## APPENDIX I
### MARKING SCHEME FOR WRITING

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Content</th>
<th>Language</th>
<th>Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-25</td>
<td>Excellent</td>
<td>-Selects relevant example &amp; details that are significant to the topic -Shows excellent organisation of main themes &amp; supporting details -Develops details on topic effectively -Clear, accurate presentation</td>
<td>-Accurate &amp; appropriate use of language with no slips: varied sentence structures, complete sentences, correct verb tense/word order/number/articles -Impressive use of vocabulary: varied &amp; accurate word choice/word forms; meaning clear</td>
<td>-Communicate effectively -Present idea in an organised, cohesive manner -No errors of spelling, capitalization, punctuation, paragraphing &amp; format -Creative, talented writing which has impact</td>
</tr>
<tr>
<td>16-20</td>
<td>Good</td>
<td>Selects relevant example &amp; details but has a little difficulty in making out the significance of the details to the topic -Develops details less effectively -Shows good organisation of main themes &amp; supporting details</td>
<td>-Accurate &amp; appropriate use of language with occasional minor slips -Less impressive use of vocabulary: minor errors in word choice/word forms; meaning clear</td>
<td>-Communicate effectively -Has reasonable ability in presenting ideas -A few errors of spelling, capitalization, punctuation, paragraphing &amp; format -Presentation can be read with little mental effort</td>
</tr>
<tr>
<td>11-15</td>
<td>Average</td>
<td>-Selects some relevant example &amp; details but has some difficulty in making out the significance of the details to the topic -Has average ability in developing the details -Lacking in clarity</td>
<td>-Mostly complete sentences; several errors in verb tense/word order/number/articles -Adequate vocabulary level: minor &amp; relatively frequent errors in incorrect word choice/word forms; meaning not very clear</td>
<td>-Average ability in presenting ideas -Some errors of spelling, capitalization, punctuation paragraphing &amp; format -Brevity limits the appeal of the presentation -Sometimes awkward to read</td>
</tr>
<tr>
<td>6-10</td>
<td>Weak</td>
<td>-Attempts to select relevant details but reveals weaknesses in the content -Incomplete development of details/points -Some obvious direct translation from the native language</td>
<td>-About half the sentences are correct: several complete sentences; frequent errors in verb tense/word order/number/articles -Limited level of vocabulary: major &amp; frequent errors in incorrect word choice/word forms; meaning unclear: mostly translation from native language</td>
<td>-Has difficulty in presenting ideas -Frequent errors of spelling, capitalization, punctuation, paragraphing &amp; format -Requires quite a substantial amount of mental effort to read</td>
</tr>
<tr>
<td>0-5</td>
<td>Very weak</td>
<td>-Selects example &amp; details that are hardly relevant -Fails to show significance of details to the topic -No development of points -Native language words/phrases appear frequently</td>
<td>-Frequent language errors making comprehension difficult -Unable to use sentence rules -Many sentence errors: verb tense/word order/number/articles -Insufficient use of vocabulary making evaluation difficult -Lots of native language translation</td>
<td>-Has very poor ability in presenting ideas -Many errors of spelling, capitalization, punctuation, paragraphing &amp; format -Difficulty even with copying -May not recognise words from target language</td>
</tr>
</tbody>
</table>
QUESTIONNAIRE

Please answer all questions frankly. Your co-operation is much needed and appreciated for the teacher to help you learn and use English effectively.

Part 1

1.1 Name: YAP CHOON FAH
1.2 Gender: FEMALE
1.3 Course undertaking:
1.4 Primary school: S R J K (C) KG Baru Ampang
1.5 Secondary school: CHONG HWA INDEPENDENT HIGH SCHOOL
1.6 Working experience:
1.7 English grade at SPM: 7 Year taken: 1997
1.8 English grade at UEC: 6 Year taken: 1997
1.9 Language/Dialect spoken at home: Mandarin, Hak-ka
1.10 Language/Dialect spoken with friends: Mandarin, English (few), Cantonese
1.11 Mother tongue: Hak-ka, Mandarin

Part 2

2.1 What motivates you to learn English?
(a) need English to get a job
(b) further studies
(c) interest
(d) increase social status
(e) other than the above (please specify): very smart if can speak fluent

2.2 Are you motivated to master English?
(a) a little motivated  (b) moderately motivated  (c) very motivated  (d) highly motivated

2.3 Do you like the English Language?
(a) Yes, very much  (b) Yes, a lot  (c) Not much  (d) No, not at all

2.4 Do you think English is important in the business world?
(a) Yes  (b) No

2.5 Do you think English is important in your working life later?
(a) Yes, very important  (b) Yes, quite important  (c) Not really important  (d) No
2.6 Do you want to be able to understand spoken English?
   a. Yes    b. No

