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EXPLORING THE INTRODUCTION OF A TEXT-BASED APPROACH TO WRITING IN THE SECONDARY ENGLISH CLASSROOM IN BRUNEI DARUSSALAM (Ref No: UBD/PNC2/2/RG/1(71). Date of First Approval: 30th November 2006.

GRANT HOLDERS

Grant holders of this research project are Dr. Debbie G.E. HO (Research Team Leader), FASS; Mrs. Mary Nicol, LC; Mr. Alex Henry, FASS and Dr. Hj Noor Azam bin OKMB Hj Othman, FASS.

PERIOD COVERED BY THE REPORT

The period covered by the report is between January 2007 and December 2009

SUMMARY OF THE PROJECT'S OBJECTIVES

The research project focuses on a comparison between students exposed to current writing instruction and those exposed to a text-based approach. The project was carried out at the secondary school level in a Brunei school. The specific scope here is to evaluate the text-based approach to writing through an analysis of student written texts before and after an extended period of treatment. The text types employed will arise from those advocated in the English Language GCE "O" Level syllabus, namely the narrative, report, information, explanatory, exposition writings. This school-based research project (2007-2009) is an exploratory study which aims at finding out how a text-based approach can help promote students' level of language awareness of particular text types in terms of structure and lexicogrammar in the writing classroom. The project also seeks to gauge teachers' reception to a new approach to teaching writing and its suitability to the Bruneian secondary

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school context. The final aim of this project is to assess the impact of the text-based approach on students at different levels of language ability.

COMPLETE REPORT

I. <u>Work completed</u>

EXPLORING THE INTRODUCTION OF A TEXT-BASED APPROACH TO WRITING IN THE SECONDARY ENGLISH CLASSROOM IN BRUNEI DARUSSALAM

1. INTRODUCTION

English language teachers in Brunei Darussalam have repeatedly lamented that students in the upper secondary school are particularly weak in their writing skills. The complaint is that not only are student written texts peppered with grammatical errors, but they may also be inappropriate in terms of vocabulary and style. Specifically, student writings exhibit problems of coherence (discourse organising features) and cohesion (reference items, conjunctions). Indeed, these problems with student writing could be traced to similar problems exhibited in related areas of language learning. Ho (1998), for example, shows how the cohesive devices used in English reading texts can pose problems in reading comprehension for students at the upper secondary level. A study by Henry & Pg. Hjh Rohania (1999) found that their students in Form 1 generally did not have adequate vocabulary to cope with the English medium subjects in school. Studies that focus on an evaluation of students' written skills have not been adequately addressed, although a study by Adinah Othman (2003) on the use of cohesive devices in student writing showed that Bruneian learners use limited and a small range of cohesive devices in their writing. In her study on the verbs used in student written compositions in the lower secondary classroom in Brunei, Wong (1998) found that the most common type of verb errors are those that pertain to aspect and the subject-verb agreement. While these studies examine individual linguistic items in written texts, there is yet to be a study that evaluates students writing from a whole text perspective that incorporates an

integrated and collective investigation of text structure, textual features and grammatical items.

Writing remains one of the main skills being taught in the classroom. It is quite true to say that there is currently no one established method of teaching writing offered. When it comes to teaching writing in the classroom, teachers tend to adopt a mish-mash of methods, ranging from the more traditional introduction-body-conclusion structure advocated in the school textbook to presenting model texts for students to emulate. Considering the less than desirable results in the BGCE "O" Level writing exam paper, current methods of instruction may not have helped students make the necessary transition from what they know to how to apply what they know in their writing. One way to address this problem is to adopt an approach that views language as meaning-making, a tool for communication in the sense put forward by Hasan & Halliday (1976) and Halliday (1994, 2000). In writing, students could be made aware of the way language is used in different texts to bring about their social and communicative purposes. What is desired is an approach that helps to focus a learner's explicit attention on how language is used in a particular text as a whole to create meaning - grammar items such as the clauses used, structural elements such as the moves found in a particular text that differs from other texts and also the textual features, the way cohesive devices are used. Thus, the idea is that there should not only be an emphasis on how grammatically 'correctly' a text reads, but more importantly how it uses the language to effectively convey its social and communicative purpose through language use.

1.1 Text-based approach to writing

Traditionally, language teaching in Brunei Darussalam and elsewhere for that matter tends to show a preference for transmission of forms. The language is organised and presented according to its discrete aspects − grammar structures, vocabulary development, reading comprehension and so forth. As such, the assumption is that writing skills will naturally result from explicit instruction on the discrete parts of the language. It is for this reason that teachers tend to spend less time working with students on their writing skills then on reading comprehension or grammar for example. However, as Ur (1996:178) has pointed out, there's a gradual realisation that language forms need to be combined with their functional roles to be "maximally

comprehensive and helpful to teachers and learners." We believe that this is particularly relevant if we are to help our students improve their writing skills. Our students need to be made aware that writing good texts does not lie exclusively in mastering knowledge of the individual linguistic items independent from context but in how these items all interweave to create meaning and purpose. Thus, the idea is that effective writing demonstrates an ability to use the forms meaningfully and appropriately for that particular text.

One way to ensure this mapping of meanings onto forms is to have a teaching programme that is organised around whole texts in context, assuming that a text is a whole unit of meaning in itself. In other words, teachers could adopt a text-based approach to writing instruction. This is not very different to the modelling approach used by some teachers where students are presented with a model text as a guideline to their writing. The difference however lies in the way students are engaged in looking at the text. To adapt from the guidelines provided in a text-based language program described in Butt et al (2000), a text-based approach to writing will incorporate in-depth study of how language operates in a text to project its communicative purpose – its surrounding exophoric context, its cohesive and coherent features, its choice of grammatical items, and its mode of expression. The idea then is that in addition to looking at the micro-level elements in a text, attention should also be paid to its context and macro-level features as well. Here, meanings are mapped onto forms in such a way that it presents effectively what the text communicates to its target audience.

Operating under the general combined umbrella of language awareness (James & Garrett, 1992), functional grammar (Halliday, 1994, 2000) and genre-based pedagogies (Swales, 1990), the text-based approach uses the text as a starting point of instruction and provides opportunities for learners to develop text writing strategies through explicit focus on the ways in which texts are organised and the language choices users make to achieve their purposes in particular contexts. Indeed, the text-based syllabus in writing can be seen as one possible way to raise writing literacy among ESL/EFL learners if we take the definition of literacy to be that stated by Albright & Walsh (2003:18) as "helping students locate themselves in texts, learn the

tools and grammars for understanding meaning making, and eventually use their learning to reconstruct texts and act on the world."

