

APPENDIX A

Questions to Guide Semi-structured Interview Held on 14.6.2000.

1. Could you tell me about your background - where were you born, etc.?
2. Could you tell me about your family?
3. What do your parents do?
4. What language(s) do you speak at home?
5. Which primary school did you go to?
6. Were you able to relate well with the students there?
7. What did you like about that school?
8. What did you dislike about that school?
9. Why did your father enrol you in a Chinese school?
10. Who else in your family went to a Chinese school?
11. Was it easy for you to learn Mandarin?
12. How did you fare in your studies in that school?
13. Do you still speak Mandarin? If so, with whom?
14. How did you cope with learning three languages, Malay, Mandarin and English?
15. Were there many Malay or 'Bumiputra' students in that school?
16. Did you feel out of place in that school?
17. Who did you socialise or mix with in that school?
18. Which secondary school did you go to?
19. Did you like that school? Why or why not?
20. Could you tell me about the students in that school?
21. Who did you socialise or mix with during your secondary school days?

22. Were you able to relate well to the students in your secondary school?
23. Did you stay in the school hostel during your secondary school days?
24. Did you get a lot of opportunities to communicate in English when you were in Sabah?
25. Why did your family move to Kuala Lumpur?
26. What do you like about SMTK?
27. What do you dislike about SMTK?
28. Who do you socialise or mix with in SMTK?
29. Do you get a lot of opportunities to communicate in English in your present environment: in school or outside school?

APPENDIX B

Questions to Guide Semi-structured Interview Held on 29.8.2000.

1. Could you explain why you find writing easier than talking face-to-face?
2. Do you find it easier to talk to me or to write to me? Please give reasons for your answer.
3. What prompted you to choose the topics that you wrote on in the DJ?
4. Does 'talking in writing' help you? Why is that so?
5. What do you like about DJ writing?
6. What do you dislike about DJ writing?
7. You wrote about "*Tiada kuasa bersuara*" [no power of voice] in one of your entries. Does DJ writing give you a 'voice' to express yourself freely?

APPENDIX C

Questions to Guide Semi-structured Interview Held on 26.12.2000.

1. What are the internal or external factors that motivate you to write in English?
2. Generally, what were your feelings when you were writing your DJ?
3. What were your feelings when circumstances did not permit you to write your DJ?
4. What did DJ writing mean to you?
5. For what purposes did you use the DJ?
6. DJ writing is a social activity between two persons. In your case it was between you and your English teacher. What significance did this have for you?
7. What happened to the teacher-student relationship in DJ writing? What were these roles like?
8. How different is DJ writing from classroom writing or writing in your own personal diary?
9. What did you like about your teacher's response?
10. What did you dislike about your teacher's response?
11. How did DJ writing with your teacher help you in your learning, and in particular, how did it help you in learning English?
12. How did DJ writing affect the way you write and what you write?

APPENDIX D

3.6.2000

I: I've just had a talk with Dr Moses regarding Dialogue Journal Writing which I'm considering doing for my project work. The talk has been very stimulating and has stirred my interest in pursuing this topic. He suggested that I keep a teacher journal.

Now I shall go back to the first time I met Mazlan. It was during the first English Language Society meeting for the year 2000. He was elected Secretary of the society. I didn't know anything about him then and had hoped that my student Ana from 5E1 would be elected for the post. But instead it went to Mazlan from 5E3. I had wanted somebody who could write fairly well as I didn't want to have to make a lot of corrections to his/her reports. The students obviously knew him better than me.

Some time in February when I was doing one of the Dictogloss activities as a means of collecting data for my MEd assignment, I noticed Mazlan in my 5E1 class. Had he been in the class all this while and I had not noticed him? I didn't ask. It was through conversations with other teachers that I learned about Mazlan. He was actually from 5E3 but had asked to be placed in 5E1 (the students were streamed based on their Form 4 Final Exam results and 5E1 is the best class) as his PMR and Form 4 results were good. One of the two 5E1 form teachers told me that he is a new boy to the school. He is formerly from a Technical school in Sabah. Apparently, his Form 4 Final exam results were better than Ana's (the best student in 4E1 last year) and on account of that, he had appealed to be placed in 5E1.

