

APPENDIX A
Research Schedule

Duration		Planning	
From	To	Activity	Locality
June 1997	July 1997	Formulation of thesis statement, goals of research and review of literature.	UM UiTM RELC
July 1997	December 1997	Preparation of research proposal and review of literature.	UM UiTM
	February 1998	Defence of research proposal.	UM
January 1998	December 1998	Data Collection and analysis.	UM
January 1999	December 1999	Data collection and Analysis and review of literature.	Schools UM
January 2000	April 2001	Interpretation of results, review of literature, writing of thesis and revisions	UM RELC
May 2001		Submission of thesis	UM

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.

Secondary	☐
Primary	☐
Rural	☐
Urban	☐

5) Academic Qualifications.

SPM	☐
Cert. In teaching	☐
STPM	☐
Diploma	☐
Others	☐

6) English Language Qualifications

	Grade
SPM	
STPM	
Others	

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).

Standard One		Form One	
Standard Two		Form Two	
Standard Three		Form Three	
Standard Four		Form Four	
Standard Five		Form five	
Standard Six		Form Six	

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.

1	= Strongly Agree
2	= Agree
3	= Uncertain
4	= Disagree
5	= Strongly Disagree

- 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.

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(Please use the reverse of this page or an additional sheet if necessary)

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears slightly aged or off-white. There is no handwriting or other markings on the page.

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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)

Contact Type..... Site

Name of Person

Contact Date..... Today's Date.....

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

.....

.....

.....

APPENDIX K (No. 1)

Language Focussed Activities - Memory Game



WHAT WERE THEY ALL
DOING WHEN I
OPENED THE DOOR?

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.

APPENDIX K (No. 1)

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.



APPENDIX K (No. 2)

A BAD DAY

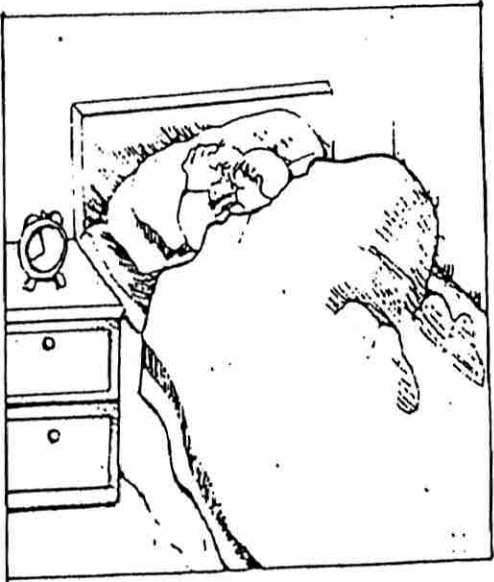
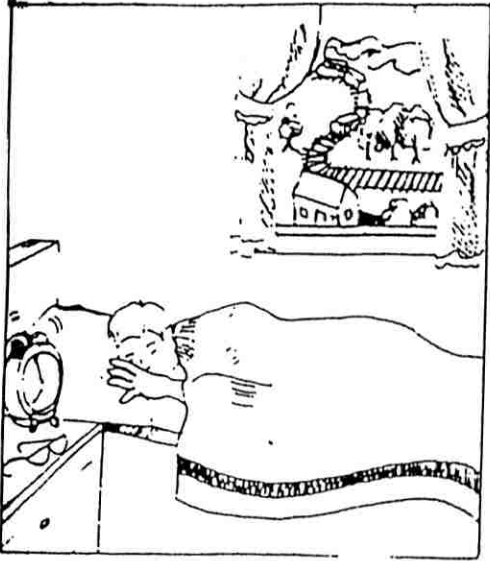
In this exercise, a set of pictures (shown on the following pages) is given to the students. The teacher reads a poem (given below) and the students are to arrange the pictures in sequence according to the story in the poem and then write out the poem. The objective is to teach writing in the past tense 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.