As an approach that arises from genre-based pedagogy, a text-based programme adopts a genre-driven syllabus (Hyland, 2003) where students are guided through various tasks related to the text type being taught and the kinds of process skills they will need to produce it. Support from teachers is gradually being withdrawn as student confidence and abilities develop. Starting from contexts, students will gradually grasp an understanding of how a text and its linguistic features can be organised so as to make meaning, be clear and accurate. Students will also be given opportunities to discuss the relationship between a text and its context and how it varies in different situations. The syllabus will thus follow a logical sequence of instruction shown in Fig. 1 below.

Fig 1: The sequence of instruction in a genre-driven syllabus

establishing a context → modelling the text type → drawing attention to typical features of the text type → explicit analysis of text → guided production → independent writing → text.

Furthermore, an examination of the syllabus set out in the BGCE "O" level writing paper appears to underscore the relevance of a text-based approach to instruction. This syllabus has been adopted by the Ministry of Education as the base for teachers to draw up their schemes of work in the upper secondary classroom. Perhaps a clearer picture could be presented when the assessment objectives for the writing component of the paper are teased out from the overall syllabus in the English language 1120, G.C.E. 'O' Level 2006 document:

Candidates should be able to:
(i)   recount personal experience, views and feelings;
(ii)   use language to inform and explain
(iii)   show how spoken and written communication varies according to situation, purpose and audience;
(iv)   employ different forms of writing to suit a range of purposes;

<table>
<tr><td>(v)</td><td>plan, organise and paragraph, using appropriate punctuation;</td></tr>
<tr><td>(vi)</td><td>choose a vocabulary which is suited to its purpose and audience, and use correct grammar and punctuation;</td></tr>
<tr><td>(vii)</td><td>write in Standard English;</td></tr>
<tr><td>(viii)</td><td>spell accurately the words within the working vocabulary.</td></tr>
</table>

From the aims listed, it is quite clear that students are expected to (i) show an awareness of different text types such as informative, explanatory and narrative texts, (ii) be able to use the prominent structural, textual and grammatical features of a particular text type accurately and (iii) discuss the relationship between a text and its context. And all this is aimed at maximising the social and communicative purpose of different text types. It is the argument here that these objectives could all be achieved through a text-based approach to instruction and learning.

The text-based approach to learning has been adopted in native speaking and ESL primary, secondary and tertiary learning institutions around the globe, in countries such as Singapore, Australia, Canada and Hong Kong (Derewianka, 2003) where it is conceptualised within the general framework of "Genre Theory" pedagogy. Burns (2003) writes about the use of text-based strategies in helping ESL learners in Australia acquire the ability to use knowledge and language features to construct a variety of written texts. Lin (2003) provides an insider's perspective on the newly prescribed genre-based syllabus to language teaching in Singapore, exploring the potentials and pitfalls of such a system in the country. In an evaluative study of Canadian ESL students' written science texts through text analysis, Huang & Morgan (2003) were able to direct students to writing improved science texts. From insights and conclusions drawn from these studies and others more, we believe that it may be in Brunei's interest to start thinking of a systematic approach to helping our students become competent and proficient writers of English.

1.2 Text-based approach versus current methods in the Brunei classroom

But what is the difference between using a text-based approach and the traditional methods being adopted by teachers? The foregoing review

highlights clearly a number of fundamental differences between the two. One main difference lies in the role played by the teacher. In the traditional and indeed current teaching methods, the teacher assumes the dominant role in the classroom. She is the main transmitter of rules and knowledge. In the text-based approach, however, the teacher's role is relegated to that of supporter. Students assume the active role in finding out for themselves, with the help of the teacher, the structural and grammatical features through the engagement of whole texts. The relationship between teacher and students is largely one of integration and learning becomes very much discussion based rather than teacher fronted.

Because students work from texts, emphasis is on meaning rather than on structure. The text is seen to be a unit of meaning, expressed through the relationships between the language features found in it. In this way, it differs from teaching and learning the language in compartmentalised aspects. So instead of the language being divided into separate parts such as grammar, reading comprehension, writing and so forth, the text-based approach is an integration of these aspects with the text forming the basis for student and teacher collaborative discovery of how language works and is used. The argument is that while current textbooks have clear, distinctive and discrete topics divided into reading, grammar and writing sections, students may have a good grasp of the structures but little awareness of what these structures actually mean when used contextually. The text-based syllabus connects the various aspects of language in such a way that the relationship between meaning and forms become clear.

To this end, the activities students will be engaged in a text-based syllabus will be quite different from what they currently do in the classroom. Because students will be active learners of the language with the teacher taking a less dominant role, activities will geared towards active student participation. In writing, for example, students will first be guided into looking at the structural and language features of different text types through noticing exercises, group discussions and so forth. The ultimate goal is for the student to independently produce a well written text. Clearly, as Fig. 1 on page 4 suggests, rather than

learning about what language is, the aim is to raise student language awareness about how language is used in different text types for maximum communicative and social effect.

2. PURPOSE & RESEARCH QUESTIONS

The purpose of this project study is to initiate a text-based approach to teaching writing at the secondary school level in Brunei Darussalam in an effort to promote writing literacy among our learners. With this purpose in mind, the study has the following aims and objectives:

(i)   To investigate students' level of language awareness of particular text types in terms of their particular patterns of structure (the obligatory and optional moves), textural features (use of cohesive devices, conjunctions, appraisal expressions for interpersonal meanings) and textual features (the lexicogrammar items).

(ii)   To gain teachers' and students' perceptions of the text-based approach as a viable method of language instruction.

(iii)   To compare texts written by the control and experimental groups after instruction.

(iv)   To investigate the suitability of the text-based approach for students at different levels of language ability.

        Based on these aims and objectives, the following research questions were   posited:

(i)   How do the control and experimental groups compare in their written texts?

(ii)   To what extent are students able to transfer the structural, textural and textual features learnt in independent writing?

(iii)   What impact does the text-based approach have on students at different levels of language ability?

(iv)   How do teachers perceive the text-based approach to teaching writing?

3. METHODOLOGY

3.1 Sample

The study focuses on one school as was stated in research proposal from the outset. However, it was decided that in order for the purposes of the research project to be achieved, another school should be included in the project. Thus, data collection was carried out in both schools; although final analysis was carried out only in the school the researchers thought best represented the aims and objectives of the research project. The research period was between 5 and 7 months. It involved two government schools situated in Bandar Seri Begawan. They were co-ed schools and represented the average state school in terms of student performance.

