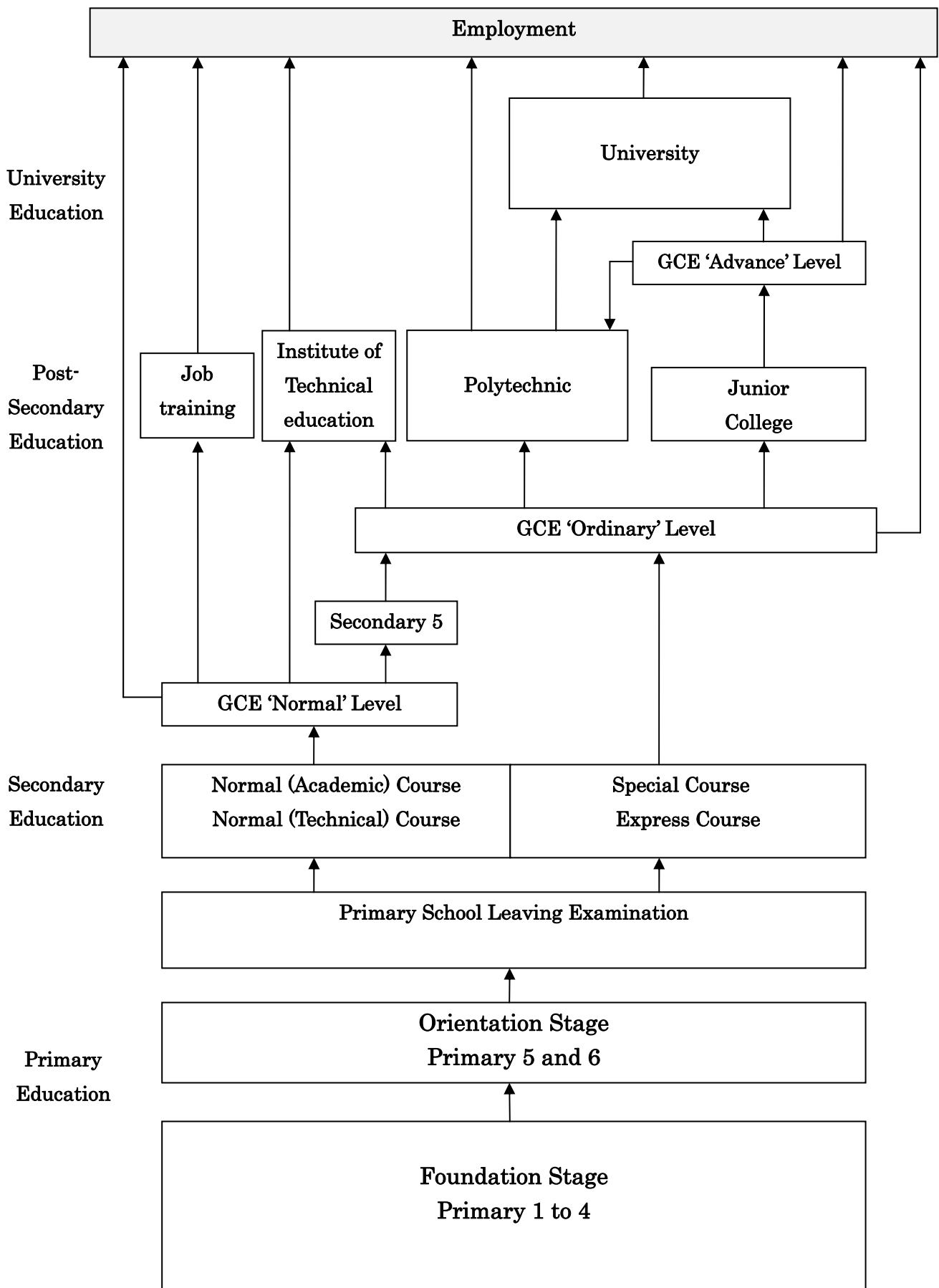


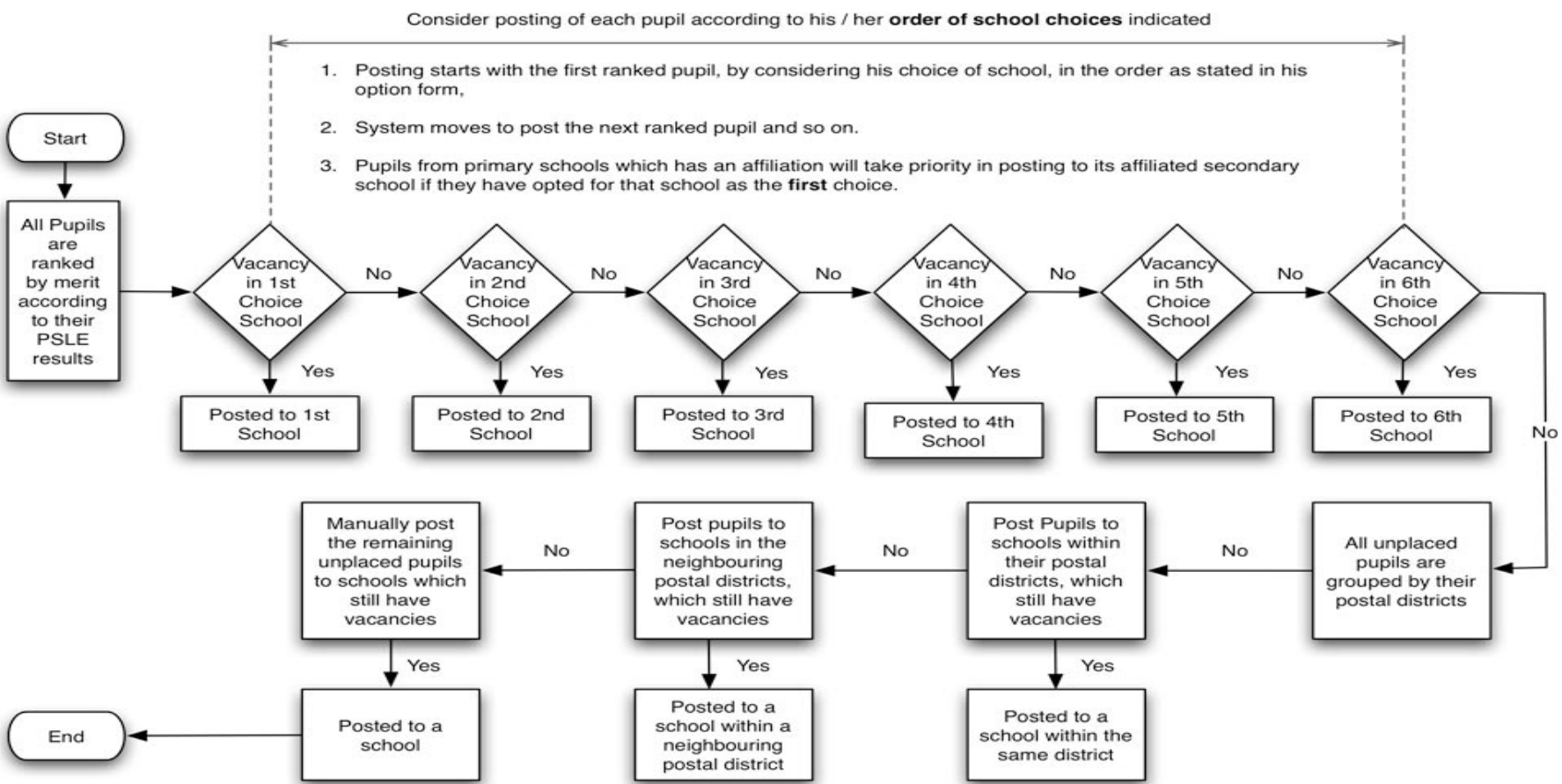
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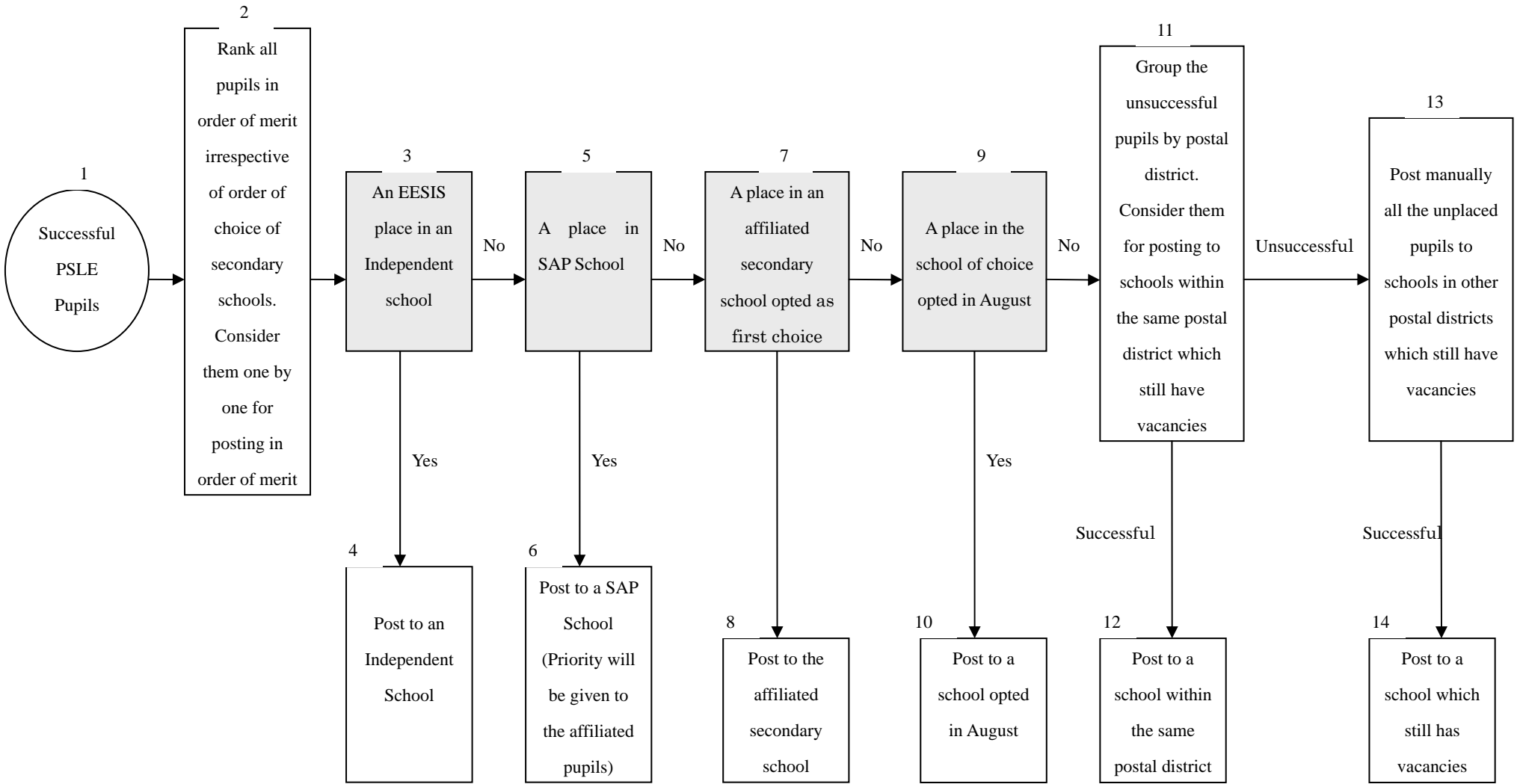
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Appendix A Singapore Educational System





Source: <http://www.moe.gov.sg/education/admissions/secondary-one-posting/process/>



Appendix D Questionnaire

1. Name: _____
2. Age: _____ 3. Sex: Male / Female
4. Language you are most familiar with: _____
5. Language(s) you speak at home: _____

Part (1): Background of Language Use

6. Tick (✓) one that *the following persons* use **MOST OFTEN** to you.

Language Use	English (E)	Chinese (C)	Dialect (D)	Others (EC/ED/CD) Please State
Grandparents				
Father				
Mother				
Siblings				
Friends/Classmates (In School)				
Friends/Neighbors (Outside School)				

7. Tick (✓) one that *you* use **MOST OFTEN** to the following persons.

Language Use	English (E)	Chinese (C)	Dialect (D)	Others (EC/ED/CD) Please State
Grandparents				
Father				
Mother				
Siblings				
Friends/Classmates (In School)				
Friends/Neighbors (Outside School)				

8. **Circle** one appropriate response.

1 – Always 2- Often 3-Sometimes 4-Rarely 5 – Never

English					
Music (CD, DVD)	1	2	3	4	5
Radio	1	2	3	4	5
Newspapers	1	2	3	4	5
Magazines	1	2	3	4	5
Books	1	2	3	4	5
Comics	1	2	3	4	5
Television Programs	1	2	3	4	5
Movies	1	2	3	4	5
Surfing Internet	1	2	3	4	5
Emails/Letters	1	2	3	4	5

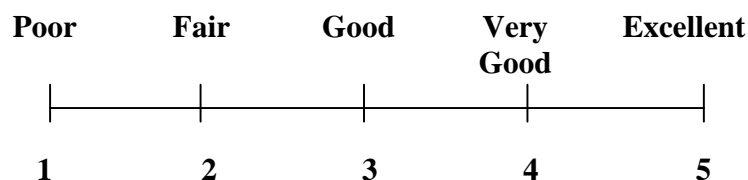
9. **Circle** one appropriate response.

1 – Always 2- Often 3-Sometimes 4-Rarely 5 – Never

Chinese					
Music (CD, DVD)	1	2	3	4	5
Radio	1	2	3	4	5
Newspapers	1	2	3	4	5
Magazines	1	2	3	4	5
Books	1	2	3	4	5
Comics	1	2	3	4	5
Television Programs	1	2	3	4	5
Movies	1	2	3	4	5
Surfing Internet	1	2	3	4	5
Emails/Letters	1	2	3	4	5

Part (2): Language Appraisal

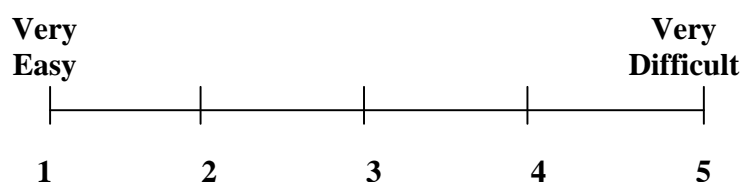
10. How do you rate your level of proficiency in the following?
Circle one appropriate response.



(a) ENGLISH					
Listening	1	2	3	4	5
Speaking	1	2	3	4	5
Reading	1	2	3	4	5
Writing	1	2	3	4	5

(b) CHINESE					
Listening	1	2	3	4	5
Speaking	1	2	3	4	5
Reading	1	2	3	4	5
Writing	1	2	3	4	5

11. How do you rate the level of difficulty in the following?
Circle one appropriate response.

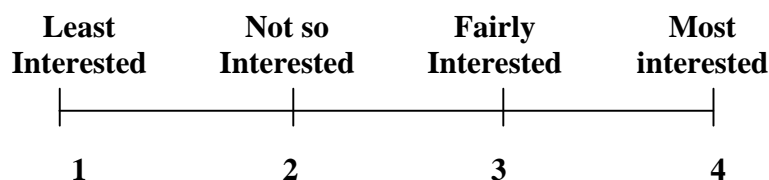


(a) ENGLISH					
Listening	1	2	3	4	5
Speaking	1	2	3	4	5
Reading	1	2	3	4	5
Writing	1	2	3	4	5

(b) CHINESE					
Listening	1	2	3	4	5
Speaking	1	2	3	4	5
Reading	1	2	3	4	5
Writing	1	2	3	4	5

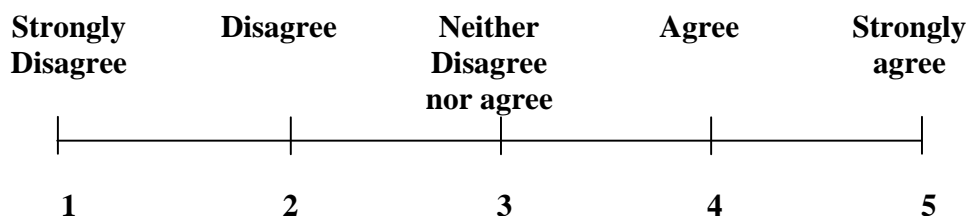
Part (3): (A) Language Attitude

12. How do you rate your present level of interest in learning English and Chinese?
Circle one appropriate response.



English	1	2	3	4
Chinese	1	2	3	4

13. Circle one appropriate response for each statement.

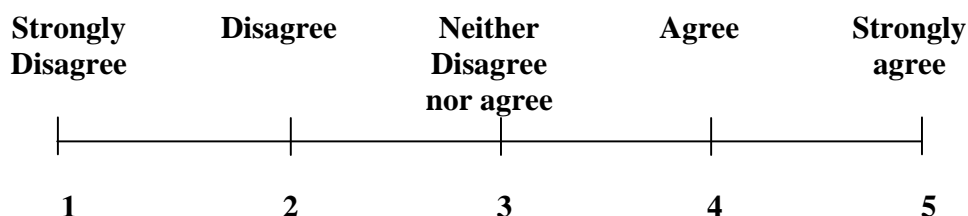


(a) ENGLISH					
1. I really enjoy learning English.	1	2	3	4	5
2. I think it is important to study English.	1	2	3	4	5
3. I want to learn English as much as possible.	1	2	3	4	5
4. I would choose to spend my time on other subjects and not English.	1	2	3	4	5
5. I will give up English in future because I am not interested in it.	1	2	3	4	5
6. I feel learning English is a waste of time.	1	2	3	4	5
7. I think learning English is boring.	1	2	3	4	5
8. I hate English.	1	2	3	4	5