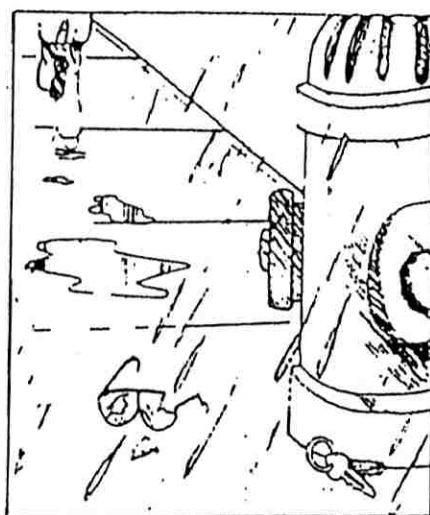
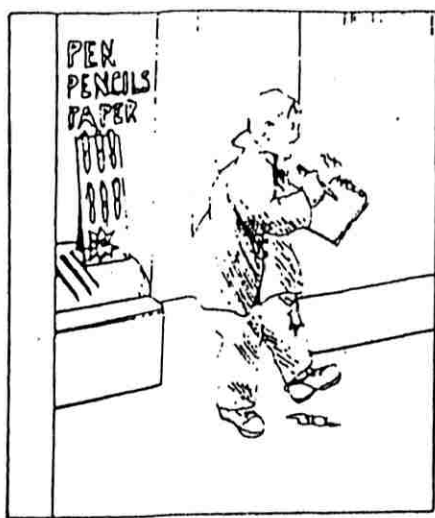
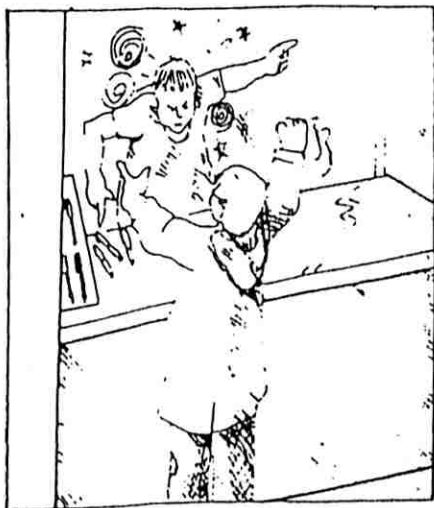
APPENDIX K (No. 2)

A BAD DAY (Cont.)



APPENDIX K (No. 2)

A BAD DAY (Cont.)



APPENDIX K (No. 2)

A BAD DAY (Cont.)

Broke my glasses,

and stubbed my toe.

locked the door

Slipped on the sidewalk

in the pouring rain,

kicked it twice

and had a fight.

Crawled into bed,

and missed ^{my} the train,

it wouldn't write.

lost my keys,

skinned my knees.

got stuck in the elevator;

I overslept

it wouldn't go.

couldn't take any more.

sprained my ankle,

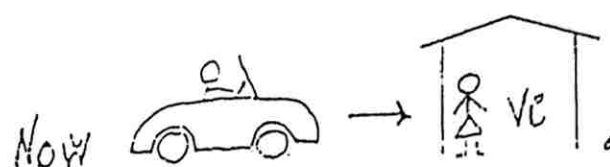
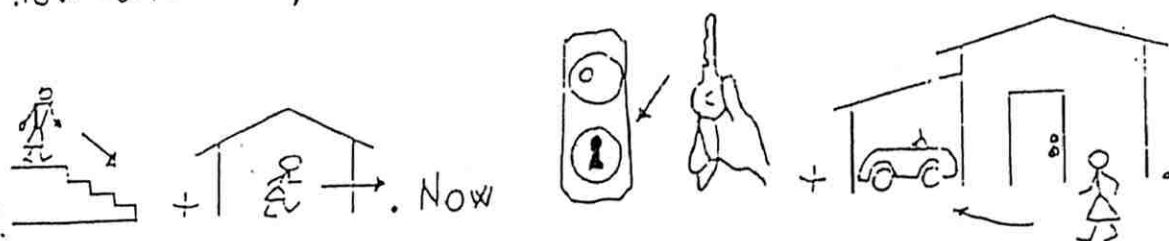
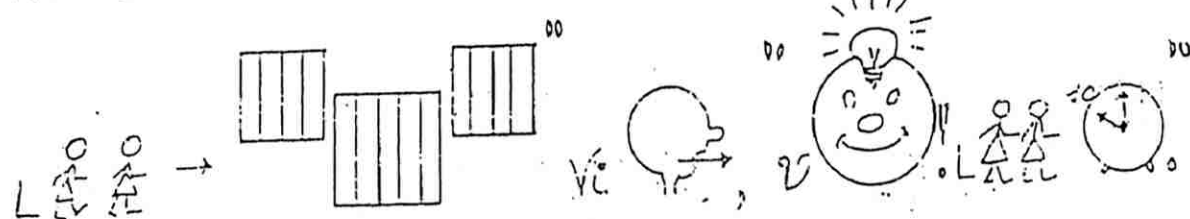
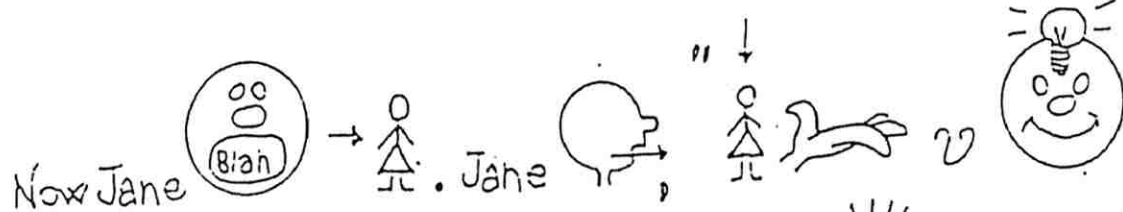
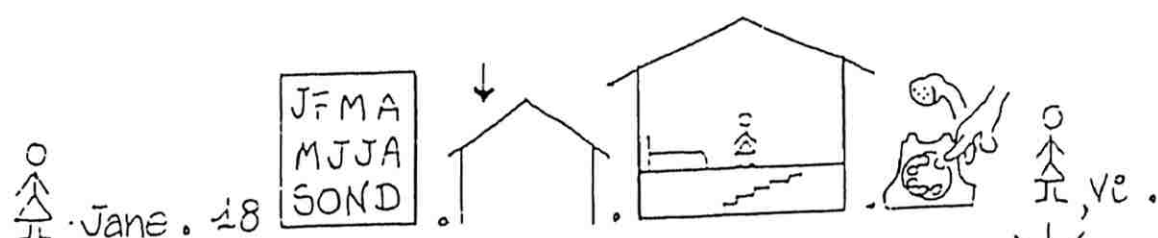
Bought a pen;