Mazlan was one of the students in 5E1 chosen to represent the school in the inter-school Parliamentary debate. I chose him but I can't remember why I had chosen him. Probably based on his essays and ability to speak English. Anyway, he is one of the few students in 5E1 who speaks English. During the first round of the debate (against a school in Shah Alam) Mazlan was chosen as the best speaker. However, in the second round of the debate we were soundly trashed by the cheeky, witty and fluent Bukit Bintang boys. During the preparation for the debates, three of the English language teachers helped the students prepare their scripts. The four students that we trained were Mazlan, Ana, Sarimah and Seman.

In my interaction with Mazlan I've found him to be a responsible and hardworking boy. He has always been present during the English Language Society meeting (full attendance so far) and he doesn't shirk from his responsibilities. He drew a poster for me to advertise the Environmental Walk cum Language Trail which I organised for the Language Week. I also noticed that he put up some posters which he drew for the English Language board in his class. This he did on his own initiative which was a pleasant surprise to me because the students in this school have to be pushed many times before they do anything for the teachers.

Because he seems to be more motivated than the rest of the students, I lent him 8 copies of Readers Digest and asked him to take charge of lending them to the students in 5E1 who are interested in reading them.

Soon after that Mazlan gave me two essays that he had written voluntarily. The essays were personal, descriptive and informative. I began to know him better through his essays and I also responded to these two essays with some comments. Mazlan loves to use difficult words e.g. 'cumulonimbus' for 'clouds', etc. but quite often these words are not used in a precise manner. To a certain extent he is quite fluent in his writing but accuracy remains a problem.

When the 1999 SPM results were announced in April, we discovered that our school had fared poorly. We were last in the Vocational schools category and second last in the Technical schools category for the whole of Malaysia. It was a wake up call.

Meetings were held to analyse the results and suggestions were made to improve teaching and learning. Overall, there was a 10% drop in the passing rate. Where English was concerned, the Technical stream results showed a 7% increase but the Vocational stream saw a drop of 2%.

In our effort to stem the deteriorating standard we began to 'push the students' more. Personally, I feel that this year's students are worse than last year's batch. Thus more is required of students if we want to improve our SPM achievement. As a wake-up call, the students received more scolding from me for their lackadaisical attitude. I even resorted to demeriting their marks for work/exercises not done. A few students were sent to the Vice Principal for her to take action. However, this didn't change the attitude of the hard core students.

Model essays and handouts were put up on the wall of the classroom for students to read. However, when I inquired, only a few students bothered to read them. Following the announcement of the 1999 SPM exam results, I came down hard on the students, hoping that they would change their attitude from one of complacency to one that shows concern for their studies. Moreover, their Mid-Year exam was scheduled to begin in May and all the teachers hoped that the students would be able to do well.

During one of the bad days when I lost my temper with the class, I told them that they could write in a dialogue journal their comments about my teaching. Mazlan asked if he could write about something else and I replied, "Yes".

One day (soon after) after a difficult session with the class (when I was so fed up with the students' attitude – i.e. not doing the work that I asked them to do), Mazlan gave me his first DJ entry. He was eager to have me reply his journal and when I gave him a prompt reply he was very happy (as recorded in his journal entry). We wrote a few entries to each other. I enjoyed writing to him because he was very involved in his writing and he seemed very hungry for knowledge and learning. Although I found replying to his DJ a very time consuming task, I concluded that the time spent was worth it if he could gain from this interaction.

He stopped writing for a few days because of the Mid-Year exam. I casually asked him if he would still continue with the DJ after the exam and he replied in the affirmative. I was very pleased.

I think after his second entry I began to toy with the idea of using this DJ as data for my MEd project. I surfed the internet and went to the library to read up and photocopy articles and books to help me respond to Mazlan's entries. As a teacher, I want to help him cope with the difficult situation that he is in as well as help to extend his language learning capabilities. And as an MEd student I am also interested to see his development as a writer, thinker and language learner. But I wasn't sure how I could analyse the data from the journal. Dr Saratha and Dr Moses have given me some ideas to work with and the books they lent me will surely help me to have a better idea of how I should proceed with this project.

In the meantime, I would like to recollect some of the things I noticed about Mazlan.

One day when I went for basketball practice, Mazlan came to talk to me and I asked him if I or other teachers have given the class too much work. He said "no". When I probed further as to why the students often do not do their work, Mazlan said that they are very idle, they waste a lot of time eating and buying food from the hostel wardens. I asked Ana the same question regarding why the students don't do their work and she echoed what Mazlan said – "What the teachers give is not too much that the students cannot handle. It's just their attitude, they are plain lazy and idle".

