SECTION B

Tick (✓) by responding to the scale of 1 to 4 as shown below:

1= Strongly Agree, 2= Agree, 3= Disagree and 4= Strongly Disagree

	1	2	3	4
1. The syllabus has clearly specified the learning outcomes appropriate for students of various levels and disciplines.				
2. The learning outcomes are relevant for the learners' professional needs.				
3. The content covers aspects of Academic English and Study Skills.				
4. The required vocabulary and grammar items are adequately incorporated in the syllabus to enhance teaching and learning.				
5. The syllabus content promotes interest among students to learn the English language				
6. The syllabus content takes into consideration/account the students' styles and learning strategies.				
7. The syllabus content places emphasis on promoting proficiency in Spoken English.				
8. The content covers all the 4 language skills which help students to communicate effectively.				
9. The syllabus content takes into account the need to develop autonomous learners for lifelong learning				
10. The content emphasis is on work skills for the 21 st century that include communication skills, critical thinking, interpersonal skills and team work				
11. Other (Please specify) _____				

Section C

Tick (✓) by responding to the scale of 1 to 4 as shown below:

1= Strongly Agree, 2= Agree, 3= Disagree and 4= Strongly Disagree

	1	2	3	4
1. The syllabus on the whole is very user friendly.				
2. I teach according to the syllabus.				
3. The instructional modules supplied by Curriculum Development Centre (CDC) adequately support the syllabus.				
4. The syllabus promotes oral communication amongst the students.				
5. Group and individual work are evenly distributed in the syllabus.				
6. The content requirements for the syllabus are made clear to you.				
7. The learning outcomes stated in the syllabus objectives have been achieved by the students.				
8. There is coordination in testing and evaluation among lecturers teaching the same modules.				
9. I find that the contact hours for English are sufficient to complete the syllabus.				
10. The evaluation format of 70/30 with 70% of continuous evaluation and 30% of final test enhance the students' interest to work hard in English language.				
11. Other (Please specify) _____				

SECTION D

Based on your experience, please answer these questions.

- 4. List down ways that you could improve on the English Language Programme at the Polytechnic especially in encouraging the students to speak in English?

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- 5. With the change of medium of instruction for Science and Mathematics subjects from Bahasa Malaysia to the English Language, please provide comments on the quality of students related to the teaching and learning of English Language at the Polytechnic?

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6. What do you think of the Polytechnic graduates' ability to communicate confidently in English? Give reasons to your response.

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4. What are the main problems that you face teaching English at the Polytechnic?

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Appendix 3.4: Students' Interview Protocol/Students' Consent Letter



My name is Aishah Muslim and currently I am doing a PhD research study at University of Strathclyde, Glasgow, Scotland. The title of my study is "An Evaluation of the communication skills component of Malaysian Polytechnic English Language Syllabuses". This study is currently based at this polytechnic involving 16 classes. You have been randomly chosen from your class to participate in this interview. I have several questions to ask on oral communication and also the English language Programme that you had undergone at the polytechnic. This study is funded by Ministry of Higher Education, Malaysia and sponsored by the University of Strathclyde, Glasgow. My supervisors are Professor James McNally and Professor Jill Bourne. If there are any enquiries regarding this research they can be contacted at j.n.mcnally @strath.ac.uk and jill.bourne @strath.ac.uk, respectively.

Before we begin this interview, I would like to stress on the fact that this interview will be kept confidential and will be used for the sole purpose of this study. If there is any part of this conversation that you don't want to be recorded, please do not hesitate to inform me. This interview will take up not more than 15 minutes.

Notations from this interview will be used in my study but I can assure you that neither your name nor identity will be mentioned in the final report.

Thanking you for taking the time to attend this interview. Your support in this matter is greatly appreciated

Yours sincerely

(Aishah Muslim)

Consent Form

I have understood the explanations explained to me and I, _____ agree/do not agree* to participate in this interview. I am aware that my answers can be used and will be submitted as PhD thesis, seminar or journal papers.

(signature)

Date :
Name :
Class :

*choose one of the options

Time :
Gender: Male / Female

Interview Protocol

Session begins with some ice breaking questions.

- a. Where is your hometown?
- b. What's your favourite subject at the polytechnic? Why?
- c. Do you consider yourself good at English?

Q1: Do you consider that to be able to speak well in English is important to you? Why do you consider that? What skills in English that you would like to be good at? Care to elaborate on that?

Interviewer's observation/comments:

Q2: On a scale of 1 to 10, with 1 as very poor and 10 as very good, how do you rate ability to speak in English?

Interviewer's comments/observations:

Q3: Has the English language syllabus taught in Semester 1 and Semester 2 helped you to broaden your social English? Are you able to speak in public confidently? Can you comment on this question?

Interviewer's observation/comments:

Q4: After you had undergone the English language Programme at the polytechnic, do you agree with this statement that the programme or the course had developed your communication skills in English? If you agree or disagree, can you comment on this question?

Interviewer's observation/comments:

Q5: Were the English lessons interesting? Did the lessons help to increase your vocabulary? Have your language expectations been met as you are able to participate in group discussions confidently. Have the teachers been supportive to assist you to be better in English? Can you comment?

Interviewer's observation/comments:

Q6: Were the assignments and tasks in Semester 1 and Semester 2 had given you sufficient opportunities to participate in oral communication in your English language Programme?

Interviewer's observation/comments:

Q7: Do you think the contents of the modules taught to you were relevant to your needs either to furthering your studies or later for you to go out to work or go out for your industrial training? Can you comment?

Appendix 3.5: Teachers' Interview Protocol/Teachers' Consent Letter



Dear Friends,

My name is Aishah Muslim and currently I am doing a PhD research study at University of Strathclyde, Glasgow, Scotland. The title of my study is "*An Evaluation of the Communication Skills Component of Malaysian Polytechnic English Language Syllabuses*". This study is currently based at this polytechnic involving 16 classes. You have been chosen to participate in this interview. I have several questions to ask on the English language Programme and your views on matters related to teaching of English as a second language at the polytechnic.

My supervisors are Professor James McNally and Professor Jill Bourne. If there are any enquiries regarding this research they can be contacted at j.n.mcnally @strath.ac.uk and jill.bourne @strath.ac.uk, respectively. I would like to stress on the fact that this interview will be kept confidential and will be used for the sole purpose of this study.

This interview will be taped and if there is any part of this conversation that you do not want to be recorded, please do not hesitate to inform me. This interview should take up not more than 30 minutes.

Notations from this interview will be used in my study but I can assure you that neither your name nor identity will be mentioned in the final report. Your views will also remain confidential and will be used for the sole purpose of this thesis.

Thanking you for taking the time to attend this interview. Your support in this matter is greatly appreciated

Yours sincerely

(Aishah Muslim)

.....
Consent Form

I have understood the explanations given to me and I, _____
_____ agree/do not agree* to participate in this study. I am aware that my answers can be used and will be submitted as PhD thesis, seminar or journal papers.

.....
(Signature)

Date :

Name :

Years teaching :

* choose one of the options

Time :

Gender : Male / Female

Interview Protocol

Session begins with some ice breaking questions.

- a) How long have you been teaching?
- b) Can you tell me a little bit about your teaching experiences apart from the polytechnic?
- c) Choose a day to describe the activities that you have to do from 8 to 5

1. As a teacher after teaching a class, do you feel that you have accomplished what you have initially intended to do?

Interviewer's observation/comments:

2. You have taught soft skills (for those who taught soft skills) to the semester two students, what can you say about that module and its objectives?

Interviewer's observation/comments:

3. Do you honestly believe there's a difference between the students that you have taught a few years ago (10/15/20 years ago) as compared to the current batch of students that you are teaching at the moment? Can you elaborate on the differences, either good or bad?

Interviewer's observation/comments:

4. Do you think that the English language Syllabus used at the polytechnic have taken into considerations of preparing the students for the 21st century and also allow them to be autonomous learners? Can you comment on that?

Interviewer's observation/comments:

5. Do you think the English language Programme at the polytechnic have developed the students' communication skills in English? Can you elaborate on this question?

Interviewer's observation/comments:

6. What do you understand with the term, 'Communicative Language Teaching' (CLT)? Do you think that there are many instances of CLT in the English Language Syllabus or programme of the polytechnic? Can you elaborate on that too?

Interviewer's observation/comments:

7. Can you tell me what is the biggest problem faced by you as a teacher teaching English at the polytechnic?

Interviewer's observation/comments:

Notes:

Appendix 3.6: Ethical Approval from the Department of Curricular Studies, University of Strathclyde



**Department of Curricular Studies
RESEARCH COMMITTEE MEETING
Room D226
Wednesday 21st January, 2009**

Present: Jim McNally, Peter Hillis, Bob Munro, Morag Findlay
Apologies: Henry Maitles
In attendance: Jane Mackenzie



(Extract from Minutes of the above Research Committee Meeting referring to Ethics Approval)

3. Ethics Approval

The Committee read the Ethics Approval forms for two PhD students. The Committee agreed that in general the forms needed to be tidied up, boxes ticked and forms attached where appropriate, but that application 1 (from MA) should be accepted. The Committee also agreed that there were no issues for application 2 (from AM). Chair's action was agreed to tidy up the forms. **Action: JMcN**

Note: Aishah Muslim = (AM)

Appendix 3.7: Approval from Economic Planning Unit, Malaysia

	<p>UNIT PERANCANG EKONOMI <i>Economic Planning Unit</i> JABATAN PERDANA MENTERI <i>Prime Minister's Department</i> BLOK B5 & B6 PUSAT Pentadbiran Kerajaan Persekutuan 62502 PUTRAJAYA MALAYSIA</p>	 EPU <small>UNIT PERANCANG EKONOMI JABATAN PERDANA MENTERI KERAJAAN MALAYSIA</small> Telefon : 603-8888 3333 Telefax : 603-888
		<p><i>Ruj. Tuan:</i> <i>Your Ref.:</i></p> <p><i>Ruj. Kami:</i> <i>Our Ref.:</i> UPE: 40/200/19/2387</p> <p><i>Tarikh:</i> <i>Date:</i> 26 February 2009</p>
<p>Aishah Muslim Room C116 Crawford Building University of Strathclyde Jordanhill Campus 76 Sothbrae Drive G13 1PP Glasgow, UK Email: ntchoh@yahoo.com</p>		
<p>APPLICATION TO CONDUCT RESEARCH IN MALAYSIA</p>		
<p>With reference to your application dated 14 October 2008, I am pleased to inform you that your application to conduct research in Malaysia has been <i>approved</i> by the Research Promotion and Co-Ordination Committee, Economic Planning Unit, Prime Minister's Department. The details of the approval are as follows:</p>		
Researcher's name :	AISHAH MUSLIM	
Passport No. / I. C No:	650712-01-5054	
Nationality :	MALAYSIA	
Title of Research :	"EVALUATION OF THE COMMUNICATION SKILLS COMPONENTS OF MALAYSIAN POLYTECHNICS ENGLISH LANGUAGE SYLLABUS"	
Period of Research Approved:	THREE YEARS	
<p>2. Please collect your Research Pass in person from the Economic Planning Unit, Prime Minister's Department, Parcel B, Level 4 Block B5, Federal Government Administrative Centre, 62502 Putrajaya and bring along two (2) passport size photographs. You are also required to comply with the rules and regulations stipulated from time to time by the agencies with which you have dealings in the conduct of your research.</p>		
<p>3. I would like to draw your attention to the undertaking signed by you that you will submit without cost to the Economic Planning Unit the following documents:</p>		

a) A brief summary of your research findings on completion of your research and before you leave Malaysia; and

b) Three (3) copies of your final dissertation/publication.

4. Lastly, please submit a copy of your preliminary and final report directly to the State Government where you carried out your research. Thank you.

Yours sincerely,



(MUNIRAH ABD. MANAN)
For Director General,
Macro Economic Section,
Economic Planning Unit.
E-mail: munirah@epu.gov.my
Tel: 88882809/2818/2958
Fax: 88883798

ATTENTION

This letter is only to inform you the status of your application and **cannot be used as a research pass.**

C.c:

Ketua Setiausaha,
Kementerian Pengajian Tinggi,
Aras 7, Blok E3, Parcel E,
Pusat Pentadbiran Kerajaan Persekutuan,
62505 Putrajaya

(u.p: Pn. Hj. Raihanah bt. Hj. Khudri)

(Ruj. Tuan: KPT.R.620-1/1/1Jld.11(18)

Appendix 3.8: Cover letter sent to Perdana Polytechnic to administer pre-questionnaire

Mr Tan Sui Chee
Head of English Language Unit
Department of General Studies
Perak 31400, Malaysia

Dear Mr Tan

I would appreciate if you could kindly assist me to administer this questionnaire to the Semester One students on the very first day of their English language class. This survey is to get as many information on the English language ability of Semester One students of this Polytechnic after they had undergone the teaching of Science and Mathematics in English. Apart from that I'd like to know the level of the students' English language capability before undergoing the English language course at the Polytechnic. Their perception towards their English language ability will also be questioned. This will be known as a pre-questionnaire and another post-questionnaire will be administered to the same cohort next year.

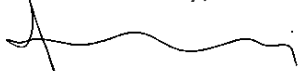
This exercise will cover half of the student population of the 1st semester one students of the July '08 intake. Please take into account that the students must cover the diploma and certificate courses that are offered by all the 6 departments at the Polytechnic. A minimum of each from all the departments would be just nice but it would be better if I can get more than half of the Semester One students.