The participants were English language teachers and students at the top and bottom end classes at the secondary level. The study focused on two top-end and two-bottom end secondary two and four classes. Each class had between twenty and thirty students. Altogether, six English language teachers took part in the study: three experimental group teachers and three control group teachers. Three were local female teachers, one expatriate female teacher and two expatriate male teachers. All the teachers were teaching both the top-end and bottom-end secondary classes.

At each end, one class was the control group and the other the experimental group. The teachers in the control groups continued with their normal instruction method(s) while those in the experimental groups employed the text-based instructional method throughout the research period. These teachers attended training sessions on this method prior to the teaching of each text type. The training sessions were held in the local university by the members of the research team. In addition to the method of instruction, the training sessions also included the co-construction of text-based material and activities by the researchers and teachers that were used in their actual writing classrooms. These materials were based on the local textbook.

3.2 Method of Data collection

Altogether the classes were exposed to three text types: the Report text, the Personal Recount text and the Narrative text. All three types were chosen based on their popularity with the BGCE 'O' level examiners. A pre and post test for each text type was written by the research team to be given to students in both the control and experimental groups prior to and post instruction (see Appendix 1). The test consisted of a title that required the student to write a

composition based on it. Essentially, it was a piece of independent continuous writing. The pre test was administered to both control and experimental classes before instruction on each text type and the exact test is given to students immediately after instruction for both groups as post test. A total of 76 students took the pre and post test for the Report text type; 65 students took the pre and post test for the Personal Recount text type and 82 students took the pre and post test for the Narrative text type.

During the actual research period, classroom observations in the experiment classes were also carried out intermittently by members of the research team to ensure that instruction is being effectively carried out. Altogether, ten such observations were carried out in the two schools during this period. Moreover, a post lesson evaluation was carried out between the observer and the teacher after each classroom observation. These classroom observations were supported by field notes taken by the observers during the writing lessons.

Semi-structured interviews were also carried out with the experimental group teachers directly following from the teaching phase of the study. The interviews were to gauge their reaction to actually using the text-based approach in their writing classes. An interview schedule with possible topic questions was set up for discussions based on the teachers' 'new' teaching experiences (see Appendix 2). One session was carried out with two of the three experimental group teachers in a venue outside the school setting while the other session was with the third experimental group teacher in the school premises. Both interviews were audio-taped for transcription purpose.
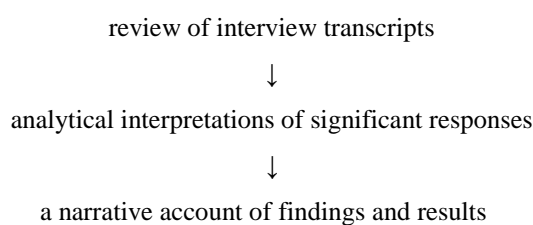
3.3 Method of Analysis

In accordance with the research proposal, analysis was carried out on the data collected from one school and only from the secondary four classes. Various methods of analysis were carried out on the data collected. The pre and post tests for on the Report text type and Personal Recount text type for both the control and experimental groups were distributed to two experienced G.C.E. "O" level teachers for marking. The results were tabulated and subjected to

inferential statistics using the Wilcoxon Matched-pair Test to find the level of significant difference in student performance.

When it came to comparing the structural, texture and textual features exhibited in the pre and post test scripts, a scoring system adapted from Montanari (2004) was used for the analysis on one text type: Report writing. This consisted of a random selection of five pairs of pre and post test scripts from the top-end experimental group and another five pairs from the bottom-end experimental group. The results are then subjected to the Wilcoxon Matched-pair Test to find out the level of significant difference between the pre and post test scripts.

Teacher interviews were transcribed and analysed. The procedure of analysis incorporated the following sequential order:

review of interview transcripts

↓

analytical interpretations of significant responses

↓

a narrative account of findings and results

A review of the transcripts was carried out to make sense of what each transcript tried to convey. Wherever possible, the review was supported by classroom observation field notes taken by the observers. Significant features of the teachers' responses emerging from the review were subjected to analytical interpretations, which culminated in a detailed narrative analysis of the teacher responses to the topics brought up in the interviews. The discussion attempted to highlight insights gained from the findings to address the purpose of the project.

4. RESULTS & DISCUSSION

4.1 A comparison of the control and experimental group student scripts

In comparing the pre and post test scripts from both the control and experimental groups, analyses were confined to two text types, namely, the Report text type and the Personal Recount text type.

Report text type

A total of 76 students completed both the pre and post tests for the Report text type. The distribution of the students in terms of gender and control and experimental groups is shown in Table 1 below.

Table 1: Overview of the Report corpus

Class	Males	Females	No. of Pupils Completing Pre and Post Tests
Control			
4A	13	4	17
4E	7	12	19
Experimental			
4Sc2	7	14	21
4F	15	4	19
Total	42	34	76

From these texts, 10 were chosen from each class to be evaluated by the markers by selecting every second set of scripts in the database. The gender distribution of the sample is shown in Table 2.

Table 2: Sample Report text type by gender.

Class	Males	Females	No. of Pupils Sampled
Control			
4A	7	3	10
4E	4	6	10
Experimental			
4Sc2	3	7	10
4F	8	2	10
Total	22	18	40

As the table shows the ratio of males to females remained almost the same after the corpus of texts had been sampled with an almost equal number of males and females being in the sample and control groups.

The pre and post test scripts from each of the 40 students, making a total of 80, were then coded using a random number table. The scripts were then put in numerical order and passed to two experienced English O Level markers. Each marker was asked to

mark each script as they would an O Level exam paper and to give each script a mark out of 20 using the criteria they used to mark actual O Level papers. The mark out of 20 allowed them to give a wide range of marks. The markers were given as much time as they needed to return the scripts. Both markers returned the scripts within two weeks. The data obtained from this process was then subjected to an inferential analysis using the Wilcoxon Matched –pair Test. This test was considered appropriate as the pre and post test data came from the same subjects and the data was not expected to be normal as the classes were selected by language ability. A summary of the data analysis is shown in Table 3. It should be noted that group means are not an important measure for the Wilcoxon test but are included in the table to provide some indication of the language ability of the students in the study.

Table 3: Pre and post test scores out of 20 by two markers

	Marker 1			Marker 2		
	Pretest Mean	Posttest Mean	Level of Significance	Pretest Mean	Posttest Mean	Level of Significance
Control						
4A*	4.2	5.7	0.25	4.7	5.8	-
4E	3.3	2.8	0.25	2.4	2.7	-
Experiment						
4Sc*	4.7	4.5	-	6.3	3.8	-
4F	2.5	2.8	-	1.7	2.3	-

* top classes

As shown in Table 3, the marks awarded by Marker 1 show no consistent pattern. The students in class 4A improved significantly between the two tests but this was not the case for 4E whose students produced significantly better texts in their pre test. The results for Marker 2 are more consistent in that neither of the groups produced significantly better scripts in either the pre or post test. It would also appear that the students in the experimental group did not do any better than the control group. From the results, it would also appear that text-based approach had no differential effects on the students in the lower language ability classes than on the students of higher ability. It should be noted however, that the students in all classes could hardly be considered to have high levels of English given their mean scores. Following from this is the assessment of student performance for the Personal Recount text type.