Pn Kay (one of the two form teachers of 5E1) told me that Mazlan doesn't ask questions during Add Maths lessons so she does not know if he has understood her teaching or not. Mazlan seems to prefer to ask Azuan (who is good in Add Maths) than to ask her. Both Pn Chun (Maths teacher) and Pn Kay (Add Maths teacher) said that Mazlan tries to talk to them in Mandarin. They resisted but finally gave in because he really wants to use Mandarin when interacting with them.

From the little that I know about Mazlan, I found out that he had his Primary education in a Chinese school. In the Technical school he was studying in in Sabah, most of his schoolmates were ethnic Sabahans. Coming to this school was a culture shock for him. As a result he has very few friends. He prefers to be friends with the girls.

Anyway, he seems to be different from the rest of the students. He's much more responsible, thoughtful and mature as well as diligent.

Pn Farah, another form teacher of 5E1 (History teacher) told me that after she scolded the students for their attitude and laziness, Mazlan approached her in the staff room to ask for answers to the History questions. She gave him the answers but told him not to give them to the other students as the rest of the students do not deserve to have the answers as they were not bothered about whether they got the answers or not. Mazlan was the only one who cared.

One morning he came to ask me for two manila cards and my dictionary of idioms as he wanted to do a chart on idioms for the class. Until today I have not seen the charts but what was of interest to me is that he wanted to learn. If he makes use of the idioms dictionary, I would be more than happy. He has had that dictionary for more than a month already but doesn't seem in a hurry to return it to me. On the last

day of the semester I reminded him not to lose the dictionary or Readers Digest that I lent him. Once I saw him using the idioms dictionary in class during my lesson. As long as he's using it I am in no hurry to take it back from him.

On June 12th the school will be having its Annual Prize Giving Day (Hari Kecemerlangan). Mazlan has been unanimously chosen by the teachers teaching 5E1 as "Pelajar Berhemah Tinggi" although he is 'new' to the class. All the teachers notice that he is different – more committed and interested in learning. Pn Ziana (his BM teacher) told me that he's one of the best students in the class and if anyone were to get a distinction for BM, it would be Mazlan because he uses more sophisticated vocabulary in his essay.

APPENDIX E

12.6.2000

I: When I first began DJ writing with Mazlan I wasn't looking at it as a source of data for my MEd project. In fact, when I first read Mazlan's journal entries, I was drawn and captivated by his voice – the voice of one crying for help, the voice of a student being dislocated and about to drown in a school culture that he was and is trying hard to resist. The voice got to me. I wanted to reach out in response as best as I could because I did not want him to drown in the Dead Sea of SMTK. I didn't want him to be like the majority of the Vocational and Technical students whom I feel are apathetic and complacent. To me they are like the Dead Sea, which has many rivers feeding it, yet the sea remains dead and barren because it remains enclosed and does not give out anything in return. This is my analogy of the students in SMTK, students who wait to be spoon-fed but do not use the nourishment received to multiply their own learning. Because Mazlan appeared different from the rest, something in me wanted to prevent him from being influenced by what I see as the rot in the school. So I responded to his cries for help. It was his agenda and welfare that I was concerned about. How could I help him preserve the positive student-trait and attitude that he has without him succumbing to the pressure and established culture of the school? I did not have specific research questions that I wanted to investigate. But rather, I was driven by the student's voice, a voice that seeks help for understanding, for counsel, for someone older and 'wiser' to walk with him in his lonely sojourn in the wilderness. A care-taker holding the hand of a child, walking along side him, guiding him and helping him make sense of the sometimes hostile world around him.

But I am also his English language teacher and I believe the interactive nature of DJ writing will have spin-off benefits in his language learning process. I enjoy reading Mazlan's essays because of his expressive and descriptive style. He writes with fluency but his writing lacks accuracy. How can I model good writing to help him write better in terms of style, structure, vocabulary and grammar? How can I scaffold his writing development? But somehow, because his early journal entries were 'cries' of help in sorting out his private world, the pedagogical language learning aspects of DJ writing became secondary to helping him adjust to his new school environment. He wrote in his journal that he hardly has any male friends and so he seeks friendship from a few girls. Then he falls for two girls, make blunders and redeems himself and the process continues. I don't know where we're heading to in this DJ writing but I want to be there to see him being able to pick himself up each time he falls. To let him run but not too far, to let him explore and soar like a kite but with the string loosely in my grip until he's ready to take off on his own without crashing to the ground with disastrous consequences.

