

APPENDIXES

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Appendix. A. Genre-Based Approach

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Appendix. A. 1. Teaching and Learning Process of Genre-Based Approach (Explanation)

Preparation

- identifying major understanding and abilities for the unit
- deciding types of genres to be taught
- planning language activities
- selecting sample models

Modeling

- introducing model genre
- discussing the importance of the genre
- identifying the text structure
- discussing the function of that genre
- *comparing successful text and unsuccessful text
- *drawing pictures to help the learners understand more

Joint Construction (group work, pair work, or with teacher)

- researching about the topics
- organizing learners' ideas using visual aids
- revising the text structure and language feature
- jointly constructing texts with peers and with teachers
- assessing children's progress who needs further modeling or not

Independent Construction (Individual work)

- selecting own topics
- writing drafts
- consulting with teacher or peers for feedback
- editing and publishing

Adopted from "Exploring How Texts Work" Derewianka (1993 , pp 6-9)

Appendix A.2. Schematic Structure and Language Feature of Recount

Purpose- to retell event

Focus- a sequence of events in chronological order

Schematic Structure- Orientation

- Event
- Re-orientation/ Personal Comment

Language feature- specific participants (first person pronouns ("I", "We"))

- action verb (material process)
- simple past tense
- temporal conjunction

Adopted from "Exploring How Texts Work" Derewianka (1993, p.11)

Appendix A. 3. A Sample Text of Personal Recount

Text Organisation	Language Features
<i>orientation</i>	<p><i>Furious Pace in Hockey Finals</i></p> <p>Spectators were treated to a feast of fast hockey on the weekend when the South Coast Women's Hockey Association staged four grand finals at Kiama.</p> <p><i>when?</i> <i>who?</i> <i>what?</i> <i>where?</i></p>
<i>events</i>	<p>The highlight of the day was the Division One grand final between Gerringong and minor premiers Warilla which was a hard, fast game, with the speed of the young Gerringong team proving the difference on the day.</p> <p>Warilla stormed the Gerringong circle from the start of the game but the Gerringong defence held out and then took the attack to Warilla's 25 yard line through speedy centre forward Jenny Miller.</p> <p>After a period of midfield play Warilla's right inner Mandy Smith broke away but again met solid Gerringong defence.</p> <p>Gerringong continued to move the ball quickly and just five minutes before half-time, Gerringong's left wing Michelle Cooper finally latched on to the ball and put it between the posts after having narrowly missed connecting with a shot several minutes earlier.</p> <p><i>action verbs / past tense</i> <i>linking words to do with time</i> <i>specific participants</i></p>
	<p><i>Lake Times, 20 September 1989</i></p>

Adopted from "Exploring How Texts Work" Derewianka (1993)

Appendix. B. Interview and Questionnaire

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Appendix B.1. Pre-writing interview Questions

	S1	S2	S3	S4	S5	S6	S7
1. How long have you been studying English?							
2. Which skill have you studied most?							
Listening							
Reading							
Speaking							
Writing							
3. How often did you write paragraph per month in L2?							
4. Have you taken private tutorial classes in paragraph writing in L2?							
5. How did you write paragraphs?							
Controlled (C) or Free (F)							
6. Who helped you write paragraphs?							
Teacher (T) or other members of the family							
7. What kind of writing did you write before?							
Describing something or someone (D)							
Informing something (I)							
Retelling past experience (R)							
Narrative stories (N)							
Procedure (how to do something (P)) or other thing.							
8. How often did you usually write L1 paragraph per month?							
9. What kind of writing did you do in L1?							
D/I/R/N/P							
10. How did you write in your L1?							
Controlled (C) or Free (F)							
11. When you wrote, did you know the purpose of your writing?							
12. Were you assigned to write in pairs or in groups?							

Appendix. B.2. Students' Feedback (Questionnaire)

Choose and circle the right answer.

1. Do you enjoy writing Personal recount?	Yes/No
2. Do you think this kind of writing helps you improve your learning English?	Yes/No
3. Do you like individual writing?	Yes/No
4. Do you like writing in groups?	Yes/No
5. Do you like guided writing?	Yes/No
6. Do you like free writing?	Yes/No
7. Do you like semi-guided writing?	Yes/No
8. Do you understand writing personal recount very well? If Yes, which part of it? Language structure- orientation/event/comment Language feature- participant/use of verb/ use of tense.	Yes/No
9. Do you have global problems in writing personal recount? If yes, indicate the problems.	Yes/No
A. Relevance and Adequacy of Content B. Compositional Organization C. Cohesion D. Adequacy and Appropriateness of Vocabulary for Purpose E. Syntax/word order	
10. Do you have local problems in writing personal recount? If yes, indicate the problems	Yes/No
a. Mechanics 1. punctuation 2. capitalization 3. spelling	b. Grammar 1. article 2. auxiliary 3. tense 4. preposition 5. singular/plural
10. Do you think you are able to write personal recount next time?	Yes/No
11. Do you want to write some other different types of writing?	Yes/No