Personal Recount text type

Sixty-five students in the study completed both the pre and post tests for this text type. As Table 4 shows, there were more females than males in this corpus.

Table 4: Overview of the Personal Recount corpus

Class	Males	Females	No. of Pupils Completing Pre and Post Tests
Control			
4A	2	7	9
4E	7	9	16
Experimental			
4Sc2	7	14	21
4F	14	5	19
Total	30	35	65

In order to create a manageable sample for marking, all the scripts from 4A were included while the first script and then every third script from 4E, the first script and then every second script from 4Sc and every second script from 4F were selected. This sampling procedure resulted in a corpus of scripts as shown in Table 5.

Table 5: Sample Personal Recount text type by gender

Class	Males	Females	No. of Pupils Sampled
Control			
4A	2	7	9
4E	4	6	10
Experimental			
4Sc2	3	7	10
4F	7	3	10
Total	16	23	39

The fact that only nine students from 4A completed both pre and post tests means that our sample is not equally balanced for comparison. However, as the Wilcoxon Test compares the performance of individuals, rather than groups, the imbalance will not affect the statistical analysis. As can be seen, in three of the four classes females outnumber males. Again this should not be a factor when comparing pupils'

performance as the students in each class are, in theory at least, of the same language ability. A summary of the data from the markers and their analysis is shown in Table 6.

Table 6: Pre and post test scores out of 20 by two markers

	Marker 1			Marker 2		
	Pretest Mean	Posttest Mean	Level of Significance	Pretest Mean	Posttest Mean	Level of Significance
Control						
4A*	9.2	8.1	-	7.2	5	-
4E	6.2	5.1	-	3.2	1.7	-
Experiment						
4Sc*	8.4	8.1	-	6.1	5.9	-
4F	4.6	4.5	-	1.7	1.9	-

*top classes

The results from this analysis again show no real pattern in terms of improvement in student writing in all cases, and except for marker 2's scores for 4F, all classes scores decreased in the post test compared with the pre test. However, this decrease was not statistically significant. As with the Report text type students appear to have made no discernible progress in their independent writing regardless of whether the students are in the top class or the lower class. Based on the above analyses, it would seem that the text based approach to writing was no more effective than the more traditional methods employed with the control groups with regard to impressing the 'O' Level markers.

It was thought, however, that although there was no discernible difference in the students' performance at the macro-level, it may be that some difference may be seen when the scripts are examined at the micro-level, specifically at the effect of the text-based instruction on student writing in terms of three dimensions identified in Hallidayan functional linguistics (Halliday, 1994; Butt et al, 2000; Bloor & Bloor, 2004) as important in realising the meaning of a text: its structure (or ideational dimension), its texture (or interpersonal dimension) and its textuality (or textual dimension).

4.2 Students' ability to transfer the structural, textural and textual features learnt in independent writing

A systemic functional analysis of the experimental groups' writing

The structural, textural and textual features are translated into three dimensions: the ideational, interpersonal and textual dimensions for analysis. These three dimensions operate simultaneously in a text to realise its meaning within a particular context. The ideational dimension demonstrates language used to talk about the experience or event unfolding; the interpersonal dimension is concerned with language used to encode interaction in terms of propositions, obligations and expression of attitudes of writers or speakers, and the textual dimension refers to language being used to organise the message in the text, that is the lexico-grammar features.

To find out if students were able to transfer what they have been taught onto their actual writing, half of the sample of the Report test scripts from the experimental groups was selected, 10 pre test scripts and 10 match post test scripts altogether, which were then subjected to a systemic functional analysis as described in Montanari (2004). (See Appendix 3 for a full description of the scoring system). The results of this analysis are shown in Table 7.

Table 7: Student pre and post test scores in the Ideational, Interpersonal and Textual Dimensions of the Report Text.

	Pretest				Posttest			
Student	Ideat-ional	Inter-personal	Textual	Total	Ideat-ional	Inter-personal	Textual	Total
4Sc2								
1	6	10	4	**20**	9.5	10	6	**25.5**
2	9	11	10	**30**	8	11	11	**30**
3	9	10	6	**25**	10	11	11	**32**
4	6	9	10	**25**	10	11	13	**34**
5	6.5	10	9	**25.5**	8	11	9	**28**
4F								
1	4.5	9	8	**21.5**	6	10	10	**26**
2	6.5	9	2	**17.5**	8	11	7	**26**
3	3.5	10	10	**23.5**	5	11	10	**26**
4	1.5	9	2	**12.5**	3.5	11	9	**23.5**
5	2	9	7	**18**	9	10	4	**23**

A detailed analysis of the student scripts in terms of the three dimensions shows that overall the students' writing improved after the text-based teaching. In only one case, that of the ideational dimension in student 2 of 4Sc2, did any of the scores decrease from pre to post test and in only three cases did the score remain the same between

tests. Only one of the ten students, again student 2 of 4Sc2, failed to improve his overall scores; the other nine students all scored higher on the post test. The scores were subjected to a Wilcoxon Matched –pair Test which showed that there was a significant difference between the pre and posttest scores at the 0.1 level. This analysis would suggest that while the students in the experimental groups had not learned enough of the Report text type to make an impression of the global marking of the 'O' Level markers, they had indeed made significant improvements in the micro-skills that contribute to the effective writing of this text type. Perhaps if students had been subjected to a longer period of instruction in this text type they might have been able to improve their overall ability to write reports.

4.3 Impact of the text-based approach on students at different levels of language ability

When it came to assessing the impact of the text-based instruction on students at different levels of language ability, a comparison was made between the pre and post test scores of the higher ability students (4Sc2) and those of the lower ability students (4F) in the experimental groups. Specifically, a descriptive analysis based on finding the average increase in student language awareness between the two groups was carried out separately for the ideational, interpersonal and textual dimensions of the pre and post student Report Text and then compared. The results are shown in Table 8 below.

Table 8: Average improvement in the ideational, interpersonal and textual dimensions between higher ability and lower ability students.

