Appendix A

Student Questionnaire

This is not a test. There are no correct or incorrect answers. It is your personal and honest answer that is appreciated and valued here. I assure you that all responses will be treated with strictest confidence in accordance with research ethics. Thank you for your kind assistance.

Class :

Sex : Male Female

Part 1

1) What grade did you obtain for English in the PMR ? ...........

2) How important is English to you ?

   Very important
   Important
   Not important

3) How would you rate each of the 4 English Language skills in terms of importance in your learning of English ?

<table>
<thead>
<tr>
<th>Skills</th>
<th>Very Important</th>
<th>Important</th>
<th>Not Important</th>
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</thead>
<tbody>
<tr>
<td>Listening</td>
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<td>Speaking</td>
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<td>Reading</td>
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<td>Writing</td>
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</table>

4) Which language do you use for communication ?

<table>
<thead>
<tr>
<th>Language</th>
<th>At Home</th>
<th>At School</th>
<th>In Public Places</th>
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<tbody>
<tr>
<td>Chinese</td>
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<tr>
<td>Malay</td>
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<tr>
<td>English</td>
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</tbody>
</table>
5) How would you rate your language proficiency in each of the 4 skills?

<table>
<thead>
<tr>
<th>Skills</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<tbody>
<tr>
<td>Listening</td>
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<tr>
<td>Speaking</td>
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<td>Writing</td>
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</table>

6) Do you plan to further your studies overseas? Yes No

7) How often do you read in English?
   - I read whenever I am free
   - I usually do not have time to read
   - I seldom read even when I am free
   - I read only when my teacher asks me to read
   - I don't read at all because I dislike reading in English

8) What reading materials do you enjoy reading most? (Tick in order of importance. 1 = the most important followed by 2, 3, etc…)

   - Newspaper
   - Magazines
   - Novels
   - Short Stories
   - Fiction
   - Comics
   - Textbooks
   - Others (please specify)

9) Besides writing composition in school, do you write any of the following?

   - Letters to friends / relatives Yes No
   - Messages Yes No
   - Reports Yes No
   - Articles Yes No
   - Others (please specify)

10) Do you often use the computer to e-mail? Yes No

11) Is the number of compositions given in class enough? Yes No

12) Is the number of periods allocated to composition writing enough? Yes No
13) Are you allowed to bring home your composition to write? Yes No

**Part II  Section A (Content)**

1) What type of composition topics interest you most? (you may tick more than one)
   - Narrative
   - Descriptive
   - Argumentative
   - Factual

2) My teacher can help me to learn how to write good compositions.
   - Yes
   - No
   - Sometimes

3) Do you find it easy to share and express your ideas in English during discussions?
   - Yes
   - No
   - Sometimes

4) Does your teacher explain, discuss or give you the necessary points before asking you to write?
   - Yes
   - No
   - Sometimes

5) Do you discuss your composition topic with friends in class before writing?
   - Yes
   - No
   - Sometimes

**Section B (Process)**

For each of the following statements below, tick the appropriate column

SA=Strongly Agree, A=Agree, U=Uncertain, SD=Strongly Disagree, D=Disagree

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>SD</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) My teacher can help me to learn how to write good compositions</td>
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<tr>
<td>2) I know <em>who</em> I am supposed to write the composition for</td>
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<tr>
<td>3) I know <em>why</em> I am writing the composition</td>
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<td>4) I often get stuck and run out of ideas while writing</td>
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<tr>
<td>5) I always edit my composition for errors before passing up for marking</td>
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<td>6) I usually rewrite/redraft my composition before handing in for assessment</td>
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</table>
Section C (Language)

(Tick your answer)

1) Do you make a lot of grammatical errors in your composition?  
   Yes No

2) Do you agree that teachers need to introduce a lot of grammar into composition lessons to help you write more effectively?  
   Yes No

3) In order to write well, you should have a wide vocabulary  
   Yes No

4) Does your teacher tell you to check for spelling, punctuation, paragraphing and grammar errors before you hand in for marking?  
   Yes No

5) Do you find difficulties in structuring your sentences?  
   Yes No

6) Do you know how to link your ideas with sentence connectors?  
   Yes No

7) Do you use a dictionary whenever you write?  
   Yes No
Appendix B

Teacher Questionnaire

Your personal and honest opinion is very much appreciated and valued here. All responses will be treated with the strictest confidence in accordance with research ethics. Thanking you in advance for your kind assistance.