Appendix C. Criteria for Assessing Writing

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Appendix C.1. Checklist of Global Errors

Area		S1		S2		S3		S4		S5		S7	
		pr	po	pr	po	pr	po	pr	po	pr	po	pr	po
A.	Relevance and adequacy of content												
B.	Compositional organization												
C.	Cohesion												
D.	Adequacy and appropriateness of vocabulary for purpose												
E.	Syntax												
	Total score												
	Grade												

Score	Grade
13 to 15	A
10 to 12	B
7 to 9	C
4 to 6	D
Below 4	F

Appendix C.2. Checklist of Local Errors

No	Items	S1		S2		S3		S4		S5		S7	
		pr	po	pr	po	pr	po	pr	po	pr	po	pr	po
1.	Mechanics -punctuation -capitalization -spelling												
	Total errors on grammatical elements												
2.	Grammar -article -auxiliary -tense -preposition -singular/plural												
	Total errors on mechanics												
	Total local errors												

St= sentence

Appendix E. Fact/ Vocabulary Sheet**“Words I Want to Know”**

Name.....

Student No.....

No.	L1	L2	L2
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

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APPENDIX F. TEEP

(Test of English for Educational Purposes)

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**Appendix . F. Establishing appropriate criteria for
assessing written production: the Test in
English for Educational Purposes (TEEP)
experience**

TEEP Attribute Writing Scales

A. Relevance and adequacy of content

0. The answer bears almost no relation to the task set. Totally inadequate answer.
1. Answer of limited relevance to the task set. Possibly major gaps in treatment of topic and/or pointless repetition.
2. For the most part answers the tasks set, though there may be some gaps or redundant information.
3. Relevant and adequate answer to the task set.

B. Compositional organization of content

0. No apparent organization of content.
1. Very little organization of content. Underlying structure not sufficiently apparent.
2. Some organizational skills in evidence, but not adequately controlled.
1. Overall shape and internal pattern clear. Organizational skills adequately controlled.

C. Cohesion

0. Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible.
1. Unsatisfactory cohesion may cause difficulty in comprehension of most of the intended communication.
2. For the most part satisfactory cohesion though occasional deficiencies may mean that certain parts of the communication are not always effective.
3. Satisfactory use of cohesion resulting in effective communication

D. Adequacy of vocabulary for purpose

0. Vocabulary inadequate even for the most basic parts of the intended communication.
1. Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical inappropriacies and/or repetition.
2. Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriacies and/or circumlocution.
3. Almost no inadequacies in vocabulary for the task. Only rare inappropriacies and/or circumlocution.

E. Grammar

0. Almost all grammatical patterns inaccurate.
1. Frequent grammatical inaccuracies.
2. Some grammatical inaccuracies.
3. Almost no grammatical inaccuracies.

F. Mechanical accuracy I (Punctuation)

0. Ignorance of conventions of punctuation.
1. Low standard of accuracy in punctuation.
2. Some inaccuracies in punctuation.
3. Almost no inaccuracies in punctuation.

G. Mechanical accuracy II (Spelling)

0. Almost all spelling inaccuracies.
1. Low standard of accuracy in spelling.
2. Some inaccuracies in spelling.
3. Almost no inaccuracies in spelling.

Appendix. G. Sample Written Texts

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Appendix G. Model Writing Samples

G.1. A reconstructed text written by an ESL teacher

G.2. A Personal Recount text written by an ESL student

G.3. A Personal Recount written by an EFL teacher

G.4. A Personal Recount text written by a native English-speaking student

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Appendix H. Pre-Instruction Texts

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Appendix G.1. A reconstructed text written by an ESL teacher

One day, I was on a tram. Many people travelled to the city on this tram.

Suddenly, an old woman got on the tram and stood holding the handle. A boy saw her and asked her to take his seat. After that, he stood but he was too short to hold the handle. So the old woman told him to sit on her lap.

Appendix G.2. A Personal Recount written by an ESL student

One day on a tram. The tram traveled to city many people on tram.