	Ideational		Interpersonal		Textual	
	4Sc2 (N=5)	4F (N=5)	4Sc2 (N=5)	4F (N=5)	4Sc2 (N=5)	4F (N=5)
Average increase	1.8	2.7	0.8	1.4	2.2	2.2

Table 8 shows that the average increase between the pre and post tests appears to be higher for the lower ability students for the ideational and interpersonal dimensions while there is no difference between the two groups for the textual dimension. It would be premature, however, to say with any certainty that the text-based approach has impacted the lower ability students more than the higher ability group due to the

small sample population under study. Thus, it is difficult to conclude which group of students were more positively affected by this approach to writing instruction, although a clearer picture could certainly be possible with a larger sample size.

4.4 Teachers' perceptions of the text-based approach to teaching writing

On completion of the teaching phase of the study the three experimental group teachers met with the researchers for a semi-structured interactive interview. The purpose of the dialogues was to allow the teachers an opportunity to reflect on their experiences with the text-based approach to writing and evaluate its potential for use in Brunei Darussalam. One session with two of the three teachers took place in an informal setting and lasted about ninety minutes. The other session with the third teacher took place in the school setting and lasted about forty-five minutes. The following questions for discussion were given to the teachers in advance, each of which will be looked at in detail:

i. *What methods were you using to teach writing prior to the start of the study?*

ii. *How did you find the training and materials that were provided?*

iii. *What difficulties did you, as a teacher have in implementing the approach?*

iv. *In your opinion, did the students benefit in any way from their exposure to the approach?*

v. *Overall, how would you evaluate the approach for use in Brunei Darussalam's schools?*

When asked what methods they have been using in their writing classes prior to the start of the study, all the three teachers reported using a variety of approaches (e.g. picture compositions, brain storming, mind mapping, guided writing, taking a paragraph by paragraph approach). However, all expressed dissatisfaction with the way writing was being taught although they differed in what they blamed for the problem, such as the school and education system, the text book , the students and even, in the case of a young and inexperienced teacher, herself: *…too much emphasis on writing, marking, error correction…; ...the problem is the students don't have much imagination…; ...the text book is all geared for grammar but not*

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on writing...; ....I had difficulty teaching composition in the first place so I welcomed this...

With regard to the training sessions and materials that were provided for their classroom teaching, the teachers commented only minimally on the training: *.....no it was quite helpful...I learnt a lot; .....I think that ehm.. I could get used to the methods though.* On the other hand all three teachers were extremely pleased with the materials provided and found them useful, appropriate and convenient. This was contrasted with the materials available in the school text book (SEBD). Student appreciation of the materials was also mentioned: *....the materials were good...;..... Oh it was great.......I mean I loved all the materials you kept giving me...; I was thankful because I didn't have time to look for materials*

...the students liked the materials.....something they don't find in SEBD...;....no it was quite helpful...I learnt a lot....the materials were good...;...... Oh it was great. I mean I loved all the materials you kept giving me.... I was thankful because I didn't have time to look for materials; ...the students liked the materials.....something they don't find in SEBD...;....I liked the materials we used, I think they were.....most of them were compatible and the students managed; ...usually SEBD uses materials which focus on Brunei... so the materials you gave me were......beyond that. One teacher expressed concern that the materials dealing with grammar might be beyond her students: *…I found that they might be difficult for the students especially the ones where they have to discover things like adverbs and phrases and those kind of ... complex sentence, complex phrases and that kind of stuff. I know they won't be able to do.*

As to the question about the difficulty they had with using the approach one of the teachers reported that he found little difficulty with the approach. It should be noted that this was an expatriate teacher and the approach was, as he himself remarked, not too dissimilar to the way he normally taught: *…I 've got no problem with that it's not massively different from the way you would teach.....*

However, the two local teachers both commented on a number of problems they had experienced. Apart from the relatively minor irritation of having to learn and teach new terminology, they felt that the system they operated in presented them with constraints and restrictions that made implementing a new approach

difficult. They were also concerned that the new approach might not do enough to address their students' mastery of basic grammatical structures: …y*es, in Form 2 I think they were told that the introduction, the body and the closing…;…..I have to follow the scheme of work…..there are certain constraints…; I'm restricted by the scheme of work…we have to follow the text book….if he comes and visits and we're doing something else…;…..grammar…they still make the same mistakes..; I don't think it's enough for the students to grasp the grammar…*

When it came to evaluating their students' response to the approach, the three teachers all agreed that during the study their students had read a greater number of texts than normal and also a greater range of text types. They also all mentioned an improvement in the structure of their students' writing. Attention to the structure of texts was an area not previously studied. However, from classroom observations, it was found that teachers had the least difficulty incorporating text structure in their teaching: *…..they improved……… definitely an improvement in the structure;……they got at least some ideas …especially personal recount ….they'd never been helped with that …; they actually learnt something…..definitely with structure…; …there perhaps were benefits for the good students…; before they didn't know there was a different kind of lay out for each composition….*

The final topic for discussion was whether the teachers thought the text-based approach would work in the Brunei context. Two out of the three teachers felt the text based approach would be worth implementing in Brunei schools. It was suggested that a commitment to teacher training and the provision of suitable materials would be crucial. It was also suggested that the approach be implemented in primary school as well as at the early secondary level: *…Yes, I don't see it as a problem……I think teachers have got to be trained…; yes, it would be great if they started this in primary……; …the teachers need good materials..* On the other hand, the third teacher felt it was merely something she would be happy enough to use occasionally, but would not consider substituting it for her present approach, even though she had earlier expressed dissatisfaction with the latter: *…I don't think it's enough……now I'm back to focusing on the paragraph level and trying to get them to write one error free paragraph.*

In summary, a number of observations emerged from the teacher interviews. First, the teachers appeared to welcome new ideas for the teaching of writing, being dissatisfied with prevailing practices and materials at the start of the study. Second, the more experienced expatriate teacher had little difficulty in adapting to the approach. Third, the local teachers adopted some aspects of the new approach successfully and saw benefits for their students. However, they had some difficulty in implementing certain aspects of the new approach, which may have been partly due to their attitude towards embracing a new approach and their attachment to their preferred teaching style in contrast to the demands of the new approach. To some extent, the constraints they faced in their existing school system may also be responsible for the difficulty they faced.

5. CONCLUSION

As stated in the proposal, this report provides an initial and exploratory study into an approach which is largely new in Brunei schools. As such, the results and findings may be preliminary and tentative. Even then, this should not distract us from a number of significant observations that arose about the teaching and learning of writing in the English language classroom here. More importantly, the study has highlighted possible directions for future research in the area of writing in the ESL classroom.

