

APPENDIX 1
Permission to Conduct Research (MOEM) (in BM)



BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
KEMENTERIAN PELAJARAN MALAYSIA
ARAS 1 – 4, BLOK E8
KOMPLEKS KERAJAAN PARCEL E
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN
62604 PUTRAJAYA

Telefon : 03-88846591
Faks : 03-88846579

Rujukan Kami : KP(BPPDP) 603/5 Jld.01 (129)
Tarikh : 6 Januari 2006

Clarence A/K Jerry
Maktab Perguruan Tun Abdul Razak
94300 Kota Samarahan
Sarawak

Tuan/Puan,

Kebenaran Untuk Menjalankan Kajian Di Sekolah, Maktab Perguruan, Jabatan Pelajaran Negeri Dan Bahagian-Bahagian Di Bawah Kementerian Pelajaran Malaysia

Adalah saya dengan hormatnya diarah memaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian bertajuk :

" Assessing And Giving Feedback On Students' Written Work: An Expert-Novice Study Using Verbal Protocol Analysis " diluluskan.

2. Kelulusan ini adalah berdasarkan kepada cadangan penyelidikan dan instrumen kajian yang tuan/puan kemukakan ke Bahagian ini. **Kebenaran bagi menggunakan sampel kajian perlu diperolehi dari Ketua Bahagian/Pengarah Pelajaran Negeri yang berkenaan.**

3. Sila tuan/puan kemukakan ke Bahagian ini senaskah laporan akhir kajian setelah selesai kelak. Sayugia dimaklumkan tuan/puan hendaklah **mendapat kebenaran terlebih dahulu** daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum atau seminar atau untuk diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan/puan selanjutnya. Terima Kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(DR. AMIR BIN SALLEH @ MOHD SALEH)

Timbalan Pengarah, Sektor Penyelidikan
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pelajaran Malaysia

APPENDIX 2

Permission to Conduct Research (Sarawak State Education Department) (in BM)



JABATAN PELAJARAN NEGERI SARAWAK
BANGUNAN TUN DATUK PATINGGI
TUANKU HAJI BUJANG
JALAN SIMPANG TIGA
93604 KUCHING
SARAWAK

Telefon : 082-243201

Fax : 082-234769 / 082-413586

Ruj. Kami : JPS(W)/SPPP(Lat)/153/08/02/05, Jld.4 (54)

Tarikh : 7 Februari 2006

Clarence a/k Jerry
Maktab Perguruan Tun Abdul Razak
94300 Kota Samarahan.

Tuan,

**KEBENARAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH-SEKOLAH, MAKTAB-MAKTAB
PERGURUAN, JABATAN-JABATAN PELAJARAN DAN BAHAGIAN-BAHAGIAN DI BAWAH
KEMENTERIAN PELAJARAN MALAYSIA**

Dengan hormatnya saya merujuk kepada perkara di atas.

2. Sukacita dimaklumkan bahawa pada dasarnya Jabatan Pelajaran Negeri Sarawak tiada sebarang halangan untuk membenarkan tuan menjalankan kajian bertajuk :

" Assessing And Giving Feedback On Students' Written Work:An Expert-Novice Study Using Verbal Protocol Analysis" " diluluskan.

3. Sayugia diingatkan bahawa sepanjang tempoh kajian tersebut, tuan adalah tertakluk kepada peraturan yang sedang berkuatkuasa dan menjalankan kajian seperti tajuk yang diluluskan oleh Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Kementerian Pelajaran Malaysia bil. KP(BPPDP)603/5 Jld.10 (129) bertarikh 1 Januari 2006.

4. Jabatan ini memohon agar sesalinan laporan kajian dihantar ke **Unit Latihan**, Jabatan Pelajaran Negeri Sarawak sebaik sahaja selesai untuk tujuan rekod dan rujukan. Dengan surat ini, Ketua Jabatan yang terlibat adalah dimohon untuk memberi bantuan dan kerjasama yang sewajarnya bagi menjayakan kajian tersebut.

Sekian. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,


(VENDERLY MILAH AK NATA)
Sektor Pengurusan Perkhidmatan Pendidikan,
b. p. Pengarah Pelajaran,
Sarawak.

s.k : Rujuk Lampiran.

Kajian/.ks

APPENDIX 3
Letter to Schools (in BM)

Clarence Ak Jerry
Lot 45, Greenwood Park Fasa 5
Batu 9 Jalan Penrissen
93250 Kuching
Sarawak

Kepada:
Pengetua

Tarikh: _____

Kebenaran Untuk Menjalankan Kajian Di Sekolah

Dengan segala hormatnya saya merujuk kepada perkara di atas.

2. Saya, nama seperti di atas, ingin memohon kebenaran menjalankan kajian di sekolah tuan/puan. Untuk makluman pihak tuan, kajian saya bertajuk :

“Assessing And Giving Feedback On Students’ Written Work: An Expert-Novice Study Using Verbal Protocol Analysis.”

3. Sehubungan itu, saya berharap tuan/puan dapat membenarkan 4 orang guru Bahasa Inggeris (yang sedang mengajar Tingkatan 4 dan 5) dipilih menjadi responden kajian (mengikut criteria yang ditetapkan). Data kajian akan dikutip melalui ‘Verbal Protocol Analysis’ dimana setiap responden akan diberi tugas menyemak dan memberi maklumbalas kepada dua buah karangan pelajar sambil menyuarakan secara lisan apa yang terlintas di fikiran semasa melakukan tugas berkenaan. Rakaman video akan dibuat untuk merakam semua tindak tanduk responden. Ini kemudiannya akan disusuli dengan sesi temu bual dengan responden (sekiranya perlu) untuk menjelaskan perkara-perkara yang menjadi kemusykilan kepada pengkaji.

4. Dikepilkkan bersama ini ialah kebenaran dari Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Kementerian Pelajaran Malaysia (No. Ruj.: KP(BPPDP) 603/5 Jld.01 (129) dan Jabatan Pelajaran Negeri Sarawak (No. Ruj.: JPS(W)/SPPP(Lat)153/08/02/05, Jld.4 (54).

5. Kerjasama serta pertimbangan wajar pihak tuan adalah sangat diharapkan untuk menjayakan kajian ini dan didahului dengan ribuan terima kasih.

