

APPENDIX A

OUTLINE OF LESSON PLAN FOR THE STUDY

PHASE 1

INITIAL WRITING TASK

- 1.1 Teacher distributes copies of the Initial Writing Task (APPENDIX B, p. 75)
- 1.2 Teacher instructs students to gather relevant information linked to the topic through group discussions and readings at the prewriting stage.
- 1.3 Teacher asks students to individually write the first draft of "Major Causes of Crime in the City" based on the information gathered
- 1.4 Students revise their first drafts with their peers, and subsequently produce their second drafts. After a second round of peer revision, the third and final drafts are written.
- 1.5 Teacher collects the final drafts for evaluation to obtain the Initial Writing score.

PHASE 2

CLASSROOM TEACHING

Lesson 1

- 2.1 Teacher gives out Model 1 (APPENDIX C1, p. 76)
- 2.2 Students read Model 1
- 2.3 Teacher discusses Model 1 with students

- 2.4 With guidance from the teacher, students analyze Model 1 in terms of its topic sentence, supporting details, language patterns and the conclusion (APPENDIXES C2 – C4, pp. 77-80)
- 2.5 Teacher asks students to underline the topic sentence in red, circle all transitions, and underline the three causes in blue. For each cause mentioned, students are asked to underline the two supporting details in black.
- 2.6 Students practice the language patterns by substituting with cause and effect sentences of their own (APPENDIX C5, p. 81)
- 2.7 In groups of 3 -4, students discuss and read up on the topic given in the Parallel Writing exercise (APPENDIX C4, p. 80). Students write the article individually based on information gathered.

Lesson 2

- 2.8 Teacher repeats steps 2.1 -2.7 with Model 2 (APPENDIXES D1- D4, pp. 82-85).

Lesson 3

- 2.9 Teacher repeats steps 2.1 -2.7 with Model 3 (APPENDIXES E1 - E4, pp. 86-89).

PHASE 3

FINAL WRITING TASK

- 3.1 Teacher distributes copies of final writing task (APPENDIX F, p. 90)
- 3.2 Teacher instructs students to gather relevant information related to the topic through group discussions and readings at the prewriting stage

- 3.3 Teacher asks students to individually write the first draft of "Major Causes of Environmental Pollution" based on the information gathered
- 3.4 Students revise their first drafts with their peers, and subsequently produce their second drafts. After a second round of peer revision, the third and final drafts are written.
- 3.5 Teacher collects the final drafts for evaluation to obtain the Final Writing score.
- 3.6 Teacher interviews each student individually using the Interview Schedule (APPENDIX G, p. 91) as a guide.

APPENDIX B

INITIAL WRITING TASK

You are going to write a composition on the topic "Major Causes of Crime in the City" based on the following steps:

1. Exploring Ideas

Read up articles and materials related to the topic above. In groups, discuss the information gathered based on the following questions: What crimes are normally committed in the city? Why do you think such crimes are common in the city?

2. Organizing Ideas

Use a mind-map to organize the information gathered

3. Writing the First Draft

Based on the mind-map, write as much as possible in about five minutes. Don't worry about form or grammar.

4. Sharing

Show your first draft to another student. Does he or she understand your paragraph? Does he or she think you need to make any other corrections? Ask he or she for at least one more piece of information to be added to your paragraph

5. Writing Your Second Draft

Rewrite your paragraph. Change anything you want. You may change words phrases, sentences, or whole paragraphs. You may add, subtract, or reorder.

6. Edit Your Writing

In small groups, read aloud your second draft and discuss your corrections with the students. Together, check your paragraph for content, style and grammar.

7. Writing Your Third Draft

After you hear from your classmates, read your paragraph again. Decide what you want to change. How can you communicate your ideas more clearly? When you finish writing the third draft, give it to your teacher.

APPENDIX C1

MODEL 1

Major Causes of Bicycle Accidents

Cases of bicycle accidents are on the rise. Sometimes they are quite serious and may result in death. Most bike accidents result from faulty bicycle parts, bad weather conditions and reckless cycling.

Firstly, bicycle parts can sometimes fail to work properly. For example, if the brakes are not working properly, the biker cannot stop in time in an emergency. Also, a poor bicycle light will make it more difficult for a biker to see at night.

