

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 I

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 ?

Skills	Very Important	Important	Not Important
Listening			
Speaking			
Reading			
Writing			

4) Which language do you use for communication ?

Language	At Home	At School	In Public Places
Chinese			
Malay			
English			

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

Skills	Very Good	Good	Fair	Poor
Listening				
Speaking				
Reading				
Writing				

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 two 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

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

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?

Skills	Very Good	Good	Fair	Poor
Listening				
Speaking				
Reading				
Writing				

- 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

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

Part II

Section A (Content)

For each of the statements below, tick the appropriate column

SA = Strongly Agree

A = Agree

U = Undecided / No Opinion

SD = Strongly Disagree

D = Disagree

Statements	SA	A	U	SD	D
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					
2) Students should be given topics which they have first hand experience to write					
3) Students should write the same topic so that there is a common basis for assessment and ease our problems in marking and grading					
4) Students can write better if they are given the freedom to express their writing on topics chosen by themselves their lack					
5) Students should be encouraged to do pre-writing activities such as free writing exercises, mind-mapping etc.					
6) All composition lessons given in classroom should help students to meet examination requirement since they will eventually sit for exams					

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

How would you rate the following statements ?	1	2	3	4
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				
2) Teachers should start a composition lesson by eliciting relevant ideas about the topic from students				
3) Teachers should give group activities or pre-writing activities in composition lesson before writing				
4) Teachers should encourage students to read one another's composition after they have completed their writing				
5) Teachers should allow students to edit and correct one another's compositions before passing up to the teacher for assessment				
6) Teachers should allow time for students to revise and rewrite their composition before passing up for marking				
7) Teachers should comment on their students' compositions besides pointing out their grammatical errors				
8) Teachers should not hurry students to hand in their composition within a given time limit to meet examination conditions				
9) Every error on a student's composition should be corrected by the teacher				

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

Language Items	1	2	3	4
Getting the grammar right				
Having a range of vocabulary				
Punctuating meaningfully				
Using the conventions of layout correctly e.g. in letters, reports, speeches etc.				
Spelling accurately				
Using a range of sentence structures				
Using cohesive devices to link ideas				
Developing and organizing ideas clearly and coherently				

Appendix C
Structure Interview Questions
(Students)

- 1) Do you enjoy writing composition? Why ?
- 2) What types of composition writing do you like writing? (eg.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 (eg. 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 deceit 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 home? T, S/V

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 teenaged 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 too 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 experts 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 are happy or facing any unpredictable problems. This may create

Another main factor of the occurrence of this ~~phenomenon~~ phenomenon is the unhappy home ~~and~~ environment ⁱⁿ provided by the family. Children in ^{these} families are always ignored by their parents whenever they ~~meet~~ face any unpredictable problems ~~recently~~. This may ^{rather} ~~may~~ ^{exacerbate} the healthy relationship among the family members because they do not show any ^{empathy for} ~~sympathy~~ each other.

Thirdly, ~~the~~ some of the cases of runaway teenagers are also due to the students ~~have~~ nowadays becoming the victims of vice and deceit. Since the power of thinking of teenagers ~~is~~ ^{are} still immature ~~very weak~~, so they are more easily influenced by the other global activities. ~~They might be~~ Their minds may be ~~embodied~~ ^{corrupted} by the negative ~~extra~~ ^{enthralling} activities. Hence, they may have become the victims of vice and deceit.

While highlighting the ~~causes~~ causes of runaway teenagers, social experts 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 to ~~with~~ accompany their children ^{to determine} ~~either~~ when they are happy or melancholy. ~~These may~~ This ~~may~~ could lead ~~that~~ the teenagers to be more confident in facing any ~~a~~ difficult situations. Besides, they

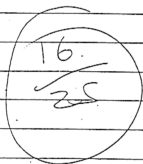
Besides, ^{heavier} ~~harsher~~ penalties should also be meted out to pimps. The pimps always ^{try to influence} ~~control~~ the teenagers, and it is ^{detrimental} ~~a vexation~~ to their ^{well-being} ~~health~~. So, the Government should ^{provide for} ~~impose~~ heavier penalties to counter ^{the} ~~realistic~~ phenomenon. By taking this ^{step} ~~stop~~, we hope that the vulnerable phenomenon will ^{be eradicated} ~~spherical~~.