I would appreciate it very much if you could collect all the given envelopes and fill in the necessary information in the given form to expedite the collection of data from these involved students.

For your information, my supervisor is Brian Boyd and he is the Professor of Education here at Strathclyde University. He heads the Department of Curricular Studies and he can be contacted at this address: University of Strathclyde, Faculty of Education, 76 Southbrae Drive, Glasgow G13 1PP, UK. If there's any inquiries regarding my questionnaire, you may contact Brian at brian.boyd@strath.ac.uk.

Thanking you in advance for your co-operation and here's hoping that the information obtained from these students will be of use to better the present Malaysian Polytechnic English language Syllabuses. With that I wish all the best and once again, thank you for your kind assistance.

Yours sincerely,



University of Strathclyde
Jordanhill Campus
2nd June 2008

Appendix 3.9: Cover letter sent to Perdana Polytechnic to administer post-questionnaire to the students and also to the teacher

Puan Nor Ainon Zakaria
Head of English Language Unit
Department of General Studies
Perak 31400
Malaysia

Dear Puan Ainon,

I would appreciate if you could kindly assist me to administer this questionnaire to the Semester Two students on the 16th week during their English language classes. This post-questionnaire needs to be administered to the same cohort who had answered the pre-questionnaire in July 2008 last year. The classes are as listed:

Commerce Department: DKB2, DAT2B, SPP 2, DPM 2 & DRM 2
IT Department : DNS 2, DIT2A & SIT 2
Mechanical Department: DEM2, SAD2 & SPU2
Civil Department : DKA 2A & SBB 2
Electric Department : DKE 2A & SKE 2
Marine Department : DKP 2

Please take note that I would like to interview 2 students from each of the class involved and I will personally interview them once I reach Malaysia this May 2009. I would like to have the assistance of their involved English class teachers by excusing them for the interview during their English classes.

On another matter, I'll be needing your assistance to distribute questionnaire for the teachers of the English language Unit and I will also collect them once I'm back in Malaysia.

Thanking your in advance for your co-operation. With that I wish all the best and once again, thank you for your kind assistance.

Yours sincerely,



Jordanhill Campus
13 April 2009

**Appendix 5.1: A2015 ENGLISH FOR COMMUNICATION 2
COURSE OUTLINE -JANUARI 2009 Session**

Minggu (Tempoh)	Sub. Topik Dan Objektif/Kuliah/Amali/Penilaian (Kuiz/ Ujian/Tugasan)	Notes
<p align="center">1 12 – 16.01.09</p>	<p align="center">Registration</p>	
<p align="center">2 19 – 23.01.09</p>	<p>Course Introduction: Objective - To provide students an introduction to the following:</p> <ul style="list-style-type: none"> ○ Course Content ○ Assignments and Assessment ○ Punctuality, Attendance and Participation <p>Ice Breaking Activities BUSINESS LETTER WRITING Objective – To enable students to write <i>letters of enquiry</i></p> <ul style="list-style-type: none"> • Use an appropriate business letter format. • State the purpose(s) of the enquiry. • Use appropriate style and tone to write letters of enquiry. • Organize the contents of the letter in a logical manner. • Express ideas in clear and grammatically correct English. 	
<p align="center">3 26 – 30.01.09</p>	<p>BUSINESS LETTER WRITING Objective – To enable students to write <i>replies to letters of enquiry</i></p> <ul style="list-style-type: none"> • Identify the nature of the enquiry. • Use an appropriate business letter format. • Use appropriate style and tone to reply to enquiries, providing the information requested. • Organize the contents of the letter in a logical manner. • Express ideas in clear and grammatically correct English. <p>Assignment 1 – Letter of Enquiry / Reply (10%)</p>	<p>Tahun Baru Cina 26 & 27 Jan 2009</p> <p>Assignment 1 Letter of Enquiry / Reply (10%)</p>
<p align="center">4 02 – 06.02.09</p>	<p>BUSINESS LETTER WRITING Objective – To enable students to write <i>letters of complaint</i></p> <ul style="list-style-type: none"> • Use an appropriate business letter format. • Use appropriate style and tone in writing letters of complaint • Write letters of complaint in clear and polite language giving relevant details and clarifications. • State clearly the action(s) expected to be taken. • Organize the contents of the letter in a logical manner. • Express ideas in clear and grammatically correct English. 	
<p align="center">5 09 – 13.02.09</p>	<p>BUSINESS LETTER WRITING Objective – To enable students to <i>reply to letters of complaint</i></p> <ul style="list-style-type: none"> • Identify the complaint(s) stated in the letter. • Use an appropriate business letter format to reply to letters of complaint. • Use appropriate style and tone in replies to letters of complaint • Convey apologies if the complaint is valid. • Make appropriate clarifications, adjustments, conciliations and state actions to be taken. • Organize the contents of the letter in a logical manner. 	<p>09.02.09 (Cuti Thaipusam)</p> <p>Quiz 1 – Vocabulary of Business Letters (5%)</p> <p>Assignment 2 – Letter of Complaint / Reply (10%)</p>

	<ul style="list-style-type: none"> Express ideas in clear and grammatically correct English. Quiz 1 – Vocabulary of Business Letters (5%) Assignment 2 – Letter of Complaint / Reply (10%)	
<p style="text-align: center;">6 16 – 20.02.09</p>	ORAL PRESENTATION SKILLS Objectives – To enable students to use effective Presentation Skills <ul style="list-style-type: none"> Identify the characteristics and principles of a good oral presentation. Select an appropriate speech topic and gather information on the selected topic. Plan and organize the content of a presentation using a logical sequence. Develop an attention-getting introduction. Develop visual aids to support an effective presentation. Express ideas in clear and grammatically correct English. Use sign-posting. 	
<p style="text-align: center;">7 23 – 27.02.09</p>	ORAL PRESENTATION SKILLS Objectives – To enable students to deliver an Oral Presentation <ul style="list-style-type: none"> Present with projected voice, accurate pronunciation and clear articulation. Use appropriate visual aids to enhance presentations. Demonstrate verbal and non-verbal communication skills. Handle the question and answer session appropriately and confidently. 	
<p style="text-align: center;">8 02 – 06.03.09</p>	PROCESSES, PROCEDURES AND INSTRUCTIONS Objective – To enable students to describe Processes and Procedures <ul style="list-style-type: none"> Identify the sequence of processes and procedures in texts and charts. Present information on processes and procedures orally and in written form. Use appropriate titles, subtitles and labels for processes and procedures. Quiz 2 – Oral Presentation Skills (5%) Listening Test – (10%)	Quiz 2 – Oral Presentation Skills (5%) Listening Test – (10%)
<p style="text-align: center;">9 09 – 13.03.09</p>	PROCESSES, PROCEDURES AND INSTRUCTIONS Objective – To enable students to describe Processes & Procedures <ul style="list-style-type: none"> Convert the description of processes and procedures into a flow chart / diagram. Describe orally and in writing processes and procedures based on information given in non-linear form. 	09.03.09 (Cuti Hari Keputeraan Nabi Muhammad)
<p style="text-align: center;">16 – 29.03.09</p>	Mid-semester Break – 2 weeks	
<p style="text-align: center;">10 30.03 – 03.04.09</p>	PROCESSES, PROCEDURES AND INSTRUCTIONS Objective – To enable students to give and Respond to Instructions <ul style="list-style-type: none"> Give concise verbal and written instructions on how to perform a task or service. Give verbal instructions to caution. Respond appropriately to instructions, requests or cautions. Identify the sequence of instructions in various texts such as labels, manuals, memos and letters. Use imperatives to give instructions to denote Do's and Don'ts. Quiz 3 – Language Forms and Functions (5%)	Quiz 3 – Language Forms and Functions (5%)

<p align="center">11 06 – 10.04.09</p>	<p>DESCRIPTION OF PRODUCTS AND SERVICES Objective – To enable students to describe products and services. • Identify the features, characteristics and functions of a product or service.</p>	
<p align="center">12 13 – 17.04.09</p>	<p>DESCRIPTION OF PRODUCTS AND SERVICES Objective – To enable students to describe products and services. • Describe the types, functions and nature of products or services.</p>	<p align="center">Participation- 5%</p>
<p align="center">13 20 – 24.04.09</p>	<p>DESCRIPTION OF PRODUCTS AND SERVICES Objective – To enable students to describe products and services. • Ask for and make clarifications on products or services. Quiz 4 – Description Of Products And Services (5%) ORAL PRESENTATION SKILLS Oral presentation Assessment – 15% • Make visual presentation of important processes and procedures, instructions or describe products and services using LCD, OHP, posters or any other media.</p>	<p align="center">20.04.09 (Cuti Hari Keputeraan Sultan Perak) Quiz 4 – Description Of Products And Services (5%)</p>
<p align="center">14 27.04 – 01.05.09</p>	<p>ORAL PRESENTATION SKILLS Cont. Oral presentation Assessment • Make visual presentation of important processes and procedures, instructions or describe products and services using LCD, OHP, posters or any other media.</p>	<p align="center">01.05.09 (Cuti Hari Pekerja) Oral presentation Assessment – 15%</p>
<p align="center">15 04 – 08.05.09</p>	<p>ORAL PRESENTATION SKILLS Cont: Oral presentation Assessment • Make visual presentation of important processes and procedures, instructions or describe products and services using LCD, OHP, posters or any other media.</p>	
<p align="center">16 11 – 15.05.09</p>	<p>Revision: • Review all topics learned to reinforce students' learning Final Test (30%)</p>	<p align="center">Final Test (30%)</p>
<p align="center">17 18 – 22.05.09</p>	<p align="center"><i>PUO Final Examination</i></p>	
<p align="center">18 25 – 29.05.09</p>	<p align="center"><i>PUO Final Examination</i></p>	

**Appendix 5.2: COURSE OUTLINE COURSE: A2003 – ENGLISH FOR TECHNICAL PURPOSES 2
SESSION: JULY 2009**

WEEK	TOPICS AND OBJECTIVES	ASSESSMENT
1 12 – 16.01.09	Orientation Week & Registration of Students	
2 19 – 23.01.09	<p>Course Introduction: Objective: To provide students an introduction to the following: 1.1 Course Content 1.2 Assignments and Assessment 1.3 Punctuality, Attendance and Participation</p> <p>Application for Industrial Attachment (IA) Letter of application for Attachment for Industrial Training Objective:</p> <ul style="list-style-type: none"> • To write letters of application for industrial attachment. • To use the format of a formal business letter. • To highlight qualifications, academic subjects and interest. 	
3 26 – 30.01.09	<p>Application for Industrial Attachment (IA). Writing practice Letter of application for Attachment for Industrial Training Objectives:</p> <ul style="list-style-type: none"> • To write letters of application for industrial attachment. • To use the format of a formal business letter. • To highlight qualifications, academic subjects and interest. 	Quiz 1 – 5%
4 02 – 06.02.09	<p>Application for Industrial Attachment (IA). Resume. Content. Attaching a Resume. Objectives:</p> <ul style="list-style-type: none"> • To write a resume in a note form for industrial attachment purposes. 	
5 09 – 13.02.09	<p>Application for Industrial Attachment (A) Confirmation by telephone for Industrial Training. Objectives:</p> <ul style="list-style-type: none"> • To use appropriate telephone skills to confirm the industrial training attachment-when to report, whom to report to, where to report, etc. 	Quiz 2- 5%
6 16 – 20.02.09	<p>Application for Industrial Attachment (IA) Thank you letters. Objectives:</p> <ul style="list-style-type: none"> • To write thank you letters pertaining to the attachment which may include the following details: <ol style="list-style-type: none"> a. learning experience at the industrial training. b. thanking the colleagues at the company for their contribution. c. Interest in joining the company upon graduation. 	Quiz 3- 10%
7 23 – 27.02.09	<p>Description of Objects and Products. (Product Specifications) Description of the Physical Dimensions of Objects/Products Objectives:</p> <p>To describe shapes, size , weight, volume/capacity,</p>	

	<p>measurement, colour, appearance, etc. of objects.</p> <p>Description of the Component Parts or Contents of Objects/Products.</p> <p>Objective:</p> <ul style="list-style-type: none"> • To describe components/parts and their functions. 	
<p>8 02 – 06.03.09</p>	<p>Description of Objects and Products. (Product Specifications)</p> <p>Description of the Component Parts or Contents of Objects/Products.</p> <ul style="list-style-type: none"> • To describe what things are made of using size and measurements using comparatives and superlatives <p>Individual Presentation 15%</p> <p>Objectives:</p> <p>To encourage students to describe objects orally.</p>	
<p>9 09 – 13.03.09</p>	<p>Description of Objects and Products. (Product Specifications)</p> <p>Cont: Individual Presentation</p> <p>Objectives:</p> <p>To encourage students to describe objects orally.</p>	
16 – 29.03.09	Mid-semester Break – 2 weeks	16 – 29.03.09
<p>10 30.03 – 03.04.09</p>	<p>Description of Objects and Products. (Product Specifications)</p> <p>Cont: Individual Presentation</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To encourage students to describe objects orally 	
<p>11 06 – 10.04.09</p>	<p>Instructions.</p> <p>Give Verbal Instructions</p> <p>Objectives</p> <ul style="list-style-type: none"> • To give verbal instructions on how to perform a task or service. • To give verbal instruction to caution. • To use direct and indirect command forms in verbal instructions. • To understand and respond appropriately to instructions, requests or caution. 	
<p>12 13 – 17.04.09</p>	<p>Instructions.</p> <p>Read Instructions in various Text Forms.</p> <ul style="list-style-type: none"> • To read and understand the contents and the sequence of instructions in various texts such as labels, manuals, memos and letters. • To translate sequence of instructions in the form of a flow chart. <p>Instructions.</p> <p>Write Instructions</p> <ul style="list-style-type: none"> • Write concise instructions • To write instructions in various forms such as in memos and letters. 	
<p>13 20 – 24.04.09</p>	<p>Process and Procedures.</p> <p>General Comprehension Skills</p> <p>Write concise instructions</p> <p>Objectives</p>	<p><i>Listening activity – 10%</i></p>