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II. Constraints faced and variations from the original proposal

Generally, the team did not face serious or overwhelming constraints or difficulty throughout the research period. However, there were a number of hiccups the cropped up, especially during the initial period of the research project. An initial setback came from the school originally targeted for the study. Although the principal was very supportive, the experimental group teacher was suddenly transferred to another school just before the start of the research period which meant that a replacement was necessary. The substitute teacher did not appear to be very enthusiastic as she did not volunteer to be part of the research study, but was appointed by her Head. It was felt by the team that it might be a necessary to add on another school to the study if the purpose of the project is to be achieved. In addition, it was thought that the study should include the lower secondary writing classroom. Thus, a school of similar standing with the first school was recruited, permission sought and obtained from the MoE. The principal was equally supportive, so were the teachers involved in the study. It was this school that eventually became the focus of the project study and the data collected from it formed the main results and discussion for the project.

The teacher training sessions were on the whole satisfactory, although the trainers did have some difficulty setting the training times. Because the working hours between the teachers and trainers did not concur, it was difficult to work out a time where everyone was available. Added to this was that the training sessions were interwoven with the teachers' everyday teaching, which made it difficult for teachers to find time to get away from the school to attend these training sessions. However, two of the three teachers managed to attend all the training sessions scheduled.

Initially, it was proposed that the study included the students' reaction to the approach through focus group interviews, but this had to be abandoned as they were very quiet during the interviews and did not offer much at all. Again, it would have been better if students had volunteered to be interviewed rather than be told they had to take part in an interview.

Despite the setbacks mentioned above, the project study proceeded smoothly with little variation from its original purpose.

III. Research visits

A. Report on Research Visit to Singapore 5th-10th March, 2007

Dr Debbie Ho and Mrs. Mary Nicol

1. Purpose of Visit

The above researchers spent six days in Singapore. Since 2001 Singapore schools have been using a text based approach in their Secondary English classrooms. The object of the visit was to evaluate how successful the approach has been in Singapore since the planned UBD research project focuses on evaluating the potential effectiveness of the approach for use in Brunei classrooms. The following institutions were visited during the research visit:

- The National Institute of Education, (Nanyang University)
- St Hilda's Secondary School
- The Anglo Chinese Independent School
- Dunman High Shcool
- Broadrick Secondary School

The specific questions to be explored were:

- Why Singapore chose to adopt the text based approach in 2001
- What measures (e.g. teacher training, refresher courses etc) has been deemed necessary for successful implementation
- In what ways the text-based approach has been modified for use in Singapore schools
- How successful the approach has been since its implementation some five years ago
- Whether or not Singapore plans to continue using this approach

2. Research Methods

2.1 Interview with Professor Anthony Seow of NIE.

Professor Seow provided a brief overview of the teacher training programmes followed at NIE. This was followed by a general discussion of the text based approach in Singapore, and, in particular,how serving teachers were prepared for the new approach. NIE and RELC had been involved in training teachers. Future plans were also discussed.

2.2 Interviews with one school principal and the deputy principal of a second school.
At these meetings the reasons for the adoption of the approach were discussed as well as the measures taken to facilitate the implementation.

2.3 Meet-and-share sessions with English language teachers at all four schools.
 Teachers shared their impressions and experiences of the approach. They also provided samples of materials they had prepared themselves for use in their classrooms.

2.4 Lesson Observations.
A total of five classes were observed at two different schools. This was an opportunity to watch the approach in action.

2.5 Small group discussions with secondary 4 students
At one school we were able to have some time with a group of students who shared their experiences of learning English in general and of the text based approach in particular.

3. Preliminary Findings

3.1 Reasons for implementing the approach
Prior to the approach being implemented, the main teaching and learning method had been based on the principles of Communicative Language Teaching. It is felt that this approach is not rigorous enough in preparing students for the global workplace. It is also felt that the nation needs students who are able to express themselves well and are confident users of the language in particular situations such as the presentation of arguments and persuasion. Even though students enjoy considerable success in examinations, it is felt that more could be achieved. The general consensus its that the text based approach could contribute to students being not only knowers of the language but competent users of the language as well.

3.2 Measures taken to implement the approach

All serving teachers were given training when the approach was first implemented. Those with language qualifications (e.g. TESL, Applied Linguistics) received 24 hours of instruction on English grammar, others had to undergo 60 hours of such instruction. The focus was on grammar knowledge and material production.

3.3 Modifications

Text types studied are aimed at the level of proficiency and maturity of students. Also, the demands of the Cambridge O level examination are kept firmly in mind, especially in secondary years 3 and 4.

3.4 Evaluation of the approach - teachers

Teachers seemed pleased with the approach so far. They felt that students read more texts, and developed good understanding of the structure of a variety of text types. They also spent time developing students' awareness of the differing levels of formality in different text types. However, they were less positive about the teaching of grammar via this method and generally felt that their students continue to struggle in this area. It was also felt that this approach was quite demanding for the weaker students. Exam results had not significantly altered from previous years i.e. they continued to be very good. Teachers tended to attribute this success to a variety of additional factors in their English language programmes and the education system generally.

3.5 Observation of the approach in action

Observations confirmed that work was being done successfully on recognition of text structure and level of formality of language in a variety of genres. However, little was seen of grammar instruction based on the approach. There was little evidence of teachers providing students with language awareness activities based on grammar. There was also little evidence of adequate attention given to this aspect in the sample materials students were given.

3.6 Students'comments

The students felt that the approach had helped them in their writing, although they also mentioned the benefits of journal writing as practised in some schools. They indicated that they still have problems with grammar, reading and vocabulary and

would like more opportunities for peer-to-peer collaborative work. Generally, they would welcome more classroom interactive activities. They had no complaints about the approach itself.

4. Conclusion

The visit provided a great deal of information that will be useful in the next phase of our research project i.e. practical trials of the text-based approach in Brunei English classrooms. Information regarding the training of teachers and the classroom materials provided by the teachers from the Singapore schools will be especially useful when we develop the materials with our teachers here in Brunei.

B. Report on Research Visit to Adelaide, South Australia 14th-2nd August 2007.
Mr. Alex Henry

1. Purpose of Visit

The title of the project connected with this leave is 'Exploring the Introduction of a Text-based Approach to Writing in the Secondary English Classsroom in Brunei Darussalam". This report covers the period 14th July to 2nd August 2007. The aim of the research project is to explore the possibility of introducing a relatively new teaching approach into the secondary schools in Brunei Darussalam. In order to fully explore this option the research team planned to study how this approach was implemented in Singapore and Australia. Dr Ho and Ms Nicol visited schools in Singapore during March of this year. The purpose of this research leave was to collect as much information as possible on the implementation of the text-based approach in schools in South Australia. This state was chosen because it was thought by the team to have fully implemented the approach in terms of integrating different text-types in the syllabus and in the use of systemic functional grammar in the school ESL and first language classrooms.

