

APPENDICES

APPENDIX A

Questionnaire

Please fill out the questionnaire as objectively as possible.

Section A

1. Name some nursery rhyme you remember in full.

2. Do you like to listen to songs? YES / NO
(If you choose 'No' move on to section B)

3. Name your favourite song.

4. You like the song because of the: lyrics/music/singer.
Underline your choice(s)

5. Write down a line from that song that has impressed you.

SECTION B

1. Which of the following poems do you remember well?

- a. The Dead Crow ()
- b. The Lake Isle of Innisfree ()
- c. Life's Brief Candle ()

2. Put a tick(✓) against the poem you liked and a cross(X) against the one you disliked.

- a. The Dead Crow ()
- b. The Lake Isle of Innisfree ()
- c. Life's Brief Candle ()

3. If there was an easy way to write poems would you like to write?
YES / NO

- 4 If your answer is 'Yes', to whom would you dedicate it?

- a. A friend
- b. My mother/father
- d. My brother

e.Others? Specify_____

5. Do you like to listen to someone recite a poem?

YES / NO

SECTION C

For the following questions indicate whether you agree, disagree or you are unsure.

- | | |
|---|------------------------|
| 1. Poetry is boring | agree/disagree/unsure |
| 2. Poetry is not important. | agree/disagree/unsure |
| 3. Poetry teachers are not interesting | agree/disagree/unsure |
| 4. Poems are difficult to understand | agree/disagree/unsure |
| 5. I do not gain any extra knowledge through poetry | agree/disagree/unsure. |
| 6. Poetry must be taken off the syllabus | agree/disagree/unsure |
| 7. My liking for poetry depends on the text. | agree/disagree/unsure |
| 8. Reading poetry relaxes my mind | agree/disagree/unsure |
| 9. Poetry is best suited for primary school | agree/disagree/unsure |
| 10. Poetry has no relevance to my life. | agree/disagree/unsure |

Thank You.
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APPENDIX B

Table 1: Poems that students remember well

No	Poem	Remember
1	The Dead Crow	46%
2	The Lake Isle of Innisfree	28.2%
3	Life's Brief Candle	12.8%

Table2: Dedication of their written poem

Dedicate Poem To:	Parents	Siblings	Friends	Teachers
Number of Students:	7	1	29	2

Table 3: Preference in Listening to Poetry Recitals

Preference	Like	Don't Mind	Dislike
Girls	8	13	0
Boys	0	0	18

APPENDIX C

Table 4: Students' Perceptions of Poetry

No	Perceptions	Agree %	Disagree %	Unsure %
1	Poetry is boring	74.7	7.8	20
2	Poetry is not important	92.2	0	7.8
3	Poetry teachers are not interesting	9.5	9.5	81
4	Poems are difficult to understand	80.6	0	19.4
5	I do not gain any extra knowledge through poetry	64.6	13	23.4
6	Poetry must be taken off the syllabus	100	0	0
7	My liking for poetry depends on the text	67.6	0	23.4
8	Poetry is best suited for primary school	71.7	15.4	12.9
9	Reading poetry relaxes my mind	0	15.4	84.6
10	Poetry has no relevance to my life.	76.8	5.1	17.9

Table 5: Student responses in the interview

Positive Responses	n	Negative Responses	n
There are some poems that I like	11	No interest	20
I do try to understand difficult poems.	5	Not important	26
I enjoy only when teacher explains	14	Cannot understand	19
I like to write my own poems	2	Too boring	19
I don't mind discussing in groups	16	Teacher not competent	3
I like to listen to recitals	5	Never get the correct meaning	10
I like to memorise short poems	2	Does not matter if I don't understand	20

