APPENDIX A

INFORMATION QUESTIONNAIRE

Name: _______________________________  Age: ____ years

School: ______________________________  Level: ______

Please indicate the results of your performance in the English Language paper in the following examinations/tests:

UPSР .......................................................... Grade: .......

Form 1 Final examinations ................................ Grade: .......

Form 2 Mid Year Examinations .......................... Grade: .......

__________________________

(1) Which of the following is your favourite writing tool? Please tick in the appropriate box.

Pencil .......................................................... [ ]

Ballpen ...................................................... [ ]

Typewriter .................................................. [ ]

Word processor .......................................... [ ]

Others ....................................................... [ ]

(2) How do you rate yourself as a writer? Please tick one.

Very Good .................................................. [ ]

Good ......................................................... [ ]

Average ..................................................... [ ]

Below average ............................................ [ ]

Poor ........................................................ [ ]
(3) How easy do you find writing with a word processor? Please tick one.

Extremely easy ................................................................. [  ]
Very easy ................................................................. [  ]
Easy ................................................................. [  ]
Not so easy ................................................................. [  ]
Not at all easy ................................................................. [  ]

(4) Are you familiar with Microsoft Word?  Yes  No
Please circle the appropriate response.

(5) How do you rate your keyboard skills? Please tick one.

Very good ................................................................. [  ]
Good ................................................................. [  ]
Average ................................................................. [  ]
Below average ................................................................. [  ]
Poor ................................................................. [  ]

(6) Do you have a computer at home?  Yes  No

(7) If you do not have a computer at home, do you have regular access to the computer in school?  Yes  No

(8) If you do have a computer at home, or regular computer access in school, how many times a month do you use it? Please tick one.

Almost everyday ................................................................. [  ]
Several times a week ................................................................. [  ]
Several times a month ................................................................. [  ]
About once a month ................................................................. [  ]
Less than once a month ................................................................. [  ]
(9) How often do you use a word processor for writing? Please tick one.

Almost everyday .................................................. [ ]
Several times a week .............................................. [ ]
Several times a month ............................................. [ ]
About once a month ............................................... [ ]
Less than once a month ......................................... [ ]

(10) How easy is it for you to write with the word processor? Please tick one.

Extremely easy .................................................... [ ]
Very easy ............................................................. [ ]
Easy ................................................................. [ ]
Not so easy .......................................................... [ ]
Not at all easy ...................................................... [ ]

(11) How often did you use the word processor for writing last month? Please tick one.

Almost everyday .................................................. [ ]
Several times a week .............................................. [ ]
Several times a month ............................................. [ ]
About once a month ............................................... [ ]
Less than once a month ......................................... [ ]

(12) Have you written argumentative essays using the tools below? Circle the appropriate responses.

Pen-and-Paper Word Processor

Yes / No Yes / No

Thank you.
APPENDIX B

ESSAY TOPICS

Instructions for Writing

1. Read and understand the writing task given to you.
2. Do what you would normally do when given a writing task like this.
3. Try your best to write a good essay.
4. The dictionary and thesaurus are provided, so use them when and if necessary
5. There is no time limit, so try and exhaust all your ideas and capacity to write

Topic 1A: Should school hours be made longer?
(This essay is to be written with the pen-and-paper).

There has been talk recently that schools in Malaysia will be made one-session schools in the near future. This means that school hours will be longer, that is, from 8.00 a.m. to 3.00 p.m. If this proposal were to materialise, you will be among one of those affected.

Write an article to express your views on whether school hours should be made longer. This article will be published in the “Education Page” of a local newspaper.

Topic 1B: Should homework be abolished?
(This essay is to be written with the word processor)

Students often complain of teachers assigning too much homework, so much so that they have no time for recreation. Some students are of the view that teachers should not give homework. What are your views? Write an essay to express your views on this matter.

This article is to be published in your weekly school newsletter and circulated among students in your school and their parents.
Topic 2A: "Women make better teachers than men"

(This essay is to be written with the word processor).

The English Language Society in your school is organising an essay-writing competition on the topic: "Women make better teachers than men". Do you agree?

You are one of those participating in the essay-writing competition. The winning essay will be published in the annual school magazine. Write out the essay expressing your views.