Yang benar,

(CLARENCE AK JERRY)

APPENDIX 4

PARTICIPANT CONSENT FORM

I, _____ (I.C. No.: _____) of
_____, do hereby give my consent to
participate in the study by Mr. Clarence Jerry on the topic “Assessing and giving
feedback on students’ written work: An expert-novice study using verbal protocol
analysis” subject to the following conditions:

- a) all the information given will be used only for research and
publications arising from it;
- b) that my identify will be kept confidential; and
- c) that any information given by me will not harm me in any way.

Signed: _____

Date: _____

APPENDIX 5

PRINCIPAL CONSENT FORM

I, _____ (I.C. No.: _____) of _____, do hereby give my consent for concerned teachers under me to participate in the study by Mr. Clarence Jerry on the topic “Assessing and giving feedback on students’ written work: An expert-novice study using verbal protocol analysis” subject to the following conditions:

- d) written consent is given by the participants/teachers;
- e) all the information given will be used only for research and publications arising from it;
- f) that my identify will be kept confidential; and
- g) that any information given by me will not harm me in any way.

Signed: _____

Date: _____

APPENDIX 6a

Instruction for Verbal Protocol Analysis (Pilot Study)

Verbal Instruction

Notes:

Prior to the verbal protocol analysis by the participant:

- a) explain the purpose of the think aloud session and what will be done with the results,
- b) explain the basis on which the performer was picked to participate,
- c) seek permission from the participants to have the session video-recorded, and
- d) read the following verbal instruction aloud to the participant.

In this experiment, we are interested in what you say to yourself as you perform the task we will give you. In order to do this, I'd like you to think aloud as you read through the essay (given to you) in the process of assessing and giving feedbacks to it. What I mean by think aloud is that I want you to say out loud everything that you say to yourself silently. Say everything that you are thinking. It's just as if you are 'tuning up the volume' on your associations, inferences, or any minor thoughts as they flash fly through your mind. Don't censor anything. Do you understand what I want you to do?

APPENDIX 6b

Instruction for Verbal Protocol Analysis

Verbal Instruction

Notes:

Prior to the verbal protocol analysis by the participant:

- (a) explain the purpose of the think aloud session and what will be done with the results,
- (b) explain the basis on which the performer was picked to participate,
- (c) seek permission from the participants to have the session video-recorded, and
- (d) read the following verbal instruction aloud to the participant.

In this experiment, we are interested in what you say to yourself as you perform the task we will give you. In order to do this, I'd like you to think aloud as you read through the essay (given to you) in the process of assessing and giving feedbacks to it. What I mean by think aloud is that I want you to say out loud everything that you say to yourself silently. Say everything that you are thinking. It's just as if you are 'tuning up the volume' on your associations, inferences, or any minor thoughts as they flash fly through your mind. Don't censor anything. Do you understand what I want you to do?

- e) consider giving the participant a trial run so that he/she will get use to the process of thinking aloud, and
- f) at the end of the VPA, get the participant to write comments on the student's written work as a feedback and give his/her rating of the writing as a whole.

APPENDIX 7

Interview Guidelines: Questioning techniques

In this study, the researcher will refer to Patton's (1990) five types of questions - experience/behaviour questions, opinion/values questions, feelings question (affective questions), knowledge questions, and sensory questions. Experience or behaviour questions are questions about what a person does or has done. They are aimed at eliciting descriptions of experience, behaviours, actions and activities that will have been observable had the observer been present. For example, if I had been in the classroom with you, what will I have seen you doing? As for the opinion or values questions, they are aimed at understanding the cognitive and interpretative processes of people. The answers to these questions tell us what people think about some issues their goals, intentions, desire, and values. Some examples are:

What do you believe?

What do you think about...?

What will you like to see happen?

What is your opinion of...?

In order to understand the emotional responses of people to their experiences and thoughts, the researcher will use the feeling or affective questions in the interview. Some examples are:

To what extent do you feel anxious, happy, afraid, intimidated, confident ...?

How do you feel about that?

Another type of question that the researcher will use especially to gain insight into the participant knowledge state will be the knowledge question. It will allow the researcher to find out what factual information the respondent has or the things that one knows - the facts of the case. Finally, the sensory questions will offer vivid description of what is seen, heard, touched, tasted, and smelled. Some examples are:

When you come across an error in the student's writing, what will come across your mind of what you should do?

When you come to certain grave error, what are you compelled to do? How will you do it?

APPENDIX 8

Guidelines for the Semi-Structured Interview on the Workshop

The purpose of the interview is to gather information pertaining to participants' opinions and comments on the workshops they have attended. Prior to the interview, the researcher will explain the following to the participant:

- a. the purpose of the interview,
- b. what will be done with the results,
- c. explain the basis on which the interviewee (participant) was picked to participate, and
- d. assurance of the anonymity of their comments.

The researcher will also need to seek for permission from the interviewee to use a tape recorder and take notes on paper.

Some of the questions that the researcher may ask are as the following:

1. What were your prior expectations of the workshops?
2. What was your reaction when you were first introduced to the workshops?
3. What is your personal perception of how to assess and evaluate writing delivered through the workshops?
4. Do you think the mapping of the workshop content is useful and relevant in meeting these expectations?
5. Do you think you will have the confidence in assessing and evaluating your students' writing better after you have undergone these workshops? Do justify your response.

After the interview, the researcher should review and summarize his notes as soon as possible. The recorded interview session will be transcribed and the results will be shown to the interviewee for verification and to find out if they have any additions or revisions to the content.

APPENDIX 9

NOTES ON TRANSCRIPTS OF VERBAL PROTOCOLS AND INTERVIEW VERBATIM

Transcripts of all the video tape evidence and interviews verbatim are held by the author and can be obtained by getting in touch direct.

APPENDIX 10

Sample Analysis of Verbal Protocols (Data Coding Stage)

