

THE EFFECTIVENESS OF USING LITERATURE RESPONSE JOURNAL TO IMPROVE STUDENTS' WRITING FLUENCY

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ABSTRACT

Writing fluency has always been one of the difficult writing skills faced by low and average proficiency students. It requires students to be able to write smoothly as the ideas flow through their mind. Even though low and average proficiency students are recommended to write freely without worrying about their spelling and grammar, they still find it hard to pen their thoughts and feelings due to the lack of vocabulary knowledge, writing practice and reading. The purpose of this study was to determine the effectiveness of using literature response journal to improve students' writing fluency. Firstly, it utilizes the quantitative method using the quasi-experimental approach, specifically, the non-equivalent group pre-post tests design. Secondly, four factors viz. writing practice, reading habit, parental encouragement and students' perceptions towards the English language were chosen to determine their degree of correlation with students' writing fluency. Two groups of 30 Form Four students were systematically selected from six Form Four classes to form a control and treatment group respectively. In the treatment group, the 30 students were introduced to literature response journal and were asked to write seven journal entries, one journal each day, over seven days. Selected topics were given to the students at the end of every literature lesson. At the end of the seventh day, the total word count of each student's journal entry was counted. The paired samples t-test was used to determine any significant difference in the total word count between Day 1 and Day 7 of the journal entries. In addition, students in the treatment group were given a four-point value Likert scale questionnaire related to their writing practice, reading habit, their parents' encouragement in their English learning and their perception towards the English language. Each factor is correlated with their writing fluency using the Pearson Product-Moment to determine the degree of correlation. The data analysis showed a significant difference in the paired samples t-test and supports that literature response journal helps improve students' writing fluency. Furthermore, the Pearson Product-Moment showed that students' writing fluency had a moderate and significant correlation with their writing practice and reading habits while students' writing fluency had a weak and no significant correlation with parental encouragement and students' perceptions towards the English language.

Keywords: writing fluency, reading habits, parental encouragement, students' perceptions of English language.

1. Introduction

The English language was introduced in Malaysia through the colonial education system and it is still entrenched in our current educational system. A report by the Education Planning Committee 1956 ensured the continuous teaching of the English language in Malaysia (Asmah Haji Omar, 1992: 84) as an integral part of the Malaysian education system. English language is taught as a compulsory second language in Malaysian primary school right up to university.

In keeping with the national education policy, English is taught as a second language in all government-assisted schools in Malaysia at both primary and secondary levels. The implementation of the Integrated Secondary School Curriculum or *Kurikulum Bersepadu Sekolah Menengah* (KBSM) emphasises four language skills viz. listening, speaking, reading and writing. The KBSM English language syllabus aims to extend learners' English language proficiency in order to meet their needs for English in everyday life, for knowledge acquisition and for future workplace needs (Malaysian Ministry of Education, 2003). Thus, the syllabus programme emphasizes the acquisition of the four language skills and communicative ability through the three areas of language purpose viz. interpersonal, informational and aesthetic.

In order to combine the informational and aesthetic areas, this research incorporated literature response journal to help low and average proficiency students improve their writing fluency and assist them in their literature studies. The literature response journal required students to write on a given topic pertaining to the characters, settings, values, and their personal thoughts and feelings on certain matter at the end of the literature lesson. This writing activity incorporated two types of responses to reading as described by Rosenblatt (cited in Holland, Hungerford & Ernst, 1993): Efferent reading, in which the reader strives to ascertain the public meaning of the text; and aesthetic reading, in which the reader draws on personal experience to shape the meaning of the text to something more personal. Some students find literature a 'dry' and difficult subject to comprehend due to the literal and figurative meanings in a short story or poem. Hence, the literature response journal draws students into the literature by inserting oneself into the story by assuming the role of the story characters, being in the setting and to ponder on the values that are incorporated in the short story and poem (Snipe, 2002).

The main focus of the literature response journal is on students' writing fluency and not on their language accuracy. Calkins (cited in Benishek, Vejr and Wetzel, 2001) states that the most important matter teachers can offer to students who struggle with writing is to provide them with opportunities to write 'freely and unselfconsciously' (p.290). When umpteen changes, revisions, and corrections are made by the teacher, a learner's sense of ownership pertaining to his work may be weakened. Hence, literature response journal not only improves students' writing fluency but also increases their comprehension of the literature material and, thus, instil an interest in learning literature.