Besides this, bad weather conditions can cause bike accidents. For example, too much wind will affect steering. This will cause the biker to lose control. Furthermore, water may affect the brakes and cause them to fail.

Most of all, bike accidents are caused by reckless cycling. For example, accidents can occur if a biker does not stop at a stop sign. Sometimes, the biker's pants may get caught in the bike chain and causes accidents.

In conclusion, the number of biker accidents could be reduced if bikers checked their bicycles, ride in good weather and practice road safety while riding.

APPENDIX C2

A. ANALYSIS OF MODEL 1

The content of the passage has been organized in the following manner:

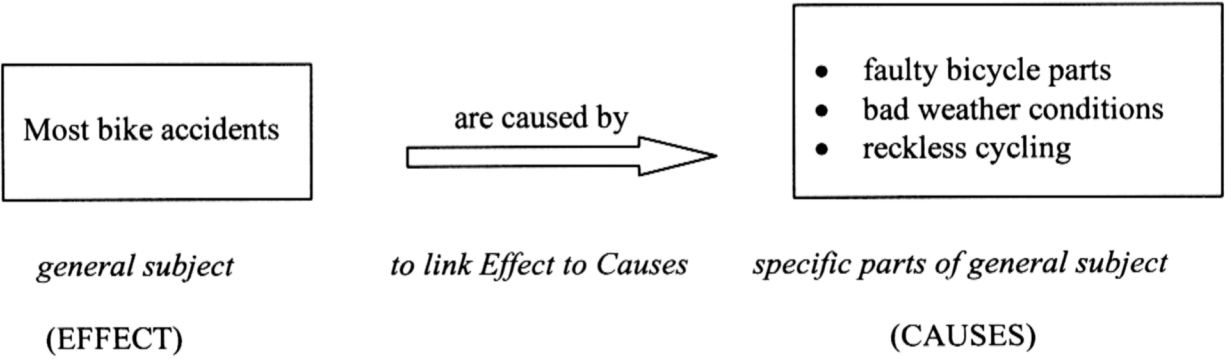
- I. Topic Sentence - states the main idea
- II. The Body - develops the main idea
- III. The Conclusion - summarizes the content

I. THE TOPIC SENTENCE

A Topic Sentence indicates what the paragraph is about, what it will describe or discuss. It is often the first sentence in the paragraph.

The Topic Sentence is made up of the general subject (which is the EFFECT) and the specific parts of the general subject (which are the CAUSES).

From Model 1, the Topic Sentence is:



APPENDIX C3

II. THE BODY

The specific parts of the general subject are developed in the Body. Here, the information or specific parts are organized into three or four main points so that it can be presented clearly and concisely. Each of the main point will be supported with supporting details.

In developing the Body, three basic elements are considered: Unity, Coherence and Order. To achieve Unity, all the specific parts support one main general subject. To achieve Coherence, devices such as transitions and repetition of key terms and synonyms are used. Finally, the main points are usually arranged according to Climactic Order, which emphasizes the most important of all the three causes by putting it last in the paragraph:

First effect = least important

Last effect = most important

Words that signal a climactic order: *most, best, largest, greatest*

By saving the most important cause until the end, the reader will be left with a very strong impression. Also, if it is put in the beginning of the paragraph, the reader may not feel it is necessary to continue reading.

From Model 1,

UNITY

Cause 1: faulty bicycle parts

Example i: brakes not working properly

Example ii: poor bicycle lights

Cause 2: bad weather conditions

Example i: too much wind affect steering

Example ii: water affect brakes

Cause 3: reckless cycling

Example i: fail to stop at stop sign

Example ii: pants caught in bicycle chain

COHERENCE

Transitions: firstly, also, besides this, furthermore, for example,
in short

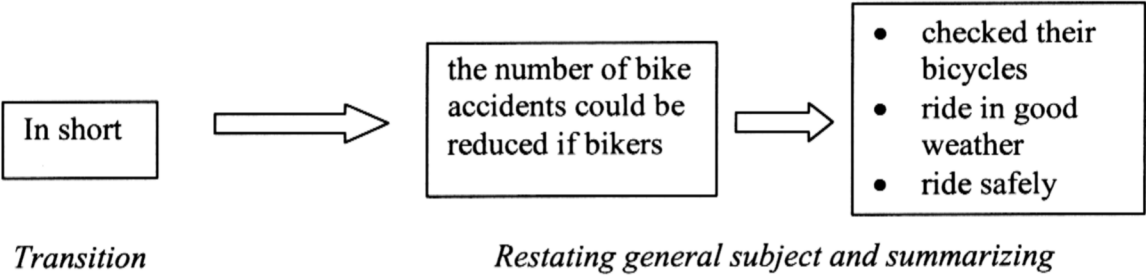
Repeated key terms: faulty - fail to work
carelessness - recklessness

