# APPENDIX A

## Research Schedule

<table>
<thead>
<tr>
<th>Duration</th>
<th>Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>From</strong></td>
<td><strong>To</strong></td>
</tr>
<tr>
<td>June 1997</td>
<td>July 1997</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>July 1997</td>
<td>December 1997</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>February 1998</td>
<td></td>
</tr>
<tr>
<td>January 1998</td>
<td>December 1998</td>
</tr>
<tr>
<td>January 1999</td>
<td>December 1999</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>January 2000</td>
<td>April 2001</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>May 2001</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

Questionnaire for teachers undergoing the B. Ed. TESL programme

Note. The intention of this questionnaire is to gather information on your background and the manner in which you have been teaching ESL writing. I require this information for my Ph.D. Thesis. Please answer the following questions frankly.

Section A

1) Name: ________________________________

2) Age: ______

3) Number of years of teaching experience _________

4) Type of schools you have taught in. Tick in the appropriate boxes.

<table>
<thead>
<tr>
<th>Secondary</th>
<th>Primary</th>
<th>Rural</th>
<th>Urban</th>
</tr>
</thead>
</table>

5) Academic Qualifications.

<table>
<thead>
<tr>
<th>SPM</th>
<th>Cert. In teaching</th>
<th>STPM</th>
<th>Diploma</th>
<th>Others</th>
</tr>
</thead>
</table>


6) English Language Qualifications

<table>
<thead>
<tr>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPM</td>
</tr>
<tr>
<td>STPM</td>
</tr>
<tr>
<td>Others</td>
</tr>
</tbody>
</table>

7) Have you been previously trained to teach English? Yes/No

If yes, please provide details of the programme.

8) Tick the classes where you have taught English as a second language (ESL).

<table>
<thead>
<tr>
<th>Standard One</th>
<th>Form One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Two</td>
<td>Form Two</td>
</tr>
<tr>
<td>Standard Three</td>
<td>Form Three</td>
</tr>
<tr>
<td>Standard Four</td>
<td>Form Four</td>
</tr>
<tr>
<td>Standard Five</td>
<td>Form five</td>
</tr>
<tr>
<td>Standard Six</td>
<td>Form Six</td>
</tr>
</tbody>
</table>
## Section B

9) The following 18 statements describes the beliefs of ESL writing teachers. Indicate your opinion by rating each sentence using the scale given below.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>= Strongly Agree</td>
</tr>
<tr>
<td>2</td>
<td>= Agree</td>
</tr>
<tr>
<td>3</td>
<td>= Uncertain</td>
</tr>
<tr>
<td>4</td>
<td>= Disagree</td>
</tr>
<tr>
<td>5</td>
<td>= Strongly Disagree</td>
</tr>
</tbody>
</table>

a) Students should use only English in my writing classes.

b) I encourage multiple drafts and help students with revisions.

c) ESL writing classes should prepare students to succeed in their discipline-related classes.

d) I prefer students' essays that are interesting and honest rather than grammatically correct.

e) Students learn the writing skills effectively through guided composition (i.e. filling in sentences in given passages).

f) I focus my attention on form and correctness of my students written work.

g) I focus my attention on sentences and paragraphs of my students' written work.

h) I focus my attention on observing, listening, reacting and discussing while my students write their essays.

i) I only start correcting and giving advice once students have finished their essays.

j) I value writing that is about personal subjects.

k) The use of correct grammar and sentences is more important than the content of what students write.

l) I encourage students to read different texts about the topic before beginning their writing assignment.

m) I correct any errors as soon as I spot them in my students' work.

n) I encourage peer discussion and group work in my writing classes.

o) I use feedback from my students to plan my writing lessons.
p) Materials and topics related to the students' particular discipline should be used in ESL writing classes.

q) Discussions and developing ideas are important before students write.

r) Students should write in a manner suitable for their academic community (law students should write like lawyers, science students like scientists etc.).
Section C

10) Please describe in as much detail as possible the way you have taught ESL writing to your students.

(Please use the reverse of this page or an additional sheet if necessary)
11) What problems and difficulties did you face when teaching ESL writing?
APPENDIX C

Question Guide for Interviewing Teacher Trainees before Starting the Teaching of Writing Course

1. In your responses to the questionnaire you stated that you have used a particular technique. From where did you get this idea?