1.1 Problem Statement

Students with low and average English proficiency experience writing difficulty because they lack vocabulary knowledge, ideas and writing practice which impede their writing fluency. This problem is conspicuous when students attempt to produce a text during essay writing sessions or examinations which are usually short and lacklustre. In the Lower Secondary Assessment or *Penilaian Menengah Rendah* (PMR), Form Three students are required to write a 150-word guided essay while Form Five students are required to write a continuous writing or non-guided essay of at least 350 words in the Malaysian Certificate of Education or *Sijil Pelajaran Malaysia* (SPM) examination. Unfortunately,

these students are unable to fulfil these criteria thus precipitate them to score either very low grades or, worst of all, fail their English language paper.

Besides, some students do not anticipate literature lessons as they view literature as an arduous subject to comprehend especially the literal and figurative meanings of a poem. In addition, the setting and culture of certain short stories is alien to the students when it is set in a foreign background other than Malaysia. As a result, they are unable to relate and comprehend the literature materials.

So, this is where literature response journal can expedite students' writing fluency and literature comprehension. The purposes of the literature response journal are for students to dwell into the characters, settings, plots and meanings of the short story and poem. Students can feign they are living in the short story and poem to help them fully comprehend the literature materials. Concurrently, it helps ameliorate students' writing fluency as they write their thoughts and feelings freely in their journals every day. This is supported by Fulwiler (1980) who stated that to be able to write with ease would be of great help to students as difficulty in writing is often associated with mental blocks that impedes their writing pace.

1.2 Significance of the Study

The use of literature response journal allows students to write unimpeded on a given topic related to the literature materials that are taught in the classroom. Without focusing on students' language accuracy, students are more galvanized and confident in their writing skill and are able procure ownership of their written works. This is useful for students with low and average English proficiency to be prepared, most of all, for the PMR and SPM examinations which necessitate them to write guided and continuous essays respectively.

Literature response journal was chosen for this research as it is an alternative to encourage students to practice writing daily and to help capture students' reaction and understanding of the short stories and poems that they learn during literature lessons. In addition, students can articulate their thoughts and feelings through literature by writing unimpeded without being constantly rectified on their grammar and written products.

1.3 Objectives of the Study

Literature response journal can be utilized as a supplementary writing activity in the teaching and learning of literature. Thus, the objectives of the study are to:

- i. determine the effectiveness of literature response journal in improving students' writing fluency.
- ii. determine the correlation between students' writing fluency with their writing practice, reading habit, parental roles and students' perception towards English.

1.4 Research Questions

The research questions in this study are as follows:

1. Can literature response journal improve students' writing fluency?
2. What is the correlation between students' writing fluency with their writing practice?
3. What is the correlation between students' writing fluency with their reading habit?
4. What is the correlation between students' writing fluency with their parents' encouragement to learn English?
5. What is the correlation between students' writing fluency with their perceptions towards the English language?

2. Methodology

2.1 Research Approach

The quantitative method was used to conduct the research by utilizing the quasi-experimental approach specifically the non-equivalent group pre-post tests design and a self-constructed questionnaire. 30 journal entries were collected from the control and treatment group respectively and 30 questionnaires from the experimental group only.

2.2 Population and sampling

The population of this research was 164 Form Four students with low to average English proficiency. A systematic sampling was utilized to form two groups of 30 samples viz. the control and experimental groups whereby the 6th student from a class name list was selected until five samples were procured from each of the six classes. The first 30 samples formed the control group and the selection was repeated to form a treatment group from the next 30 samples.

2.3 Research Instruments

Two instruments were used in this research viz. students' journal entries and a four-point value Likert scale questionnaire.

(A) Journal

Each student was required to write one journal entry each day for seven days after every literature lesson and the topics were given by the researcher.

(B) Questionnaire

The questionnaires were given to 30 students in the experimental group on the seventh day of the research. The questionnaire items pertained to students' writing practice, reading habit, their parents' encouragement for them to learn English and students' perceptions towards the English language, and the items are set in a four-point value Likert scale which required students to respond to each statement by indicating whether they strongly disagree (1), disagree (2), agree (3) or strongly agree (4). The researcher selected these four factors to determine their degree of correlation with students' writing fluency. The questionnaire contained 24 items and was divided into four sections:

Section A : Contains six items pertaining to students writing practice.