Suddenly the old women goes in the tram and she's standing and holds on the handle. The boy see her and said to get on his set. After that he stands but he is very small. He can't hold on the handle. So the old man told his to set on her leg.

Adopted from "ESL Students' written texts" (Reuter, 1999)

Appendix G. 3. A Personal Recount written by an EFL teacher

Theme= what I did yesterday

"A Visit to Grandma"

Yesterday, I went to visit my grandmother in the city.

I woke up very early in the morning. Then I cleaned myself and dressed up.

After that, I took a bus to the city. In the city, I bought some roses and cookies for her. When I arrived at her house, I cleaned her house, cooked lunch for her, and washed her clothes. At night, I watched television with her.

Although it was a busy day for me, I was happy to help my '75 year old grandmother.

Appendix. G . 4. A Personal Recount written by an English native-speaking student

Theme= Water

"A Sad Story at Sea"

Three years ago, my father, my mother, my younger brother and I went to the South Kilda Beach.

We children had fun in the water when our parents swam in the sea. At lunchtime, we came back to the beach and had out lunch. We didn't see Mom and waited for her till evening. My father looked for her in the water.

We want to see Mom very much but we will never see her again. The beach we played becomes the burial place for Mom.

Source: Sally, year 3, age 8

Student No= 1

Text= Pre-instruction text

Topic=Going to the market with mother

Going to the Market With Mother

My Mother and me Going to the TOLL FREE market at mango bought.

Mango and water green market at very pold. Meat and fishes poll. My, Mother and me gold fish bought. Driled shrimps bought. Mother Salads bought and rice bought. My mother and me mon-hin-gha eat soon going to the home.

Student No=2

Text=Pre-instruction Text

Topic=Going to the Market with Mother

Going to the Market With Mother

My Mother and me Going to the market at mango bought. Mango and water green market at very poll. Meat and Fishs poll. My Mother and me gold fish bought. Rice, oil, curry powder, fish-sauce bought. Dried-shrimps bought. Salads bought. My Mother and me Mon-hin-gha eat soon going to the home.

Student No.=3

Text=Pre-instruction text

Topic=A Visit to Grandmother

A Visit to Grand mother

Yesterday A visit to Grand mother. My mother and me going to the Thuwana Hanthawady bus stop [50] bus wait. reach my mother and sister with and I bus to up quickly went bus to up. arrived Pyi Road bus riding went to junction went. Thuwana went but Grand mother home Ingyinmyaing and sister Grandmother welcone. mother help cooking rich eating. when woke up coconust mik rice eat. going to home.

Student. No=4
 Text=Pre-instruction text
 Topic= Helping my mother

Help My Mother

Yesterday I mother help. This morning bed mother maket to went
 I rice pot. washing clothes. plate wash. Help my mother cooking. Mother
 morning flowers for of fering Buddha. I kitchen work I as could all. I rice pot
 kitchen sweeping plate wash, washing the pots kitchen clean. Kitchen workers.
 Dinner I rice mother work finish.

Student No=5
 Text-Pre-instruction text
 Topic=Helping Parents

PARENT HELPING

Yesterday I parent help. Water pot for drinking. Filled the water pot for
 drinking. changed the flowers for of fering Buddha. Kettle pot. ironed. cooked
 rice. cooked curry. filled the water pot at the back. parent business help. parent
 words exectly listen. washing clothes. In the morning mother for maket and
 Basket hold.

Student No=7
 Text=Pre-isntruction text
 Topic=Going Downtown

Downtown to going

I am Downtown to going to yesterday. Bus car to Mother and with going.
 26stret at rested for a while Orchids to Grand mother for buy going. My Grand
 mother house is 27 stret at. Grand mother's shop is 29 stret. My Grandmother
 shop at is lucheon. I Grandmother's shop at counter sit is give. I Grandmother
 to is massage. My mother rice and currys to help is cooking. My sister waiter in
 is helping. My Grand mother and market to is going. Grand mother at bought
 shop to is came. I with my mother house at came back by bus going. I cooked
 rice had my lunch sept.

Appendix I. Post-Instruction Texts

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Student No=1
 Text=Post-instruction text
 Topic=Welcoming my brother

Welcoming my brother

I welcomed my brother air port yesterday.

That day, I went to air port with my father, mother and sister by taxi. When we arrived to air port, my brother gave me some presents. I saw foreigners at air port. Then us come back home.

That day was a very busy day but I was very happy.

Student No=2
 Text=Post-instruction text
 Topic=Going to kason Nyaung-ye-thun-pwe

Going to kason Nyaung-ye-thun-pwe

Kason Nyaung-thun-pwe day, I went to Shwedagon Pagoda with my mother.