2. Have you received any instruction in teaching the writing skills? (in-service courses, seminars, workshops, journals, books)

3. Did the instruction help? What problems did you face when trying to implement new ideas?

4. Have you heard of the terms ‘process writing’ and ‘genre-based approach’? What do you think of these approaches?

5. You agreed/disagreed with a number of statements concerning the teaching of writing skills in your responses to the checklist provided in the questionnaire. Can you give reasons why you think such ideas are effective/not effective. (Discussion on each of the statements).

6. Did you have to follow a prescribed syllabus for teaching ESL writing skills?

7. Were you using a textbook to teach writing? Were there any problems in using this book?

8. Were you free to use new ideas?

9. How did you normally prepare yourself for writing lessons? What were the stages involved?

10. What were your concerns about the approaches and techniques you were using to teach the writing skills?
9. Can you describe the different stages of your lessons? What you did? What the students did?

10. How did you generally feel about the effectiveness of your lessons?

11. What changes did you make to improve your lessons and what changes do you feel could be made to improve your lessons?
APPENDIX D

Guide for Interviewing Teacher Trainees during the Teaching of Writing Course

1. Will you use the techniques explained in the last lesson? If not, why not? If you plan to use the technique, describe the manner in which you will use it. Will you add or drop anything? If so, why?

2. Are you having any difficulties with certain parts or aspects of the technique discussed in the last lesson?

3. Have you used a technique similar to this before?

4. What aspects of this technique do you find interesting? Do you think this technique will improve students' writing? Why?

5. Are certain aspects of this approach unsuitable for the particular students you have been teaching? Why?

6. The question you asked about ________ Why did you ask this question? Why was it important or significant to you? What aspects of your previous experience in teaching led to or triggered this question?
APPENDIX E

Guide for Interviewing Lecturer

1. Are you using a prescribed syllabus?

2. Where did this syllabus come from? Designed here in UM? Adapted from somewhere? Who were the people involved in creating this syllabus?

3. Are you free to make changes, modify or use your own ideas?

4. In the teaching of ESL writing, do you subscribe to any particular theory (genre theory, process writing, etc.)?

5. What reference books are you using to prepare your lectures?

6. Which book do you find most useful?

7. What articles or journals do you find useful when preparing your lectures?

8. What reference books, articles and journals do you recommend the teacher trainees to use to help prepare their lessons? Why these particular ones?

9. From these eight students, I am going to select these five for case studies. What do you think of my selection?

10. What problems, difficulties are you having with this batch of teacher trainees?

11. Is their past experience an advantage or hindrance to you? Why?

12. What do you think of the teacher trainees' responses and reactions to your ideas?

13. Are you using feedback from these teacher trainees to determine the content and progress of your instructions?

14. Who among these teacher trainees do you find particularly helpful or useful to have in the class? Who do you find troublesome? Why?
15. What do you think of this checklist of beliefs on the teaching of ESL writing skills, which I have been using with the teacher trainees? (Discussion on each item of the checklist).

16. How are the teacher trainees progressing? What difficulties are they facing?
APPENDIX F

Guide for Interviews during Simulated Teaching

a) Guide for interviewing teacher trainees during simulated teaching

1) Why did you select that particular technique for teaching writing skills?

2) From where did you get the idea? Was it something your lecturer or mentor introduced?

3) How did you prepare yourself for the lesson?

4) What was added or dropped from this technique as introduced by your lecturer or mentor?

5) What do you think of the comments made by your peers and mentor concerning the technique you used?

6) What improvements will you make before you use this technique in your classroom?

b) Guide for interviewing mentors

1) Concerning the teaching of writing skills, are you using the same syllabus as the writing lecturer?

2) Are you promoting any technique or approach that is different from what the students were taught in their lectures?

3) Do you feel that your mentees are effectively using ideas they obtained from the lectures? Why are some of your mentees using the innovations more effectively than others?

4) What problems or difficulties are your mentees having with innovative approaches and techniques suggested to them?
APPENDIX G

Guide for Interviewing Teacher Trainees during Teaching Practice

I noticed you used _____.

1. Was this something your lecturer or mentor recommended?
2. From where did you get this idea?
3. How did you prepare yourself for the lesson?
4. Were you confident using it?
5. Did something unusual/unpredicted happen while you were using this in class?
6. What improvements do you think need to be made?
7. What parts or aspects did you have difficulties with?
8. Were the pre-writing activities useful in improving students’ drafts?
9. When do you correct errors made in students drafts? Why?
10. Should all discussions in class be in English? When do you allow them to use Bahasa Malaysia? Does this improve their writing?
11. Are the group discussions too noisy? Do you think you are disrupting other classes?
12. Are you bothered by the opinions of the regular teachers in your school?
13. Why did you leave out certain aspects that your lecturer suggested during lectures?
14. What kind of changes did you make with things you did not like, things you couldn’t do in class?
15. Is there a significant difference in what you are doing now compared to what you were doing before enrolling in this programme?
16. Are you worried about the students’ performance in tests?
APPENDIX H

Guide for Observing Lectures

1) What approaches and techniques of teaching ESL writing skills is the lecturer advocating?