Last but not least, parents should create a ~~ambience~~ joyful
ambience in the ^{at home} ~~home~~ by ~~inculcating~~ ^{imparting} in their children or toddlers
~~the~~ ^{family} ~~values~~ ^{values}. These values may keep hold the family ~~more~~ ^{together} ~~together~~ ^{together} ~~than~~ ^{than} the

prosperity does. ~~Each~~ Each of the family members of a family should not behave nonchalantly ~~but~~ nor ostracise any one of them but should take care of each other. By understanding each other, many problems ~~may have~~ could be prevented.

Hence, I think that the ~~materialism~~ materialistic behaviour of Man nowadays should be ^{modified} ~~and~~ ~~amended~~ to solve this problem of runaway teenagers ~~in~~ difficulty.

(406 words)



 10/8/2000

A strange Neighbour

It has been almost forty 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. ^{In} my mind, I can still see the man and his family who lived next door. ~~Never~~ ^{Never} can I forget them all; they were ~~strange~~ ^{really} strange.

Mr Lai Choi's and his wife's behaviour confused and petrified me. The Lai's always ~~was~~ ^{was} ~~not~~ ^{was} ~~want~~ ^{roll} out every Sunday and tears ^{was} ~~always~~ ^{rolling} ~~down~~ ^{on} Mrs Lai's chubby face almost every time they returned. ^{And, usually} Mr Lai's big hands would ~~wipe~~ ^{wipe away} her tears. ^{He would whisper to her} ~~some~~ ^{some} ~~endearments~~ ^{endearments} and ~~was~~ ^{calm} ~~down~~ ^{down} her. All the members of my family kept ~~asking~~ ^{asking} the same question but they just refused to answer.

Once, I ~~was~~ ^{was} ~~trudging~~ ^{trudging} along the sea road after an exhausting school day. After greeting my mother, I just ~~lied~~ ^{lay} lazily on the sofa ^{and} ~~rejuvenate~~ ^{rejuvenate} my ~~tired~~ ^{tired} ~~torture~~ ^{torture} body. Suddenly, he wind gusts and the trees rustled ~~perpetually~~ ^{violently} ~~perpetually~~ ^{perpetually}. The ~~same~~ ^{same} situation ~~alarmed~~ ^{worried} most of my ~~neighbours~~ ^{neighbours} ~~to have a~~ ^{to have a} ~~look~~ ^{look} whether there was a storm ~~or~~ ^{approaching} ~~outside~~ ^{upside} ~~upside~~ ^{upside} ~~upside~~ ^{upside}.

The wind ~~escalated~~ ^{gusted} continuously and ~~as~~ ^{it} started to pour like a ~~bat~~ ^{bat} ~~with~~ ^{with} the blink of an eye a deluge of water ~~swept~~ ^{swept} ~~through~~ ^{through} our neighbourhood ~~uncannily~~ ^{uncannily}. A chill ran down my spine and ~~cold~~ ^{cold} ~~sweat~~ ^{sweat} ~~formed~~ ^{formed} on my forehead. "Run for your life!" Mr Lai shrieked ~~with~~ ⁱⁿ a paroxysm of fear. My parents and I could hear his voice although ~~the~~ ^{it} ~~noise~~ ^{noise} was extremely noisy.

do not use such bombastic words unless necessary.