In that day, I had my bath, dressed up went. When I arrived to Pagoda by bus

(3) I poured at Bo trees. Then, I prayed at the pagoda came to home.

In that day, I was very happy.

Student No=3
 Instruction= post-instruction text
 Topic= going to the Pagodar

"Going to the Pagodar"

One year ago, I went to the pago-pagodar with my mother by bus.

At that day, we woke up early morning, had a bath and went to the pagodar.

Then when we arrived to Pagodar we worship very famous pagodar. More over we worshed shweThar llyaung, koe Thein ko Than, Day Sun Par.

That day was a very busy day but I was very happy.

Student No=4

Text=Post-instruction text

Topic=Going to Zoological Garden with Auntie

Going to with Zoological Garden Aunty

One year ago, my a unty, my younger bothers, my sisters and I went to the zoological Garden.

I saw cinemahalls, stores, aquarium and playground went street. I play with my younger brothers, my sisters on the lawn happily. Then, I swam in younger brothers, sister with swimming Pool. At lunch time, we came to on the lawn and have our lunch. Then we watched animals and arrived going to the home. That day, good day.

Student No=5

Text= Post-instruction text

Topic= Watching the Film

Watching the film

Last week I watched film with my sister.

In the evening I dressed up and walked. On road, I saw hotels, stores and tea shop. That we saw film bought trekets. That cinemahall name was Debinshwehti.

On that day I was tired but very happy.

Student No=7

Text=Post-instruction text

Topic=Going to the night market with my mother

Going to the market with mother

I went to night market with my mother on foot yesterday.

In the evening, I had a bath, dressed up went to market. Then I saw clothes shop and books shop at market. I bought some compass boxes at home went.

On that day I was tried but very happy.

Appendix J. Two Written Texts (Group Work)

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Appendix J. 1. Group work (1)- Joint construction of text

Topic= Our Teacher's Video Document

Our Teacher's Video Document

This morning, we watched our teacher's video document at her house.

We arrived at her house at nine O'clock in the morning. When we arrived, she told us about her experience in Australia. Then she showed us her video document. In that document, we saw her place, university, and friends.

Moreover, we saw big roads, trams, trains, ferry boats, beautiful buildings, playgrounds, and beaches in Australia.

Although we had never been to Australia, we were very happy to watch that document.

Appendix J.2. Group work (2)-Joint construction of text

Topic=Learning Writing with Teacher

Learning Writing with Teacher

Last week, I went to learn English writing at teacher Esther's house with my friends.

Last Monday, she asked us questions at her house. On Tuesday, she revised words, tenses, and sentence construction from Grade 6 English book. Then she asked us to write a paragraph on "What I Did Yesterday." I wrote about "Helping mother." The next day, she taught us how to write my experience.

When she taught us, she showed us her video document, and three model writing samples.

Writing paragraph in English is very hard but I enjoy it very much.

Appendix K. Six-Day Lesson Plans

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APPENDIX K. SIX-DAY PERSONAL RECOUNT
LESSON PLANS

UNIT PLAN

Teacher: Nant Esther

Title of Unit: English Personal Recount

Grade Level: Grade 7

Approach: Genre-based Approach

Period: Six-class periods (two hours per day, including a 15 minute break)

Day 1: Topic = Introduction, Modeling Sample Text 1

Day 2: Topic = Modeling Sample 2

Day 3: Topic = Modeling Sample 3

Day 4: Topic = Joint Construction of Text

Day 5: Topic = Joint Construction of Text

Day 6: Topic = Modeling Sample 4 and Independent Construction of Text

TEACHER GOALS

To encourage students to improve their writing skills by using discourse models (see Appendix G)

To empower students to have better self-image and greater self confidence in order to improve their four skills

Cognitive Objectives

Reading

By the end of the unit, students will be able :

to understand and identify the function and the characteristics which they encounter in the sample written texts(both the schematic structure and language features)

to recognize the global errors and local errors in the sample texts

Listening

By the end of the unit, students will be able:

- to listen with the purpose of understanding and following through personal recount
- to listen to the guidelines which they are supposed to follow
- to listen to sharing of ideas in group work

Speaking

By the end of the unit, students will be able:

- to speak of their past experiences, using the characteristics of personal recount
- to give feedback to their peers
- to confidently express their own ideas and/or opinions or experiences
- to discuss and consult with the teacher about the topics which they will write independently

Writing

By the end of the unit, students will be able:

- to write their past experiences using the personal recount writing
- to write their paragraphs with meaningful content as well as with fewer local errors
- to write collaboratively

