Developing motivation to write through journaling

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Abstract

This study was conducted to investigate the use of journaling to motivate reluctant writers in a primary school. The aim was to lead pupils to perceive writing positively, to reflect on their confidence and belief in their ability to express themselves through a differentiated approach to journal writing. This experience was provided in a structured and safe environment. A targeted group of pupils from Primary 1, 2 and 3 classes, aged seven to nine years, were given nine journal sessions over nine weeks. All lessons were conducted in three regular classrooms in De La Salle School, a mainstream Singapore Government-aided school. A total of 32 participants were selected based on a pre-survey of their perceptions of writing. The methodology set in these teacher-designed lessons was based on carefully selected topics to engage pupils in the writing process. The increase in the average word count of the journal entries as they progressed testified to the fact that they were better able to write. The post-survey carried out after the nine lessons also showed a more positive attitude towards writing.

Introduction

It is not uncommon to hear teachers grouse that it is hard to motivate the reluctant writers in their classes. Teachers have shared that the weaker pupils find it hard to express their ideas in print and they often shy away from writing activities altogether. It has been observed that writing is often an activity carried out without much anticipation nor enthusiasm. These individuals lack self-efficacy, defined as one's belief in one's ability to succeed in specific situations such as expressing oneself in writing in this particular study. Even when journaling has been conducted in class before, with the majority of pupils being quite able to pen down their ideas based on a given topic for the day, the struggling emergent writers continue to present themselves as uncooperative, oppositional, withdrawn, sloppy, bored or indifferent whenever writing is required of them. Teachers of writing have shared that their writing lacks 'voice' and is cause for concern.

The action research team decided to use journal writing, with a prescribed methodology, on carefully selected topics to motivate the reluctant writers to improve their self-efficacy towards writing. Through journaling, which is defined as an authentic written record of one's thoughts and feelings, the team set out an ordered structure for each session. The literature surfaced on reluctant writers supports this operational definition. However, this study focuses only on motivating a carefully selected group of pupils with the intention of changing their beliefs and attitudes towards writing. Although the entire class was given the pre- and post-surveys, only the targeted group of pupils was tracked because these pupils felt stressed, anxious, frustrated or lost when it came to

writing. They were tracked for 'word count' and were monitored for their 'feelings' towards writing. Everyone was handheld through the prewriting experience and the lessons were conducted for the entire class. There was no differentiation in teaching for the selected group within the class during these nine lessons on journaling but the teachers' responses to individuals depended on the journals of each individual pupil; no one received special treatment beyond that.

Pre-writing stage

The team of three teachers first focused on the preparatory stage of the writing process. Each context of each selected topic was extensively shared to ensure a receptive understanding was in place for these young learners of writing. The team increased the time spent on the prewriting experience for all the pupils. The team walked the pupils through the topic, explicitly explained the purpose for writing each journal entry, that the audience would be themselves, their peers or their teacher, and that the context of each piece of writing followed a given theme. Although word choice was important, it was not made the focus. Rather, the central focus of each lesson was to draw the interest of these young and impressionable writers into the 'heart' of the theme. They were taken through the process of writing – thinking about what they wished to say so that they could convey how they felt in sharing this experience. The teachers scaffolded this process of writing and modelled this thought process. Writing was presented as being a fun-filled and meaningful experience where the writer writes to 'voice' their very thoughts and feelings in words to the reader. The teachers also wrote along with them.

Time was spent on exploring the topic, sharing personal experiences, and the pupils were taken through the entire process of building a deeper understanding on the topic at hand. The teachers also took more time to allow for questions to be asked about the topic. The team took great efforts to help these emergent young writers 'experience' the purpose and intent of putting down words to express their thoughts and feelings clearly as they ventured through each of these lessons.

The team of teachers observed more authentic writing from the pupils and a deeper engagement in their writing during these journaling sessions through this prescribed and systematic structural approach to journal writing.