Section B : Contains six items to provide the researcher a clearer understanding of the students' reading habit.

Section C: Contains five items pertaining parents' encouragement in their children's English language learning and achievement.

Section D : Contains four items to analyse students' positive or negative perceptions towards the English language and its influence on their writing fluency.

2.4 Data Analysis

All data were collected and analysed using the "Statistical Package for Social Science (SPSS for Windows)" version 17. Descriptive and inferential analysis were used to analyse the data obtained from the journals and questionnaires; and the pre-post test experimental design respectively. Descriptive analysis used in this research were frequency, mean and standard deviation to analyse

students' total word count of the seven-day journal entries. In addition, for the inferential analysis, the researcher chose the paired samples t-test to identify any significant difference in the students' total word count between Day 1 and Day 7 of writing the literature response journal in the pre-post test experimental design.

The Pearson-Product Moment was used to determine the degree of correlation of students' writing fluency with four selected factors viz. writing practice, reading habits, parental encouragement and students' perceptions towards the English language. The independent variables were students' writing practice, reading habits, parental encouragement and their perceptions towards the English language while the dependent variable was students' writing fluency. All predictors, that is $p = <0.05$ were considered significant and anything more than that was not accepted as being significant.

4. Findings and Discussions

4.1 The Use of Literature Response Journal to Improve Students' Writing Fluency

Based on the seven-day journal entries (Table 1), there was an increase in students' total word count and the paired-sample t-test showed a significant difference between the total word count on Day 1 ($M = 111.93$, $SD = 48.93$, $n = 30$) and Day 7 ($M = 152.13$, $SD = 88.78$, $n = 30$) of using the literature response journal, $t(29) = -2.74$, $p = .010$ (significant at $p < .05$).

Table 1: Mean Difference: Significant Difference between the Total Word Count of Day 1 and Day 7 after using the Literature Response Journal

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Day1T - Day7T	-40.200	80.357	14.671	-70.206	-10.194	-2.740	29	.010

Meanwhile, the result of the paired-samples t-test of the control group on Table 2 showed no significant difference between the total word count on Day 1 ($M = 93.90$, $SD = 34.69$, $n = 30$) and Day 7 ($M = 93.57$, $SD = 36.52$, $n = 30$), $t(29) = .101$, $p = .920$ (significant at $p < .05$).

Table 2: Mean Difference: No Significant Difference between the Total Word Count of Day 1 and Day 7 in Control Group

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Day1C - Day7C	.33333	18.13234	3.31050	-6.43739	7.10406	.101	29	.920

The descriptive statistics on Table 3 showed an increase in the word count from 3358 words on Day 1 and to 4564 words on Day 7 which was an increase of 73.58 per cent. The standard deviation for each

day was high as the word count for the seven-day journal entry ranged from 100 to 490 words.

Table 3 : Students' Seven-Day Journal Entries Word Count in Treatment Group

DAY	WORD COUNT	MEAN	STANDARD DEVIATION
1	3358	111.93	48.13
2	3413	113.77	60.83
3	3625	120.83	91.81
4	3647	121.57	65.84
5	3808	126.93	52.26
6	4132	137.73	107.30
7	4564	152.13	88.78

Meanwhile, the word count for students' journal entries on Day 1 and Day 7 showed a slight increase from 2566 words to 2683 words as shown in Table 4.

Table 4: Students' Day 1 and Day 7 Word Count in Control Group

DAY	WORD COUNT	MEAN	STANDARD DEVIATION
1	2566	93.90	34.69
7	2683	93.57	36.52

These results supported the statement by Sejnost and Thiese (2001), and Bloor and St. John (1988) that journal writing allows students to improve their writing fluency as it forms a continuous writing activity which provides students the chance to practice writing and experiment with language. Literature response journal expedites students to explore their understanding, feeling and to articulate their opinions on certain matters related to the topic of discussion or their personal experience. The fact that a journal has to be written frequently gives the students the practice they need in order to procure writing fluency (Fulwiler, 1980). Therefore, English teachers should provide creative and interesting writing activities for students to practice writing daily instead of strictly adhering to the syllabus guideline pertaining to the types of essays students are required to learn in preparation for the public examinations.