Class :

Sex : Male Female

Part I

1) How many years have you been teaching English? ..............

2) What is your highest academic qualification? .................

3) Do you have a professional teaching qualification?  Yes No
   If Yes, please specify.  .........................

4) Are you a trained TESL teacher?  Yes No

5) How would you rate your students proficiency in each of the 4 language skills?

<table>
<thead>
<tr>
<th>Skills</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
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<tbody>
<tr>
<td>Listening</td>
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<td>Writing</td>
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</table>

6) Do you think your students are motivated to learn English?  Yes No

7) Do your students enjoy reading? If yes, which of the following materials do you think your students enjoy reading (You may tick more than one)

   Newspaper Books Textbooks
   Magazines Comics Internet

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8) Besides, writing compositions in class, do you encourage your students to write any of the following? (You may tick more than one)

- Letters to friends/pen pals
- Journals
- Diaries
- Others (please specify)

9) Have you attended any course in teaching of writing? Yes No

10) Do you have any knowledge of teaching process writing? Yes No

11) When was the last time you attended a writing course? (Mention year).............

12) Was the course useful? Yes No

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**Part II**

**Section A (Content)**

For each of the statements below, tick the appropriate column

<table>
<thead>
<tr>
<th>SA = Strongly Agree</th>
<th>A = Agree</th>
<th>U = Undecided / No Opinion</th>
<th>SD = Strongly Disagree</th>
<th>D = Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statements</td>
<td>SA</td>
<td>A</td>
<td>U</td>
<td>SD</td>
</tr>
<tr>
<td>1) Students should be given guidance on writing the different types of compositions (e.g. narrative, descriptive etc.) in order to expose them to different genre and register in writing</td>
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<tr>
<td>2) Students should be given topics which they have first hand experience to write</td>
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<td>3) Students should write the same topic so that there is a common basis for assessment and ease our problems in marking and grading</td>
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<td>4) Students can write better if they are given the freedom to express their writing on topics chosen by themselves their lack</td>
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<td>5) Students should be encouraged to do pre-writing activities such as free writing exercises, mind-mapping etc.</td>
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<tr>
<td>6) All composition lessons given in classroom should help students to meet examination requirement since they will eventually sit for exams</td>
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</table>

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Section B (Process)

Rate each of the following statements in terms of importance in writing composition.

1 = Very Important
2 = Important
3 = Not Very Important
4 = Not Important

<table>
<thead>
<tr>
<th>How would you rate the following statements?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) In order to write an effective well organized composition, your students should have all their ideas clear in their mind and prepare an outline before starting to write</td>
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<tr>
<td>2) Teachers should start a composition lesson by eliciting relevant ideas about the topic from students</td>
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<tr>
<td>3) Teachers should give group activities or pre-writing activities in composition lesson before writing</td>
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<tr>
<td>4) Teachers should encourage students to read one another’s composition after they have completed their writing</td>
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<tr>
<td>5) Teachers should allow students to edit and correct one another’s compositions before passing up to the teacher for assessment</td>
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<tr>
<td>6) Teachers should allow time for students to revise and rewrite their composition before passing up for marking</td>
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<tr>
<td>7) Teachers should comment on their students’ compositions besides pointing out their grammatical errors</td>
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<tr>
<td>8) Teachers should not hurry students to hand in their composition within a given time limit to meet examination conditions</td>
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<tr>
<td>9) Every error on a student’s composition should be corrected by the teacher</td>
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</table>
Section C (Language)

1) Do you agree that teachers need to introduce a lot of grammar into composition lessons to help students write more effectively?  
Yes  No

2) How would you rate each of the following in terms of importance in writing composition?

