APPENDICES
APPENDIX A

CUTLIP'S INFORMATION MODEL

Information Processing

Information Acquisition
  central area methods of investigation
  observing
  formulating questions
Information Organization
  content frames
  classifying
  comparing
  ordering
Information Integration
Information Utilization
  restructuring
  application
Information Evaluation

Library Media Use

Technological Literacy
Library Use
  resource access
  resource selection
  resource use
Research
Database Searching
Media and Material Production and Presentation
Independent Library use
Text Analysis Skills

Structural Analysis
  parts of a book
    title
    table of contents
    index
    glossary
    footnotes
  textual aids
    headings
    summaries

Text Structure
  story grammars
  surface structure
    setting
    situation
    action
    resolution
  deep structure
    motivation
    purpose
    intention

Content Structures
  mathematics
    vocabulary
    graphics
    heuristics
  nonfiction
    main idea/details
    time order
    description
    problem/solution
science
lists
models
scientific inquiry
fiction
plot/events
characterization
setting/mood
nonfiction
main idea/details
time order
cause/effect
compare/contrast
description
collection/list
problem/solution
literature
genre identification
inference making
anticipation
fiction
plot/events
characterization
setting/mood
style/mood
nonfiction
main idea/details
description
poetry
rhyme
line form
figures of speech
social sciences
  enumeration
  primary sources
  generalization
  fiction
    plot/events
    characterization
  nonfiction
    time order
    cause/effect
    compare/contrast
    description
    collection/list

Study Skills
  study guides
  underlining
  test taking
  time management
  graphic aids/charts
  study habits
  notetaking
    outlining
    mapping
  reading flexibility

(Cutlip, 1988: 20-23)
APPENDIX B

QUESTIONNAIRE FOR COLLECTING BIO-DATA OF RESPONDENTS

Please complete the questionnaire carefully and honestly.

1. Race
   ____ Malay
   ____ Chinese
   ____ Indian

2. Sex
   ____ Male
   ____ Female

3. Age
   ____ 20 - 25
   ____ 26 - 30
   ____ 31 - 35
   ____ 36 - 40

   ____ 41 - 45
   ____ 46 - 50
   ____ 51 - 55

4. SPM English Language Result
   ______________________

5. Years of teaching experience
   ______________________

6. Years of experience in English Language teaching
   ______________________

7. Area of Specialisation (in Teachers' Training College)

   Major: ______________________
   Minor: ______________________

8. Are you teaching in a rural, semi-urban or urban school?
   ______________________

9. Subjects taught in school

   1. ______________________
   2. ______________________
   3. ______________________

    Sometimes
    Always
    ______________________

11. What is your main problem when writing in English?

    ______________________

    ______________________

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APPENDIX C

PRE-TEST AND POST-TEST

Information Skills

*Exercise on Note-taking Techniques*

Using the passage below as basis, illustrate the following note-taking techniques:

1. Direct Quotation
2. Paraphrase (any *one* of the paragraphs below)
3. Summary
4. Evaluation

A great deal of cross-cultural misunderstanding occurs when the "meanings" of words in two languages are assumed to be the same, but actually reflect differing cultural patterns. Some are humorous, as when a Turkish visitor to the United States refused to eat a *hot dog* because it was against his beliefs to eat dog meat, or when some students from the Dominican Republic precipitated an argument on a Texas college campus by referring to the Texas students as *Yankees*. Some are much more serious, as when American Indian parents gave up their children for *adoption*, expecting them to return to their families at the end of the school year, and when a French couple on a trip to China took their pet poodle into a restaurant and requested some *dog food*. The dog was cooked and returned to their table on a platter.

Still more instances are never recognized as linguistic misunderstanding at all, but merely add to negative stereotypes of other cultural groups. Spanish-speakers unknowingly encounter negative attitudes from English-speakers for their use of the common expletive *Dios mío*, since the English translation 'My God' is much stronger than the Spanish, and socially disapproved of. The common use of the name *Jesús* in Spanish is regarded as bordering on the blasphemous by some English-speakers, who consider it taboo (and usually change it to *Jesse* at school).