	<ul style="list-style-type: none"> To follow the sequence of processes and procedures in texts and charts. To understand the processes and procedures. To translate the sequence of processes from textual to non textual form. 	
<p>14 27.04 – 01.05.09</p>	<p>Processes and Procedures. Information Transfer Objectives</p> <ul style="list-style-type: none"> To convert Processes and Procedures into a flow chart. To write about process and procedures based on information given in a flow chart. To present information on process and procedures orally and in written form. <p>To use appropriate titles, subtitles and labels for processing and procedures.</p>	<p>Participation: 5%</p> <p>Group Oral Presentation: 15% Assignment: 20% Written on process and procedures</p>
<p>15 04 – 08.05.09</p>	<p>Processes and Procedures. Presentation Objective</p> <ul style="list-style-type: none"> To use a proper numbering system for titles and subtitles in charts and diagrams, if there are more than one. To make visual presentation of important processes and procedures such as using the LCD, OHP and posters. 	
<p>16 11 – 15.05.09</p>	<p>Processes and Procedures. Presentation Objective</p> <ul style="list-style-type: none"> To use a proper numbering system for titles and subtitles in charts and diagrams, if there are more than one. To make visual presentation of important processes and procedures such as using the LCD, OHP and posters. <p>Final Test</p>	<p>Final Test: 30%</p>
<p>17 18 – 22.05.09</p>	<p>Final Examination</p>	
<p>18 25 – 29.05.09</p>	<p>Final Examination</p>	

PREPARED BY:

VERIFIED BY:

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COURSE COORDINATOR

**Appendix 5.3: COURSE: A2004 – ENGLISH FOR COMMERCIAL PURPOSES 2
SESSION: JULY 2009**

WEEK	TOPICS AND OBJECTIVES	ASSESSMENT
1 12 – 16.01.09	Orientation Week & Registration of Students	
2 19 – 23.01.09	<p>Course Introduction: Objective: To provide students an introduction to the following:</p> <ul style="list-style-type: none"> ▪ Course Content ▪ Assignments and Assessment ▪ Punctuality, Attendance and Participation <p><u>2.7 Oral Presentations</u> Objectives: To introduce oneself and state clearly the topic and purpose of an oral presentation To describe incidents, points, processes or events in a logical sequence To use different kinds of presentations to convey information effectively To respond to questions from audience</p>	
3 26 – 30.01.09	<p><u>3.1 Letter of Application for Industrial Attachment</u> Objectives: To use the correct format of a formal business letter. To use words appropriately according to common formal or informal usage. To choose appropriate meanings of words as used in the context. To understand synonyms and shades of meaning. To highlight qualifications, academic subjects and interests.</p>	
4 02 – 06.02.09	<p><u>3.1 Letter of Application for Industrial Attachment</u> Objective: To write a letter of application for industrial training. <u>3.2 Confirmation by Telephone for Industrial Training</u> Objectives: To use appropriate telephone etiquette when making and receiving calls, putting calls on hold or referring caller to another person. To use appropriate telephone skills to confirm the training attachment</p>	Quiz 1: 5%
5 09 – 13.02.09	<p><u>3.3 Thank you letters</u> Objective: To write appropriate thank you letters pertaining to the attachment. <u>5.1 Different Types of Graphs and Charts commonly used in Presentations and Reports</u> Objectives: To recognize various types of graphs and charts in order to convey information. To understand the differences between graphs and charts and their functions. To use appropriate types of graphs and charts to convey information.</p>	
6 16 – 20.02.09	<p><u>5.2 Information contained in Graphs and Charts such as those conveyed through symbols and specific terms</u> Objectives: To understand the meaning of specific terms and symbols used in graphs and charts.</p>	Listening Test: 10%

	<p>To understand the lexical items used in order to describe trends, movements and distribution patterns in graphs and charts.</p> <p><u>5.3 Oral and Written Presentations of Information contained in Graphs and Charts.</u></p> <p>Objective: To make comparisons of trends, movement and distribution between graphs and charts</p>	
<p>7 23 – 27.02.09</p>	<p><u>6.1 Letters of Enquiries</u></p> <p>Objectives: To state the purpose of students' letters. To use appropriate business letter format for letters of enquiries. To use style and tone appropriate for business letters of enquiries.</p>	<p>Quiz 2: 5%</p>
<p>8 02 – 06.03.09</p>	<p><u>6.1 Letters of Enquiries</u></p> <p>Objective: To be able to fill in the blanks of a letter of enquiry</p> <p><u>2 Replies to letters of enquiries</u></p> <p>Objectives: To understand the nature of the enquiries. To use appropriate style and tone in business letters replying to enquiries. To reply to the enquiries, providing the information requested.</p>	
<p>9 09 – 13.03.09</p>	<p><u>6.2 Replies to letters of enquiries</u></p> <p>Objective: To be able to reply to a letter of enquiry.</p> <p><u>6.3 Letters to place orders</u></p> <p>Objectives: To state the purpose of the letter. To use appropriate business letter format for orders. To state specifications of products or services, terms of payments and other relevant information required when placing orders. To use appropriate style and tone in writing business letters of orders.</p>	
<p>16 – 29.03.09</p>	<p>Mid-semester Break – 2 weeks</p>	<p>16 – 29.03.09</p>
<p>10 30.03 – 03.04.09</p>	<p><u>5.3 Oral and Written Presentations of Information contained in Graphs and Charts.</u></p> <p>Objectives: To use appropriate descriptors of trends, movements and distribution to describe the information in graphs and charts. To extract information about trends, movements and distribution from graphs and charts and translate the information into written / oral forms. To make concise labels and titles in graphs and charts.</p>	<p>Oral Presentation: 15% (graphs & charts) Assignment: 20% Group work on describing trends and movements and graphs and charts</p>
<p>11 06 – 10.04.09</p>	<p><u>6.4 Replies to letters of orders</u></p> <p>Objectives: To understand the details of the orders. To use an appropriate style and tone. To confirm the order or adjust the terms of the order.</p>	
<p>12 13 – 17.04.09</p>	<p><u>4.3 Letters to place orders</u></p> <p>Objective: To use appropriate style and tone in writing business letters of orders.</p> <p><u>4.2 Communication in Meetings</u></p>	<p>Quiz 3: 10%</p>

	Objective: To use words appropriately according to common formal/informal usage.	
13 20 – 24.04.09	<u>4.1 Notices and agendas of meetings</u> Objectives : To read and understand notices and agendas of meetings. To prepare notices and agendas of meetings <u>4.2 Communication in meetings</u> Objectives : To understand the roles of various persons in the meeting such as Chairperson and Secretary of the meeting. To understand the general proceedings of meetings from the Chairperson’s address to the adjournment.	Participation: 5%
14 27.04 – 01.05.09	<u>4.2 Communication in meetings</u> Objectives : To participate in an appropriate manner and at appropriate times in order to convey information as well as asking questions. To make suggestions and counter suggestions. To express ideas in clear and grammatically correct English with correct pronunciation. <u>4.3 Minutes</u> Objective: To understand the format and content of minutes.	
15 04 – 08.05.09	<u>4.3 Minutes</u> Objectives: To take down short notes at a meeting. To use formal and semi-formal register. To prepare the minutes of a meeting.	
16 11 – 15.05.09	Final Test Additional Assessment (if required)	Test: 30%
17 18 – 22.05.09	Final Examination	
18 25 – 29.05.09	Final Examination	

PREPARED BY:

CERTIFIED BY:

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COURSE COORDINATOR

Appendix 5.4i: A sample of class list

REKOD KEHADIRAN KURSUS

SESI: SESI JANUARI 2009									
KURSUS : A2003 ENGLISH FOR TECHNICAL PURPOSES 2									
PENSYARAH KURSUS: DKAZA									
BIL	NO_PEND	NAMA							
1	01DKA07F2006	ASMA' SALSABIILA BINTI ROSLAN	DKA2A	N					
2	01DKA08F1001	MUHAMAD FARID BIN MOHD NORDIN	DKA2A	N					
3	01DKA08F1002	AHMAD FUADI BIN ABDUL AZIZ	DKA2A	N					
4	01DKA08F1003	NURAZNIL BADRI BIN ZAINUDDIN BADRI	DKA2A	N					
5	01DKA08F1004	LEE CHEE MEI	DKA2A	N					
6	01DKA08F1005	AHMAD ASYRAF BIN ANUAR	DKA2A	N					
7	01DKA08F1006	NORASIAH BINTI PAKIR MOHAMAD	DKA2A	N					
8	01DKA08F1007	MUHAMMAD AZRI BIN NASIR	DKA2A	N					
9	01DKA08F1008	MUHAMMAD ASYRAF BIN M.SALEH	DKA2A	N					
10	01DKA08F1009	MUHAMMAD HUSAINI BIN SUHAIMI	DKA2A	N					
11	01DKA08F1010	NURUL SOFIA BINTI ALIMUDDIN	DKA2A	N					
12	01DKA08F1011	MUHAMAD FAUZI BIN YAHAYA	DKA2A	N					
13	01DKA08F1012	PUTERI NADZIRAH BINTI MOHAMMED AZMI	DKA2A	N					
14	01DKA08F1013	CHAN WAI CHYUAN	DKA2A	N					
15	01DKA08F1014	MOHAMAD NOR HAFIZ B NORDIN	DKA2A	N					
16	01DKA08F1015	LOKE YEN THENG	DKA2A	N					
17	01DKA08F1016	MOHD FARHAN BIN AHMAD ZAIHIDI	DKA2A	N					
18	01DKA08F1017	MENEGA A/P SUBRAMANIAM	DKA2A	N					
19	01DKA08F1018	MOHD AMIR IKRAM BIN HUSAIN SUKRI	DKA2A	N					
20	01DKA08F1019	PUTERI SYAZWANI BT MEGAT ABD RANI	DKA2A	N					
21	01DKA08F1020	NORHAFIFAH BINTI MAT NASIB	DKA2A	N					
22	01DKA08F1021	MUHAMAD HEIQAL BIN HILMI	DKA2A	N					
23	01DKA08F1022	NORAINI BINTI OSMAN	DKA2A	N					
24	01DKA08F1023	FAIROZ BASTINI BIN AHMAD	DKA2A	N					
25	01DKA08F1024	SITI ROHAYU BT MOHD NURUDDIN	DKA2A	N					
26	01DKA08F1025	MOHAMAD KHARSIDI BIN MOHD KASIM	DKA2A	N					
27	01DKA08F1026	SITI NOR FADILAH BINTI PATHIL	DKA2A	N					
28	01DKA08F1027	SOPIAH BINTI MAT NOOR	DKA2A	N					
29	01DKA08F1028	YASMIN BINTI YUSOP	DKA2A	N					
30	01DKA08F1029	NURSIMAA BINTI BANUAR	DKA2A	N					
31	01DKA08F1030	FATIN AMIRAH BINTI KAMARUDDIN	DKA2A	N					
32	01DKA08F1031	FATIN FARHANA BT AHMAD LATIFI	DKA2A	N					
33	01DKA08F1032	SYAHIDATUL AZIRA BT ABD RAHMAN	DKA2A	N					
34	01DKA08F1033	NURAFIFAH BINTI MOHD MISRAN	DKA2A	N					
35	01DKA08F1034	HAMIZAH BINTI MOHAMED ZAINI	DKA2A	N					
36	01DKA08F1035	NORBIBIANA BINTI AHMAD SAIDI	DKA2A	N					
37	01DKA08F1036	SITI AISYAH BINTI MOHD IDRIS	DKA2A	N					
38	01DKA08F1037	NASUHA BINTI AZMAN	DKA2A	N					
39	01DKA08F1038	MUHAMAD NAZREEN BIN AHMID	DKA2A	N					
40	01DKA08F1040	AAFIDAH BINTI BAKRI	DKA2A	N					
41	01DKA08F1043	NURIZAH BT HAMMAT ZAKRI (12/02/09)	DKA2A	N					
42	01SKA07F2085	SATHIA SEELAN A/L CHANDRAN (TLI SKA2B)	SKA2B	TL					