APPENDIX D

Table 6: Teacher Responses and Perceptions

No.	Personal Perceptions	Yes	No	Unsure
1	Are you a trained literature teacher	1	3	-
2	Have you attended in-service courses in literature teaching	3	1	-
3	Do you enjoy reading literary texts	1	3	
4	Do you enjoy teaching poetry	1	3	-
5	Do you think literature is a must for language enhancement	-	4	-
6	Do you need refresher courses in teaching literature	4	-	-
	Pedagogical Issues	Yes	No	Sometimes
1	Do you have difficulty in relating to the students	3	-	1
2	Do you have discussions with other teachers on pedagogy	-	4	-
3	Do you have group activities and open class discussions	2	1	1
4	Do you strictly stick to prescribed texts only	4	-	-
5	Do you have extended activities when teaching poetry	1	3	-
6	Do you think your teaching methods are effective	-	1	3
	Syllabus Content	Yes	No	Unsure
1	Do you think we have a good selection of texts	-	3	1
2	Is there a need for a change or inclusion of new texts	3	1	-
3	Do you think poetry should be scrapped from the syllabus	-	2	2
4	Is the time allocation for the literature component sufficient	-	4	-
5	Literature shouldn't be a component of the Eng. Lang. syll.	2	2	-

APPENDIX E

Activity 1 : *Richard Cory* by Edwin Arlington Robinson

Objectives : To motivate and scaffold students' understanding of the poem.

To enable students to share their responses with each other.

To understand and accept other students' interpretation of the text.

1. Each group of student is presented with a set of pictures of faces. Each group is to choose a face to turn into a story, by giving their character a name, an age, an occupation and an interesting event (sad/happy) that recently occurred in that person's life. In groups, students introduce the persons they have chosen to one another. Discussion – on how we decide certain things about people, and how we form our opinions about them. The answers usually deal with clothes, mannerisms, gestures, appearance, dress, and manner of speech.
2. Teacher does a dramatic reading of the entire poem while students listen and follow along in the text. Students write down any ideas that occur to them while listening, and later discuss their initial impressions to their group members.
3. Students are given a list of possible meanings of the poem, and they are to choose their favourite and add on their own contributions. Students share their chosen meanings with their group members and explain why they have made the choice.
4. Students work in pairs, to write an interview between Richard Cory's housekeeper of many years and a newspaper reporter who has come to investigate the alleged suicide.

Together as a class, a brainstorming on the kinds of questions a newspaper reporter might ask is done, and then in pairs, students proceed with the role-play interview. At the conclusion of the interview, several of the reporters tell the class what they have learned, and then in small groups, produce the article that would appear in the next day's paper. The articles are read out aloud in class, and eventually posted on the classrooms walls and commented on.

APPENDIX F

Activity 2: *Si Tenggang's Homecoming* by Muhammad Haji Salleh

Objectives: Students should be able

- * To emphasise and relate the events, character, values and messages to their own lives
- * To discuss the persona
- * To make inferences and draw conclusions about the character and events.

Procedure:

1. After reading the poem, students are asked to think of answers to these questions:

What do you think the poem is about?

Why do you think the persona went on a journey?

Why do you think he came home?

Why do you think his people reject him?

What do you think the persona looks like?

2. After group discussion, each group comes with a character profile of Si Tenggang. Suggestion for character profile:

What SiTenggang thinks of himself?

What Si Tenggang thinks of this people?

What Si Tenggang learnt from his travels?

3. Each group then presents their character profile on a card. They can add a picture of what they think Si Tenggang looks like.

4. The class will end with a set of cards consisting of different perceptions of what they think of Si Tenggang.

APPENDIX G

Activity 3 : *The Road Not Taken* by Robert Frost

Objectives:

1. To enable students to develop a sense of awareness of self in the mainstream culture through dramatic interpretations of the poem.
2. To enable students to use the target language for the specific purpose of communication by placing the students in real-life situations.
3. To enable students to experiment with non-verbal communicative aspects of language (body language, gestures, and facial expressions) and verbal aspects (intonation, rhythm, stress, slang, and idiomatic expressions)

Procedure:

1. Students are given a short excerpt from a talk by the school counselor about making choices in their school career. Which course should you take? What club should you enter? What future job will you pursue?
2. Students are given the poem, *The Road Not Taken* by Robert Frost. Although both the counsellor's talk and the poem deal with choices, Students are to identify the differences between the talk and the poem. E.g.