2.7 Do you want to be able to speak good English?
   a. Yes    b. No

2.8 Do you want to be able to read and understand English texts?
   a. Yes    b. No

2.9 Do you want to be able to write good English?
   a. Yes    b. No

2.10 Do you think English is an interesting language?
   a. Yes    b. No

2.11 Do you think English is easier to learn if you are in an English speaking environment?
   a. Yes    b. No
APPENDIX III

STUDENT'S FEEDBACK

1. Did you enjoy the lesson? Yes/No
2. Did you find this lesson useful? Yes/No
3. Do you think you have learned the lesson well? Yes/No
4. Did you like the activities? Yes/No
5. Do you find group work/discussion useful? Yes/No
6. Do you think this lesson is more effective than previous lessons? Yes/No
7. Do you have any comments on how to improve future teaching & learning sessions?
   Longer Breaks

8. Name: Raya
9. Course: FBS
APPENDIX IV

Pre-test 1

Read the text about the weather in East Texas. Then complete the text using the words in brackets. (Hint: use the simple present tense.)

In East Texas, in the area of the Gulf of Mexico, the climate (to be) generally hot and often very humid. Temperatures in summer (range) from 30 to 40 degree Celsius; 25 degree Celsius (is) (to be) a normal winter temperature. It (is) (to be) sometimes cold, but only for two or three days at a time; it (snow) perhaps once every twenty years. It quite often (rain) heavily for two or three days or more, but most of the time the weather (is) (to be) sunny with bright blue skies. Occasionally there (is) (to be) droughts — periods when there (is) (to be) no rain for a long time. It (is) (to be) not usually very windy, but there (are) (to be) hurricanes every few years, with wind speeds reaching over 150 kilometres an hour.

Post-test 1

Complete the text about the weather in Britain using the words in brackets. (Hint: use the simple present tense.)

In Britain, the weather (is) (to be) very changeable; it (rain) a lot, but the sun often (shine) too. Winters can be fairly cold and damp, with an average temperature of 5 degree Celsius in the south; it also (snow) often. Summers can be cool or warm, but the temperature (do not usually) (go) above 30 degree Celsius. It (is) (to be) often cloudy, and there (is) (to be) sometimes grey skies for days or weeks at a time. Days (are) (to be) long in summer and short in winter. There (are) (to be) sometimes fog, especially in spring and autumn, but it (is) (to be) not so common as foreigners (think). Thunderstorms (are) (to be) quite common in mountainous areas. British people never (know) what tomorrow’s weather will be like.
APPENDIX V

Round 2
Student 2
Pre-test 2

Write a short text about the weather/climate in your country (you see words).

Malaysia has a tropical climate, that means we only have two seasons. They are the dry season and rainy season. Because Malaysia has a tropical climate, it does not have four seasons like Japan or China. The dry season and rainy season follow a certain timing in a year.

During that time, the dry season lasts from January to August and the rainy season is from September to December. You can always see that many places are flooded during the rainy season. Malaysia has not experienced hurricanes, other natural disasters, and earthquakes because it has a tropical climate. So we are very lucky living in Malaysia.

Because Malaysia is near the equator, the weather is always sunny but sometimes hot and windy. The temperatures are usually between 27°C and 32°C. It is not too hot or too cold. That's why many tourists come each year. Malaysia is a country where people from all over the world come to travel.
Malaysia has two seasons; there are the dry season and the rainy season. We do not have the four seasons like Japan and China in Malaysia because Malaysia has tropical climate. The dry season and rainy season are follow a certain timing in a year. From January to August is the dry season and from September to December is the rainy season. In the dry season, most of the time the weather is sunny with bright blue skies and it rains a lot in the rainy season. During the dry season, people do not get much water for their houses. On the other hand, many people died because of the rain. In the opposite way, many places are flooded during the rainy season. Our country also does not have hurricanes, earthquakes, and the other natural disasters. So, it is very safe living in Malaysia.

Our country is always sunny but sometimes it is very cloudy because it is near the sea. The temperature is always between 23°C to 34°C. It is not too hot or too cold. That's why many people from other countries travel to our country especially during the winter season that their country becomes very cold. People can not even ski during that season. That means the weather in our country is suitable to all.
Dear Shuniyaki,

Thank you for your letter telling me what time your train is due to arrive in two weeks' time. I'll be there to meet you.

I'm looking forward to showing you where I live. As soon as you arrive we will go to have our breakfast. After that, I will take you to my house in Cheras and we will take a rest.

When we've done that we will go around my housing area. Nearby my house, there is a shopping complex called Leisure Mall, so we can walk around there.