Social objectives

By the end of the unit, students will be able:

- to work in groups collaboratively
- to accept the ideas or opinions of their peers
- to exchange their own ideas among their groups
- to be willingly participate in language activities

Affective objectives

By the end of the unit, students will be able:

- to develop self-esteem**
- to be well-motivated to participate in all language activities**
- to appreciate that motivation increases their ability to write**

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LESSON PLAN**DAY 1**

Date ..May 4, 2000

Duration=2 hrs

Teacher: Nant Esther**Topic:** Introduction and modeling**Objectives:** By the end of the class, the participants will be able to:**Cognitive Objectives**

understand and identify the purpose, the characteristics of personal recount (schematic structure and language feature)

Affective Objectives

appreciate the authentic material written by an ESL teacher

Set: ten minutes

1. Start the conversation with what participants finished yesterday.
2. Tell the participants that today they are going to learn personal recount writing and ask if they want to know more.
3. Ask them if they know the term "retelling past experiences."
4. Explain to them that "retelling past experiences" is the same as "personal recount."
5. Tell them that they are going to see what personal recount is on OHP.

Instruction: 95 minutes

1. Show them the purpose, audience, and focus of personal recount by using the OHP
2. Distribute the hand outs on the purpose, the focus, and the characteristics of personal recount to the participants
3. Use OHP again to show students a reconstructed written text of an ESL teacher (see attached transparency)

4. Point out the schematic structure and language features involved step by step.

←-----15 minute break-----→

5. After break, let students read the text on the OHP aloud and ask them whether or not they understand it.

6. If they say, "Yes," explain to them why it is understandable.

7. Point out the characteristics (in detail) again and explain to them how the text is structured.

Closure: 15 minutes

1. Review today's work and make sure students understand the concept, the focus, the language content of personal recount by asking them.

2. Give them an idea of tomorrow's lesson and wish them "Good Bye."

Materials:

one OHP and a transparency of reconstructed text

Hand outs for each student on the purpose, the characteristics of personal recount

white board and pen

Appendix G.1. A reconstructed text written by an ESL

teacher

One day, I was on a tram. Many people travelled to the city on this tram.

Suddenly, an old woman got on the tram and stood holding the handle. A boy saw her and asked her to take his seat. After that, he stood but he was too short to hold the handle. So the old woman told him to sit on her lap.

LESSON PLAN**DAY 2**

Date..May 5, 2000

Duration=2 hrs

Teacher: Nant Esther

Topic: Modeling

Objectives: By the end of this class period, the students will be able to:

Cognitive objectives:

understand and identify the differences between the original text written by an ESL student and the reconstructed text of an ESL teacher

Affective objectives:

appreciate authentic material written by an ESL student

Psycho-motor objectives:

point out the differences from the two texts

Set: 10 minutes

1. Start the conversation with what students learned yesterday.
2. Allow students to explain to the teacher in their own words on what the personal recount is, (i.e. the purpose, the focus, and the characteristics).
3. Tell them that today they will see an original text written by an ESL learner and see the differences between the two texts.

Instruction: 95 minutes

1. Use the OHP to show them the reconstructed text of the ESL teacher.
2. Let them point out language structures and language features
3. Explain the focus "event" in personal recount.
4. Draw pictures of events in chronological order on the white board, e.g. might be stick figures.

5. Point out details used in the stage of events (action verbs, past tense, participants [I, we], linking words to do with time [Then, Next, After that])

←-----15 minute break-----→

6. Use the OHP again to show them a text written by an ESL student
7. Ask them whether they can identify the differences between the two texts and let them individually come to the front of the class and point out the differences on the screen.
They will explain and point out the differences (language structure and features) between the two texts.
8. Ask them whether or not this piece of writing is understandable.
9. If they say "yes," explain to them why this text is comprehensible.
10. Let them point out the local errors seen in the original text.
12. Explain that although there were some errors in tense, spelling, punctuation, singular/plural and participants, it is still understandable because these kinds of errors do not hinder communication.

Closure: 15 minutes

1. Praise them if they have done a good job.
2. Make sure by asking them if they know how to write personal recount using the schematic structure and language features.
3. Reinforce to confirm that they see the differences between the two texts.
4. Give them a chance to ask questions which they do not understand.
5. Tell them that tomorrow they will see their pre-instruction texts and they will also learn a new sample on "A Visit to Grandma."