NRI/a/Transcript

Verbal Protocol	Knowledge State	Conceptual Operators
Basically, this student is writing about a story; something maybe (about) bringing a <u>family to the Damai Resort.</u>	(Thesis Statement)	Data-examination : read
But even the first sentence itself has an <u>error (preposition error)</u> . Like 'At' 27 December 2003' ...supposed to be 'On' December 27 th , 2003 my family and I'.....(pause)	Preposition error	Data-examination : identify
A lot of <u>spelling error</u> here; 'prepared' being spelled as 'prepaid' ...em... hence <u>wise (Otherwise), the student is able to use past tense correctly...</u> (pause)	Spelling error Correct use of past tense	Data-examination: identify Data-meta-reasoning : experiential-memory
Another <u>spelling error</u> ; 'there' becomes 'their' ...	Spelling error	Data-examination : identify
<u>Wrong tense</u> used, present tense is used in the third paragraph... (pause)	Tense	Data-examination: identify
Wrong prepositions...	Preposition	Data-examination: identify
<u>The story has a flow</u> ; from the home to the Damai Resort...	Coherence	Data-meta-reasoning: self-evaluation
Again <u>preposition</u> ...sit 'in' supposed to be sit 'under' <u>Confusion of words</u> ('to reading newspaper')... (pause)	Preposition Confusion of words	Data-examination : identify Data-explanation: infer
Err..... Again <u>tenses</u> ...tenses again... the student tend to use...tends to mix up between <u>past tense</u> ; sle...sleep supposed to become 'slept' becomes 'sleped'(ed)...	Tense (Past Tense)	Data-examination : identify
<u>Spelling error</u> ... ('muzium' instead of 'Museum')...(pause). Tense...	Spelling error Tense	Data-examination : identify Data-examination: identify
<u>Sentences hanging</u> (dangling sentence)... Incorrect use of <u>article(Pronoun)</u> ...('They' instead of 'there')	Dangling Sentence Article(Pronoun)	Data-examination : identify Data-examination: identify
Some sentences are confusing with <u>no subject (incomplete sentence)</u> ...(long pause)	No Subject (incomplete Sentence)	Data-explanation: infer
Again <u>tenses</u> , supposed to be past tense... (long pause). <u>Confusion of words</u> (wrong word choice)-'caught' a fish instead of 'taken' a fish... (pause) <u>Confusing (distorted) sentences</u> (<i>We invited there chef to cooked it to become our food.</i>)... <u>Tenses</u> ('feel' instead of 'felt') again.... <u>Confusing sentences</u> ... <u>should be translated from one of the person's mother tongue</u> ... <u>Yeah, it's direct translated from the person's mother tongue</u> , I think... I suppose there are a lot of <u>tense mistakes</u> ... <u>Spelling error</u> as well...	Tense Wrong word Choice Confusing (distorted) sentence Tense Confusing sentence Direct Translation Direct Translation Tense mistakes Spelling error	Data-examination: identify Data-explanation: infer Data-explanation: infer Data-examination: identify Hypothesis-generation: trigger Hypothesis-generation: generalization Hypothesis-evaluation: confirmation Data-examination: identify Data-examination: identify

Sample Analysis of Verbal Protocols (Data Coding) (cont.)

Verbal Protocol	Knowledge State	Conceptual Operators
<p><u>Story has a flow...</u> You can see that...I can see that the student is err.... has a story to tell, it's just that the <u>language-wise (aspect is) problematic...</u> err.... <u>Managed to...</u> he or she <u>managed to use err.... correct tenses</u> to explain his or her points. So... out of 50... Out of 50, I will give around 19 for this essay... So... Yeah, I will give <u>19 out of 50</u> (marks).</p>	<p>Coherence</p> <p>Language aspect is problematic</p> <p>Use of correct tense</p> <p>Awarding marks – 19 out of 50</p>	<p>Meta reasoning: self-evaluation</p> <p>Data-discrepancy-processing: Recognition</p> <p>Data-meta-reasoning: self-evaluation</p> <p>Data-meta-reasoning: self-evaluation</p>

Appendix 11

Sample of Analysis of Verbal Protocol Transcript (Drawing Lines of Reasoning)

NR1/a/Transcript

This essay is about a family trip to the Damai Resort. The first sentence has a preposition error and a spelling error. There is another spelling error ('their' instead of 'there').

[(1)Basically, this student is writing about a story; something maybe (about) bringing a family (family trip) to the Damai Resort.] [(2)But even the first sentence itself has an error (preposition error). Like 'At' 27 December 2003, supposed to be 'On' December 27th, 2003, my family and I...(pause)] [(3) A lot of spelling error here; 'prepared' being spelled as 'prepaid'.] [(4)...em...hence wise (otherwise), the student is able to use past tense correctly... (pause). [Another (5) spelling error; 'there' becomes 'their'...]

-
- | | |
|-----|--|
| 1.1 | Data-examination: read → (family trip to the Damai Resort) |
| 1.2 | Data-examination: identify → (an error (preposition error)) |
| 1.3 | Data-examination: identify → (spelling error) |
| 1.4 | Data-meta-reasoning: experiential-memory → [(otherwise) the student is able to use past tense correctly] |
| 1.5 | Data-examination: identify → (spelling error) |
-

A wrong use of word (phrase) and preposition is found in the third paragraph. Despite having a flow in the story, there are also confusion of words, wrong tenses and a spelling error.

[(1) Wrong tense used, ('change' instead of 'changed') is used in the third paragraph... (pause).] [(2) Wrong (use of) preposition...[(3)The story has a flow (coherence); from the home to the Damai Resort... Again preposition...sit 'in' supposed to be sit 'under'].... [(4) Confusion of words ('to reading newspaper')... (pause)] Err..... [(5)Again tenses...tenses again... the student tend to use...tends to mix up between past tense; ... sleep supposed to become 'slept'... becomes 'slepped'(ed)...] [(6) Spelling error ('muzium' instead of 'Museum')...(pause). [(7) Tense...('to called' instead of 'to call')]

-
- | | |
|-----|--|
| 2.1 | Data-examination: identify → (wrong tense) |
| 2.2 | Data-examination: identify → (wrong (use of) preposition) |
| 2.3 | Data-meta-reasoning: self-evaluation → [The story has a flow (coherence)...] |
| 2.4 | Data-examination: identify → (preposition error) |
| 2.5 | Data-explanation: infer → (confusion of words) |
| 2.6 | Data-examination: identify → (tense-Past Tense) |
| 2.7 | Data-examination: identify → (spelling error) |
| 2.8 | Data-examination: identify → (wrong tense) |
-

There are hanging sentences, incorrect use of article (pronounce 'they'), incomplete sentence, wrong tense, direct translation from mother tongue, and spelling errors.

[(1)Sentence hanging(Dangling sentence)]... [(2) incorrect use of article (pronoun)...('They' instead of 'there')...] [(3) Some sentences are confusing with no subject (incomplete sentence)... (long pause)] [(4) Again tenses, supposed to be past tense. (long pause)] [(5) Confusion of words (wrong word choice) 'taken' a fish instead of 'caught' a fish.. (pause).] [(6) Confusing (distorted) sentence... (*We invited there chef to cooked it to become our food.*) [(7) Tenses ('feel' instead of 'felt') again].... [(8)Confusing sentences].... [(9)should be translated from one of the person's mother tongue...] [Yeah, it's (10)direct(ly) translated from the person's mother tongue, I think...] [(11) I suppose there are a lot of tense mistakes]... [(12)Spelling error as well...]