As we journal together, I begin to see potentials in using the data from our DJ writing for research. I am excited about the richness of the data but I'm unfocused in what I should be concentrating on. At the same time, I want to preserve our DJ

writing as one that seeks to fulfil Mazlan's agenda rather than my own agenda as a researcher. At this point, I feel it difficult to formulate research questions for investigation as I want this case-study to be data driven. Generally, I see the purpose of our DJ writing as helping Mazlan to develop as a whole-person, someone who is able to make sense of his new world as well as make wise decisions in his life. Specifically, I want him to be able to do well in his SPM exam and I am most interested to see his development as an ESL learner, in particular his development as a writer.

Description -

A boring character

In this world, there are a lot of many different characters of humans. Some of them were the happy characters and some of them are boring. Well, since I am one of the billions of humans living on this earth, I had the choice to get to know a very boring human being.

This being's name is Maslan. He is 5'8 feet tall with short black hair. His complexion is dark brown and he wears a pair of spectacles. I got to know this humble creature when he first moved to Sekolah Menengah Tekhnik Kuantan last year. The first time I met him, it was very nice. He is very good at speaking English and he comes from Sabah.

Appendix A

My reasons of saying he is a boring character is because he is a very boring person. Most of the time I engage in a conversation with him, he will just nod his head and doesn't try to be a part of the conversation.

Everytime he does this, I always ask him whether does he have a proper working brain in his head. For example this is a conversation I had with him a few days ago:

Fadi: "Hi Maslan, how the hell are you?"

Maslan: "Huh?"

Fadi: "Hi Maslan, how the hell are you?"

Maslan: "Huh?"

This typical example has already shown why I think his IQ level is only 15 ⁱⁿ sometimes I ask him whether he was involved in a terrible

accident that destroyed his central nervous system

Another reason is that everytime I talk to him, his main topic of conversation is just about girls. He thinks that girls are just

"We too, we need them from most conventions about girls that I had with him, I could make the ^{assumption} ~~assumption~~ that he like pretty girls, girls who have something in common with him and girls who know how to please him. For me he is a typical playboy, but he never admits it. He thinks that he is just a modest and cool person.

Something that I like about him is how open he is when he talk. He usually comes up with the topic, but sometimes he let's me choose the topic of conversation. But usually concerning about girls which other teenage boys also talk about. He also knows my needs and he doesn't talk about anything that I don't like.

Overall he is a cool guy he is able to understand and conversation

with other people. Usually a lot of people praise him for his ^{intelligence} ~~intelligence~~ and excellence in study. For me he is just a typical boy-next-door, who some times makes me bored.

Good description of Mazlou - please

Show this to him, what's y
reply Mazlou?

Essay

That Morning Infatuation

That morning as I stepped out of the dorm's huge door, I could smell the balmy air sweetened by the flowers in the little garden. The air was moistened by cold dews. I inhaled deeply and exhaled as I took my first step to go to school. I heard myself murmuring a prayer to Almighty God seeking for His blessing.

The cool morning breeze making my still-soaked visage and body tingling in the cold. I rubbed my arms to warm myself. Under the dimly lit open space, I could see the other students had started making queue to go to school. I was a bit late, but my heart felt no anxiety or worries. That morning, I felt lively.

As I slipped into my class line, my eyes were probing. Searching for a figure I wanted to see every morning every god-given chance.

"There she is!" My heart cried gleefully as my eyes spotted her. She was neatly dressed - dress ironed clean white and blue uniform smooth as silk.

She flashed a smile to me which startled me from my reverie. My mouth was a bit hung open and my eyes sauced but I managed to return her my warmest grin before she turned away blushing. I thought she noticed me staring at her because she was smiling sheepishly.

Somehow I could not help feeling on top of the world. I was so happy my heart could burst out anytime. I knew I should be ashamed of such a

honour but I wasn't and that was great.

After the prefect in-charge led the morning
the pilgrimage began from the assembly
to the school.

Everyone followed the teacher's
action last night. The warden teacher had
ed us the previous night to go to school
ne straight line. It was like a giant millipede - the
2 But I was not against this disciplinary act.
3 act, I enjoyed it because the line was neat
there was no chattering voices heard. Only the hum
the morning breeze and chirping of birds
eking the silence occasionally.

As I was contemplating at the multi-hued
is of cloud my ears caught the sound of someone
going. It was a familiar voice. It was her voice.
eyes spontaneously searched for her. She was
rely a stone's throw away from me.