(b) CHINESE					
1. I really enjoy learning Chinese.	1	2	3	4	5
2. I think it is important to study Chinese.	1	2	3	4	5
3. I want to learn Chinese as much as possible.	1	2	3	4	5
4. I would choose to spend my time on other subjects and not Chinese.	1	2	3	4	5
5. I will give up Chinese in future because I am not interested in it.	1	2	3	4	5
6. I feel learning Chinese is a waste of time.	1	2	3	4	5
7. I think learning Chinese is boring.	1	2	3	4	5
8. I hate Chinese.	1	2	3	4	5

(B) Language Motivation

14. Which is the most important reason for you?
Circle one appropriate response for each statement.



(a) ENGLISH					
1. I want to pass examination.	1	2	3	4	5
2. I want to get a good job in future.	1	2	3	4	5
3. I want to study overseas in future where English is used.	1	2	3	4	5
4. I want to make more friends.	1	2	3	4	5
5. I want to know about the history.	1	2	3	4	5
6. I want to know about the culture (such as books, music and movies).	1	2	3	4	5
7. I feel close to the language.	1	2	3	4	5
8. I think Singaporean Chinese should speak English.	1	2	3	4	5
9. I feel proud to speak English as a Singaporean Chinese.	1	2	3	4	5

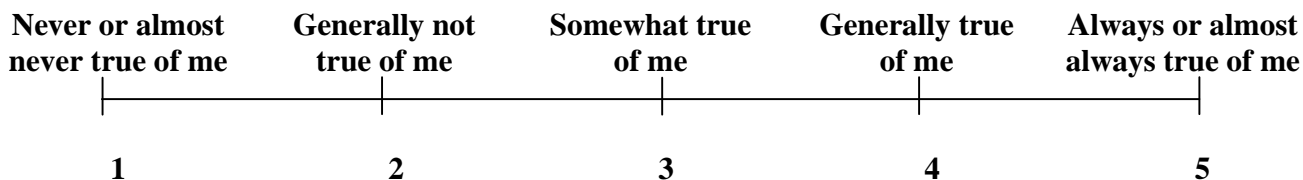
(b) CHINESE					
1. I want to pass examination.	1	2	3	4	5
2. I want to get a good job in future.	1	2	3	4	5
3. I want to study overseas in future where Chinese is used.	1	2	3	4	5
4. I want to make more friends.	1	2	3	4	5
5. I want to know about the history.	1	2	3	4	5
6. I want to know about the culture (such as books, music and movies).	1	2	3	4	5
7. I feel close to the language.	1	2	3	4	5
8. I think Singaporean Chinese should speak Chinese.	1	2	3	4	5
9. I feel proud to speak Chinese as a Singaporean Chinese.	1	2	3	4	5

~Thank you~

Appendix E Strategy Inventory for Language Learning (SILL)

Name: _____

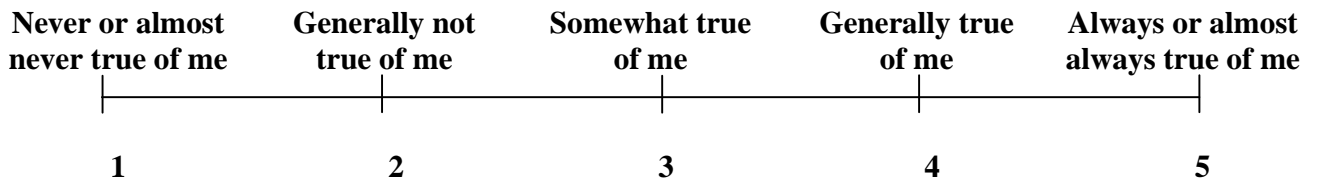
IMPORTANT: The statements are related to your experience in learning CHINESE.
Please read the statements carefully.



PART A

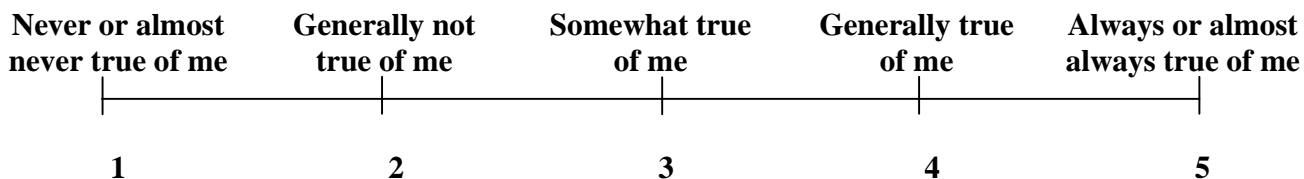
When learning a new character (or word)...					
1. I put the new character (or word) in a sentence so I can remember it.	1	2	3	4	5
2. I place the new character (or word) in a group with other words that are similar in some way (for example, characters with same radical <部首>, words related to same category like nouns or verbs).	1	2	3	4	5
3. I associate the sound of the new character (or word) with <i>pinyin</i> (拼音).	1	2	3	4	5
4. I use <i>pinyin</i> to remember it.	1	2	3	4	5
5. I create an image of the new character (or word) in my mind.	1	2	3	4	5
6. I use a combination of <i>pinyin</i> and images to remember the new character (or word).	1	2	3	4	5
7. I make note cards with the new character (or word) on one side and the definition, meaning and other information on the other.	1	2	3	4	5
8. I pay attention to the strokes (笔画/ 笔顺) of the new character (or word).	1	2	3	4	5

When learning new material...					
9. I review often	1	2	3	4	5
10. I go back to refresh my memory of those things that I learned before.	1	2	3	4	5
11. I look up the meaning of the new character (or word) in the dictionary before class starts.	1	2	3	4	5



PART B

12. I say or write new expressions repeatedly to practice them.	1	2	3	4	5
13. I read a story or dialogue several times until I can understand it.	1	2	3	4	5
14. I revise by making sentences and writing out sentences to improve my writing.	1	2	3	4	5
15. I use familiar characters (or words) in different combinations to make new sentences.	1	2	3	4	5
16. I learn new expressions by watching TV shows or movies or listening to the radio in Chinese language.	1	2	3	4	5
17. I skim the reading passage first to get the main idea, then I go back and read it more carefully.	1	2	3	4	5
18. I use resources such as internet or dictionaries to help me learn and use Chinese language.	1	2	3	4	5
19. I take notes in class in Chinese language.	1	2	3	4	5
20. I make summaries of new language material.	1	2	3	4	5
21. I find the meaning of a character (or word) by dividing the character (word) into parts which I understand.	1	2	3	4	5
22. I look for similarities and differences between English and Chinese.	1	2	3	4	5
23. I try to understand what I have heard or read without translating it word-for-word into English.	1	2	3	4	5
24. I am careful about transferring or translating words or concepts directly from English to Chinese.	1	2	3	4	5
25. I try to find words or expressions in English and translate it if I do not know the right ones in Chinese.	1	2	3	4	5

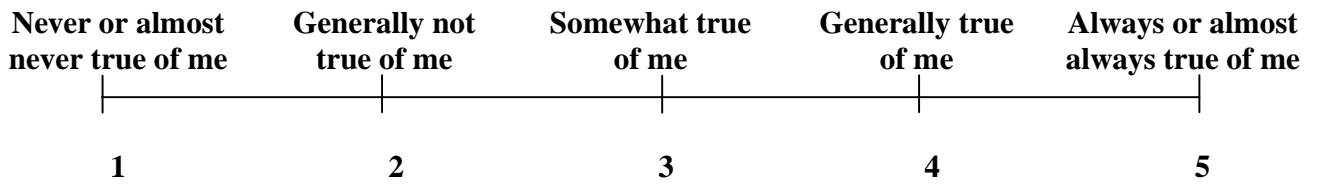


PART C

26. When I do not understand all the characters (or words) I read, I make a guess from the text.	1	2	3	4	5
27. I read without looking up every unfamiliar word.	1	2	3	4	5
28. I ask the other person to tell me the right word if I cannot think of it.	1	2	3	4	5
29. When I cannot think of the correct expression to say or write, I find a different way to express the idea.	1	2	3	4	5

PART D

30. I prepare the lesson to get a general idea of what it is about, how it is organized, and how it relates to what I already know.	1	2	3	4	5
31. I try to find out all I can about how to be a better language learner by reading books or articles, or by talking with others about how to learn.	1	2	3	4	5
32. I arrange my schedule to study and practice Chinese language regularly, not just when there is the pressure of a test or an exam.	1	2	3	4	5
33. I organize my language notebook to record important language information.	1	2	3	4	5
34. I plan my goals for Chinese learning, for instance, how proficient I want to become or how I might want to use the language in the future.	1	2	3	4	5
35. I plan what I am going to achieve in Chinese learning each day or each week.	1	2	3	4	5
36. I take responsibility for finding opportunities to practice Chinese.	1	2	3	4	5
37. I try to notice my language errors and find out the reasons for them.	1	2	3	4	5
38. I learn from my mistakes in using Chinese.	1	2	3	4	5
39. I check my general progress of Chinese learning.	1	2	3	4	5



PART E

40. I make encouraging statements to myself so that I will continue to try hard and do my best in Chinese learning.	1	2	3	4	5
41. I actively encourage myself to take risks and not afraid to make mistakes in Chinese learning such as guessing meanings or trying to write, even though I might make some mistakes.	1	2	3	4	5
42. I reward myself when I have done something well in my Chinese learning.	1	2	3	4	5
43. I pay attention to physical signs of stress that might affect my Chinese learning.	1	2	3	4	5
44. I talk to someone I trust about my attitudes and feelings concerning the language learning process.	1	2	3	4	5

PART F

45. I ask other people for help to check if I have understood or written something correctly.	1	2	3	4	5
46. I ask other people to correct my work.	1	2	3	4	5
47. I ask other people when I have problem in reading or writing.	1	2	3	4	5
48. I work with other friends to practice, review, or share information in Chinese learning.	1	2	3	4	5
49. I try to make friends from Chinese-speaking countries and practice Chinese with them.	1	2	3	4	5
50. I try to learn about Chinese culture and history by joining activities and learning with other friends.	1	2	3	4	5

~ Thank you~

Appendix F Translation Task



Imagine you have to send the following email but you want to **translate it in CHINESE and convey the meaning** to your friend. Please write it on the line provided. (15 minutes)

Dear Zhi Ming,

Why were you not in school today? Our teachers had given your homework assignment to me. Can you come to my house on Friday morning to collect your homework assignment for English and Mathematics? Looking at my timetable, Friday morning is the only time I will be free. I have a piano lesson on Saturday morning, so I will need to practice on Friday evening. I intend to complete my homework assignment for English and Mathematics. If you can come to my house, we can do the assignment together. I will also be preparing for Monday’s Oral Examination with my mother. Last week, I went to the Singapore Zoo with my classmates and my teacher asked us to write a report. I cannot meet you on Saturday because I want to finish writing it. On Sunday, I plan to go to the park with my family. I am waiting for your reply.

Your best friend,
Wen Hua

亲爱的志明,

你的好朋友，
文华

Appendix G Interview Guide

Interview Guide

Part 1: Ask students on their choice of text that they have started to translate first.

Q1. Why did you choose to translate this text first?

Part 2: Ask students on their experience of Chinese language learning based on reference to the 50 items in *SILL* of this survey.

STRATEGIES	QUESTIONS
Memory	Q1. When you are introduced to a new character (or word) in the class, how do you remember it? Q2. Does the <i>pinyin</i> (拼音) help you in remembering the new character (or word) (字音)? If yes, how? Q3. How do you remember the meaning of the new character (or word) (字义)? Q4. How do you remember the shape of the new character (or word) (字形)? Q5. When you learn a new material, how do you remember the characters (words) and content?
Cognitive	Q6. How do you revise or practice in order to do well in Chinese? Q7. Do you learn new expressions by watching TV shows or movies or listening to the radio in Chinese language? If yes, how? Q8. Do you use resources such as internet or dictionaries to help you learn and use Chinese language? If yes, how? Q9. Do you use the electronic dictionaries prescribed by the Ministry of Education (MOE)? If yes, how does it help you to learn? Q10. When you read and write in Chinese, do you translate them into English? If yes, how does it help you in to learn?
Compensation	Q11. When you cannot think of the correct expression to say or write, what do you do? Q12. Do you try to find words or expressions in English if you do not know the right ones in Chinese? If yes, how?
Metacognitive	Q13. Do you prepare the lesson before the teacher teaches in the class? If yes, how does it help you to learn? Q14. Do you arrange your schedule to study and practice Chinese language regularly, or you only study when there is the pressure of a test or an exam? Please elaborate for your answer. Q15. Do you plan goals for Chinese learning, for instance, how proficient you want to become or how you might want to use the language in the future? If yes, how? Q16. Do you check your general progress of Chinese learning? If yes, how?
Affective	Q17. Do you make encouraging statements to yourself so that you will continue to try hard and do your best in Chinese learning? If yes, how? Q18. Do you reward yourself when you have done something well in your Chinese learning? If yes, how?
Social	Q19. Who do you normally ask for help when you encounter problems in Chinese learning? How do they help you? Q20. Do you make friends from Chinese-speaking countries and practice Chinese with them? Please elaborate for your answer. Q21. Do you join any activities or work with other friends to help you in learning Chinese?

Appendix H Strategy Inventory for Language Learning (SILL) Scoring

Strategy Inventory for Language Learning (SILL) Scoring

1. Never or almost never true of me
2. Generally not true of me
3. Somewhat true of me
4. Generally true of me
5. Always or almost always true of me

<u>PART A</u>	<u>PART B</u>	<u>PART C</u>	<u>PART D</u>	<u>PART E</u>	<u>PART F</u>	<u>Whole SILL</u>
1. _____	12. _____	26. _____	30. _____	40. _____	45. _____	SUM Part A _____
2. _____	13. _____	27. _____	31. _____	41. _____	46. _____	SUM Part B _____
3. _____	14. _____	27. _____	32. _____	42. _____	47. _____	SUM Part C _____
4. _____	15. _____	29. _____	33. _____	43. _____	48. _____	SUM Part D _____
5. _____	16. _____		34. _____	44. _____	49. _____	SUM Part E _____
6. _____	17. _____		35. _____		50. _____	SUM Part F _____
7. _____	18. _____		36. _____			
8. _____	19. _____		37. _____			
9. _____	20. _____		38. _____			
10. _____	21. _____		39. _____			
11. _____	22. _____					
	23. _____					
	24. _____					
	25. _____					
SUM _____	SUM _____	SUM _____	SUM _____	SUM _____	SUM _____	SUM _____
÷ 11 = _____	÷ 14 = _____	÷ 4 = _____	÷ 10 = _____	÷ 5 = _____	÷ 6 = _____	÷ 50 = _____
						(Overall Average)

Note 1: The response to the 50 items is based on the indicators 1, 2, 3, 4, or 5. The result for each part is shown in each column.

Note 2: The average result is round of to the nearest tenth.