APPENDIX C4

III. THE CONCLUSION

The concluding sentence restates the general subject and summarizes the content of the paragraph. A transition often signals the beginning of your concluding sentence.

From Model 1, the Concluding Sentence is:



B. PARALLEL WRITING PRACTICE 1

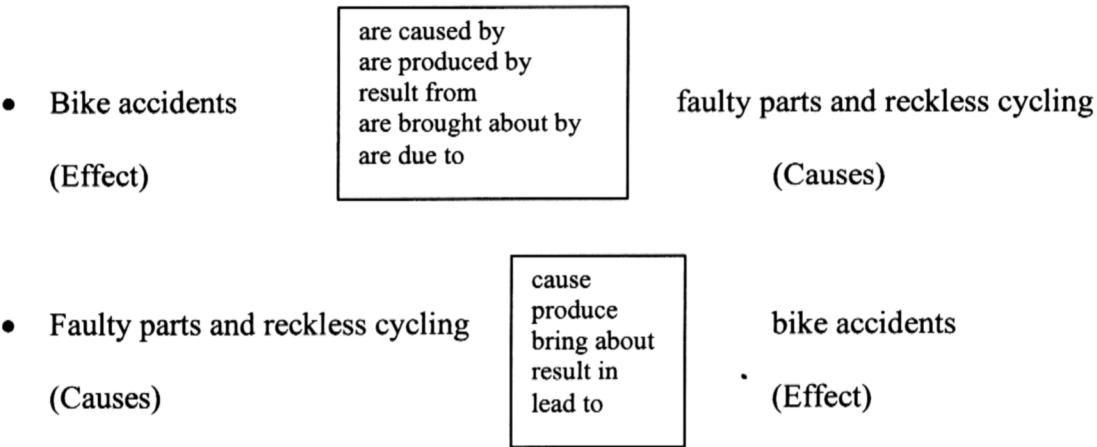
Write a parallel paragraph to Model 1 on "Major Causes of Car Accidents".

APPENDIX C5

LANGUAGE PATTERN

The subject development of a cause and effect paragraph shows how causes produce an effect or how effects are produced by a cause.

The following language patterns are used to link the causes and effects:



- Other language patterns in cause and effect paragraphs:

If faulty parts cause bike accidents, *then* they must be regularly checked

Because/If faulty parts cause bike accidents, they must be regularly checked.

Faulty parts cause bike accidents;	<i>therefore,</i>	they must be regularly checked.
	<i>thus,</i>	
	<i>consequently,</i>	
	<i>for this reason,</i>	

APPENDIX D1

MODEL 2

Major Causes of Jogging Injuries

Jogging is a popular sport enjoyed by both the young and the not-so-young. However, like any other sport, jogging has its own risks and can result in injuries. Injuries suffered by joggers are mainly due to unequal leg length, weak feet, and improper training.

To begin with, some runners have unequal leg length. When this happens, the ankle and foot cannot rotate normally. This gives rise to muscular strain in the foot.

Next, some runners have weak feet. Thus, when the foot hits the ground while jogging, the force produced will cause a strain on the muscles of the foot. This will damage the muscles and bones of the feet.

Finally, the most serious cause of major foot problems is improper training. For example, when a runner suddenly changes from running on a soft dirt road to running on a hard pavement, this will produce muscular strain inside the feet.

In short, joggers could reduce the number of foot injuries by wearing well-made running shoes to cushion the feet and reduce stress on them.