It would be completely impossible to separate language from culture, even if it were desirable to do so, because of the solid embedding of cultural information in language use and interpretation. When English speakers say *He’s a truck driver*, we understand he drives trucks for a living, while few would give the same interpretation to *He’s a Volkswagen driver*. The embedded cultural information is that people do not normally drive Volswagens for a living as they do trucks, but can only own one to drive to and from another occupation.

Cultural information is also necessary to interpret *Mary is a telephone lineman, but she’s a woman at heart* and to explain why *Mary is a secretary, but she’s a woman at heart* is not a probable sentence in English. The culture-specific information required to understand these examples is that women in this culture are not normally telephone linemen, but they are frequently secretaries.

APPENDIX D

IMMERSION PRACTICUM

The following are guidelines provided to course participants for the writing of the practicum report

Table of Contents

Acknowledgements

Abstract

This study set out to examine the effect of nursery rhymes on the teaching of English Language in a rural school in Johor.

In this study, the instruments used are a questionnaire, an interview and five nursery rhymes.

The sample comprised 20 subjects, 10 of whom formed the control group. The subjects were Year 4 pupils in Sekolah Bukit Mawar, Johor.

The results of the study showed that nursery rhymes have a positive effect on the teaching of English.

Table of contents

List of tables

List of figures

Chapters

1. Introduction

Definition

- General comments - status of English in Malaysia, school or students
- something about the topic of study
- definitions

- Objectives - list the objectives of your school based study that is to be carried out; be very specific.

- Background - the literature on the subject/topic of your choice - studies on the subject
done by linguists and experts
- theories/approaches regarding the topic.

2. Description of Project:
- background of the school and pupils
- background of the project
- relevance to the curriculum
- problems faced by pupils or school authorities
- current strategies practised in school
- suggested strategy/study to be carried out during the practicum
- based on the above, the rationale for the study
- how the survey/study is to be carried out in your school

3. Feedback and Recommendations
- major findings based on the study
- ancillary findings (teacher's comments, from personal observations etc)
- discussion of findings
- recommendations