Note 3: The average for each part is within the range of 1.0 to 5.0

Appendix I Profile of Results on the Strategy for Language Learning (SILL)

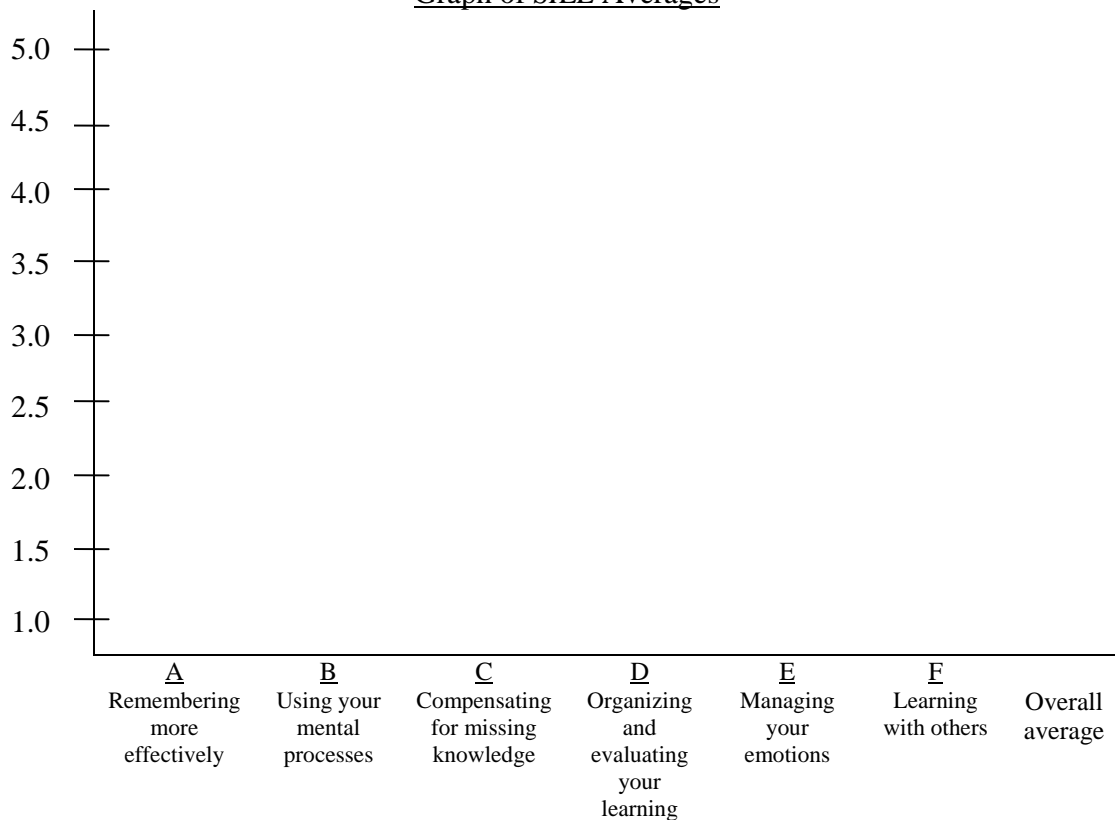
Profile of Results on the Strategy for Language Learning (SILL)

PART	STRATEGIES	AVERAGE SCORE
A	MEMORY: Remembering more effectively	
B	COGNITIVE: Using Your Mental Processes	
C	COMPENSATION: Compensating for Missing knowledge	
D	METACOGNITIVE: Organizing and Evaluating Your Learning	
E	AFFECTIVE: Managing Your Emotions	
F	SOCIAL: Learning with others	

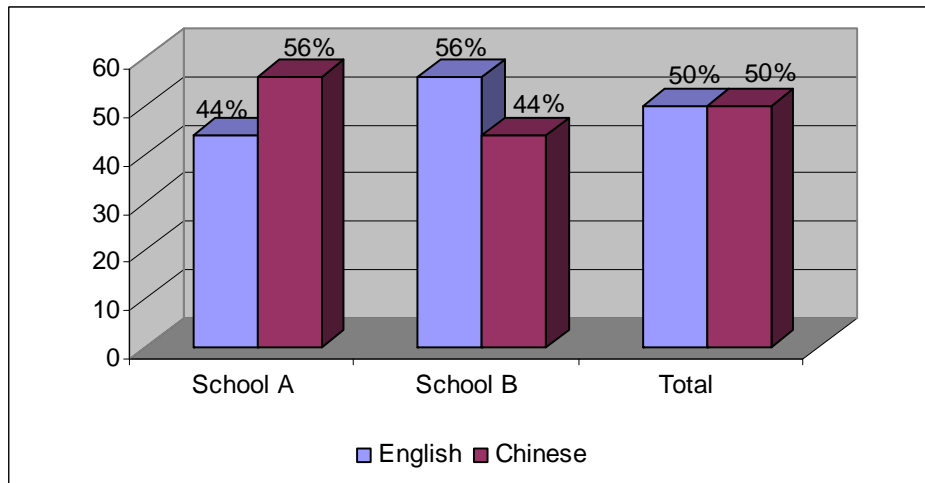
Key to Understanding Your Averages

High	Always or almost always used	4.5-5.0
	Generally used	3.5-4.4
Medium	Sometimes used	2.5-3.4
Low	Generally not used	1.5-2.4
	Never or almost never used	1.0-1.4

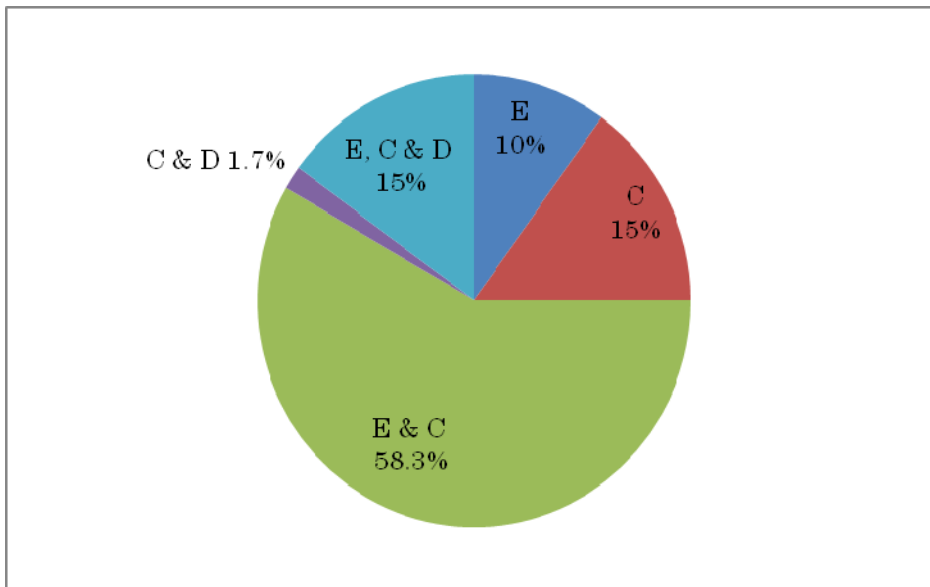
Graph of SILL Averages



Appendix J Graphs (I)- Overall Findings

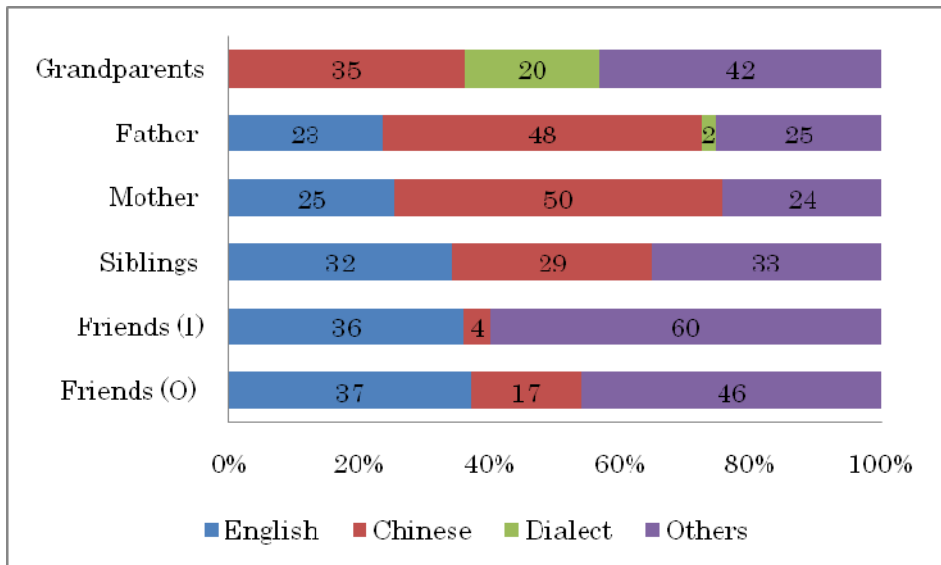


Graph 4.1: Students' Most Familiar Language

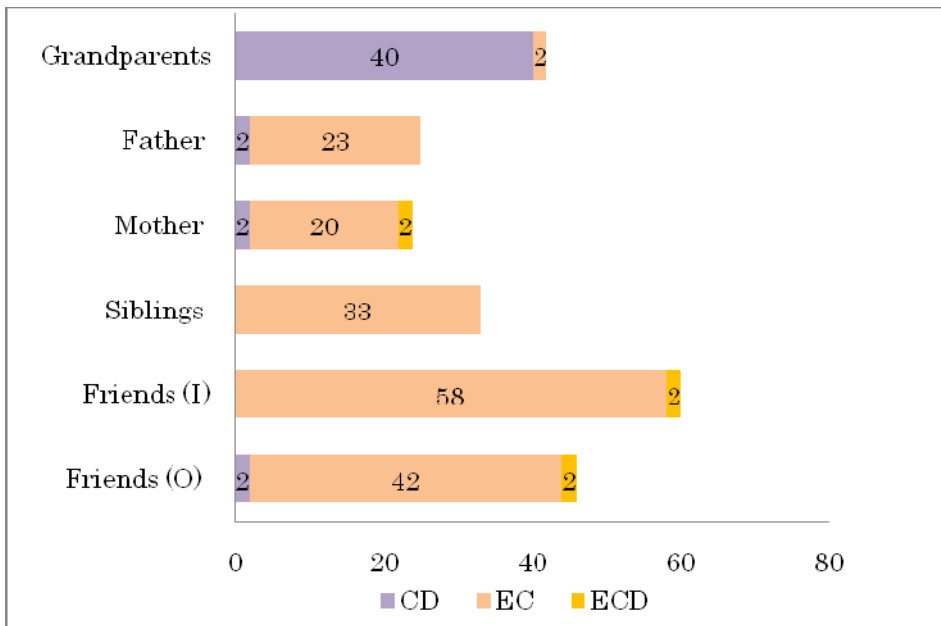


E: English C: Chinese D: Dialect

Graph 4.2: Percentage on language(s) spoken at home by the total number of students



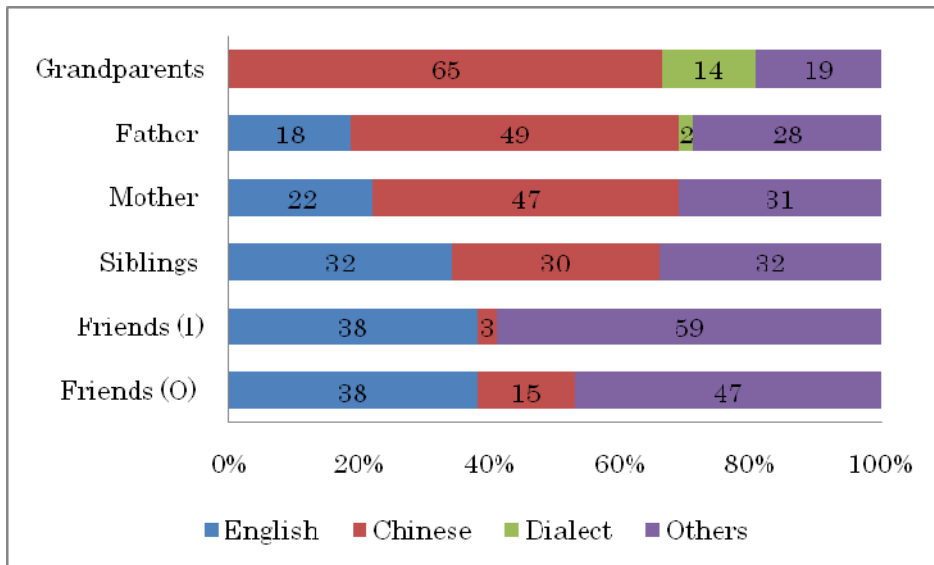
Graph 4.3(a): Findings on Background of Language Use (Total)



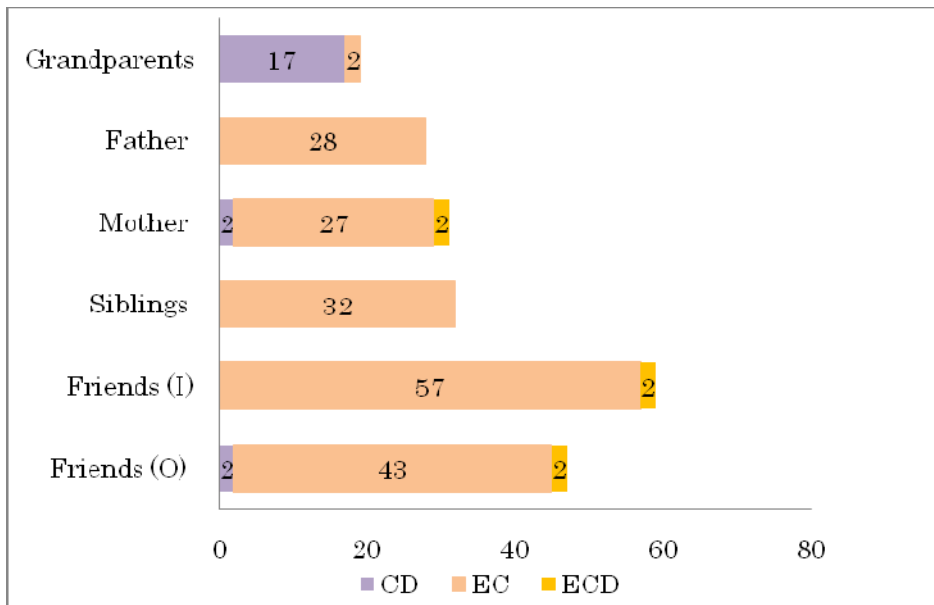
Graph 4.3(b): Findings on Background of Language Use (Total)

Friends (I): Friends/Classmates (In School)

Friends (O): Friends/Neighbors (Outside School)

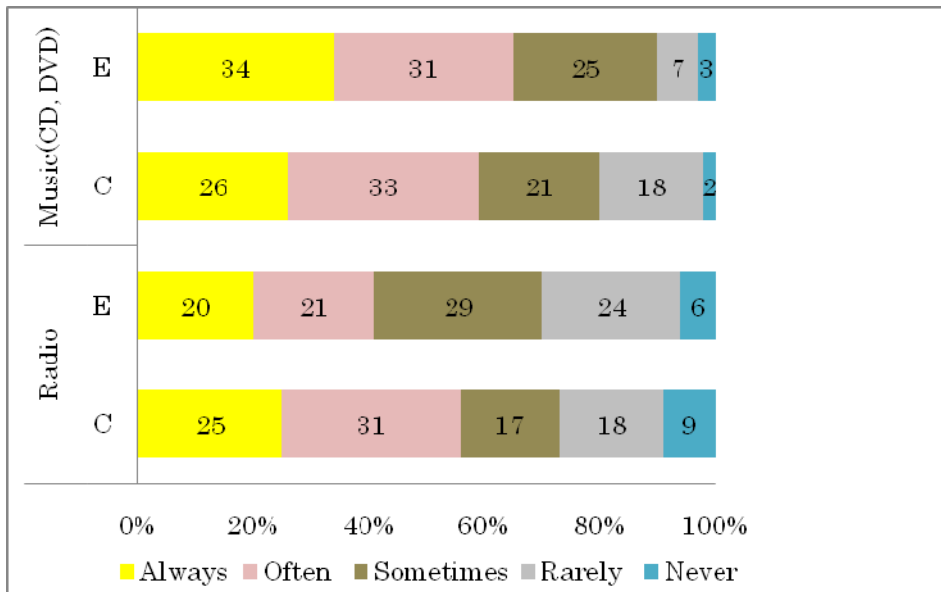


Graph 4.4(a): Findings on Background of Language Use (Total)

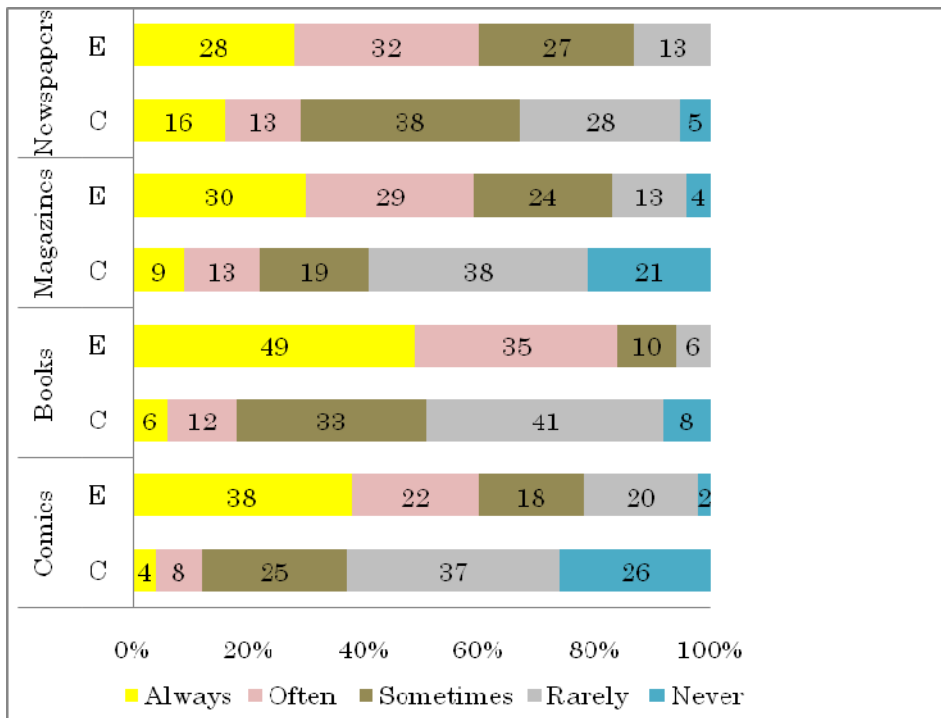


Graph 4.4(b): Findings on Background of Language Use (Total)

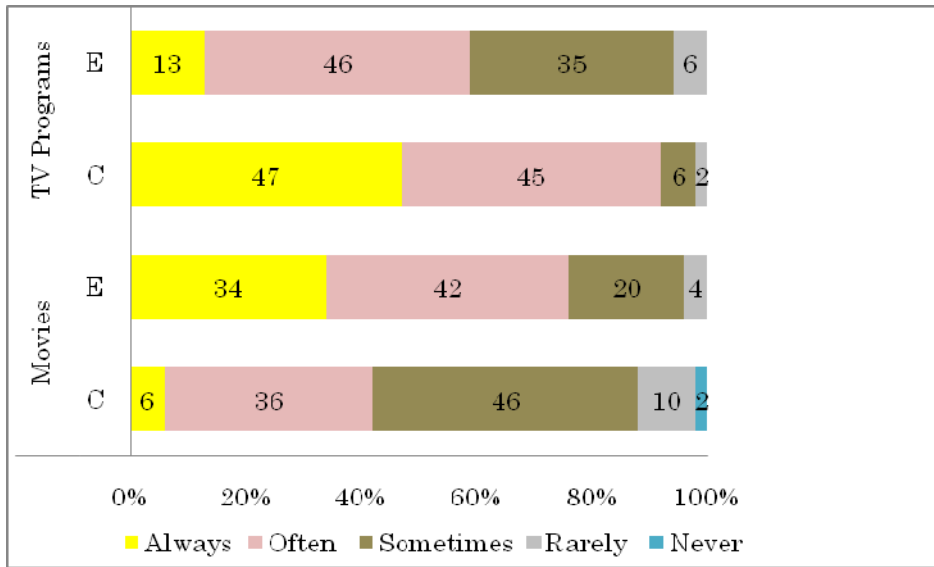
Friends (I): Friends/Classmates (In School)
 Friends (O): Friends/Neighbors (Outside School)