Topic 2B: Private tuition – is it necessary?

(This essay is to be written with the pen-and-paper).

You have been chosen by the English Language Society in your school to write an essay for the inter-school essay competition organised by the Klang District Education Department on the topic: Private tuition – is it necessary?

Write out your essay arguing for or against private tuition.

Topic 3A

(Choose your preferred writing tool)

You found the article below in one of the foreign magazines. You don’t agree with some of the claims made by the writer of this article.

Respond to the article and refute some of the claims made by the writer. Your article will be published in a local magazine.

MALAYSIA

Malaysia is a very small country in Asia. The country is still very backward. Most of its 5 million population still live in wooden houses covered with a type of leaf roof called 'attap'. These houses are built high above ground level so that wild animals cannot attack the people at night.

Malaysian jungles are very unique. They consist of rows and rows of big trees grown in straight lines. In fact, their jungles look very neat and tidy. Sometimes the people cut the tree trunks and a type of white gum flows out from the tree. Most Malaysian people have to work very hard. They work more than ten hours a day, either cutting the jungle trees for their white gum, or digging tin out from deep holes in the ground.

(Adapted from SPM English Language 322, Pustaka Delta Pelajaran, 1986)
Topic 3B

(Write with the tool NOT chosen for Task 3A)

You come across the following article in a local magazine. You do not agree with the writer of this article. Write a reply to the article to be published in the same magazine.

BAN OUR CHILDREN FROM WATCHING TELEVISION

Our television programmes nowadays are absolutely unsuitable for our children. Day and night, we see only films depicting violence and sex on the screen. At a very young age, the minds of our children are already full of violence and sex. If at all there is anything else they learn from the ‘idiot box’, it is how to rob a bank.

What is worse, our children spend hours watching television, neglecting their homework and studies. This is also extremely bad for their eyes, since they are exposed to the bright television screen for such long hours every day.

Parents should strictly prohibit their children from watching television. This is for the good of the children, parents as well as our society at large.

(Adapted from SPM English Language 322, Pustaka Delta Pelajaran, 1986)
APPENDIX C1

SEMI-STRUCTURED INTERVIEW

TRANSCRIPT 1

R: Mei Ann, I would like to ask you some questions... You have written with the pen and paper and you have also written with the word processor. Now, when you wrote with the pen and paper, did you think about the topic for a while before you started writing?

S: Yes!

R: You did ... you thought about the topic for a while and what else did you do?

S: I just... let my ideas go running ... then write it down.

R: Okay ... and when you used the computer, did you ... er... think about the topic before writing?

S: Just a while .. ideas just came into my mind so I started writing.  

10

R: Okay, .. good.. when you used the pen and paper, did you write first and let the ideas develop?

S: Not really!

R: And when you used the computer, did you do that... did you write first and let the ideas develop?

S: No, .... I just thought for a while, .. then I started writing

R: And then... You let the ideas develop when you were writing?

S: Yes!

R: Okay ... during the writing ... er... when you were writing, were there times when you ran out of ideas?

20

S: Yes!
R: When? When you were using the pen and paper or when you were ....

S: Pen and paper!

R: When you were using the pen and paper! So what did you do when you ran out of ideas?

S: I just tried to remember some ....ideas ... and I write it down

R: Okay, what about spelling? When you were writing with the pen and paper, were you unsure of some words? ....or .... the spelling of some words?

S: Yes, especially the spelling!

R: Especially the spelling! ...So when you were unsure of the spelling of of certain words, what did you do?

S: I had to flip through the dictionary ... and that took a lot of time...

R: Okay .. so when you were writing with the word processor, you mean you did not experience this?

S: Experienced a little .... but it was much easier because I just right clicked the mouse

R: To check your spelling?

S: Yes!

R: What was your main concern when writing with the pen and paper?

S: Spelling and grammar!

R: Spelling? .... and when you were writing with the word processor what was your main concern?

S: Thinking of ideas and points!
R: Thinking of ideas and points! Okay...... I noticed that you paused ...you
know ... several times when you were using the pen and paper to write.

How often did you pause?

S: Not so often....

R: Not so often ....what about with the word processor?