APPENDIX D2

A. ANALYSIS OF MODEL 2

The content of the passage has been organized in the following manner:

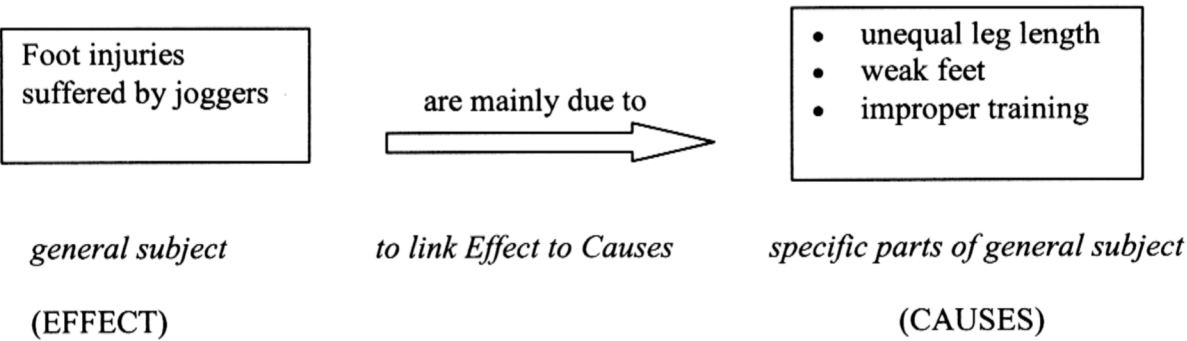
- I. Topic Sentence - states the main idea
- II. The Body - develops the main idea
- III. The Conclusion - summarizes the content

I. THE TOPIC SENTENCE

A Topic Sentence indicates what the paragraph is about, what it will describe or discuss. It is often the first sentence in the paragraph.

The Topic Sentence is made up of the general subject (which is the EFFECT) and the specific parts of the general subject (which are the CAUSES).

From Model 2, the Topic Sentence is:



APPENDIX D3

II. THE BODY

From Model 2:

UNITY

Cause 1: unequal leg length

Detail: ankle and foot cannot rotate normally causing muscular strain in
foot

Cause 2: weak feet

Detail: force of feet hitting ground damages muscles and bones in the feet

Cause 3: improper training

Detail: suddenly changing from running on soft to hard surface produces
stress in feet

COHERENCE

Transitions: to begin with, next, finally, for example, in conclusion

Repeated key terms: strain – damage – stress – problems

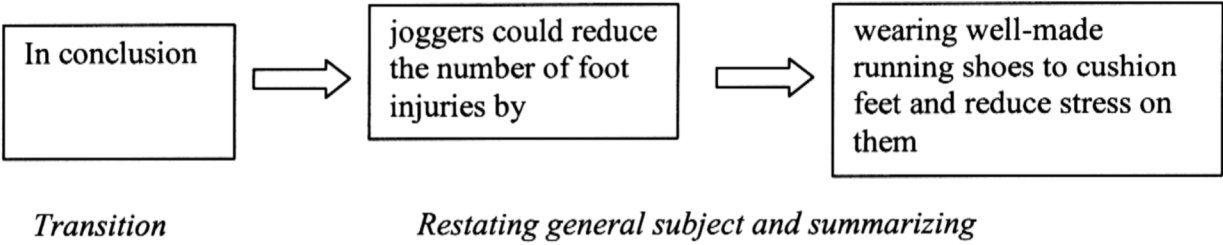
runner - jogger

APPENDIX D4

III. THE CONCLUSION

The concluding sentence restates the general subject and summarizes the content of the paragraph. A transition often signals the beginning of your concluding sentence.

From Model 2, the Concluding Sentence is:



B. PARALLEL WRITING PRACTICE 2

Write a parallel paragraph to Model 2 on "Major Causes of Tennis Injuries".

APPENDIX E1

MODEL 3

Animals in Danger

Many animals in the world are in danger of becoming extinct. This is mainly brought about by uncontrolled hunting, disappearing habitats and chemical pollution.

Firstly, the existence of many animals is being threatened because of too much hunting. For example, tigers and leopards are being killed for their fur. Alligators are hunted too for their skins to make shoes, belts and purses. Hunters kill rhinoceroses for their horns and elephants for their tusks.

Secondly, the rainforest, home to thousands of species of wildlife, is disappearing so fast that animals living there are dying because they have lost their source of shelter and food. For example, lumber companies are rapidly cutting down the forests where the orang utans live. Today, there are less than 5000 orang utans left in the world.

