UNIVERSITY OF SOUTHERN QUEENSLAND

A CASE STUDY ON THE IMPACTS OF
CHANGES TO THE TEACHING OF READING IN
MALAY IN NEGARA BRUNEI DARUSSALAM

A Dissertation submitted by

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Abstract

The ability to read is one of the most crucial survival skills a person can possess. However, learning to read is a complex task for beginners. This is because every type of writing system presents challenges to beginning readers. Recent research argues that the most effective instruction results when a combination of methods/approaches to the teaching of reading is used by teachers to meet children's needs. This research focuses on the teaching of reading to Primary One children in the developing country of Brunei where Malay is the first language. An exploratory case study was conducted to investigate the usefulness of implementing the *balanced reading approach* to the teaching of reading *compared* with the practices of the strongly *traditional approach* which pervades the current schooling system. The case study involved two primary government schools and aimed to find out how these two different approaches influenced the targeted Primary One children's reading performance and achievement. Four broad categories of data were collected through classroom observations, interviews, questionnaires, and administration of reading tests. The results of the study showed both teaching practices can help the children progress in their reading performance but *the balanced reading approach* can help the children to progress more effectively. The results of the study also suggested that *the balanced reading approach* can be used as a recommended alternative approach to teach Malay reading in Brunei primary schools in order to promote meaningful learning that should meet the diverse children's needs, interests and abilities. The result of the study also recommends that the current traditional reading approach practices of the teaching of reading be improved to be more effective in enhancing young children's learning to read and beginning literacy experiences with Malay.

Certificate of Dissertation

I certify that the ideas, experimental work, results, analyses, software and conclusions reported in this dissertation are entirely my own effort, expect where otherwise acknowledged. I also certify that the work is original and has not been previously submitted for any other award, except where otherwise acknowledged.

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Hajah Suraya Haji Tarasat   Date

ENDORSEMENT

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Associate Professor Dr. Shirley O'Neill   Date

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Abbreviations

BRA   Balanced Reading Approach

C   Consonant

CDD   Curriculum Development Department (Brunei Darussalam)

DBP   Dewan Bahasa dan Pustaka

MIB   Melayu Islam Beraja (Malay Islam Monarchy)

MOE   Ministry of Education

NBD   Negara Brunei Darussalam

NCREL   North Central Regional Educational Laboratory

NICHD   National Institute of Child Health and Human Development

NRP   National Reading Panel

SPSS   Statistical Package for Social Science

TRA   Traditional Reading Approach

UBD   University Brunei Darussalam

V   Vocal

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1.0 Introduction

This introductory chapter will set out the research problem and the rationale of the study, and a range of background information, which consider relevant to the study such as aspects of the geography and demography of Negara Brunei Darussalam, its education structure and school system and an overview of the teaching of Malay language in Brunei primary schools. This is followed by the aims of the study and the research questions derived from them and the significance of the study in the Brunei context. Finally, an overview of the whole thesis is provided.

1.1 Research problem

Reading is the first and the most important skill to be acquired by students. It is basic to all education. Failure in reading affects children's ability in other school subjects. This was stressed by Anderson et al (1985) that, if children fail to succeed in reading, they also fail to succeed in most other subject areas.

Brunei also recognizes the importance of reading. The importance of reading in Brunei can be observed in the primary school curriculum and also in the Primary Education aim as stated in the policy document *'Sistem Pendidikan Negara Brunei Darussalam'* (2001, p. 9), which is to give children a firm foundation in the basic skills of writing, reading and arithmetic as well as to provide opportunities for their personal

growth and character development. However, past teaching experiences and University Brunei Darussalam (henceforth UBD) students' research have shown that primary school children in Brunei are still not learning to read well enough to meet the requirements of school and society. Many children are failing to achieve the reading levels of which they are capable. For example the findings from Issah's study (1994) showed that 3.2% of pupils in the school could not read. Seven percent of the pupils were found to be weak readers. Faridah's study (1990) found that only 58% of Form One students in school were able to produce correct responses on the comprehension of Malay text whilst the remainder 42% produced wrong answers. Some of them were unable to provide correct responses although the answers were explicitly stated in the Malay text. In addition, a report from chief marker of the Primary School Assessment Examination for the Malay Language subject from year 2004 to 2007 states that one of the causes of the high percentage of failures in the Malay language exam and students receiving a grade D is due to reading problems among students (Laporan ketua pemarkah, 2004-2007).

Several factors were mentioned as contributing to the low performance in reading, such as:

1. inadequate command of vocabulary, weak spelling and inability to pronounce the words that they were able to spell (Issah, 1994),

2. lack of interest and motivation to read (Malai Rabiah, 1997),

3. lack of reading resources (Buntar, 1993),

4. language influences (Mohammad Arpian, 2004), and

5. the pedagogical factors such as the passive traditional style of teaching reading, which is neither enjoyable nor effective (Aminah, 1984; Azaharaini, 1986; MOE, 1988; Attwood and Bray, 1989).

The pedagogical factor can be related to the way the teachers teach Malay reading in the classroom. The teaching of reading practiced by some teachers in primary schools is still passive. This is because the lesson is still teacher-centred and not student-centred (Aminah, 1984; Azaharaini, 1986; Zaitun, Roslijah & Leong, 1999). In addition, teachers still play an important role in learning. This can be seen from the activity in the classroom where teachers do most of the talking and children listen, answer the teachers' questions and ask occasional questions followed by written work (Azaharaini, 1986).

Malay teachers were found to use less teaching aids in their teaching. They were heavily dependent on textbooks as their teaching materials (Mahmud, 1992). The use of teaching aids in teaching was identified as very important in helping teachers' to be more clear in their teaching and to save time (Md. Yusof, 1993).

In addition, in teaching Malay reading, there are two approaches used by the teachers – the 'synthetic' and 'analytical' (Zulkifley, 1994). The synthetic approach focuses on the teaching of reading through emphasis on the elements of the words and their sounds to identify words. The methods under this approach are the alphabetic, phonic, and syllabic methods.

The analytical approach focuses on sentences and stories, placing the emphasis on reading comprehension. The methods under this approach are the look and say method, the whole word or the sentence and story method. These methods are based on the premise that a sentence rather than a word or phrase is the more meaningful unit of language expression for learning to read words. An extension of the sentence method is the story method where a sequence of sentences that form a story is used as the basis of instruction.