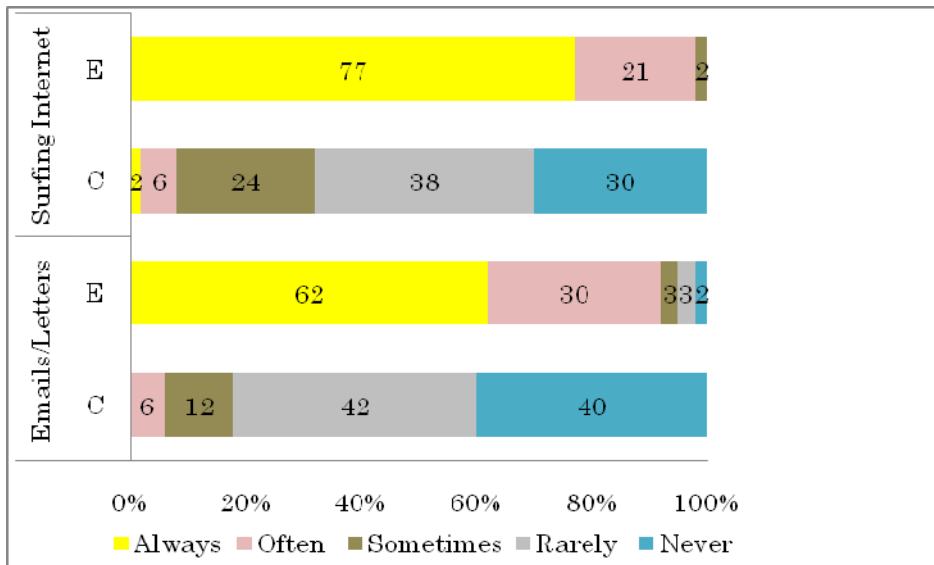
Graph 4.5(a): Findings on Background of Language Use (Total)



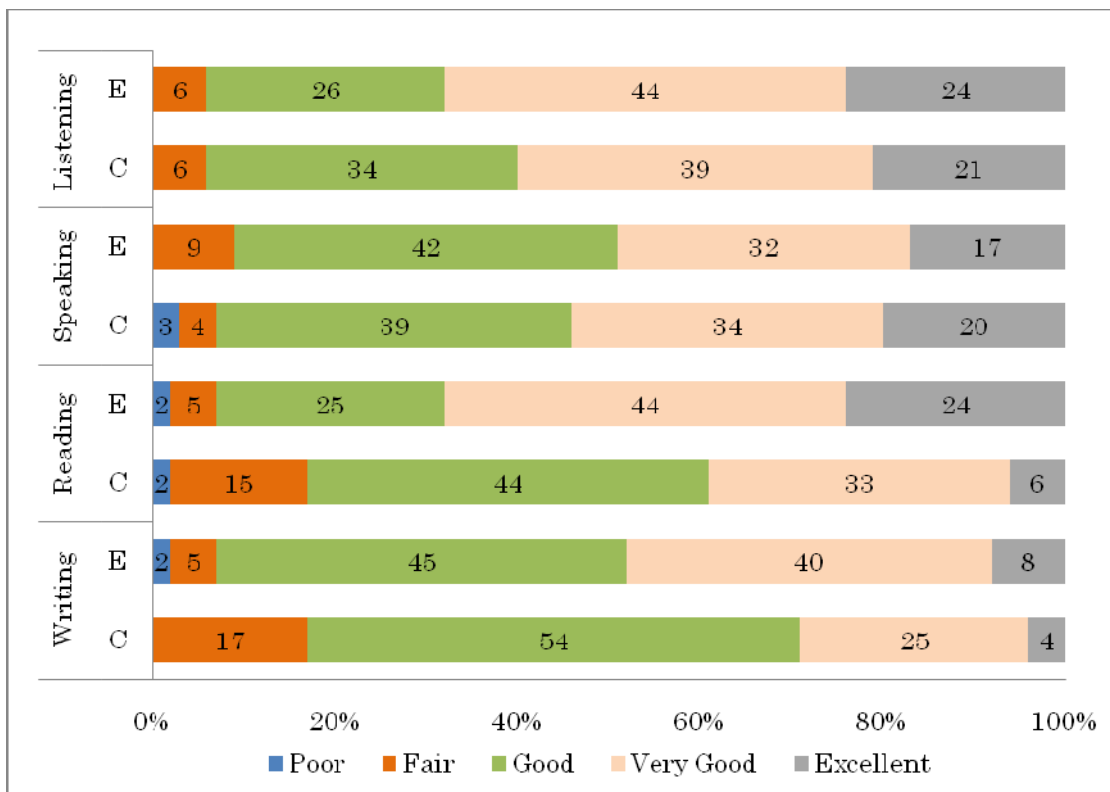
Graph 4.5(b): Findings on Background of Language Use (Total)



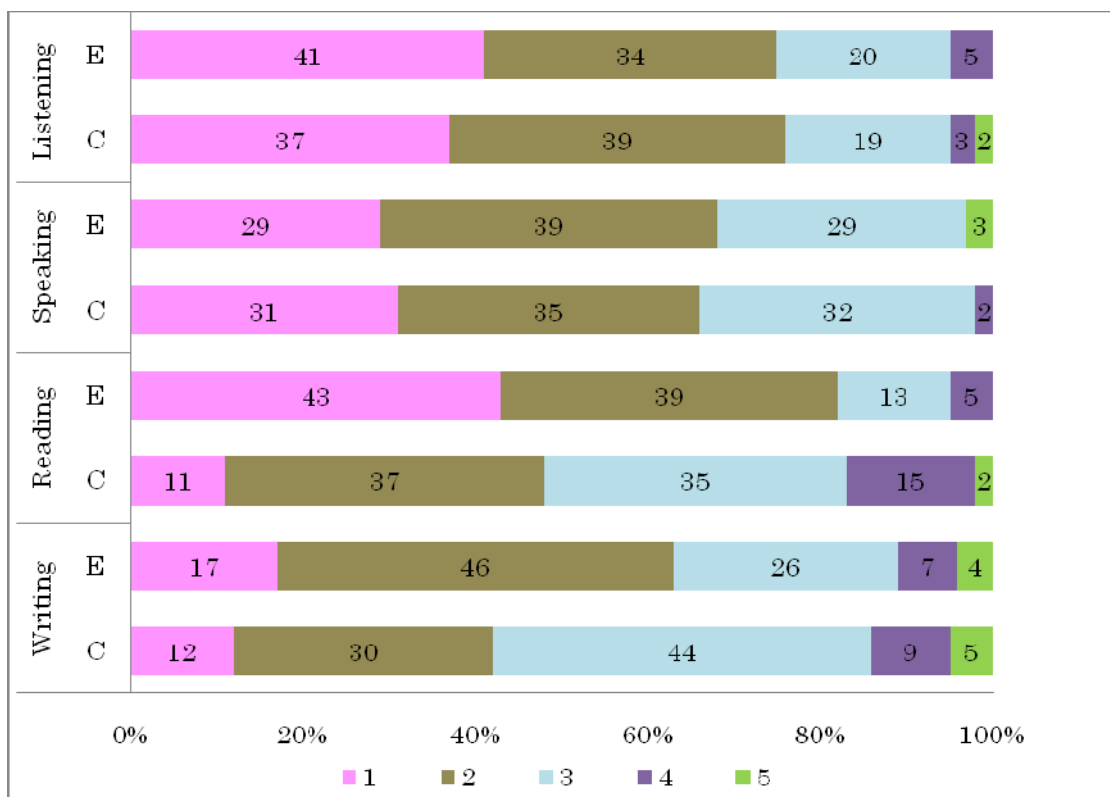
Graph 4.5(c): Findings on Background of Language Use (Total)



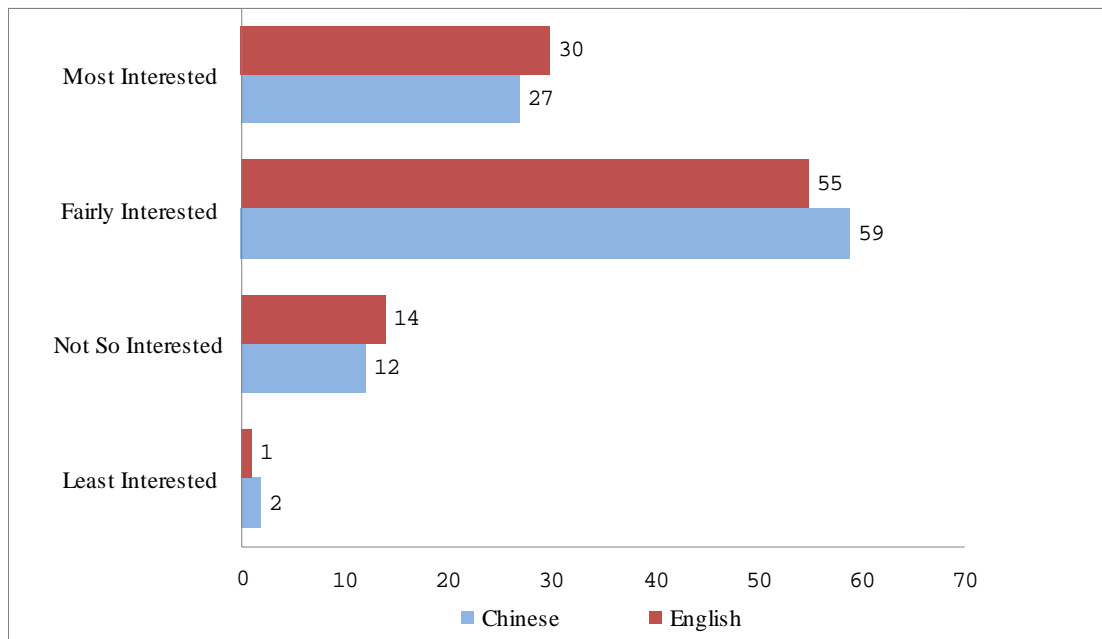
Graph 4.5(d): Findings on Background of Language Use (Total)



Graph 4.6(a): Findings on Language Appraisal-Level of Proficiency (Total)



Graph 4.6(b): Findings on Language Appraisal-Level of Difficulty (Total)



Graph 4.7: Findings on Language Attitude-Level of Interest (Total)

Appendix K Findings on Individual School (Table)

Part (1): Background of Language Use

	Grandparents			
	School A		School B	
	(1)	(2)	(1)	(2)
English	0	0	0	0
Chinese	22	63	48	67
Dialect	22	15	18	12
Others	52	19	30	18

	Father			
	School A		School B	
	(1)	(2)	(1)	(2)
English	15	15	30	21
Chinese	59	56	36	42
Dialect	0	0	3	3
Others	19	22	30	33

Note:

(1) : Language that the following persons use most often to the students.

(2) : Language that the students use most often to the following persons.

	Mother			
	School A		School B	
	(1)	(2)	(1)	(2)
English	26	22	24	21
Chinese	52	48	48	45
Dialect	0	0	0	0
Others	19	26	27	33

	Siblings			
	School A		School B	
	(1)	(2)	(1)	(2)
English	33	33	30	30
Chinese	30	30	27	30
Dialect	0	0	0	0
Others	33	33	33	30

	Friends/Classmates (In School)			
	School A		School B	
	(1)	(2)	(1)	(2)
English	30	33	42	42
Chinese	4	0	3	6
Dialect	0	0	0	0
Others	66	67	55	52

	Friends/Neighbors (Outside School)			
	School A		School B	
	(1)	(2)	(1)	(2)
English	37	33	36	42
Chinese	15	11	18	18
Dialect	0	0	0	0
Others	48	56	45	39

	English			
	Music (CD, DVD)		Radio	
	A	B	A	B
Always	30	37	19	21
Often	37	27	15	27
Sometimes	19	30	26	31
Rarely	11	3	33	15
Never	3	3	7	6

A: School A

	Chinese			
	Music (CD, DVD)		Radio	
	A	B	A	B
Always	21	31	26	24
Often	41	24	33	28
Sometimes	19	24	15	18
Rarely	19	18	15	21
Never	0	3	11	9

B: School B

	English							
	Newspapers		Magazines		Books		Comics	
	A	B	A	B	A	B	A	B
Always	15	40	26	34	45	52	30	46
Often	30	33	30	27	33	36	26	18
Sometimes	33	21	30	18	11	9	11	24
Rarely	22	6	11	15	11	3	30	9
Never	0	0	3	6	30	46	3	3

	Chinese							
	Newspapers		Magazines		Books		Comics	
	A	B	A	B	A	B	A	B
Always	19	12	11	9	4	9	4	6
Often	19	6	19	6	7	16	7	9
Sometimes	33	43	11	27	33	33	19	30
Rarely	26	30	33	43	49	33	44	30
Never	3	9	26	15	7	9	26	25

	English			
	TV Programs		Movies	
	A	B	A	B
Always	7	18	37	30
Often	56	36	37	46
Sometimes	26	43	22	18
Rarely	11	3	4	6
Never	0	0	0	0

	Chinese			
	TV Programs		Movies	
	A	B	A	B
Always	48	46	4	9
Often	48	42	44	27
Sometimes	4	9	48	43
Rarely	0	3	4	18
Never	0	0	0	3

	English			
	Surfing Internet		Emails/Letters	
	A	B	A	B
Always	74	82	56	70
Often	26	15	41	18
Sometimes	0	3	3	3
Rarely	0	0	0	6
Never	0	0	0	3

	Chinese			
	Surfing Internet		Emails/Letters	
	A	B	A	B
Always	4	0	0	0
Often	7	6	7	6
Sometimes	26	21	19	6
Rarely	30	46	44	39
Never	33	27	30	49

Part (2): Language Appraisal

Rating on Level of Proficiency

	English							
	Listening		Speaking		Reading		Writing	
	A	B	A	B	A	B	A	B
Poor	0	0	0	0	0	3	0	0
Fair	11	3	11	9	7	3	7	3
Good	30	21	56	27	26	24	59	30
Very Good	44	43	26	37	56	33	30	49
Excellent	15	33	17	27	11	37	4	12

	Chinese							
	Listening		Speaking		Reading		Writing	
	A	B	A	B	A	B	A	B
Poor	0	0	0	0	0	3	0	0
Fair	7	6	7	0	19	12	15	18
Good	37	30	41	36	44	43	56	52
Very Good	41	37	33	36	30	36	22	27
Excellent	15	27	19	22	7	6	7	3

Rating on Level of Difficulty

	English							
	Listening		Speaking		Reading		Writing	
	A	B	A	B	A	B	A	B
1	30	51	15	43	37	48	4	30
2	41	27	52	27	37	40	52	40
3	22	18	30	27	15	12	36	18
4	7	3	0	3	11	0	0	9
5	0	0	4	0	0	0	4	3

	Chinese							
	Listening		Speaking		Reading		Writing	
	A	B	A	B	A	B	A	B
1	37	36	22	40	15	9	11	12
2	37	40	33	36	37	36	37	24
3	22	18	45	18	33	36	37	52
4	0	6	0	6	15	16	11	6
5	4	0	0	0	0	3	4	6

Note: Level of difficulty from (1) Very Easy to (5) Very Difficult

Part (3): (A) Language Attitude

	English		Chinese	
	A	B	A	B
Most Interested	14	45	26	27
Fairly interested	67	45	67	52
Not so interested	19	10	7	18
Least interested	0	0	0	3

Language Attitude

School A					
	Mean	SD	Median	Mode	Range
English	31.7	3.99	33	35	21-37
Chinese	31.7	5.26	32	28	19-40

School B					
	Mean	SD	Median	Mode	Range
English	32.8	4.49	33	37	24-39
Chinese	31.3	5.57	32	33	21-40