Materials:

OHP and two transparencies of reconstructed text of the ESL teacher and an original text of an ESL student

Whiteboard and pen

Appendix G.2. A Personal Recount written by an ESL student

One day on a tram. The tram traveled to city many people on tram.

Suddenly the old women goes in the tram and she's standing and holds on the handle. The boy see her and said to get on his set. After that he stands but he is very small. He can't hold on the handle. So the old man told his to set on her leg.

Adopted from "ESL Students' written texts" (Reuter, 1999)

LESSON PLAN**DAY 3**

Date..May 6, 2000

Duration=2 hrs

Teacher: Nant Esther

Topic: Modeling

Objectives: After this class period, the students will be able to:

Cognitive objectives:

- identify their own problems as well as the problems of others concerning the language content of personal recount

Affective objectives:

- appreciate the importance of content which is meaningful

Set: 10 minutes

1. Begin the dialog with what they learned yesterday.
2. Focus the dialog on why the original text written by the ESL learner is still communicative.
3. Talk about the two texts they saw yesterday.
4. Ask what they thought about them.
5. Tell them that today they are going to see their pre-instruction texts and see whether or not they follow the characteristics of personal recount.
6. Tell them that they will also learn a new sample written by an EFL teacher (see attached transparency).

Instruction: 95 minutes

1. Distribute students' pre-instruction texts in L2. Ask them whether or not they can understand their texts.
2. Ask individually whether their texts followed the characteristics of personal recount.
3. Let the teacher tell them why they may not have those characteristics.
4. Let them exchange their texts among themselves and check whether

or not they understand the texts of their peers.

5. Let them talk to each other in order to point out why their texts do not have those characteristics and show to each other the local errors they made.

←-----15 minute break-----→

6. Explain that if the text has no meaningful content, the message cannot be conveyed to the reader.
7. Use the OHP and show them a written text of an EFL teacher "A Visit to Grandma" on the theme of "What I did Yesterday."
8. Let them read it sentence by sentence and identify in which stage the sentences are involved.
9. Ask them if they understand it and tell the teacher by pointing out the characteristics involved in the text.

Closure: 15 minutes

1. Tell students the teacher appreciate their active participation and make sure they know how to construct a personal recount.
2. Tell them that they are going to see a video tape to construct the personal recount text as a group work.
3. Tell them to review what they learned on personal recount in the last three days.

Materials:

OHP and one transparency of a sample text written by an EFL teacher
whiteboard and pen
pre-instruction texts

Appendix G. 3. A Personal Recount written by an

EFL teacher

Theme= what I did yesterday

"A Visit to Grandma"

Yesterday, I went to visit my grandmother in the city.

I woke up very early in the morning. Then I cleaned myself and dressed up.

After that, I took a bus to the city. In the city, I bought some roses and cookies for her. When I arrived at her house, I cleaned her house, cooked lunch for her, and washed her clothes. At night, I watched television with her.

Although it was a busy day for me, I was happy to help my '75 year old grandmother.

LESSON PLAN**DAY 4****Date..May 7, 2000****Duration=2 hrs****Teacher: Nant Esther****Topic: Joint construction of text****Objectives: By the end of this class period, the students will be able to:****Cognitive objectives:****construct collaboratively an original text on personal recount****Affective objectives:****appreciate constructing an authentic text****appreciate sharing information, ideas, feelings, and experiences with their peers****Set: 10 minutes**

1. Begin the conversation with what they learned in the last three days to help them in constructing their personal recount texts.
(totally different from what they wrote in their pre-instruction texts)
2. Tell them they are going to see a vide tape, and that they must watch the events carefully in order to construct a text on what they saw on the video.

Instruction: 95 minutes

1. Use the audiovideo aid and show them a tape on the researcher's document in Australia.
 2. Arrange them to form a circle and let them discuss the topic, "My Teacher's Document"
 3. Then let them write in L1 what they saw on the video(group work).
 4. The teacher facilitate in checking whether or not they include the characteristics of persoanl recount.
- ←-----15 minute break-----→
5. Allow students to write in L2 based on their L1 text.
 6. Facilitate their writing by distributing fact/vocabulary sheets to them.

7. Before they turn in their group work, let them check whether or not they included the "characteristics" and if that piece of writing sounds comprehensible.
8. The teacher check and edit the writing. After checking, the teacher will point out the necessary places which need changes.
9. Let them rewrite a final copy.

Closure: 15 minutes

1. Praise them if they have done a good job.
2. Ask them whether or not they enjoy writing.
3. Explain again the benefits of group work.
4. Tell them they are going to write another personal recount collaboratively on " Learning Writing with Teacher."
5. Tell them to prepare their own topics for independent construction on the last day of teaching plan.
6. Send them off by wishing "a good time."