Between these two approaches, the most popular method used by primary school teachers to teach Malay reading is the synthetic approach especially in the syllabic method (Issah, 1994; Mohammad Arpian, 2004). According to Koh (1981), if the syllabic method is more emphasised in teaching of reading, then it might bring harm to the students such as students confined to the phonation of each syllable in a word - a habit that can interfere with reading fluency and is likely to make reading lessons a tedious activity especially for the more able students. So, Koh (1981) suggested the whole teaching method of syllables and the syllable method itself need to be improved and rearranged so that a more effective method can be produced to facilitate the teaching-learning initial reading of the Malay language. This is also supported by Hashim (1995) who suggested that the reading program in schools should be reviewed and adjusted.Between these two approaches, the teacher in the schools preferred to adopt the synthetic approach in their teaching of reading. Apparently, according to Duff and Hoffman (1999) there is no one best way to teach reading. A combination of approaches to instruction is essential since students vary in their needs and learning style (Collin & Cheek, 2000, p. 195). It appears that effective teaching of reading lies not with a single program/method or set of materials but rather

with a teacher who uses a wide array of strategies and materials as the situation demands. In short, effective teachers have a repertoire of many approaches/methods/strategies that they modify to meet the needs of their students to maximize success in learning to read. This approach is known as '*the balanced reading approach*'.

Thus, this study sets out to explore the balanced reading approach as an alternative to the existing approach in the teaching of Malay reading in Brunei primary classrooms. Research conducted by Juel and Minden-cupp (1999), shows that the selection of teaching methods can help to determine the effectiveness of the reading process and its success rate.

Besides that, this study is going to explore the current traditional reading approach practice of teaching Malay reading and a trial of the balanced reading approach in order to provide a comparative overview between these two approaches and their impacts on Year One children learning to read in Malay. In addition, this study will lead to recommendations as to ways in which the teaching of reading in Malay for Year One can be developed and improved. It should be noted that the balanced reading approach in this study refers to the integration of various strategies such as whole class instruction through the use of reading aloud and shared reading; small group instruction through guided reading and individual instruction through independent reading; and use of literature (children's literature) to teach reading. Apart from that, this study also explores the type of classroom interaction used between those classrooms (traditional and balanced reading approach) during the teaching of Malay reading. The examination of interaction is crucial in understanding literacy. As Cook-Gumperz (1986, p. 2) points out, "literacy is constructed in everyday life, through interactional exchanges and the negotiation of

meaning in many different contexts" and thus the nature of literacy can only be revealed through "the interactional analysis of actual classroom practices" (p. 15).

1.2 Rationale for the study

The rationales for conducting this study relates to the fact that first, currently there is no research being done in exploring the teaching of Malay reading in Brunei classroom in spite of the fact that reading achievement is recognised as inadequate. The little that has been done in the past has been mostly experimental in nature. Secondly, the balanced reading approach offers teachers instructional approaches that are congruent with the current experiment on learning – as social practice. In addition, previous research (Wharton-McDonald et al., 1998; Pressley et al. 2001; Pressley et al., 2002) shows that effective teachers in the primary grades balance and integrate explicit skills instructions with authentic reading and writing activities.

Thirdly, considering the present classroom situation, it is meaningful to think of ways to encourage more pupil-talk and also the possibility of inducing changes in teachers' instructional strategies. Lastly, the study proposes the use of children's literature in Brunei primary schools as a suggestion for an alternative to the present textbook used for the teaching of reading. Children's literatures such as storybooks were used in the balanced reading approach classroom as a way to instil and inculcate the reading habit among Bruneian children because in Brunei, reading is not a habit found in all homes (Malai Rabiah, 1997). Many parents perceive that it is the responsibility of the teachers at school to teach their children to read.

However, adapting balanced reading approach as one of the western approaches to Brunei Darussalam might be a great risk. First, it may not work with the country in this study as Malay culture has emphasized more teacher-centered, transmission methods with the teacher regarded as an authority not to be questioned. The habit of keeping silent and of simply listening without taking in information or without engaging in communication is so common in Brunei classrooms that they may not be willing to switch to the social interactive mode of learning in class which required students to be actively involved in gaining their own knowledge.

A second reason is the existence of a very competitive education system. The competitiveness results in a high demand on teachers to help children to achieve good results in public examinations, leading to emphasis on completing the syllabus and drilling children for examinations. A study by Morris (1992, p. 48-50), found that the main factor perceived by teachers as a barrier to curriculum innovation is the need to cover the examination syllabus in the time available, with a similar expectation from their children. Implementing new methodologies probably means risk taking and may lead to a lowering of academic scores and hence a feeling of guilt on the part of teachers for their children.

The next reason that can hinder the success of the implementation of this approach is the teachers' beliefs about reading and teaching of reading. Many studies seem to suggest that teachers' systems of beliefs may form a barrier or may be the greatest obstacle that makes changes difficult (Gutierrez, 1996; Schuck, 1997; Pajares, 1992). Their beliefs affect what they teach in the classroom. This is noted by Borko and Putnam (1995) that other research studies showed teachers' persistent knowledge and beliefs do affect how

they understand recommended new practices and activities, and how they interpret their changes in teaching practices.

Another obstacle that also hindered the implementation of this new approach is the time-table in the school setting which divides the school day into thirty minute and one hour sessions, limited computer technology, software and internet access to support a multiliteracies learning environment.

Despite all the above discouraging factors in the adaptation of a new approach to teach Malay reading in Brunei, there have been reports on the successful trials of new teaching approaches in Brunei schools – using the medium of Malay as their instruction. For example, Jauyah (1996) reported successful implementation of process approach in writing Malay factual essays, particularly in the aspect of choosing ideas for their essays, cohesive and coherent development, use of appropriate structures, selecting vocabulary items and using appropriate writing techniques. This is because in the process approach, students are encouraged to learn collaboratively in preparing writing. In addition, in this approach, students are given guidance in selecting topics, making generalizations of ideas, gathering information, determining the direction of writing, planning a framework and nurturing writing, writing several drafts, editing, deleting, adding and linking a number of ideas, choosing vocabulary words, building sentences and considering the mechanics of writing.

Suraya (1999) also reported a successful implementation of the cooperative approach to teach Malay grammar to Brunei Darussalam children. This approach was

selected because it emphasizes the attitude of cooperation among members in groups of various abilities to learn together and help each other to master the skills taught.

This research illustrated the effectiveness of innovative teaching methods in Brunei schools and consolidated the belief that it is reasonable to try something new to teach Malay reading particularly when innovative approaches to teaching have been successful even when their medium of instruction is Malay. In addition, Larking (1996) also suggested that "… The use of the *Language Experience Approach, Conference Writing and Shared Book* reading, … are all relevant approaches for teaching Malay" (p.309). In addition, the Malay language and English use the same Roman alphabet in which each letter and letter combination has a sound(s) and a word can be made up by putting together letters that together combine to make the sound of the word (Nesamalar Chitravelu et al., 2005). Thus, the change in the teaching of Malay may be viewed as a single step along a continuum (rather than several steps too different to be accommodated).