Took it back

Went home angry,

APPENDIX K (No. 3)

SKELETON TEXT



APPENDIX K (No. 3)

SKELETON TEXT (Cont.)

Skeleton Text

This is Jane. She is 18 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?



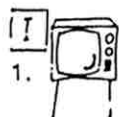
1. Choose a picture.



2. Find the room.



3. Write a sentence.



1.



2.



3.



4.



5.



6.



7.



8.



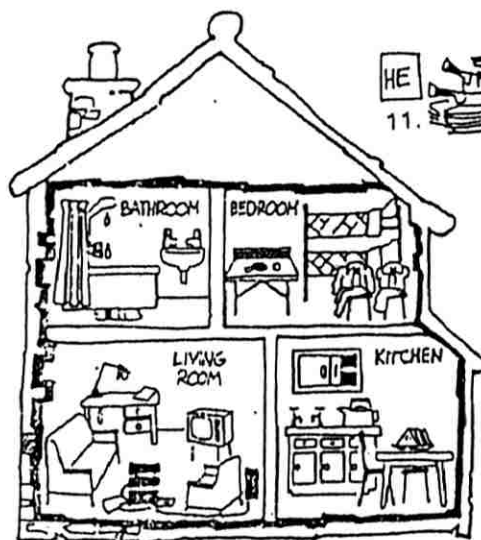
9.



10.



11.



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 for the cake"
 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

APPENDIX K (No. 5)

PIECING IT TOGETHER (Cont.)

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?

APPENDIX K (No. 8)

SCRAMBLED SENTENCES

SCRAMBLED SENTENCES *Holiday Passage*

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
- 6 a) To begin with b) in fact c) Instead
- 7 a) as early as b) the moment c) as soon as
- 8 a) so b) therefore c) then
- 9 a) as if b) at 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)*

Country	Male	Female
Chad	29	35
China	59.9	63.3
Japan	71.16	76.31
Norway	71.50	77.83
Peru	52.89	55.48
Saudi Arabia	44.2	46.5
U.S.	68.7	73.5
U.S.S.R.	64	70

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 O

APPRAISAL OF TEACHING FORM

Appraisal of Teaching (TESL)

Name:

Date:

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

APPENDIX O

APPRAISAL OF TEACHING FORM (Cont.)