1=HADIR 0=TIDAK HADIR K=KEBENARAN S=SAKIT



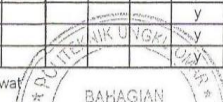
02 MAC 2009

Appendix 5.4ii: A sample of class list

**JABATAN KEJURUTERAAN MEKANIKAL
REKOD KEHADIRAN KURSUS
SESI JANUARI 2009**

KELAS :		SPU2										
KOD KURSUS :		A2003 English For Tech. Purposes 2										
PENSYARAH KURSUS:												
BIL	NO PEND	NAMA										CATATAN
1	01SPU08F1001	MAGENDRAN A/L MUNUSAMY										y SPU2
2	01SPU08F1002	MUHAMMAD ADIB BIN ZULKIFLI										y SPU2
3	01SPU08F1003	MOHAMAD SHAFIK BIN MOHAMAD ALI										y SPU2
4	01SPU08F1004	MUHAMMAD AMIRUDIN BIN MOHD HASSAN										y SPU2
5	01SPU08F1005	MOHAMAD NAJMI B NOORDIN										y SPU2
6	01SPU08F1006	MOHAMAD ZULFAKIH BIN JUSOH										y SPU2
7	01SPU08F1007	MUHAMMAD FAKHRUL NIZAM BIN HARON										y SPU2
8	01SPU08F1008	SYED MUHAMMAD NUR IHSAN B SY NASSHURUD										y SPU2
	01SPU08F1009	MOHAMMAD ZAKI BIN ZOLKEFLI										y SPU2
	01SPU08F1010	DINISH RAJ A/L ELANKOVAN										y SPU2
11	01SPU08F1011	MUHAMMAD HAFIZ IZWAN BIN KAMARUDDIN										y SPU2
12	01SPU08F1012	MUHAMMAD AFIFI BIN NORDIN										y SPU2
13	01SPU08F1013	SHHRUL MUNIR BIN CHE SABRI										y SPU2
14	01SPU08F1014	MOHAMAD YUSOF BIN KARANIAN										y SPU2
15	01SPU08F1015	HASFIZAL B HASHIM										y SPU2
16	01SPU08F1016	AHMAD SAHARUDIN BIN SULAIMAN										y SPU2
17	01SPU08F1017	MOHAMAD AIDILRANI BIN AB MUTALIFF										y SPU2
18	01SPU08F1018	MUHAMMAD HAZIQ BIN SALLEH										y SPU2
19	01SPU08F1019	MOHD NAZRIN BIN NORDIN										y SPU2
20	01SPU08F1021	MOHAMAD SHAFIQ BIN SA'IDON										y SPU2
21	01SPU08F1022	MOHD AL-NAZIRUL MUBIN BIN MOHD ZAKI										y SPU2
22	01SPU08F1023	MOHAMAD ZAIERI ASHRAF BIN MD RADZI										y SPU2
23	01SPU08F1024	MOHAMAD SHAQIR BIN YUSOFF										y SPU2
24	01SPU08F1025	AFIF DZAIM FAKHREY BIN OMAR BAKEY										y SPU2
25	01SPU08F1026	MOHAMAD HAFIZIE B AHMAD SUBRI										y SPU2
26	01SPU08F1027	BUDIMAN BIN BAHAROM										y SPU2
27	01SPU08F1028	MD NURAKHIRI BIN MD NOOR										y SPU2
28	01SPU08F1029	MUHAMMAD AL FARABI BIN AB GHANI										y SPU2
29	01SPU08F1030	GLENNARD GEORGE										y SPU2
	01SPU08F1031	NOR SYAFIQ BIN JEFRIDIN										y SPU2
31	01SPU08F1032	MOHD HIDEIR BIN ABDUL SHUKOR										y SPU2
32	01SPU08F1033	MUHAMMAD KHAIRI BIN ABD RAHIM										y SPU2
33	01SPU08F1034	MUHAMMAD NAJIB BIN AZIZ										y SPU2
34	01SPU08F1035	MUHAMMAD IRFAN BIN JURAIKAN										y SPU2
35	01SPU08F1036	MUHAMAD ZAMRI BIN ABDUL RAHMAN										y SPU2
36	01SPU08F1037	MOHD IKHWAN B HARON										y SPU2
37	01SPU08F1038	MOHD MASRUL BIN MISKAM										y SPU2
38	01SPU08F1039	AZRAZAL SYAFIK BIN SABRI										y SPU2
39	01SPU08F1040	AHMAD LUTFI RABANI BIN ABDUL RAHMAN										y SPU2
40	01SPU08F1041	MUHAMMAD NUR ZAHIR BIN MOHAMAD SHARIP										y SPU2
41	01SPU08F1042	MUHAMMAD ZAIDI BIN MUHD										y SPU2
42	01SPU08F1043	ABDUL RAHMAN BIN ARIFFIN										y SPU2
43	01SPU08F1044	AHMAD SHAKIR BIN MOHAMAD										y SPU2
44	01SPU08F1045	MUHAMMAD AZAM BIN MUSTAPHA										y SPU2
45	01SPU08F1046	SYAIFUL BUKHARI BIN SHA'ARI										y SPU2
46	01SPU08F1047	SYAMSUL FIKRI BIN SUHAIMIN										y SPU2
47	01SPU08F1048	NOR MUNIRAH BINTI MD MAZLAN										y SPU2
48	01SPU08F1049	MUHAMMAD HAFIZ BIN ARSHAD										y SPU2
49	01SPU08F1050	NORA KARMILA BINTI JAMALUDDIN										y SPU2

Nota: / hadir 0 - tidak hadir S - sakit K - kenyataan/kebenaran L - lewat



Appendix 5.5: IT Department Semester Two class timetable

PERDANA POLYTECHNIC

Class: DIP 2B

TARIKH KUATKUASA : 1 FEBRUARI 2010

JABATAN: TEKNOLOGI MAKLUMAT

	8.00-9.00	9.00-10.00	10.30-11.30	11.30-12.30	12.30-1.30	2.30-3.30	3.30-4.30	4.30-5.30	5.30-6.30
Isnin	HAFIZAH F2225P IT	HAFIZAH F2225P IT	NORHASLIZA F2037T CADD 3		ABD MUBARAK A2016T SMR	AZMI F2032T BK4	DARLIZA A2015T BK4		
Selasa		MONA PA DK	AZMI F2032P CNW1	AZMI F2032P CNW1	NORHASLIZA F2037T CSD	DARLIZA A2015T BK4		RAUDYAH B2009T BK4	
Rabu	HAFIZAH F2225T SMR	ABD MUBARAK A2016T DK	AZMI F2032T SMR	RAUDYAH B2009T BK2		SHAH AIRUL R2001 GCL1	SHAH AIRUL R2001 GCL1		
Khamis	ABD MUBARAK A2016T BK1	DARLIZA A2015T BK4		NORHASLINA A2018T DK	NORHASLINA A2018T DK	NORHASLIZA F2037P CADD 4	NORHASLIZA F2037P CADD 4	RAUDYAH B2009T BK1	
Jumaat	8.00-9.00	9.00-10.00	10.30-11.30	11.30-12.30	12.30-3.00	3.00-4.00	4.00-5.00	5.00-6.00	6.00-7.00
		NORHASLINA A2018T DK	HAFIZAH F2225P IT	HAFIZAH F2225P IT					

Class: DNS 2

	8.00-9.00	9.00-10.00	10.30-11.30	11.30-12.30	12.30-1.30	2.30-3.30	3.30-4.30	4.30-5.30	5.30-6.30
Isnin	DARLIZA A1015T BK4	ROZITA F1031T BK4	WAN NORINA A1018T BK3	ROSMAIZURA F1030T BK5 FARIDAH F1030T BK5	ZALINDA F1029U BK1 MUNIRAH F1029U BK1	NUR ELYANI B1009T DK		ROZITA F1031P CSD AZRUL F1031P CSD	ROZITA F1031P CSD AZRUL F1031P CSD
Selasa	LECT. ASMBLY ASMBLY DK	SHAHAIRUL PA CNW1	MONA F1039P CADD3 KUMP1 ROSMAIZURA F1039P HYP KUMP 2 MUNIRAH F1039P HYP KUMP 2	MONA F1039P CADD3 KUMP1 ROSMAIZURA F1039P HYP KUMP 2 MUNIRAH F1039P HYP KUMP 2	MONA F1039P CADD3 KUMP1 ROSMAIZURA F1039P HYP KUMP 2 MUNIRAH F1039P HYP KUMP 2	WAN NORINA A1018T BK3		ROZITA F1031T CAAD4	
Rabu	NUR ELYANI B1009T BK5	DARLIZA A1015T BK4	MONA F1039T HYP	MARYAM A1016T DK	ZALINDA F1029T IT MUNIRAH F1029T IT	ALINAWATE R1001 DK	ALINAWATE R1001 DK		
Khamis	DARLIZA A1015T BK4	ROSMAIZURA F1030P CSD KUMP 2 FARIDAH F1030P CSD KUMP 2	ROSMAIZURA F1030P CSD KUMP 2 FARIDAH F1030P CSD KUMP 2	ZALINDA F1029T BK1 MUNIRAH F1029T BK1	NUR ELYANI B1009T BK4	MARYAM A1016T DK		ROSMAIZURA F1030P CSD KUMP 1 FARIDAH F1030P CSD KUMP 1	ROSMAIZURA F1030P CSD KUMP 1 FARIDAH F1030P CSD KUMP 1
Jumaat	8.00-9.00	9.00-10.00	10.30-11.30	11.30-12.30	12.30- 3.00	3.00-4.00	4.00-5.00	5.00-6.00	6.00-7.00
			MARYAM A1016T GCL1	NUR ELYANI B1009T BK3		WAN NORINA A1018T SMR	ROSMAIZURA F1030T BK5 FARIDAH F1030T BK5		

Appendix 5.6: Samples of timetables of Malaysian school children as well as a typical university student in Malaysia

1: A typical timetable at a Malaysian school –secondary school

Hari	7.30-7.40	7.40-8.10	8.10-8.40	8.40-9.10	9.10-9.40	9.40-10.10	10.10-10.30	10.30-11.00	11.00-11.30	11.30-12.00	12.00-12.30	12.30-13.00	13.00-13.30
ISNIN	PERHIMPUNAN		MZ	MZ	PS5	PS5	R	BM	BM	BI	BI	MT	MT
SEL	PERHIMPUNAN	BI	BI	PJ	BM	BM	E	SN	SN	AM5A	AM5A	MT	
RABU		BA5	BA5	SV	AM5A	AM5A	H	BI	BI	MT	MT	BM	BM
KHA		SN	SN		MT	MT	A	BM	BM	KT	KT	BI	
JUM		KH	KH	AM5A	AM5A	PJ	T	SV	BM	BM			

2: A typical timetable of a university student's timetable

	ISNIN	SELASA	RABU	KHAMIS	JUMAAT
0800-0900		SSP 3034	SSP 3073		SSP 3034
0900-1000		BS 21	BS 2		BS 1
1000-1100				SSF 3044	SSA 3054
1100-1200				DK 1	BS 8
1200-1300					
1300-1400					
1400-1500	SSA 3054	SSF 3044		SSP 3073	
1500-1600	BS 5	DK 6		BS 12	
1600-1700					
1700-1800				PBA 0043	
1800-1900				BT 4, CLS	
1900-2000					

POLITEKNIK
JADUAL WAKTU PENSYARAH KURSUS

Appendix 5.7i: Sample 1 of individual staff timetable

TARIKH KUATKUASA : 12 JANUARI 2009

PENSYARAH KURSUS : MMM

SESI : JANUARI 2009

JABATAN: PENGAJIAN AM

Masa	8.00	9.00	10.00	10.30	11.30	12.30	1.30	2.30	3.30	4.30
Hari	9.00	10.00	10.30	11.30	12.30	1.30	2.30	3.30	4.30	5.30
ISNIN		A 2003 SKA 2C B 16		A 1003 DEM 1 A 26		(A-Wahida) SKE 4C BK 16				
SELASA				A 3005 SKE 4B BK 11	A 2003 SKA 2C B 16			(A-Maalani) DTK 2A BK 14		
RABU	A 3005 SKA 4A B 25	(A-Maalani) DTK 2A BK 12			A 1003 DEM 1 A 25	(A-Darliza) SKM 2A A 35				
KHAMIS	(A-Wahida) SKE 4C AVA	A 1003 SKE 1B BK 17		A 3005 SKA 4A B 25						
JUMAAT		A 1003 SKE 1B BK 12		A 3005 SKE 4B BK 11	(A-Darliza) SKM 2A A 26					

NOTA : Hari Jumaat (Petang) kelas bersambung pada pukul 3.00 pm

TUGAS MENGAJAR				TUGAS SAMPINGAN	
NO	KOD DAN NAMA KURSUS	PROGRAM	T JAM P	NO	TUGAS SAMPINGAN
1	A 1003 – ENGLISH FOR TECHINCAL PURPOSES 1	DEM 1, SKE 1B	4	1	PENYELARAS JADUAL WAKTU (UNIT BAHASA INGGERIS)
2	A 2003 – ENGLISH FOR TECHINCAL PURPOSES 2	SKA 2C	2	2	SETIAUSAHA URUSETIA & PENGELOLA GRADUAN KONVO PUO KALI KE-38
3	A 3005 – ENGLISH FOR TECHNICAL PURPOSES 3 (CERT)	SKE 4B, SKA 4A	4	3	AJK MUET
4	ASSIST	SKM 2A, SKE 4C, DTK 2A	6	4	AJK KEBERSIHAN & KECERIAAN BILIK (KETRAMPILAN)
5				5	AJK PROGRAM ‘GRAMMAR AWARENESS’
				6	AJK ANUGERAH SIJIL CEMERLANG KURSUS-KURSUS AM (PENDAFTARAN)
				7	AHLI KUMPULAN 3 R&D UNIT BAHASA INGGERIS
JUMLAH			16		

