

# **APPENDICES**

# APPENDIX 1

## O'Malley and Chamot's Categorization of Language Learning Strategies

Source: O'Malley, J. M. & Chamot, A. U. (1990). Learning Strategies in Second Language Acquisition. (pp.137-139). Cambridge: Cambridge University Press.

# I. METACOGNITIVE STRATEGIES

1. *Planning*: Previewing the organizing concept or principle of an anticipated learning task (advance organization); proposing strategies for handling an upcoming task; generating a plan for the parts, sequence, main ideas, or language functions to be used in handling a task (organizational planning).
2. *Directed attention*: Deciding in advance to attend in general to a learning task and to ignore irrelevant distractors, maintaining attention during task execution, maintaining attention during task execution.
3. *Selected attention*: Deciding in advance to attend to specific aspects of language input or situational details that assist in performance of a task; attending to specific aspects of language input during task execution.
4. *Self-management*: Understanding the conditions that help one successfully accomplish language tasks and arranging for the presence of those conditions; controlling one's language performance to maximize use of what is already known.
5. *Self-monitoring*: Checking, verifying, or correcting one's comprehension or performance in the course of a language task.
  - a. *Comprehensive monitoring*: checking, verifying, or correcting one's understanding.
  - b. *Production monitoring*: checking, verifying, or correcting one's language production.
  - c. *Auditory monitoring*: using one's 'ear' for the language (how something sounds) to make decisions.
  - d. *Visual monitoring*: using one's 'eye' for the language (how something looks) to make decisions.
  - e. *Style monitoring*: checking, verifying, or correcting based upon an internal stylistic register.
  - f. *Strategy monitoring*: tracking use of how well a strategy is working.
  - g. *Plans monitoring*: tracking how well a plan is working.
  - h. *Double-check monitoring*: tracking, across the task, previously undertaken acts or possibilities considered.
6. *Problems identification*: Explicitly identifying the central point needing resolution in a task or identifying an aspect of the tasks that hinders its successful completion.
7. *Self-evaluation*: Checking the outcomes of one's own language performance against an internal measure of completeness and accuracy; checking one's language repertoire, strategy use, or ability to perform the task at hand.
  - a. *Production evaluation*: checking one's work when the task is finished.
  - b. *Performance evaluation*: judging one's overall execution of the task.
  - c. *Ability evaluation*: judging one's ability to perform the task.
  - d. *Strategy evaluation*: judging one's strategy use when the task is completed.
  - e. *Language repertoire evaluation*: judging how much one knows of the Lx, at the word, phrase, sentence, or concept level.

## II. *COGNITIVE STRATEGIES*

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1. Repetition: Repeating a chunk of language (a word or phrase) in the course of performing a language task.
2. Resourcing: Using available reference sources of information about the target language, including dictionaries, textbooks, and prior work.
3. Grouping: Ordering, classifying, or labelling material used in a language task based on common attributes, recalling information based on grouping previously done.
4. Note-taking: Writing down key words and concepts in abbreviated verbal, graphic, or numerical form to assist performance of a language task.
5. Deduction/Induction: Consciously applying learned or self-developed rules to produce or understand the target language.
6. Substitution: Selecting alternative approaches, revised plans, or different words or phrases to accomplish a language task.
7. Elaboration: Relating new information to prior knowledge, relating different parts of new information to each other; making meaningful personal associations to information presented.
  - a. Personal elaboration: making judgements about or reacting personally to the material presented.
  - b. World elaboration: using knowledge gained from experience in the world.
  - c. Academic elaboration: using knowledge gained in academic situation.
  - d. Between parts elaboration, relating parts of the task to each other.
  - e. Questioning elaboration: using a combination of question and world knowledge to brainstorm logical solutions to a task.
  - f. Self-evaluation elaboration: judging self a relation to materials.
  - g. Creative elaboration: making up a storyline, or adopting a clever perspective.
  - h. Imagery: using mental or actual pictures or visuals to represent information; ended as separate category, but viewed as a form of elaboration.
8. Summarization: Making a mental or written summary of language and information presented in a task.
9. Translation: Rendering ideas from one language to another in a relatively verbatim manner.
10. Transfer: Using previously acquired linguistic knowledge or facilitate a language task.
11. Inferencing: Using available information to guess the meanings or usage of unfamiliar language task, to predict outcomes, or to fill in missing information.

## IV. *SOCIAL/AFFECTIVE STRATEGIES*

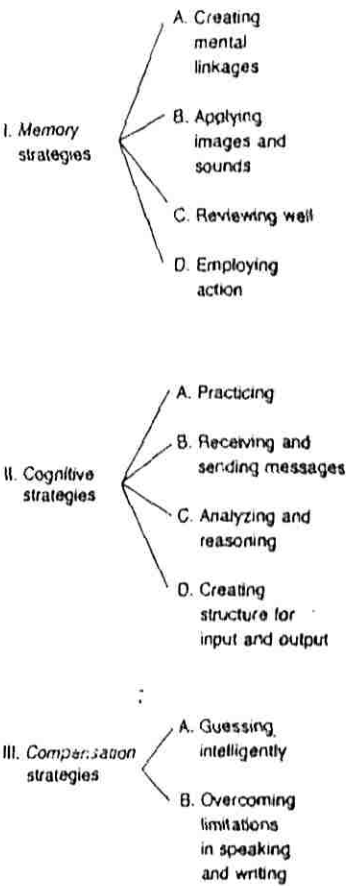
1. Questioning for clarification: Asking for explanations, verification, rephrasing, or examples about the material: asking for clarification or verification about the task, posing questions to the self.
2. Cooperation: Working together with peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance.
3. Self-talk: Reducing anxiety by using mental techniques that make one feel competent to do the learning task.
4. Self-reinforcement: Providing personal motivation by arranging rewards for oneself when a language learning activity has been successfully completed.

## **APPENDIX 2**

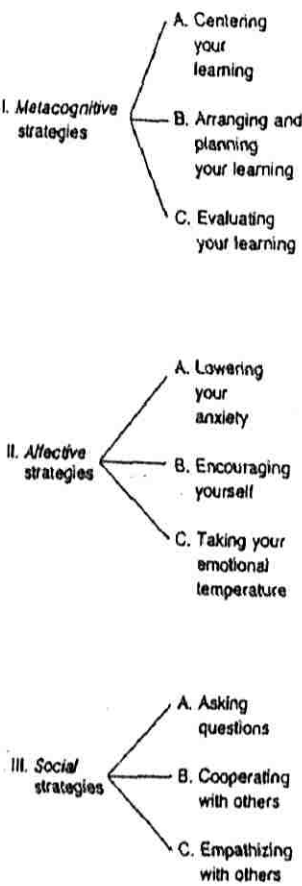
### **Oxford's Categorization of Language Learning Strategies**

Source : Oxford, R. (1990). Language Learning Strategies - What Every Teacher Should Know. (p.17). New York: Newbury House Publishers.

DIRECT STRATEGIES



INDIRECT STRATEGIES



# **APPENDIX 3**

Learning Journal  
(Guidelines & Sample Entry)

## GUIDELINES TO WRITING A LEARNING JOURNAL

### Learning Journal

A learning journal is like a diary which is written in a personal informal tone. It is a reflective journal where you can personally 'record and react' to the learning experience after each lesson. You are encouraged to express your feelings about the lesson by recording your observations, asking questions, expressing doubts and commenting on the subject matter and the methodology of the lesson as it progressed. You will be given the last five minutes of each lesson to write these learning journals. You can also write this journal outside class hours.

#### Aims of Learning Journal

- To remember what you have learnt
- To record your personal feelings about your learning experience
- To help you organize your learning
- To reflect by evaluating what you have done
- To plan what to do next.

You can use the following questions as a guide to writing your learning journals:

- How was class today?
- What did you learn today? / What strategy did you learn today?
- How did you learn it?
- Do you find it useful?
- What was one activity that you really liked? Why did you like it?
- What was one activity you didn't like or was difficult for you? Why?

Finally, rate your understanding of the material covered during each lesson using the following scale:

- 1 = very unclear understanding of the day's lesson.
- 2 = can recognize/ understand when the teacher or my classmates point it out to me
- 3 = can do controlled exercises but have some difficulty using it.
- 4 = have full complete understanding of the day's lesson



### Example of a Journal Entry

Day	:	Tuesday, 26 January 1999
Time	:	9.50 a.m.
Topic	:	Environmental Issues
Objectives	:	To read and understand short passages on environment issues such as pollution and global warming. To use a dictionary to locate meanings of words and learn how to use these words in different contexts.