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- | | |
|-----|--|
| 3.1 | Data-examination: identify → (hanging sentences) |
| 3.2 | Data-examination: identify → [incorrect use of article (pronoun)] |
| 3.3 | Data-explanation: infer → [no subject (incomplete sentence)] |
| 3.4 | Data-examination: identify → (tense/past tense) |
| 3.5 | Data-explanation: infer → [confusion of words (wrong word choice)] |
| 3.6 | Data-explanation: infer → [confusing (distorted) sentence] |
-

- 3.7 Data-examination: identify → (tense)
 - 3.8 Data-examination: identify → (confusing sentence)
 - 3.8 Hypothesis-generation: trigger → [confusing (distorted) sentence]
 - 3.9 Hypothesis-generation: generalization → (...should be translated from one of the person's mother tongue)
 - 3.10 Hypothesis-evaluation: confirmation → [direct(ly) translated from the person's mother tongue]
 - 3.11 Data-examination: identify → (tense)
 - 3.12 Data-examination: identify → (spelling error)
-

The story has a flow but the language aspect is problematic. The student managed to use correct tenses to explain his or her points. So, out of 50 marks, I will give this essay a 19 out of 50 marks.

(1)...story has a flow... you can see that...I can see that the student is...err...has a story to tell, it's just that the language-wise (aspect is) problematic... err...managed to ...he or she (the student) managed to use err... correct tenses to explain his or her points. So... out of 50 (marks)... Out of 50 (marks), I will give around 19 for this essay... So...Yeah, I will give (a) 19 out of 50 (marks).

- 4.1 Data – meta-reasoning: self-evaluation → (story has a flow)
 - 4.2 Data - discrepancy-processing: recognition→ [language (aspect is) problematic]
 - 4.3 Data – meta-reasoning: self-evaluation → (managed to use...correct tenses)
 - 4,4 Data – meta-reasoning: self-evaluation → [19 out of 50 (marks)]
-

**Sample Analysis of Verbal Report
ER4/Interview/Comments/14.6.06**

Line	Transcription	Notes/Emerging Patterns
1	When I look at essays, I'm actually looking at basically at two things. The first is I'm looking at for the <u>ability to communicate their ideas</u> to us... <u>the second is command of the language</u> . I'll be looking for these two things. What do I actually look for <u>when I say the ability to communicate...I'm</u>	Determine the ss' ability to communicate their ideas and the command of the language Ability to communicate
5	<u>actually looking at whether or not they can convey their ideas to me in English</u> . Of course, they can come in many forms...but <u>what I need to know is that when I read the essay, is it standard English</u> . Number two...when I read it, <u>do I have to translate it from another language, is there a need to paraphrase</u> the thing or	Use of standard English Any translation from other language Any need to paraphrase
10	I can say that it's not something I would recognise but I would need to do a bit of work. So, I'm looking for what I would call...I'll use the phrase as in it comes clearly to me without any element of doubt. I do not want to see things that I need to infer or make a decision. So that's the competitive aspect I'm looking for. <u>The other aspect that I'm looking for is language aspect. I'm looking at the command of the language...meaning</u> . Of course,	Language aspect – command of the language, meaning (sentence structure)
15	I'm looking at sentence structure, I'm looking to see whether or not the command of it...meaning here I'm looking at whether or not they are good at it...good meaning for example <u>simple, compound, complex structures...are they able to</u>	Variety of sentence structures
20	make that..use it correctly and how frequently...meaning is it correct all the time? When I look at the sentences, that's what I would think... I'm looking for better structure. Also, when I look at the structure, it is so badly written that I have to restructure it every time via language. When I'm looking at <u>vocabulary</u> , I'm looking at the word...in the sense that <u>does it convey the precise meaning</u> I want. So, that's what I'll be looking at. Normally, when we use words like jog or jogging instead of walking or running...it's too general...I'm looking at his stability to give me words that is precise enough. And then at the same time, I'm looking at words that would indicate that his <u>vocabulary is wide</u>	Vocabulary – wide choice of word(s) to convey precise meaning/avoid using too common/general words
25		

Sample Analysis of Verbal Report (cont.)

30	<p><u>enough</u> ...wide enough means it's like the word run...I would expect, does he knows other words beside run? Maybe jog, maybe stroll...meaning I'm looking for his other choices, other alternatives...is he going to give me that? Alright? Then of course I'm looking at <u>paragraphing</u>...can he arrange it logically, paragraphing and more than that. Of course, I'll be looking for</p>	<p>Paragraphing skill</p> <p>Assess ss' command of language through grammar usage</p> <p>Expected competency</p>
35	<p>the little aspects like adverbs, does he get it correct? This would be at the higher level. So when we talk about <u>grammar</u>...of course I'm looking at tenses, articles, these are little little small things I look out for...because these sort of things tell me his command of language. Basically I'll put it</p>	
40	<p>like this...is he competent, when <u>I say he's competent meaning that I would expect the basic elements that what he's supposed to have learn in primary school</u>. Because primary school in Malaysia were expecting tenses to have it mastered, the articles to have it mastered, simple and compound sentences to have it mastered...To us, that would be enough to say he is competent.</p>	
45		

Summary of Knowledge States between Novice and Expert Raters

Knowledge States	Essay 1				Essay 2				Freq.	Essay 1				Essay 2				Freq.
	NR1	NR2	NR3	NR4	NR1	NR2	NR3	NR4		ER1	ER2	ER3	ER4	ER1	ER2	ER3	ER4	
Verb Form	0	0	1	0	0	0	0	1	2	2	4	0	0	0	2	0	1	9
Thesis statement/ central idea of text	0	1	0	0	1	0	0	0	2	0	0	0	0	0	0	0	2	2
Tense	6	3	1	8	8	8	5	10	49	2	5	0	3	7	10	0	0	27
Superlative	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Subject verb agreement	1	0	3	2	0	2	0	1	9	0	0	0	0	1	5	0	0	6
Spelling	4	4	2	0	4	2	3	1	20	1	1	0	2	8	0	0	2	14
Sentence variety	0	2	2	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0
Sentence structure	2	1	0	2	0	0	0	0	5	4	0	0	0	0	0	0	0	4
Run-on sentence	0	0	0	3	0	0	0	1	4	0	1	0	0	0	3	0	0	4
Punctuation	0	3	1	0	0	1	0	0	7	1	0	0	0	0	1	0	0	2
Pronoun	1	1	2	0	0	2	0	0	6	0	0	0	0	0	0	0	1	1
Preposition	1	2	0	2	3	5	0	6	19	0	2	0	2	2	8	1	0	15
Organization	1	1	1	1	0	0	0	0	4	1	0	1	3	1	2	1	0	9
Noun	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Non-English terms' equivalents	0	3	2	0	2	5	1	0	13	0	0	1	1	1	0	3	0	6
Infinitive	0	0	0	0	0	2	0	2	4	0	0	0	0	0	0	0	0	0
Grammaticality	0	1	1	0	1	1	0	1	5	4	0	1	3	1	0	2	0	11
Exemplification	0	0	0	0	0	2	0	0	2	1	0	2		0	0	0	0	3
Discourse marker	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Development of paragraph	8	3	1	8	8	0	0	5	33	3	0	6	3	0	0	2	0	14