S: Er...more often ... because I was trying to get more ideas

......sometimes, I rephrased ideas in my mind. 50

R: You were thinking, ..... pausing for more ideas? Okay, what was the main
reason for pausing when you were using the pen and paper.

S: I was unsure of the spelling ............

R: When you were using the word processor?

S: I was thinking ... trying to get more ideas so I could make my essay better!

R: More ideas!

S: Okay ... while writing, did you reread what you have written?

S: Yes!

R: With the pen and paper, how often did you reread?

S: Twice, I guess. 60

R: About twice ... hmm.. with the word processor, how often did you
reread... your ... what you have written?

S: More .... Because I wanted to make sure that .... I wanted to make sure
that my first point and the other points are connected to one another.

R: Okay, ... one more question. Did you make any changes to your paper
when you were writing with the pen and paper?

S: Yes!

R: How did make those changes?
S: Erased it!

R: You erased it. And when you wrote with the word processor, did you make mistakes .... I mean...... did you make changes?

S: Yes it!

R: How did you do that?

S: Just delete it!

R: Hmm... okay, now I would like to know how you perceive the writing tools. You have experienced writing with two different writing tools, right? You have used the pen and paper and the computer equipped with Microsoft Word. Now, answer the following question:

How enjoyable did you find using the following tools to write?

Pen and paper?

S: Not so enjoyable!

R: With the word processor?

S: Enjoyable!

R: Compared to the word processor, how do you find writing with the pen?

S: Not enjoyable at all!

R: Why did you say that writing with the pen and paper is not as enjoyable as writing with the word processor?

S: Because...it is messy if you make mistakes ... its slow and tiring. You can't write too much, your fingers will ache.

R: Okay, one last question. Can you tell me briefly why writing with the word processor was so much easier or ...more enjoyable like you say...?

S: It's so much easier to write with the word processor because it is not really tiring.... all I have to do is to hit the delete button and everything will go
off... and I don't have to flip through the dictionary or the Thesaurus 'cause all the tools are already there. And when there are errors, all you got to do is to go to the spelling and grammar ... checkers!

R: Okay, ...... now if a computer were available at all times, both at home and in school, how much of your writing do you think you would do on it?

S: Almost all.  

R: Almost all! Do you think using the word processor to write has made any difference to the quality of your essays?

S: Yes, I think my essays are much better!

R: Okay, Mei Ann, thank you!
APPENDIX C2

SEMI-STRUCTURED INTERVIEW

TRANSCRIPT 2

R: Okay... Mei Ann, I would like to ask you some questions. Just now when you were writing, did you think about the topic for a while before you started writing?

S: Yes, before I started writing with the pen and paper...... I jot down the main ideas first.

R: And ... with the word processor?

S: Er... not really ... after reading the topic, I got some ideas, ... so I just type down whatever ideas that come to my mind first then later I could arrange it.

R: Were there times when you ran out of ideas?

S: Yes! Especially when writing with the word processor.

R: What about the pen-and-paper? 10

S: Not so much because I got my notes .. I mean the main points before I started writing, so I just refer to it.

R: Okay ... but were there times when you were unsure of the spelling of certain words?

S: Yes ... during ... when I was writing with the pen and paper.

R: Then .... What did you do?

S: I had to check the dictionary ... and that took a lot of time

R: When you were writing with the pen and paper, what was your main concern?

S: Spelling and grammar.

R: And when you were writing with the word processor, 20

what was your main concern?

S: Trying to get more ideas and thinking of what to write
R: Okay ... and I noticed that you paused several times when
you were writing with the pen-and-paper .. what was your main reason for
pausing?
S: Usually, it's because I was unsure of... my spelling and because I wanted to look
at my outline.
R: Okay ... and when you were writing with the word processor, you paused even
more, ... there were more times when you paused. Can you remember why you
paused?
S: Actually, I wanted to get some more ideas ..... so I was thinking .... how to
continue.
R: Okay,... and while writing, did you read over what you have written?
S: Ya!.with the word processor.... I think I read back about three or four times.
R: Any reason for doing that?
S: Ya ... so that I could get some more ideas from there, usually I can get more ideas
if I read back what I've written.
R: Okay... and did you make changes to your paper while writing?
S: Yes!
R: You did .... What kind of changes did you make?
S: Mainly correcting my spelling and grammar ... and sometimes, its careless
mistakes.
R: And when you wrote with the word processor, did you make changes as well?
S: Yes, I rearranged the points and reorganize the sentences, to make it better
R: Rearrange the sentences! Why do you think you have to rearrange the sentences?
S: 'Cause I thought some of the sentences were not suitable for that paragraph, so I changed it to another paragraph... usually, I type first, and if there is a need, I will rearrange.