*Today is a better day than I expected. Maybe its because I entered class with a positive attitude towards learning English and I had a "capital" day (as Jo says in Little Women). In class I learnt how to increase my vocabulary power. I learnt various strategies like using the dictionary to learn the meanings of difficult words. This strategy is called 'resourcing'. Later the teacher gave us sentences of how these words can be used in different contexts. I found this useful because it gave me a clearer picture as to the many ways the same word can be applied. In the vocabulary practice exercise (where we were taught the strategies of transfer and substitution) that I did next, I obtained 90%. I felt proud that I understood all the new words learnt and was able to use them correctly. I liked all the activities where we were taught to use the new words but I did not like having to correct my friend's sentences. I found it difficult because some of the sentences were rather badly constructed and I did not know how to help her. Well on the whole I would give myself a 4 as I think I have a full understanding of what was taught today. I think to further improve myself I will look for words associated with other environmental issues such as waste disposal and the greenhouse effect.*

Daisy Leo

## **APPENDIX 4**

Learning Contract &  
Sample of Completed Learning Contract

# LEARNING CONTRACT

Name : \_\_\_\_\_ Date : \_\_\_\_\_ Topic : \_\_\_\_\_

Objective (s) :

Proposed Task / Activity	Proposed Resources	Target Date of Completion	Evidence of Achievement	Assessment of Performance

Teacher's Comments :

## Learning Contract

**Name :** Farah Fauzi

**Date :** 25-01-99

**Topic :** Environmental Issues

**Objective (s):** 1. Read and understand information in articles on Environmental Issues

2. Use a dictionary to locate meaning of words and learn how to use these words in different contexts

Proposed Task / Activity	Proposed Resources	Target date of Completion	Evidence of Achievement	Assessment of Performance
1. To read and understand a passage on Environmental issues (Deforestation) and complete a comprehension activity	Form 4 Textbook page 75	30/01/99	I have read the passage in the textbook and answered the comprehension questions into my exercise book.	I did okay. I managed to get 7 out of 10. The reading comprehension questions were easy but there were a few tricky questions. I did not fare well in the vocabulary section. I have difficulty expressing meanings in words. Therefore, I think I need to improve my dictionary skills. This is my first article on Deforestation. I think I need to read up more on this subject.
2. Learn about 5 new words associated with deforestation and use them in sentences		Completed on 29/1/99 Daisy Leo	I looked up the meanings of the five words and wrote the meanings into my vocabulary diary. I have made sentences using the words. My friend, Daisy helped me correct some of the sentences.	

**Teacher's Comments :** Well done ! You have assessed yourself very well and achieved your objectives. Maybe you should now look for more challenging passages from other sources (e.g. newspaper articles).

# **APPENDIX 5**

Semi-Structured  
Interview Guide

## **INTERVIEW GUIDE**

### **1. WARM-UP QUESTIONS**

- a. How do you feel about learning English?
- b. What grade do you hope to get for your SPM English Language Paper?
- c. At this moment in time how do you fare in English

### **2. LEARNER AWARENESS FOR LEARNER AUTONOMY**

- a. Do you know what aspects of English you need to improve?
- b. What steps have you taken to achieve this?
- c. What other steps do you intend to take?
- d. In your opinion who is responsible for the success of your learning? Why?
- e. Do you like to study on your own? Why?
- f. What do you do when you come across problems in language learning? Do you look for own solutions?
- g. In your opinion, is a teacher necessary for you to learn successfully? Why?
- h. Do you find it embarrassing to talk to your teacher about your progress in English? Why?

### **3. PLANNING**

- a. Do you like the teacher to tell you what to do? Why?
- b. After 15 weeks of strategy training are you able to :
  - write down the objectives of a lesson carried out by your teacher
  - formulate your own aims and objectives for your study programme?
  - propose suitable strategies to use to accomplish a task?
  - (if yes, give examples. If no, why?)

### **4. ORGANIZING**

- a. Do you like your teacher to always tell you what and how to learn something? Why?
- b. Do you like your teacher to tell you how long you should spend on a certain task? Why?
- c. Do you think it is the teacher's responsibility to gather suitable materials and content for every activity in the class? Why?
- d. In your own organization of your learning are you able to :
  - decide on suitable materials needed to fulfill your objective?
  - locate suitable materials for your work?
  - Decide when and how something should be learnt?
  - Determine how much time you need to spend on a certain activity?
  - If yes, give examples. If no, why?
- e. Have you been successful in keeping to target dates you set for yourself?

**5. MONITORING**

- a. In your opinion must a teacher be always at hand to guide her students while performing a language learning task? Why?
- b. When you are performing a language activity or exercise, can you correct and check yourself? If yes, how do you do it? Give an example. If no, why not?
- c. While performing a language task, you come across a problem, what do you do?

**6. EVALUATING**

- a. Do you like your teacher to give you regular tests?
- b. Do you have ways of testing how much you have learnt? Can you give an example?
- c. Are you usually able to check your work for errors? If no, why?
- d. After completing a piece of work, can you successfully judge and evaluate your work?
- e. Do you prefer to grade your work, or do you like others to grade you? Why?
- f. Are the grades you give yourself, close or similar to the grades that your teacher gives you?
- g. In your opinion, should a teacher always tell you how you are progressing? Why?
- h. With regards to language learning, what progress have you made this year?

**7. PERCEPTIONS OF STRATEGY TRAINING PROGRAMME**

- a. After 15 weeks of strategy training, are you studying English the same way as you did last year? Why?
- b. What percentage of the material in this programme did you understand? What percentage did you not understand? Why? What did you do about it?
- c. In your opinion, has this programme helped you in any way? How so?
- d. Are you glad you participated in this programme? Why do you say so?

## **APPENDIX 6**

### **The Strategy Inventory for Language Learning (SILL) Questionnaire**

Source : Oxford, R. L. (1990). Language Learning Strategies - What Every Teacher Should Know. (pp.293-299). New York: Newbury House Publishers.



**STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL)  
VERSION FOR SPEAKERS OF OTHER LANGUAGES LEARNING ENGLISH  
(REBECCA OXFORD'S SILL 1990)**

**Dear Students,**

The aim of this survey is to help you understand yourself with regards to your use of language learning strategies. This questionnaire will make you aware of how often and what kind of strategies you use for learning English.

Please respond to ALL the statements in the questionnaire. Your responses will be treated as strictly confidential. There are no right or wrong answers so please respond to each statement honestly.

Thank you.

**DIRECTIONS**

In this form of the Strategy Inventory For Language Learning (SILL) you will find 50 statements about learning English. Please read each statement carefully. Then on your answer worksheet, write your response (1, 2, 3, 4 or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

- 1. = Never or almost never true of you
- 2. = Usually not true of you
- 3. = Somewhat true of you
- 4. = Usually true of you
- 5. = Always or almost always true of you

- 1. **Never or almost never true of you** - means that the statement is very rarely true of you.
- 2. **Usually not true of you** - means that the statement is true less than half the time.
- 3. **Somewhat true of you** - means that the statement is true of you about half the time.
- 4. **Usually true of you** - means that the statement is true more than half the time.
- 5. **Always or almost always true of you** - means that the statement is almost always true of you.

Remember to answer each statement in terms of how well the statement describes you. DO NOT answer how you think you should be or what other people do. If you have any questions, do not be afraid to ask your teacher.

**EXAMPLE**

Read the item below and choose a response (1 to 5 given above) and write it in the space after the item.

- 0. I actively seek out opportunities to talk with proficient speakers of English.