4. Annotated bibliography

5. Appendices
A. instruments
   questionnaires
   photographs
   interview transcripts
B. sample responses
C. transcripts
<table>
<thead>
<tr>
<th>GRADE</th>
<th>RANGE</th>
<th>CONTENT</th>
<th>LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>8 - 10</td>
<td>thorough treatment of topic, ideas and thoughts well integrated, all important ideas correctly highlighted and focussed</td>
<td>accurate grammar, vocabulary and spelling apart from slips, use of cohesive devices appropriate</td>
</tr>
<tr>
<td>B</td>
<td>7 - 7.9</td>
<td>topic generally well treated though not very thorough, ideas and thoughts well integrated but lack cohesion here and there, ideas correctly highlighted and focussed</td>
<td>usage and spelling conform fairly to accepted norms, use of cohesive devices good but somewhat lacking in coherence</td>
</tr>
<tr>
<td>C</td>
<td>6.0 - 6.9</td>
<td>incomplete treatment of topic, ideas and thoughts given are relevant, ideas correctly highlighted and focussed</td>
<td>usage but do not conform to accepted norms, use of cohesive devices poor but somewhat appropriate</td>
</tr>
<tr>
<td>D</td>
<td>5 - 5.9</td>
<td>superficial treatment of topic, ideas and thoughts given are not relevant, ideas correctly highlighted and focussed</td>
<td>usage which affects comprehensibility and logical structure</td>
</tr>
<tr>
<td>E</td>
<td>3 - 4.9</td>
<td>superfluous and weak treatment of topic, ideas and thoughts are not relevant, ideas correctly highlighted and focussed</td>
<td>no focus to speak</td>
</tr>
<tr>
<td>F</td>
<td>0 - 2.9</td>
<td>numerous digressions, weak focusing of ideas, emphasis given to wrong areas</td>
<td>0.1 - 1.4</td>
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<table>
<thead>
<tr>
<th>AWARDS</th>
<th>DISTINCTION</th>
<th>PASS</th>
<th>CREDIT</th>
<th>FAIL</th>
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<tbody>
<tr>
<td>A</td>
<td>8 - 10</td>
<td></td>
<td>6 - 6.9</td>
<td>0.5 - 2.9</td>
</tr>
<tr>
<td>B</td>
<td>7 - 7.9</td>
<td></td>
<td>5 - 5.9</td>
<td>1.5 - 2.4</td>
</tr>
<tr>
<td>C</td>
<td>6.0 - 6.9</td>
<td></td>
<td>3 - 4.9</td>
<td>0 - 1.4</td>
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<td>D</td>
<td>5 - 5.9</td>
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<tr>
<td>E</td>
<td>3 - 4.9</td>
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<td></td>
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<tr>
<td>F</td>
<td>0 - 2.9</td>
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<tr>
<td>GRADE</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
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</tr>
<tr>
<td>RANGE</td>
<td>16 - 20</td>
<td>14 - 15.9</td>
<td>12 - 13.9</td>
<td>10 - 11.9</td>
</tr>
<tr>
<td>ORGANIZATION AND PRESENTATION OF TEXT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Research</td>
<td>- very organized in the gathering of information.</td>
<td>- organized in the gathering of information</td>
<td>- little organization in the gathering of information.</td>
<td>- disorganized, no plan of action.</td>
</tr>
<tr>
<td></td>
<td>- uses a variety of sources.</td>
<td>- uses a variety of sources</td>
<td>- minimal/limited use of sources</td>
<td>- ignorant of the requirements of the framework given.</td>
</tr>
<tr>
<td></td>
<td>- intelligent adherence to framework recommended.</td>
<td>- follows framework recommended.</td>
<td>- digresses from the framework recommended.</td>
<td>- no conclusion or inconclusive</td>
</tr>
<tr>
<td></td>
<td>- gives constructive and pragmatic recommendations.</td>
<td>- gives constructive recommendations which may not be pragmatic.</td>
<td>- some recommendations given, not all pragmatic.</td>
<td>- weak conclusion</td>
</tr>
<tr>
<td></td>
<td>- effective conclusion</td>
<td>- concludes well</td>
<td>- weak conclusion</td>
<td></td>
</tr>
<tr>
<td>2. Organization of information and ideas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Presentation of text</td>
<td>- systematic</td>
<td>- systematic</td>
<td>- some order in the layout</td>
<td>- disorganized</td>
</tr>
<tr>
<td>- layout</td>
<td>- clear and vivid illustrations</td>
<td>- clear illustrations</td>
<td>- little effort evident in producing illustrations</td>
<td>- illustrations poorly done</td>
</tr>
<tr>
<td>- illustrations</td>
<td>- aesthetically pleasing, striking</td>
<td>- pleasing but not outstanding</td>
<td>- uninspiring</td>
<td>- ineffective</td>
</tr>
<tr>
<td>- visual impact</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRADE</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
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<td>---------</td>
</tr>
<tr>
<td>RANGE</td>
<td>4 - 5</td>
<td>3.5 - 3.9</td>
<td>3.0 - 3.4</td>
<td>2.5 - 2.9</td>
</tr>
<tr>
<td>GROWTH AND DEVELOPMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Attitude</td>
<td>- receptive to advice and comments</td>
<td>- responds well to advice and comment</td>
<td>- a little defensive to advice given.</td>
<td>- refuses to accept advice and comments.</td>
</tr>
<tr>
<td></td>
<td>- highly motivated</td>
<td>- motivated</td>
<td>- fairly motivated</td>
<td>- not motivated</td>
</tr>
<tr>
<td></td>
<td>- flexible attitude</td>
<td>- willing to change</td>
<td>- shows some inflexibility</td>
<td>- inflexible, stubborn</td>
</tr>
<tr>
<td>2. General Approach</td>
<td>- consultative</td>
<td>- consultative but less meticulous, resourceful and shows initiative</td>
<td>- fairly dependent on supervisor</td>
<td>- confrontational and dogmatic</td>
</tr>
<tr>
<td></td>
<td>- meticulous</td>
<td>- resourceful, shows initiative</td>
<td>- shows little imagination and creativity</td>
<td>- shoddy work</td>
</tr>
</tbody>
</table>
APPENDIX F