(B) Language Motivation

Language Motivation

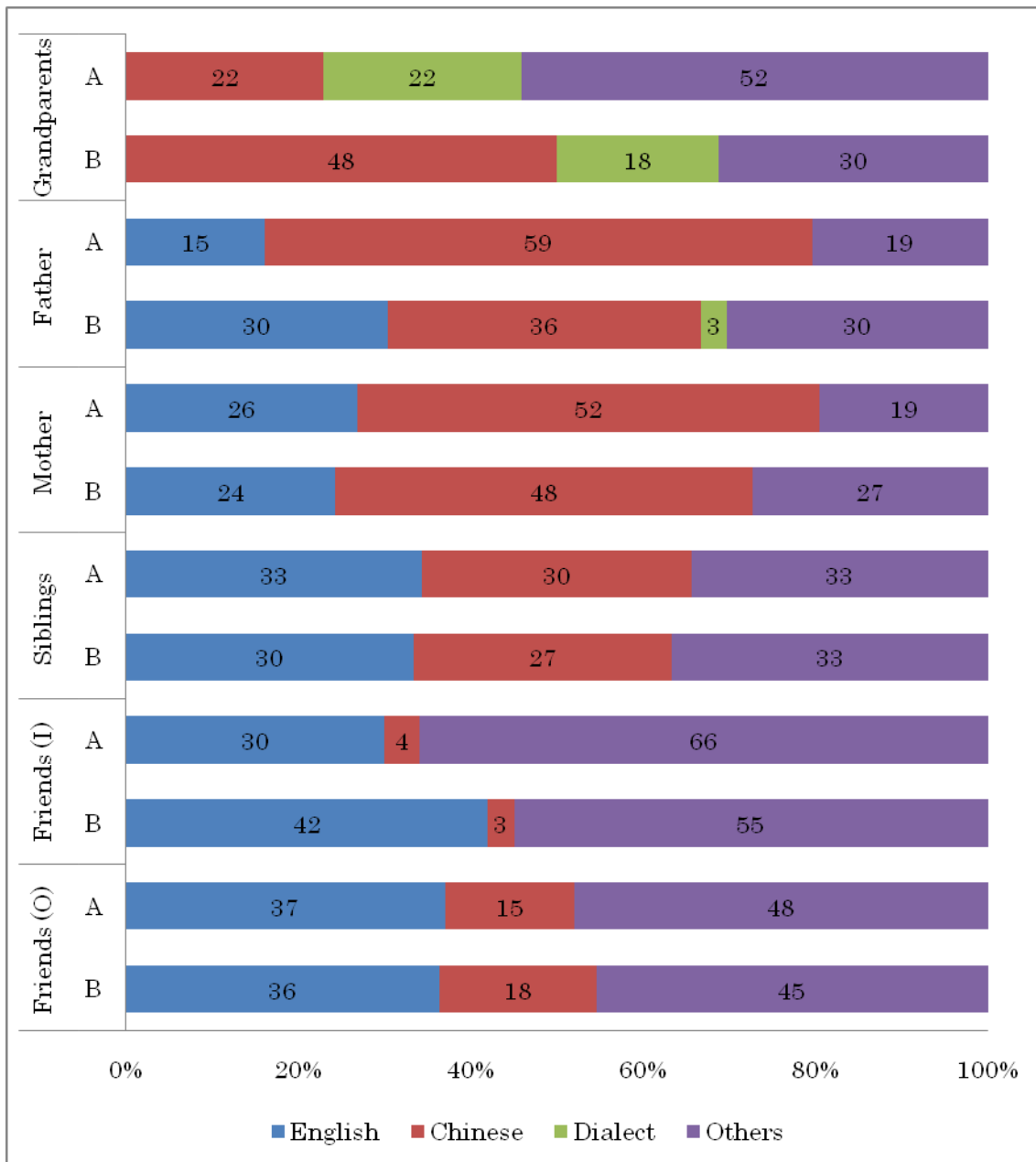
School A					
	Mean	SD	Median	Mode	Range
English	36.3	3.45	36	35	30-43
Chinese	36.5	5.18	37	40	21-45

School B					
	Mean	SD	Median	Mode	Range
English	35.48	4.89	36	40	25-45
Chinese	34.94	4.42	36	36	27-44

School A						
Motivation	Language	Mean	SD	Median	Mode	Range
Instrumental	English	13.6	1.15	14	14	11-15
	Chinese	13.2	1.42	13	14	9-15
Integrative	English	11.3	1.97	12	12	7-15
	Chinese	10.9	2.6	11	11	5-15
Identity	English	11.5	2.06	12	12	7-15
	Chinese	12.3	2.29	12	15	7-15

School B						
Motivation	Language	Mean	SD	Median	Mode	Range
Instrumental	English	12.96	1.53	13	14	10-15
	Chinese	12.37	1.31	12	12	10-15
Integrative	English	10.96	2.31	11	11	4-15
	Chinese	10.84	2.5	11	11	4-15
Identity	English	11.55	2.49	12	14	7-15
	Chinese	11.82	2.07	12	14	7-15

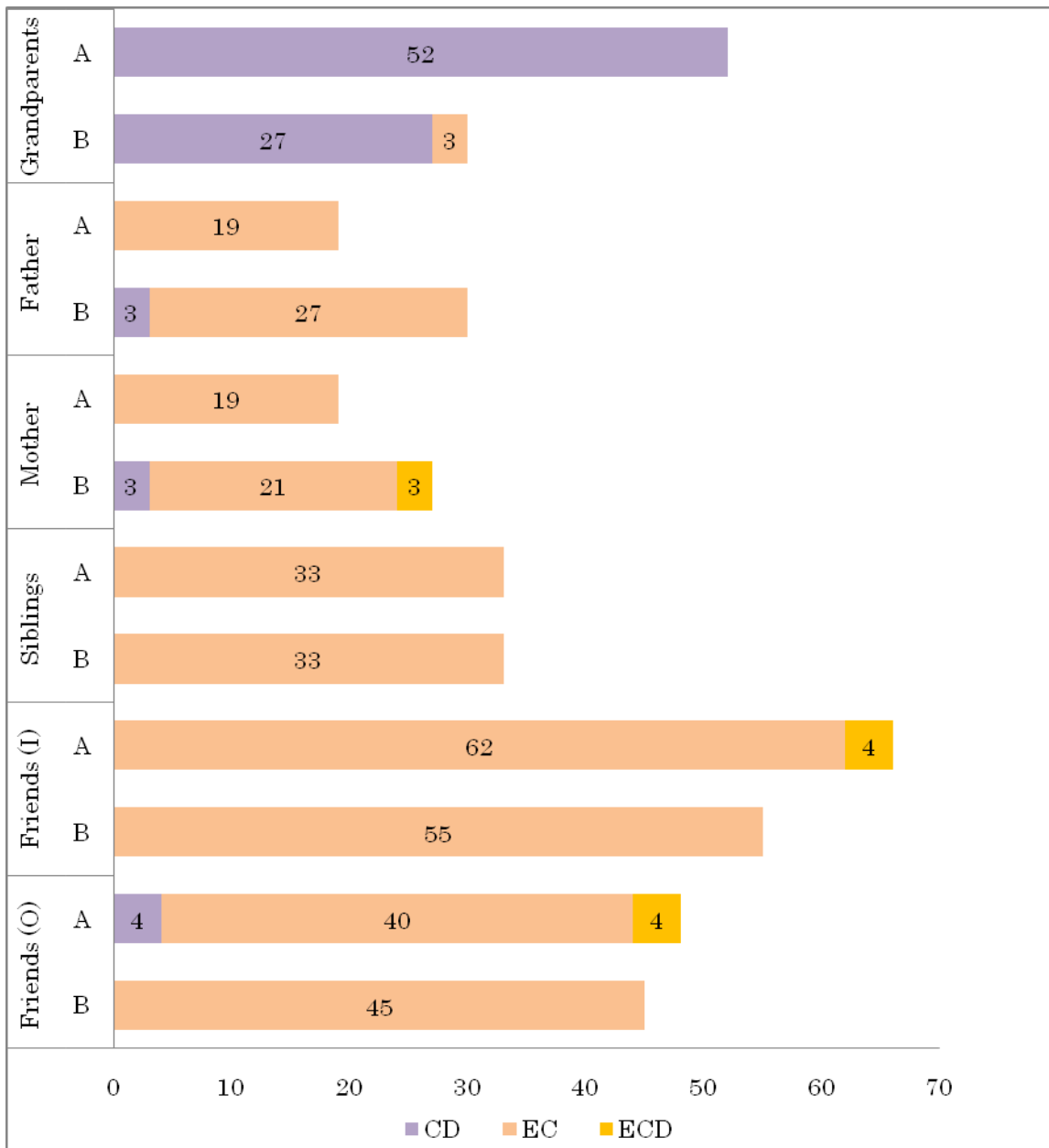
Appendix L Graphs (II)- Individual School's Findings



Graph 4.8(a): Findings on Background of Language Use

Friends (I): Friends/Classmates (In School)

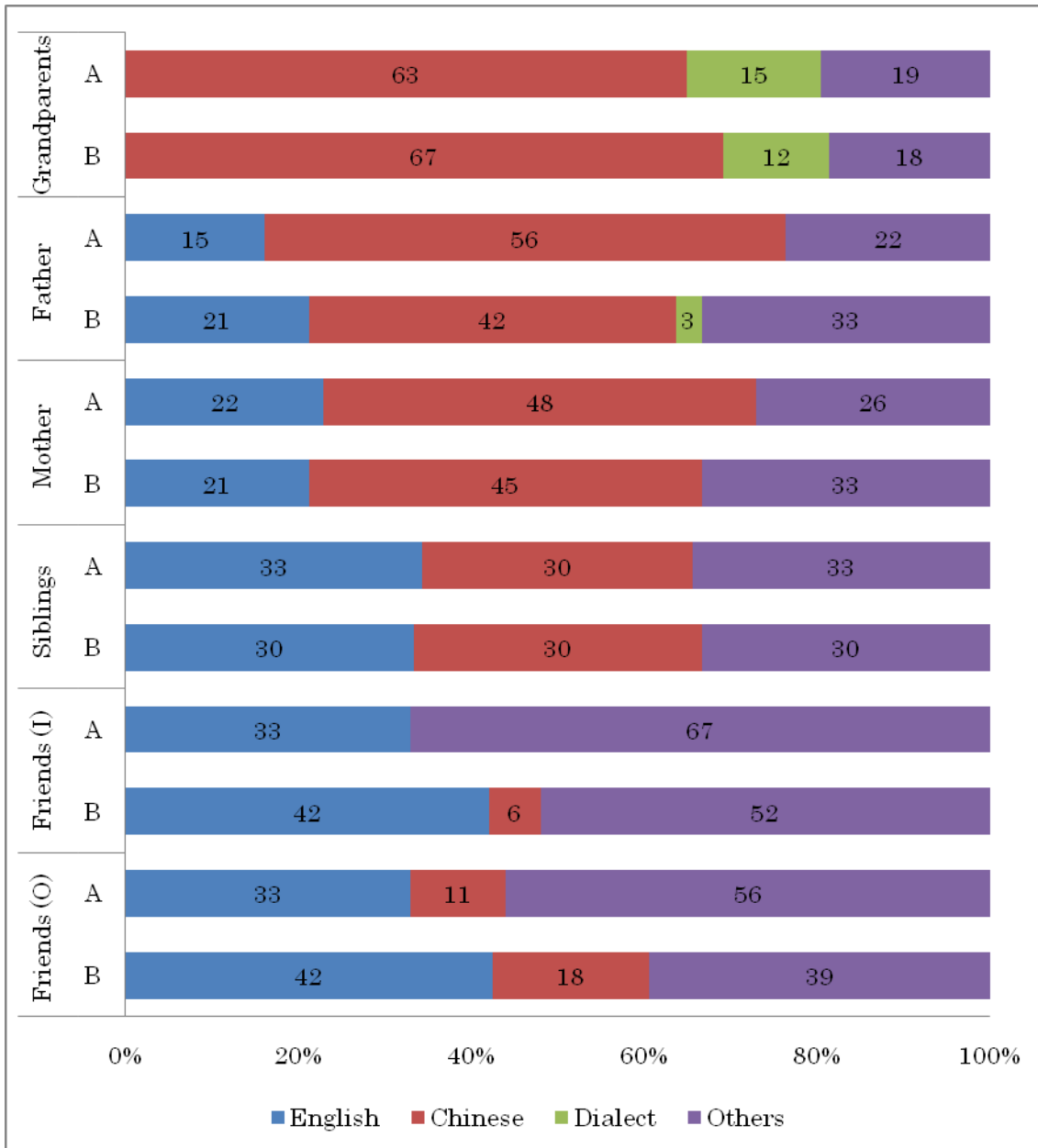
Friends (O): Friends/Neighbors (Outside School)



Graph 4.8(b): Findings on Background of Language Use

Friends (I): Friends/Classmates (In School)

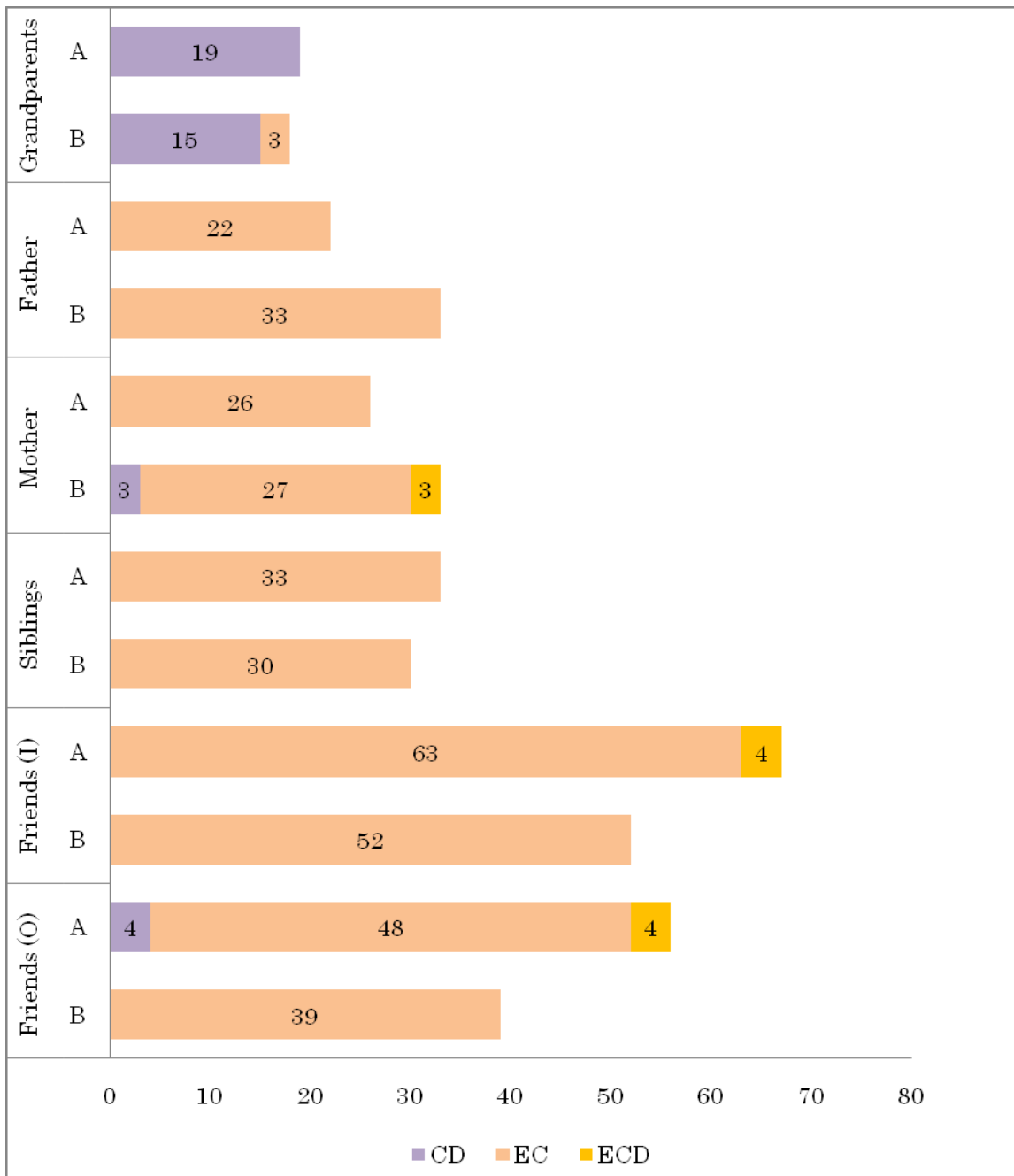
Friends (O): Friends/Neighbors (Outside School)



Graph 4.9(a): Findings on Background of Language Use

Friends (I): Friends/Classmates (In School)

Friends (O): Friends/Neighbors (Outside School)

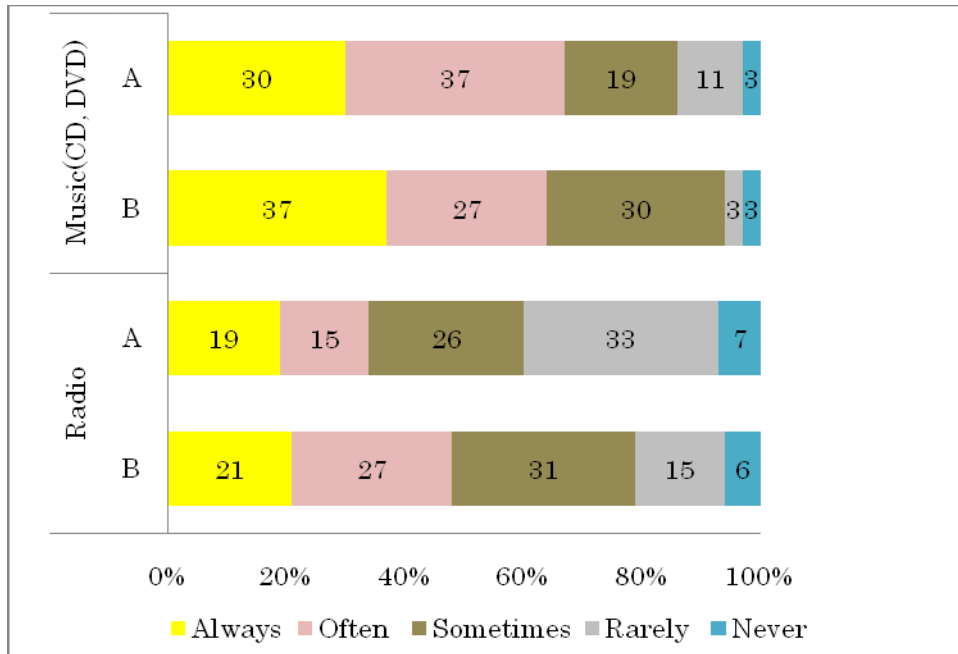


Graph 4.9(b): Findings on Background of Language Use

Friends (I): Friends/Classmates (In School)