**You have just completed one item. Answer the rest of the items on the Answer Worksheet provided.**

BACKGROUND QUESTIONNAIRE

1. Name \_\_\_\_\_ 2. Date \_\_\_\_\_
3. Age \_\_\_\_\_ 4. Sex \_\_\_\_\_ 5. Mother tongue \_\_\_\_\_
6. Language(s) you speak at home \_\_\_\_\_
7. Language you are now learning (or have most recently learned) List one language only \_\_\_\_\_
8. How long have you been studying the language listed in #7? \_\_\_\_\_
9. How do you rate your overall proficiency in the language listed in #7 as compared with the proficiency of other students in your class? (Circle one)  
Excellent    Good    Fair    Poor
10. How do you rate your overall proficiency in the language listed in #7 as compared with the proficiency of native speakers of the language? (Circle one)  
Excellent    Good    Fair    Poor
11. How important is it for you to become proficient in the language listed in #7? (Circle one)  
Very important    Important    Not so important
12. Why do you want to learn the language listed in #7? (Check all that apply)  
\_\_\_\_\_ interested in the language  
\_\_\_\_\_ interested in the culture  
\_\_\_\_\_ have friends who speak the language  
\_\_\_\_\_ required to take a language course to graduate  
\_\_\_\_\_ need it for my future career  
\_\_\_\_\_ need it for travel  
\_\_\_\_\_ other (list): \_\_\_\_\_

13. Do you enjoy language learning? (Circle one)    Yes    No
14. What other languages have you studied? \_\_\_\_\_
15. What has been your favorite experience in language learning? \_\_\_\_\_

1. I think of relationships between what I already know and new things I learn in English.
2. I use new English words in a sentence so I can remember them.
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.
4. I remember a new English word by making a mental picture of a situation in which the word might be used.
5. I use rhymes to remember new English words.
6. I use flashcards to remember new English words.
7. I physically act out new English words.
8. I review English lessons often.
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.
10. I say or write new English words several times.
11. I try to talk like native English speakers.
12. I practice the sounds of English.
13. I use the English words I know in different ways.
14. I start conversations in English.
15. I watch English language TV shows spoken in English or go to movies spoken in English.
16. I read for pleasure in English.
17. I write notes, messages, letters, or reports in English.
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.
19. I look for words in my own language that are similar to new words in English.
20. I try to find patterns in English.
21. I find the meaning of an English word by dividing it into parts that I understand.
22. I try not to translate word-for-word.
23. I make summaries of information that I hear or read in English.

PART B

### Part C

24. To understand unfamiliar English words, I make guesses.
25. When I can't think of a word during a conversation in English, I use gestures.
26. I make up new words if I do not know the right ones in English.
27. I read English without looking up every new word.
28. I try to guess what the other person will say next in English.
29. If I can't think of an English word, I use a word or phrase that means the same thing.

### Part D

30. I try to find as many ways as I can to use my English.
31. I notice my English mistakes and use that information to help me do better.
32. I pay attention when someone is speaking English.
33. I try to find out how to be a better learner of English.
34. I plan my schedule so I will have enough time to study English.
35. I look for people I can talk to in English.
36. I look for opportunities to read as much as possible in English.
37. I have clear goals for improving my English skills.
38. I think about my progress in learning English.

### Part E

39. I try to relax whenever I feel afraid of using English.
40. I encourage myself to speak English even when I am afraid of making a mistake.
41. I give myself a reward or treat when I do well in English.
42. I notice if I am tense or nervous when I am studying or using English.
43. I write down my feelings in a language learning diary.
44. I talk to someone else about how I feel when I am learning English.

### Part F

45. If I do not understand something in English, I ask the other person to slow down or say it again.
46. I ask English speakers to correct me when I talk.
47. I practice English with other students.
48. I ask for help from English speakers.
49. I ask questions in English.
50. I try to learn about the culture of English speakers.

Your Name \_\_\_\_\_ Date \_\_\_\_\_

Worksheet for Answering and Scoring  
the Strategy Inventory for Language Learning (SILL)

Version 7.0 (ESL/EFL)

(c) R. Oxford, 1989

- 1. The blanks (\_\_\_\_\_) are numbered for each item on the SILL.
- 2. Write your response to each item (that is, write 1, 2, 3, 4, or 5) in each of the blanks.
- 3. Add up each column. Put the result on the line marked SUM.
- 4. Divide by the number under SUM to get the average for each column. Round this average off to the nearest tenth, as in 3.4.
- 5. Figure out your overall average. To do this, add up all the SUMS for the different parts of the SILL. Then divide by 50.
- 6. When you have finished, your teacher will give you the Profile of Results. Copy your averages (for each part and for the whole SILL) from the Worksheet to the Profile.

Part A	Part B	Part C	Part D	Part E	Part F	Whole SILL
1. _____	10. _____	24. _____	30. _____	39. _____	45. _____	SUM Part A _____
2. _____	11. _____	25. _____	31. _____	40. _____	46. _____	SUM Part B _____
3. _____	12. _____	26. _____	32. _____	41. _____	47. _____	SUM Part C _____
4. _____	13. _____	27. _____	33. _____	42. _____	48. _____	SUM Part D _____
5. _____	14. _____	28. _____	34. _____	43. _____	49. _____	SUM Part E _____
6. _____	15. _____	29. _____	35. _____	44. _____	50. _____	SUM Part F _____
7. _____	16. _____		36. _____			
8. _____	17. _____		37. _____			
9. _____	18. _____		38. _____			
	19. _____					
	20. _____					
	21. _____					
	22. _____					
	23. _____					
<hr/>						
SUM _____	SUM _____	SUM _____	SUM _____	SUM _____	SUM _____	SUM _____
÷ 9 = _____	÷ 14 = _____	÷ 6 = _____	÷ 9 = _____	÷ 6 = _____	÷ 6 = _____	÷ 50 = _____ (OVERALL AVERAGE)

## **APPENDIX 7**

Feedback Form



## SECTION B

Rank the following statements according to importance where

**1 = Most Important, 2 = Important, 3 = Fairly Important, 4 = Least Important**

*Example : What subjects do you like ?*

<i>English</i>	<input type="text" value="1"/>	<i>Geography</i>	<input type="text" value="4"/>
<i>Mathematics</i>	<input type="text" value="3"/>	<i>History</i>	<input type="text" value="2"/>

13. In your opinion, who is responsible for your learning?

Teacher	<input type="text"/>	Parents	<input type="text"/>
Friends	<input type="text"/>	Yourself	<input type="text"/>
Others - (Specify and rank) _____		<input type="text"/>	

14. What do you do when you come across a problem in language learning ?

Consult my teacher	<input type="text"/>	Consult my parents	<input type="text"/>
Consult my friends	<input type="text"/>	Try to first solve it on my own	<input type="text"/>
Others (Specify and rank) _____		<input type="text"/>	

15. In your opinion what are a student's main responsibilities?

Rank them according to importance. (1 - 4)

To complete all work given by the teacher	<input type="text"/>
To plan and organize their own learning	<input type="text"/>
To monitor and assess their own learning	<input type="text"/>
To negotiate with the teacher as to what, when and how to learn	<input type="text"/>
Others (specify and rank) _____	<input type="text"/>

16. In your opinion what are a teacher's main responsibilities?

Rank them according to importance. (1 - 5)

To help and guide students when they need help	<input type="text"/>
To determine what, when and how students should learn	<input type="text"/>
To evaluate and grade all students' work	<input type="text"/>
To provide learner training to students	<input type="text"/>
To negotiate with students as to what, when and how to learn	<input type="text"/>
Others (specify and rank) _____	<input type="text"/>

## SECTION C

Answer the following questions by ticking the correct response.  
Then give a reason for your choice

**Example :** Do you like to study English?

Yes ☒

No ☐

Why ? Because it is a international language that will help me keep in touch with the latest information, knowledge and development.

17. After 15 weeks of training in LHTL, are you still studying English the same way as last year?

Yes ☐

No ☐

Why ?

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18. In your opinion has the knowledge of language learning strategies helped you to be a better student?

Yes ☐

No ☐

Why do you say so?

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19. Have you used any of the strategies learnt during English for other subjects ?  
If yes, state which subjects. If no, Why?

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20. In your opinion is **keeping a learning journal** useful?

Yes ☐

No ☐

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

21. Did writing **learning contracts** help you in **any way**?

Yes ☐

No ☐

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

22. Are you **glad** you participated in this programme?

Yes ☐

No ☐

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you.

## **APPENDIX 8**

### **Coding Procedure Used to Investigate Level of Autonomy**

Source: Nunan, D. (1995). Closing the Gap between Learning and Instruction.  
TESOL Quarterly, 29, (1), pp. 133-158.

### **Nunan's Proposal of the Five Levels of Learner Autonomy.**

#### **Level 1 -Awareness**

Making learners aware of the learning process and strategy-use

#### **Level 2 - Involvement**

Learners involved in making choices among a range of options or involved in carrying out the application of own strategies or strategies taught. Learners talk and share successful strategies that they have used in accomplishing learning tasks.

#### **Level 3 - Intervention**

Learners modify or adapt tasks or goal and content of language task/ programme.