Appendix 5.7ii: A sample of individual staff timetable

TARIKH KUATKUASA : 26 JANUARI 2009
PENSYARAH KURSUS : F AA

JADUAL WAKTU PENSYARAH KURSUS

SESI : JANUARI 2009

JABATAN: PENGAJIAN AM

Masa	8.00	9.00	10.00	10.30	11.30	12.30	1.30	2.30	3.30	4.30
Hari	-	-	-	-	-	-	-	-	-	-
	9.00	10.00	10.30	11.30	12.30	1.30	2.30	3.30	4.30	5.30
ISNIN		A1003 DTK 1A (BK 9)		(A-MAALANI) PTK 5B (BK 15)	A2003 SKE 2B (BK 5)	A3005 SKE 4D (BK 14)				
SELASA				A3005 SKA 4B (B15)		(A-AGNES) DKE 5B (BK 9)			A1003 DTK 1A (BK 9)	
RABU		A3005 SKA 4B (B 15)		(A-MAALANI) PTK 5B (BK 12)		(A-AGNES) DKE 5B (L 3)			(A-AINON) DKE 3B (AVA)	
KHAMIS	(A- DATIN) SSB 1 (MAKMAL B)	(A- DATIN) SSB 1 (MAKMAL B)						A3005 SKE 4D (BK 11)		
JUMAAT	A2003 SKE 2B (BK 11)	(A-RESOM) SKE 2 (DKE)								

TUGAS MENGAJAR				TUGAS SAMPINGAN	
NO	KOD DAN NAMA KURSUS	PROGRAM	T JAM P	NO	
1	A1003- ENGLISH FOR TECH 1	DTK 1A	2	1	PENYELARAS PEPERIKSAAN (UNIT B. INGGERIS)
2	A2003- ENGLISH FOR TECH 2	SKE 2B	2	2	PENYELARAS BUKU TEKS A5003
3	A3005- ENGLISH FOR TECH 3 (CERT)	SKA 4B, SKE 4D	4	3	AJK KONVO KE 38
4	ASSIST –A4003, A2003, A1003, T3410	DTK 5B, DKE 5B,	8	4	AJK E- LEARNING JPA
5		SSB 1,SKE 2, DKE 3B		5	AJK MUET
				6	AJK KELAB KEBUDAYAAN & KESENIAN PUO
JUMLAH			16		

NOTA : Hari Jumaat (Petang) kelas bersambung pada pukul 3.00 pm

Appendix 5.8i: Teachers' Timetable for January 2009

SESI: JANUARI 2009 JABATAN: PENGAJIAN AM

	MASA	CHONG	TAN	CHOY	ROSE	CHANG	SYED	AGNES	NATH	AINON	RESOM	
I S N I N	08.00 - 09.00	A 5003 PKE 6D BL 1		(A-Yang) DSB 6A B 16	A 5003 DEM 6 A 22	A 3003 DTK 3A BK 16	A 2003 SKE 2D BK 12	A 3006 SPP 4 B 104	(A-Ainon) DSB 6B ST 7	A 5003 DSB 6B ST 7	A 4003 DUT 5A B 4	
	09.00 - 10.00	A 2004 DPM 2 B 205	(A-Ima) DNS 1 M 304		A 1003 DPU 1 B 5		(A-Nathan) DKM 5B A 22	A 4004 DKB 5 M 303	A 4003 DKM 5B A 22		A 3005 SIT 4A BK 4	
	10.30 - 11.30		(A-Su) DPM 6A M 201	A 4004 DAT 5A D 203	(A-Wahida) SKM 2B A 33	A 5003 DKB 6 D 202		(A-Ainon) SPU 4 A 21	A 5003 DKM 6A A 15	A 3005 SPU 4 A 21		
	11.30 - 12.30	(A-Darliza) SKE 2C BL 2	A 5004 DAT 6A B 301	A 2003 SUT 2A B 32			A 3005 SAD 4 A 21					A 1015 DRM 1 B 104
	12.30 - 1.30	A 2004 DAT 2C B 303			(A-Amir) DPU 3 A 27			(A-Maalani) DKM 5A A 34				
	2.30 - 3.30					A 5004 DPM 6B B 204		(A-Nathan) SPU 2 A 34	A 2003 SPU 2 A 34			
	3.30 - 4.30		(A-Fairuz) SUT 2B B 3	(A-Wahida) SIT 1 BK 4	A 2003 SAD 2 A 31	(A-Haniza) DAT 6B B 301	A 3005 SSB 4A ST 1					(A-Banu) DPM 5C B 108
	4.30 - 5.30											
	08.00 - 09.00											
	09.00 - 10.00											
E L A S A	10.30 - 11.30		A 5003 DPU 6A AVA	A 1004 DAT 1 M 302		(A-Kuna) DPM 1 B 108	(A-Nalanie) DTK 6A BK 17	(A-Maalani) DKM 5A A 34	A 5003 DKA 6B B 22	A 2015 DRM 2 B 004	(A-Yang) DEM 3 A 26	
	11.30 - 12.30	(A-Darliza) SKE 2C BK 14	(A-Fairuz) SUT 2B B 32		A 5003 DKA 6A B 24		(A-Amir) DIP 6 BK 4					
	12.30 - 1.30		(A-Banu) DEM 5 A 34			(A-Syed) SIT 4C SMR	A 4003 SIT 4C SMR	A 4003 DKE 5B BK 9	(A-Nalanie) DKE 6B BL 1		A 3005 SKM 4A A 35	
	2.30 - 3.30	(A-Amir) DKA 3A B 17	(A-Ima) DNS 1 BK 3	A 4004 DPM 5A B 203	(A-Wahida) SKM 2B A 24				A 4003 DPU 5A A 21			
	3.30 - 4.30	(A-Yang) DAT 2B B 302	A 2015 DNS 2 BK 3			A 2003 DKE 2A BK 11		A 4003 DKA 5A B 14			(A-Azween) SPU 1 A 23	
	4.30 - 5.30											
	08.00 - 09.00				(A-Yang) DSB 6A ST 7	(A-Mazlin) SKA 4A B 25	A 3003 DIP 3A SMR		(A-Ainon) DSB 6B ST 6	A 5003 DSB 6B ST 6		(A-Banu) DPM 5C B 004
	09.00 - 10.00		(A-Ima) DNS 1 BK 5	A 4004 DAT 5A D 203		(A-Haniza) DAT 6B B 301	(A-Nathan) DKM 5B A 27	A 4004 DKB 5 B 004	A 4003 DKM 5B A 27			A 1015 DRM 1 B 104
	10.30 - 11.30			A 2003 SUT 2A B 33	A 5003 DEM 6 A 31	A 5004 DKB 6 D 202	A 4003 PIP 5 B 31	A 4004 DPM 5B B 104				(A-Azween) SPU 1 A 23
	11.30 - 12.30	A 2004 DAT 2C B 303	(A-Su) DPM 6A M 201				(A-Amir) DIP 6 DK		(A-Nalanie) DKE 6B L 3	A 2015 DRM 2 B 004		A 4003 DUT 5A B 3
12.30 - 1.30	(A-Maalani) DKE 2C BK 5		A 2003 SAD 2 A 26		A 3005 SSB 4A ST 1		A 4003 DKE 5B L 3				A 3005 SIT 4A BK 4	
2.30 - 3.30								(A-Fairuz) PKE 5E BK 9				
3.30 - 4.30							(A-Nalanie) DTK 6A BL 1			T 3410 DKE 3B AVA		
4.30 - 5.30												
K H A M I S	08.00 - 09.00	(A-Maalani) DKE 2C BK 12			A 5003 DKM 6B A 36	(A-Kuna) DPM 1 B 108					(A-Yang) DEM 3 A 22	
	09.00 - 10.00		A 5003 DPU 6A A 36	(A-Wahida) SIT 1 DK	A 1003 DPU 1 A 26	A 2003 DKE 2A BK 14	A 3005 SAD 4 A 21	A 4003 DKA 5A B 14				
	10.30 - 11.30	(A-Yang) DAT 2B B 302	(A-Banu) DEM 5 A 36	A 1004 DAT 1 M 302	(A-Mazlin) SKA 4A B 25	(A-Syed) SIT 4C DK	A 3005 SIT 4C DK		A 4003 DPU 5A A 35	A 2015 DRM 2 B 004		
	11.30 - 12.30	A 5003 PKE 6D BK 13		(A-Wahida) SUT 4B B 34		A 3003 DIP 3A B 31		(A-Nathan) SPU 2 A 34	A 2003 SPU 2 A 34		A 3005 SKM 4A A 22	
	12.30 - 1.30	(A-Azween) DKP 2 B 11	A 2015 DNS 2 BK 4		A 5003 DKA 6A B 24							
	2.30 - 3.30											
	3.30 - 4.30			(A-Darliza) DKE 3B BK 12								
	4.30 - 5.30											
	08.00 - 09.00	A 2004 DPM 2 B 205		(A-Darliza) DKE 3B BK 17	(A-Amir) DPU 3 A 27	A 3003 DTK 3A BK 10	A 2003 SKE 2D BK 14	A 3006 SPP 4 B 102	A 5003 DKA 6B B 26			A 1015 DRM 1 B 104
	09.00 - 10.00	(A-Amir) DKA 3A B 17	A 2015 DNS 2 BK 5	A 4004 DPM 5A B 203		A 5004 DPM 6B B 202	A 4003 PIP 5 SMR		(A-Ainon) SPU 4 A 34	A 5003 DKM 6A A 36	A 3005 SPU 4 A 34	T 3410 SKE 2 DKE
10.30 - 11.30	(A-Azween) DKP 2 B 11	A 5004 DAT 6A B 301	(A-Wahida) SUT 4B B 33	A 5003 DKM 6B AVA			A 4004 DPM 5B M 303	(A-Fairuz) PKE 5E MAKMAL A				
11.30 - 12.30												
12.30 - 1.30												
2.30 - 3.00												
3.00 - 4.00												
4.00 - 5.00												

RESOM CHONG TAN CHOY ROSE CHANG SYED AGNES NATHAN AINON

	MASA	KUNA	HANIZA	MUNA	MAZLIN	FARAH	SUHAZNI	YANG	BANU	FAIRUZ	NALANIE	
I S N I N	08.00 - 09.00	A 2004 DAT 2A B 108A	(A-Chang) DTK 3A BK 16	(A-Su) DSB 5A ST 6			A 4003 DSB 5A ST 6	A 5003 DSB 6A B 16			A 2003 DKM 2 A 32	
	09.00 - 10.00	(A-Resom) SIT 4A BK 4	A 4003 PKE 5D BK 14	A 1003 SKM 1A A 15	A 2003 SKA 2C B 16	A 1003 DTK 1A BK 9			A 3005 SUT 4A B 33			
	10.30 - 11.30		(A-Yeoh) DAT 5B B 108	A 4003 DPU 5B A 16	A 1003 DEM 1 A 26	(A-Maalani) PTK 5B BK 15	A 5004 DPM 6A M 201	A 2003 SUT 2C B 33		A 5003 PKE 6 C L 2		
	11.30 - 12.30	A 2003 DKE 2B BK 13				A 2003 SKE 2B BK 5	A 5003 DPU 6B A 36	A 5003 DKA 6C B 22	A 4003 DKM 5C A 34	A 2003 DPU 2 A 26		
	12.30 - 1.30	(A-Chong) DAT 2C B 303	A 4003 DKA 5E B 35		(A-Wahida) SKE 4C BK 16	A 3005 SKE 4D BK 14	A 5003 PIP 6 DK		A 4003 DIP 5 B 31	A 4003 PKE 5C DKE		
	2.30 - 3.30											
	3.30 - 4.30		A 5004 DAT 6B B 301	A 1003 DIP 1B BK 5					A 4004 DPM 5C B 108	A 2003 SUT 2B B 3	A 2003 DIP 2B DK	
	4.30 - 5.30											
	08.00 - 09.00											
	09.00 - 10.00											
E L A S A	10.30 - 11.30	A 1004 DPM 1 B 108	(A-Yeoh) DAT 5B M 303	A 4003 DPU 5B A 16	A 3005 SKE 4B BK 11	A 3005 SKA 4B B 15	A 4003 DKA 5C B 21	A 3003 DEM 3 A 26	A 3005 SIT 4B SMR	A 5003 PTK 6B BK 1	A 5003 DTK 6A BK 17	
	11.30 - 12.30			A 3005 SKM 4B B 5	A 2003 SKA 2C B 16					A 2003 SUT 2B B 32	A 4003 DTK 5A BL 2	
	12.30 - 1.30					(A-Agnes) DKE 5B BK 9	A 4003 DKM 5D A 36	A 2003 SUT 2C B 33	A 4003 DEM 5 A 34	A 2003 DIP 2A BK 3	A 5003 DKE 6B BL 1	
	2.30 - 3.30	(A-Choy) DPM 5A B 203				(A-Maalani) DTK 2A BK 14					A 2003 DIP 2B BK 4	
	3.30 - 4.30	A 2003 DKE 2B BK 12	A 1003 DIP 1A BK 5	(A-Darliza) SKE 2E BK 1		A 1003 DTK 1A BK 9	A 5003 PIP 6 BK 4	A 2004 DAT 2B B 302		A 2003 SKA 2A B 12	A 5003 DUT 5B B 4	
	4.30 - 5.30											
	08.00 - 09.00	A 1004 SPP 1 M 305			A 3005 SKA 4A B 25			A 1003 DKP 1 PNSL	A 5003 DSB 6A ST 7	A 4004 DPM 5C B 004	A 5003 PTK 6B BK 17	A 4003 DKE 5A BL 1
	09.00 - 10.00	A 2004 DAT 2A B 108A	A 5004 DAT 6B B 301	A 3005 SKM 4B A 16	(A-Maalani) DTK 2A BK 12	A 3005 SKA 4B B 15		A 5003 DKE 6A DKE			A 5003 PKE 6C BK 1	
	10.30 - 11.30		A 1003 DIP 1A BK 5	A 1003 DIP 1B DK		(A-Maalani) PTK 5B BK 12					A 4003 DTK 5A BK 13	
	11.30 - 12.30	(A-Chong) DAT 2C B 303	A 1003 SKE 1C BK 1		A 1003 DEM 1 A 25		A 5004 DPM 6A M 201				A 5003 DKE 6B L 3	
12.30 - 1.30	(A-Resom) SIT 4A BK 4	(A-Resom) SIT 4A BK 4		(A-Darliza) SKM 2A A 35	(A-Agnes) DKE 5B L 3	A 4003 DKM 5D A 31	A 5003 DKA 6D B 15	A 3005 SKE 4A BK 11				
2.30 - 3.30								A 4003 DKM 5C B 5	A 4003 PKE 5E BK 9			
3.30 - 4.30			T 3410 DTK 3A BK 5		(A-Ainon) DKE 3B AVA					A 5003 DTK 6A BK 1		
4.30 - 5.30												
K H A M I S	08.00 - 09.00	A 1004 DPM 1 B 108	(A-Rose) DTK 6B A 36	A 4003 DKA 5D B 13	(A-Wahida) SKE 4C AVA	A 1003 SSB 1A MAKMAL B		A 3003 DEM 3 A 22	A 3004 SIT 4B SMR		A 4003 DKA 5B B 23	
	09.00 - 10.00	A1004 SPP1 M 305		(A-Darliza) SKE 2E BK 9	A 1003 SKE 1B BK 17	A 1003 SSB 1A MAKMAL B	A 1003 DKP 1 PNSL	A 5003 DKA 6D B 14	A 3005 SUT 4A B 3			
	10.30 - 11.30	A 2004 DKB 2 B 304	A 4003 PKE 5D BK 12		A 3005 SKA 4A B 25		A 1003 SKE 1A BK 15	A 2004 DAT 2B B 302	A 4003 DEM 5 A 36	A 2003 DIP 2A B 36	A 4003 DKE 5A BK 10	
	11.30 - 12.30											
	12.30 - 1.30						A 4003 DKA 5C B 21	A 2003 SKA 2B B 35	A 4004 DPM 5D B 004	A 2003 DPU 2 A 32		
	2.30 - 3.30		A 1003 SKE 1C BK 16	A 1003 SKM 1A A 25		A 3005 SKE 4D BK 11			A 3005 SKE 4A AVA			
	3.30 - 4.30			(A-Su) DSB 5A ST 6			A 4003 DSB 5A ST 6	A 5003 DKA 6A BK 6				
	4.30 - 5.30											
	08.00 - 09.00	A 2004 DKB 2 B 304	(A-Chang) DTK 3A BK 10	A 4003 DKA 5D B 12		A 2003 SKE 2B BK 11	A 5003 DPU 6B A 31	A 2003 SKA 2B B 35	A 4003 DIP 5 BK 4	A 2003 SKA 2A B 22	A 4003 DKA 5B B 14	
	09.00 - 10.00	(A-Choy) DPM 5A B 203	A 4003 DKA 5E B 34	(A-Resom) SKE 2 DKE	A 1003 SKE 1B BK 12	(A-Resom) SKE 2 DKE	A 1003 SKE 1A BK 5	A 5003 DKA 6C B 22		A 4003 PKE 5C L 3	A 4003 DUT 5B B 4	
10.30 - 11.30		(A-Rose) DKM 6B AVA		A 3005 SKE 4B BK 11				A 4004 DPM 5D B 004	A 4003 PKE 5E MAKMAL A	A 2003 DKM 2 A 32		
11.30 - 12.30				(A-Darliza) SKM 2A A 26								
12.30 - 1.30												
A T	2.30 - 3.00											
	3.00 - 4.00											
	4.00 - 5.00											