2) Do these approaches and techniques fall under any particular theoretical orientation?

3) Are these approaches and techniques discussed in sufficient detail/depth?

4) What references is he making? What books or articles are mentioned?

5) Do the teacher trainees appear enthusiastic about ideas recommended?

6) Are teacher trainees referring to their past experiences?

7) Are their ideas encouraged, discussed and accepted?

8) Are teacher trainees questioning? Seeking further clarifications?

9) Is the link between theory and practice made clear?

10) Are the practical aspects made clear through examples, hands-on practice?

11) Are the teacher trainees designing materials they can use in their own classrooms?

12) Are the benefits of particular approaches made clear to the teacher trainees?
APPENDIX I

Guide for Observing Classrooms

1. How are the teacher trainees implementing activities recommended by their lecturer? (modifying? transforming?)

2. How does the classroom look? (seating arrangement, number of pupils, blackboard and other teaching aids).

3. What are the different stages of the writing lesson?

4. What are the pre-writing activities?

5. How are activities organised? (movement of teacher, pupils, furniture).

6. How are the pupils carrying out their writing tasks? Group work/ individually?

7. How much of classroom time is used for writing tasks?

8. How are revisions being made to drafts? (if drafts are allowed).

9. How are the teacher trainees correcting mistakes and errors?

10. What is the nature of interaction? (content of conversation? language use?).

11. Are there shifts in teaching strategy? Is the teacher trainee giving up on something after starting it?

12. Does the teacher trainee appear confident when using a particular technique? Are there signs of nervousness or anxiety? What are they?

13. What meaning can be attributed to behaviour/responses of pupils?

14. How is the teacher trainee responding to comments of his supervisor/lecturer?
APPENDIX J

Contact Summary Form (Adapted from Miles and Huberman 1984, p. 52)

<table>
<thead>
<tr>
<th>Contact Type</th>
<th>Site</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Person</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Date</th>
<th>Today’s Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1) Main issues or themes in this contact.

............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................

2) Summary of information got (or failed to get) on each of the questions planned for this contact.

............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................

3) Anything else salient, interesting, illuminating or important in this contact

............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................

4) New (or remaining) target questions for next contact with this person

............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
Write what all the people in the office were doing at the moment their boss opened the door. Do not look at the first page again until you have finished.

1. He was listening to the radio.
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9.
Memory Game (Cont.)

Everyone in the office thought their boss was out for the day when suddenly he opened the door... Look at the picture of the office.

You have two minutes to try to memorise what everyone is doing.

Now look at the second page.
APPENDIX  K (No. 2)

A BAD DAY

In this exercise, a set of pictures (shown on the following pages) is given to the students. The teacher reads a poem (given below) and the students are to arrange the pictures in sequence according to the story in the poem and then write out the poem. The objective is to teach writing in the past tense using irregular verbs in an enjoyable manner. The teacher trainees were told to pre-teach verbs (present tense, past tense and irregular verbs) and meanings of vocabulary used for comprehensibility. In very weak classes, Mr. Lopez suggested discussing the order of pictures and giving jumbled words and phrases before they write out the poem based on the pictures.

A BAD DAY

I OVERSLEPT AND MISSED MY TRAIN,
SLIPPED ON THE SIDEWALK IN THE POURING RAIN.
BROKE MY GLASSES, LOST MY KEYS,
SPRAINED MY ANKLE, SKINNED MY KNEES.
GOT STUCK IN THE ELEVATOR; IT WOULDN'T GO.
KICKED IT TWICE AND STUBBED MY TOE.
BOUGHT A PEN; IT WOULDN'T WRITE.
TOOK IT BACK AND HAD A FIGHT.
WENT HOME ANGRY, LOCKED THE DOOR.
CRAWLED INTO BED, COULDN'T TAKE ANY MORE.
Broke my glasses,
and stubbed my toe.

locked the door.

Slipped on the sidewalk
in the pouring rain,
and had a fight.