1 = Very important
2 = Important
3 = Not Very Important
4 = Not Important

<table>
<thead>
<tr>
<th>Language Items</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>Getting the grammar right</td>
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<tr>
<td>Having a range of vocabulary</td>
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<tr>
<td>Punctuating meaningfully</td>
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<tr>
<td>Using the conventions of layout correctly e.g. in letters, reports, speeches</td>
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<tr>
<td>etc.</td>
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<td></td>
</tr>
<tr>
<td>Spelling accurately</td>
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<tr>
<td>Using a range of sentence structures</td>
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<tr>
<td>Using cohesive devices to link ideas</td>
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<tr>
<td>Developing and organizing ideas clearly and coherently</td>
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</table>
Appendix C
Structure Interview Questions
(Students)

1) Do you enjoy writing composition? Why?

2) What types of composition writing do you like writing? (e.g., narrative descriptive etc…) and why?

3) Does your English teacher conduct the following activities – class discussion, brain storming session, mind-mapping, reading articles or other materials before the composition lesson? If yes, how often and how she conducts these activities and what do you think of the activities? If no, what would you suggest on how your composition lesson should be.

4) After having given the composition topic to write, what sort of things do you think about before you actually begin to write?

5) How much time do you spend thinking about a topic before you start to write and what are some of your problems when writing?

6) After writing your composition, do you check or edit/revise your composition before passing it up to your English teacher? If No, why?

7) How long do you have to wait for your teacher to return your composition and does she write any comments or give you any feedback on your composition? Would you like to have your composition commented and why?

8) In your opinion, do you think your teacher has given you sufficient assistance in helping you to write your composition? and why?

9) What further help, in your opinion, should be provided by your teacher to help you improve your composition writing?

10) What area of composition writing do you need help most (e.g., grammar, vocabulary, sentence construction, organization, planning, etc.)?
Appendix D

Structured Interview Questions
(Teachers)

1) In your opinion, what are the problems your students faced when writing the four different types of compositions – narrative, descriptive, factual and argumentative? Which type do you think your students find the most difficult to write and why?

2) Do you agree that students who read extensively will have better writing skills? Comment.

3) Pre-writing activities are important and teachers should conduct these activities in class before asking the students to write. What are your comments on this statement?

4) Do you encourage your school to revise/edit what they have written before handing in their composition for assessment? Why?

5) What are the problems you faced when marking students’ compositions?

6) Do you give feedback in the form of written comments to your students’ writing? Why?

7) In your opinion, what are the main problems your students have in writing composition?

8) What are the problems you faced when teaching composition writing?
Appendix E

Factual Essay

Causes:
1. Freedom and glamour in the city.
2. An unhappy home environment.
3. Victims of neglect and vice.

Solutions:
1. Parents should pay more attention to their children.
2. Heavier penalties should be meted out to pimps.
3. Return to family values / caring society.

Why do teenagers run away from their homes?

Every year, thousands of teenagers run away from home in this country. Official statistics show that most of these runaway cases occur in the cities, especially in Kuala Lumpur. And a large percentage of them involve teenage girls. Social workers and sociologists have identified three main causes of this phenomenon.

Firstly, most of these runaway teenagers are influenced by the freedom and glamour in the city. They are allowed to mix freely because their parents may be busy working to supervise them after school. And teenagers are also attracted by the dazzling shopping malls, entertainment outlets and the plentiful supply of jobs in the city.

While highlighting the cases of runaway teenagers, the school social workers also propose the following solutions. They stress that parents should pay more attention to their children. Although parents may have to work all day to earn a living, they should try to spend some time to accompany them either when they know they are happy or facing any problem unpredictable problems. This may create...
Another main factor of the occurrence of this phenomenon is the unhappy home environment provided by the family. Children in families are always ignored by their parents whenever they meet any unpredictable problems recently. This may lead to the unhealthy relationships among the family members because they do not show any empathy for each other.

Thirdly, some of the cases of runaway teenagers are also due to the students' uprising nowadays becoming the victims of vice and deceit. Since the power of thinking of teenagers is still immature, they are more easily influenced by the other's misbehavior. They might be corrupted by the negative, enticing thralling activities. Hence, they may have become the victims of vice and deceit.