R: And how did you do that?

S: First, highlight it, then I cut and paste!

R: Okay, Mei Ann, thank you!
APPENDIX C3

SEMI-STRUCTURED INTERVIEW

TRANSCRIPT 3

R: Now that you have written with both the pen and paper and the word processor, can you answer some questions? Did you do some planning before writing your essay?

S: Yes.... For the pen and paper only.

R: For the pen and paper only? What about the word processor?

S: I just figure out how to write the first sentence, then I type it down first, then as I write, I think for some more ideas.

R: You think and write at the same time.... Which means to say that you let the ideas develop as you were writing, am I right?

S: Yes!

R: Okay, and with the pen and paper .... Did you do the same thing?

S: No, I usually write out the main points first .... that's what my teacher taught us ... then check the outline before starting to write.

R: You wrote an outline before starting to write with the pen and paper .... When you wrote with the computer, did you prepare an outline?

S: No, it was all in my head .... the ideas were already in my head, so I just typed it down, then later I could rearrange it, if there is a need.

R: Oh... you felt that it was not necessary ?. You did not write an outline when you were writing with the word processor because you let the ideas develop as you write

But were there times when you ran out of ideas?
S: Yes, usually when writing with the computer… with the pen, also but not so much.

R: Both? So when you ran out of ideas, what did you do?

S: For the pen and paper, I just look at my outline and continue from there …

R: With the word processor?

S: I just stop to think about it for a while, then I will get some more ideas… so I write it down.

R: You sat there and thought about it? Okay, were there times when you were unsure of the spelling of certain words? 30

S: Yes!

R: What did you do?

S: With the word processor, I just highlight and right click the word and then check the spelling from the list of words given.

R: Hmmm…..

S: But with the pen, sometimes I just guess … or I try to recall because it is slow to flip through the dictionary

R: And … what was your greatest concern when you were writing with the pen and paper?

S: My spelling and grammar! 40

R: It was your spelling and grammar… With the word processor?

S: More about getting ideas .

R: Why was it that you were not so concerned with spelling and grammar when you were writing with the word processor?

S: Because the computer could check it for you with the wavy lines … so you know if there is a mistake … the computer will do the checking.
R: I noticed that you paused very often when you were writing .... Er... can you remember how often you paused when you were writing with the pen?

S: The pen ... er ... actually less ... less than the word processor.  

R: You mean you paused more often when you were using the word processor?

S: Yes!

R: Why was that so?

S: Because I was trying to get more ideas so I could make my essay better.

R: Mmm .... When you were writing with the pen ... what was the main reason for pausing?

S: Unsure of spelling and grammar

R: Because of spelling and grammar? Checking spelling and grammar?

S: Yes.

R: And when you paused when writing with the word processor?

S: Mainly to get ideas!

R: You paused mainly to get ideas.... And did you read over what you have written?

S: Yes!

R: Did you read parts of what you have written or ... did you read only after you have finished writing?

S: The parts ...

R: You read the parts. Why did you do that?

S: Because I ran short of ideas ... especially with the word processor. Sometimes it's to check if there's any sentences that were not suitable so I could change it to another paragraph.
R: Hmmm.... Okay. So did you make changes to your paper when you were writing just now, with the pen?

S: With the pen ... just the spelling, I think.

R: Only the spelling? Other than spelling, what other changes have you made?

S: A bit of grammar.

R: When you were writing with the word processor, did you make changes?

S: Ya, ..... A lot. I shifted some sentences and ideas

R: You mean you moved some sentences to other paragraphs? Why?