When we're hungry we will have our lunch at the mamak stall. It is the stall that the Indians manage. I'm sure you never eaten the roti canai before.

After we've had lunch we will go around the Kuala Lumpur's city centre. The places I will take you to is like Bukit Bintang, Central Market and the shopping centres.

In the evening we will have our dinner at a Jalan Alor. There are many kinds of local food. I think you will enjoy yourself very much.

I hope you'll enjoy your day—see you soon.

Love,

PS The weather is likely to be hot and the air is dirty, so you'd better wear a T-shirt and a scarf.
Dear Honey,

Thank you for your letter telling me what time your train is due to arrive in Kuala Lumpur Railway Station. I'll be there to meet you.

I'm looking forward to showing you where I live. As soon as you arrive we'll go back to my house and show you my room. You can put down your luggage and change your clothes.

When we've done that we are going to see the famous KL Tower as well as the fascinating Twin Towers. I'm going to show you the shopping centre here and we can do some window shopping.

When we're hungry we'll have our lunch at the Ship Restaurant. You must know that it is a famous restaurant and the food is quite delicious.

After we've had lunch we'll go to see a movie. After the movie, maybe we can chat at the coffee house. I'm going to bring you to the Coffee Bean — a famous coffee house in KL.

In the evening we'll have the buffet dinner at Renaissance Hotel. After the dinner, we'll go back to my house to bathe and rest. At night, I'm going to take you to have the supper at the mamak stall.

I hope you'll enjoy your day — see you soon.

Love,

Hokah Deng

PS The weather is likely to be hot and humid, so you'd better wear a T-shirt and jeans.
APPENDIX VII
Excerpts of Teacher's Journal.

p. 2

Dialect(s) Spoken at home: Cantonese, Mandarin, Hakka & Hok
Location of the college that I teach is in a Chinese-dominant area in K.L.
Ss are in Semester 1.

Problems identified: Ss mixed up tense in essay writing.

Reflection: Is it my fault that they are weak in grammar? Or is it the teachers in secondary schools who did not teach them well? KBSM curriculum does not encourage explicit teaching of grammar. In fact, it is supposed to be taught & learned in context, implicitly (see KBSM Curriculum Specifications, sect 5: gr. 1).

I guess, in a way, I was wrong too. BC I just assumed that this level, they should know all the basic gr. rules already. So I just emphasized context wherever I taught comprehension and/or writing in semester 1.

Q: How to get ss to write better essays in terms of fewer verb tense errors? If only they can group & apply gr. rules correctly.

p. 3

I am sure their writing will improve a lot. The college composition marking scheme does show it gr. is important. Hence, I need to think of a way to intervene. I must try a new strategy to teach gr. & link it to writing. I tried reading some research articles on explicit grammar teaching & focus-focussed instruction in MU library. Some say it's effective but some say no. Which one should I follow? I must test it out first.
First Round

I administered a pre-test on simple present tense. During normal E class, 16 ss present today but one didn’t come due to flu.

After the test, ss exchanged their paper and marked as I discussed the answers with them.

10 ss did fairly well. I took down the ss’ scores. 6 ss did not do well respectively.

I singled out the 6 ss who didn’t do well to attend tutorial class in the afternoon. Then I carried out my planned lesson as usual with the whole class.

Intervention/Action

Tutoring Class (Session 1)

All 6 ss turned up on time.

- Set induction: C & A

- T: L of simple present tense using materials & h/p: that I have prepared by hand.

- Half way through, I realized 11 ss did not even use subject-verb agreement with singular & plural nouns. I had to digress to teach these 2 gr. items, at the same time I also remembered to focus on simple present tense.
At the beginning, SS have no idea how to use s.p.t. verbs. Subject-verb agreement rules were also grasped. I then went on to inform SS some essay topics which require them to write in s.p.t.

Reflection: I think form-focused instruction is effective in helping SS to produce better writing. At least, in this round of “experiment” it is. From the completed feedback forms, I was very pleased that SS found the instruction helpful.

I think I should try out this method on another class (Foundation in Business - Class 2) next week. They are in their first semester and some of them are also very weak in E, esp. grammar.

Since I have prepared the materials, why not try it one more round?

* I must remember to rectify the mistake I made in Round 1, i.e. I must remember to give SS a pre-writing test so that I can see the results & post-writing test later.

I want to test if “this method” (explicit gr. teaching) works on another class of SS. Of course, my purpose is not to make big claims, just want to improve my own practice & help SS write better essays. You know, I can teach & teach & teach, but my SS are still not learning. I should be more conscious of this. I’ll must go hand-in-hand. I can’t blame SS for being lazy/lackadaisical/dragging their feet/too weak, etc, etc. I need to look at myself too, i.e. is my teaching practice effective?
Plan: Teach simple present tense & link it to writing task meaningfully.