In which selection is the purpose stated specifically?

In which selection is there a deeper meaning implied, or hinted at?

Which selection involves you more with the problem of choosing?

3. In groups, students read the poem to see various ways the poem applies to life. Then they discuss the poem by answering these questions:

What might the two roads represent?

In lines 3 & 4 what seems to be suggested by the fact that the traveler cannot see where the road ends?

What is the traveler saying about his choice in the last stanza?

What choice in your life could be "the road less traveled by"?

Which choice do most people make?

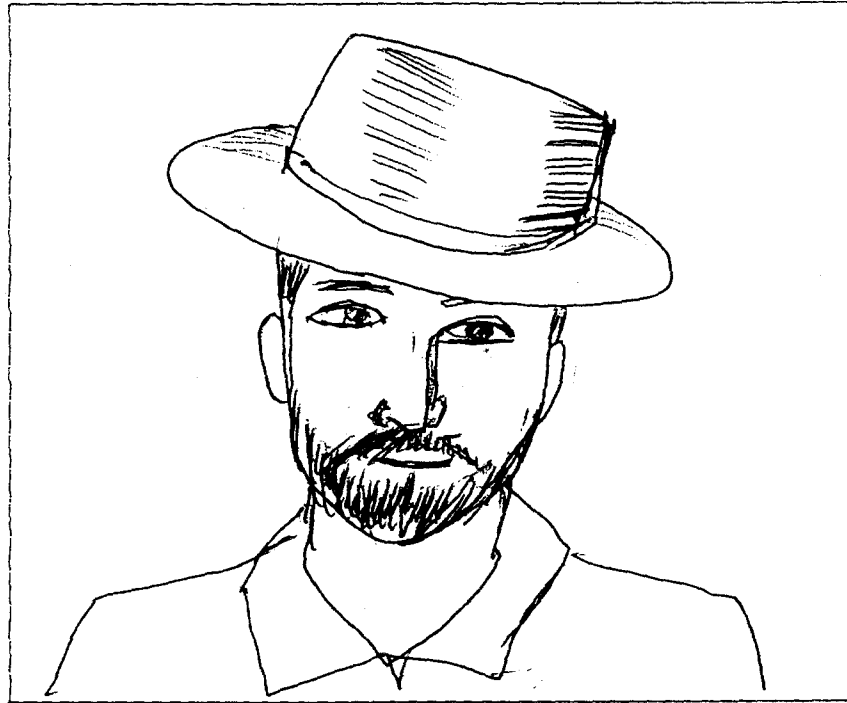
What does the title mean to you?

4. Teacher goes through the responses by eliciting responses from various groups. The last question, *What does the title mean to you?*, will be presented by each group representative.
5. Follow-up Activity : In groups, students are asked to come up with a short skit on the theme of making decisions in life. They are free to express real-life experiences which they or others would encounter in life, e.g. choosing a career, friends or life partners.

APPENDIX H

TASKSHEET

Task: Describe the face below and come up with a story about the man. Give him a name, decide on his age and occupation



Michael sat down with a sigh. If only he had listened to his father and hit the books. Ten years ago, it was freedom that mattered to him. Being a young boy of eighteen, he was not very intelligent but he had a great passion for art. He thought he was unfortunate to have a father who pressured him to study. So, he ran away from home with some money and paint brushes to start a new life in California. He was living a very hard life as his only income was from the paintings he sold at the streets. As weeks, months and years passed he realises that he had wasted his life and wants to go back to his father and start a new leaf but he had no money to pay the fare. He even sold his brushes to buy food yesterday. Gazing around the platform, he decided that no one is going to give him money even today and that he had to spend another dreadful night there.

APPENDIX I

An Interview with Richard Cory's Housekeeper.