#### **Level 4 - Creation**

Learners create their own goals, objectives and tasks.

#### **Level 5 - Transcendence**

Learners are able to become teachers and researchers. Learners are able to make links between content of the classroom and the world beyond the classroom.

Given on the next page is how the analysis was carried out for Lesson I

## Analysis of Classroom Tasks and Activities in order to investigate Level of Learner

### Autonomy encouraged during classroom lessons (Lesson I)

Tasks & Activities	Level of autonomy
1. Teacher initiated Question and answer session (organizing learning)	awareness
2. Students share their use of strategies for reading comprehension	involvement
3. Students formulate 'Wh' questions to test comprehension	involvement
4. Students evaluate understanding (inter-group quiz)	involvement
5. Question and answer session	awareness
6. Student use own strategy to locate words in passage	involvement
7. Peer evaluation	involvement
8. Students modify tasks given for own objectives / learning aims	intervention
9. Students create other tasks possible from given passage	creation
10. Question and answer session	awareness
11. Students share their strategy use for summary writing	involvement
12. Question and answer session	awareness
13. Students use suitable strategies to locate main points	involvement
14. Question and answer session	awareness
15. Teacher addressing class on strategy use	awareness
16. Question and answer session	awareness
17. Teacher addressing class on strategy use	awareness
18. Students carry out own evaluation	involvement
19. Teacher addressing whole class - strategy use	awareness
20. Peer evaluation	involvement
21. Homework - students to decide on own task	creation

#### Summary

Level 1 - awareness	09 = 42.8 %
Level 2 - involvement	09 = 42.8 %
Level 3 - intervention	01 = 04.8 %
Level 4 - creation	02 = 09.6 %
Level 5 - transcendence	00 = -
Total Number of tasks /activities	21 = 100 %

All the three observed lesson were observed and analyzed using the procedure shown above.

## **APPENDIX 9**

**Coding Guide Used to Categorize  
Language Learning Strategies**

### Coding of Categories used to Classify Language Learning Strategies

#### **DIRECT STRATEGIES (DS)**

##### DS1 - Memory Strategies

- DS 1A            Creating mental linkages
- DS 1B            Applying images and sounds
- DS 1C            Reviewing well
- DS 1D            Employing action

##### DS2 - Cognitive Strategies

- DS 2A            Practicing
- DS 2B            Receiving and sending messages
- DS 2C            Analyzing and reasoning
- DS 2D            Creating structure for input and output

##### DS3 - Compensation Strategies

- DS 3A            Guessing Intelligently
- DS 3B            Overcoming limitations in speaking & writing

#### **INDIRECT STRATEGIES (IDS)**

##### IDS1 - Metacognitive Strategies

- IDS 1A            Centering your learning
- IDS 1B            Arranging and planning your learning
- IDS 1C            Evaluating your learning

##### IDS2 - Affective Strategies

- IDS 2A            Lowering your anxiety
- IDS 2B            Encouraging yourself
- IDS 2C            Taking your emotional temperature

##### IDS3 - Social Strategies

- IDS 3A            Asking questions
- IDS 3B            Cooperating with others
- IDS 3C            Empathizing with others

# **APPENDIX 10**

## **Needs Analysis Questionnaire**

Source: Adapted from - Allwright, R. L. (1982). *Perceiving and Pursuing Learners' Needs*. In Geddes, M. and Sturtridge, G. (Eds). Individualisation. Modern English Publishers.

### Needs Analysis Questionnaire

Dear Student,

Given below are various aspects connected with the learning of the English Language. Using a tick (✓) rate the amount of help you require for each learning component listed below. You are encouraged to add any other aspect of the learning of English, which you feel you need to improve.

Training Needs	Very High	High	Medium	Low	Very Low
1.Listening and understanding meanings of words, phrases and texts					
2.Speaking in English using correct pronunciation, intonation and rhythm					
3.Holding a conversation / discussion on a variety of topics of common interest					
4.Using the dictionary to locate appropriate meanings of words and learn how to use these words					
5.Reading using correct pronunciation, intonation, stress and rhythm					
6.Reading and understanding, following sequence of ideas and finding proof to support statements in texts / passages					
7.Reading and understanding, locating main and supporting ideas and details in texts					
8.Reading and locating cause and effect relationships, predicting outcomes and drawing conclusions from given texts.					
9.Writing summaries of articles, reports and stories.					
10. Writing guided essays					
11. Writing free compositions					
12.					
13					
14.					
15.					



# **APPENDIX 11**

## **Strategy Training Schedule**

# STRATEGY TRAINING SCHEDULE

Week / Topic	Vocabulary LHTL Skills & Strategies	Reading & Comprehension Skills	Writing Skills	LHTL Strategies	Resource Materials
Week 1 - 2 Talks on current issues such as environmental problems.	Resourcing - (dictionary skills) Memorization Association	Reading a text - steps and strategies Locating main and supporting details Determining relevance	Steps and strategies in writing a talk Present opinions on social and current issues Referencing using resources	planning, drafting, editing, publishing, referencing, listing, summarization, directed attention, self-management, self- monitoring, inferencing , memorization, association	Short articles on environmental issues Chief Seattle's Speech Poems (Throwing A Tree- Hardy) Song - Salt Water (Julian Lennon) Newspaper articles Movie - The Medicine Man
Week 3 - 4 Information in charts, graphs and manuals	Grouping Categorization	Read and understand information contained in charts and manuals Understanding different language registers	Present information in charts Summary Writing Organising, classifying and grouping information	planning, selective attention, self management, self-monitoring, transfer, comparing, classifying , grouping, deduction, translation, resourcing, note-taking, mind- mapping	Charts on the animal kingdom Charts on processes and procedures Articles & worksheets DIY Brochures & Manuals Worksheets
Week 5 - 6 Information in reports such as newspaper reports	Using contextual Clues Guessing Intelligently	Read and understand; locate main and supporting details; Skimming and scanning Differentiating fact and opinion	Write reports such as newspaper reports Write summaries Writing topic sentence and supporting sentences.	Summarization, directed attention, self-management, self- evaluation, resourcing, elaboration, substitution, using contextual clues, co-operation, self-talk	Newspaper reports Form Four Reading Text Worksheets
Week 7 - 8 Descriptions of famous personalities and their contribution to society	Resourcing (thesaurus) Synonyms & Antonyms	Read and follow sequence of events and ideas; Find proof to support statements Locate cause and effect relationships	Write descriptions of famous personalities and their contribution to society Write summaries	Planning, self-monitoring, self-management, cooperation, self-evaluation, resourcing, note- taking, deduction, induction, summarization, self-talk, self- reinforcement	Articles on famous personalities (e.g. Mahatma Ghandi, Martin Luther King Jr. Abraham Lincoln) Song (Vincent) Vocabulary worksheets Evaluation sheets Samples of mind-maps and semantic-maps

Week/Topic	Vocabulary LHTL Skills & Strategies	Reading & Comprehension Skills	Writing Skills	LHTL Strategies	Resource Materials
Week 9 - 10 Descriptions of scenes and famous places	Word Formation using parts of speech (nouns, adjectives, and adverbs)	Inferencing, Differentiating fact and opinion Evaluating reading comprehension by formulating questions.	Write descriptions of scenes and famous places around the world Comparing and contrasting Summary writing - Developing unity, coherence and cohesion in writing	Planning, directed attention, selective attention, self- management, self-monitoring, problem solving, comparing, contrasting, self-evaluation, resourcing, summarization, elaboration, questioning for clarification, self-reinforcement co-operation, inferencing, self- talk, peer-evaluation, editing, proof-reading	Travel Brochures Tourists Guidebooks Video clippings of famous places Slides Articles and worksheets Encyclopedia Dictionary & thesaurus
Week 11 - 12 Stories on moral values	Word puzzles, Homonyms	Read and follow sequence of events and ideas; Predict outcomes; Find proof to support statements; Locate cause and effect relationships Draw conclusions from stories.	Write stories on moral values Write summaries Techniques / Ways of writing a good beginning and good conclusion (e.g. flashback, use of characters, dramatic start, anecdotes, examples & illustration etc)	Planning, drafting, directed attention, self-monitoring, self- management, identification of problem, self-evaluation, inferencing, deduction, induction, repetition, note- taking, summarization, transfer	Samples of short stories with good beginnings and conclusions Worksheets Video cassette- viewing of short stories made into movies
Week 13 - 15 Opinions on current and social issues such as health care and unemployment	Resourcing (from texts) Word Formation (using prefixes, affixes & suffixes)	Read and understand, follow sequence of ideas Find proof to support statement in talks and opinions on current and social issues	Revision - Processes in writing - planning, drafting, revising and editing Maintaining a consistent point of view Presenting opinions Summary writing	Planning, drafting, organising information, self-monitoring, editing, directed attention, self- management, self-evaluation, inferencing, note-taking, summarization, grouping, association, transfer	Newspaper articles Worksheets Video clippings Slides Poems Talk on World Health Day Posters Articles from magazines on current issues