The original purpose of the research leave was to visit a school in Adelaide to talk to English teachers and to observe classes, to carry out library research on the implementation of this approach, and to buy books which would help the team write sample teaching materials. The researcher was able to achieve these goals and, in addition, was able to meet many of the people at the State Education Department who

actually wrote the education policy, were heavily involved with the design of the ESL and first language syllabuses, and designed teacher training courses.

2. <u>Visit to the State Education Department, Adelaide</u>

Perhaps the most useful part of the research leave was the visit to the State Education Department. Before leaving Brunei the researcher had emailed the Department asking to meet the ESL policy officers. Although a response was received the request had been forwarded to the relevant department, there was no further communication. However, when he was in Adelaide the researcher was able to contact members of the ESL department who took a great deal of interest in this research project and spent a considerable amount of time explaining their approach and how it has been implemented. The first contact was with Ms Barb Jenkins a Project and Policy Officer and a member of the Learning Outcomes and Curriculum Group. She explained the current research the Department was undertaking: to review the literature over the last 20 years into which classroom environment lead to successful learning outcomes. Their main (preliminary) finding seemed to be that teachers with greatest autonomy in terms of what to teach and when to teach were the most effective. They were also examining a host of other variables. The researcher then met with another member of this team, Professor Philip Gammage, a professorial research fellow, who very kindly allowed the researcher to attend a meeting on the same topic. He also mentioned a conference the Department were hosting which might be of interest to UBD staff involved in education. He has subsequently sent over more information of the conference which will be circulated.

In order to find out more on the setting of ESL policy and the writing of the ESL curriculum, the researcher met with Ms Pat Lee, a Policy and Program Officer at the State Education Department, who is directly responsible for ESL policy and curriculum. Ms Lee explained the driving philosophy behind the ESL curriculum in the state schools in South Australia. In brief, they have a very sensitive testing instrument which determines on which scale a particular ESL learner is on, and then use a set of teaching goals to help the learner close the gap on first language learners. The Department does not write ESL materials for the ESL teachers but does provide a teaching resource book, R-10 English Teaching Resource, which provides details on which language skills should be developed according to which scale a particular

learner is on. This book is produced by the Department in close collaboration with practising teachers and other concerned professional groups and covers not only ELS but also first language teaching from birth to Year 10 in high school. The researcher purchased a copy of this book and it should prove very useful for our project. He was also very kindly taken through the most important parts of her Department's website which contains a lot of useful information on English language education.

As the project under study involves writing teaching materials for testing in the secondary schools in Brunei, visits were made to the publishing department of the Department of Education and Children's services. A meeting was set up with Mr Robert Muir, the business development manager, who until recently was responsible for developing teacher training materials. His department is responsible for determining ESL teacher training needs and for creating teacher training courses. He very patiently took the researcher through types of courses available for ESL training. He also revealed a valuable book, teaching English Through Science, that could potentially useful for this research project. Mr Muir also provided contact details of the private company, Lexis Education, that delivers the training courses. Subsequent contact was made with John Polias who has sent over details of their courses. Their training course might be of benefit to this project study as they offer 'train the trainer' type courses in which one teacher is trained to teach others in the education system. Such a programme can be very cost effective.

3. Classroom observations

The visit to Pulteney Grammar School was very interesting and insightful. The Head of English Mr Llyodd Cook was very welcoming and in addition to arranging for class observations, he guided the researcher through the English curriculum in some detail. He also guided the researcher though some of the websites which contain much of the information on curricula. As Pulteney teaches English from a first language rather than as a second language perspective, their implementation of the text-based approach would probably be replicable in its current form only in the sixth form colleges in Brunei. However, the basic philosophy and some of their teaching techniques would be worth trying in other schools.

Class observations were carried out in both the middle and senior school. As the visit took place during the first week of their term, the researcher was able to observe how the teachers prepare pupils to cope with the demands on working with a variety of text-types all related to a particular topic or social issue. The one aspect of the curriculum which the researcher was largely unaware of was the role of film. From Year 7 to the final Year 12, all pupils are required to study film in much the same way as they are required to study poetry, plays, novels, short stories and non-fiction. The basic philosophy of their text-based approach at the syllabus level is to integrate the different types so that pupils are made aware of the differences between them from a very early stage. In terms of grammar teaching, different teachers adopt different positions: some explicitly teach grammar using a textbook while others rely on osmosis and only correct grammar errors as they appear in student work. Titles of the main grammar books used in the school were noted and arrangements were made for them to be purchased for our project.

4. Library research & gathering of reading material

The final aim of the visit was to conduct library research and buy relevant text book that could be used in the pilot study the research team intend to conduct in three schools in Brunei. The library research proved fruitful but some of the books the researcher intended to buy were not available in the university bookshops. These shops tended to stock only prescribed textbooks rather than books in highly specialised areas. Some other books relevant to this project had been ordered by the libraries but had not yet arrived. One such book, Accelerating the Literacy Development of Indigenous Students: The National Literacy Program (NALP), would be of particular interest to this project since it describes the methods and materials used to allow indigenous pupils in rural areas to catch up with mainstream pupils. The researcher did, however, buy nine books which are currently used in schools in South Australia, and which are proving useful for this project.

5. Conclusion

To conclude, it was felt that the research leave was of great benefit both to the researcher and to the research projects he is working on. Perhaps the most important part of the research visit was meeting so many people in the State Education

Department who showed great interest in this research project and were extremely helpful.

IV. Papers presented and other publications

To date this research project has generated two conference papers by two members of the research team and an article submission to TESOL Quarterley by Dr. Debbie Ho and Mr. Alex Henry. The first conference paper was based on the transcript of the focus group discussion with participating teachers, which took place at the end of the teaching phase of the study. The purpose of the discussion was to allow researchers to have some insight into the teachers' reactions to using the text-based approach to writing and to identify any difficulties they had encountered. The presenter was Mrs Mary Nicol and the title of the paper was *Transplanting methodologies: teacher reaction to trying out the text based approach in Brunei schools.* It paper was presented at the 5th National VTTN ELT conference held in Hanoi from 16th to 17th January, 2009. The theme of the conference was "Challenges and changes in English language teaching." The conference paper was subsequently delivered as a public lecture at UBD on 29th April, 2009.