Summary of Knowledge States between Novice and Expert Raters (continued)

Knowledge States	Essay 1				Essay 2				Freq.	Essay 1				Essay 2				Freq.
	NR1	NR2	NR3	NR4	NR1	NR2	NR3	NR4		ER1	ER2	ER3	ER4	ER1	ER2	ER3	ER4	
Development of ideas	0	2	1	1	0	0	0	0	4	0	0	0	0	0	0	0	0	0
Determiner	0	0	0	0	0	0	0	0	0	5	0	0	0	0	0	1	0	6
Dangling Sentence	0	0	4	3	2	0	0	1	10	0	0	0	0	4	1	0	0	5
Contraction	0	2	0	0	0	1	0	1	4	0	0	0	0	1	0	0	0	9
Colloquial	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	2
Cohesion	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Coherence	1	2	2	4	2	2	0	1	14	0	0	3	0	0	2	1	0	6
Clarity	0	2	1	4	3	1	0	2	13	5	6	0	0	4	1	1	15	32
Choice of word	9	4	7	9	1	2	1	10	34	4	4	4	6	10	7	4	11	50
Choice of expression	2	2	0	4	0	0	0	1	9	19	16	4	11	10	16	3	15	94
Capitalisation	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Article	5	4		2	1	1	0	2	15	7	2	0	0	0	1	0	0	10
Adjective	1	0	1	0	0	0	0		2	1	1	0	0	0	0	0	0	2
Frequency	42	45	33	55	36	37	11	46	298	50	42	22	34	51	60	19	47	346

Summary of Conceptual Operators between Novice and Expert Raters

Conceptual Operations	Conceptual Operators	Novice Raters								Freq.	Expert Raters								Freq.
		Essay 1				Essay 2					Essay 1				Essay 2				
		1	2	3	4	1	2	3	4		1	2	3	4	1	2	3	4	
Data Examination	Read	2	1	0	0	1	0	0	0	4	0	0	0	0	0	0	0	0	0
	Identify	13	10	12	5	0	21	0	17	78	1	10	3	8	24	14	4	6	70
	Examine	2	6	0	24	0	0	0	4	36	5	1	0	0	1	0	1	0	8
Data Exploration	Examine	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
	Scan	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1	2
	Search	0	0	0	0	0	0	0	0	0	4	0	1	0	0	0	0	0	5
	Elaborate	1	0	0	1	0	0	0	3	5	0	1	1	0	0	0	1	9	12
	Note absent data	0	0	0	0	0	0	0	0	0	0	4	0	0	1	0	0	0	5
Data Explanation	Infer	14	6	4	1	4	7	2	8	46	18	5	4	3	15	17	4	2	68
Hypothesis-generation	Trigger	1	2	1	1	1	1	0	0	7	3	0	0	6	0	0	1	0	10
	Further-specification	1	0	1	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
	Association	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Generalization	0	2	0	0	1	0	0	0	3	0	0	0	0	0	0	0	0	0
Hypothesis-evaluation	Confirmation	0	0	0	0	1	1	1	0	3	1	0	1	5	1	0	1	0	9
	Disconfirmation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Discrimination	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Casual relationship	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0

Summary of Conceptual Operators between Novice and Expert Raters (continued)

Conceptual Operations	Conceptual Operators	Novice Raters								Freq.	Expert Raters								Freq.
		Essay 1				Essay 2					Essay 1				Essay 2				
		1	2	3	4	1	2	3	4		1	2	3	4	1	2	3	4	
Discrepancy-processing	Recognition	0	2	2	1	2	1	0	1	9	4	2	1	1	1	2	0	0	11
	Resolution-explain away	1	1	1	1	0	1	0	4	9	1	2	1	1	1	2	0	0	8
	Ignore	1	1	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
Meta-reasoning	Experiential-memory	4	4	2	4	1	4	2	2	23	10	0	0	0	4	4	2	3	23
	Self-evaluation	11	6	8	15	0	3	5	6	54	22	23	16	19	6	30	9	28	153
Sumarization	Repeat-Data	2	2	0	0	4	1	2	0	11	0	1	0	0	0	0	0	3	4
	Repeat Hypothesis	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Total No.		53	46	31	53	15	40	12	45	295	69	49	28	44	54	69	24	52	389

APPENDIX 15

Training Materials

(a) Day 1 Session One

Time: 8.30 -10.00 am

Duration: 1 Hour 30 Minutes

Topic: Introduction to Training Session

Objectives:

1. To give CPs an overview and expectation of the training session, and
2. To get CPs to talk about their expectation of the course.

Procedure:

1. Tr set the agenda for Activities 1 and 2 – overview and expectations.
2. Tr welcomes the participants and introduces himself.
3. Tr talks through the aim of the training course with the help of power point presentation.
4. Tr provides an overview of
 - a) the training course,
 - b) the approach and methodology to be employed, and
 - c) his role as both the trainer and facilitator.
5. Tr divides CPs into group of five and gets each group to discuss the following questions and write out their answers on a mahjong paper:
 - a) List out what have you brought along to this course?
 - b) What would you like to bring back to your respective school?
6. Tr gets each group to put up their comments on the wall and later walk around the room to read what the other groups have written in their comments.
7. Tr leads a plenary discussion to draw out common issues and later tries to link the “menu” (ours) and expectations.

APPENDIX 15

Training Materials

(a) Day 1 Session One

Time: 8.30 -10.00 am

Duration: 1 Hour 30 Minutes

Topic: Introduction to Training Session

Objectives:

3. To give CPs an overview and expectation of the training session, and
4. To get CPs to talk about their expectation of the course.