1.3 Negara Brunei Darussalam

In order to provide a context for the study, it is helpful for the reader to have a clear picture of the geography and demography of Negara Brunei Darussalam (henceforth NBD).

1.3.1 Geographical profile

NBD is located on the northwest coast of the island of Borneo where it faces the South China Sea. With a land area of 5,765 sq km, it shares a common border with Sarawak

(124,449 sq.km), an east Malaysian state, which divides NBD into two. The eastern part is Temburong district while the western portion consists of Brunei-Muara, Tutong and Belait districts (see Figure 1.1).
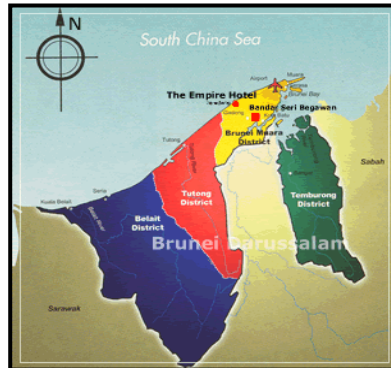
Figure1.1 Map of Brunei Darussalam and its districts

Brunei–Muara is the smallest district where the capital city, Bandar Seri Begawan, is located and from which the study's sample was drawn. While Tutong district, the second largest, is the home to Tutong and Dusun communities. It is almost midway between Bandar Seri Begawan and Kuala Belait. The Belait district, the centre of the oil and gas industries, is about 100 kilometres from the capital and the Temburong district, in the eastern section of Brunei. It is mostly covered in forest and more Ibans[1] are settled here.

It has a tropical/equatorial climate with high rainfall and warm temperatures all year round that nurture the unspoiled rainforest, covering half of the country's total land area.

1.3.2 Demographical profile

Brunei Darussalam – the name means "the Abode of peace" – is a Muslim Sultanate practicing Islam as a way of life. However, other faiths also are practiced and respected in the country. It has a population of about 357,800 (as estimated for 2004), of which 66.3% are Malays, Kedayan, Tutong, Belait, Bisaya, Dusun, and Murut, 11.2%, Chinese, 6%, Iban, Dayak and Kelabit, and 11.8% other races (Government of Brunei Darussalam, 2007). Malay is the official language of Brunei Darussalam but English is widely spoken and used as one of the mediums of instruction in the country's bilingual system of education. The official religion is Islam.

NBD economy relies heavily on the hydrocarbon reserves that form the oil and gas industry. Recently, however, the state has declared its intention to diversify the economy by expanding into manufacturing, industry and tourism.

1.3.3 Education in Negara Brunei Darussalam

NBD was a British protectorate for more than a hundred years and became fully independent in January 1984. Since its independence, Brunei has formally adopted the concept of Malay Islamic Monarchy or *Melayu Islam Beraja* (MIB) as its national ideology. This had been stated by His Majesty, the Sultan dan Yang Di Pertuan of Brunei Darussalam, the 29th ruler of Brunei Darussalam in the proclamation of independence '… Brunei Darussalam shall be forever a sovereign, independent and democratic MALAY ISLAMIC MONARCHY, based on the teachings of the Islamic

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[1] Ibans are a branch of the Dayak peoples of Borneo or formerly known as **Sea Dayaks.** They live in longhouses called *rumah panjai* or rumah panjang.

religion according to the Sunni belief …' (Fifth Five-Year National Development Plan, 1986-1990). MIB integrates the Malay language, culture, Malay customs and religion. This ideology dominates all aspects of life in the country including education in Brunei. In education, MIB is now a compulsory subject in schools and university. The inclusion of the MIB concept in the national education is to attain the following aims:

1. to inculcate in our children a mental outlook and attitude of life and such positive qualities of character as will enable the realization of a society that is consistent with traditional Brunei virtues, such as strong religion and faith, loyalty to the Monarch, and a desire for balanced progress and development.

2. to transmit teachings that are consistent with national aspirations whereby the Nation is seen as a Malay Islamic Monarchy in which responsibilities are to be shouldered by all people at all levels of society, without regard to descent, beliefs, religious faith, or traditional customs (Ministry of Education, 1992, p. 59).

NBD is also an examination-oriented country. Examinations play a decisive role in evaluating the success of students and teachers and all other stakeholders. The level of performance on public examinations is a deciding factor for an individual's future in education and eventual participation in nation building. Students sit for written exams at the end of every year in order to graduate to the next grade level. The *Penilaian Sekolah Rendah* (PSR) is the final examination at the end of Primary 6 or Year Six, and those who pass can continue with secondary school. Subsequently, they need to pass the

Penilaian Menengah Bawah (PMB) examination at the end of Form Three or Year 9 to continue with upper secondary school and following that, they must pass the Brunei-Cambridge General Certificate of Education Examination Ordinary level (GCE 'O' Level) to enroll at the post-secondary level. Then they need to pass the Brunei-Cambridge General Certificate of Education Examination Advanced level (GCE 'A' Level) to be considered for a college or university education.

1.4 Language in Negara Brunei Darussalam

The majority of the population in NBD speaks Malay as it is recognized as the official language of the country as stated in the constitution, Negara Brunei Darussalam 1959. This official Malay language, also known as Standard Malay, is the same as Malay language in Malaysia and Singapore. This language is a form of language, which is used for formal situations such as in education. However, for everyday communication, the majority of the people use Brunei Malay, which is different from the Standard Malay. The difference between these two languages is the vowel system. Asmah (1985), Collins (1984), Gloria (1992, 1996), Mataim (1992) and Jaluddin (2000) claimed that Brunei Malay has three vowels, namely '*a*', '*i*' and '*u*' as compared to the Standard Malay language, which has six vowels: '*a*', '*i*', '*u*', '*o*', '*e*' and '∂'. Besides Brunei Malay, there are four other indigenous languages: Tutong, Belait, Dusun (and Bisaya) and Murut (or Lun Bawang) used mainly in the outlying regions of the country. In addition, the non-indigenous languages include Iban, Penan and a number of Chinese languages.

In order to get a clearer picture, it is important to look at the education development as this development has a major effect on how education in Brunei has evolved.