She was walking steadily in her own rhythm.
e was chattering with her best friend. I could not
vent my eyes from looking at her which I realized
as starting to drown me in teenage fantasies.

Fortunately, I was already in the school
ard and the sight of the canteen reminded me instantly
at I was famished. I did not have my dinner the
revious night and I skipped breakfast in the dorm that
morning. My tummy was drumming. From there on
ve had to follow separated paths. I need to go to the
canteen to buy myself some food while she went straight for her class.

Once again I was building castles in the air.

It ^{occurred to me} (triggered in my mind of) how infatuation during adolescence is so powerful that it could distract a student from his sole responsibility - to study. But I cannot deny that infatuation spiced up a student's monotonous life. Infatuation is in fact, a part and parcel of a student's life.

That serene morning, I was blessed with infatuation. So I guessed, my life is ^{now} ~~afterwards~~ an interesting one. That morning infatuation gave me a head start for the day.

seen

5 KEJURUTERAAN 1

Everyone wants to know what it is like to be in 5 KJ 1. Well, there are 34 handsome and macho princes and six beautiful princesses. These are the 40 naughty students who cheer the class and often cause the teachers to explode like volcanoes.

First, allow me to describe the teachers. Pn. Nik Anita is the millennium's most stylish teacher. Our dearest class teacher is the queen of our hearts. Her sweet smile often metamorphoses into a stern look when we go overboard with mischief. Our second form teacher is Pn. Kee who has the unenviable task of teaching us the most complicated subject, which is Add Maths. Urgh we see stars but with the wave of her magic wand she makes us understand signs and symbols. The prettiest teacher, Puan Rohana, never stops stuffing our brains with Physics formula. Next, we have the soft-spoken Puan Nor Ashikin who rules the Chemistry lab. Then there is Miss Foo who teaches us English with her tough stand and demerit system, which almost kills us. "Don't be like that lah teacher..." we plead but to no avail. Now we come to the cutest teacher on earth, Pn. Chan, who is always pestering students to do her homework. Puan Zainab is our most dedicated Bahasa Melayu teacher. But don't you dare beg her for extra marks during exams because she will not hesitate to fail you. These are roses who adorn our garden class with their fragrance and wise teaching. Now I'll move on to the thorns but really, these are good thorns that keep our enemies away. First, the handsome teacher who always hits us with his white board marker pen. He is Encik Mat Aris. No wonder we pass our PKJ. Then, there is En. Saeden, a thin and funny teacher

who always makes jokes, lame jokes. "Don't worry En. Saeden, we'll laugh HAHHAHA" and lastly we have our dear Ustaz Mohd. Nor who never forgets his job of teaching us Agama Islam.

Now, for the students of 5 KJ 1. We'll start with our Tokoh Maulidur Rasul, Tief Idham, his good attitude makes us respect him. "My answer is correct!!" that is Ainul Hakim's favourite line. Always thinks his Add Maths answers are correct all the time. Looking for 'Si Foo'? Go to Fuad Adeeb our 'Si Foo' for silat. Izan Izwan may look very quiet but really, still water runs deep. He can write six pages of Chemistry essay. Can you beat that? Searching for master of Hand Ball? Well, Quddus and Bijan (Afzan) are waiting. Fadli who is popularly known as Semang enjoys laughing and talking just about anything. A more cheerful person I have not seen. When Fadli flashes his syrupy smile, I often imagine that the ants he accidentally steps on will not die. What a really happy lil' baby face he is. Izwan Ikhrum may look innocent but he is the 'OTAI BESAR' of SMTK. Rashidi our class monitor should receive an award for the "Most Outstanding Monitor" for not making our class the most outstanding class. Zulfikar is the 'sleeping beauty' of 5KJ 1. He's waiting for his 'Lady In Black' to kiss him.

Good news for all the girls. There is a macho-man in 5 KJ 1. He's none other than Zaidi. It's difficult to make him laugh. A million ringgit will be rewarded to anyone who can make him laugh. Muhaimin, the greatest 'POVO' in our class is unable to control his leaking pipe.

There are two best friends in the class. Both are quiet and both wear glasses. In fact both sit together. Who are they? Syukri and Suhaimi of course.