Crawled into bed,

skinned my knees.

and missed the train;

got stuck in the elevator;

couldn't take any more.

Bought a pen;

Went home angry.

I overslept;
it wouldn't go.

sprained my ankle.

it wouldn't write;

lost my keys.

A BAD DAY (Cont.)
This is Jane. She is 15 years old. She is at home. She is upstairs in her bedroom. She is calling her friend, Vi, on the telephone. Now Jane is talking to Vi. Jane is saying, "I have a good idea. Let's go to the zoo." Vi is saying, "Good idea, let's go at 10 o'clock." Now Jane is saying, "Goodbye," and she is hanging up the telephone. Now Jane is getting dressed. She is going downstairs and she is leaving her house. Now she is locking the front door and she is going to the garage. Now she is driving to Vi's house.
APPENDIX K (No. 4)

VERB GAME How many sentences can you write?

1. Choose a picture.
2. Find the room.
3. Write a sentence.

Use these verbs:

- watch
- make
- clean
- eat
- listen to
- write
- play
- have
- put on
- wash up
- read

1. I'm watching television in the living room.

2. ..................................................

3. ..................................................

4. ..................................................

5. ..................................................

6. ..................................................

7. ..................................................

8. ..................................................
APPENDIX K (No. 5)

PIECING IT TOGETHER

**Phrases Sheet**

when the waiter brought the cake and ordered a cake

the waiter called

The steak arrived

"Madam, Madam, your steak,"

She ate it

I don't remember who the actress was
to pay for

"You've forgotten"

She said "I'd prefer a steak as if to leave.

"you must pay for the cake".

"Why?" she asked

and then got up,

but anyway she went into a restaurant

"Well then", said the waiter,

"What about it?"

"I never ate it."

your steak, Madam."

...take the cake away, please."

"Nonsense, I got the steak in exchange
Piecing It Together

I don't remember who the actress was but anyway she went into a restaurant and ordered a cake.

When the waiter brought the cake she said, "I'd prefer a steak — take the cake away, please."

The steak arrived. She ate it and then got up, as if to leave.

"Madam, madam, your steak," the waiter called. "What about it?"

"You've forgotten to pay for your steak, Madam."

"Nonsense, I got the steak in exchange for the cake."

"Well then," said the waiter, "you must pay for the cake."

"Why?" she asked, "I never ate it."
APPENDIX K (No. 6)

GRAMMAR DICTATION

In this exercise, a short passage is read by the teacher at normal speed. The first time, students just listen to get an overall sense of the story. During the second reading, students jot down familiar words and phrases as they listen. Students in groups of three or four then pool their incomplete texts and reconstruct the text aiming at grammatical accuracy. Mr. Lopez stressed that students must be told that it is not necessary to replicate the original and students should avoid trying to copy word for word but copy only important phrases. He recommended the teacher pre-teach difficult words and phrases so that students understand the passage.
APPENDIX K (No. 7)

DO IT YOURSELF COMPREHENSION

In this exercise, students create a story by using their imagination to answer the following questions.

1. What outstanding quality did the old man have?
2. Where was he everyday?
3. What did he do there everyday?
4. What did his curious neighbour ask him?
5. What was the old man's reply?
6. Why was the neighbour surprised by the reply?
7. What further question did the neighbour ask him?
8. What was his reply?
The following sentences go together to form a story, but they are in the wrong order. Working in groups of two or three, put them in the right order, and decide how the words and phrases in bold type help to link the text together. Then compare your answers with those of other groups.

a) But the strange thing is that nobody seems to live there.
b) It is a large two-storey house with an ample garden.
c) I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept.
d) Or is it?
e) Along the street from where I live is a house that is something of a mystery.
f) But no one that I know can.
g) The garden is neat and tidy, and the house itself is freshly painted and clean.
h) Perhaps the people who live opposite could clarify the point.
i) From when they leave until their next visit, the house is completely empty.
j) This is surrounded by a high wall, and the only spot where you can see inside is the gate.
k) The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away in the late afternoon.
APPENDIX L
LINKING WORDS AND PHRASES

In the following story the linking words and phrases are missing. Working in
groups of two or three, decide which of the given words and phrases link the text
sensibly together. Notice that in some cases more than one of the suggestions is
possible. Then compare your answers with those of other groups.

Last summer my husband and I rented a cottage for two weeks.

1) ___________________, we had always spent our summer holidays camping,
either in England or abroad. (2) ___________________, some of our friends
had rented the same cottage the year before, we knew that the place would be
clean and comfortable, and (3) ___________________ near the beach.