Differentiated approach to journal writing

It was clear to the team that handholding the writer throughout this process was not ideal. The team wanted the voice of the young writers to come through their journaling, and therefore needed to provide this very true experience of writing. These emergent writers needed scaffolding and help in organizing thoughts and feelings into ideas to aid their learning and understanding. Teacher-modelling throughout the entire process of writing was imperative. Prewriting discussions and questioning were the central foci in these lessons. This was noted to be most crucial. Sentence-frames and related words and phrases were religiously recorded in black and white so that these young writers, who had problems getting started, would be less intimidated. Although the teachers modelled the process, and wrote along with their charges, they ensured that help in getting ideas in print was free of teacher-bias or influence as much as possible. The teacher's work was deliberately not displayed as a 'mentor text' but rather was shared aurally, as were those of every other writer for the topic-of-the-day, after the writing exercise was over. This allowed these young writers the choice to write uninhibitedly. They wrote as they felt and allowed their 'voice' to come through their write-ups based on the topic at hand.

In some of the lessons that were conducted, the pupils were given a choice of sentence-frames. Choice was noted to bring excitement to these young writers. The team was greatly surprised that these reluctant writers were able to write about environmental issues, like the haze situation that affected Singapore, after being given prewriting exposure on these topics.

Literature review

The literature on the need for scaffolding, handholding and a structure to the writing process cycle is closely aligned to what Murray (2009) affirms to be the need for as much prewriting exposure as possible for pupils to develop a purposeful need to share their thoughts and feelings on any given theme or topic. So while students are given a choice of topics, these young writers need to be guided in the process. They need to explore the topic alongside the teacher, who models the prewriting process before any writing can be expected. The writing process itself can be divided into three stages: prewriting, writing and rewriting. Thus, it was no wonder that our pupils had not been producing quality work due to the lack of guidance and preparation. Many had been unable to express themselves communicatively in their write-ups at school. Writing is an expression of viewpoints and reactions to the topic at hand.

Bruning and Horn (2000) commented on the emotional aspects of writers and they identified four clusters of conditions as key to the development of writing: nurturing functional beliefs about writing, fostering engagement using authentic writing tasks, providing a supportive context for writing and creating a positive emotional environment. Bandura (1994) described the beliefs as determinants of how people think, behave, and feel. The team found that it was important to build up children's self-efficacy beliefs about writing because this very belief affected their motivation to write.

In the absence of prewriting experiences, fear, frustration or anxiety will result in negative emotional responses to writing per se. Recognizing this host of reasons, be they personal reasons or due to linguistic difficulty, learning disabilities or as a result of the pupils being users of English as a second language, journaling is recommended as a tool for these individuals; engaging them deeply with choice over their writing and the need for authentic writing (Applebee, Langer, & Mullis, 1986).

Methodology

Participants

Thirteen Primary 1, eight Primary 2 and 11 Primary 3 pupils were selected for this small study. The 32 pupils were selected based on their responses to the Perception Survey (pre-survey) on writing and the teachers' observations. There were no considerations regarding gender, socio-economic status or ethnicity.

Procedure

The pre-survey was conducted in March 2015. The tracked pupils in the three different levels were given the survey to do with the rest of their peers in their English classes. The pre-survey (refer to the data in Annex B) consisted of six multiple-choice questions in which pupils were expected to select and tick their answers. The post-survey was administered in November 2015 with the same questions, re-ordered.

The average word count of the journal writing of the nine sessions was compared with the average word count of the four pieces of journal writing which were collected in Term 1 before the pre-survey in March 2015.

The lessons on journaling were meant to be conducted verbatim by the teachers based on the structured lesson plans. However, after the first two lessons, it was discussed and felt that, while the structure and 'key words' of the lesson plan were to be strictly adhered to, there was a need

to differentiate and scaffold oral instructions to help the pupils of the different age groups. Procedurally, nothing was compromised.

Journaling was introduced as one's 'thoughts' and 'feelings', an authentic piece of writing that all could achieve. The teachers presented this form of writing as an avenue for 'open communication with the teacher'. All pupils were encouraged to share their authentic life experiences so that their teacher could get to know them better. The teachers also wrote along with the pupils and responded to their students' write-ups. Discussions were carried out regarding word choice or phrasing within the given topic. To add to the available choice, one or more starter-sentence frames were used. During brainstorming, guidance was provided for the pupils. Writing was strictly upon invitation, non-threatening, progressing from three sentences at a time to a paragraph when they were ready. Once the pupils got into the habit of writing down their 'voice from the heart', they were then invited to look into the interesting 'details'. (The teacher then tried to inspire them through sharing samples of teacher journal entries). Writing was presented as being very personal. The pupils were told of the need to write for a purpose, for someone and in relation to the topic. Periodic references were made to writing in greater detail. The pupils were told that readers needed to be drawn into what to 'expect, to feel, and most importantly, to see' through the eyes of the author to be 'captivated' by what was written. The team felt that this approach not only provided the teachers with the 'tool to the writers' inner worlds' but also allowed them to establish the way writing ought to be perceived. The team sought to reach out to the writer rather than the writing itself.