Reporter: How long have you been working for Mr. Cory?

H-keeper: I've been working in this house since Richard was a little boy.

Reporter: What do you think of him?

H-keeper: He was a cheerful boy when his mum and dad was alive. But after his mum disappeared and his father's mysterious death, he became very quiet.

Reporter: But many say that he was a pleasant gentleman and carries himself well.

H-keeper: Yes, I know everybody wants to be like him. Poor boy!

Reporter: Man do you know something we don't.

H-keeper: I don't know if I should say this... but I guess, since he is no more.. (fades).

Reporter: Can you speak louder man, please tell me what you know.

H-keeper: Since the disappearance of his mother, Richard never talked to his father. He spent a lot of time alone in his room.

Reporter: And why is that? Did he tell you anything.

H-keeper: No, but the night before his father died, I heard Richard crying in his room.

Reporter: What happened then?

H-keeper: I don't know. I was in my room. But I did hear Sir Cory come home drunk as usual and I helped him up to his room.

Reporter: And what time was that?

H. Keeper: Around 2 a.m. He slept immediately.

Reporter: And the next day you found him drowned in the bath tub?

H. Keeper: Yes.

Reporter: Do you suspect anything?

H. Keeper: I think Richard had something to do with his father's death.

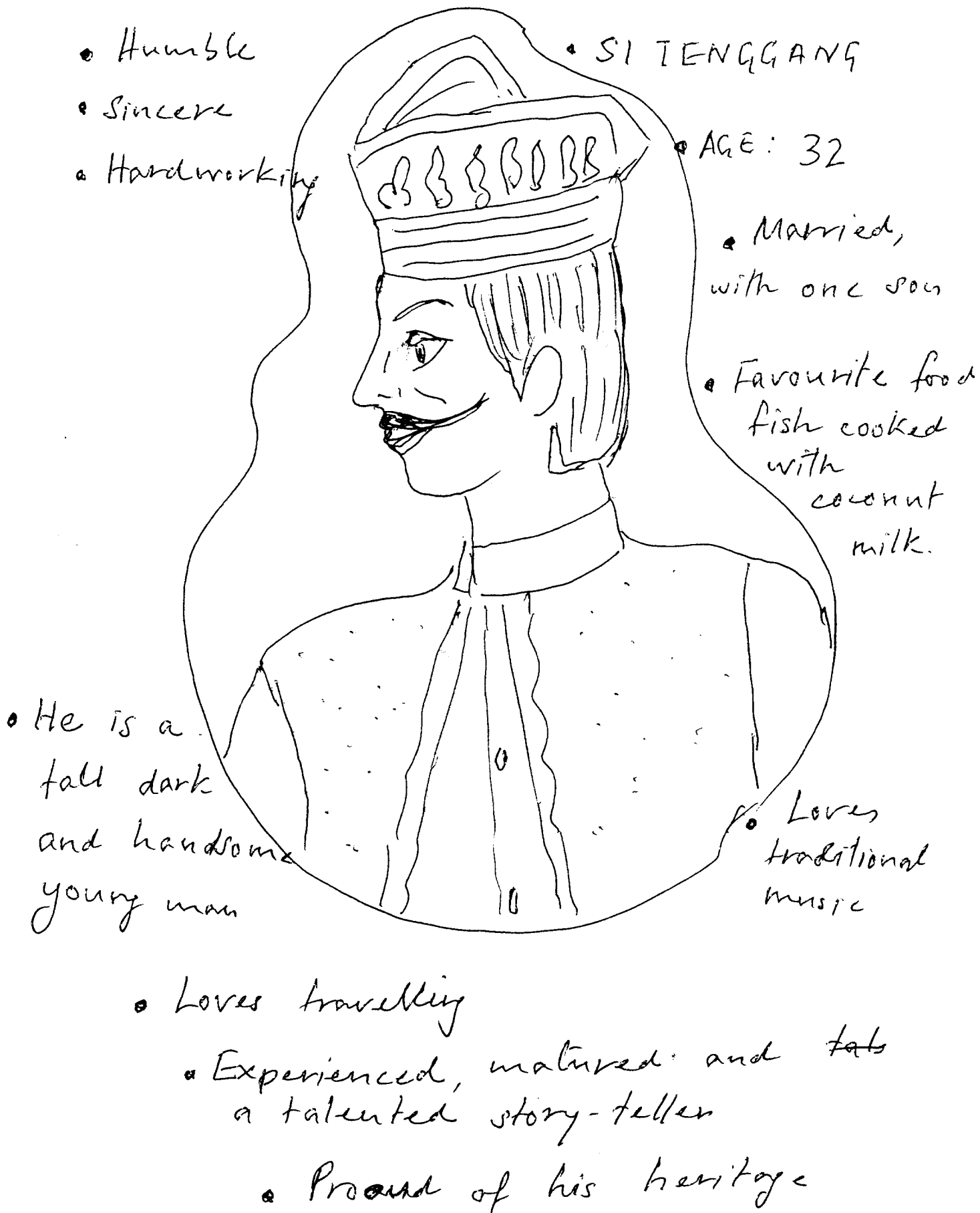
Reporter: Why didn't you report him to the police?