4.2 Correlation between Students' Writing Fluency with Their Writing Practice

Table 5 shows that there was a positive and moderate correlation ($r = .356$) and p value which was not significant at .054 ($p < .05$) between students' writing fluency with their writing practice.

Table 5: Correlation between Students' Writing Fluency with Their Writing Practice

		Fluency	Writing Practice
Fluency	Pearson Correlation	1	.356
	Sig. (2-tailed)		.054
	N	30	30
Writing Practice	Pearson Correlation	.356	1
	Sig. (2-tailed)	.054	
	N	30	30

Analysis of the questionnaire in Table 6 reveals that the low total mean average for students' writing practice at 2.60 showed that students seldom practice writing. This was supported by statement 1 and 3 that only a mean value of 2.27 regularly practiced writing English essay and a mean value of 3.00 made the effort to write English essays only when their teachers gave them exercises respectively. In other words, they will not take the initiative to write on their own if the English language teachers did not provide any writing exercises. The statement 'I write English e-mails to my friends and family' scored the lowest mean with 1.97 which showed that majority of the students (21 students) did not use English written communication when they were not in school. Writing e-mails is currently one of the most common forms of written communication, thus, students should use it as an opportunity for them to practice writing in English to their friends and families as they are able to write freely on any matter just as they are writing an informal letter or a message on a piece of paper. The statement 'I use the dictionary when I write English essays' scored the highest mean value of 3.30 with 25 students who agreed to the statement. The students were informed that this statement refers to students using the English, Malay-English or Chinese-English dictionaries to identify the meaning(s) or spelling of a word. This showed that students realized they require good vocabulary knowledge to express their opinions and ideas effectively especially when English is not their first language. Low and average proficiency students tend to think and mentally construct sentences in their mother tongue and translate the sentences word-for-word into English, sometimes, rendering the sentences meaningless. It is important that teachers guide their students in choosing the right dictionary and teach them the accurate and effective way of using it. It is futile for students to memorize a long list of words but unable to use them correctly in a sentence and context.

This result supports the idea by Breen and Candlin (1980) and Hornick (1986) that writing fluency and good writing skills can be achieved through writing practice to help train students to articulate their ideas and thoughts effectively and concurrently improve students' reading skill.

Table 6: Mean Scores of Students' Writing Practice

NO	STATEMENTS	SD (%)	D (%)	A (%)	SA (%)	Mean
1.	I always practice writing English essays.	5 (16.7)	13 (43.3)	11 (36.7)	1 (3.3)	2.27
2.	I spend some of my time to practice writing English essays at home.	2 (6.7)	10 (33.3)	17 (56.7)	1 (3.3)	2.57
3.	I only write English essays when my English teacher gives me exercise to do.	1 (3.3)	8 (26.7)	11 (36.7)	10 (33.3)	3.00
4.	I have many ideas when I have to write English essays.	1 (3.3)	14 (46.7)	14 (46.7)	1 (3.3)	2.50
5.	I use the dictionary when I write English essays.	1 (3.3)	4 (13.3)	10 (33.3)	15 (50.0)	3.30
6.	I write English e-mails to my friends and family.	14 (46.7)	7 (23.3)	5 (16.7)	4 (13.3)	1.97
Total Mean Average						2.60

Reference: SD (Strongly Disagree), D (Disagree), A (Agree), SA (Strongly Agree)

4.3 Correlation between Students' Writing Fluency with Their Reading Habit

Based on Table 7, the relationship between students' writing fluency with their reading habit showed a positive and moderate correlation ($r = .303$) and p value which was not significant at .104 ($p < .05$).

Table 7: Correlation between Students' Writing Fluency with Their Reading Habit

		Fluency	Reading
Fluency	Pearson Correlation	1	.303
	Sig. (2-tailed)		.104
	N	30	30
Reading	Pearson Correlation	.303	1
	Sig. (2-tailed)	.104	
	N	30	30

Table 8 shows the mean average of students' reading habit was 2.5. Overall, the students did not have good reading habits as 70 per cent did not read English books and 43.3 per cent stated that they did not read English newspapers (even though each class was provided with two copies of the *New Straits Times*). 56.7 per cent of the students did not read English essay samples from the English reference books while 43.3 per cent had many Bahasa Melayu or Chinese books at home. The results showed that students' habit of reading English newspapers and books had a low mean score of only 2.13 while reading English essay samples from English reference books has the lowest mean score of 1.63. This result supports Graham (2003) that good vocabulary knowledge ensures students' effective reading comprehension and thus enables to them to write fluently based on the knowledge and ideas they have gained through reading (Konopak and Martin, 1982). Therefore, avid readers read more

and through additional reading, they increase their vocabulary and knowledge. This in turn helps them to make further gains in reading and learning.