(4) ___________________, the day before we left home the long-range weather
forecast sounded good, which made us feel even more certain of a pleasant
holiday.

(5) ___________________, our high hopes were soon dashed.

(6) ___________________, our problems started (7) ____________
we arrived, which was just after midnight. When we unlocked the door to the
cottage, we found water everywhere, and we soon discovered the lights weren't
working. (8) ________________, we spent the first night in the car.
Fortunately, we managed to find an electrician and a plumber early the next day,
and by midday all our problems were over. (9) ____________, they
seemed to be over. True, the things in the house were now in working order, but
these turned out to be the least of our problems; much more important was what
we came to call our 'invasions'.

(10) ________________, there were the flies, which stayed with us for
the whole fortnight. (11) ___________________, there were the ants, with
their annoying habit of getting into everything. (12) ____________
the fridge. (13) ____________, like the flies, kept us constant
company. (14) ____________, these permanent invasions, there were
(15) ___________________, short-lived ones. One night,
(16) ____________, the house was invaded (if that's the right word) by a
mouse, (17) ___________________, not for long. A bat was another
unwelcome visitor; and (18) ________________, but by no means
least — we had a brief visit from a snake. That, (19) ________________,
was our cottage holiday. In all our experience as campers, we have never had
any trouble with insects or animals, (20) ___________________, once with
some cows, and now we are wondering why we ever chose any other kind of
holiday. Next year we'll go back to camping!

1 a) Previously  b) Beforehand  c) Before that
2 a) As  b) Since  c) For  d) Because of
3 a) also  b) too  c) as well
4 a) What's more  b) Moreover  c) On the other hand
5 a) Although  b) On the contrary  c) On the other hand
6 a) However

7 a) To begin with  b) In fact  c) Instead
8 a) as early as  b) at the moment  c) as soon as
9 a) as if  b) as last  c) Or rather
10 a) At first  b) First  c) To begin with  d) At the beginning
11 a) Then  b) So  c) Even
12 a) Even  b) also  c) including  d) i.e.
13 a) These  b) Those
14 a) Meanwhile  b) Apart from  c) Besides
15 a) also  b) even  c) in addition
16 a) For instance  b) E.g.  c) For example
17 a) though  b) But  c) except  d) In spite of that
18 a) at last  b) Last  c) in the end  d) at the end
19 a) in brief  b) In short  c) in other words
20 a) although  b) including  c) except  d) but
APPENDIX M

EXERCISE ON PUNCTUATION

PUNCTUATION

Notice the punctuation in the following sentences:
1 'We're going, and you're staying,' she said.
2 She said, 'We're going, and you're staying.'
3 'We're going,' she said, 'and you're staying.'
4 'We didn't play badly. In fact, we won,' Dolly replied.
5 'We didn't play badly,' replied Dolly. 'In fact, we won.'
6 Dolly replied, 'We didn't play badly. In fact, we won.'
7 'Who are you?' shouted the old woman.
8 The old woman shouted, 'Who are you?'
9 'Get out!' he screamed.
10 He screamed, 'Get out!'

Now, working in groups of two or three, punctuate the following sentences:
11 Did John come asked Michael
12 We are, she insisted the oldest family around here.
13 'Leave me alone,' he roared.
14 Then Mrs Smith asked, 'Where on earth were they?
15 They've gone,' replied the countess and they won't be coming back.
16 It's very nice,' she said quietly, 'Where did you buy it?
17 I'd simply like to know, my neighbour whispered, 'where the woman lives.'
18 Yes, I do I said in a loud voice.
19 Well, he mumbled, 'I don't really know, what to say.
20 The farmer shouted, 'What the hell are you doing in there.'

Now, working individually, punctuate the following sentences:
21 I might come with you, she said. 'Where exactly are you going?
22 They're all out,' replied the maid and I've no idea when they'll be back.
23 'What my mother shouted, don't you dare say that again.'
24 The old man whispered, I can't really go very fast. where can I sit down.
25 No she said I'm afraid I can't do anything for you.
26 What's your telephone number Susan asked with a smile.
APPENDIX N
EXERCISE ON ARGUMENT

THE NATURE OF ARGUMENT

ACTIVITY Read and analyze the following paragraph carefully.

ARE FEMALES BIOLOGICALLY STRONGER THAN MALES?

Greater life expectancy rates and lower death rates indicate that women may be biologically “stronger” than men. It is common knowledge that in almost every country (industrialized or developing) the life expectancy of women at birth exceeds that of men.