There was a need to paraphrase the instructions for the younger pupils. By Lesson 5, it was felt that there was a need to introduce more pictorials/ artefacts (slides or photographs) to better engage the pupils due to the given context. Prewriting discussions and questioning were the central foci to ensure that the students were clear on what they were expected to write about. For Lessons 7 to 9, the team came together and decided to provide even further customization on how to go about the process of writing in terms of the organization of ideas, and thereafter, putting their thoughts and ideas into expressive writing. Story planners were crafted to guide these impressionable writers who had come to experience what writing can be for them, an authentic writing task.

Results

Word count of student work

The average word count for the targeted pupils increased for twenty-nine out of the thirty-two pupils from the three classes as shown in Annex A. The results showed that with more guided help at the pre-writing stage, the pupils were more willing to express their thoughts and ideas. However, although the topics were carefully selected in relation to the pupils' experience, different pupils showed different interest levels in the topics selected and wrote more for the topics that they had more interest in. Thus the word count for topics varied for different students but generally the pupils wrote more than before.

Survey results of Primary 1 pupils

The feedback from the pre-survey for the Primary 1 pupils did not clearly show the attitude of pupils towards writing as this group had just settled into the new school environment and started writing simple sentences in response to a story or poem or a given topic. The selection of pupils to track was not only based on their response to the pre-survey questions but also on the English teacher's observation of pupils who struggled in writing and needed help most of the time. This additional step proved to be useful as two out of the thirteen selected pupils, Pupils P1_7 and P1_8, who stated that they were confident and happy regarding writing during the pre-survey, discovered that they did not enjoy or love writing by the post-survey. These two pupils were selected as early

on the teachers were aware of their difficulties in reading and spelling and knew that both had been diagnosed with dyslexia and were in the Learning Support Programme, an intervention programme aimed at supporting pupils with weak English language and literacy skills

However, the number of pupils who indicated they loved and enjoyed reading and were happy with writing increased after the intervention. Although there was a general increase in the word count for this group of Primary 1 pupils, the increase varied depending on the pupils and the topics given with pupils P1_4 and P1_11 actually showing a decrease in word count. The Primary 1 pupils generally still needed a lot of helping words from the teachers in the writing process. The teacher observed that they lacked the confidence to put into print what they wanted to say. These two pupils in particular were not able to relate too well to the experience. They needed more time to build up their confidence towards writing independently.

Survey results of Primary 2 pupils

The Primary 2 students were selected for the research based on their feelings about writing recorded in the pre-survey. They had indicated that they felt 'stressed and anxious' or 'frustrated or lost' when they wrote.

After the nine journaling lessons, seven out of eight students had an increase in their average word count. One student, Pupil P2_3 had a decrease in her average word count. She only wrote 33 words for 'Write three reasons why you love Singapore', even though she is an above- average writer. The topic of the journal and the student's experiences might have affected her motivation to write. Despite the decrease in average word count, there was an improvement in how Pupil P2_3 student felt about writing. She had progressed from 'stressed and anxious' to 'confident and happy' after the intervention.

Six out of eight students showed an improvement in their feelings towards writing (e.g., from stressed/anxious to happy/confident (three students) or from frustrated/lost to stressed/anxious (two students) or from frustrated/lost to happy/confident (one student).)

The top three journal topics for the Primary 2 class were: 'How I celebrated SG 50, Singapore's 50th National Day', 'What I did during the September holidays', and 'What are the things we like and do not like about our school?'.

The three topics with the lowest average word count were: 'Write three reasons why you love Singapore', 'The five things I would like you to know about me', and 'How has the haze problem in Singapore affected me?'