H. Keeper: Richard was a good boy. He was lonely, I was all he had (cries).

Reporter: Man, ...

H. Keeper: Please don't ask me anymore questions.

Reporter: Thanks, thanks, thank you very much.



APPENDIX K

The Road Not Taken A Sketch

Gina, Carol and Karen are childhood friends who went their separate ways after form three. Gina and Carol decided to go to Singapore to work while Karen decided to continue her studies despite the financial difficulty her family was in at that time.

After fifteen years Both Gina and Carol are come back to their hometown to seek treatment for a terminal ailment.

Carol: There, that's the clinic they say is very good. The Doctor is a lady..a specialist.

Gina: Carol..I'm so afraid.. lets just go back. Just let me die.

Carol: No Gina, you will be alright.. just trust me...just this once... Let's see what the doctor says.

Gina: (Crying)...I can't stand the pain... I don't think I can live much longer.

Carol: (A little bit impatiently) Just shut up..and don't cry...don't cry Gina..don't make me cry okay!

Gina: You are my dearest friend....I don't know what I'll do without you.

Carol: Well..if that's true, just follow me to the clinic.... Please Gina...

Gina: Okay Carol..but don't tell her everything. Just tell her I..(cough)
I...(cough)

Carol: Okay..okay I know what to say. Just Trust me. Now put your hand around my shoulder and walk slowly.
(They slowly walk into the clinic)

Reception: Yes can I help you?

Carol: We want to see the doctor. It's urgent.

Reception: What's the problem. Do you need a wheelchair?

Carol: No we would like to speak to the doctor.

Reception: You'll have to register then. There's a patient inside. You can see her after that.

Carol: Here's the ID.

(They sit down and wait for their turn. All the time Gina is breathing heavily leaning on Carol...Gina's name is called).

Doctor: Come, come sit down. Now, what's the matter.

Carol: My friend Gina has difficulty breathing. She is very weak.

Doctor: I need to examine her. (calls nurse and the nurse helps Gina onto the bed and closes the screen. After examining the doctor comes out looking glum).

Doctor: How long has she been like this?

Carol: The past two months. She just refuses to see any doctor. She is really in pain.Can you cure her doctor...please. She is my only friend. We have spent several years in Singapore, doing all kinds of jobs to live comfortably. And suddenly Gina falls sick.

Gina: (Comes out from behind the screen helped by the nurse) Carol... lets go home.I.. (collapses. The doctor, Carol and the nurse rush to her aid and help her up and lay her on the clinic bed. Gina is unconscious)

Doctor: So you are Carol Lim...and that's Gina Diaz

Carol: (Utterly surprised that the doctor knows her surname name) Doctor how do you know my..