Also in the class is our own Mr. Bean also known as Aizuddin whose sketches are incredible. Shahril, commonly called 'pakcik' is the only Kadet Bomba in our class. Kamaruddin may be very good in LKJ but he is very blur in English. Hehehehe Firdaus or 'SPEK' has an incredibly cute smile, one that will melt many maidens' hearts. Azmi or 'Kechik', as we call him is always peeping into 5KJ 2 with the hope of seeing Idalis Ayu. 00000... Kechik..@. Omi or 'tembam' is a sweet boy who is proud to be an outsider. An alien in 5 KJ 1. Relax..Omi Relax !!.

You want egg-cellent Add Maths? Then go to our egg-cellent Dato, Azwan. But when it comes to English, he just freezes Zero Temperature...Zero. Umar Farouk, Azwan's ideal partner for not doing homework. "Alamak Kantoi " The same goes to Ismadi, our doctor who's always making lame jokes.

Teacher call him 'Has' but his real name is Haszanizam. Always gossiping with Noraini, yet he likes to pretend to be deaf. Let's move to the most handsome and sporting boy in 5 KJ 1. Who is he? Faisal of course, the guys the gals chase after. Zulfadli is our excellent head-boy. He is also an excellent joker. Naim, our chief editor is quite a good-looking boy but boy!! he is so' perasan macho!! '. Fairol and Ranjit (Azril) are always together doing their own business. Amir, an intelligent boy, is capable of making students see stars. May the force be with you. As for Affandi, concentration is very important in playing games in arcades. Hadi is also known as 'The Greatest Escape', somehow he always manages to sneak out from the hostel at night without being caught. Maybe he

"pukau-ed" all the wardens. 'Fly, Hadi Fly '. Ravi is the only non-Muslim student in class. He appears to be very shy but don't be deceived, he's quite a smart aleck. Ahem!! And the last guy is our Assistant-chief editor, Ross or Roslan. A new kid on the block. Everyone's jealous of him because the teachers always praise him.

Time for the girls. Siti Noraini, Amy Mastura's loyal fan, is always burdened with responsibilities. She tries to be a perfect prefect but never realizes that she is already one. As for Noraini, she is extremely quiet and hardworking and always finishes her homework in time. Sabariah is a sweet and innocent girl but do not estimate the power of this vain pot. While Nur Izwana may be a cheerful and playful girl nevertheless she does not neglect her studies. As for Fatihah, she is the girl with the cheeky voice and ever-present smile. But beneath her smile lurks an extremely talkative girl. And last but not least the 'Queen of Katek' also known as "Peah". She looks quiet but a real dare devil she really is. Those are the six kecoh gals of 5 KJ 1.

Some one once told me that to write well as to write about what I know well. I know 5 KJ 1 well and I hope I have presented them well in this article of mine. Sekolah Menengah Teknik ~~Kencana~~ will not be the same without everyone of them. We know and we realize that we always irritate lots of teachers in this school. "We are very sorry". We know that we are the hope of the school but we still don't play our part. But one thing we can promise you SMT ~~K~~ is that we will pass our SPM with flying colours.
LONG LIVE 5 KJ 1 !!!!

BY: Nur Izwana [5 KJ 1)

APPENDIX I

11.5.2000

Lan: Thanks for the wise advise and instant reply. Really appreciate it. I really don't know why but I felt for sure that I'm more comfortable communicating with people around me with written words rather than talking face to face. I think I lack the gift of the gab but I don't mind cause being a less talkative person reduces the chances for me to lie, not that love to lie. Anyway, dearest teacher I have fallen for someone but surely she is not from 5E1. The girls in the class, well I treat them as buddies and I tried and still trying to foster bonds with them and it seemed that my intention is noticed and there's feedback. Syukur [thank God]! Anyway, infatuation makes like spicy. At least I do think so. Nonetheless, study is more important. I know and I won't forget.

I knew about Faiz's ancient story and I knew it was between Sheri and him. But trully there's nothing between me and Sheri (I treat her like a sister). It's just that I like being around her because she's always cheerful and she smile a lot and I am also learning BM and Art with her. So we spend a bit more time together. Mutual learning.

Anyway, teacher, I really wish that I could increase my achievements in my study/subject because I'm depending on passing with flying colour in my SPM trial and real examination to apply or better, to be offered scholarship to further my study. My family is not of well-to-do background and I symphatize at my dad facing hardship repairing engines to earn us living. He is already 48 this year. Everytime I "balik kampung" [go home] I realized that he's growing weaker and weaker and his once energetic face slowly consumed by age. My eyes often brimmed with tears but never show them - afraid they'll worry for nothing. So I really, really need help from the teachers and I need help from you teacher to boost my quality in English, to the extent that I'll be able to write essays without being anxious of wrong grammars or dull sentences lacking interesting words. I wanted to be able to talk in English as fluent as the Englishmen themselves.