LIFE EXPECTANCY AT BIRTH (1985)*

<table>
<thead>
<tr>
<th>Country</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chad</td>
<td>29</td>
<td>35</td>
</tr>
<tr>
<td>China</td>
<td>59.9</td>
<td>63.5</td>
</tr>
<tr>
<td>Japan</td>
<td>71.16</td>
<td>76.31</td>
</tr>
<tr>
<td>Norway</td>
<td>71.50</td>
<td>77.25</td>
</tr>
<tr>
<td>Peru</td>
<td>52.89</td>
<td>55.45</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>44.2</td>
<td>46.5</td>
</tr>
<tr>
<td>U.S.</td>
<td>69.7</td>
<td>76.5</td>
</tr>
<tr>
<td>U.S.S.R.</td>
<td>64</td>
<td>76</td>
</tr>
</tbody>
</table>

Yet these statistics alone are not persuasive. In fact, people who believe that men are biologically stronger than women (or at least as strong as) claim that women live longer because men work harder and are exposed to more stress and danger in their jobs. This idea can be refuted by looking at death rate statistics. Even though the number of female and male births are roughly the same (slightly more females), more males die in every age group, from fetus to ninety years old. For example, United Nations statistics show that in the United States in the period 1946–1948, fifteen boy babies in the first year of life died for every ten girl babies that died. Certainly these boy babies did not work harder or have more stressful and dangerous lives than the girl babies. During the same years, at age fifty-five, the ratio was almost the same: eighteen men died for every ten women.* Considered together, life expectancy rates and death rates strongly suggest that women are biologically “stronger” than men.
APPENDIX N
EXERCISE ON ARGUMENT (Cont.)

Analysis

Proposal: __________________________________________________________

Point of support (pro): ____________________________________________

Examples (choose two): ____________________________________________

Opponent’s argument (con): _______________________________________

Refutation of opponent's argument: _________________________________

Explanation

In an argument the writer tries either to change the way the reader thinks or to influence the reader to do something. Generally, the writer wants the reader to:

1. accept or reject an idea
2. realize that action should be taken to solve a problem
3. try a new way of doing something

To persuade the reader, the writer gives information (evidence) to support his or her viewpoint. Then the writer considers the best argument against her or his viewpoint that an opponent might have and tries to refute that argument by showing why it is wrong, weak, or of lesser importance.

The process of an argument can be summarized:

\[ \text{proposal} = (\text{writer's ideas} + \text{evidence}) \]

\[ \text{pros} + (\text{opponent's argument} + \text{refutation} + \text{evidence}) \]

\[ \text{con} \]
APPENDIX O

APPRASIAL OF TEACHING FORM

Appraisal of Teaching (TESL)