Paper Abstract

In recent years an adapted version of the Australian text based approach has been used with some success in Singapore secondary schools. Since both Singaporean and Brunei students work towards the same goal i.e. the Cambridge O level English language examination it was felt that it might be worth considering the approach for use in Brunei schools. Currently a pilot study is underway. This paper outlines the reactions of the teachers involved in phase 1 of the study, and considers whether or not the approach might be successfully transplanted into the local learning culture of Brunei classrooms.

The second conference paper was presented by Dr. Debbie Ho titled *The text-based approach to teaching writing in the ESL classroom: does it work?* This was a joint-authored paper with Mr. Alex Henry. It was presented in the International Conference "Language Teaching in Increasingly Multilingual Environments: From Research to Practice" held in Warsaw, Poland between 16 and 18 September 2010. The paper

examines the performance of secondary school student writing prior to and after the text-based method of instruction in Brunei.

Paper Abstract

The text-based approach to teaching ESL writing has gained increasing attention in both ESL and EFL classrooms. Under the umbrella of Systemic Functional Grammar and genre-based pedagogy, the text-based method uses a text type approach to teaching writing. Instruction is focused on the three dimensions that create meaning in texts: the ideational, interpersonal and textual dimensions. To be effective writers, students must be aware of the structural, interpersonal and textual features of different text types. This paper examines the impact of the text-based instruction on ESL writing in the secondary classroom in Brunei, a NNEs (Non-Native English Speaking) country in South East Asia. In particular, it compares students' level of language awareness of a particular text type in terms of its structural, textural and textual features before and after instruction. Altogether, forty student pre and post instruction written scripts on the Report text type were used. Moreover, twenty were students from a higher ability class and twenty from a lower ability class. The scripts were assessed using a systemic functional grammar scoring system and then compared. The scores were then subjected to a Wilcoxon Matched-pair Test which showed a significant difference between pre and post instruction student performance. As a whole, students showed overall improvement in their writing after instruction. Moreover, the results also showed that text-based instruction tends to have a greater impact on lower ability students compared to higher ability students.

The project also generated the first article submitted to TESOL Quarterly titled *A Text-based Approach To Writing in the ESL Classroom.* This is a joint-authored paper by Debbie G.E. HO and Alex HENRY. The paper was sent in recently and is still under review.

V. Teaching materials produced for training and classroom teaching

Throughout the training and teaching phases of the study teachers were provided with teaching materials from a variety of sources for each of the test types taught:

i)   Materials adapted from existing materials i.e. Secondary English for Brunei Darussalam 4

As far as possible the materials used were based on the contents of the text book currently in use in the participating schools i.e. Secondary English for Brunei Darussalam 4. This decision was made for practical reasons i.e. so that both experimental and control group students were exposed to the same texts, but also

using these texts allowed the teachers to see how available materials could be adapted to fit the new approach. It was also a way of making the differences between the old and new approaches as clear as possible. Since the approach calls for students to be exposed to a larger number of texts than is normally available in school text books, it is necessary for teachers to be able to identify and adapt suitable texts themselves.

ii)   Preparation of teaching materials

Teachers and researchers worked together on the preparation during the training sessions that preceded each new text type. This allowed the teachers some experience of creating and adapting materials-writing which was important since two of the teachers were relatively inexperienced. It also provided an opportunity for them to apply and enhance their understanding of the specific requirements of the new approach.

An example of the materials produced in this way is the work done on the text "The Grave Diggers" (unit 3 of Secondary English for Brunei Darussalam 4) for use in the teaching of the fictional narrative text type. These materials are reproduced in Appendix 4A. The important differences between these materials and those provided in the text book would lie in the nature of the pre-reading work, the amount of text creation (spoken and written) engaged in by students and the repeated linking of the text type, its purpose and its structural and linguistic features.

Subsequent materials for other text types follow a similar format and contain an element of comparison or contrast between different, previously studied text types.

iii)   Teacher generated materials

It was always the hope and the intention of the researchers that the teachers would feel sufficiently confident and motivated to try their hand at writing their own materials using the text based approach. This did in fact happen, particularly with the most experienced teacher who had little trouble in creating his own materials.

The two teachers with less experience were understandably less confident in their own ability. Appendix 4B is an example of work prepared by one of the less experienced teachers. Although not without its faults, it demonstrates a developing understanding of the requirements of the new approach.

iv)   Materials from published sources

Researchers also introduced the teachers to some materials from published sources from both Singapore and Australia as examples of what was being done elsewhere. Appendix 4C is an example of materials for a personal recount lesson taken from an Australian text book in current use. The example shows that the structural and linguistic features of the text type are highlighted from the start and returned to often during the unit, providing plenty of scaffolding for student writing tasks that follow. A number of different samples of the text type are included in the unit.

v)   Materials given to researchers by Singapore teachers.

During the training sessions teachers were also introduced to teaching materials prepared by Singapore teachers. These materials were given to the researchers during their research visit to Singapore. It is a common feature of the text based approach that teachers should be encouraged to create a lot of their own material. The high number of input texts is one reason for this, but it also allows teachers to adapt the approach to fit local learning styles, priorities etc. This can be important in getting the most out of a methodology originally designed for a quite different learning culture. An example of the Singapore created lesson materials is in Appendix 4D. For example, here the teacher chose to have the grammatical features fore-grounded by preceding the structural features.

vi)   Teacher reaction to the materials provided

All participating teachers were extremely enthusiastic about the materials provided during the study. It was clear from the focus group discussion that they felt that they lacked the opportunity and confidence to create for themselves a

steady supply of fresh, interesting, motivating and appropriate teaching materials. Throughout the study materials were provided more or less on demand which teachers found very helpful.

vii)   The teachers' ability and willingness to create their own materials.

The response here was closely related to the level of experience of the teachers. The most experienced teacher was able to create materials successfully even after the modest amount of training given. Although the less experienced teachers made progress with this over the course of the teaching and training phases of the study, it was clearly going to take longer for the less experienced teachers to reach that level of success.

FINANCIAL SUMMARY

The total grant awarded for this research project was B$14,274. The actual amount spent totalled B$7,191. Items which were budgeted for but unspent totalled B$6,628. The table below gives a detailed account of the items/services spent and unspent.

Spent Items/Services	Cost (B$)
Item/Service Spent	
Air fares for 2 project members to Singapore for one week	1060
Per Diem allowance 2 project members in Singapore 6 days each	1800
Air fare one member to Adelaide	1380
Per diem one member in Adelaide for 7 days	1050
Books	281
Research Assistants	1620
Total	**7191**
Items Budgeted but not Spent	
Air fare one project member to Australia	1475
Per diem one member in Australia for 7 days	1050
Training materials	1719
Consumables	464
Research Assistants	1980
Total	**6628**

END OF REPORT