# **APPENDIX 12**

Sample Lesson Plan  
(Prepared by the teacher, Karen)

### SAMPLE LESSON PLAN

<b>Topic</b>	:	<i>Giving opinions of current issues such as environmental problems</i>
<b>Target Group:</b>		<i>Form Four</i>
<b>Proficiency</b>	:	<i>Intermediate to Advanced</i>
<b>Time</b>	:	<i>10.30 a.m. - 11.50 a.m. (80 minutes)</i>
<b>Resources</b>	:	<i>Text (global warming), worksheets, dictionary Flash cards, roll-up-board, poster</i>

#### Objectives

To read and understand short texts on environmental issues such as pollution  
To improve vocabulary skills using strategies of resourcing and memorization.

#### Strategies:

memorization, resourcing, self-management, self/peer-evaluation, co-operation, questioning for clarification

#### Procedure

- a. Encourage students to talk about strategies / steps they have taken to expand their vocabulary (brainstorm - class discussion). Get pupils to talk about their success in learning new words.
- b. Revise vocabulary skill learnt yesterday - association through mind-mapping strategy (Pupils to list down words associated with environmental problems in 3 minutes. Pupils then check list with peers and add on to their list) Teacher to present another example on roll-up-board - vocalising her thought processes. Get pupils to add on to teacher's list on board.
- c. Students read a short text on global warming and underline new/difficult words.
- d. In pairs/ small groups students prepare 3-5 "Wh- questions" based on reading text
- e. Inter-group quiz - comprehension of reading text

- f. Teacher introduces the use of dictionary to locate meanings of difficult words. Teacher to help students to become aware of how a dictionary works - locate stem words, adj, noun etc. (on flash cards)
- g. Students (individually/pairs/small groups of four) locate the meanings of 3-5 new words using the dictionary.
- h. Class discussion as to what students learnt - how dictionary meanings are written - from general to specific
- i. Students introduced to a further use of the new words in different contexts.
- j. In pairs or small groups students work on worksheets where students fill in the blanks with new words learnt. Inter-group evaluation
- k. Teacher to share with pupils techniques on how to remember new words - through repetition, putting into vocabulary book, study room, on fridge, flash cards, etc.
- l. Pupils write their learning journals
- m. Enrichment /Extension - Individually or in pairs students to write sentences / a short paragraph using new words learnt.

## **APPENDIX 13**

**Selected Excerpts of  
Classroom Lessons**

### Excerpt 1 - Lesson I

T: Class, when you read, you must also remember that when you read not all information, that is, the facts and things like reasons and explanations are given to you up front or clearly. In such cases, you must be able to guess or we say infer information because- not always things and information is given straight to you. I'm sure many of you have come across inferring and many of us infer or guess information when we read - it is like learning to read in between the lines- more like looking for information hidden behinds the lines- we call this strategy 'intelligent guessing' - that is using clues and other information from the passage to guess and make logical connections so that we understand the passage better. Now let's look at the handout given to you. Now I want everyone to read it silently on you own first.  
(students read handout silently)

Okay, now that you have read the handout, you will realise that in this passage, the writer throws us right into the deep end. You see we are in the middle of a conversation and we aren't told who these people are, what and where they are and what's going on. Okay? So we are actually left to work it out for ourselves- so what we have to do here is to make deductions and inferences by ourselves by reading and trying to make meaning for ourselves. We can actually make sense of something by using the clues given, this requires some logical and intelligent guessing. Okay, now look at the first short paragraph , let's read it- it reads:)"Vince," she said getting up crossing the room, "you've got to understand that ...

(Teacher reads first few sentences)

Now using this information we can work out the answer for Question 1, which reads: "Where are these people talking?" A- indoors, B- outdoors. Where are they? A or B?

Ss.: B, B, B,

T: Yes, what is B?

Ss.: Indoors.

T: Yes, they are indoors. Now, we know they are indoors because of one clue- do you know the clue? The word or phrase?

Sl: getting up crossing the room

T: Yes, from the phrase 'getting up crossing the room'. Here the word or clue is 'room' which indicates that they indoors because a room is a place inside a building or house. Now let's try another question. Do you think she is talking to herself?



- Ss.: No.
- T: Why do you say so? Why, because . . .
- S2: she's talking to someone in the room, there is dialogue
- T: That's good she's talking and there's a dialogue or conversation here. Now what do you think is the relationship between these two people? Do you think they are A- brother and sister, B- boyfriend and girlfriend C- husband and wife D- mother and son. Yes? Anyone wants to try? Yes, Farah? Do you want to try?
- S3: No.
- T: Try, No? Yes Shareen, what's your answer?
- S4: I think they are brother and sister, A
- T: Good, now how did you come to such a conclusion?
- S4: The line, "I never expected this from you, my only sibling"
- T: Very good! Now this is what is call intelligent guessing- using clues and information to make sense and meaning of text. The clue here is the word 'sibling' which means brother or sister. By using the clue given is use logical reasoning and guessing and this is also what we call inferring. Okay now I want you to look at this handout that I am going to hand out. I want you to read it and try to answer some simple questions. I want you to work either individually or in pairs to get the answers to the questions. All the five questions require you to use the strategy "intelligent guessing" Then we will discuss the answers in class. Okay, now I'm going to give about 7 minutes for this activity Okay? Do all of you understand?
- Ss.: Yes.
- (Teacher distributes handout, Students read silently)

Note:

- T = Teacher
- SS. = Students
- S1 = Student 1
- S2 = Student 2 c

## Excerpt 2- Taken from Lesson II

Teacher : Now one important aspect that I pointed out was the words that indicated movement . Now I'm going to give you one minute to underline all the words in the text that shows you movement. Ok....start now ...

Student 5: Teacher, does your mouth....does it count?

Teacher: Your mouth..what?

Tudent 5 : ..as in movement of the mouth but short movement?

Teacher: Yes as long as the word ...must show movement...any word that shows movement..ah..now actually okay...Now I want to see how many you locate. Oh... 5 more seconds. Okay I'm going to give you ten seconds to come up to the blackboard to write down these words. Group 1 on this half on the board and Group 2 on this half...You can start moving up to the board. You will only be given 10 seconds to be on the board, Oh? ....more than one person can come up. Ok..ok...starting ...starting now.

*(Note : Students noisy and excited - start rushing to the blackboard to write words. The following are some of the words on the board : Surge, Crawl, Riding, Shaking, Lurch, Drove, sprawled, disentengled.*

Teacher : Okay we have so many words lurch, crawl, roll, jerk, lifted, grasped, clutched, groped, swallowed, roll..ok this one repeated, groped repeated, jerk repeated, trembling repeated, slide, raised, reached, ok, disentangled, mingled....

*(Teacher counts words for each group. Group 1 has 23 words where else Group 2 has 25 words Students shouting 'Yeah!' Students - clapping)*

Teacher: Ok...remember this is one good way for you to improve your vocabulary or build you vocabulary. So, whenever you see or get a passage, 'drawing your attention' is a very important strategy to built your vocabulary especially if you have a good passage. You can determine what other things you can learn from it. Looking at the passage just now I pointed to you that you can learn a whole list of words showing both quick and slow movements. Now how many words did we find ?

Students: (answering in chorus) 25, 27, 32 no 28 ...

Teacher : Okay, we picked a large number of words. Now we call this strategy "using resources" or 'resourcing' from such texts to learn more. Now if you look at the passage, tell me what else you can learn? Now I want all of to look carefully at the passage and see if there is anything you can learn from this passage ...

Student 4: Words that describe emotions and feelings

Teacher: Good, what are some of the words you can pick up from this passage?

Studt.7: felt sick, terrible emptiness, feeling sea-sick

Studt.2: Teacher, can learn words of same meaning such as giddiness and dizziness.