KUNA HANIZA MUNA MAZLIN BANU FAIRUZ NALANIE BANU FAIRUZ NALANIE

	MASA	WAHIDA	IMA	AZWEEN	MAALANI	DARLIZA
I S N I N	08.00 - 09.00	A 2003 SSB 2A ST 3				
	09.00 - 10.00	A 3005 SKE 4E BK 11	A 1015 DNS 1 B 31	AK2010 KKA 2A B 35		A 3003 DKE 3A BK 10
	10.30 - 11.30	A 2003 SKM 2B A 33			A 4003 PTK 5B BK 15	
	11.30 - 12.30			A 2003 SKE 2A BK 12		A 2003 SKE 2C BL 2
	12.30 - 1.30	A 3005 SKE 4C BK 16	QA 001 BSB 1 ST 1	A 2003 DEM 2 A 26	A 4003 DKM 5A A 34	
	2.30 - 3.30					
	3.30 - 4.30	A 1003 SIT 1 BK 4	(A-Munawira) DIP 1B BK 5			
	4.30 - 5.30					
	08.00 - 09.00					
	09.00 - 10.00					
E L A S A	10.30 - 11.30	A 2003 DIP 2C BK 4	(A-Ainon) DRM 2 B 004	AK 1010 KKA 1A F6B	A 4003 DKM 5A A 34	A 3003 DKM 3 A 22
	11.30 - 12.30			A 1003 DKA 1A B 13	(A-Komalah) DPM 3 M 306	A 2003 SKE 2C BK 14
	12.30 - 1.30		QA 001 BSB 1 ST 4	AK 2010 KKA 2 B 32	A 4003 DSB 5B ST 6	
	2.30 - 3.30	A 2003 SKM 2B A 24	A 1015 DNS 1 BK 3		A 2003 DTK 2A BK 14	
	3.30 - 4.30	A 1003 DKM 1 (1) A 31	(A-Tan) DNS 2 BK 3	A 1003 SPU 1 A 23		A 2003 SKE 2E BK 1
	4.30 - 5.30					
	08.00 - 09.00			A 2003 SKE 2A BK 11		A 1003 SKA 1A B 35
	09.00 - 10.00		A 1015 DNS 1 BK 5	A 1003 DKE 1A BK 9	A 2003 DTK 2A BK 12	A 1003 SKA 1A B 35
	10.30 - 11.30		(A-Munawira) DIP 1B DK	A 1003 SPU 1 A 23	A 4003 PTK 5B BK 12	
	11.30 - 12.30	A 3004 SKE 4E BK 17	(A-Ainon) DRM 2 B 004			A 3003 DKE 3A BL 2
12.30 - 1.30				A 2003 DKE 2C BK 5	A 2003 SKM 2A A 35	
R A B U	2.30 - 3.30				R 2001 KO-KURIKULUM MAKMAL B	R 2001 KO-KURIKULUM MAKMAL B
	3.30 - 4.30				R 2001 KO-KURIKULUM MAKMAL B	R 2001 KO-KURIKULUM MAKMAL B
	4.30 - 5.30					
	08.00 - 09.00	A 3005 SKE 4C AVA			A 2003 DKE 2C BK 12	
	09.00 - 10.00	A 1003 SIT 1 DK	A 1004 DKB 1 M 301			A 2003 SKE 2E BK 9
	10.30 - 11.30	A 2003 SSB 2A ST 3	(A-Ainon) DRM 2 B 004	A 2003 DEM 2 A 34		
	11.30 - 12.30	A 3005 SUT 4B B 34			(A-Komalah) DPM 3 B 004	A 3003 DKM 3 A 24
	12.30 - 1.30		(A-Tan) DNS 2 BK 4	A 2003 DKP 2 B 11	A 4003 DSB 5B ST 1	
	2.30 - 3.30			A 1003 DKE 1A BK 4		
	3.30 - 4.30	A 1003 DKM 1 (1) A 32			A 2004 SPP 2 M 204	A 3003 DKE 3B BK 12
4.30 - 5.30						
K H A M I S	08.00 - 09.00		A 1004 DKB 1 M 301	A 1003 DKA 1A B 13		A 3003 DKE 3B BK 17
	09.00 - 10.00		(A-Tan) DNS 2 BK 5	AK 1010 KKA 1A B 23	A 2004 SPP 2 M 204	
	10.30 - 11.30	A 3005 SUT 4B B 33	QA 001 BSB 1 ST 2	A 2003 DKP 2 B 11		
	11.30 - 12.30	A 2003 DIP 2C BK 5				A 2003 SKM 2A A 26
	12.30 - 1.30					
	2.30 - 3.00					
	3.00 - 4.00					
	4.00 - 5.00					

Tandatangan Penyelaras

Tandatangan Ketua Jabatan

Appendix 5.8ii: Teachers' timetable January 2010

		PERDANA POLYTECHNIC JADUAL WAKTU INDUK PENSYARAH KURSUS SESJ: JAN 2010											JABATAN:	
TARIKH KUATKUASA: 01 MAC 2010 PENGALIAN AM		MASA	RESOM	TAN	CHOY	YEOH	ROSE	CHANG	SYED	AGNES	NATH	AINON	KUNA	
I S N I N	08.00 - 09.00			A 5015 DRM 6 B 102	A 2015 DNS 2B BK 3	A 2003 DKM 2A A 15	A 5003 DEM 6 A 31	A 5003 DKE 6A BK 16			A 2003 DPU 2A A 23	A 1015 DIP 1A LAB B		
	09.00 - 10.00			A 5004 DAT6A LAB B	A 1003 DKM 1C A 21 (AMIR)	A 3005 SUT 4C B 22	A 1003 DPU 1A A 15	A 5003 DIP 6A CADD 4	A 4003 DEM 5 AVA				A 2004 DFM 2 B 102	
	10.30 - 11.30		MENYELIA/ MEMANTAU	A 5003 DKB 6 B 304		A 4004 DAT 5B B 104			A 4003 DPU 5B AVA (AG)	A 4003 DPU 5B AVA (SY)	A 5003 DKM 6A A 36		A 2004 DAT 2A B 108	
	11.30 - 12.30				A 1003 DKA 1C B 14		A 5003 DKA 6C DK 1	A 3003 DPU 3 A 21	A 3005 SPU 4 DK 2		A 5003 DPU 6B A 31	A 1015 DIP 1A BK 3		
	12.30 - 1.30			A 2003 DEM 2 A 22			A 1003 DKM 1D A 26 (SU)				A 4003 (T)		A 4003 PKE 5C BK 4	
	2.30 - 3.30			A 3004 DPM 3 B 004	A 1003 DKA 1D B 25 (RS)		A 1003 DKA 1D B 25 (CY)	A 5004 DPM 6B D 203	A 4003 DKM 5B A 24					
	3.30 - 4.30			A 3004 DPM 3 B 004	A 4004 DAT5A B 304	A 2003 DKA 2A B 12 (KN)			A 2003 SKE 2D BK 16 (HN)	A 3006 SPP 4 B 102 (AM)				A 2003 DKA 2A B 12 (YH)
	4.30 - 5.30													
	08.00 - 09.00													
	09.00 - 10.00													
S E L A S A	10.30 - 11.30		A 1015 DIP 1C BK 4 (SU)	A 5015 DRM 6 B 102		A 4004 DAT5B B 305	A 3003 DEM 3 A 25		A 3005 SKE 4B BK 16		A 4003 DKE 5A BK 11	A 2015 DRM 2 D 203	A 2004 (T)	
	11.30 - 12.30				A 2015 DNS 2B SMR		A 5003 DKA 6A B 25	A 3003 DKE 3A BK 16	A 2003 SKE 2A BK 17		A 5003 DKA 6B B 36	A 2015 DNS 2A DK		
	12.30 - 1.30					A 3003 DKP 3 B 31							A 4003 DSB 5A ST 5	
	2.30 - 3.30				A 4004 DPM 5B M 204									
	3.30 - 4.30		A 1015 DIP 1C BK 5 (SU)				A 3003 DKM 3 A VA	A 3003 DIP 3A BK 4		A 4003 DPU 5A DK 2 (NT)	A 4003 DPU 5A DK 2 (AG)			
	4.30 - 5.30													
	08.00 - 09.00													
	09.00 - 10.00													
	R A B U	10.30 - 11.30		MENYELIA/ MEMANTAU	A 1015 DRM 1 M 305	A 4004 DAT5A D 202	A 3005 SKM 4B A 31		A 1003 DKE 1D BK 16 (NL)	A 4003 DKM 5B A 32		A 5003 DPU 6B A 31	A 1015 DIP 1A BK 3	A 2004 DAT 2A B 301
		11.30 - 12.30			A 5004 DKB 6 B 304	A 1003 DKA 1C B 14		A 5003 DEM 6 A 35		A 3005 SAD 4 A 36				
12.30 - 1.30				A 4003 DTK 5A BK 1 (KM)	A 1003 DKA 1D B 32 (RS)	A 2003 DKA 2A B 12 (KN)	A 1003 DKA 1D B 32 (CY)	A 5004 DPM 6A B 304			A 5003 PTK 6B BK 13	A 2015 DRM 2 B 303	A 2003 DKA 2A B 12 (YH)	
2.30 - 3.30								A 5003 DIP 6A BK 3						
3.30 - 4.30						A 4004 DPM 5A B 305 (AG)				A 4004 DPM 5A B 305 (YH)				
4.30 - 5.30													A 4003 DSB 5A ST 6	
08.00 - 09.00														
09.00 - 10.00														
K H A M I S		10.30 - 11.30			A 1015 DRM 1 M 305	A 3005 SKM 4B A 26	A 1003 DKM 1D A 36 (SU)	A 5003 DEM 6 A 35	A 3003 DIP 3A DK	A 3005 SPU 4 AVA			A 2015 DNS 2A BK 3	A 1004 DPM 1(2) M 201
		11.30 - 12.30			A 2003 DEM 2 A 24	A 1004 DAT 1A M 302	A 3003 DKP 3 B 31			A 4003 DEM 5 A 35	A 4003 DPU 5A AVA (NT)	A 4003 DPU 5A AVA (AG)	A 2015 DRM 2 D 203	A 4003 PKE 5C BK 14
	12.30 - 1.30			A 4003 DKE 5B BK 1 (BN)					A 2003 SKE 2A BK 16					
	2.30 - 3.30			A 4003 DTK 5A L 3 (KM)	A 1003 DKM 1C A 21 (AMIR)	A 2003 SKE 2C BK 10	A 5003 DKA 6A B 25	A 3003 (T)						
	3.30 - 4.30				A 4004 DKB 5 M 302 (AG)	A 2003 SKM 2A A 23					A 4004 DKB 5 M 302 (CY)			
	4.30 - 5.30													
	08.00 - 09.00													
	09.00 - 10.00													
	J U M A A T	10.30 - 11.30			A 5015 DRM 6 B 102	A 2015 DNS 2B BK 3		A 3003 DKM 3 A 23	A 5003 (T)	A 2003 SKE 2D BK 13 (HN)	A 3006 SPP 4 B 108A (AMIR)	A 5003 DKA 6B B 26	A 1004 DPM 1(2) B 204	
		11.30 - 12.30			A 1015 DRM 1 M 305	A 4004 DPM 5B M 202		A 5003 DKA 6C B 33	A 5004 DPM 6B D 203			A 4003 DKE 5A BK 9	A 2004 DFM 2 B 102	
12.30 - 1.30				A 5004 DAT6A LAB B	A 4004 DKB 5 B 108 (AG)	A 2003 SKE 2C BK 17		A 1003 DKA 1D BK 14 (NL)	A 3005 SKE 4B BK 11	A 4004 DKB 5 B 108 (CY)	A 5003 PTK 6B BK 9	A 2015 DNS 2A BK 3	A 1004 (T)	
2.30 - 3.00														
3.00 - 4.00														
4.00 - 5.00														
08.00 - 09.00														
09.00 - 10.00														
10.00 - 11.00														
11.00 - 12.00														
12.00 - 1.00														
1.00 - 2.00														
2.00 - 3.00														
3.00 - 4.00														
4.00 - 5.00														
		RESOM	TAN	CHOY	YEOH	ROSE	CHANG	SYED	AGNES	NATH	AINON	KUNA		