While highlighting the causes of runaway teenagers, social worker also propose the following solutions. They stress that parents should pay more attention to their children. Although parents may have to earn a living, they should try to spend more time accompanying their children to determine when they are happy or melancholy. This way, they could lead the teenagers to be more confident in facing any difficult situations. Besides, they should also be nailed out to pimps by heavier penalties. The pimps always exploit the teenagers and it is not beneficial to their health. So, the government should provide heavier penalties to counteract the phenomenon. By taking this step, we hope that the vulnerable phenomenon will be extinguished.

Last but not least, parents should create a joyful environment at home. Involving in their children's activities at home and maintaining family values altogether better. These values may help build the family more tightly than ever.
prosperity does. Each family member of a family should not behave nonchalantly nor ostracise any one of them. But they should take care of each other. By understanding each other, many problems may have could be prevented.

Hence, I think that the motivating materialistic behaviour of Man nowadays should be modified to solve this problem of runaway teenagers difficulty.

(406 words)
A Strange Neighbour

In it has been about twenty years since I left my family home, a two-storey semi-detached house located on a quiet road near the beach in Penang. I had spent my childhood and teenage years there before going off to study at the University of Singapore. In my mind, I can still see the house where I had lived.

but in my mind, I can still see the man and his family in the next door. No, Never. can I forget them all; they were strange, really strange.

Mr. Lai's and his wife's behaviour confused and petrified me. The Lai's always went out every Sunday and tears always ebbed down Mar Lai's chubby face about every time they returned. Mr. Lai's hands would wipe away the tears, whispering some under-muttered words almost inaudible. All members of my family kept asking the same question, but they just refused to answer.

Once, I was trudged along the road after an exhausting school day. After greeting my mother, I just lied lazily on the grass and relaxed my exhausted body. Suddenly, the wind gusted and the trees rustled imperceptibly. The same situation, most of my neighbours to have met a brust looming. Mr Lai shrieked with a person of fear. My parents and I could hardly his voice although the bystander was extremely noisy.

The wind continued to howl continuously, and it started to pour.
In this extremely frightening situation, I was too confused to think logically, while my ‘parents’ were not much help. Like a bow from the blue, a strong hand grabbed my hand and my shoulder. ‘Aren’t you afraid that he is the man—Mr Lai?’

‘Come,’ he commanded, ‘come with us!’ Before I could answer, he continued, ‘Do you think I don’t want to lose them? Somebody I loved.’ I stared at him in puzzlement while he kept on smiling, displaying his single tooth. He just accentuated his simple truth by laughing and calling, ‘Somebody I loved.’

Soon the whole housing estate was enveloped by the cool, saltish water. Fortunately, all of us were safe, and the school. At the school, we settled down to pray. God’s act, which had saved our lives, we knelt down to thank God for saving us.

Since then, I kept thinking about Lai’s behavior from time to time. Although I knew that I was too young to do so, I still wanted to figure it out by myself. I hope that they will tell me something that made them to behave like that very soon.

(506 words)

Read English books to improve your writing skills. The important thing is to write without making errors in tense, structure, expression, choice of words, parts of speech, etc. Do not use words like accentuated, else in the wrong way.

revelled


dated

11/25/2001
Factual Essay

Why do teenagers run away from their homes?

Every year, thousands of teenagers run away from home in this country. Official statistics show that most of these runaway cases occur in the cities, especially in Kuala Lumpur. A large percentage of these involve teenage girls. Sociologists have identified these as main causes of the phenomenon:

1. Freedom and glamour in the city. They are allowed to mix freely because their parents may be too busy working all day to supervise their children after school. And they are also attracted by the shopping malls, entertainment outlets and the plentiful supply of jobs in the city.

2. An unhappy home environment is another reason why teenagers run away from home. Parents may quarrel most of the time and this is waiting for teenagers. They want one of their children when they go to work. They are happy when they are spending their money on

The parents must take care of their children. Because they are young and live with their parents. They care about them. So, let's take care of their children. They will not runaway from their home.

