

5.0 THE WRITING PROCESS

In this section the writer would describe the process of writing a module from the conception of the idea to the birth of the module in print.

Writing a module followed the general pattern of writing books, from choice of topic, research, organisation of content, first draft, revised draft, to final manuscript. There were many linguistic and cultural elements to be considered that needed to be integrated in the module.

The writer had to take into consideration many factors, such as, students' language capability, the skills to be taught, the topic, the activities and the theoretical basis for the activities designed in the module. Upon mapping out the above-mentioned considerations, the writer began her process of writing the module.

The activities in the module are generally divided into three areas of each of the skills taught. For example, if the reading skill is taught, that skill is divided into pre-reading activities, while-reading activities and post reading activities. The lessons are divided in such a manner, to develop the lesson from completing simple tasks to more difficult tasks. The objective of each skill taught is derived from the Secondary School English Language Program (Huron Sakata Pelajaran, 1991).

The writer further divided the module into two levels, i.e., Low English Proficiency Level (LEP) and Some English Proficiency Level (SEP). The writer's colleagues and friends of the same profession suggested this.

The writer started on the module by writing a lesson at a time. After suggestions and recommendations from colleagues and friends the lesson and activities in the lesson were modified. The writer confronted a lot of problems in trying to create activities, which would accommodate interactive communication among students. The earlier exercises given were reviewed and revamped to allow greater participation from students. For an example, the passage for reading skill was not followed by the vocabulary task. This created a problem, where quite a number of students could not understand the meaning of some words. Thus, the writer included the task on vocabulary to simplify the comprehension of the passage. The tasks designed in the module are in sequence to facilitate the progress of teaching and learning the three skills.

The testing of the module was carried out for three weeks in the classrooms by the writer and her colleagues. In the process, peer comments and error rectification were made to reduce errors to the minimum. To validate the module the writer gave out questionnaire to selected students.