	MASA	HANIZA	FARAH	SUHAZNI	BANU	FAIRUZ	NALANIE	WAHIDA	IMA	AZWEEN
I S N I N	08.00 - 09.00	A 1015 DNS 1B BK 4	A 2003 DKM 2B A 21			A 2015 DIB 2 B 302	A 5003 DSB 6A/B ST 7	A 3005 SKM 4C A 25	A 1015 DIP 1B BK 5	
	09.00 - 10.00	A 1003 DKP 1 PNSL (LMA)	A 3005 SIT 4 BK 5	A 2004 DAT 2B B 301	A 3005 SUT 4A B 16		A 1003 DKE 1E BK 13 (WH)	A 1003 DKE 1E BK 13 (NL)	A 1003 DKP 1 PNSL (HZ)	AK 2010 KKA 2 B 14
	10.30 - 11.30	A 3005 SKA 4C B 36		A 5003 PKE 6C BK 14	A 1003 DAD 1A A 21		A 1003 DKA 1B B 23	A 1003 DKE 1A BK 9	A1015 (T)	A 2003 DPU 2B A 35
	11.30 - 12.30		A 3005 SKE 4D BK 16	A 2003 SUT 2A B 35	A 3005 SKE 4A AVA	A 5003 PKE 6D BK 10	A 5003 DTK 6A BK 11	A 5003 DKE 6B BK 14	A 1015 DIB 1 M 306	
	12.30 - 1.30			A 1003 DKM 1B A 26 (RS)					Q A 001 BSB 1 ST 1	
	2.30 - 3.30					A 2015 DIP 2A BK 3				A 1003 SUT 1A B 22
	3.30 - 4.30	A 2003 SKE 2D BK 16 (SY)	A 1003 DTK 1B BK 11 (ML)		A 1003 DAD 1B A 27 (FZ)	A 1003 DAD 1B A 27 (BN)		A 3005 SSB 4 ST 1		
	4.30 - 5.30									
	08.00 - 09.00									
	09.00 - 10.00									
S E L A S A	10.30 - 11.30	A 3003 DTK 3A BK 15	A 3005 SKE 4E BK 13	A 1015 DIP 1C BK 4 (RM)	A 4003 DIP 5B BK 3	A 2015 DIB 2 B 108	A 4003 PKE 5D BK 9	A 3005 SKE 4C BK 17	QA 001 BSB 1 ST 3	A 1004 DAT 1B (2) M 306
	11.30 - 12.30	A 1015 DIP 1D BK 4			A 4003 DKA 5C B 13	A 2003 DKE 2B BK 9			A 1015 DNS 1A BK 5	A 1003 DKA 1A B 33
	12.30 - 1.30	A 1003 SKE 1A L 3	A 3005 SKA 4B B 35	A 5003 DKM 6B A 27		A 2003 DKE 2A BK 15	A 5003 DTK 6A BK 17	A 1003 SKE 1B B 14		A 3005 SKM 4A A 26
	2.30 - 3.30		A 1003 DTK 1B BK 10 (ML)		A 3005 SKE 4A AVA			A 1003 DKE 1B BK 16		
	3.30 - 4.30		A 3005 SIT 4 DK	A 1015 DIP 1C BK 5 (RM)						
	4.30 - 5.30									
	08.00 - 09.00	A 1003 DKP 1 PNSL (LMA)	A 3005 SKA 4A B 17	A 2004 DAT 2B B 301		A 2015 DIP 2A DK	A 1003 DKE 1E BK 13 (WH)	A 1003 DKE 1E BK 13 (NL)	A 1003 DKP 1 PNSL (HZ)	
	09.00 - 10.00	A 1015 DNS 1B BK 4		A 2003 SUT 2A B 16			A 1003 DKE 1D BK 16 (CY)		A 1015 DNS 1A BK 5	A 1004 DAT 1B (2) M 301
	10.30 - 11.30	A 3005 SKA 4C B 33		A 5003 PKE 6C BK 17	A 1003 DAD 1A A 16	A 5003 PKE 6D BK 14			A 1015 DIP 1B LAB A	A 1003 SUT 1A B 3
	11.30 - 12.30			A 5003 DKM 6B A 32	A 4004 DKA 5C AVA		A 5003 DKE 6B BK 14			
12.30 - 1.30		A 1003 DKE 1C BK 9			A 2003 DKE 2B L 3	A 5003 DSB 6A ST 7	A 3005 SSB 4 ST 1		AK 1010 KKA 1 B 3	
2.30 - 3.30		A 3005 SKA 4B B 23								
3.30 - 4.30				A 4003 DIP 5B CADD 4						
4.30 - 5.30										
K H A M I S	08.00 - 09.00	A 1015 DNS 1B BK 4		A 2003 SSB 2 ST 4 (FZ)		A 2003 SSB 2 ST 4 (SU)	A 4003 DKA 5B B 24	A 3005 SKM 4C A 32	A 1015 DIB 1 M 306	A 3005 SKM 4A A 31
	09.00 - 10.00	A 1015 DIP 1D BK 5	A 2003 DKM 2B A 21	A 1003 DKM 1D A 36 (RS)	A 3005 SUT 4A B 16	A 2015 DIB 2 B 302	A 1003 DKA 1B B 14			
	10.30 - 11.30	A 1003 SKE 1A BK 17	A 3005 SKA 4A B 17			A 2015 DIP 2A BK 3				AK 2010 KKA 2 B 33
	11.30 - 12.30		A 3005 SKE 4E BK 10		A 4003 DKE 5B BK 1 (RM)		A 4003 PKE 5D BK 9	A 1003 SKE 1B BK 13	A 1015 DNS 1A BK 5	A 2003 DPU 2B A 23
	12.30 - 1.30					A 2003 DKE 2A AVA		A 3005 SUT 4B B 22	QA001 (T)	A 2003 DKP 2 B 11
	2.30 - 3.30		A 3005 SKE 4D BK 9		A 4003 DIP 5A CNW2 (KOM)			A 3005 SKE 4C BK 10		
	3.30 - 4.30			A 2004 DKB 2 B 302						
	4.30 - 5.30									
	08.00 - 09.00	A 2003 SKE 2D BK 13 (SY)		A 2003 DKB 2 B 202	A 4003 DIP 5A DK (KOM)		A 4003 DKA 5B B 24	A 1003 DKE 1A BK 15		A 1003 DKA 1A B 32
	09.00 - 10.00	A 1015 DIP 1D BK 4	A 1003 DKE 1C BK 10		A 1003 DAD 1B A 22 (FZ)	A 1003 DAD 1B A 22 (BN)			A 1015 DIB 1 M 306	AK 1010 KKA 1 B 36
J U M A T	10.30 - 11.30	A 3003 DTK 3A BK 13		A 2003 SSB 2 ST 4 (FZ)	A 4003 DKE 5B BK 1 (RM)	A 2003 SSB 2 ST 4 (SU)	A 1003 DKE 1D BK 14 (CY)	A 1003 DKE 1B BK 15	QA 001 BSB 1 ST 3	A 2003 DKP 2 B 11
	11.30 - 12.30			A 1015 DIP 1C BK 6 (RM)				A 3005 SUT 4B B 13	A 1015 DIP 1B SMR	
	12.30 - 1.30									
	2.30 - 3.00									
	3.00 - 4.00									
	4.00 - 5.00									

HANIZA FARAH SUHAZNI BANU FAIRUZ NALANIE WAHIDA IMA AZWEEN

	MASA	MAALANI	DARLIZA	KOMALAH	SANTHI
I S N I N	08.00 - 09.00 - 10.00	A 4003 DKM 5A A 26		A 3004 DKB 3 B 108	A 1003 DTK 1A BK 15
	10.30 - 11.30 - 12.30		A 2003 SUT 2C B 13	A3004 (T)	A 1003 DEM 1 A 22
	12.30 - 1.30	A 4003 PTK 5B BK 13			
	2.30 - 3.30		A 2003 SKE 2B BK 15	A 3004 DPM 3 B 004 (TN)	
	3.30 - 4.30	A 1003 DTK 1B BK 11 (FH)	A 2015 DIP 2B BK 4	A 3004 DPM 3 B 004(TN)	A 2003 DKA 2B B 34
	4.30 - 5.30				
	08.00 - 09.00 - 10.00				
	10.30 - 11.30 - 12.30 - 1.30	A 4003 DKM 5A A 24	A 2003 SKM 2 A 22	A 4003 DKA 5A B 25	A 2003 SKA 2A B 13
	2.30 - 3.30	A 4003 DSB 5B ST 6	A 2015 DIP 2B BK 4		A 5004 DAT6B B 102
	3.30 - 4.30 - 5.30	A 1003 DTK 1B BK 10 (FH)	A 2003 DTK 2A BK 15		
R A B U	08.00 - 09.00 - 10.00		A 1003 SKA 1A B 12		A 1003 SSB 1 ST 3 (DT)
	10.30 - 11.30 - 12.30 - 1.30	A 2004 SPP 2 B 205		A 4003 DUT 5A B 3	A 5004 DAT 6B B 202
	2.30 - 3.30	A 4003 PTK 5B BL 2			A 2003 SKA 2A B 35
	3.30 - 4.30 - 5.30	A 2003 DTK 2A BK 17	A 2003 SUT 2C B 13	A 4003 DTK 5A BK 1 (TN)	A 1003 DEM 1 A 26
	2.30 - 3.30	KO-KU	KO-KU	A 3004 DKB 3 B 108	
	3.30 - 4.30 - 5.30	KO-KU	KO-KU	A 3004 DAT 3 B 108	A5003 (T)
	08.00 - 09.00 - 10.00	A 2003 SKA 2B B 33	A 1004 DPM 1 (1) B108	A 4003 DUT 5A B 3	A 1003 SSB 1 ST 3 (DT)
	10.30 - 11.30 - 12.30		A 2015 DIP 2B BK 4	A 4003 DKA 5A B 25	A 2003 DKA 2B B 34
	12.30 - 1.30	A 4003 DSB 5B ST 6	A 2003 SKE 2B BK 15	A 4003 DTK 5A L 3 (TN)	A 1003 DTK 1A BK 10
	2.30 - 3.30 - 4.30 - 5.30	A 2004 SPP 2 B 205		A 4003 DIP 5A CNW2 (BN)	A 2003 SUT 2B B 3
J U M A T	08.00 - 09.00 - 10.00		A 1004 DPM 1(1) D 203	A 4003 DIP 5A DK (BN)	A 2003 SUT 2B B 13
	10.30 - 11.30 - 12.30 - 1.30	A 2003 SKA 2B B 17	A 1003 SKA 1A B 17	A4003 (T)	A1003 (T)
	2.30 - 3.00 - 4.00 - 5.00		A 2003 SKM 2 A 21		