QUESTIONNAIRE FOR
THE EVALUATION OF INFORMATION SKILLS COMPONENT

1. Did you find the course component "Information Skills" useful? Please tick in the space provided.
   ______ Yes ______ No

2. Course Content
   The following is the course content of Information Skills. Please tick in the appropriate columns.

   1. I have understood most of what has been taught.
   2. I have understood some of it
   3. I have understood very little
   4. I have not understood anything at all

<table>
<thead>
<tr>
<th>COURSE CONTENT</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Selecting the theme and defining the topic for developing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>information skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Locating and retrieving information on topic</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Sources outside the library/resource centre</td>
<td></td>
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</tr>
<tr>
<td>4. Recording information</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Evaluation of currency, accuracy and</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>authority of source</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>- Distinguishing between fact and opinion,</td>
<td></td>
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<tr>
<td>relevant and irrelevant, essential and non-essential</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- making notes</td>
<td></td>
<td></td>
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<tr>
<td>Citation Skills</td>
<td></td>
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<tr>
<td>5. Organising information for presentation</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>- outlining</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>- writing the report</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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3. Application of Information Skills

Which of the five aspects of the course content have been used in your practicum report. Please tick in the space provided

<table>
<thead>
<tr>
<th>COURSE CONTENT</th>
<th>Please tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Selecting the theme and defining the topic for practicum report</td>
<td></td>
</tr>
<tr>
<td>2. Locating and retrieving information on the topic</td>
<td></td>
</tr>
<tr>
<td>3. Sources outside the library/resource centre</td>
<td></td>
</tr>
<tr>
<td>4. Recording Information</td>
<td></td>
</tr>
<tr>
<td>5. Organising Information for report</td>
<td></td>
</tr>
</tbody>
</table>

4. Reading Skills

How much of the reading skills have been understood? Please tick in the appropriate columns

1. Most of it
2. Some of it
3. None at all

<table>
<thead>
<tr>
<th>READING SKILLS</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Literal recognition or recall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Reorganisation</td>
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<td></td>
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</tr>
<tr>
<td>3. Inference</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4. Evaluation</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. Appreciation</td>
<td></td>
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</tr>
</tbody>
</table>
5. Writing Skills

How good is your writing skill? Please tick in the appropriate columns.

4. Very Good
3. Good
2. Satisfactory
1. Weak

<table>
<thead>
<tr>
<th>MECHANICS AND ORGANISATION OF TEXT</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Spelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Grammatical Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Organisation within and between paragraphs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX G

BARRETT'S TAXONOMY (Hierarchy of Reading Skills)

1. Literal recognition or recall
   1.1 Recognition or recall of details
   1.2 Recognition or recall of main ideas
   1.3 Recognition or recall of sequence
   1.4 Recognition or recall of comparisons
   1.5 Recognition or recall of cause and effect relationships
   1.6 Recognition or recall of character traits

2. Inference
   2.1 Inferring supporting details
   2.2 Inferring the main idea
   2.3 Inferring sequence
   2.4 Inferring comparisons
   2.5 Inferring cause and effect relationships
   2.6 Inferring character traits
   2.7 Predicting outcomes
   2.8 Inferring about figurative language

3. Evaluation
   3.1 Judgements of reality or fantasy
   3.2 Judgements of fact or opinion
   3.3 Judgements of adequacy or validity
   3.4 Judgements of appropriateness
   3.5 Judgements of worth, desirability, or acceptability

4. Appreciation
   4.1 Emotional response to plot or theme
   4.2 Identification with characters and incidents
   4.3 Reactions to the author's use of language
   4.4 Imagery