Doctor: Carol, you are still the same caring soul... don't you recognize me.. I'm Karen.

Carol: Karen Loo?...yes Karen....oh.. Karen... look at how we are meeting (she starts sobbing and goes on crying).

Doctor: Hey Carol.. don't do this... you have to be brave.. I'm sorry,Gina won't make it!

Carol: What is wrong with her Karen...she has hid many things from me. But I Somehow knew that something very serious has happened to her. Why won't she make it Karen? Why? Why..why? (Starts crying again)

Doctor: She has cancer. Both her lungs are severely swollen. She is dying...she won't live past this month..(Sound of Gina coughing continuously. Both

Carol and Karen hurry to her bedside)

Gina: Doctor... you told her?...that I have cancer? You have already told her?

Carol: This is our classmate Karen..Karen Loo.

Gina: The one who chose to tap rubber after school...is a doctor? (coughs and starts weeping and wailing)

Doctor: Gina, you will be alright..don't cry...don't cry... I will do everything I can..

Gina: No Karen..no...I know..I saw a doctor in Singapore..he. (cough) told me that it was too late... he gave me two weeks... but it's now over a month .and why am I still living. I can't stand the pain...I want to die.Karen .. I want to die.

Carol: Gina please control yourself.. you will be okay..ok sshh. Just relax.
(Uncontrollable tears run down Carol's cheek)

Gina: We should have studied on after our form three... It's all a mistake..going to Singapore and working in that smoke filled night club... I learnt how to smoke there... Carol you tried very hard to stop me..I know... but.. I was a fool...I wanted to have fun... I wanted to be free...I..(Starts coughing again).

Karen: Okay lah Gina...lets just forget about the past...we all make mistakes sometime in our lives.

Carol: No Karen, we actually thought you were a fool to want to study when you could have joined us and earned a thousand dollars a month. Everybody was going to Singapore. It seemed really odd that you chose to stay back in this village and study, Now I realize how wise your decision was.

Karen: Gina, Karen.. there were times I had wished I had followed you both to Singapore. My father died and I had to stop school for almost half a year in form four. I wanted to study so much... I worked at two places after school to earn money for my schooling as well as for my two sisters.. It was hell..that time... I wanted to quit and come looking for you guys in Singapore... but then my mother and my two sisters would be alone here.

Carol: How did you manage?

Karen: I managed...somehow.. I got excellent results for my SPM and I got a

scholarship to study overseas. I studied and worked part-time and sent money home for my mother. My mother too started working and we managed.

Gina: You are a brave girl..Karen..(cough).. I wanted to live happily without any problems. I thought I had everything..but I was not really happy...(starts coughing and gasps for breath..doctor tries to calm her down)

Doctor: Nurse get the oxygen...quick put the oxygen mask on.... Gina...Gina.. look at me...Gina.

Carol: Gina, Gina please don't (cries bitterly...Gina vomits blood and breaths her last breath)

Doctor: Carol..she's...she has left us..she has died.

Carol: Look..Karen..look.. we wanted the easy way and see how miserable we are.... Gina is gone...gone forever. If only we had taken that path you took...the road which many people would want to keep away..that narrow road...oh God ..oh Gina...(cries out loud..exit doctor and Carol holding each other).

THE END

APPENDIX L

A Sample Checklist for Task Assessment

No	Lesson and Task Assessment Criteria	Check
1	Is the activity/lesson participatory?	
2	Is the activity/lesson exploratory?	
3	Is the activity/lesson problem solving?	
4	Is the activity/lesson authentic (with genuine information gap)?	
5	Is the activity/lesson goal-centred based on learning objectives?	
6	Is the activity/lesson progressive?	
7	Is the activity/lesson enjoyable?	
8	Is the activity/lesson process-oriented?	
9	Is the activity/lesson appropriately challenging?	
10	Is the activity/lesson creative?	
11	Is the activity/lesson learner centred?	
12	Is the activity/lesson appealing to the teacher?	