S: Because I wanted it to sound better

R: Okay, can you remember some of the changes you made when you were writing with the word processor? Maybe one or two changes you made ... what kind of changes did you make?

S: One sentence was not suitable so I moved it down to the last paragraph ... for the conclusion

R: One last question ....if you were to write an argumentative essay again, would you rather use the pen-and-paper or the computer?

S: Of course, I prefer to write with the word processor because I find it so much easier ... there's less work .. less tiring and it's nicer than writing with the pen! And the best thing about writing with the word processor is that you can make a lot of changes or correct a lot of mistakes ... easily and you don't have to rewrite all over again. I wish our school could provide us with computers for our writing class.

R: Okay, that's all thank you.
APPENDIX D

POST-WRITING QUESTIONNAIRE

You have experienced writing with two different tools, namely the pen-and-paper and the computer equipped with Microsoft Word. Please answer the following questions.

(1) When preparing to write with each of the following tools, which sentence best describes how you plan? Tick in the appropriate boxes.

Pen-and-Paper    Word Processor

Write down ideas and main points ............ [ ] [ ]
Plan mentally ......................... [ ] [ ]
No planning .......... ...................... [ ] [ ]

Others ..............................................

(2) When writing with each of the following tools, which sentence best describes what you do? Tick in the appropriate boxes.

Pen & Paper    Word Processor

Write out the whole essay first, then check......... [ ] [ ]
Write out the first sentence, then think .......... [ ] [ ]
Write without stopping until I finish the essay .... [ ] [ ]
Write and stop to think for more ideas as I go..... [ ] [ ]

Others ..............................................

..................................................
(3) When reading over what you have written with each of the following tools, which sentence best describes what you do? Tick in the appropriate boxes.

<table>
<thead>
<tr>
<th>Pen &amp; Paper</th>
<th>Word Processor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check whether the ideas are connected to the thesis statement</td>
<td>[ ]</td>
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<tr>
<td>Check that I've not gone out of point</td>
<td>[ ]</td>
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<tr>
<td>Improve the sentence structure</td>
<td>[ ]</td>
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<tr>
<td>Check the spelling and grammar</td>
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<tr>
<td>Others</td>
<td>...........................................................................</td>
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</tbody>
</table>

(4) When revising the essays written with the word processor, do you prefer to do so from the screen or from a print-out? Tick in the appropriate box.

| Screen | [ ] |
| Print-out | [ ] |
| Combination of both | [ ] |

Why | ........................................................................... |

(5) What do you think of the essays you wrote with the word processor compared to those you wrote with the pen-and-paper? Tick in the appropriate box.

| Much better | [ ] |
| A little better | [ ] |
| About the same | [ ] |
| A little worse | [ ] |
| Much worse | [ ] |
Your Perception of the Writing Tools

(1) How enjoyable do you find using the following tools to write? Tick in the appropriate box.

<table>
<thead>
<tr>
<th></th>
<th>Pen &amp; Paper</th>
<th>Word Processor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely enjoyable</td>
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<tr>
<td>Very enjoyable</td>
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<td>Enjoyable</td>
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<td>Not so enjoyable</td>
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<tr>
<td>Not at all enjoyable</td>
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</tbody>
</table>

Why? .................................................................

(2) If a computer were available at all times, both at school and at home, how much of your writing do you think you would do on it? Tick in the appropriate box.

<p>| | | |</p>
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<td>Almost all</td>
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<td>About half</td>
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<td>Almost none</td>
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<tr>
<td>A little</td>
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</table>

Why? .................................................................

(3) Do you think that the word processor has affected the way you write? Circle the appropriate response.

Yes / No

Why? .................................................................
4) Do you think that the word processor has affected the quality of your writing? Circle the appropriate response.

Yes / No

(5) If you were to write an argumentative essay again, which tool would you use? Tick in the appropriate box.

Pen [ ] Word Processor [ ]

Why? .........................................................................................
.................................................................................................
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.................................................................................................
Thank You.
APPENDIX E

CODING SHEET

TASK NO: ..................................     DATE: ..................................

WRITING TOOL: ..................................