Table 8: Mean Scores of Students' Reading Habit

NO	STATEMENTS	SD (%)	D (%)	A (%)	SA (%)	Mean
1.	I always read English newspapers.	7 (23.3)	13 (43.3)	9 (30.0)	1 (3.3)	2.13
2.	I like to read English books.	1 (3.3)	10 (33.3)	14 (46.7)	5 (16.7)	2.76
3.	I always read English books.	3 (10.0)	21 (70.0)	5 (16.7)	1 (3.3)	2.13
4.	I always read English essay samples from the English reference books.	17 (56.7)	10 (33.3)	0	3 (10.0)	1.63
5.	I have many Bahasa Melayu and/or Chinese books at home.	3 (10.0)	8 (26.7)	13 (43.3)	6 (20.0)	2.73
6.	I use the dictionary when I do not know the meanings of the words.	1 (3.3)	1 (3.3)	6 (20.0)	22 (73.3)	3.63
Total Mean Average						2.50

Reference: SD (Strongly Disagree), D (Disagree), A (Agree), SA (Strongly Agree)

4.4 Correlation between Students' Writing Fluency with Their Parents' Encouragement to Learn English

The results on Table 9 showed a positive but very weak correlation ($r = .147$) and p value which was not significant at .439 ($p < .05$) between students' writing fluency with their parents' encouragement to learn English. This study did not obtain similar results compared to previous studies because writing fluency is one of many specific areas of writing skills which requires continuous practice and a lot of reading on the students' part to help make them better and adroit writers (Shanahan, 1990). However, detailed analysis showed that more than half of the students' parents were positively involved in certain aspects of their English language studies and achievement.

Table 9: Correlation between Students' Writing Fluency and Parental Encouragement

		Fluency	Parents
Fluency	Pearson Correlation	1	.147
	Sig. (2-tailed)		.439
	N	30	30
Parents	Pearson Correlation	.147	1
	Sig. (2-tailed)	.439	
	N	30	30

The analysis on Table 9 showed parental encouragement had a mean average of 2.78. Students agreed that their parents played a role in their English language competency and achievement. 83.4 per cent of the students' parents were concerned about their children's English language achievements and followed by 70 per cent of the students claimed that their parents encouraged them to speak English. 66.7 per cent of the students responded that their parents encouraged them to read English materials while 56.7 per cent of the students' parents assisted them in learning English. Finally, 56.7 per cent of the students also acceded that their parent encouraged them to practice writing English essays.

Table 9: Mean Scores of Parental Encouragement

NO	STATEMENTS	SD (%)	D (%)	A (%)	SA (%)	Mean
1.	My parents help me with my English.	3 (10.0)	10 (33.3)	11 (36.7)	6 (20.0)	2.67
2.	My parents are concerned about my English language achievements.	2 (6.7)	3 (10.0)	14 (46.7)	11 (36.7)	3.13
3.	My parents encourage me to speak in English.	2 (6.7)	7 (23.3)	12 (40.0)	9 (30.0)	2.93
4.	My parents encourage me to read English materials.	3 (10.0)	7 (23.3)	15 (50.0)	5 (16.7)	2.73
5.	My parents encourage me to practice writing English essays.	9 (30.0)	4 (13.3)	11 (36.7)	6 (20.0)	2.46
Total Mean Average						2.78

Reference: SD (Strongly Disagree), D (Disagree), A (Agree), SA (Strongly Agree)

Even though the result of this study showed a weak correlation between parental encouragement and students' writing fluency, it does not deduce that parents should entrust the responsibility of improving their children's English language proficiency and achievement solely to the teachers and not play any key roles in their children's overall academic achievement. Earlier studies by Fan and Chen (cited in Clark, 2007) showed that parental involvement in their children's learning positively improved their child's performance at school while studies by Flouri and Buchanan (1994), Wade and Moore (2000), Rowe (1991, all cited in Clark (2007) which focused on reading skills and abilities reported similar results. Meanwhile a study by Wei and Zhou (2003) showed the importance of parental involvement in their child's writing development mainly on spelling and journal keeping.