MAALANI DARLIZA KOMALAH SANTHI

Tandatangan Penyelaras

Tandatangan Ketua Jabatan

POLITEKNIK
JADUAL WAKTU PENSYARAH KURSUS

Appendix 5.9i: Sample 1 of an individual staff timetable

TARIKH KUATKUASA : 12 JANUARI 2009

PENSYARAH KURSUS : SAS

SESI : JANUARI 2009

JABATAN: PENGAJIAN AM

Masa	8.00	9.00	10.00	10.30	11.30	12.30	1.30	2.30	3.30	4.30
Hari	9.00	10.00	10.30	11.30	12.30	1.30	2.30	3.30	4.30	5.30
ISNIN	(A-Muna) A 4003 DSB 5A ST 6			(A-Tan) A 5004 DPM 6A M 201	A 5003 DPU 6B A 36	A 5003 PIP 6 DK				
SELASA				A 4003 DKA 5C B 21		(A- Choy) A 4003 DKM 5D A 36			A 5003 PIP 6 BK 4	
RABU	(A-Yeoh) A 1003 DKP 1 PNSL				(A-Tan) A 5004 DPM 6A M 201	(A- Choy) A 4003 DKM 5D A 31				
KHAMIS		(A-Yeoh) A 1003 DKP 1 PNSL		A 1003 SKE 1A BK 15		A 4003 DKA 5C B 21			(A-Muna) A 4003 DSB 5A ST 6	
JUMAAT	A 5003 DPU 6B A 31	A 1003 SKE 1A BK 5								

TUGAS MENGAJAR				TUGAS SAMPINGAN	
NO	KOD DAN NAMA KURSUS	PROGRAM	T JAM P	NO	TUGAS SAMPINGAN
1	A 1003 – ENGLISH FOR TECHINCAL PURPOSES 1	DKP 1, SKE 1A	4	1	JK KEBERSIHAN DAN KECERIAAN BILIK WAWASAN
2	A 4003 – ENGLISH FOR TECHINCAL PURPOSES 4	DSB 5A,DKM 5D,DKA 5C	6	2	JK PUSAT SUMBER/AVA UNIT BAHASA INGGERIS
3	A 5003 – ENGLISH FOR TECHNICAL PURPOSES 5	DPU 6B, PIP 6	4	3	JK BUKU TEKS DAN NOTA UNIT BAHASA INGGERIS
4	A 5004 – ENGLISH FOR TECHNICAL PURPOSES 5	DPM 6A	2	4	JK KESELAMATAN JABATAN
5	ASSIST	DSB 5A,DPM 6A,DKM5 D,DKP1		5	JK PERTANDINGAN
				6	JK ANUGERAH SIJIL CEMERLANG MODUL-MODUL AM
				7	JURUAUDIT DALAMAN PUO
				8	JK KONVOKESYEN PUO
				9	KUMPULAN 2 R&D UNIT BAHASA
JUMLAH			16		

NOTA : Hari Jumaat (Petang) kelas bersambung pada pukul 3.00 pm

Appendix 5.9ii: Sample 2 of an individual staff timetable

**POLITEKNIK
JADUAL WAKTU PENSYARAH KURSUS**

TARIKH KUATKUASA : 12 JANUARI 2009

PENSYARAH KURSUS : BRL

SESI : JANUARI 2009

JABATAN: PENGAJIAN AM

Ma sa	8.00 -	9.00 -	10.00 -	10.30 -	11.30 -	12.30 -	1.30 -	2.30 -	3.30 -	4.30 -
Hari	9.00	10.00	10.30	11.30	12.30	1.30	2.30	3.30	4.30	5.30
ISNIN	A5003 DEM6 A22	A1003 DPU1 B5		(Wahida) SKM2B A33		(Amir) DPU3 A27			A2003 SAD2 A31	
SELASA					A5003 DKA6A B24			(Wahida) SKM2B A24		
RABU	(Mazlin) SKA 4A B 25			A5003 DEM6 A31		A2003 SAD2 A26				
KHAMIS	A5003 DKM6B A36	A1003 DPU1 A26		(Mazlin) SKA4A B25		A5003 DKA6A B24				
JUMAAT	(Amir) DPU3 A27			A5003 DKM6B AVA						

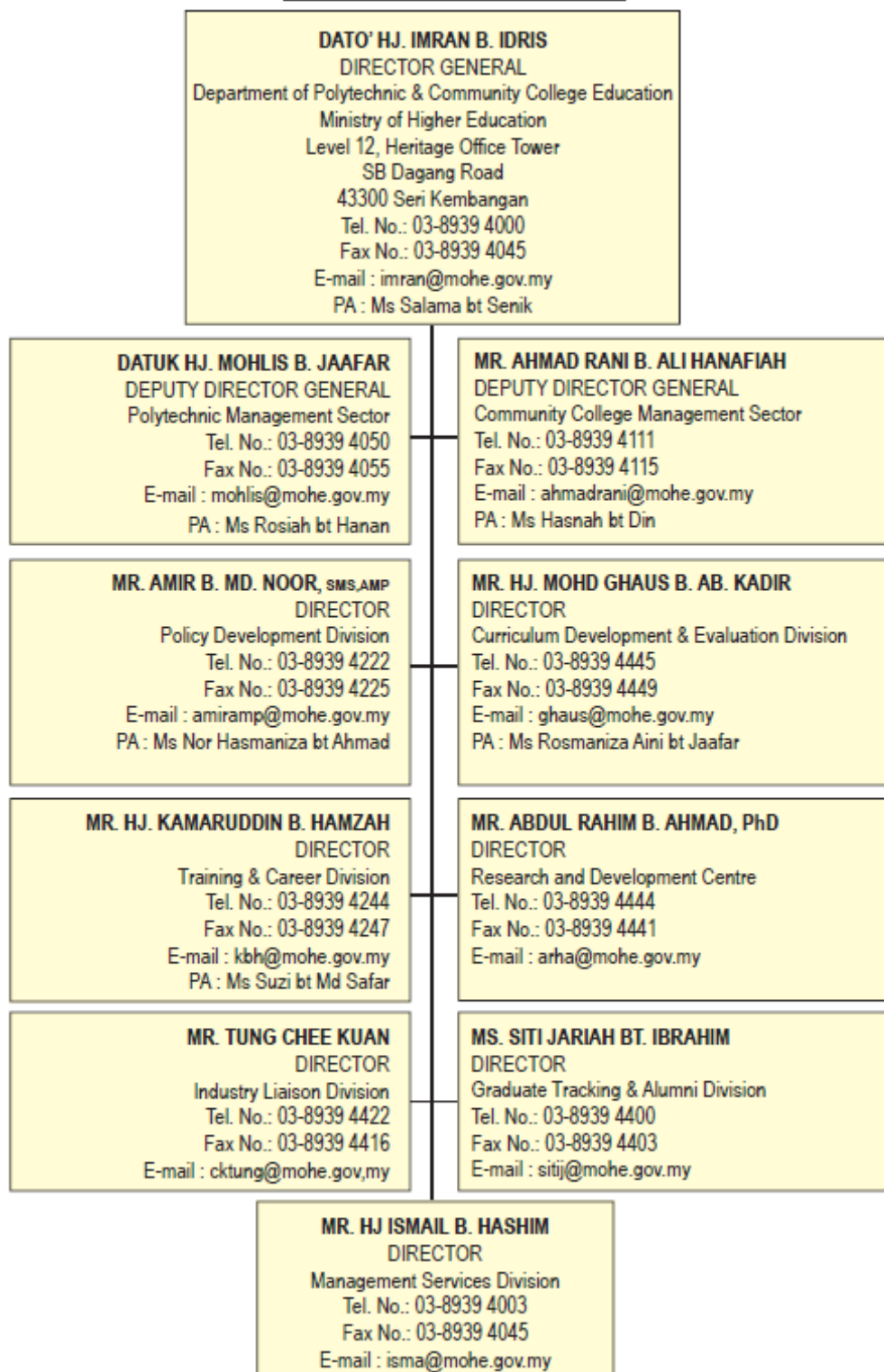
NOTA : Hari Jumaat (Petang) kelas bersambung pada pukul 3.00 pm

TUGAS MENGAJAR				TUGAS SAMPINGAN	
NO	KOD DAN NAMA KURSUS	PROGRAM	T JAM P	NO	
1	A 1003 – ENGLISH FOR TECHINCAL PURPOSES 1	DPU1	2	1	Juruaudit Dalam MSISO 9001:2000 (Setiausaha)
2	A 2003 – ENGLISH FOR TECHINCAL PURPOSES 2	SAD2	2	2	Penyelaras Kursus / Penilaian Berterusan / RPPS A5003
3	A 5003 – ENGLISH FOR TECHNICAL PURPOSES 5	DKA6A; DEM6; DKM6B	6	3	JK Peperiksaan & Penilaian jabatan (Penyelaras JKM)
4	ASSIST	SKM2B; DPU3; SKA4A	6	4	AJK Jamuan Konvokesyen ke -38 PUO
				5	Ketua Program 'English Language Clinic
				6.	Ahli JK TSP Jabatan
				7.	AJK Pusat Inovasi dan Keusahawanan PUO
JUMLAH			16		

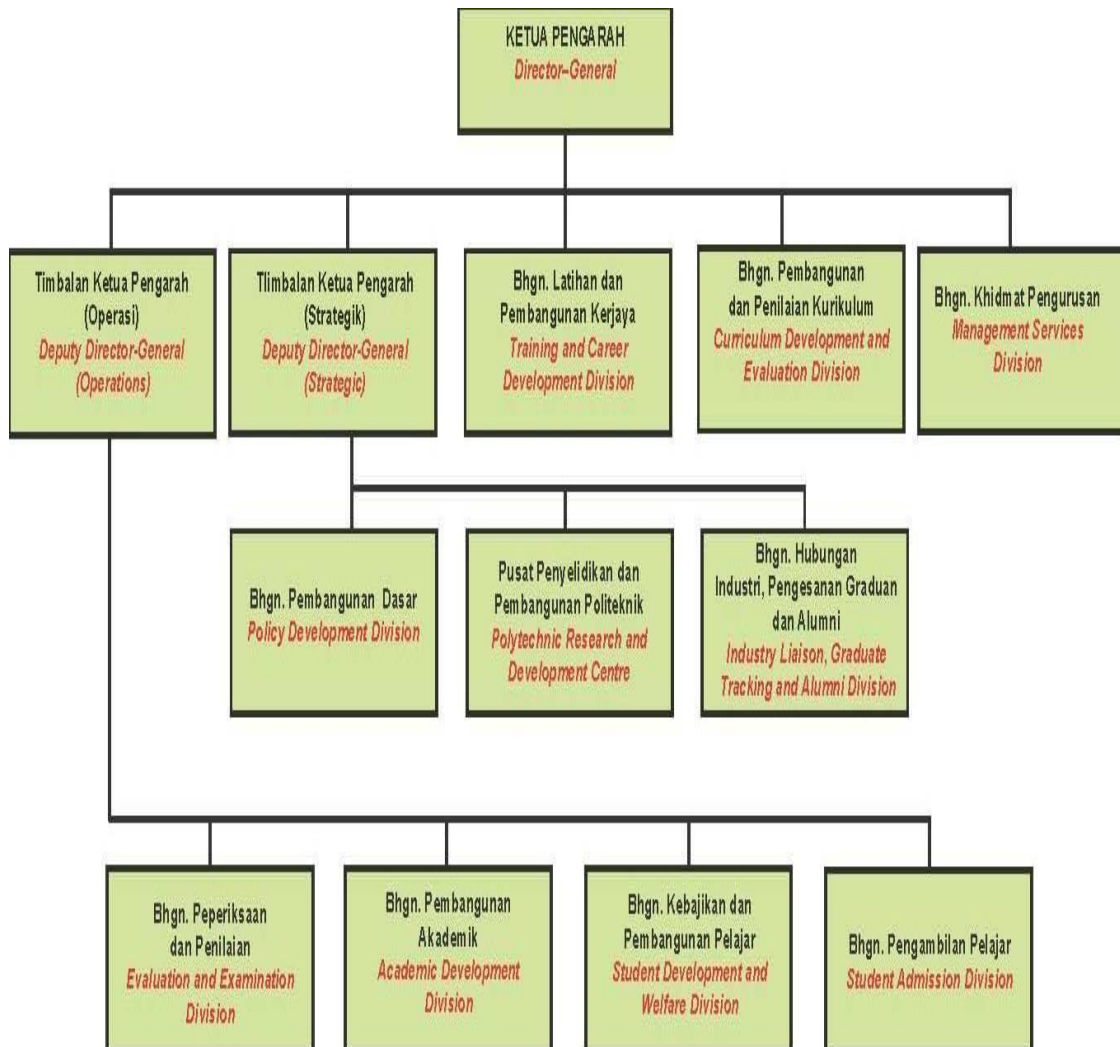
Appendix 7.1: Management of DPCCE with its 9 divisions

(Source: *Quick Facts* October 2009, p. 5)

DPCCE'S IMPORTANT DIRECTORY



**Appendix 7.2: After the rebranding and DPCCE is now divided into two:
DPE & DCCE
(Source: Quick Facts October 2010, p.11)**



Appendix 7.3: Department of Polytechnic Education Directory

(Source: *Quick Facts* March 2011, pp. 8-11)

No	Directory
1	Director-General Department of Polytechnic Education
2	Deputy Director-General (Operations)
3	Deputy Director-General (Planning)
4	Deputy Director-General (Academics)
5	Division of Professional and Excellence
6	Division of Policy Development
7	Division of Macro Planning
8	Division of Research and Innovation
9	Division of Curriculum Development
10	Division of Instructional Excellence
11	Division of Assessment and Certification
12	Division of Management Services
13	Division of Industry Liaison and Publicity
14	Division of Student Development and Welfare
15	Division of Student Admission
16	Division of Performance Management