<table>
<thead>
<tr>
<th>Observation guide</th>
<th>Comments (✓ or ×)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The objectives of the lesson</td>
<td></td>
</tr>
<tr>
<td>i)</td>
<td>✓ or ×</td>
</tr>
<tr>
<td>ii) were clear</td>
<td></td>
</tr>
<tr>
<td>iii) suited the proficiency level of the students</td>
<td></td>
</tr>
<tr>
<td>iv) suited the cognitive level of the students</td>
<td></td>
</tr>
<tr>
<td>v) were well focussed</td>
<td></td>
</tr>
<tr>
<td>The introduction of the lesson</td>
<td></td>
</tr>
<tr>
<td>i) was stimulating to the students</td>
<td></td>
</tr>
<tr>
<td>ii) made the students focus on what they were about to learn</td>
<td></td>
</tr>
<tr>
<td>iii) activated the students' prior knowledge</td>
<td></td>
</tr>
<tr>
<td>iv) activated the students' present knowledge</td>
<td></td>
</tr>
<tr>
<td>The language items were</td>
<td></td>
</tr>
<tr>
<td>i) clearly presented</td>
<td></td>
</tr>
<tr>
<td>ii) integrated in the lesson</td>
<td></td>
</tr>
<tr>
<td>Meaning was conveyed through</td>
<td></td>
</tr>
<tr>
<td>i) explanation</td>
<td></td>
</tr>
<tr>
<td>ii) gestures</td>
<td></td>
</tr>
<tr>
<td>iii) demonstration</td>
<td></td>
</tr>
<tr>
<td>iv) visual aids</td>
<td></td>
</tr>
<tr>
<td>The tasks and activities</td>
<td></td>
</tr>
<tr>
<td>i) were interesting and appropriate</td>
<td></td>
</tr>
<tr>
<td>ii) encouraged maximum student participation</td>
<td></td>
</tr>
<tr>
<td>iii) encouraged thinking</td>
<td></td>
</tr>
<tr>
<td>iv) were challenging to students</td>
<td></td>
</tr>
<tr>
<td>v) encouraged use of real language in meaningful context</td>
<td></td>
</tr>
<tr>
<td>vi) encouraged interaction</td>
<td></td>
</tr>
<tr>
<td>vii) reinforced language items and skills learnt</td>
<td></td>
</tr>
<tr>
<td>The materials used</td>
<td></td>
</tr>
<tr>
<td>i) were related to the objectives of the lesson</td>
<td></td>
</tr>
<tr>
<td>ii) exposed students to good language</td>
<td></td>
</tr>
<tr>
<td>iii) generated good use of the language</td>
<td></td>
</tr>
<tr>
<td>iv) were relevant to skills taught</td>
<td></td>
</tr>
<tr>
<td>The instructions given were clear to the students</td>
<td></td>
</tr>
<tr>
<td>The explanation/s given were clear to the students</td>
<td></td>
</tr>
<tr>
<td>The teacher's overall classroom language</td>
<td></td>
</tr>
<tr>
<td>i) was good</td>
<td></td>
</tr>
<tr>
<td>ii) was appropriate</td>
<td></td>
</tr>
<tr>
<td>The questions the teacher asked</td>
<td></td>
</tr>
<tr>
<td>i) were varied</td>
<td></td>
</tr>
<tr>
<td>ii) were challenging</td>
<td></td>
</tr>
<tr>
<td>iii) encouraged thinking</td>
<td></td>
</tr>
<tr>
<td>iv) were well distributed among the students</td>
<td></td>
</tr>
<tr>
<td>v) were clearly phrased</td>
<td></td>
</tr>
<tr>
<td>The feedback the teacher gave</td>
<td></td>
</tr>
<tr>
<td>i) was immediate</td>
<td></td>
</tr>
<tr>
<td>ii) was encouraging</td>
<td></td>
</tr>
<tr>
<td>iii) was effective</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX O

APPRAISAL OF TEACHING FORM (Cont.)

<table>
<thead>
<tr>
<th>Individual students</th>
<th>Good</th>
<th>Need to improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) were given ample opportunity to participate in activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) were given due attention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The techniques used to end the lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) consolidated language items/skills taught</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) prepared students for the next lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) managed the lesson well</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) managed the class well</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii) was able to adapt the lesson to the needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) of the students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) of the situation/s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) enjoyed the lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) related positively to the lesson</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Post Observation Summary

Strengths identified

Areas to work on

a) Priorities/Targets

b) Alternative strategies to try out
## KBSM TOPICS

<table>
<thead>
<tr>
<th>No.</th>
<th>Form I</th>
<th>Form II</th>
<th>Form III</th>
<th>Form IV</th>
<th>Form V</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>INSTRUCTIONS</td>
<td>on how to play football, badminton, and to run a relay.</td>
<td>on how to produce a handlework, such as a kite, and how to make a drink.</td>
<td>on how to use public amenities, such as the telephone and the recreation park.</td>
<td>on how to fix things, such as a leaking tap.</td>
</tr>
<tr>
<td>2</td>
<td>DIRECTIONS</td>
<td>to the library, office, staffroom, and canteen in the school.</td>
<td>to places in the town or village, such as the post office, hospital or clinic, and market.</td>
<td>to places of interest in the country, such as the zoo and the museum.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>MESSAGES</td>
<td>from friends expressing thanks, inviting one, asking one to meet them, and to go somewhere.</td>
<td>from friends to offer apology, condolence, congratulations, help and advice.</td>
<td>from friends expressing appreciation, encouragement and concern.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>STORIES</td>
<td>on courage, honesty, charity, and unity.</td>
<td>on moral values, such as kindness, friendship, selflessness, and cooperation.</td>
<td>on self-reliance, diligence and public spiritiveness.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>INFORMATION</td>
<td>about another person's hobbies and one's hobbies.</td>
<td>about another person's interests and one's own interests.</td>
<td>in reports, such as newspaper reports and book reports.</td>
<td></td>
</tr>
</tbody>
</table>

### Instructions
- on how to play football, badminton, and to run a relay.
- on how to produce a handlework, such as a kite, and how to make a drink.
- on how to use public amenities, such as the telephone and the recreation park.
- on how to fix things, such as a leaking tap.