1.5 The development of the national education of Negara Brunei Darussalam

Education in NBD has undergone rapid expansion quantitatively in terms of enrolment and physical development, as well as evolutionary changes in the education system to adapt to the political, socioeconomic development and manpower needed for the country. The education development in NBD can be described in four main phases. These are the education development before the beginning of the residential year, during the British Resident Administration (1906-1959), the education development during the period of Self-Government (1959-1983) and the education development after independence (1984 onwards).

1.5.1 Education development before the beginning of the Residential System

Prior to 1906 or before the involvement of the British administration in Brunei, the existing traditional education system in Brunei society was known as "Qur'an classes". The premises used to teach Qur'an were mosques, village headmen's houses and *balai-balai* or *surau*. In some cases, the instructor travelled from house to house to conduct tuition (Chuchu, 1990, p. 37). *Balai* or *surau* were built by individuals or instructors who were interested in Islamic tuition for both adults and children. In Brunei there is no

pondok system of schooling as existed in other countries in the Malay Archipelago (Jibah, 1983, p. 2).

According to the Ministry of Religious Affairs (1996, p. 44), the informal teaching in *balai* institutions was aimed at: 1) 'transferring Islamic general knowledge to the people; and 2) training and recruiting new *kātib'*. Thus, the educational system in these institutions was designed to fulfil the social needs of the people during that time. It provided two levels of education, as follows:

1. Low level of Islamic Education, concentrating on the teaching of general knowledge. At this level, the students were taught the basic rituals of prayer and other subjects such as: *Zikir Brunei (*a traditional Islamic *dhikr), Rātib Saman,* Reading of the *Qurān and* Hadrah (traditional music instruments or folk-music) and *salawāt (*praise) towards the prophet Muhammad (ص**).**

2. The High Level of Islamic Education taught specialized knowledge such as *Fiqh* (Jurisprudence), *Fara'id, Bābu Al-Nikāh* (Marriage), *Tassawwuf and 'Akhlāq* (Norhazlin, 2009, p. 106).

It was also said that most of the lessons were conducted during the evenings and in the day time; the children were normally with their parents to work on their land or earn a living. Thus education during this period was informal and it was barely separated from the world of work.

1.5.2 Education development during the British Resident Administration (1906-1959) and (1959-1983)

Following the Protectorate Agreement of 1888 between Brunei and Britain, M.S.H. McArthur, a British 'Resident', was appointed in Brunei. This marked the beginning of a 53-year Residency Period during which time educational provision for young Bruneians' increased. In 1912, the first Malay vernacular school opened and, by 1929, there were four Malay schools. In 1931, the first girl's school was opened with only 24 pupils but it had to be closed due to poor attendance. In 1938, school attendance became compulsory for children between the ages of 7-14 living within a two-mile radius of a school where the language of instruction was their own language.

By the middle of the 20th century, there was a growing need for an English educated workforce. This was not only required by the rapidly developing oil industry but also by the civil service. The first government English primary school was established in 1951 and, two years later, the first secondary school was opened. At the end of the Residency Period, there had been a large increase in the number of schools and in the school population, and the beginnings of an educational infrastructure was laid down but there was no real centralized or unifying education policy. Ahmad (1992, p. 2) asserted that the period of British administration fostered separatism and made no progress in the formulation of a national education policy aimed at providing a unifying emblem for the population of Brunei.

During this period, steps were taken to establish a National Education Policy following the recommendation of two education reports (Aminuddin Baki-Paul Chang Report of 1959 and Education Commission of 1972) to make Malay the medium of instruction. However, this recommendation was not implemented. One reason for this,

suggested by Jones (1995), was the deteriorating political and diplomatic relations between Brunei and Malaysia in 1974. At that time, any attempt to make Malay the medium of instruction in schools would have required a major input in corpus planning from Malaysia. It is also likely that, politically, Brunei was not ready to take the step of a changeover from a dual system of separate Malay and English-medium education to a single system using Malay (Martin, 2008). As a small country with few institutions of higher learning it was, and still is to some extent, necessary to send considerable numbers of students overseas for training in various fields. Thus, separate systems in Malay, English and Chinese medium education continued to exist until after the independence along with the introduction of the bilingual education policy. The bilingual policy was one of the major reforms in the Brunei education system, with the aim of establishing firmly the dominance of the Malay language while at the same time recognizing the importance of the English language.

1.5.3 Education development after independence (1984 onwards)

At the time of independence in 1984, NBD announced its intention to adopt a new Education Policy of Bilingualism. In January 1985, one year after Brunei's independence, the *Sistem Pendidikan Dwibahasa* or Bilingual System of Education was implemented, replacing the old system of division into English, Malay, Chinese-medium education and also the abolishment of the Common Entrance Examination for Primary Four (Year 4) as a selection procedure to a Government English medium school. In the following year (1985), the Preparatory One classes were phased out and merged into a

single bilingual system. The concept of Bilingual System of Education was ' a means of ensuring the sovereignty of the Malay Language, while at the same time recognizing the importance of the English Language', with the declared aim that 'a high degree of proficiency in both languages should be achieved' (Government of Brunei, 1985, p. 2).

In this new system, the language of instruction in the lower primary school (Primary I –III) was Malay, with the exception of English language taught as a subject. From Primary IV onwards, two languages were used as languages of instruction: Malay for 'subjects which are not closely related to the majority of discipline studies at the higher levels of education overseas' and English for 'subjects which are heavily dependent on the English language' (English, Geography, Mathematics and Science) (Government of Brunei 1985, p. 2). One stated reason for recognizing the importance of English was 'based on the assumption of its importance for academic study, and thus its ability to facilitate the entry of students from NBD to institutions of higher education overseas where the medium of instruction is English' (Government of Brunei, 1985, p. 2). From January 1992, all non-government schools, whether English or Chinese medium, are required to implement the Education System of Brunei Darussalam (Ministry of Education circular No. 1/1991). They are obliged to use a common curriculum and sit for the common public examinations at the end of the Primary Six/Year 6 (*Penilaian Sekolah Rendah* (PSR)), three year Lower Secondary (*Penilaian Menengah Bawah* (PMB)), two year Upper Secondary ('O' Level) and another two year Pre-University ('A' level).

1.6 The educational structure and schooling system of Negara Brunei Darussalam

The Education system of NBD operates on the philosophy of "Education for all". Every child in Brunei Darussalam has equal access to education, even when the individuals are physically or mentally impaired. Brunei Darussalam provides 12 years of free schooling which starts at the age of five for citizens in the government schools but fee-paying for non-citizens in both government and non-government (private) schools.