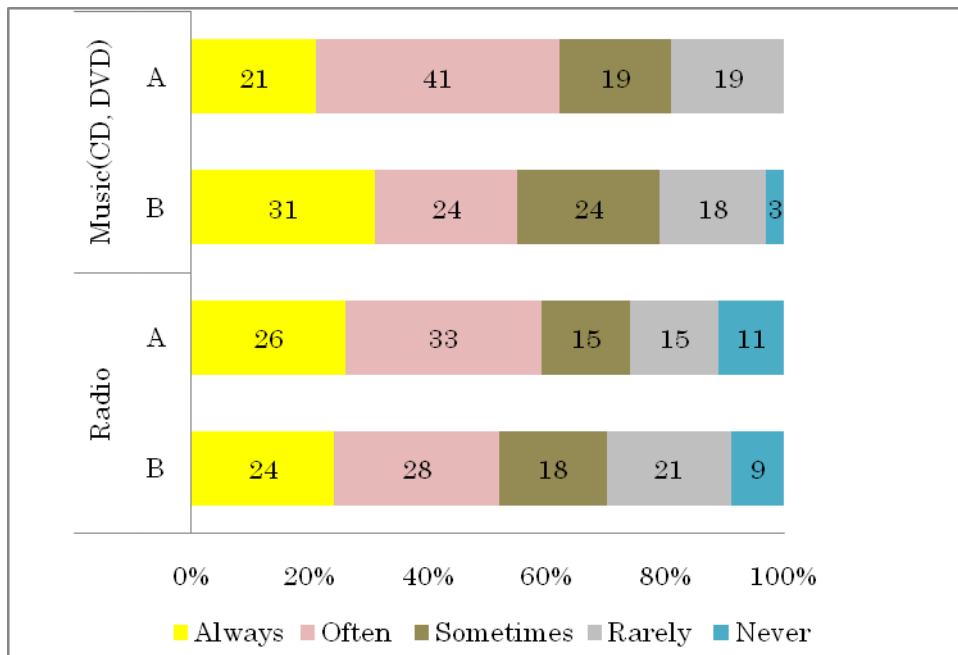
Friends (O): Friends/Neighbors (Outside School)

English



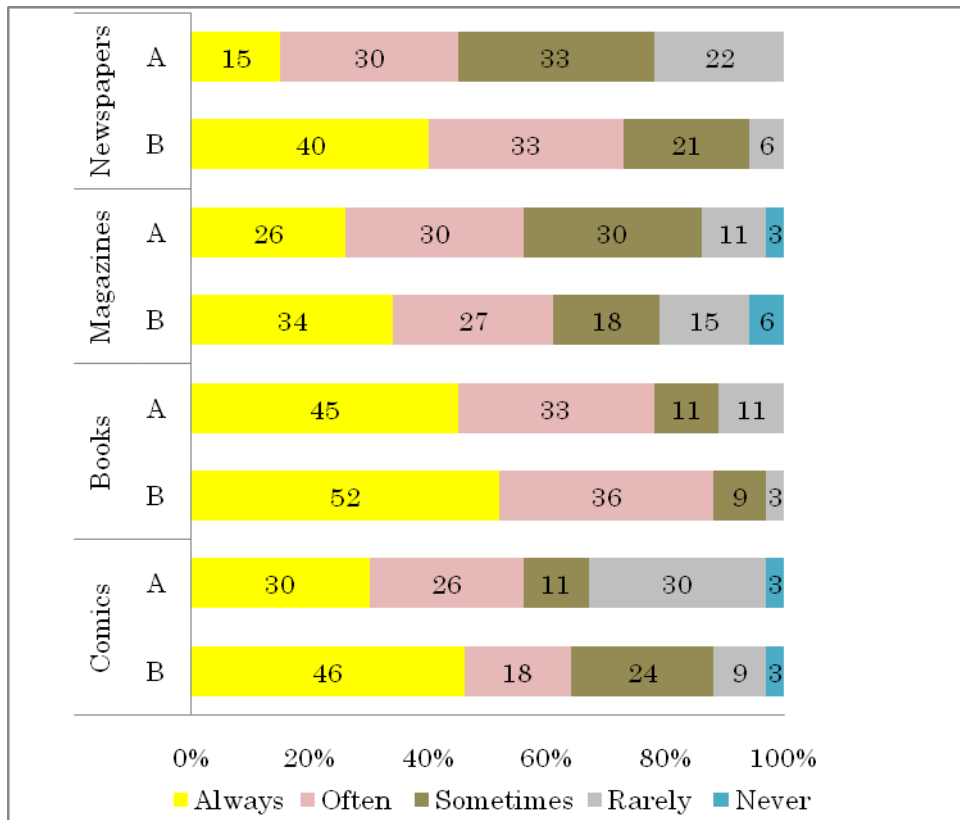
Graph 4.10(a): Findings on Background of Language Use

Chinese



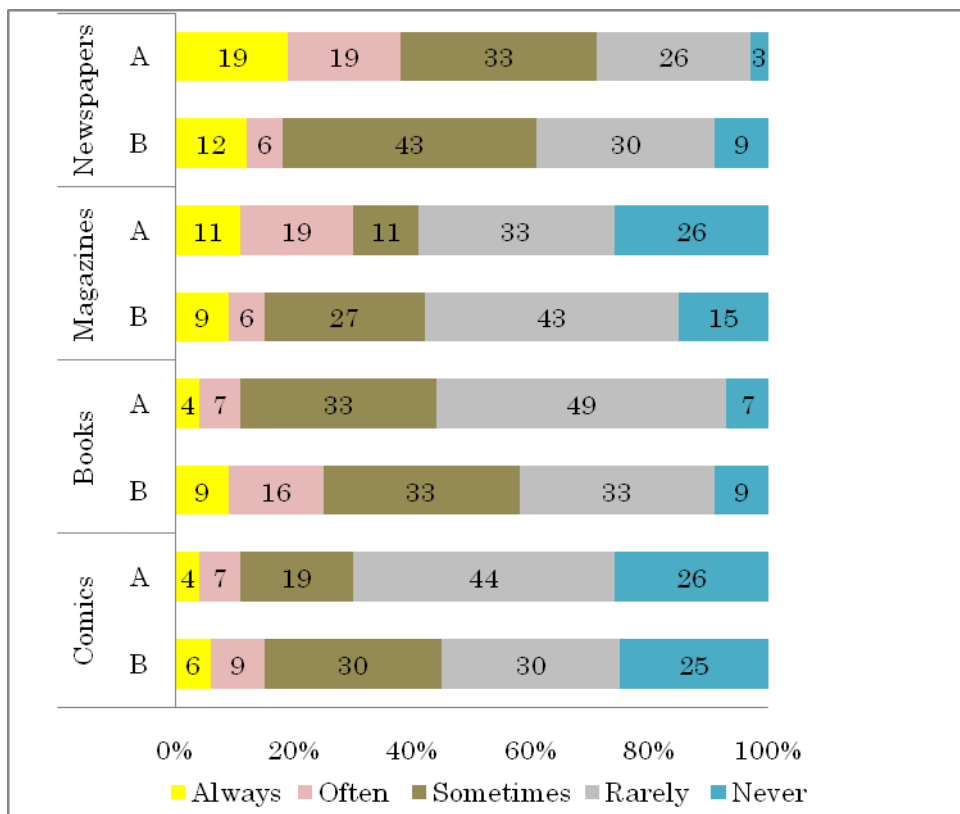
Graph 4.10(b): Findings on Background of Language Use

English



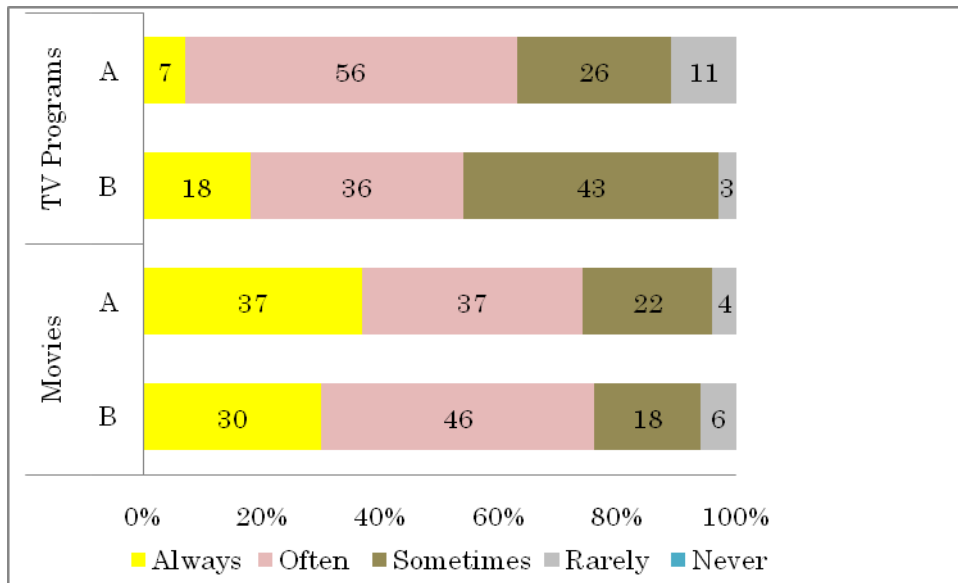
Graph 4.10(c): Findings on Background of Language Use

Chinese



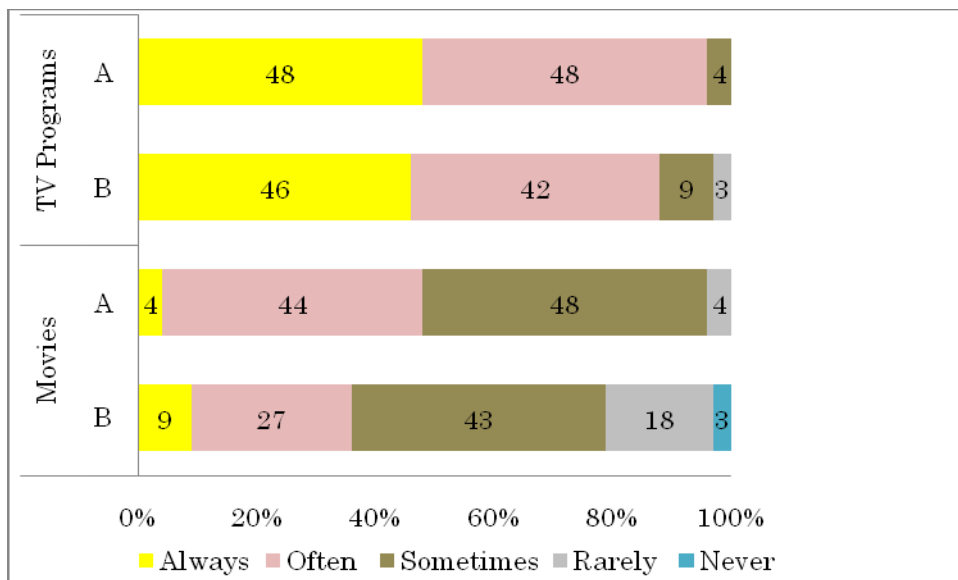
Graph 4.10(d): Findings on Background of Language Use

English



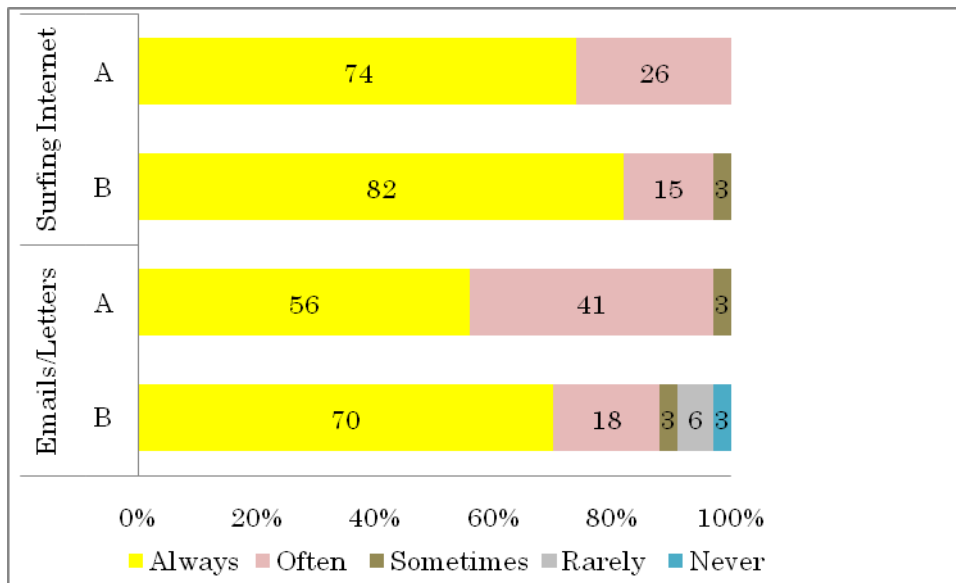
Graph 4.10(e): Findings on Background of Language Use

Chinese



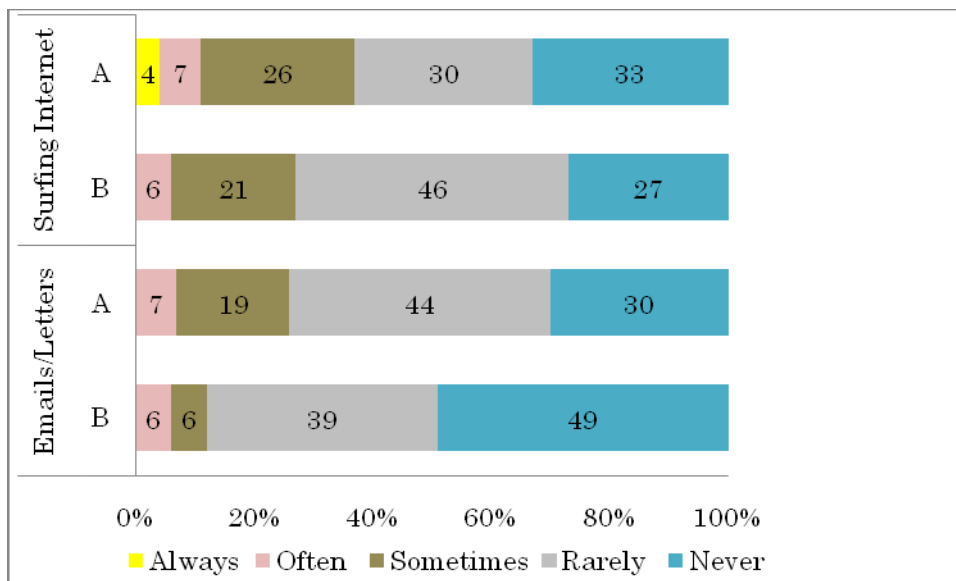
Graph 4.10(f): Findings on Background of Language Use

English



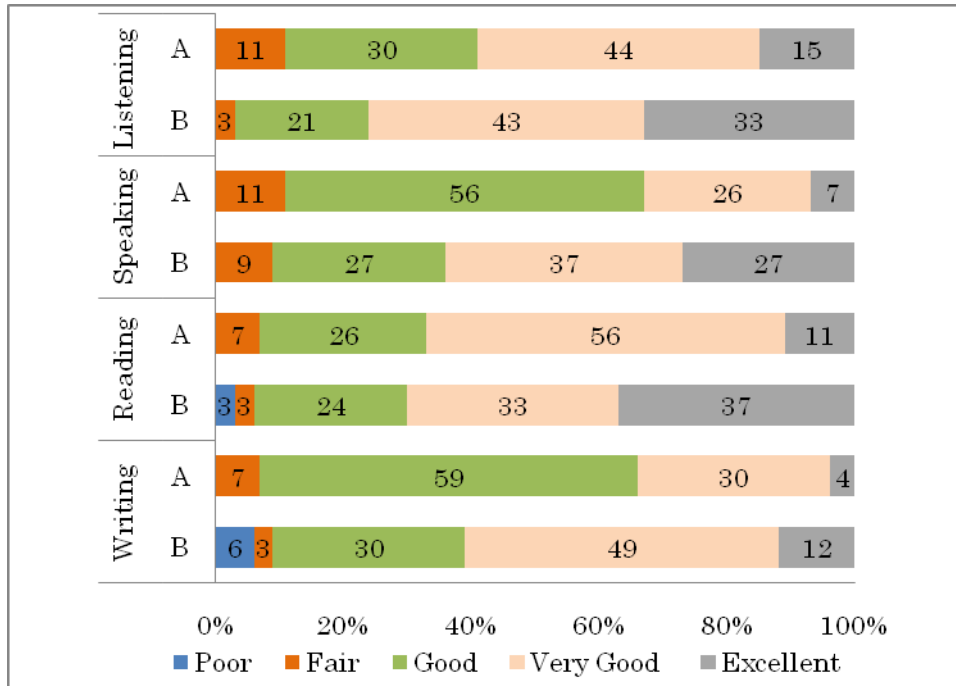
Graph 4.10(g): Findings on Background of Language Use