Teacher: Yes, very good you can use this passage to learn synonyms or word of similar meanings. ...

### Excerpt 3 - Taken from Lesson II

Teacher: Now to check whether you understood the passage, I want to divide the class into two groups. This is group 1, this is group 2, ok? I'm giving to give you 5 minutes. You can either work in pairs or you can work as individuals. Ok. I want you to formulate at least 2 'Wh' questions from the passage, alright? Then we will have an inter-group quiz. Okay, formulate two questions to ask your friends. Ok. I'm giving to give you only 5 minutes, ok? What? You want to do in fours.. alright..as long as you formulate 2 questions each, ok? You begin now. Start now, can I have a volunteer to keep score?

#### *Students prepare questions*

- Teacher: Now listen, now each group will be given 5 marks. You'll be given 3 marks for the correct answer and 2 marks if you can identify from which section you got the answer. Ok, for example the question, "How did the accident occur?" Answer?
- Students: (*answer in chorus*) An Arab riding a bicycle rode up from side street suddenly came out / teacher, the driver swerved and he hit the bike
- Teacher: Ok, so that's 3 marks for the correct answer. Now from where did you get the answer?
- Students: (*chorus*) line 5, 6
- Teacher: Okay, lines 5 to 6. So you get 2 marks for identifying the lines. So do all of you understand what you are required to do. Okay, now's let's begin with the quiz. Yes, Group One ask a question and you can call anyone from Group 2 to answer. Remember you can call the person only once. Yes, Okay, Group 1, your question.
- Student 1: Okay, Why did the writer crawl to the dressing table for just a banana instead of going straight to the wardrobe for the tablets?
- Teacher: Yes, anyone from Group 2 wants to answer that? Yes, you.
- Student 2: He was suffering from hypoglycemia and so he was too weak to go to the wardrobe that was too far. So he decided to go to the dressing table to get the banana which was nearer .
- Teacher: The wardrobe was too far. Ok, from which line did you get the answer?
- Student 2: Lines 24 to 27
- Teacher: Ok, lines 24 to 27, Now group 1 is that the right answer and how many marks would you award her?
- Student 1: The answer is right so 5 marks (*students applause*)

## **APPENDIX 14**

**Selected Extracts from  
Students' Learning Journals**

## STUDENT A1

Date : 16/6/199 (Journal Entry 2B)

Topic : Social Issues - Environment

Objectives : To learn strategies to improve our English

Today wasn't a good day for me. I'm sorry to say I couldn't concentrate on what my teacher was saying. Not it's not because I don't understand what she was conveying to us but it was <sup>our</sup> because I had a terrible stomach upset caused by eating unhygienic food. This diverted me from paying attention to the teacher. Nevertheless, I tried very hard to grasp the main points and what we are discussing today. We are taught to learn words associated to the topic, which was on Environmental Issues by listing them down. I learnt new words like deforestation and degradation. By doing so, these words are an addition to my vocabulary power and will be put to good use when conversing or writing. We were also taught to do a mind-map to make it easier to comprehend the subject. Mind-mapping means to divide a subject to smaller subtopics such as what causes ~~them~~ that thing to happen?, the results and the factors. Besides this, our teacher reminded us on writing our learning contract and told us that it will help us to learn on our own. We can also assess ourselves based on

what we learnt and our achievement in an activity carried out using a learning contract. This lesson have has definitely benefit benefited me by teaching me another two more extra strategies in language learning. Too bad, I had to dwell with on my stomachache stomachache.

P.S. I we also learnt resourcing by using the dictionary and cooperation as we worked with friends.)

STUDENT A1

JOURNAL ENTRY 2B

STUDENT A1

12 : 7/7/99 (Journal Entry 5B)

pic : Information in newspapers, reports and articles.

active : To mark a composition.

Today... teacher revised the points to remember when writing a composition. Then she told us about the marking scheme. I was surprised that marks for language were quite high. After listening to it, I realised that I was not going to get high marks as I had not written my essay well so I <sup>did not</sup> didn't do write the essay properly.

Next we were asked to mark our own composition. I think many of us were not happy with this task. I too do not like marking. I think because my English is not so good. Sometimes I cannot see my own mistakes anyway based on the guidelines. I tried marking my work. I gave myself a C5. Then my friend marked my work, she was kinder. She said my essay deserved a C4. Well I have to wait for the teacher's grade now where I stand. I hope I get more help in marking my own work because today's lesson made marking slightly easier for me. A3 for my lesson.

STUDENT A1

JOURNAL ENTRY 5B

Date : 25/3/99 (Journal Entry 11B)

Topic : Story on Moral values.

Objectives : To read and understand a story, to predict and to make conclusions for the ending. To observe the writer's method used in writing a good story and to write an outline plan for our own story.

Strategies : While enjoying the story we were making use of the strategy of predicting, as we were trying to guess the end of each part. While predicting, we were also inferring the points and facts from the story which includes logical reasoning. After predicting we had to elaborate on what we had predicted. All these I think are examples of self-management strategies which all us as students have to figure out and think for ourselves. The right answer to a question asked.

Overall today's lesson was fun, enjoyable and exciting as we were all conscious to know the ending of a story which led to a climax, so unexpected. Even at the end we got a twist. This story has inspired and made me realise that in order to catch the attention of the reader, certain elements and aspects must be used, such as a very interesting plot, use of descriptive phrases and words to create the right atmosphere.

STUDENT A1

JOURNAL ENTRY 11B

I've learnt today whenever it is necessary.

## STUDENT A2

Date: 15 June 1999 (Journal Entry 2A)

Topic: Environmental Issues

Objectives: To read and understand passages on environment

To widen my vocabulary

Today's lesson was nice on the whole. I learnt some

new strategies such as listing, grouping, association and

co-operation. I liked listing the best as it tests my

vocabulary power. But I also liked co-operation as I find

that I can learn so much by sharing my knowledge with

friends. I was happy that guessing is a strategy too because

it will help me in my exams. I also learnt more about learning

contracts and I have to remember to start my project on

'extensive reading'. I guess it's okay as I can read rather

fast. I am adapting quite well to the environment on English

learning and I'll try reading up more on this topic. I fully

understand this lesson so I'll rate myself another 4/4 again.

STUDENT A2

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JOURNAL ENTRY 2A

## STUDENT A2

Date: 3 June 1999 (Journal Entry 1A)

Topic: Environmental Issues

Objectives: To read and understand passages on

environment

To widen my vocabulary

Today's lesson was okay, I guess. But it was a little

slow because of the lack of class participation. I learnt

new strategy - to improve my vocabulary. It is called

scouring. I found it amusing that I never realised

that a word in the dictionary is described in a general

way before being described in specific details. From now on,

we will use that technique when asked to give the meaning

of a certain word. The teacher also showed us how the

word can be used in different situations. I think I

understand the words better after looking at the word

in different contexts. I also learnt and wrote my first

journal - like the one I am writing now. It helps me

express my thoughts and I will be more aware of my

language learning progress. I'll give myself a 4 on

my understanding of the lesson. I'll use the strategies

STUDENT A2

JOURNAL ENTRY 1

## STUDENT A2

Date: 7 July 1999

### Journal Entry 5B)

Topic: Information in reports and articles.

Objective: To write, read and assess a composition.

Yesterday we learnt how to identify and write topic sentences and we wrote a composition. Today teacher told us how to mark our own essay. She told us that marks are given for content and language. I think many of us did not like marking our own work so teacher said we could work in pairs or in small groups.

Later my group members and I marked <sup>an essay</sup> ~~it~~ about wildlife and its habitat written by friends from another group. I thought it would be fun reading other people's work but it turned out disastrous and complicating as the composition was filled with nonsense and irrelevant words just to make it grand. Therefore it was quite hard to comprehend. But overall it was enough facts. There was cooperation in our group so we finished the job of marking fast with combined knowledge on English, we managed to correct mistakes which were made by others although we were quite confused ourselves over some mistakes. Overall I think

today's lesson was very good and I learnt how to mark. This will help me write better as as I am now aware of how marks are given, I'll grade myself a 4/4 because I understood the lesson well.

STUDENT A2

JOURNAL ENTRY 5B



## STUDENT A3

## JOURNAL ENTRY 2A

Date: 15.6.99 (Journal Entry 2A)

Topic: Environment

Objectives: To learn how to get more words in a shorter span of time according to the relevant topics.