I want to be supreme in all my subjects and I yearned to beat every challenger in 5E1 and proved that I'm no. 1. A reality they have to accept so that they'll respect me more. I want to feel the sensation of being confidently leading again.

But I have tried and I failed. I'm too idle. I let my feelings get the best of me. How could I suppress this situation teacher. I really hope that you could share some of your experience teacher since I'm pretty sure that you've went through this before, right?

Anyway, I think that's all I really have to ask. Have a nice day teacher! Sorry if I'm disturbing, but as a teenager I'm inclined to have problems that'll need adults tending - to prove to the world the adults are wiser heheh! Right?

APPENDIX J

20.6.2000

Lan: Well, teacher, for your information, I used this DJ writing to enhance my ability and proficiency in English. Whenever I submit my entries for the day I have never once not anticipating for your reply. Do you know teacher that somehow you are able to make me giggle to myself - which often wins the class undivided attention - with your words? As if you have read through my mind and pressed on the right button to tickle me. You really have a young heart pounding in you! I wished the whole class would realize that.

Anyway, this DJ writing has not only help me with my education, but also my mental and emotional well-being. Much to the fact that teens are always tailed or hovered by problems, enigmas, etc., I constantly need guidance to navigate me to walk on right path and as I have mentioned several times before, there are lots of wisdom words coming from your generous heart teacher and believed me, they had helped me through some hard time. And I could even express my feelings and contentment regarding my life in this means of communication. DJ writing really helped eased my stress upon the arrival of SPM, especially emotionally. It's full of surprises!

PENDIX K

2000

1: I am **eager** to be the number one in everything and I wanted earnestly, to be own and to be sufficient in every aspect of my subjects. I want to be able to answer every question in my exam papers as well as the other students. I want to be centre of attention! And this egocentric disposition had been the bad, dark part of since I was in primary 5 - the first time I achieved the top position - number one! old grudges to those who rank higher than me - but not enough to provoke lice. That is me, teacher. Hungry for success. I need to excel and emancipate myself from this shell, which is suffocating me slowly. I'm constantly seeking for a shortcut in life and as a result, I've cultivated impatience demeanour in me. I would anything to obtain what I want, in the shortest time possible.

I hate to be in no-money condition . . . I hate fat lady - shows they don't know how to take care of themselves. I like those who know how to cheer me up and smiles sincerely. I love a girl who lives her life modestly, fancy-free and casually.

APPENDIX L

10.7.2000

Lan: I'm not neglecting my English but I'm still feeling awkward when it comes to talking in English. Just don't have the suitable surrounding here to help me improve my oral skill. Whenever you start talking in English, they'll start to murmur the reasonably popular mockery "Tak tahu Bahasa Melayu ke?" [Don't you know the Malay language?] or worse, "Gunalah bahasa ibunda" [Use your mother tongue] and the reaction that'll set you off from talking or chatting with them in English - giving you a blank dumb stare.

APPENDIX M

23.7.2000

Lan: Teacher, somehow I realized that I wanted to learn both English and the mother tongue so that I could describe my appreciation towards everything around and in me. I want myself to be rich with words just like you so that I could put into words my feelings - to describe people and the magnificent nature.

APPENDIX N

2000

: You have been a joy to me since we first started dialoguing and god bless you that and for allowing me a window to express myself by introducing me to this God bless. God bless you teacher.

I regretted that we didn't embarked on dialoguing earlier because if we did sure we could bond a stronger relationship rather than just student-teacher ties. It dawned on me today that there's only 3 reasons why I still forcing myself to attend schooling in this terrible, rotten-cultured school. The main and prior one, is to gain the teachers' boundless knowledge and pass my exam with flying colour, your ever lovely smile, and your refreshing and funny DJ. My days at school won't be complete without your scribbling and the other ones.

APPENDIX O

2.8.2000

Lan: I do think that it's good and better to leave all the decision for the students (those involve in DJ) to select their own topics to talk about. This will give them the opportunity to express themselves better. If the teacher gave out the topic, I'm pretty sure some of the student (especially those who are weaker in the use of the second language) will be pressured and taxed. That in the end will cause them to stop writing and furthermore teenagers prefer life fancy-free, and not a ruled one. After all, if the teacher is the one who gives the topics out, DJ writing will be a total boredom since the student involved will lose their power to speak their minds.