### Directions
- to the library, office, staffroom, and canteen in the school.
- to places in the town or village, such as the post office, hospital or clinic, and market.
- to places of interest in the country, such as the zoo and the museum.

### Messages
- from friends expressing thanks, inviting one, asking one to meet them, and to go somewhere.
- from friends to offer apology, condolence, congratulations, help and advice.
- from friends expressing appreciation, encouragement and concern.

### Stories
- on courage, honesty, charity, and unity.
- on moral values, such as kindness, friendship, selflessness, and cooperation.
- on self-reliance, diligence and public spiritiveness.

### Information
- about another person's hobbies and one's hobbies.
- about another person's interests and one's own interests.
- in reports, such as newspaper reports and book reports.

### Other Sections
- in articles on environmental issues, such as waste disposal.
- in lectures on special occasions, such as World Environment Day.

### Other Forms
- Form I: about furniture found in different parts of the home and school.
- Form II: electrical appliances used in the home and school, such as the rice cooker and electric kettle.
- Form III: in labels on packages and tins.
- Form IV: in class and personal timetables.
- Form V: in charts and manuals.
<table>
<thead>
<tr>
<th>No.</th>
<th>Form I</th>
<th>Form II</th>
<th>Form III</th>
<th>Form IV</th>
<th>Form V</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>LETTERS</td>
<td>from friends and relatives, inviting one for an occasion, thanking one, accepting or refusing an invitation.</td>
<td>to and from friends and relatives expressing apology, congratulations, and offering help and advice.</td>
<td>in newspapers.</td>
<td>of job application and replies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>of enquiry and complaint.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>of job application with accompanying curriculum vitae.</td>
</tr>
<tr>
<td></td>
<td>7.</td>
<td>DESCRIPTIONS</td>
<td>physical appearance and personality traits of people.</td>
<td>of important Malaysian leaders: Tun Abdul Rahman, Tun Tan Cheng Lock, and Tun Sambanthan.</td>
<td>of prominent personalities and their contribution to society.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>occupations of a shopkeeper and a policeman.</td>
<td>occupations in the education service such as that of a teacher and in the uniformed services, such as that of a fireman.</td>
<td>occupations in the armed forces, such as those of a soldier and a pilot.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>the following vehicles and their uses: bicycle and boat.</td>
<td>vehicles, such as the bus and the train and the services they provide.</td>
<td>transport by air, such as the aeroplane and the helicopter.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>the following places in the school library and canteen:</td>
<td>places in the town or village, such as the post office, and hospital or clinic and market.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8.</td>
<td>TALKS</td>
<td>flowering plants in the school and animals kept as pets.</td>
<td>crops, such as padi and tapioca, and animals such as the cow and the fowl on the farm.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>the school's Sports Day and Teacher’s Day.</td>
<td>of local events, such as weddings and festivals.</td>
<td>of national events, such as National Day and Children’s Day.</td>
<td>of events, such as the SEA games.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>of processes, such as undertaking a class project.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>of processes, such as pineapple canning and batik printing.</td>
</tr>
<tr>
<td></td>
<td>9.</td>
<td>OPINIONS</td>
<td>of simple processes and procedures, such as pineapple canning and batik printing.</td>
<td>of events, such as the SEA games.</td>
<td>of processes, such as undertaking a class project.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>of processes, such as pineapple canning and batik printing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>topics of common interest, such as sports and entertainment.</td>
<td>on current issues, such as consumerism and health care.</td>
<td>on current issues, such as unemployment.</td>
<td>on current issues, such as child abuse.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>LANGUAGE FUNCTIONS</td>
<td>Form I</td>
<td>Form II</td>
<td>Form III</td>
<td>Form IV</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------</td>
<td>-----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>greet, welcome and take leave of someone or a group of people; introduce someone and oneself; invite someone; accept, refuse and thank someone for an invitation</td>
<td>apology, expressing condolence, and congratulations and offering help, and advice</td>
<td>expressing appreciation, encouragement, and concern.</td>
<td>expressing displeasure and regret, social skills, such as interrupting a conversation and joining in and participating in a conversation.</td>
</tr>
<tr>
<td>11</td>
<td>POEMS</td>
<td>simple poems</td>
<td>simple poems</td>
<td>poems</td>
<td>poems</td>
</tr>
<tr>
<td>12</td>
<td>PLAYS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>SOCIAL SKILLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>DISCUSSION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>CONVERSATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>