Today's lesson was rather fun. We learn a few strategies like listing, grouping and association. I think I like listing the best. It is because this method is so challenging. What I did today was to list down any word related to the environment in 5 minutes. It was really brain storming. I didn't manage to do well but I guess it was okay. I had 21 words on my list. Well, I'll try my best to read more articles on environmental issues to widen my vocabulary on this particular topic. For this lesson I rate myself a 3 because I managed to understand what was being taught by the teacher.

Date : 7.7.99 (Journal Entry 5B)

Topic : Writing Reports and articles

Objective : How to evaluate our own work. (Composition)

Today's lesson's was rather dull. I learned how to evaluate myself by marking an essay me friend did. Teacher taught us the things to look out for when evaluating our work so that I will know the requirements of a good essay and not repeat the mistakes my friend made. At the beginning we marked our own work - I dare not give myself good marks as I really don't think my composition was very good - especially after listening to what makes a good composition.

Then I was to mark my friend's work. At the beginning I thought it was a lot of fun. BUT as I went on marking I had a terrible headache! I just can't understand how the teachers can actually mark hundreds of essays. I really respect the teachers for being able to go through it! Minus the headache it can be seen to be a good experience. Though my friend's work was okay, there were many errors - I think her essay lacked organisation. She gave herself a C3 but I gave her a Credit 4. She was kinder to me - I gave myself

a C3 but she gave me a A2. I don't think I like marking my own work or my friends. I think teachers should do that. The strategy of writing a good essay was also taught like planning, self-talk & many more. I'll rate myself a 3 today as I have an understanding of what was being taught.

STUDENT A3

JOURNAL ENTRY 5B

## STUDENT B1

## JOURNAL ENTRY 2A

## STUDENT-B1

Date: 15-6-99 (Journal Entry 2A)

Topic: Environmental Issues

Objectives: To read and answer comprehension

questions.

Today's lesson was okay. We learnt now a few learning strategies like listing, grouping and association. I thought listing words was rather challenging as we had to crack our brains for as many words. We were again given several worksheets to do. For the worksheets I learnt how to use the words learnt in different situations. I also had to read and answer some comprehension questions. For homework I have to make sentences with 5 new words learnt. I don't like that! Anyway I'll rate myself 3 1/2 as I do have a understanding of what was taught but I am finding some difficulty making sentences.

STUDENT B1

JOURNAL ENTRY 5B

STUDENT - B1

Date: 7-7-99 (Journal Entry - 5B)

Topic: Writing reports and articles.

Objectives: To evaluate essays.

marking essays.

Today, we learnt how to correct and verify our own essays by marking our own and our friend's essays. I found this quite difficult as the essay I was given to mark was pretty poor. But with the help of the marking scheme given and with some help from my partner we checked and spotted the weakness and the errors in the essay. Though I know this strategy of self-evaluation is useful and we can learn from people's mistakes, I think students should not be asked to grade their own work as they are just students and they cannot spot their own mistakes. Furthermore the person who marked my work didn't do it well as she gave it back to me very fast and gave me the same grade I gave myself. I think I don't like

## STUDENT B2

## JOURNAL ENTRY 2A

## STUDENT - B2

Date : 15-06-99 (Journal Entry 2A)

Topic : Environmental Issues

Objectives: To read and understand the topic.

To improve vocabulary.

Today, we were discussing environmental issues topic and used learning strategies such as listing and grouping. With grouping we can use the mind-map to list many words. Teacher explained more about the new words. I learnt many new words by reading the short passages on environment. I also learn how to use the new words in different sentences. For homework I will try to make some good sentences. Teacher also remind us about our learning contract. She say we must start to do extensive reading. I think she is right. I must read more to improve my vocabulary. I would give myself as 3 because of my poor vocabulary: I was unable to answer some of the questions in the handouts.

STUDENT B2

JOURNAL ENTRY 5B

STUDENT-B2

Date : 07-07-99 (Journal Entry 5B)

Topic : Directed Writing

Objectives: Using the guidelines for composition marking to correct compositions.

today's lesson so I give myself a 4 for this lesson. But I still cannot mark my own work. I must improve!

Everybody was given the guidelines to mark the essay we did yesterday. Teacher first explained how to mark the essay. She said marks are given for language and content. Then she teach us how to mark for content.

She was good. It was clear and I understand everything. After we were made to understand the marking scheme we had to mark our own essay. I did not mark my own work because my grammar is bad so my friend marked for me. Then with my friend and I marked the essay given to me. I was okay, better than mine many times. Teacher say this strategy of 'self-evaluation' is good as it helps me to check our own work. She says it will also help us write better essays. From reading other peoples essay we can also get fresh ideas and improve ourselves. I think I understand

STUDENT-B3

Date : 15/6/1999 (Journal Entry 2A)

Topic: Environment

Objectives: To read and understand passages

To learn more words by using connections

I felt today's class was rather long. Teacher discussed so many

strategies on how to improve vocabulary. Everything was going so fast

that we did not have time to breathe. That was also a lot of work. We

learnt strategies like listing, association and mind-mapping. I liked the

strategy of association best. I think if I use it with mind-mapping it

will really help me focus. Teacher also showed us how using these two

strategies we can have more words and we can actually plan a good

essay. She did it on the board and it looked so simply. I hope I can

think like that too. In listing we first had to make our own list. Then

we could exchange words with our partners. In this way we learnt many

new words. This was the strategy of co-operation. I think I have been

using this for a long time as I am sitting with a 'genius' My partner

is a walking dictionary and I have learnt a lot of new words from her.

We also got a chance to use the words in different contexts as teacher

gave us a few worksheets to do. I think everyone found it easy as

everybody seemed to be working very fast. Poor me was left behind! Anyway it was a good lesson as I give myself a 3 as I think there are still areas which I need to improve in.

## STUDENT B3

## JOURNAL ENTRY 5B

## STUDENT B3

Date: 7/7/2000 (Journal Entry 5B)

Topic: Information in reports

Objectives: To evaluate essays.

I think today's lessons were beneficial but I did not quite like it because we had to mark essays - something teachers are supposed to do! But this lesson made me realize all the mistakes I make when writing. Teacher gave us the marking scheme and I realised that length, content and grammar is so important. Teacher also showed us how marks for content are given. It was very clear and every time she pointed out something, my heart sank because I had made that mistake. Though I was supposed to mark my own work, I did not do so but got my partner to grade it. She spotted a number of mistakes like spelling and grammatical mistakes. I marked her work and I felt proud as I too was able to spot two errors in her work. I knew this was a good lesson for all of us but I did not like marking and I think I don't like my friends to see or mark my work too. So for today I shall rate myself a 3 - don't ask why!



# **APPENDIX 15**

**Selected Samples of Students'  
Learning Contracts**

## LEARNING CONTRACT (1)

Name: STUDENT A1Date: 15/6/99Topic: Extensive Reading

Objective(s): To read with understanding, enjoyment and to search meanings of unfamiliar words.

Proposed Task / Activity	Proposed Resources	Target Date of Completion	Evidence of Achievement	Assessment of Performance
1. To read stories for enjoyment while understanding it. 2. Learn new words and unfamiliar words from the story and jotting them down in the vocabulary book. 3. Look for the meanings of these words and construct different sentences.	"The Ghouls" - a collection of horror stories - I read 4 stories The Oblong Box The Phantom of the Opera Diverella Most Dangerous Game.	24/6/99  Completed on 28/6/99	I have read and understood the stories very well and I have written a <del>the</del> <sup>short</sup> list of a few words unfamiliar words with their meanings in my vocabulary book. I also made some sentences and my friend checked them for me.	There are so many words that I do not understand and I need the dictionary by my side all the time when reading. I hope to widen my vocabulary. On the whole I think I did okay.

## LEARNING CONTRACT (3)

Name: STUDENT A1Date: 29/7/99Topic: Description of Places

Objective(s): To read and understand descriptions of famous places.

To summarize a passage read and to improve my vocabulary.

Proposed Task / Activity	Proposed Resources	Target Date of Completion	Evidence of Achievement	Assessment of Performance
1. To read and understand a description of a place in Portugal. 2. To search the meanings of a few unfamiliar words and phrases. 3. To write a summary about the article lifestyle of on the Tiobrand Islands.	The Article entitled 'Tiobrand Islands' on in the 1992 July issue of the National Geographic magazine.	12/8/99 Completed 10/2/99	All my tasks have been done in my vocabulary book.	More words to learnt. Apart from enjoying this article, I have learnt a lot about the Tiobrand <sup>Island</sup> 's lifestyle and this is another addition to my general knowledge. I rate my summary of the article as fair and moderate. Maybe a 6/10 content-wise I think I did okay, but on the language, wise I still have lots <del>more</del> to improve.