Since its independence, NBD educational system has adopted a 7-3-2-2 pattern. This pattern represents the number of years spent at Primary, Lower Secondary, Upper Secondary and Pre-University levels respectively. Primary school includes a year of pre-schools, and Primary One to Six. Primary school is followed by three years in lower secondary education known as Forms One to Three and two years in upper secondary education known as Forms Four to Five. In addition to the general education, all Muslim pupils in the primary to lower secondary years attend Islamic religious classes outside school hours. Thus, they spend about 8 hours per school day in classes: 5 hours in schools and 3 hours in religious classes. This general-cum-religious education in NBD is quite unique in the world.

The primary levels in NBD is divided into three stages, known respectively as "Darjah Pra", the preparatory or 'reception' year, the Lower Primary level which includes Primary I, Primary 2 and Primary 3; and the Upper Primary Level consisting of Primary 4, 5 and 6. At this stage all schools follow a common curriculum and common public examination. In Primary level, the emphasis is to give children a firm foundation in the basic skills of writing, reading and arithmetic as well as to provide opportunities

for their personal growth and character development. The Primary School Assessment, more commonly known as *Penilaian Sekolah Rendah* (PSR) or previously known as the Primary Certificate of Education Examination (PCE), is an examination which is carried out at the end of Primary 6 or Year 6, to evaluate students' performance. Those who perform well in this examination have the possibility of being selected for secondary education in one of the best schools in the country.

After the primary level, the pupils continue their education at secondary school. The environment is slightly different at the secondary level. Secondary schools offer a comprehensive educational program where the curriculum includes a wide range of arts and science as well as vocational and technical subjects. At the end of the third year, students sit for the Brunei Junior Certificate of Education Examination or *Penilaian Menengah Bawah* (PMB). Students who achieve a minimum requirement in this assessment are promoted to the upper secondary level. Those who do not make the minimum grade to drop out of the formal public school system.

On completion of lower secondary courses, students move into more specialized fields of study, based on choice and aptitude. Here they have to decide whether to continue for a further two years of upper secondary on an academic track (arts, science, technical) or a vocational education track. Alternatively, they may leave school and enter the labour market. Students at this level are re-examined in Form 5 for the Brunei-Cambridge General Certificate of Education Examination Ordinary level (GCE 'O' Level).

Students who intend to enroll at the post-secondary level need to have obtained good grades in the GCE 'O' Level examination. These students entered for the Brunei-Cambridge General Certificate of Education Examination Advanced level (GCE 'A' Level), which qualifies them for entry into local universities or for study abroad.

1.7 Language of instruction

During colonial times, English was the main official language in NBD and competence in English was a prerequisite to gain admission to higher education and the civil service. After independence, NBD developed its own language policy that reflects the political aspirations and practical needs of its people.

In 1985, NBD implemented the bilingual education policy throughout the schools in the country. The aim of this policy, as stipulated in the new National Education Policy, is 'to promote and sustain the bilingual education system in which *"Bahasa Melayu"* (the Malay language) will continue to play a leading role, while the English language will be raised progressively' (Ministry of Education (MOE), 1997, p. 6). This aim is further elucidated in one of the objectives of the Education Policy to 'enable each individual to develop fluency in *Bahasa Melayu* and appreciate its role as the official language, while at the same time acquiring proficiency in English language (MOE, 1997, p. 7).

Following the implementation of the bilingual policy, both languages are used as the medium of instruction in schools throughout the country. In the first three years of primary education (Primary One to Three or lower primary level), all subjects are taught

in Malay except English. The use of Malay language throughout the Lower primary curriculum is intended to build a good foundation in the national language as the first language, while introducing English language as a subject for early familiarization. From Primary Four (Year 4) onwards, English becomes the medium of instruction for many subjects except Malay Language, Islamic Religious Knowledge and Malay Literature. This is intended to give more exposure to the language and as a means for the Bruneians to pursue academic study in higher education institutions within and outside the country.

However, the Malay language that is used as the medium of instruction in school is different from the Malay language children use at home or for their everyday communication. This Malay language in school is known as Standard Malay language while Malay language for their everyday communication is known as Brunei Malay.

1.8 The Malay language in the education system of Negara Brunei Darussalam

In the education system, Malay language plays two roles: as a subject and as a medium of instruction. As a subject, Malay language began to be part of the curriculum in schools since 1912 when formal education began in Brunei. During this year, the pupils learned how to read and write the Malay language in *Jawi* (The Arabic scripts) and Romanized scripts as well as doing arithmetic problems and learning elementary Geography (Antin, 1983, p. 19). Then the Ministry of Education through the *Sistem Pendidikan Negara Brunei Darussalam* made this subject a compulsory subject for all children from pre-school to upper secondary school including the non-government

schools with the aim to enable each individual to develop fluency in *Bahasa Melayu* and appreciate its role as the official language… (Mariam, 2000). This is to be in line with the 1959 Constitution, which stated *Bahasa Melayu* (Malay language) as the national language in NBD (Perlembagaan Negara Brunei, 1959). Thus, Malay language is considered a subject as important as English, Mathematics and Science. A credit pass (Credit 6) in Malay language subject is compulsory or required for education progression and scholarship awards (Mariam, 1997). The time given for the teaching of Malay language in school timetable is 10 periods per week or five hours per week. In addition, those who want to continue their studies abroad under this government scholarship must pass the Malay Language oral test conducted by the MOE (Mariam, 2000; MOE, 2005). For those who continue their studies locally must at least obtain credit 6 in Malay language to be accepted in the university as well as be successful in an interview conducted by the University Admission Committee (University Brunei Darussalam (UBD), 2005/2006).

Following the implementation of the 1985 bilingual policy, Malay language has become the medium of instruction for all subjects from Primary One to Primary Three except for English subject is taught in English. Then from Primary Four onwards, two languages were used as languages of instruction: Malay for 'subjects which are not closely related to the majority of discipline studies at the higher levels of education overseas' and English for 'subjects which are heavily dependent on the English language' (English, Geography, Mathematics and Science) (Government of Brunei 1985, p. 2).

1.9 The primary school Malay language curriculum and syllabus

Malay language curriculum and syllabus in NBD was designed by the Curriculum Development Department (CDD) to provide children with a strong foundation in the Malay standard language. The intention is that learners should then be able to build upon this foundation and use the language for a range of purposes. In learning the Malay language, learners are taught the fundamentals of Malay grammar and how to use it correctly in both speech and in writing. Learners differ from each other in their individual strengths, abilities and learning styles and preferences. Hence, in teaching the curriculum, the expectation is that these differences should be taken into account so that the aims and aspirations of the curriculum are fulfilled and the potential of the child is maximized.