4.5 Correlation Between Students' Writing Fluency with Their Perceptions towards the English Language

The analysis in Table 10 showed that the correlation between students' perceptions towards the English language and their writing fluency had a negative and very weak correlation ($r = -.199$) and p value which was not significant at .291 ($p < .05$). This indicated that students' perception towards the language did not play a significant role in their writing fluency.

Table 10: Correlation Between Student's Writing Fluency with Their Perceptions Towards the English Language

		Fluency	Perceptions
Fluency	Pearson Correlation	1	-.199
	Sig. (2-tailed)		.291
	N	30	30
Perceptions	Pearson Correlation	-.199	1
	Sig. (2-tailed)	.291	
	N	30	30

However, the total mean average of 3.43 in Table 11 showed that the students have positive perceptions towards the English language. 96.7 per cent of the students acceded that English plays a very impediment part in their future plan whether for academic or career purposes. 83.3 per cent also acceded that their English teacher helped them to improve their English language. This showed that the English teacher has had a positive impact in guiding students in their language learning and also to instil positive perceptions towards the English language within the students. This was supported by the 53.3 per cent of the students who agreed that they liked attending English language classes. The result supports Perl (cited in Hornick, 1986) that the necessity for supportive teachers is particularly great in writing classroom. In addition, 66.7 per cent of the students agreed to continue learning English after completing their secondary education as they were aware of the importance of English language in their future plans. The overall results showed that the students have very positive perceptions towards the English language through their acceptance of their English language teacher, the lessons and their awareness of the English language role in the prevalent education and future undertaking.

Table 11: Mean Scores of Students' Perceptions towards the English Language

NO	STATEMENTS	SD (%)	D (%)	A (%)	SA (%)	Mean
1.	I will continue to learn English after I have completed my secondary education.	1 (3.3)	7 (23.3)	20 (66.7)	2 (6.7)	2.77
2.	I like to attend English language classes.	1 (3.3)	2 (6.7)	16 (53.3)	11 (36.7)	3.23
3.	My English teacher helps me to improve my English language.	0	0	5 (16.7)	25 (83.3)	3.83
4.	English is important for my future plan.	0	0	1 (3.3)	29 (96.7)	3.90

Total Mean Average

3.43

Reference: SD (Strongly Disagree), D (Disagree), A (Agree), SA (Strongly Agree)

5. Conclusion

In conclusion, it is evident that the literature response journal can indeed help improve students' writing fluency when it is practiced on a daily basis. In addition, the research finding showed a moderate and significant correlation between students' writing fluency with their writing practice consistency and reading habit. However, the correlation between students' writing fluency with their parents' encouragement, and perceptions towards the English language was weak and not significant.

It is hoped that these findings will encourage teachers to incorporate literature response journal in their literature lessons as an additional activity to assist students' literature comprehension and also in their language learning. Secondly, teachers should prepare interesting writing and reading activities for students to improve their reading and writing skills. Students' low reading habit, especially pertaining to English reading materials, needs to be addressed by the English language teachers and school administrators. The availability of English newspapers in the classroom, either subscribed by schools or sponsored by individuals or companies through *The Star* and *New Straits Times* newspaper sponsorship programme called 'Newspaper-In-Education' should be fully utilized by students and teachers. Teachers will be able to promote reading interest among students by preparing myriad reading exercises and games using newspapers. Both *The Star* and *New Straits Times* have been actively organising nationwide workshops for English language teachers to proffer creative methods of teaching English in the classrooms. Thirdly, parents need to continuously encourage their children to learn and master the English language as it is one of the main elements in gaining better education and career advancement. Lastly, English language teachers play an imperative role to encourage and influence students, particularly low and average proficiency students, to have positive perceptions and approach towards learning English. Students are more comfortable and connected to teachers who are kind, caring and understanding with their language impediments. This will prevent students from shunning away from learning and improving their English proficiency as some would feel insecure and less confident with their proficiency level.

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