Survey results of Primary 3 pupils

From the post-survey done by the Primary 3 pupils, four out of 11 were now 'confident and happy' even though, previously, they had either been 'frustrated and lost', or 'stressed and anxious'. This seems to support Bruning and Horn's (2000) findings that the 'emotional aspects in writers' lay in their functional belief about the writing task itself and that using authentic writing tasks fostered engagement when a supportive context for writing was in place. Three pupils moved on to being 'stressed and anxious' as compared to being 'frustrated and lost' before the intervention. The emotional response from seven of the 11 pupils could well have indicated a positive move in perception towards writing in general as they were all observed to be more willing to write and they actually wrote much more than before.

For the remaining four pupils, although they stayed the same as before with regard to their frustrations, stress and anxiety, causing them to be rather lost where writing was concerned, they had managed to engage themselves with the topics and wrote much more than they previously had

with all the prewriting help they were given; in particular, Pupil P3_2 had an average increase of sixty-two words, the second highest increase in word count over this period of study (Refer to Annex C).

Discussion

Choice of topics for these sessions

Upon closer analysis of the data on the types of topics these pupils wrote particularly well about, most of the pupils chose topics that touched on their personal experiences. However, this was not consistent across all pupils. All three male pupils in Primary 3, Pupils P3_8, P3_9 and P3_11, wrote a lot more on topics that related to how they had celebrated National Day in Singapore and how the haze had directly affected them. As for the two female pupils, Pupils P3_2 and P3_3, they tended to like topics that gave them the opportunity to relate their interests to their teachers, how the haze situation in Singapore had affected them directly, and what they liked or did not like about their school.

Self-efficacy affects motivation

Students who lack the motivation to write are noted to have self-efficacy issues. Over time, this develops into avoidance-focused habit patterns. As habits are complex in their causality and are difficult to break, at times the simple prescription of having high expectations for students to change in their perception of writing (it being a fun-to-do or worthwhile thing) may not be enough to draw students to writing (see Olthouse, 2010). Also, self-efficacy beliefs determine how people feel, think, and motivate themselves to behave. As substantiated by Bandura's (1993) research, the perceived self–efficacy of these pupils affected their beliefs about their capabilities to produce the writing expected of them. Writing as a process involves cognition and emotions; these affect the way things are done, and motivating such individuals takes time. Bandura (1994) added that people who doubted their own capabilities shied away from difficult tasks that they viewed as personal threats. When faced with difficult tasks, they dwelled on their personal deficiencies, on the obstacles they would encounter, and all kinds of adverse outcomes rather than concentrated on how to perform successfully. They were slow to recover their sense of efficacy following failure or setbacks. Further research can be carried out on this particular group of pupils and on what interests them.

The review of topics

Girls and boys were found to have had differing views on what interested them to want to write more. While it was observed that both girls and boys were keen to connect with their teachers in their thoughts and feelings in a positive way, they might have found certain topics more limiting on a personal level, or perhaps, less child-friendly in general, e.g., writing about their love for Singapore, patriotism being the theme, which might be rather abstract and difficult for some still struggling with a receptive understanding of the topic to fully participate at the expressive level. Thus this might have made it hard for the 'voice' of the emergent writer to come through in writing. This issue of how topic choice for the genders and for individuals may affect motivation to write warrants further research (Refer to Annex A: Selected Topics for Journaling).

Conclusion and educational implications

The results of the present study indicated that the pupils were able to write more and showed more positive attitudes towards writing as a result of the writing intervention. The pupils appeared to have shown progress in their writing journey. There are several implications for the teaching and learning of writing. Indeed, some students were writing longer than expected. These longer

written pieces warranted exploration for their potential. The team was greatly surprised that these reluctant writers were taking on environmental issues after enough prewriting exposure had been carried out with the subject. The experience that the pupils could not deny came through the written form clearly with a 'voice' of confidence emerging through the discovery of their authentic thoughts and feelings, which is consistent with the findings of Murray (2009).

The style and grace and tone of any writing reveal the character of the writer. This study is about reaching the writer and not the teaching of writing. The feedback given by the teacher must be to activate the writer in the pupil. Writing development is crucial to creating a positive emotional response to the written form. In all that we do, we must allow the emergent writer under our charge to experience this enjoyment for writing and to perceive this positively.