The Malay language syllabus for primary schools gives an overview of the English language curriculum to be taught from Primary One or Year 1 through to Primary Six or Year 6. The syllabus outlines the aims, objectives and learning outcomes to be achieved and focuses on all skills (listening and speaking, reading and writing) and content. Language content covers the grammar. In listening skills, the curriculum suggests activities such as listening and answering questions about themselves, their families or about pictures or a series of pictures; listening and doing the actions, listening to and following the instructions and direction, and listening and pronouncing. In the speaking skill, teachers in primary schools are recommended to do activities such as talking about themselves, their families or other related topics, told the stories by using their own words about themselves or their families, talking about a picture or a series of pictures or other

related topics, asking questions, reporting an event from what they hear and see, role play, and reciting a short poem or song.

Reading in the primary school curriculum includes reading cards, textbooks and other appropriate books or materials produced by children. For comprehension, the curriculum suggests doing activities such as copying down words, matching words with picture, picture crossword, questioning about the picture or the reading materials and spelling exercise either orally or written. These suggested activities are to achieve one of the objectives of the Malay language syllabus that is to enable children to read, understand and foster interest in various kinds of materials including literature and academic reading.

For writing, the curriculum suggests stages of writing to be introduced in the primary schools. The first stage is early writing and developmental writing. For the early writing stage, the focus is more on the mechanics of writing. The suggested activities are to write small and capital letters, to write words, phrases and to write simple sentences. For the developmental writing, the curriculum suggests to complete and to correct sentences, to match sentences with pictures, to arrange words to form sentences, to fill in crosswords, to write a spelling of words, and to write about their experiences. For the Arabic scripts, the curriculum suggests to introduce the alphabet of the Arabic including the vocal and consonant letters, to read the syllables of the Arabic words, to read the Arabic words either through the use of cards or books which is appropriate with the primary schools and to write the Arabic letters in the work books. The above-mentioned activities are some of the suggested activities in the curriculum of Malay language for the

primary schools. However, the curriculum also recommends the teacher to use other activities that they think would be appropriate for their pupils.

1.10 Textbook for teaching of reading in primary school

For teaching reading in the primary schools, the teachers use the textbook entitled *Mari Membaca Buku I, which was published,* by part of the Curriculum Development Department (CDD) Ministry of Education in 2000. Teachers use it as their main teaching resource because it is recommended by CDD. The following is the picture of the textbook.

Figure 1.2 The primary schools' reading textbook

The purpose of the textbook as illustrated in its Foreword is to help teachers in the school to teach reading in a structural and systematic way in order to achieve the aims of the Malay language curriculum and also the aims of Primary Education as stated in the

Sistem Pendidikan Negara Brunei Darussalam. The textbook has 50 lessons (see Table 1.1). Each lesson starts with the lesson title, a picture and a text. At the end of the textbook list of words provided. These words are to be mastered by all primary pupils after they have finished reading the textbook.

Table 1.1 *The list of lessons and topics in the primary reading textbook*

Lesson	Topic
1 - 4	To sound the vocal letters of a, i, and u
5	To Pronounce the syllables of the words
6	To read according to the syllables of the words
7 - 10	To sound the vocal letters of e and o
11	To pronounce the syllables of the words
12	To read according to the syllables of the words
13 - 24	To recognize and read the vocal letters (a, i, u, e, and o)
25	To read the words
26 - 50	To read based on the pictures
List of words	

From the topics in the textbook we can see that the textbook provides lists of sub-skills to be taught to the students at an early age. The textbook does not emphasize meaning; rather it concentrates more on reading skills.

1.11 Methods of teaching reading in Malay in Brunei Darussalam primary school

According to informal conversations with an officer at the CDD, the studies of Issah (1994) and Mohammad Arpian (2004) show there are four methods used by teachers in primary schools to teach reading that include the 'syllable method', 'phonics', the 'look

and say method' or a combination of these methods. However, she said that most of the teachers in Brunei like to teach reading by using the *syllable method* as opposed to other methods for several reasons. First, these methods are highly applicable to the Malay language spelling system as, like English, it is alphabetic and phonemic. Secondly, most teachers in the country have practiced it for many years. Thirdly, the Malay language is characterized by a close letter/phoneme correspondence.

The *Syllable method* prioritises the formation of syllables. In this method, first the children are introduced to the letter names but emphasis is placed on vowel and consonant letters such as *b* and *a*. Then the consonant letter is put together with the vowel letter to form a syllable. Then these syllables are put together to form words. At the first stage, the teacher introduces children to words that have open syllables such as *ba + pa* (*bapa*), *ba + ju* (*baju*). After the children have mastered words that have open syllables, the children are introduced to words that have closed syllables such as: *sam + pah* (*sampah*), *ru + mah* (*rumah*) and etc. Then they will be introduced to simple words in the text. A syllable can be formed by a single vowel, one vowel with one consonant or one vowel with two consonants.

The *Phonics method* begins with teaching the children to verbalize the sound of letters but not the names. This is followed by blending the sounds of letters into the sounds of syllables, followed by saying words. The emphasis on meaning only comes later.

The *Look and Say method* begins with teaching the children simple words and sentences. Children are required to chorus the words together with the teacher to familiarise themselves with word-sound correspondences. This knowledge can then be

generalised to other similar words in the textbooks and readers. Children are not encouraged to build up the word from the individual letters or syllables but to simply look at the whole word, then 'say' it from what they have learnt with the teacher.

1.12 The Brunei culture and its relation to learning and teaching practices

The Brunei culture is strongly grounded in the Islamic tradition and strong hierarchical social structure, which is based on age and social status. Respect for authority and elders are recognized as a virtue for social cohesion. For this reason, older people in Brunei are regarded as repositories of wisdom. Even today, the authority of age is still widely respected, as it is associated with wisdom. Thus, Bruneian children are taught from an early age that respect for one's elders very important. In Islam, children are also expected to respect all elders, not only their parents, whether they are related by blood or just acquaintances. Anyone who is much older is addressed respectfully according to his/her status. Thus, in Brunei classrooms, children always address their teacher very formally with the title of *cikgu* (teacher) to show their respect.

In all primary schools and high schools, at the beginning of each class, when the teacher comes into the classroom and declares the start of the class, students are instructed by the class monitor to stand up and show respect to the teacher by saying *Selamat Pagi (*Good morning) or *Selamat Petang* (Good afternoon), teacher. Teachers and students are very much used to the way of addressing each other formally. Teachers always look serious and seldom carry a smile on the face.

Teachers are also seen as authority figures that have 'superior knowledge' to pass on to the students, who must be willing to receive this knowledge. Children are expected to obey the teachers, respect their instructions, accept whatever they say without question, and to never confront or challenge their knowledge by asking questions. To disobey one's teacher is like defying one's father (Bailin Song, 1995). In this situation, students are seen as passive receivers of knowledge.