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**Key**
- W: Actual writing
- P: Pausing for cognitive thinking, reflecting or reviewing
- E: Editing – making changes
- Po: Pausing for extraneous reasons
- Pd: Pausing to consult dictionary/spelling & grammar checker
- R: Reading segments of written text
- Ro: Reading outline
- Rw: Reading entire texts
# Comparison of coded writing behaviour for Text 1A and 1B

## Text 1A

**Should homework be abolished?**

Writing tool used: Pen-and-Paper

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### completion of writing

#### Key
- **W**: Actual writing
- **P**: Pausing for cognitive thinking, reflecting or reviewing
- **E**: Editing – making changes
- **Po**: Pausing for extraneous reasons
- **Pd**: Pausing to consult dictionary/spelling & grammar checker
- **R**: Reading segments of written text
- **Ro**: Reading outline
- **Rw**: Reading entire texts

## Text 1B

**Should school hours be made**

Writing tool used: Word Processor

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### completion of writing
## APPENDIX F2

### Comparison of coded writing behaviour for Text 2A and 2B

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Completion of writing

### Key

- **W**: Actual writing
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- **E**: Editing – making changes
- **Po**: Pausing for extraneous reasons
- **Pd**: Pausing to consult dictionary or spelling &grammar checker
- **R**: Reading segments of written text
- **Ro**: Reading outline
- **Rw**: Reading entire texts
**APPENDIX F3**

Comparison of coded writing behaviour for Text 3A and 3B

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**Key**

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P: Pausing for cognitive thinking, reflecting or reviewing
E: Editing – making changes
Po: Pausing for extraneous reasons
Pd: Pausing to consult dictionary or spelling & grammar checker
R: Reading segments of written text
Ro: Reading outline
Rw: Reading entire texts

(Completion of writing indicated by final word of text.)
Should school hours be made longer?

Children spend a lot of time in school everyday. School hours should not be made longer because it will affect the young students concentration during lessons. Students prefer to have shorter school hours rather than long hours.

Everyday, students spend about six hours in school. They go to school five days a week except during school holidays. They have to learn so many subjects, for example Bahasa Malaysia, Mathematics, English, Science and Geography. It is too much for young students to learn in one day of school.

They also have extra curricular activities in school such as games and society meetings. They have to stay back after school at least twice a week for these activities. Therefore, if school hours are made longer, students won’t have enough time to do what they want for their pastime.

Also, teachers give homework to students almost everyday. If students stay too long in school, they won’t have enough time to do all those homework. They would also have less time to do what they want. The worse thing is, they can’t finish their homework.

If school hours were shorter, students don’t have to absorb so much knowledge in one day. They also will have more time to play and do what they like. This would
make them happier. The teachers will also be happier because they don't have to work so long. Finally, I think school hours should not be made any longer because it is already too long. I hope those in power will agree with me.
APPENDIX H

*ERROR CATEGORIES AND ERROR COUNTING PROCEDURES
(after Snyder, 1990)

The number of errors in each writing sample was counted. A list of error categories is shown below. For each category, there is also indication of whether a particular error was counted at its first occurrence or whether it was counted at each occurrence.

1. Spelling errors – each wrong word was counted once only.
2. Punctuation errors
   a) Punctuation misuse:
      • Use of comma for full stop: each occurrence counted
      • Intrusive comma (or other stop): each occurrence counted;
      • Misuse of apostrophes in “its”, possessives and abbreviations: first occurrence only
      • Misuse of capital letters: first occurrence
      • Misuse of colons, semi-colons and quotation marks: first occurrence
   b) Punctuation omission
      • Omission of full stop: each occurrence counted

For the following errors, the first occurrence only counted:

• Comma omitted between items in a list not joined by and/or
• Comma omitted at one end-point of parenthetical expression
• Comma omitted after long introductory phrase or clause
• Comma omitted before or after words of address
• Comma omitted where required to show non-defining relative clause
• Omission of apostrophes
• Omission of quotation marks
• Omission of comma etc. to mark end or beginning of direct speech
(3) Grammar and usage.

Each occurrence of the following errors were counted:

- misuse of parts of speech
- errors of agreement
- misrelated participles
- tense shifts
- fragments or awkward sentence structures
- unidiomatic expressions
- run-on words (allright, everyother)
- inappropriate note-taking forms (&, e.g., etc.)