In the extremely frightening ~~situation~~ ^{state}, I was too confused to think logically while my parents were not ^{anywhere in my view}. Like a bolt from ^{out of} the blue, a bony hand grabbed my hand and my ~~body~~ ^{arm} ~~was~~ ^{was} right that he was the man — Mr Lai. "Come!" — ~~Come~~ ^{with} he commanded, "come with us!" Before I could answer, he continued, "~~Don't~~ I don't want to lose ^{anybody} I loved." I ~~started~~ ^{stared} at him in ⁱⁿ ~~surprise~~ ^{perplexment} while he just ^{kept on smiling, displaying his single tooth} ~~accentuated his single tooth, smiling and smiling.~~

Soon, the whole housing estate was ~~swallowed~~ ^{flooded} by the saltish water but fortunately all of ~~our~~ ^{our} neighbours ~~us~~ ^{us} were safe. ~~and we~~ ^{we} ~~waited~~ ^{waited} at the school ^{where} ~~we~~ ^{we} ~~settled down for~~ ^{had been evacuated to,} the ~~cool's deed~~ ^{cool's deed} ~~which~~ ^{had} ~~saved~~ ^{saved} ~~our~~ ^{our} ~~life~~ ^{life}, we knelt down to thank God for sparing our lives.

Since then, I kept thinking ~~the~~ ^{of} Lai's behaviour from time to time. ~~I~~ ^{know} Although I knew that I was too ~~determined~~ ^{determined} to do so, I still wanted to ~~figure it~~ ^{figure it} ~~out~~ ^{out} by myself. I hope that they will tell me ~~what~~ ^{what} 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, etc in the wrong way.

ambience
revealed

14
—
25

87

1/7/2007

Factual Essay:

Why do teenagers ~~run~~ away from their ~~homes?~~ ^{homes?}

Every year, thousands of teenagers run away from home in this country. ^{statistics} Official ^{statistics} show that most of these ^{runaway} run away cases occur in the cities, especially in Kuala Lumpur. And a large percentage of them ^{involve} involve teenager girls. Social workers and ^{sociologists} social ^{girls} girls have identified ^{three} these 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 too busy working all day to ^{supervise} 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.

An unhappy home environment ^{is another} is another reason why teenagers run away from ^{home} home. Parents may quarrel most of the time and this is ^{unsettling} unsettling for teenagers. ^{Parents} They must ask their children where they go when they go out. ^{They} From their home, they must ask their children where they go and when they go. ^{They} They must ask their children where they go and when they go. ^{They} They must ask their children where they go and when they go.

The parents must take care of their children. ^{Because} If their children know their parents take care of them, they will not run away from their home everyday.

So, if we are ^{the} parents of a child, we must if we do so, take care of them. So, take care of their children. Then, they will not runaway from their home.

Take care of your children, don't make your children runaway from their home.

You have not included the points given in the textbook question.

(277 words / 10/10/2000)

12
25
37

20

Coeeducation schools are better than single-sex schools. Discuss.

The number of schools are increasing in Malaysia these few years. There are ^{free} government schools and private schools mushroomed all over Malaysia. It can divided

into coeducation schools and single-sex schools. Coeducation schools have boys and girls

^{ing} study together but single-sex schools have only boys or girls ^{ing} study together.

In many ways, coeducation schools are always better than single-sex schools.

Many prefer to study in a coeducation school than a single-sex school because

boys and girls can ^{are} mix around well when they ^{are} studying together and they

would not feel shy with each other. Boys can understand about girls more deeply and

take care of girls when they ^{are} ~~were~~ bullied by someone. Girls can know about boys'

interest and discuss with them together.

Parents ~~are~~ also prefer to send their children to a coeducation school because

it is more convenient ^{and} would not waste ^{much} ~~many~~ times in the traffic jam. The

brother can also take care of ^{his} ~~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 ^{can} ~~could~~ not afford to climb very high as they are chicken-

hearted, so we need boys to help us because boys are more ^{stronger} powerful than girls.