To exercise and display authority and wisdom, teachers spend most of their time standing before the class lecturing, transmitting facts, demanding choral recitation and directing questions to the entire class. Other than transmitting knowledge to students, teachers are also seen to be good moral role models in all areas of life. This is because teachers are believed to have a role of promoting positive attitudes to society and a responsible moral behaviour. So, education in Brunei does not focus only intellectual development but also the cultivation of moral qualities such as loyalty and fidelity.

The influence of the hierarchical structure is so powerful that some have suggested that modern, formal primary education in Brunei, for example, "should be understood, at least in part, as carrying on something of the traditional role of the extended family in teaching, socializing and disciplining of young children" (Yoder & Mautle, 1991, p. 12).

1.13 The influence of Islamic Education on current teaching practices

Islamic education is central to the education system in that it values the teaching of religion, such as studying the Qur'an, learning the laws of Islam, the practice of prayer, Islamic history, and other related aspects. The main goal of the education system is to

develop human beings who believe in God to ensure a happy life in this world and hereafter.

Early stage of Islamic education is believed to have been embedded by foreign missionaries who came to Brunei. They were either from the Arabia, Persia, or India. Knowledge was taught to the community through the children and was basic and easily understood. It stressed the Five Pillars of Islam, Pillars of Faith, the days of the greatness of Islam, study the Qur'an and so forth.

Before the existence of Malay schools, the Brunei community already had a system of Islamic education. The earliest form of Islamic education found in Brunei was in the Qur'anic schools. It is the tradition of Malays to entrust the young to a religious teacher when children reach the age of five or six. It is assumed that the teacher would teach the Qur'an and the rudiments of the religion, particularly the prayers. This educational activity occurs at first in private homes of religious teachers. Because the number of Muslims have increased, these activities are now undertaken at *surau*, mosques and *balai-balai.*

In the Qur'anic schools, children were taught the Arabic alphabet and they were required to read the Qur'an in Arabic. However, they were not taught the Arabic language. They were taught to memorize short chapters from the Qur'an and recite them in prayers. The children practiced reading the Qur'an in parrot-like fashion, chapter-by chapter, until they reached the end. The instructional emphasis was *tajwid,* which is the authorized method of Qur'an reading. The tradition of memorizing the Qur'an still continues, and a person who does so is called a Hafiz Qur'an.

Besides the Qur'anic recitation, the children were taught how to perform the five daily prayers and other principles of Islam, such as fasting, the pilgrimage to Makkah, the articles of faith, some forms of supplication, and some Arabic songs with Islamic themes. The most common teaching methods employed to teach these principles of Islam were lectures, memorization, reading, *mudhakara* (constant recalling of a lesson), and copying texts. The most common procedure was known as *menadah kitab* (open book), whereby students sat in *halaqah* (semi-circle) facing the teacher and perused their books as the teacher read or slowly lectured from his text. Students were regarded much like empty receptacles ready to receive knowledge. Since the texts were in Arabic, the teacher would explain and elaborate difficult words, phrases, and passages. The students then memorized and copied the texts of the lesson. This procedure was repeated until the text was completed. The same text might be read a second time before the teacher moved on to another text, depending on the students' comprehension. In general, the teacher did not allow questions or discussion when he was reading or lecturing, which he did for thirty minutes to an hour at a time. Only rarely would the teacher discuss issues outside the text. This style of teaching is not only in the teaching of religion but also clearly influences teachers' teaching style in other subjects. This is confirmed by Berkey (1992, p. 29) as he said nor did the memorization play a role in the religious and legal subjects: the mosque of Ibn Ṭūlūn hired a professor of medicine who, like his colleagues in the traditional sciences, required his students to memorize what he selected from among [the book of] medicine. This pedagogical style has become the habit and institutionalised into a tradition

and has remained a key feature of schooling in Brunei because it is so compatible with the local Islamic culture.

1.14 Research questions

The aim of this study is to explore the teaching of Malay reading practice in the traditional and in the balanced reading approach classrooms as well as to investigate the impact of these approaches to Year One children learning to read in Malay. Underlying this investigation are the following questions:

1. What are the current traditional reading approach practices (*TRA*) in the early years of schooling in Brunei?

2. What are the impacts of the current traditional reading approach practices (*TRA*) on young children learning to read in Malay?

3. What are the impacts of the balanced reading approach (*BRA)* on Year One children learning to read in Malay?

4. How may the current traditional reading approach practices (*TRA*) be developed on the basis of this result to enhance young children's learning to read in Malay?

5. What are the implications of this research for teacher education in Brunei with regard to pedagogy for the teaching of reading and early literacy in Malay?

1.15 Significance of the study

Research in this area of study is absent in Brunei compared to the wealth of literature on the teaching of reading in English as the first language in the early years of schooling. There is a need for research into the applicability of balanced reading approach as one of the western approaches to reading in the context of learning to read in a language other than English, such as Malay, where in this case it is the children's first language. This

study, being the first of its kind in Brunei, offers a distinct contribution to developing what is known in this area and adds an important dimension to the scholarly research and literature in the field of language education. Hopefully, the outcomes will contribute to improving the teaching of reading amongst primary school teachers through its implications for teacher education and continuing professional development in Brunei.

In addition, the proposed research will raise awareness of the issues involved in the teaching of reading and methodology for languages other than English in the early years of schooling. This research also adds the debate on language teaching strategies in Asia where English as a foreign language has been and still is taught in an extremely traditional way in opposition to modern communicative practice (Brown, 2000).

Azra (2005) notes that religious change in Malaysia and Brunei Darussalam has been resisted with the Sunni traditionalism and doctrines of Sunnism being strongly integrated into the national ideology of Malay, Islam and Kingship (MIB). While Hashim and Langgulung (2008, p. 16) also emphasise the importance of religious education today and highlight the continuing need to address the teaching of Islamic religion in Malaysia and the Muslim World in general they recognize that change is needed in curriculum and pedagogy. They note that "concerted efforts must be made to prepare curricula and published textbooks that would replace the present unsuitable/irrelevant textbooks at nearly every level of our educational system". They also recognize the need for Muslim children to have a more rounded education where they have the opportunity to develop their potential in all fields of endeavour, which requires significant change for schooling and teaching in particular. However, while the new curriculum document SEAMEO

(2008, p. 20) states "the teaching and the learning process will be student-centred with students being actively engaged in learning both individually and in group [and] the teacher's role will change from being transmitter of facts and information to that of facilitator of learning", the existing Islamic tradition and basis of the education system and its delivery (and particularly teachers and pedagogical approach), presents an enormous challenge to achieving the necessary level of change.