Chinese



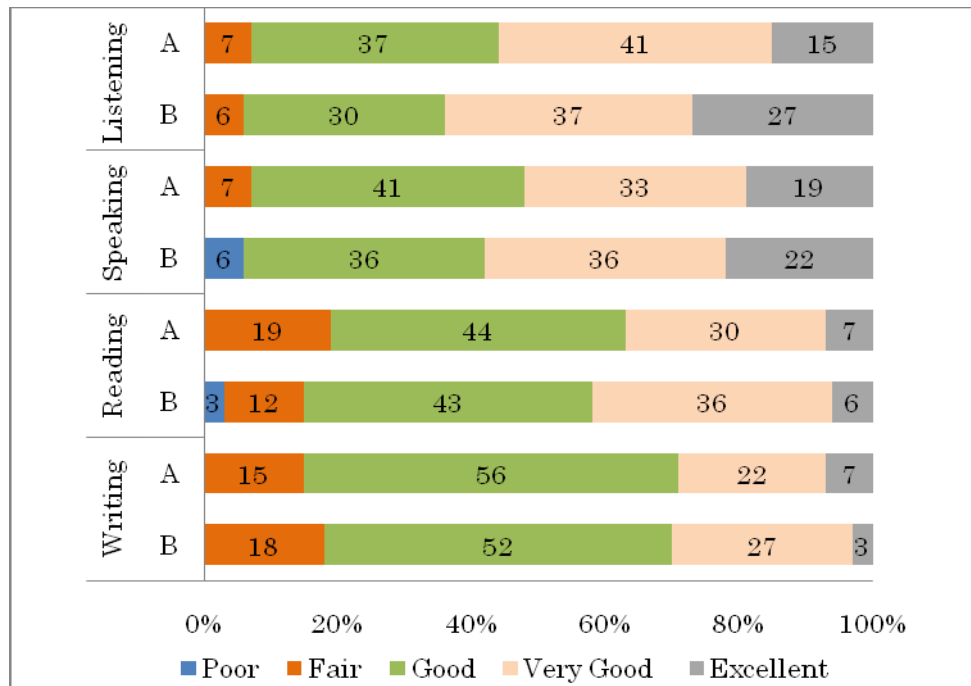
Graph 4.10(h): Findings on Background of Language Use

English



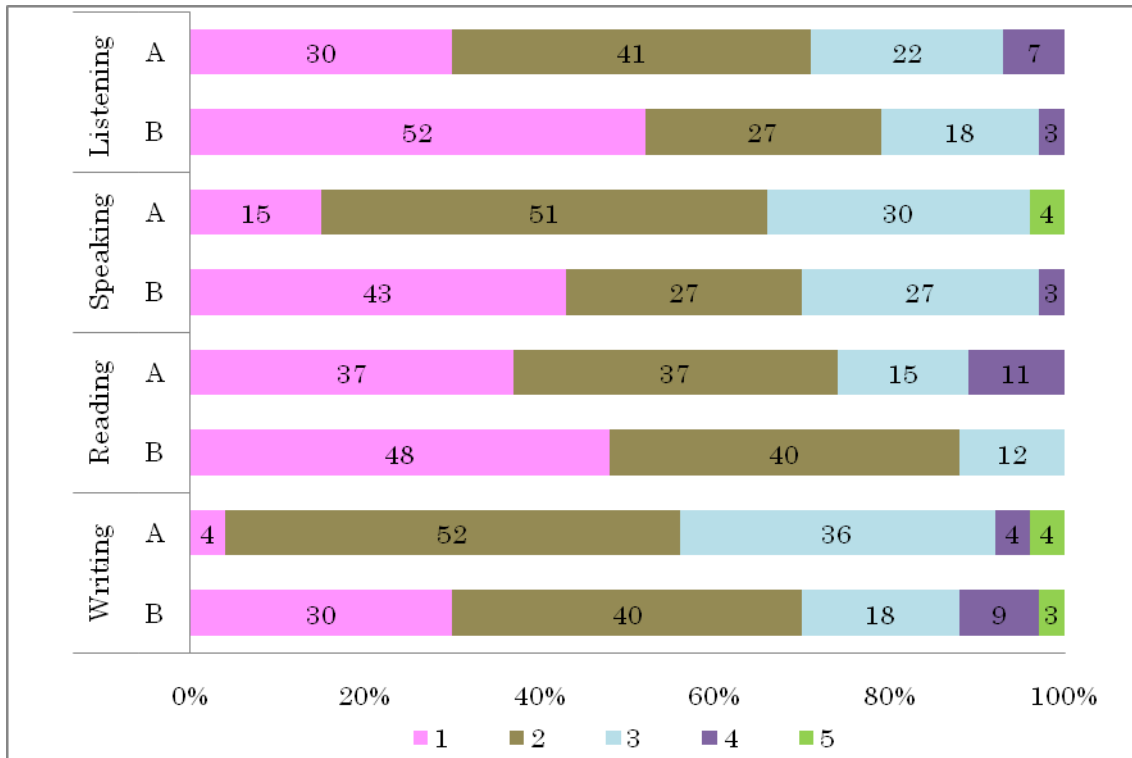
Graph 4.11(a): Findings on Language Appraisal-Level of Proficiency

Chinese



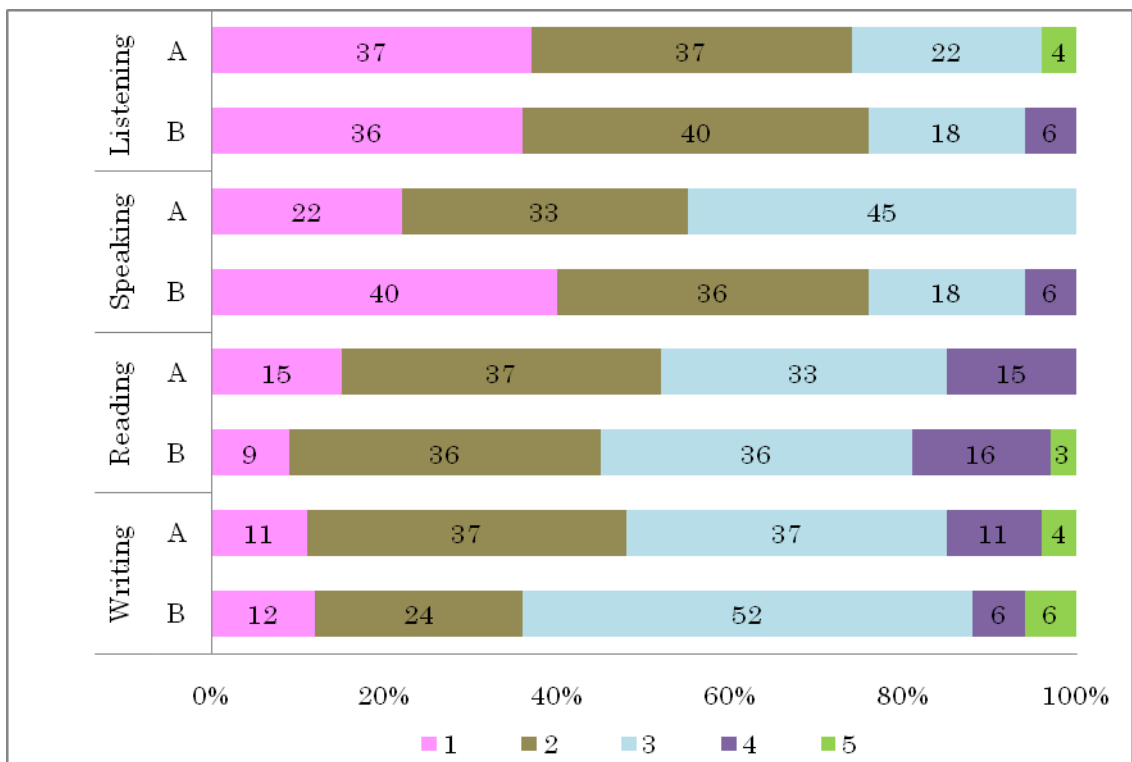
Graph 4.11(b): Findings on Language Appraisal-Level of Proficiency

English

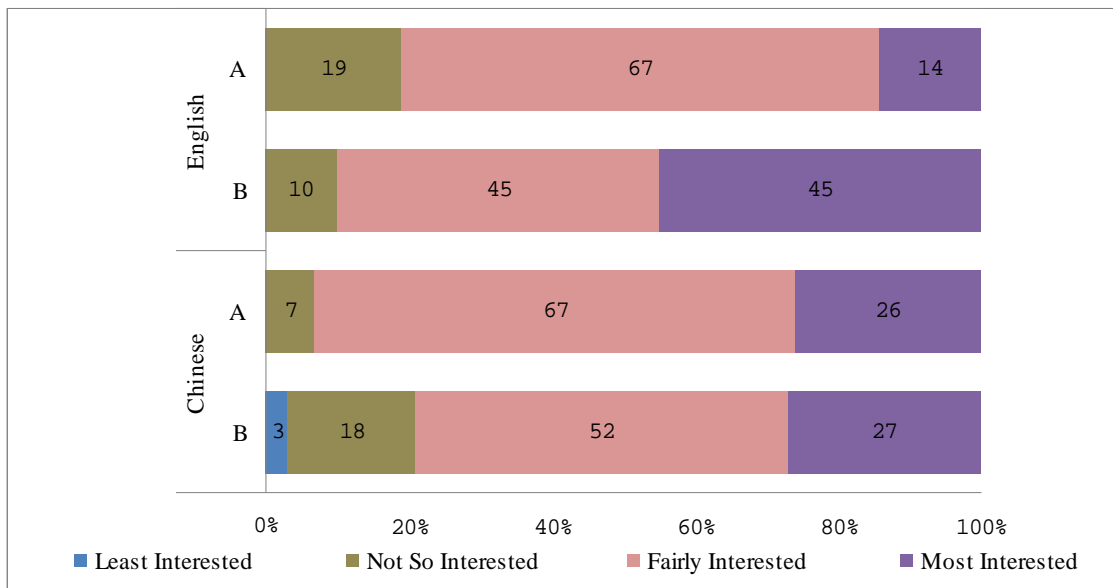


Graph 4.12(a): Findings on Language Appraisal-Level of Difficulty

Chinese



Graph 4.12(b): Findings on Language Appraisal-Level of Difficulty



Graph 4.13: Findings on Language Attitude-Level of Interest

Appendix M TV Viewership in Singapore for 2006

Table 1	Local Free-To-Air Market Share					
	Jan-Mar	Apr-Jun	Jul-Sept	Oct-Dec	Total	Average
Channel 5	13.8	14.3	14.4	14.7	57.2	14.3
Channel 8	49.8	49.5	52.6	48.2	200.1	50
Suria	7.0	5.7	5.3	6.0	24	6
Central	8.4	8.7	8.3	10.1	35.5	8.9
CNA	3.6	3.9	3.6	3.7	14.8	3.7
Channel U	17.3	18.0	15.8	17.3	68.4	17.1
Total Local FTA	100.0	100.0	100.0	100.0	400	100

Table 2	Weekly Reach for ages 4 and above					
	Jan-Mar	Apr-Jun	Jul-Sept	Oct-Dec	Total	Average
Channel 5	59.9	60.1	58.6	58.5	237.1	59.3
Channel 8	66.8	67.3	67.0	66.7	267.8	67
Suria	16.5	16.2	15.9	16.4	65	16.3
Central	37.5	37.0	35.1	36.8	146.4	36.6
CNA	29.5	31.5	28.5	28.0	117.5	29.4
Channel U	54.5	55.2	51.5	53.9	215.1	53.8
Total Local FTA	87.9	86.5	85.4	84.9	344.7	86.2

Table 3	Prime-Time (7-11pm) Ratings For Ages 4 and above					
	Jan-Mar	Apr-Jun	Jul-Sept	Oct-Dec	Total	Average
Channel 5	3.6	4.0	4.0	3.9	15.5	3.9
Channel 8	12.8	12.7	13.2	12.3	51	12.8
Suria	2.1	1.6	1.4	1.5	6.6	1.7
Central	0.7	0.6	0.5	0.6	2.4	0.6
CNA	0.6	0.6	0.6	0.5	2.3	0.58
Channel U	5.2	5.5	4.7	5.3	20.7	5.2
Total Local FTA	25.0	25.0	24.3	24.1	98.4	24.6

Source: Media Development Authority of Singapore
(<http://www.mda.gov.sg/wms.www/resources.aspx?sid=120>)

Note:

1. Market share is the percentage of total audiences/listeners in a given time tuned to a particular channel/station.
2. Rating is the average percentage of viewers tuned to a particular channel at a particular time.
3. Weekly reach refers to the numbers of unduplicated people reached at least once per week by the channel/station.
4. All figures are in percentage.

Appendix N: Singapore's Top Grossing Movies

For year 2007

Number	Title/ Language	Amount (Million)
1	Spiderman 3	7.82 mil
2	Transformers	7.06 mil
3	Harry Potter and the Order of the Phoenix	5.61 mil
4	Pirates of the Caribbean: At World's End	5.21 mil
5	Ratatouille	4.26 mil
6	Mr Beans Holidays	3.91 mil
7	Fantastic Four: Rise of the Silver Surfer	3.79 mil
8	Rush Hour 3	3.12 mil
9	Shriek 3	3.54 mil
10	881	3.54 mil

* All forms are in gross.

For year 2006

Number	Title/ Language	Amount (Million)
1	X-Men: The Last Stand (English)	4.8
2	Pirates of the Caribbean: Dead Man's Chest (English)	4.5
3	I Not Stupid 2 (Chinese)	4.18
4	Mission Impossible 3 (English)	4.15
5	Superman Returns (English)	3.8
6	The Da Vinci Code (English)	3.18
7	Casino Royale (English)*	3.15
8	Fearless (Japanese, Chinese, English)	3.11
9	Happy Feet (English)*	2.8
10	Ice Age 2: The Meltdown (English)*	2.55

* Note:

Figures are as at 30 December 2006. (Final box office figures for these films are not being available or the films are still being screened as at 30 December 2006.)

Source: The Straits Times, Life! Section (Saturday, 30 December 2006)

For year 2005

Number	Title/ Language	Amount (Million)
1	Harry Potter and the Goblet of Fire (English)*	5.8
2	King Kong (English)*	4.8
3	Star Wars Episode 3: Revenge of the Sith (English)	4.1
4	Narnia: Lon, Witch and Wardrobe (English)	4.1
5	Madagascar (English)	3.6
6	War of the Worlds (English)	3.2
7	Fantastic Four (English)	2.97
8	Batman Begins (English)	2.8
9	Constantine (English)	2.8
10	Mr and Mrs Smith (English)	2.6

* Note:

Figures are as at 31 December 2005. (Final box office figures for these films are not being available or the films are still being screened as at 31 December 2005.)

Source: Screendaily (13 January 2006) and Cinematograph Film Exhibitors Association.

Student	Sex	Most familiar language	Language(s) you speak at home	(Part A) Memory Strategies	(Part B) Cognitive Strategies	(Part C) Compensation Strategies	(Part D) Metacognitive Strategies	(Part E) Affective Strategies	(Part F) Social Strategies
1	F	C	EC	3.7	4.2	4	3.9	3.4	4.3
2	F	E	EC	2.5	2.3	2.8	3	2.6	2.5
3	F	E	E	2.5	2.5	3	3	3	3
4	F	C	C	4.1	4.5	4.3	4.3	4.6	4.3
5	M	E	EC	3.2	3.1	3	3	2.8	3
6	M	C	EC	2.3	3.2	2.8	3.7	2.8	4.3
7	F	E	E	3	3.1	4	2.7	2.8	3
8	F	C	C	3	3.23	3.8	3	2.4	2.3
9	F	C	ECD(Hokkien)	4.36	4.54	4.5	3.6	3.8	3.67
10	M	E	E	2.18	3	4.25	2.7	2.2	2.67
11	M	E	ECD(Hakka)	2.73	2.62	3.75	2.6	3	3.33
12	M	C	C	3.82	3.54	5	3.1	3.6	3.5