Procedures:
1. Pre-test: Fill in the blanks.
2. Writing task.
3. Whole class.
4. Questionnaire.
5. Form-focused instruction.
6. Practice.
7. Sample texts (pair work, discussion in pairs).
8. T-fronted discussion/consolidation/sum up/T's feedback.
11. Feedback from the students.
12. T's feedback.
13. Analyze results, CFI results, record data, interpret findings.
was not as much as the previous go's. Maybe it's due to their weak foundation in the E.g. cf to Round 1. Round 2 ss obtained worse results in SPML than ss in Round 1. Another reason may be L/c Round 2 ss are already in Semester 2, they are more exposed to English than ss in Round 2 who are only in their Semester 1. (Analysis of O's shows these).

Further reflection & plans.
If this method is effective in teaching simple present tense, it may be effective for other tenses as well? Since ss are also weak in other tenses, e.g. future tense, maybe I should try it out on the ss in the next round.

Next round: Teach future tense & link it to writing task
To be implemented on 11-6-98 as Third Round. Test on F&B Class 1 again.

Procedures for Round 3:
1) Pre-test (writing task, use h/o)(whole class)
2) Form-focused instruction:
   - T & L of future tense
   - Lg activity/game for practices
3) Controlled exs for more practice
4) Sample texts for discussion(pair/gp work)
5) Teacher-Class discussion (sum up)
6) Post-test (writing task, use h/o)
7) Teacher’s feedback
8) Students’ feedback
9) Analysis of results, record data & interpret findings
of "experiment", too. A comparison of ss' pre and post tests show a very clear improvement in ss' written pieces.

Conclusions

I think a relaxed atmosphere aids T & L.

By game is fun & enjoyable.

Inputs are vital, esp. in the forms of sample texts.

Future tense forms - grasped by ss finally.

Reflection ............. 23-6-98

After marking ss' post-test scripts, I noticed a marked difference in ss' improvement in terms of future tense used. Adjectives, too, seemed to have improved a lot. Maybe it's due to the 4 descriptive sample texts used in gp discussion on 22/6/98. That means, or it seems, ss were influenced by reading / background knowledge / prior knowledge in their writing. And they made much fewer errors as far as future tense is concerned.
I have interviewed some of my M.Ed (TESL) coursemates to find out their opinion on explicit grammar teaching and reasons why they do not focus on form in classroom purposes. Below are the outcomes. (It was only coincidence that all 8 teachers were trained in Uni. of Malaya).

**T1**: A college English T in KL. She has 3 years' teaching experience to Diploma SS. She is of the opinion that grammar is important in writing but she does not have the time to teach grammar explicitly in class due to tight syllabus schedule. She is not a trained teacher for English but for Science.

**T2**: An English T in ITM Shah Alam. She has 2 years' teaching experience. She says she has no time for grammar teaching in her Eng class. She was trained to teach KBSM 3 yrs ago.

**T3**: A college English T in UKM. She has 5 yrs'
experience in teaching Year 1 undergraduates. She normally does not focus on form b/c of syllabus constraints and pressure of exams. She was trained to teach KBSM 6 yrs ago.

T4: A College English T teaching ss in Business Studies programme in PJ. She realises her ss' poor grammar in writing but does not teach grammar explicitly in class either due to lack of time. She has 15 yrs' teaching experience. She was trained to teach the Communicative Syllabus 16 yrs ago.

T5: A college English T teaching ss in a Pre-U programme in the Klang Valley. She does not focus on form as she thinks finishing the syllabus is more important although she thinks grammar is important in writing. She has 6 yrs' teaching experience. She was trained to teach KBSM 7 yrs ago.

T6: A secondary school English teacher in the Klang Valley for 8 yrs. She realises the importance of grammar in writing but was told to teach grammar in context. She was trained to teach KBSM 9 yrs ago. Another reason she gave was lack of time.

T7: A colleague of mine who is a product of Uni. of Malaya also. She has 3 yrs' teaching experience teaching Foundation & Diploma as she thinks grammar is not important but content is. Although she realises the ss' weaknesses in grammar, she does not have the time to focus on form due to syllabus constraints & lack of time. She was trained to teach KBSM 4 yrs ago.

T8: Another colleague of mine who is a fresh graduate from MLU. She has only 3 months' teaching experience. She thinks grammar furnishes students' writing but does not focus on form for classroom purposes due to syllabus constraints & lack of time. She was also trained to teach KBSM before she joined the college.