As teachers, we need to be clear about what our beliefs and attitudes towards writing are. Writing experiences must not be viewed as an anxiety-provoking, evaluation-oriented means to an end. As practitioners of our discipline we are to bring new ideas to our teaching. Teachers need to break writing tasks into manageable parts through mindful scaffolding. This helps the young writer process their thoughts, feelings and ideas. These journaling experiences, the writing process, built over time, allow the young writers to progress towards participating in a complex task. Embedded in these assigned tasks are the factors that shape these young writers' beliefs about their own ability, about the effort they are willing to put in and about the satisfaction they will experience, all of which is driven by their self-efficacy beliefs in writing.

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Annex A: Changes in Word Count with Topics

Cells shaded in yellow indicate a drop in word count

Primary 1	Average Word Count		
Pupil	During the nine sessions	Prior to the nine sessions	Increase/Decrease
P1_1	27	22	5
P1_2	39	12	28
P1_3	25	13	12
P1_4	16	18	-2
P1_5	37	14	24
P1_6	36	31	5
P1_7	22	8	15
P1_8	25	10	16
P1_9	43	20	24
P1_10	54	20	34
P1_11	20	24	-5
P1_12	33	16	17
P1_13	17	15	3

Primary 2	Average Word Count		
Pupil	During the nine sessions	Prior to the nine sessions	Increase/Decrease
P2_1	103	46	57
P2_2	47	30	17
P2_3	79	86	-7
P2_4	39	31	8
P2_5	109	74	35
P2_6	82	29	54
P2_7	62	30	32
P2_8	39	32	7

Primary 3	Average Word Count		
Pupil	During the nine sessions	Prior to the nine sessions	Increase/Decrease
P3_1	170	38	132
P3_2	105	43	62
P3_3	96	42	54
P3_4	52	21	31
P3_5	83	37	46
P3_6	65	34	31
P3_7	96	41	55
P3_8	84	53	31
P3_9	71	22	49
P3_10	86	46	40
P3_11	86	48	38

Lesson	Selected Topics For Journaling
1	3 Things I did in the June Holidays
2	LEAF 2 Activities
3	3 Things/ persons/ events that make me happy (choice of 1)
4	"The 5 things I would like you to know about me."
5	Write three reasons why you love Singapore
6	Three goals I have set for myself
7	How I celebrate SG 50 Singapore 50th National Day
8	How has the haze problem in Singapore affected me?
9	What are the things we like and do not like about our school?

Annex B: Responses to the Survey

Cells marked in light yellow indicate improvements in confidence; cells in dark yellow indicate drops in confidence

Primary 1	Post-Survey						Pre-Survey					
Name	Enjoy	Love	Feel	Help	I need	I am ___ when I write	Enjoy	Love	Feel	Help	I need	I am ___ when I write
P1_1	YES	YES	HAPPY	SOMETIMES	MORE HELP	CONFIDENT AND HAPPY	YES	NO	HAPPY	SOMETIMES	MORE HELP	STRESSED AND ANXIOUS
P1_2	YES	YES	HAPPY	SOMETIMES	LESS	CONFIDENT AND HAPPY	NO	NO	STRESSED	SOMETIMES	LESS	STRESSED AND ANXIOUS
P1_3	SOMETIMES	YES	HAPPY	NEVER	MORE HELP	STRESSED AND ANXIOUS	YES	YES	HAPPY	SOMETIMES	MORE HELP	CONFIDENT AND HAPPY
P1_4	YES	SOMETIMES	HAPPY	SOMETIMES	LESS	CONFIDENT AND HAPPY	YES	YES	HAPPY	SOMETIMES	LESS	CONFIDENT AND HAPPY
P1_5	YES	YES	HAPPY	NEVER	LESS	CONFIDENT AND HAPPY	YES	YES	STRESSED	SOMETIMES	LESS	CONFIDENT AND HAPPY
P1_6	YES	YES	HAPPY	SOMETIMES	LESS	CONFIDENT AND HAPPY	NO	SOMETIMES	STRESSED	NEVER	BLANK	FRUSTRATED AND LOST
P1_7	SOMETIMES	SOMETIMES	STRESSED	SOMETIMES	MORE HELP	FRUSTRATED AND LOST	YES	YES	HAPPY	SOMETIMES	LESS	CONFIDENT AND HAPPY
P1_8	NO	NO	HAPPY	ALWAYS	MORE HELP	STRESSED AND ANXIOUS	SOMETIMES	YES	STRESSED	SOMETIMES	BLANK	CONFIDENT AND HAPPY
P1_9	YES	SOMETIMES	STRESSED	NEVER	LESS	STRESSED AND ANXIOUS	SOMETIMES	SOMETIMES	STRESSED	SOMETIMES	LESS	CONFIDENT AND HAPPY
P1_10	YES	YES	HAPPY	NEVER	LESS	CONFIDENT AND HAPPY	NO	NO	STRESSED	NEVER	LESS	STRESSED AND ANXIOUS
P1_11	SOMETIMES	YES	HAPPY	NEVER	LESS	CONFIDENT AND HAPPY	NO	YES	HAPPY	NEVER	LESS	CONFIDENT AND HAPPY
P1_12	YES	SOMETIMES	HAPPY	SOMETIMES	LESS	CONFIDENT AND HAPPY	SOMETIMES	NO	STRESSED	SOMETIMES	LESS	CONFIDENT AND HAPPY
P1_13	YES	YES	HAPPY	SOMETIMES	MORE HELP	CONFIDENT AND HAPPY	SOMETIMES	SOMETIMES	HAPPY	SOMETIMES	MORE HELP	FRUSTRATED AND LOST