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

Post Observation Summary

Strengths
identified _____

Areas to work
on _____

a) Priorities/
Targets _____

b) Alternative strategies to try
out _____

APPENDIX P

KBSM TOPICS

No.		Form I	Form II	Form III	Form IV	Form V
1	INSTRUCTIONS	on how to play football, badminton, and how to run a relay.	on how to produce a handiwork, 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.	
2	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.		
3	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.	from the mass media, such as the radio and the television.	in speeches marking special occasions, such as World Environment Day
4	STORIES	on courage, honesty, charity, and unity.	on moral values, such as kindness, friendship, selflessness, and co-operation.	on patriotism, neighbourliness, and gratitude.	on self-reliance, diligence and public spiritedness.	on moderation, justice and rationality
5	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.	in reports, such as minutes of school society meetings
						in articles on environmental issues, such as waste disposal
		physical features of the library, and canteen in the school, and what one can do and cannot do in these places.	places in the town or village, such as the post office, hospital or clinic, and market.	places of interest in the country, such as the zoo and the museum		

No.		Form I	Form II	Form III	Form IV	Form V
		about furniture found in different parts of the home and school	electrical appliances used in the home and school, such as the rice cooker and electric kettle.			
		contained in labelled pictures of local scenes and activities, and comic strips.				
		contained in simple route maps to places within the school.	in route maps to places in the town or village, such as the post office, hospital or clinic, and market.	-	-	
		in labels on packages and tins.	-	-	-	
		in class and personal timetables.	information in timetables, such as in bus and train timetables.	-	-	-
			in diagrams, such as those of the human body, animals and plants.	in charts, such as the pie chart and the bar graph.	in charts, graphs and manuals.	in charts and manuals.
		personal particulars in entry forms to school societies and libraries	in forms, such as banking forms and order forms	job application and passport application forms	-	in guides, such as education prospectus.

APPENDIX P (Cont.)

No.		Form I	Form II	Form III	Form IV	Form V
4.	LETTERS	from friends and relatives, telling about themselves, inviting one for an occasion, thanking one, accepting or refusing an invitation.	to and from friends and relatives expressing apology, congratulations, and offering help and advice.	to and from friends and relatives on topics of common interests.	in newspapers.	
				of job application and replies.	of enquiry and complaint.	of job application with accompanying curriculum vitae.
7.	DESCRIPTIONS	physical appearance and personality traits of people.		of important Malaysian leaders: Tunku Abdul Rahman, Tun Tan Cheng Lock, and Tun Sambanthan.		of prominent personalities and their contribution to society.
		occupations of a ship-keeper and a police-woman.	occupations in the education service such as that of a teacher; and in the uniformed services, such as that of a fireman.	occupations in the armed forces, such as those of a soldier and a pilot.		
		the following vehicles and their uses: bicycle and boat.	vehicles, such as the bus and the train and the services they provide.	transport by air, such as the aeroplane and the helicopter.		
		the following places in the school: library and canteen.	places in the town or village, such as the post office, and hospital or clinic and market.			

No.		Form I	Form II	Form III	Form IV	Form V
		flowering plants in the school and animals kept as pets.	crops, such as padi and tapioca, and animals such as the cow and the fowl on the farm.			
		the schools Sports Day and Teacher's Day.	of local events, such as weddings and festivals.	of national events, such as National Day and Children's Day.	of events, such as the SEA games.	
				of simple processes and procedures, such as pineapple canning and batik printing.	of processes and procedures, such as the recycling of material.	of processes, such as undertaking a class project.
				scenes, such as that at the seaside, and in a factory.	of scenes, such as tourist spots in the ASEAN region.	of scenes, such as famous places of the world.
8.	TALKS			topics of common interest, such as sports and entertainment.	on current issues, such as consumerism and health care.	on social issues, such as protection of wildlife.
9.	OPINIONS			current issues, such as drug abuse and pollution.	on current issues, such as unemployment.	on social issues, such as child abuse.

APPENDIX P

KBSM TOPICS (Cont.)

No.		Form I	Form II	Form III	Form IV	Form V
10.	LANGUAGE FUNCTIONS	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.	apology, expressing condolence, and congratulations, and offering help, and advice	expressing appreciation, encouragement, and concern.	expressing displeasure and regret, social skills, such as interrupting a conversation and joining in and participating in a conversation.	to refute; express and respond to constructive criticism; and to express support.
11.	POEMS	simple poems	simple poems.	poems	poems	poems of famous poets.
12.	PLAYS					short plays.
13.	SOCIAL SKILLS					common courtesies.
14.	DISCUSSION					on topics of common interest.
15.	CONVERSATION					on a variety of topics.