Finally, farmers often spray chemicals to kill pests or weeds that might damage their crop. But the chemicals also harm wildlife. For example, many harmless small creatures like the earthworms can be poisoned in this way and they pass this poison onto birds like robins that eat them.

Therefore to save the animals from extinction, strict environmental laws must be enforced to control hunting, the cutting down of trees and the use of chemicals in farming.

APPENDIX E2

A. ANALYSIS OF MODEL 3

The content of the passage has been organized in the following manner:

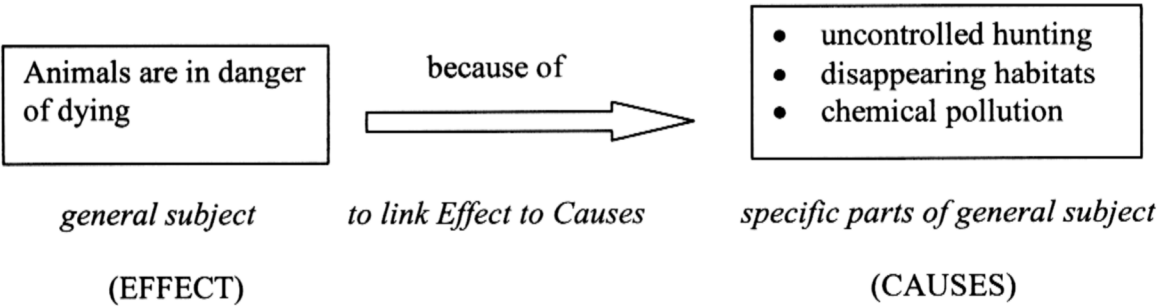
- I. Topic Sentence - states the main idea
- II. The Body - develops the main idea
- III. The Conclusion - summarizes the content

THE TOPIC SENTENCE

A Topic Sentence indicates what the paragraph is about, what it will describe or discuss. It is often the first sentence in the paragraph.

The Topic Sentence is made up of the general subject (which is the EFFECT) and the specific parts of the general subject (which are the CAUSES).

From Model 3, the Topic Sentence is:



APPENDIX E3

II. THE BODY

From Model 3:

UNITY

Cause 1: uncontrolled hunting

Examples: tigers, leopards hunted for their fur; alligators for their skins,
rhinoceroses for their horns, elephants for their tusks

Cause 2: disappearing habitats

Examples: lumber companies cutting down forests where *orang utans* live

Cause 3: chemical pollution

Examples: farmers spray chemicals to kill pests also harm other creatures
like earthworms

COHERENCE

Transitions: firstly, secondly, finally, for example, therefore

Repeated key terms: extinct - wiped out

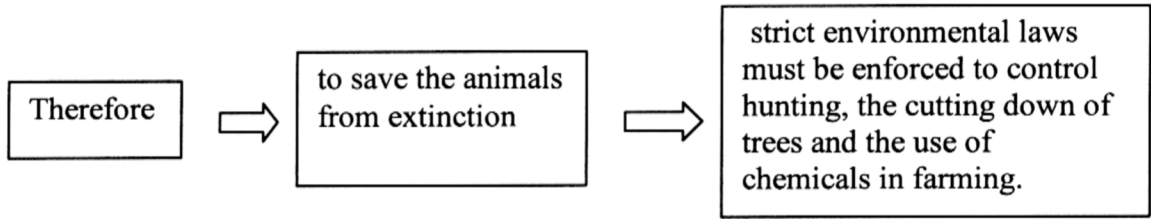
Uncontrolled hunting - too much hunting

APPENDIX E4

III. THE CONCLUSION

The concluding sentence restates the general subject and summarizes the content of the paragraph. A transition often signals the beginning of your concluding sentence.

From Model 3, the Concluding Sentence is:



Transition

Restating general subject and summarizing

B. PARALLEL WRITING PRACTICE 3

Write a parallel paragraph to Model 3 on "Trees in Danger".

APPENDIX F

FINAL WRITING TASK

You are going to write a composition on the topic "Major Causes of Environmental Pollution" based on the following steps:

1. Exploring Ideas

Read up articles and materials related to the topic above. In groups, discuss the information gathered based on the following questions: What are the different kinds of environmental pollution? Why do you think such kinds of pollution take place?

2. Organizing Ideas

Use a mind-map to organize the information gathered

3. Writing the First Draft

Based on the mind-map, write as much as possible in about five minutes. Don't worry about form or grammar.