Primary 2	Post-Survey						Pre-Survey					
Name	Enjoy	Love	Feel	Help	I need ...	I am ___ when I write	Enjoy	Love	Feel	Help	I need...	I am ___ when I write
P2_1	YES	SOMETIMES	HAPPY	SOMETIMES	LESS HELP	CONFIDENT AND HAPPY	SOMETIMES	SOMETIMES	STRESSED	NEVER	LESS HELP	STRESSED AND ANXIOUS
P2_2	NO	SOMETIMES	STRESSED	SOMETIMES	LESS HELP	CONFIDENT AND HAPPY	YES	SOMETIMES	STRESSED	SOMETIMES	LESS HELP	STRESSED AND ANXIOUS
P2_3	YES	YES	HAPPY	SOMETIMES	LESS HELP	CONFIDENT AND HAPPY	SOMETIMES	SOMETIMES	HAPPY	SOMETIMES	LESS HELP	STRESSED AND ANXIOUS
P2_4	SOMETIMES	SOMETIMES	STRESSED	ALWAYS	MORE HELP	STRESSED AND ANXIOUS	SOMETIMES	SOMETIMES	STRESSED	SOMETIMES	MORE HELP	FRUSTRATED AND LOST
P2_5	SOMETIMES	yes	STRESSED	SOMETIMES	LESS HELP	STRESSED AND ANXIOUS	SOMETIMES	YES	STRESSED	SOMETIMES	LESS HELP	STRESSED AND ANXIOUS
P2_6	NO	NO	STRESSED	SOMETIMES	LESS HELP	STRESSED AND ANXIOUS	NO	SOMETIMES	SAD	SOMETIMES	MORE HELP	FRUSTRATED AND LOST
P2_7	SOMETIMES	SOMETIMES	HAPPY	SOMETIMES	MORE HELP	CONFIDENT AND HAPPY	SOMETIMES	NO	STRESSED	SOMETIMES	MORE HELP	FRUSTRATED AND LOST
P2_8	NO	NO	SAD	ALWAYS	MORE HELP	FRUSTRATED AND LOST	NO	NO	STRESSED	NEVER	MORE HELP	FRUSTRATED AND LOST