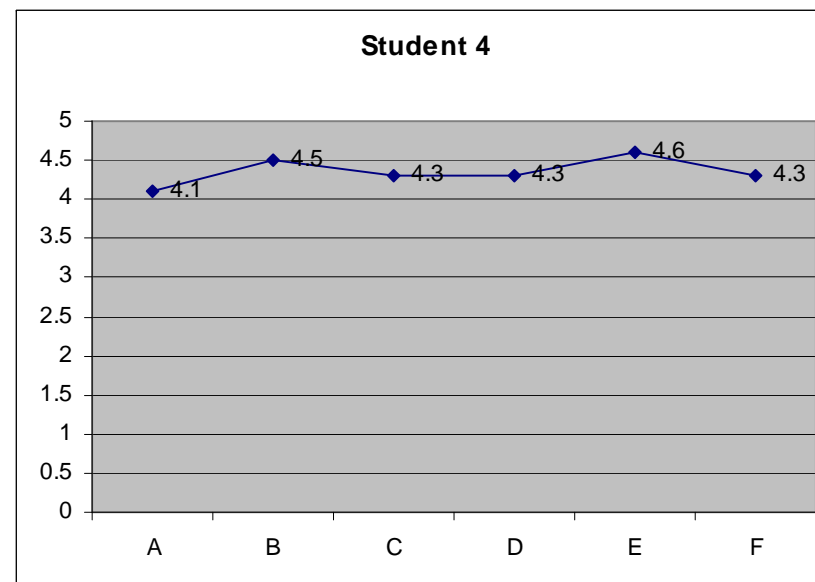
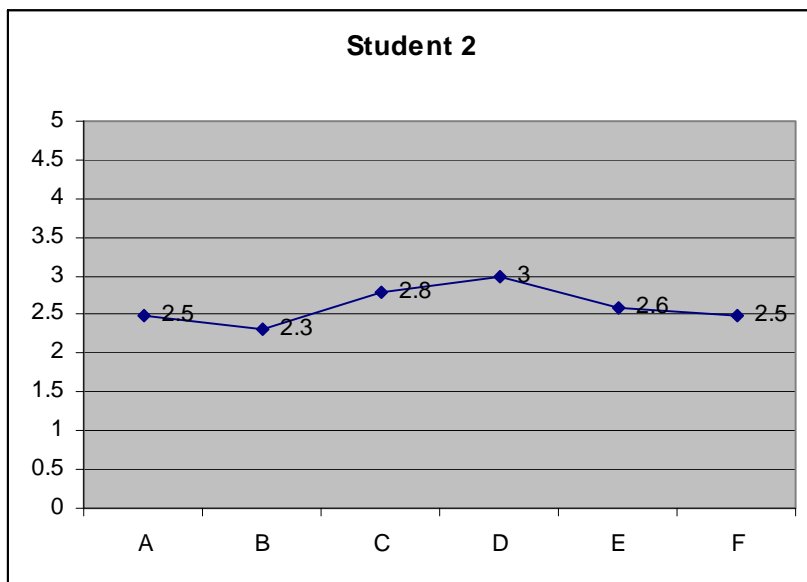
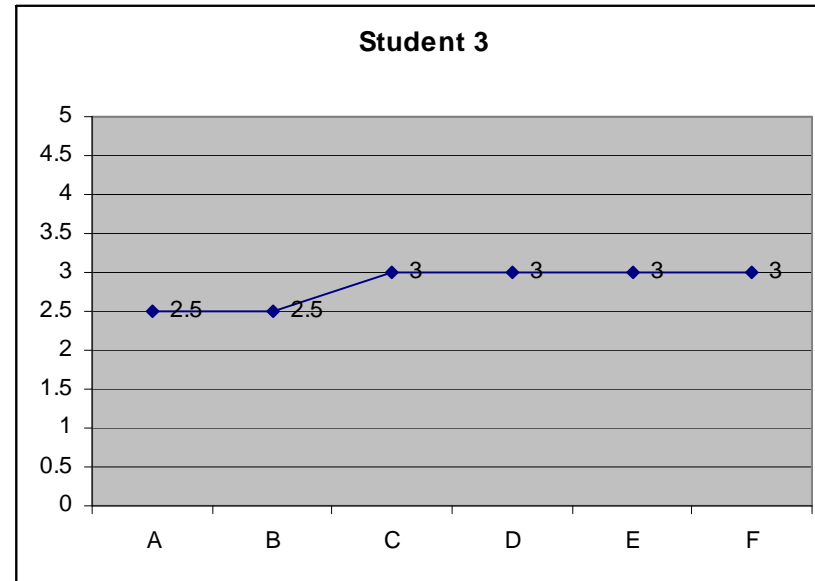
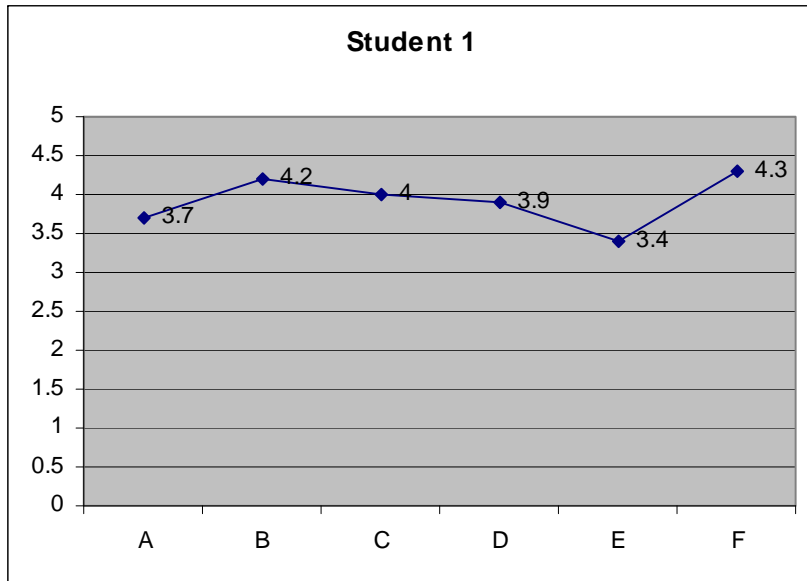
Student	Sex	Overall Average	Frequency
1	F	3.86	High
2	F	2.54	Medium
3	F	2.72	Medium
4	F	4.24	High
5	M	2.98	Medium
6	M	3.08	Medium
7	F	2.96	Medium
8	F	2.92	Medium
9	F	4.04	High
10	M	2.7	Medium
11	M	2.8	Medium
12	M	3.56	High

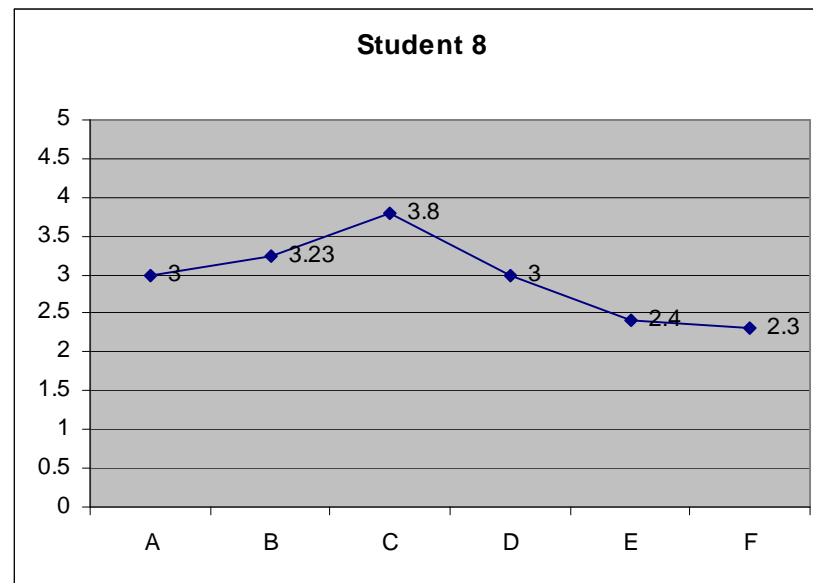
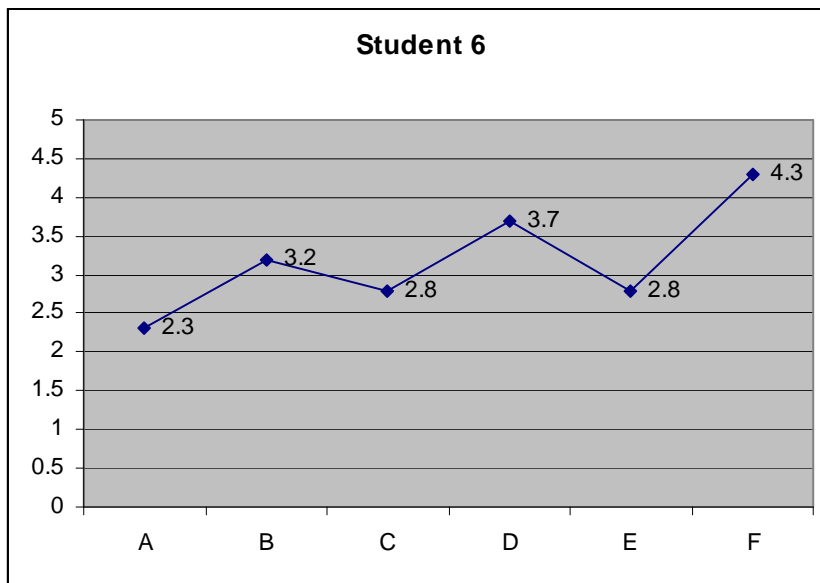
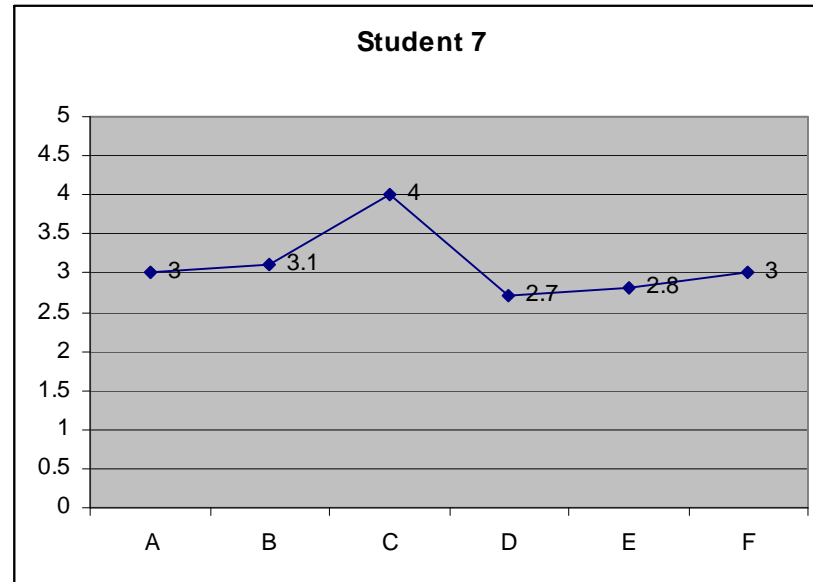
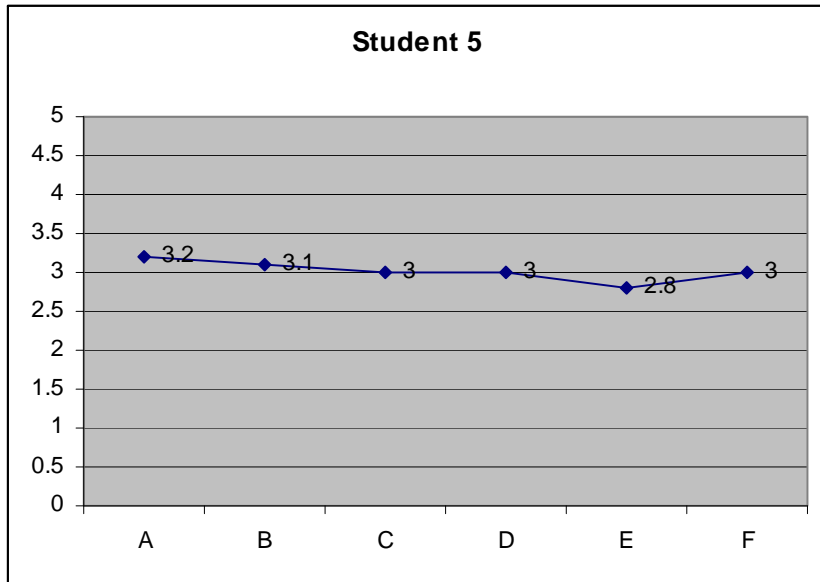
Key to Understanding Averages

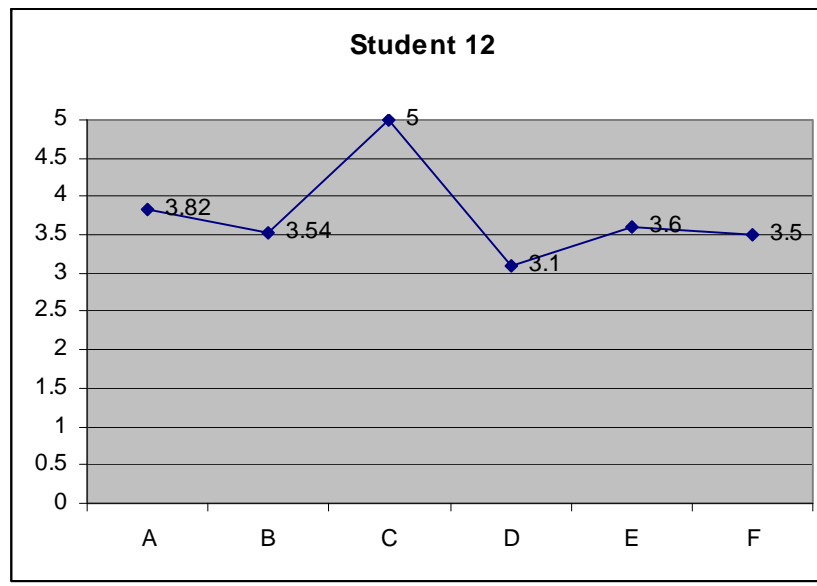
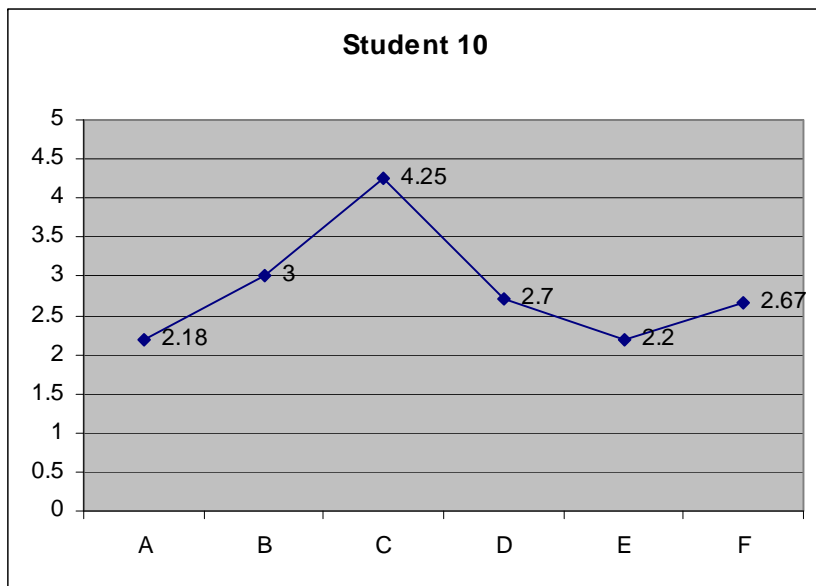
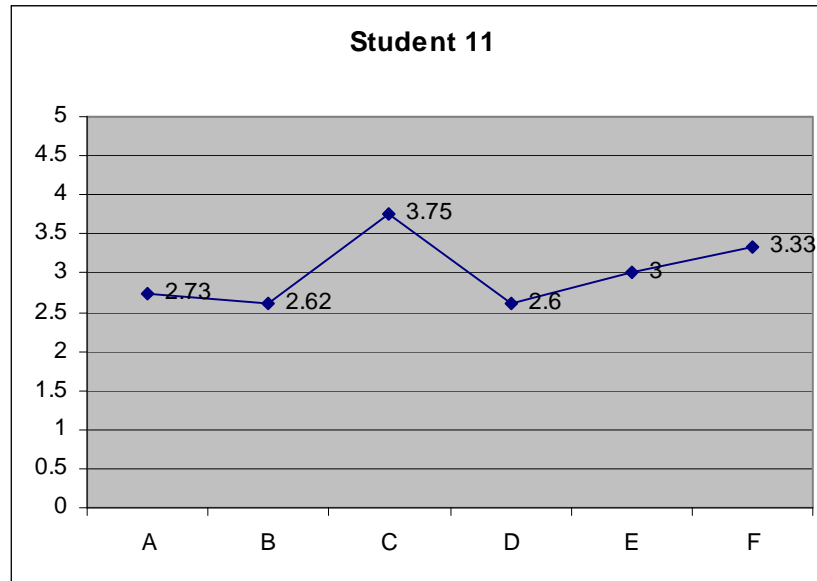
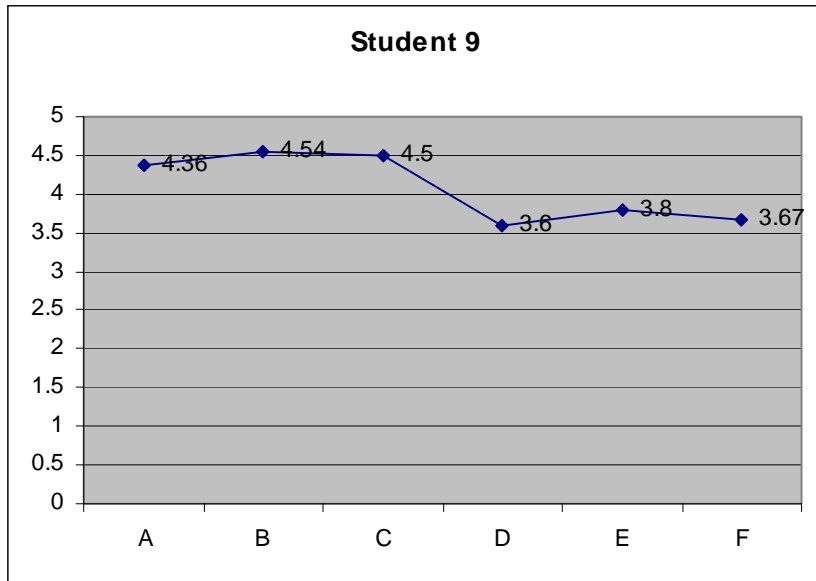
High	Always or almost always used	4.5-5.0
	Generally used	3.5-4.4
Medium	Sometimes used	2.5-3.4
Low	Generally not used	1.5-2.4
	Never or almost never used	1.0-1.4

Note:
M: Male F: Female
E: English C: Chinese D: Dialect

Table: Individual Student's Profile of Results on the Strategy for Language Learning







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