Procedure:

1. Tr set the agenda for Activities 1 and 2 – overview and expectations.
2. Tr welcomes the participants and introduces himself.
3. Tr talks through the aim of the training course with the help of power point presentation.
4. Tr provides an overview of
 - a) the training course,
 - b) the approach and methodology to be employed, and
 - c) his role as both the trainer and facilitator.
5. Tr divides CPs into group of five and gets each group to discuss the following questions and write out their answers on a mahjong paper:
 - a) List out what have you brought along to this course?
 - b) What would you like to bring back to your respective school?
6. Tr gets each group to put up their comments on the wall and later walk around the room to read what the other groups have written in their comments.
7. Tr leads a plenary discussion to draw out common issues and later tries to link the “menu” (ours) and expectations.

(b) Day 1 Session Two

Time: 10.30 am – 12.30 pm

Duration: 2 Hours

Topic: Insight into Prior Knowledge - Marking Symbols, Errors Identification and Giving Feedback

Objectives:





1. To get CPs to identify errors in sample students' writing by using the appropriate marking symbols, and
2. To get CPs to share their prior experience in assessing and giving feedback on students' writing and produce their own assessing guideline.

Procedure:

1. Tr puts up sample writing on a mahjong paper on the board.
2. Tr goes through the errors found in it, showing participants how marking would be normally done by teachers using the appropriate marking symbols.
3. Tr divides CPs into groups of five and gives each group a sample writing to mark.
4. Tr gets CPs to discuss how they would mark the sample writing using the appropriate marking symbols that they know and produce their own guideline in assessing writing and put the outcomes of the discussion on a mahjong paper.
5. Tr gets a representative from each group to present his/her group work.
6. Tr leads a plenary discussion to draw out common marking symbols, before giving CPs a handout on marking symbols (see Handout D1/S2), and summaries the assessing guidelines from all the groups.

Marking Method

1. The whole of each composition should be read slowly and carefully, indicating all errors by underlining the word or phrase where the mistake occurs and placing ticks (✓) in the body of the composition to indicate good use of language subject matter.
2. When the script has been read, it should be assigned to one of the levels of performance described. No script will fit exactly to any category perfectly but teachers must judge which level “best fit” the characteristics described in the grade descriptions.
3. If the script meets all or nearly all the criteria given in the descriptions, the script should be placed at the top level of the mark range for that level. A script that fits the descriptions but is less complete in its coverage of the criteria should be placed at the bottom end of the mark range for that particular level. Some of the marking symbols are:

	serious error		Minor
//	Written in margin – multiple errors		Omission
S	error in paragraphing		Repetition (Circle the repeated words/structure)
✓	merit (structure/vocabulary) Written above the word/structure)	[]	Paragraph

(c) Day 1 Session Three

Time: 2.00 – 4.00 pm

Duration: 2 Hours

Topic: Variety of Sentence Structure

Objectives:

1. To get CPs to recognise variety of sentence structure or lack of it in a piece of writing, and
2. To get CPs to recognise and discuss how to vary the sentences in a piece of writing.

Procedure:

1. Tr shows CPs two sample writing on a power point – one is well-writing with a variety of sentence structure and another one is also well-writing but lack variety of sentence.
2. Tr elicits response from the CPs to identify the piece of writing with a variety of sentence structure.
3. Tr illustrates with a few examples on how to vary sentences:
 - begin a sentence with prepositional phrase, participial phrase, adverb clause, single adverb, an infinitive phrase
 - make the first clause passive; delete subject
 - change to complex sentence using “even though”
4. Tr distributes worksheet and get CPs to work in a group of five to discuss and rewrite the paragraph by varying the sentences in it on a piece of mahjong paper.
5. CPs present the product of their group work to the rest followed by a general discussion and comments by the trainer/facilitator.

(d) Day 2 Session One

Time: 8.00 – 10.00 pm

Duration: 2 Hours

Topic: Developing a marking criteria for assessing writing

Objectives:

1. To give CPs opportunities to share experience and discuss ideas on what to look for in assessing and giving feedback on students' writing.

Procedure:

1. Tr talks about the characteristics of good writing with the help of a powerpoint presentation and distributes a checklist on assessing writing (Handout D2/S1a).
2. Tr also shows a sample marking criteria on powerpoint slides to the CPs and discusses marking criteria (directed writing and continuous writing).
3. Tr divides CPs into group of five and gets CPs to discuss and improvise their own marking criteria on a piece of mahjong paper for directed writing and continuous writing.
4. Tr gets a representative from each group to present his/her group work.
5. Tr leads a plenary discussion to draw out pertinent issues related to the marking criteria presented by all the groups.
6. Tr distributes a checklist for assessing writing (Handout D2/S1a) and a sample marking criteria (Handout D2/S1b).

Checklist for Assessing Writing

Does the paragraph have the following:

Organisation

1. a clear title?
2. a complete topic sentence?
3. appropriate order?
4. relevant transition signals?
5. a strong summary sentence?

Form/Mechanics of writing

6. appropriate punctuation?
7. accurate capitalisation?
8. correct spelling?
9. clear handwriting?

Grammar

10. subject-verb agreement?
11. correct verb tenses?
12. correct articles/prepositions?
13. no run-on sentences/fragments?
14. Others?

Content and Style

15. originality
16. choice of expression?
- appropriateness, redundancy, non-English terms' equivalents
17. writer meaning/clarity?
18. clear elaboration of ideas?
19. varied sentence structure?
20. clear development?

Sample Marking Scheme for Paper 1 (SPM Level)

Section A – Directed Writing

Question 1

Format	3 marks
Content	12 marks
Use of language	<u>20 marks</u>
Total	<u>35 marks</u>

LANGUAGE (EXPRESSION)

The qualities to be rewarded are: (a) Accurate Standard English as detailed in the grade descriptions below.

Marking Method:

Indicate errors of language by underlining the word or phrase where the mistake occurs. Indicate by tick, good, appropriate vocabulary, structure and tone. Award marks on a “best fit” basis by reference to the table of level of descriptions.