Materials:

An audiovideo set and a video tape
fact/vocabulary sheets
blank sheets of paper

LESSON PLAN**DAY 5**

Date..May 8, 2000

Duration=2 hrs

Teacher: Nant Esther

Topic: Joint construction of text

Objectives: By the end of this class period, the students will be able to:

Cognitive objectives:

-construct collaboratively another new text on personal recount.

Affective objectives:

-appreciate sharing of ideas, feelings, information and opinions

-appreciate and accept others' ideas and opinions

Set: 10 minutes

1. Start the conversation with their improvement in learning writing.
2. Tell them that they now know more about personal recount writing and they are now able to construct their own texts on their experiences tomorrow.

Instruction: 95 minutes

1. Let them think about their experiences of learning writing.
2. Arrange them to form a circle and let them discuss the topic of "Learning Writing with My Teacher."
3. Let them construct the text in L1 first.
- ←-----15 minute break-----→
4. Distribute fact/vocabulary sheets to them.
5. Ask them to construct L2 text by using their L1 text as a guide.
6. Walk around them and help them with their writing.
7. Let them turn in their group work, the teacher will edit it and point out the places where it needs changes.
8. Ask them to write a final copy.

Closure: 15 minutes

1. Praise their improvement.
2. Tell them to review all the work which they have learned in the last five days and prepare a topic on their personal experience in both L1 and L2.
3. Wish them success in constructing L2 texts.

Materials:

fact/vocabulary sheets

blank sheets of paper

PAYYAP UNIVERSITY

LESSON PLAN**DAY 6**

Date...May 9, 2000

Duration..2 hrs

Teacher: Nant Esther

Topic: Independent construction of text

Objectives: By the end of this class period, the participants will able to:

Cognitive objectives:

construct their own texts based on their personal experiences

Affective objectives:

appreciate authentic text written by a native speaker of English
 appreciate constructing their own texts which are based on real experiences.

Set: 10 minutes

1. Start the dialog with an announcement that today is the last day of the teaching plan.
2. Tell them they are going to see the last sample text of a native speaker of English.
3. Tell them they will construct texts which they were asked to prepare on the other days.

Instruction: 95 minutes

1. Use the OHP and show them a text written by a native speaker of English.
 2. Revise and explain by pointing out the purpose, focus, characteristics of personal recount.
 3. Ask them whether or not the text is comprehensible.
- ←-----15 minutes break-----→
4. If they are sure they can construct their own texts using the characteristics of personal recount, ask them to take out their L1 texts which they were asked to prepare yesterday.
 5. Distribute fact/vocabulary sheets to them.

6. Let them construct their own texts based on L1 texts.
7. Collect their texts.

Closure: 15 minutes

1. Give them a last chance to let them ask questions about personal recount writing.
2. Make sure that they know the purpose, the language content, and meaningful content of personal recount.
3. Thank them for participating in this research study. Praise their work in their improvement.
4. Wish them success in all their writing.
5. Conclude with a closing prayer and give them gifts of appreciation.

Materials:

- OHP and a transparency of a sample text written by native speaker of English
- fact/vocabulary sheets
- blank sheets of paper