4. Sharing

Show your first draft to another student. Does he or she understand your paragraph? Does he or she think you need to make any other corrections? Ask he or she for at least one more piece of information to be added to your paragraph

5. Writing Your Second Draft

Rewrite your paragraph. Change anything you want. You may change words phrases, sentences, or whole paragraphs. You may add, subtract, or reorder.

6. Edit Your Writing

In small groups, read aloud your second draft and discuss your corrections with the students. Together, check your paragraph for content, style and grammar.

7. Writing Your Third Draft

After you hear from your classmates, read your paragraph again. Decide what you want to change. How can you communicate your ideas more clearly? When you finish writing the third draft, give it to your teacher.

APPENDIX G

INTERVIEW SCHEDULE

PART I.

1. Do you like/ dislike writing in English? Why?
2. When you are given a topic to write on, do you normally read other texts such as model essays on a related topic and use these as resource materials for your writing assignment?
3. If yes, why so? If no, why not?

PART II

4. You were given two writing tasks, an Initial Writing Task (before classroom instructions) and a Final Writing Task (after classroom instructions). Did you encounter similar problems in carrying out both the tasks?
5. Do you find reading a model passage helpful to you in writing your essay? Why?
6. Compare your Final Writing Task with the model passages. What aspects of the models helped you in your writing assignment? (Tick whichever is applicable)

Organization: _____

Grammar: _____

Vocabulary: _____

Language Use: _____

Content: _____

Others: (please state) _____

7. What have you learned from this exercise that you have not learned before
8. Do you find the parallel writing technique helpful? How?

APPENDIX H

ESL COMPOSITION EVALUATION SCHEDULE

Adapted : Hughey et al. (1983:140)

	Score Criteria Level	Comments
DEVELOPMENT OF CONTENT	<p>15-14 Excellent to Very Good: thorough development of content and topic . relevant to assigned topic</p> <p>13-11 Good to Average: limited development of content and topic . mostly relevant to topic, but lacks details</p> <p>10-9 Fair to Poor: inadequate development of content and topic</p> <p>8-6 Very Poor: ideas not developed . not pertinent . or not enough to evaluate</p>	
TEXT ORGANIZATION	<p>35-27 Excellent to Very Good: topic sentence clear . Fluent expression . ideas clearly stated/supported . succinct . well- organized . logical sequencing . cohesive . appropriate use of transitional expressions . conclusion clear</p> <p>26-18 Good to Average: somewhat choppy . loosely organized but main ideas stand out . limited support . logical but incomplete sequencing . some idea of transitional expressions</p> <p>17-10 Fair to Poor: non-fluent . ideas confused or disconnected . lacks logical sequencing and development . not cohesive inappropriate use of transitional expressions</p> <p>9-0 Very Poor: does not communicate . no organization . cohesion . or not enough to evaluate</p>	
VOCABULARY	<p>20-18 Excellent to Very Good: sophisticated range . effective word/idiom choice and usage . word form mastery . appropriate register</p> <p>17-14 Good to Average: adequate range . occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i></p> <p>13-10 Fair to Poor: limited range . frequent errors of word/idiom form choice, usage . <i>meaning confused or obscured</i></p> <p>9-7 Very Poor: essentially translation . little knowledge of English vocabulary, idioms, word form . or not enough to evaluate</p>	
LANGUAGE USE	<p>25-22 Excellent to Very Good: effective complex constructions . few error of agreement, tense, number, word order/function, articles, pronouns, prepositions</p> <p>21-17 Good to Average: effective but simple constructions . minor problems complex constructions . several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i></p> <p>16-11 Fair to Poor: major problems in simple/complex constructions frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions . <i>meaning confused or obscured</i></p> <p>10-5 Very Poor: virtually no mastery of sentence construction rules dominated by errors . does not communicate . or not enough to evaluate</p>	
MECHANICS	<p>5 Excellent to Very Good: demonstrates mastery of conventions . few errors of spelling, punctuation, capitalization, paragraphing</p> <p>4 Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i></p> <p>3 Fair to Poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting . <i>meaning confused or obscured</i></p> <p>2 Very Poor: no mastery of conventions . dominated by errors of spelling, punctuation, capitalization, paragraphing . or not enough to evaluate</p>	