Misuse or omissions of hyphens or split infinitives were not counted as errors.
APPENDIX H1

SAMPLE ERROR ANALYSIS
(after Snyder, 1990)

ESSAY 1B (WP)    WRITING TOOL: WORD PROCESSOR

Should homework be abolished?

Many students do not like homework. Should homework be abolished? I am sure many students will say, “yes” to this question. However, I do not agree that homework should be abolished. I think homework is important because it helps students to remember the lessons taught in class.

Students dislike homework because some teachers give too much homework. When there is too much homework, students do not have time to do what they like. Students who do not pay attention in class find it difficult to do their homework at home. As a result, some students think that homework is a burden. Those who are not interested in studies think that homework is a waste of time. These students prefer to spend their free time at home after school, playing games on the computer, chatting on the Internet, taking a nap or loitering at the shopping complexes.

Teachers give homework and assignments for good of students. Homework will help to refresh the students’ memory on a particular lesson taught in class. It will also help students to become familiar with the subject. Homework is given because some students tend to forget what the teacher has taught. Therefore, homework is important and should not be abolished.
Sometimes, teachers give homework and assignments so that pupils can understand the lesson better. Students who are weak in a subject can also improve themselves by doing homework. That is why homework should be given each time a lesson is taught in school. In fact, homework should be given everyday.

However, students complaint of teachers giving too much homework, so much so that they do not have time to do the things they like. They do not understand that the teacher is trying to help them to understand the subject better.

I disagree that homework should be abolished because it helps us to improve our understanding about the subject taught. In fact, students should appreciate the homework and assignments given by teachers in school, as it is good for them.

[335 words]
Global marking procedures for the argumentative essays

The intent of global marking is to form an overall judgement, reflected in a single grade, of how well a writing sample achieves its purposes and is appropriate to its audience. A writing sample is viewed as a total work, the whole of which is greater than the sum of its parts. In this general scoring, the reader should arrive at a judgement regarding the essay's overall quality; it is a global judgement concerning the effectiveness of the essay as an example of argumentative writing. The reader is instructed to use whatever criteria that are important in arriving at a general impression mark for each sample.

Each essay is to be assigned a grade on a five-point scale:

Very poor .... 1

Very good .... 5
APPENDIX II

SAMPLE OF ESSAY HOLISTICALLY ASSESSED

ESSAY 2A (WP)  WRITING TOOL : WORD PROCESSOR

"Women make better teachers than men". Do you agree?

I strongly disagree with the above statement. It is unfair to the men teachers. I have both women and men teachers who are hardworking.

Women and men teachers have their own ways of approaching their students. For example, a woman teacher usually approaches her students in a gentle way but men teachers are usually stern. However, sometimes, it is the other way round.

It is not easy for a woman teacher to handle forty-odd children in a class. I remembered having a Mathematics teacher teaching us. She tried her best to teach us and keep the class quiet. But all the students in my class did not listen to her. Students begin to climb on top her head. Finally, the students made her cry. Sincerely I feel bad for what my class did to her because she was just too soft to us.

After she left, a six-foot men teacher replaced her as my Mathematics teacher. He was so strict that we don’t even dare to talk in the class and there was ‘pindrop silence’ whenever he was in my class. At last our class did very well for Mathematics.

My English teacher is a very fierce woman. She makes us shiver whenever she shouts at us. Though we did not like her, I would like to admit that she teaches us very well. Also, she explains very clearly and gives us guidance too. As s result, most of us did very well in our English paper.
Therefore, I do not agree that women make better teachers than men. There are good men and good women teachers. Women and men teachers have their own abilities in teaching their own way. I can say that some of my men teachers in school are just as hardworking as women. Unfortunately, there are men and women teachers who are so bored of teaching the same subject over and over again every year that they become lazy and tired of teaching.

Lastly, I would like to say that sex does not determine whether a person is a good teacher or not. There are good men teachers and there are good women teachers too.

[366 words]

Holistic scores awarded by:

Researcher: 3  
Rater 1: 4  
Rater 2: 4  

Total holistic score: 11  
Average holistic score: 3.6