Take care of your children. Deal with your children.
Coeducational schools are better than single-sex schools. Discuss.

The number of schools are increasing in Malaysia these few years. There are government schools and private schools mushroomed all over Malaysia. It can divided into coeducational schools and single-sex schools. Coeducational schools have boys and girls study together but single-sex schools have only boys or girls study together.

In many ways, coeducational schools are always better than single-sex schools. Many prefer to study in a coeducational school than a single-sex school because boys and girls can mix around well when they studying together and they would not feel shy with each other. Boys can understand about girls more deeply and are more interested and discuss with them together.

Parents also prefer to send their children to a coeducational school because it is more convenient and would not waste much time in the traffic jam. The brother can also take care of their sister when they are in the same school.

In a school, many kind of things need. Boys to give a hand because girls cannot lift heavy things and they could not afford to climb very high as they are chicken.
Boys also need girls to help them when they need someone in decorating or drawing because most of the time boys don't like to decorate. So we need girls' help. This seems that both boys and girls are always together to help each other.

But sometimes, when boys and girls are together, they can fall prey to falling in love.

This can affect their studies in schools. However, when boys and girls mix well in a healthy manner, this can be encouraged.

In single-sex schools, many facilities are only in one set like toilets etc.

Boys and girls would not affect when in a single-sex school because they are not studying together. Whereas, in Physical Education (PE) lessons, certain games are not suitable for girls like soccer and football. So boys and girls are better not to be together. But in a single-sex school, we will face homosexuality problems. Many schools will not hope that this problem occurs because it will affect many things by happened. When in biology lessons, girls would not feel 'intimacy' with the lessons teaching when boys are not around.

Many times, co-education schools are better than single-sex schools because boys and girls are always together at naturally.
You and your friends have just got your SEM results.
Write a conversation in which you discuss the course you want to take.

Kent: Hai! Tom, how about your results?
Tom: I can't believe it. I got six A's. How about yours?

Kent: Besides biology and English, I got all A's. My biology and English are bad. I only got C's.

Tom: Then, I think we should celebrate. Let's go to Pizza Hut.

(At Pizza Hut)

Kent: Today, we got the positive results. It's worth the hard work we put in.

Tom: Yee, let's have a good celebration. Kent, what do you plan to do in the future?

Kent: I have decided to take up study for a course. I hope to be a doctor. How about you?

Tom: Of course, I will also take a course. I like to take a programming course.

Kent: I heard that Beijing has a college. New Era College in the is a famous college.
Tom: Yes. New era college isn't only a famous college, the standard of the college. It's also advanced level. Besides, that the facilities of the college are good too.

Kent: I heard the fee is cheap.

Tom: Of course, at first I choose this college for advanced study. What a pity, but my father had chosen a college for me.

Kent: I'm not lucky like you; I have to work.

Kent: Just now you said that you like to take a programming course. But I think an engineering computer course quite suits you better.

Tom: No, I like programming course more than engineering computer course.

Kent: Then, I wish you have a bright future.

Tom: You too.
I also like vegetables, so I always go to the market on Friday. There are many stalls, and the market is very noisy. It's along the road too. There are many people there, so it's always crowded.

The night market is in my area, and it's beside the road. It's always hot and crowded. Some women sell things, and there's a lot of food. It's a busy place, and the prices are reasonable.
cheaper than the department store. The fishmonger who we go pass through the fishmonger we smell.

A very bad smell near to the stall, we also have a feeling about it near the pork

seller.

The sounds of hawker very loud; because he telling someone to buy their products,
especially the veg stalls and stalls. The smell of foods let us very hungry and we

decided to buy some foods to go home. There also a lot of things can for us to do. We search the things between one stall and one stall, so the things we buy become more and more. The market becomes noisy because there are a lot of people shouting.

The stall of selling chicken is very many because the chicken is very
tasty. The night became darkest, and the people became more the things which hawkers are reduced.

After 10 p.m. we went home. The night market is closed quietly.