To give the power to choose the topics to teens to write on will be the key to open up their feeling bottled up within. Sometimes, when they faces problems they'll need a medium to express their feelings and in the mean time, to gain perhaps, some advise or soothing words and through DJ writing, this all is now no more a dream! That is why I stand firm on giving the students involved in DJ writing to choose their own topics to write about.

Afterall since DJ writing means a student-teacher relationship, its likely that the students will be talking to a person older and more experience than them. For me it has been a first time experience and I found out that not all adults is stereotypical and conservative thinking (just like you teacher). I've seen a lot of adult, even some a lot of parents disapproved. Whatever teenagers activities without letting a piece of chance to heeding their explanation to them or their excuses was always 'you're not old enough to make your own decision' blabla...

Anyway, dialoguing with an older and more experience person. Well to me it has allowed me to peek through the eyes of the elderly's such as you teacher and fathomed a bit of how you (older people - adults) view life and I think DJ writing has also given you the window to our minds right? Mutual benefits. In addition I think sometimes it's quite good and perhaps better to communicate with older people since they have went through hard times that you (teens are undergoing and often, for sure, the adults will have an answer or solution for the problems you are facing. (cut the time half to think of ways to save yourself of misery...haha...)

Anyhow to me it has been quite an enriching experience to talk to a person older than me. It is not everyday thing that a teen like me able to commune with an adult without rousing insatisfaction in either side.

APPENDIX P

5.8.2000

Lan: It is a lie if I say that I learned a few things from or about you through DJ writing.

Because I know for real that I've learned abundance.

For example my entry dated 3rd July that I wrote I was enraged by fire of anger and you advised me to take it easy. Indeed DJ writing is a powerful tool and proven effective for the means of teaching either academically or others (namely alternative to curb negative feelings).

Through DJ writing too you make known to me that I am not the only one chasing after time. The way you heaved on matters concerning time really sent me thinking and mostly about idling on my work. But I do still need pushing (haha)

So, in short I think DJ is not just a radical yet a fresh new way of learning. It is also an exciting means of communicating between the student and the teacher.

Equality of power do exist when engaging in writing with the teacher since the student is given the privilege to pick their own topic and gifted with the power of speech. Thus they could (if they doesn't agree with the teacher in certain matters) argue with the teacher. In the contrary, if an issue receive both agreement, either side could convey gratitude without others knowing (specially other students because they tend to engender envy if their classmates/schoolmates become close to certain teacher. DJ writing could reduce unwanted conflict.

I do think that there's equality of power when both parties engage in DJ writing. Afterall, it is a better tool for students (if there is one) to comment about the way the teacher teaching that aroused their insatisfaction without humiliating the teacher publicly.

So I think since you have requested a few times for my opinion on your teaching method in 5E1 I do think that you are spooning every bit of information gingerly into the mouth of 5E1. I don't really agree with such way of teaching because it'll cause a lot of problems in the long run. Most of them will learn to rely on you rather than do their own research to improve their language. But really, judging through the way 5E1 students are faring in English test I cannot really blame it on you right? I mean they are really desperately in need of helping hand and you are capable of it only through this way (regarding the leftover time before we confront our SPM).

But I can tell that the way you teaches, sometimes, is not good for me. But the story book and DJ writing, in a way, compensates for the class. I know that you have to teach this way (spooning) because of the majority of 5E1 students are terrible in their English (not that I'm too good though). So, that's how I think about your classes. I do think its best not to further engage this way next year or you'll end up with yet another failing class.

APPENDIX Q

10.8.2000

Lan: Initially your entries were funny and some of them really tickle my bone. That is why I often anticipated or urged for your reply. I wished my days to start with laughters instead of melancholy. I felt my heart boosted with happiness every time I received a happy or quizzical entries.

But lately I have been receiving serious ones and more or less the situation in your writing influenced me. There's less giggle and more talk about the vista towards 11As in SPM.

So all in all, my feeling toward DJ writing depends on the teacher's entries. And since teacher you are an adult you speak in an adult way, so does your writing sound. So when I'm writing I try as much to sound more mature so that you wouldn't treat me childishly. But most of the time I write in my own tones, not masquerading.

Anyway, last comment. You really nag like my mum teacher!