Range	Description of Criteria	Summary
A 19 – 20	Apart from occasional ‘slips’ the language is accurate . Sentence structure is varied and demonstrates the skill required to use sentence length and type to achieve an intended effect. Vocabulary is wide and precise . Punctuation is accurate and helpful to the reader. Spelling is accurate across the full range of vocabulary used. Paragraphs have unity, are linked, and show evidence of planning. The tone is friendly and persuasive. The reader is convinced that this could be a real speech.	Writer is very competent.
B 16 – 18	The language is almost always accurate ; any occasional errors are either slips, or arise from attempts to use ambitious structures or vocabulary that may be imperfectly understood. Vocabulary is wide enough to convey intended shades of meaning with some precision. Sentences are interesting and show some variation of length and type, including the confident use of complex sentences. Punctuation is accurate and generally useful. The speech is written in paragraphs which show some unity and are linked. The reader is convinced that a genuine attempt has been made to achieve a friendly and persuasive tone.	Writer is competent.
C 13 - 15	The language is largely accurate and communicates meaning to the reader. Simple structures are used without errors but mistakes may occur when more sophisticated structures are attempted. Vocabulary is wide enough to convey intended meaning but may lack precision. Punctuation is generally accurate but errors may occur in more complex uses. The speech is written in paragraphs which show some unity although links may be inappropriate. The style is recognizable as that of a speech to be given during assembly. Slang or informal language may be written from time to time. There is a clear attempt to persuade but may not be sustained.	Writer is fairly competent.

<p>D 10 - 12</p>	<p>The language is sufficiently accurate to communicate meaning clearly to the reader. There will be patches of clear accurate language, particularly when simple vocabulary and structures are used. Some variety of complex sentence length and structure may be attempted but mistakes will occur. Vocabulary is usually adequate to convey intended meaning, although it may be insufficiently developed to achieve precision. Punctuation will be used but may not enhance /clarify meaning. Some sentence separation errors may occur occasionally. Simple words may be spelt correctly, but more complex vocabulary and unfamiliar words may show some spelling weakness. The article is written in paragraphs which may show some unity in topic. The style may be appropriate for a speech but attempts to write in a persuasive tone may not be successful.</p>	<p>Writer is almost competent but has yet to reach the desired level.</p>
<p>E 7 - 9</p>	<p>Meaning is never in doubt but errors are sufficiently frequent and serious to hamper precision and may slow down speed of reading. Some simple structures are accurate but this accuracy is unlikely to be sustained for long. Vocabulary may be limited; either too simple to convey precise meaning or more ambitious but imperfectly understood. Simple punctuation may have errors and there may be frequent sentence separation errors. Simple words may usually be spelt correctly but there may be inconsistency and frequent mistakes in the spelling of more difficult words. Paragraphs, if used, may be haphazard, unplanned and may not be paragraphed at all. The tone is not very persuasive. The style is not appropriate to that of a speech or if it is it may not show understanding of the detailed requirements of the task.</p>	<p>Writer is writing recognizable English with numerous errors</p>
<p>U9(i) 4 - 6</p>	<p>There will be many serious errors of various kinds throughout the speech but they will be of the single-word type, i.e. they could be corrected without rewriting the sentence but the incidence of errors is high and will definitely impede the reading. Sentences may be simple and used correctly. Vocabulary will convey meaning but is likely to be simple and imprecise. Spelling may be inconsistent with frequent errors. Paragraphing may be haphazard or non-existent showing a lack of planning. Style is not appropriate as article may not show understanding of detailed requirement of the task. Tone is hardly persuasive.</p>	<p>English with single word errors throughout</p>
<p>U9(ii) 2 - 3</p>	<p>Sense will usually be decipherable, but some of the errors will be multiple, requiring the reader to re-read and re-organise before meaning becomes clear. Whole sections of the speech may make little or no sense. There are unlikely to be more than one or two accurate sentences. The content is comprehensible, but its tone and style is hidden by the density of the errors.</p>	<p>Not English with multiple word errors</p>
<p>U9(iii) 0 - 1</p>	<p>Scripts in this category are almost entirely or entirely impossible to recognize as pieces of English writing. Whole sections of the article will make no sense at all. Where occasional patches of relative clarity are evident, one mark should be awarded. The mark “0” should be reserved for scripts that make no sense at all from beginning to end.</p>	<p>Not recognizable as English</p>

N.B. No script will fit neatly into any one of the categories described above. The appropriate mark for a script is therefore determined by deciding which category most nearly reflects its performance. Teachers should not construct any hierarchy of characteristics when allocating a mark, but should assess the article as a whole using the category descriptions.

Section B: Continuous Writing
Question 2 50 Marks

Assessment Objectives:

To test the candidate's ability to:

1. Produce a piece of continuous prose in accurate Standard English.
2. Respond relatively and creatively to a task chosen from a number of alternatives.

Particular emphasis is placed upon the candidate's ability to:

1. Write sentences of various lengths and types, using a variety of sentence structures as an aid to meaning.
2. Use a wide vocabulary with precision.
3. Punctuate accurately and helpfully.
4. Write paragraphs which demonstrate internal unity and are appropriately linked.
5. Respond with relevance and precision to the chosen topic.
6. Engage and sustain the interest of the reader.

The above objectives are assessed by impression, using as guides the attached level descriptions.

CATEGORY DESCRIPTIONS FOR ASSESSMENT OF CONTINUOUS WRITING		SUMMARY
A 44-50	Apart from very occasional first draft slips, the language is entirely accurate. Sentences structure is varied and shows that the candidate is able to use various types of sentences to achieve a particular effect. Vocabulary is wide and is used with precision. Punctuation is accurate and helpful to the reader. Spelling is accurate across the whole range of vocabulary used. Paragraphs are well - planned, have unity and are linked. The topic is addressed with consisted relevance. The interest of the reader is aroused and sustained.	Writer is very competent
B 38-43	The language is accurate; occasional errors are either minor or first draft slips. Vocabulary is wide enough to convey intended shades of meaning with some precision. Sentences show some variation of length and type including some complex sentences. Punctuation is accurate and generally helpful. Spelling is nearly always accurate. Paragraphs show some evidence of planning, have unity and are usually appropriately linked. The piece of writing is relevant to the topic and the interest of the reader is aroused and sustained through most of the composition.	Writer is competent
C 32-37	The language is largely accurate. Simple structures are used without error; mistakes may occur when more sophisticated structures are attempted. Vocabulary is wide enough to convey intended meaning but may lack precision. Sentences may show some variety of structure and length but there is a tendency to use one type of structure, giving it a monotonous effect. Spelling of simple vocabulary may be correct but errors may occur when more sophisticated words are used. Punctuation of simple structures are accurate on the whole. The composition is written in paragraphs which may show some unity, although links may be absent or inappropriate. The writing is relevant but may lack originality and planning. Some interest is aroused but not sustained.	Writer is fairly competent