Primary 3	Post-Survey						Pre-Survey					
Name	Enjoy	Love	Feel	Help	I need…	I am ___ when I write	Enjoy	Love	Feel	Help	I need…	I am ___ when I write
P3_1	YES	SOMETIMES	HAPPY	NEVER	LESS HELP	CONFIDENT AND HAPPY	SOMETIMES	SOMETIMES	HAPPY	SOMETIMES	MORE HELP	FRUSTRATED AND LOST
P3_2	SOMETIMES	SOMETIMES	HAPPY	SOMETIMES	MORE HELP	STRESSED AND ANXIOUS	SOMETIMES	YES	SAD	SOMETIMES	LESS HELP	STRESSED AND ANXIOUS
P3_3	SOMETIMES	YES	HAPPY	SOMETIMES	MORE HELP	STRESSED AND ANXIOUS	SOMETIMES	YES	HAPPY	SOMETIMES	MORE HELP	STRESSED AND ANXIOUS
P3_4	SOMETIMES	SOMETIMES	HAPPY	SOMETIMES	MORE HELP	STRESSED AND ANXIOUS	SOMETIMES	SOMETIMES	STRESSED	SOMETIMES	MORE HELP	FRUSTRATED AND LOST
P3_5	YES	YES	HAPPY	SOMETIMES	LESS HELP	CONFIDENT AND HAPPY	SOMETIMES	SOMETIMES	HAPPY	SOMETIMES	MORE HELP	STRESSED AND ANXIOUS
P3_6	YES	SOMETIMES	HAPPY	SOMETIMES	MORE HELP	CONFIDENT AND HAPPY	SOMETIMES	SOMETIMES	HAPPY/SAD	SOMETIMES	MORE HELP	FRUSTRATED AND LOST
P3_7	NO	SOMETIMES	STRESSED	ALWAYS	LESS HELP	STRESSED AND ANXSIOUS	SOMETIMES	NO	STRESSED	SOMETIMES	MORE HELP	FRUSTRATED AND LOST
P3_8	YES	NO	STRESSED	SOMETIMES	LESS HELP	STRESSED AND ANXIOUS	SOMETIMES	NO	STRESSED	NEVER	LESS HELP	STRESSED AND ANXIOUS
P3_9	SOMETIMES	SOMETIMES	STRESSED	ALWAYS	MORE HELP	STRESSED AND ANXIOUS	YES	NO	HAPPY	NEVER	LESS HELP	FRUSTRATED AND LOST
P3_10	SOMETIMES	SOMETIMES	HAPPY	ALWAYS	MORE HELP	CONFIDENT AND HAPPY	NO	NO	SAD	SOMETIMES	LESS HELP	STRESSED AND ANXIOUS
P3_11	NO	SOMETIMES	STRESSED	SOMETIMES	LESS HELP	FRUSTRATED AND LOST	SOMETIMES	SOMETIMES	STRESSED	SOMETIMES	MORE HELP	FRUSTRATED AND LOST

Annex C: Word Count for each Writing Topic

S/No.	Name	Gender	D.O.B	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
1	Pupil 3_1	F	9yr 8 mth	abs	128	200	299	182	203	136	181	200
2	Pupil 3_2	F	8 yr 1 mth	66	60	60	161	81	110	100	139	164
3	Pupil 3_3	F	9 yr 8 mth	43	54	106	167	77	77	45	129	163
5	Pupil 3_4	F	9yr 9 mth	29	56	36	72	39	16	77	65	74
6	Pupil 3_5	M	9 yr 11 mth	12	42	131	67	67	109	69	149	103
7	Pupil 3_6	M	9yr 7 mth	22	28	72	98	79	51	45	105	87
8	Pupil 3_7	M	9yr 3 mth	23	113	43	245	91	100	75	103	71
9	Pupil 3_8	M	8yr 0 mth	12	58	33	128	23 (art)	109	166	152	75 (incomp)
10	Pupil 3_9	M	9yr 4 mth	5	69	55	89	113	58	49	87	110
11	Pupil 3_10	M	9yr 3 mth	28	100	128	159	41	74	65	80	95
12	Pupil 3_11	M	9yr 10mth	38	110	95	86	112	31	111	91	99

Lesson Plan 1: 3 Things I did in the June Holidays

Lesson Plan 2: Leaf 2 Activity

Lesson Plan 3: Three things / persons / events that make me happy.

Lesson Plan 4: "The five things I would like you to know about me."

Lesson Plan 5: "Write three reasons why you love Singapore"

Lesson Plan 6: "Three goals I have set for myself"

Lesson Plan 7: "How I celebrate SG 50 Singapore 50th National Day. "

Lesson Plan 8: "How has the haze problem in Singapore affected me? "

Lesson Plan 9: "What are the things we like and do not like about our school? What are the things