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 ^{be} affected when in a single-sex schools because they are not

studying together. When ^{during} the 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 single-sex schools, we will face homosexual problems, ^{many}

schools will not hope that this problem occurred because it will affect many things

^{to} happened. When ^{during} a Biology lessons, girls would not feel shy with the lessons

teaching when boys are not around.

Many times, coeducation schools are better than single-sex schools because

boys and girls are always together ^{as} naturally

You and your friends have just got your SPM results. Write a conversation in which you discuss the course you want to take.

Kent: Hai! Tom, how ^{are} about your results?

Tom: I can't believe ^{it} I got 6 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} have to celebrate. Let's go to Pizza Hut.

(At Pizza Hut)

Kent: Today, we got ^{good} the ~~positive~~ results. It's worth we ~~didn't waste~~ we worked hard.

Tom: Yes, let's ~~we have~~ a good celebrate. Kent, what do you ^{hope} to do in the future?

Kent: I ~~have~~ ^{take up} decided to ~~intend~~ 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 Kajang have a college. New Era college ~~is the~~ is a famous college.

Tom: Yes, New Era college ^{is} not only a famous college, the standard of the college is also ^{good} advanced level. Besides that, the facilities of the college ^{are good too} well too.

Kent: I ^{also} heard of the fee ^{is} ^{low} cheap. ✓

Tom: Of course, at first I ^{also} chose this college for advanced study, ~~which~~ ^{but} my father had ~~chosen~~ ^{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 ^{is} quite suits to 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. ✓

(2/5 words)

Describe the night market in your area.
~~There~~ ^{are} is a market near my house. It ~~open~~ ^{is} especially ~~in~~ ^{on} Friday. There ~~are~~ always have a lot of people to go to the market. The market usually sells ^{are many stalls} sundry things. There ~~also~~ ^{are} selling many foods like: vegetables, meats, 'chau kua teow', meat and ~~something~~ ^{other} else.

^{in my area is}
The night market ~~held~~ ^{is} besides the road too. That ^{is why} ~~a reason~~ ^{there is} ~~that~~ always have a ~~trac~~ ~~to~~ traffic jam besides the road. The night market ^{is} ~~are~~ very noisy because ~~at~~ many people ^{are bargaining and selling for the goods} shout ~~if~~ ^{includes} ~~buyer~~ and ~~the~~ seller. The night market ^{is} so brightly until the night becomes ^{dark} light/y. I ~~also~~ ^{Some hawkers} ~~same~~ ^{There} ~~also~~ sell many ^{beautiful} clothes, but the prices are ~~more~~.

cheaper than ~~for~~ department stores ~~the~~ fishmonger when

we go pass through the fishmonger's ^{stall} we smell

A very bad smelly near ~~the~~ the stall, we also
have a feeling about ~~that~~ ^{when we get} near the ^{next stall} porks
seller

shout

The sounds of hawkers very loudly because
to attract customers he calling someone to buy their products.

especially the ~~veg~~ stalls ^{and} ~~veg~~ stalls. The smell of

foods ~~let~~ ^{make} us very hungry and we

decided to buy some foods when go home.

There ^{are} also a lot of things ^{for us to see} ~~until~~ ~~the~~ ~~no~~ where
to go. We search for ^{can} ^{we like} ^{from} the things between one stall
and ^{to another} one stall, so ~~the~~ things we buy become

more and more. The ~~people~~ market become very noisy

because there are a lot of people shouting.

^{which is} ^{fried} ^{usually} ^{cooked}
The stall of selling ^a chicken is ~~very~~ ~~very~~

many people ~~be~~ because the chicken is very

tasty. The night ^{substances} became darkest, and the
people become ^{fewer and fewer} more. The things which ^{the} hawkers
are reduced.

seller ~~became~~ ^{few}.

Usually

After 10 p.m. ~~to~~ we ^{go} ~~went~~ home. The night

market is closed quietly.