## Learning Contract (1)

Name: STUDENT A2Date: 13 June 1999Topic: Environmental Issues (extension)

Objective (s): 1) Read and understand information in a book on environmental issues.

2) Use a dictionary to locate meanings of words and learn to use them in different context.

Proposed Task / Activity	Proposed Resources	Target date of Completion	Evidence of Achievement	Assessment of Performance
1) To read and comprehend a book on how to save the environment.	"How to be Green" by John Burton.	23/6/99	I have read the book and understood it well. I have learnt how I can play part in saving the environment.	The book was understandable except for a few words which I gladly looked up in the dictionary. I can now understand the words and I am able to construct sentences with them. This book enlightened me on the various environmental issues faced by the world today. I am eager to read more books on environmental issues to widen my knowledge and to improve my vocabulary.
2) To learn 5 new words and construct sentences with them.		Completed on: 27/6/99	I looked up the meanings of five foreign words in the dictionary. I learnt to construct sentences using these words. I did all this in my vocabulary book.	

(3)

## Learning Contract (3)

Name: STUDENT A2Date: 27 July 1999Topic: Interesting Places

Objective (s): 1) To read, understand and summarize an article on an interesting place of travel.

2) To find meanings of unknown words using a dictionary to widen my vocabulary.

Proposed Task / Activity	Proposed Resources	Target date of Completion	Evidence of Achievement	Assessment of Performance
1) To read and understand a passage on the Lake District in United Kingdom.	Endless Vacation June 1998	6/8/99	I understood the passage well and is now eager to go there for a vacation.	Enjoyed reading about the Lake District and I am planning to go there one of these days.
2) To summarize the article to one third of its original length.		Completed on: 5/8/99	I summarized the passage and wrote it in my comprehension book.	I also managed to summarize the passage to the required number of words. I think I did okay and will give myself a C3.
3) To create three questions regarding the article and locate the meanings of words which I do not understand.			I created 3 questions and found meanings of words from the dictionary. I constructed sentences with them too. I did all this work into my comprehension book.	I located meanings of words which I did not know. This task helps increase my knowledge and I am glad to have done it.

# LEARNING CONTRACT

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Name: STUDENT- A3

Date: 8.6.99 (1)

Topic: Extensive Reading

Objective (s) 1) To read and understand a story

Proposed Task / Activity	Proposed Resources	Target Date of Completion	Evidence of Achievement	Assessment of Performance
To read and understand stories.	"Twentieth Century Short Stories" by Barnes and Egford	30.6.99  Completed on 5.7.99	I know I am supposed to read about 100 pages I read 3 stories which is about 83 pages.	The stories were quite interesting and I hope to finish reading all the stories in this book.

# LEARNING CONTRACT (2)

Name: STUDENT- A3

Date: 24.7.99

Topic: Famous Places

Objective (s) 1) To read and understand a passage by answering comprehension questions based on the passage.  
2) To use a dictionary to locate meanings of <sup>new</sup> words.

Proposed Task / Activity	Proposed Resources	Target Date of Completion	Evidence of Achievement	Assessment of Performance
1. To read and understand a passage and answer comprehension questions	SPM English (SISFEM)	30.7.99  Completed on 30.7.99	I have read the passage and answered the questions into my comprehension ex. Book I looked up the meanings of 5 new words and wrote them into my vocabulary book.	I managed to answer all the questions and found it rather easy. I scored 17/20 for the comprehension exercise. Now I fully understand the meanings of the new words that I didn't know earlier.

## LEARNING CONTRACT (1)

Name: STUDENT- B1Date: 9-6-99Topic: Extensive Reading

Objective(s): (1) To widen my vocabulary.

Proposed Task / Activity	Proposed Resources	Target Date of Completion	Evidence of Achievement	Assessment of Performance
To read a fiction book to improve my word power.	Angela's Ashes (Frank McCourt)	30-6-99  Completed on 6-7-99	Very slow. I have only read 5 pages as I have no time. Unable to complete tasks as I have too much homework and tuition.	very bad. <sup>I did not finish</sup> 1/10. Must try harder. Hope to read a few pages everyday. Possibly read half an hour before I go to sleep <sup>every night</sup> .

## LEARNING CONTRACT (3)

Name: STUDENT B1Date: 4-9-99Topic: Story on Moral Values

Objective(s): (1) To read and understand a story on moral values and do comprehension.  
 (2) To find meanings of difficult words using a dictionary.

Proposed Task / Activity	Proposed Resources	Target Date of Completion	Evidence of Achievement	Assessment of Performance
1. To answer comprehension questions based on a story. 2. To locate meanings of 6 difficult words found in the story.	Extract from "Robinson Crusoe" Form 4 English Textbook (page 87)	10-9-99  Completed on 9-9-99	I did both exercises into my comprehension book.	I was happy I learnt some new words and I hope they will be useful. I scored rather well in my comprehension ex. But I did not do well in the vocab. section. I marked my own work and got 15/20.

## LEARNING CONTRACT (1)

Name: STUDENT- B2Date: 09-06-99Topic: Extensive Reading

Objective(s): 1) Read and understand information in a story

Proposed Task / Activity	Proposed Resources	Target Date of Completion	Evidence of Achievement	Assessment of Performance
1. To read a story to improve my English	My Funny Valentine	28-06-99  Completed 03-07-99	I tried very hard to make sure I understand everything I was reading	I understood the story and I think reading is a good way to improve my English. I hope to continue to read more books.

## LEARNING CONTRACT (4)

Name: STUDENT B2Date: 04-09-99Topic: Social Issues

Objective(s): To read and understand a passage on health  
To answer comprehension questions and write a summary

Proposed Task / Activity	Proposed Resources	Target Date of Completion	Evidence of Achievement	Assessment of Performance
1. To read a passage and do a comprehension exercise. 2. To write a summary of the passage on health	SPM English Revision Book (Eastview Pub)	04-09-99  09-09-99	I did both these exercises into my comprehension book.	I did well in this exercise. It's maybe because I have been doing lots of English work on my own now. I use strategies to make my work easy and I know how to get more marks. I marked my own work and for comprehension I got 14/20. I got all the questions right but I lost marks in the vocabulary section. I also did well in summary. I got all the points correct but my language mark is not very high. I must improve my language and grammar. But I am happy with my progress so far.

# LEARNING CONTRACT (1)

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Name: STUDENT-B3

Date: 15/6/99

Topic: Extensive Reading

Objective(s): To read and understand a story and pick out descriptive words which can be used for essays and also to my vocabulary.

Proposed Task / Activity	Proposed Resources	Target Date of Completion	Evidence of Achievement	Assessment of Performance
1. To read and understand a story. 2. To learn 5 descriptive words and phrases and to use them in a sentence.	Classical Storybook Anne of Green Gables.	25/6/99 Completed on 30/6/99	I have read the book and picked out interesting phrases, thus writing them in proper sentences into my vocabulary book. I looked the meanings of 5 words using the dictionary.	I did not finish reading according to my target date. I hope I will be more successful next time. But on the whole I did okay. I had no difficulty understanding the book but I did have difficulty making sentences. I think I also need to pick up on my vocabulary.

# LEARNING CONTRACT (2)

Name: STUDENT-B3

Date: 27/7/99

Topic: Places of Interest

Objective(s): To read and understand an extract from a book on tourism.

To search for new words to improve vocabulary using a thesaurus.

Proposed Task / Activity	Proposed Resources	Target Date of Completion	Evidence of Achievement	Assessment of Performance
1. To read answer comprehension questions based on a description of a famous place. 2. To locate the meanings of 5 new words and find their synonyms using a thesaurus.	Extracts about interesting places to visit in Paris from a book on travels and tourism in Europe.	10-9-99 Completed on 9-9-99 I hope I keep to my due date next time.	I read and understood the extracts. My mum prepared some comprehension questions and I answered them into my comprehension book. I also did my vocabulary work in my vocabulary book.	This was actually an interesting activity that I did with my mum. She My mum marked my work and she said I did very well. I obtained 13/20 for my comprehension. But I still need to improve my vocab. vocabulary. I cannot give the meanings of words well. But I did learn some interesting new words and their meanings.