<p>D 26-31</p>	<p>The language is sufficiently accurate to communicate meaning clearly to the reader. There will be patches of clear, accurate language, particularly when simple vocabulary and structures are used. There may be some variety of sentences type and length but the purpose is not clearly seen. Vocabulary is usually adequate to show intended meaning but this is not developed to show precision. Simple words will be spelt correctly but more spelling errors will occur. Paragraphs are used but show lack of planning or unity. The topic is addressed with some relevance but the reader may find compositions at this level lacking in liveliness and interest value.</p>	<p>Writer is almost competent but has yet to reach the desired level.</p>
<p>Q E 20-25</p>	<p>Meaning is never in doubt, but errors are sufficiently frequent and serious to hamper reading. Some simple structures may be accurate, but a script at this level is unlikely to sustain accuracy for long. Vocabulary is limited – either too simple to convey precise meaning or more ambitious but imperfectly understood. Simple words may be spelt correct but frequent mistakes in spelling and punctuation make reading the script difficult. Paragraphs lack unity or haphazardly arranged. The subject matter will show some relevance to the topic but only a partial treatment is given. The high incidence of linguistic error is likely to distract the reader any merits of content that the composition may have.</p>	<p>Writer is writing recognizable English with numerous errors</p>
<p>U9 (i) 14-19</p>	<p>Scripts in this category will show considerable limitations of subject matter, usually because of the candidate’s lack of linguistic skills. There will be many serious errors of various kinds throughout the script but they are mainly of the one word type i.e. they could be corrected without rewriting the whole sentences. Although communication is established, the frequent errors may cause blurring. Sentences will be simple and very often repetitive. There may be no paragraphs but meaning is clear.</p>	<p>English with single word errors throughout</p>
<p>U9 (ii) 8-13</p>	<p>The reader is able to get some sense out of the script but errors are multiple in nature, requiring the reader to and re-read before being able to understand. At this level, there may be only a few accurate sentences, however simple. The content may be comprehensible, but the incidence of linguistic error is so high as to make it very blurred. This type of script may also be very far short of the required number of words.</p>	<p>Not English with multiple word errors</p>
<p>U9 (iii) 0-7</p>	<p>Scripts in this category are almost entirely impossible to read. Whole sections may make little or no sense at all. Where occasional patches of clarity occur, marks should be awarded. The mark of “0” should only be given if the script makes no sense at all, from beginning to end.</p>	<p>Not recognizable as English</p>

(e) Day 2 Session Two

Time: 10.30 am – 12.30 pm

Duration: 2 Hours

Topic: Development of Paragraph and Wordiness

Objectives:

1. To get participants to analyse content and development of paragraphs in students' writing, and
2. To get participants to identify wordy paragraphs and unnecessary words in sentences.

Procedure:

1. Tr distributes two different paragraphs but on the same topic to the CPs.
2. Tr elicits feedback from the CPs on the differences between the two paragraphs.
3. Tr highlights the differences of the two paragraphs and emphasise on how wordiness can impede clarity and conciseness of ideas in the paragraph. Tr also draws CPs attention to unnecessary words, phrases, clauses and possible combining of sentences.
4. Tr distributes Handout D2/S2a and get CPs to answer exercise in Task 1 individually.
5. Tr then gets CPs to work in groups of 4 to discuss and share their answers.
6. CPs are supposed to cross out all unnecessary words in the given sentences.
7. Tr elicits and discusses feedback from the CPs on the correct answers.
8. Tr then gets CPs to do Task 2 in Handout D2/S2b - rewrite the paragraph given as concisely as possible, removing unnecessary or obvious words, phrases, and clauses and combining sentences as appropriate.
9. CPs write out their paragraph in mahjong paper and present their work to the class.
10. Tr elicits and discusses comments from CPs on their work.

Task 1

Cross out all unnecessary words in the following sentences:

1. Whales, inhabiting the world ocean's, are very social creatures which enjoy each other's company greatly.
2. Rainbows are produced by the bending of light rays through water droplets in the sky.
3. There are numerous countries in the world which have the problem of overpopulation of people.
4. The new regime caused fundamental basic changes in society.
5. Mosquitoes love stagnant water because they like to deposit their eggs there.
6. Unlike grass, ivy can rapidly spread quickly over a large area of ground.
7. The South African economy is fuelled by the sale of expensive materials such as gold, diamonds, and uranium which cost a lot of money.
8. Athens, the capital of Greece and site of the Acropolis, suffers from heavy are pollution.
9. The kangaroo can hop across the ground at a speed of almost 30 miles per hour.
10. Most of Darwin's research on evolution took place on his research expeditions to the Galapagos Islands.
11. A large, substantial portion of the world's copper is mined in Chile in South America.
12. The sparrow's narrow wing which is used for flight contains an oily, water-resistant substance which helps keep the bird dry.
13. Unique among mammals, the platypus and echidna are the only ones which reproduce by laying eggs.
14. The paramount most incredible example of man's inhumanity to man is Auschwitz.
15. The pterodactyl, an old, ancient flying reptile, had no tail and used its beak for a rudder to fly with.

Task 2

Rewrite this group of sentences as concisely as possible, removing unnecessary or obvious words, phrases, and clauses and combining sentences and appropriate.

In the United States of America, a huge difference exists between the conditions of the rich and poor people. The country is very large, with fifty states, and has abundant raw materials and a lot of money. In fact, the United States is one of the richest countries in the world, and it has a lot of educated and intelligent people. So it should be easy for the United States to take care of all the people in the country. Still thousands of people have no homes, no money and no food each day of their lives. I don't know exactly why it is like this. One reason may be that it's such a large country that it's hard to keep track of all the people in it. Moreover, the rich people with a lot of money don't need or want to give some of their money away to help the poorer people in the country.

(f) Day 2 session Three

Time: 2.00 – 4.00 pm

Duration: 2 Hours

Topic: Assessing Practice and Moderating Assessment of Writing

Objectives:

1. To get CPs to practice assessing writing and discuss decision making process, and
2. To get CPs to be more critical and analytical of their own practice through peer collaboration in moderating assessment of writing.

Procedure:

1. Tr divides CPs into groups of five and distributes sample writing to every group.
2. Tr assigns task to all the groups – CPs in each group will first mark and assess sample writing individually. After 10 – 15 minutes, they will do a group discussion to moderate the marking and assessment.
3. Tr gets a representative from each group to present their group assessment to the rest and this follows by a general discussion and comments by the trainer/facilitator.