**Appendix. G . 4. A Personal Recount written by an English
native-speaking student**

Theme= Water

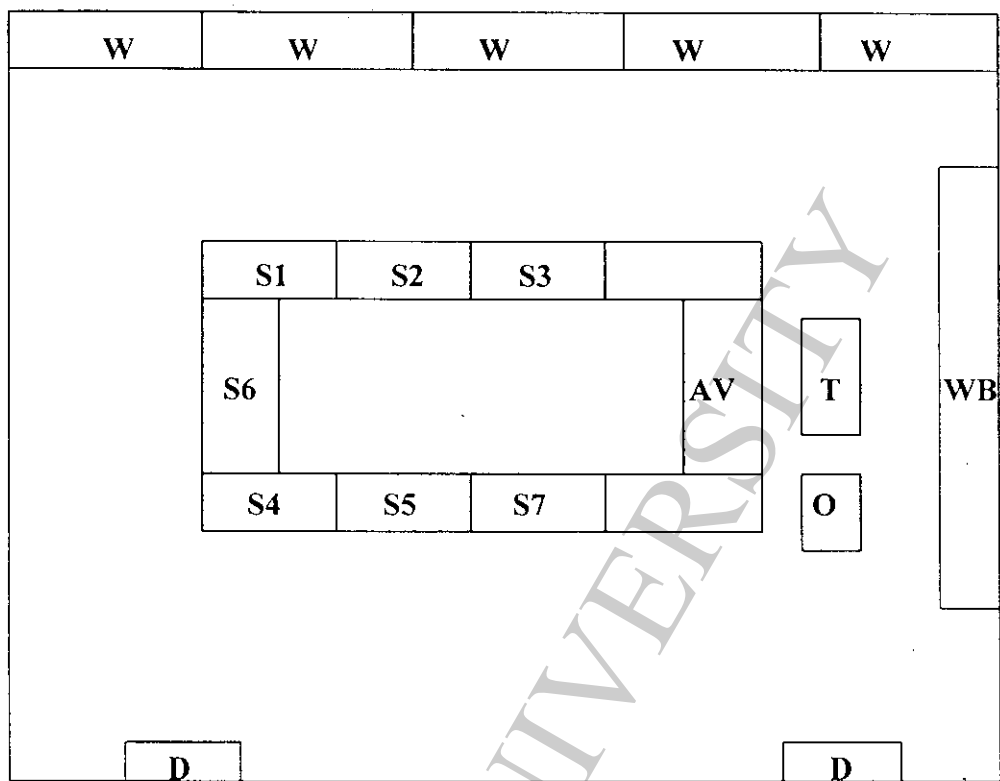
"A Sad Story at Sea"

Three years ago, my father, my mother, my younger brother and I went to the South Kilda Beach.

We children had fun in the water when our parents swam in the sea. At lunchtime, we came back to the beach and had out lunch. We didn't see Mom and waited for her till evening. My father looked for her in the water.

We want to see Mom very much but we will never see her again. The beach we played becomes the burial place for Mom.

Appendix. L . Classroom management



Legend: AV= Audiovideo aid D= Door O=OHP T=Table
 W= Window WB= Whiteboard S=Student

Appendix. M . List of Vocabulary, Tense, Sentence
Construction, and Essay Topics taught in
Grade 6 English

Vocabulary

Noun:

stepmother, daughter, message, Princess, Prince, land, pumpkin, joke, coach, stick, mouse trap, midnight, holiday, picnic, library, cinema, post office, medicine, shopping, crab, beach, handle, factory, boatmen, shore, gardener, singer, football player tailor, fisherman, shopkeeper, cook, railway engine, petrol station, stream, notice board, Headmaster, Governor, knock, stranger, guilders, shawl, blouse, birdcage, diamond, dinner, breakfast, firewood, jewels, coins, scales, bottom, ground, secret, distance, jar, Captain, lamp, servant, thieves, accident, carpenter, passenger, shoemaker, periods, kettle, temperature,

Verbs:

wake, lock, erase, thank, smile, wear, laugh, pull, bring, wave, hold, marry, bark, paint, drive, enjoy, rain, sing, sweep, nests, meeting, splash, drown, raise, shout, fight, shout, ride, fall, climb, reach, punish, order, promise, sweep, continue, steal, weigh, show, draw, finish, write, bury, hurt, hide, travel, pour, build, sink, carry, burn, swim, float, cross, dig, throw, quarrel,

Adjective:

hungry, thirsty, steep, pretty, lazy, smooth, dead, ugly, hard, comfortable, dirty, fine, beautiful, great, gentle, little, shining, afraid, wonderful, frightened, sorry, heavy, magic, honest, excited, sad, pleased, angry, dusty, pleasant, bright, cloudy, calm,

Adverb:

politely, angrily, rudely, lazily, suddenly, happily, quickly, certainly, softly, loudly, carefully, sweetly, greedily, brightly, dangerously, happily, bravely,

Tense:

Simple Present, Simple Past, Present Perfect, Present Continuous, Past Continuous.

Sentence Construction:

When/..... Verb+ing ...is +adj.
 Not only...../ but also..... Please+simple verb.....
 If...../..... Subject+ has/have+stopped+ Verb-ing
that/which/who/whom... .., (tag question)?
since/for..... ..because.....
 There is/ are.....
 None of/ A little of/ A lot of/Plenty of.....is.....
have/has.a lot of/ plenty of / a great many of/a large number of/....
but.....
 Shall I (simple verb).....?
 Let's (simple verb).....?
 Yes, please. No, Let's not (simple verb)....
 Will ...Subject+simple verb.....?
 I'm not sure/ I'm not certain.
 Subject+ may+simple verb.....or subject+ may not.
 I feel+adj. Let's+ simple+verb.

Essay Topics:

My School, Myself, My Family, My Friend, My Teacher