1.16 Definition

According to Johnson and Johnson (1994) and Gunter et al (1995), the traditional approach is a passive method of teaching and does not encourage students learning. In this approach the students are expected to just listen and take notes only. Consequently, they are easily bored and do not wish to continue in this way especially if they do not understand the lesson content.

While according to Koh (1981) and Azman (1986), the traditional approach is a whole class method of teaching and teachers are more involved than the students. Thus, the traditional approach refers to teaching carried out by teachers whose focus is to communicate information to the entire class. Each student is in a passive state in being expected to only listen to the teacher. Interaction only occurs between teachers and students when the teacher asks the students a question and the students answer in response. Students perform all activities individually in their seats and complete the written work assigned by teachers in the classroom.

1.17 Overview of chapters

This introductory chapter has provided the research problem and the reasons for conducting this study. The chapter has also outlined the background of the study, importantly a description of the educational context of Brunei Darussalam, and the influence of Islamic education on learning and curriculum. It has established the aim of the study and highlighted the research questions and has discussed the significance of the study in the context of furthering the educational opportunity of Brunei children and the community.

Chapter Two provides a review of literature from which this study is developed. It reviews the debate about the best methods to teach reading which leads to the development of the balanced reading approach. Other issues related to this study are also included in the literature review.

The research design and its implementation are then discussed in Chapter Three, where details about the research sample, instrumentation, data analysis, and the strategies adopted to optimize the rigour of the research and ethical issues are provided.

The results of the study are then reported in Chapter Four and finally, Chapter Five discusses the findings of the study, and how the current practices of the teaching of reading (TRA) is developed and its implications to teacher education in Brunei.

Chapter 2 Review of the literature

2.0 Introduction

Reading is an important skill for children to learn in the early primary years in school. According to Bishop and Leonard (2000) and Kamil, Monsenthal, Person and Barr (2000), reading is fundamental to a child's academic, personal, and social development and it is perceived to be a process as well as a product that involves both cognitive and linguistic construction. Wilken (1996) believed that reading holds the key to expanding the children's interest in and understanding of the world both close to him/her and far away, as well as communicating with the people who inhabit the world.

However, reading is a very complex skill and for this reason it is not surprising to find that some children encounter difficulties in learning to read. The number of children failing to reach a satisfactory standard of literacy has been a matter of some concern in the United States, Britain, New Zealand, and Australia, and Brunei is not an exception. This chapter begins by reviewing the definition of reading for contemporary times, the history of the teaching of reading in western countries that led to the introduction of the *balanced reading approach* and is followed by a review of the four approaches which have been integrated in this study.

2.1 What is reading?

Reading cannot be regarded simply as a set of mechanical skills to be learned once and for all but rather as a complex process of making meaning from text for a variety of purposes and in a wide range of contexts.

According to Rubin (1993) there is no single, set definition of reading. Over the years many different definitions have been put forward by reading researchers. Rye (1982) defined reading as a process involving a number of skills at different levels. At the lower level is the ability to decode graphic signals given by letters, whereas the higher levels require the ability to understand, organise and reason with meaning gleaned from the written text. Walker (1996) defines reading as an active process (not a product, such as history) in which readers shift between sources of information (what they know and what the text says), are able to elaborate meaning and strategies, can check their interpretation (revising when appropriate), and can use the social context to focus their response. Manzo and Manzo (1993) define reading as the act of simultaneously reading the lines, reading between the lines, and reading beyond the lines. Reading the lines refers to the act of decoding the words in order to construct the author's basic message. Reading between the lines refers to the act of making inferences and understanding the author's implied message and finally, reading beyond the lines involves the judging of the significance of the author's message and applying it to other areas of background knowledge.

On the other hand, Rubin (1991) defines reading as "a complex dynamic process that involves the bringing of meaning to and getting of meaning from the printed page" (p. 5). This definition further implies that in reading, readers activate their background

knowledge or knowledge of the world, their experiences as well as their emotions. In addition, there exist a variety of factors that influence whether an individual reader is apt to extract the message from the printed page. These factors are motivation, skill, background knowledge, purpose of reading and the writer's ability to convey his or her information in a clear, logical and comprehensible manner.

Luke (1995) defined reading as "a social practice using written text as a means for the construction of and reconstruction of statements, messages and meanings. Reading is actually 'done' in the public and private cultural spaces of everyday community, occupational and academic institutions. Reading is tied up in the politics and power relations of everyday life in literate culture" (p. 167).

This perspective implies that reading success involves more than a fluent knowledge of basic skills and linguistic understanding, but includes competence at 'reading the world' (Freire, 1987). Freebody and Luke (1990) offered 'four components of success' (p.7) for reading. These four components of success refer to four roles or practices as follows:

- Code-breaker practices (How do I crack this?)

- Text-participant practices (What does this mean?)

- Text-user practices (What do I do within this, here and now?)

- Text-analyst practices (What does this do to me?)

Code-breaker practices

This practice enables the reader to "crack the code" of the written and visual text. They need to be able to encode and decode letters and their combinations (know the alphabet and scripts; understand how graphemes translate into phonemes and vice versa; and for instance know that in English 'ph' sounds like 'f'). This also includes an understanding of language patterns (e.g. knowing that particular kinds of language features are associated with particular genres as well as being able to apply punctuation conventions such as quotation marks, questions marks and exclamation marks).

Text-participant practices

This refers to practices, which enable the reader to access the literal or implied meaning of the text, and utilise his or her sociocultural background to make meaning.

Text-user practices

This practice refers to the readers' ability to take the meaning of the text and use it to work within their social purposes. It is through social interactions in reading events that students learn their position as a reader and develop the notion of what, for us, the texts are for (Freebody & Luke, 1990, p. 11). The teacher-student discussion around and about the text is what shapes the child's experience of what counts as reading and its purposes for them. Baker and Freebody (1989) have shown that how the teacher shapes the text-talk is a determining factor in what the beginning reader can learn 'what the particular text is for, here and now'.

Text-analyst practices

This practice enables the reader to critically analyse the construction of the text in terms of the author's intentions, ideologies, inclusions and omissions.

From various definitions given about reading (Campbell & Green, 2006; Randi, Grigorenko & Sternberg, 2005), it can be concluded that reading is a complex process that involves many things, not just the recitation of written text, but it also involves visual perception, thinking, psycholinguistics and metacognition. It is also an active process that allows readers to construct meaning by using information obtained from various knowledge structures such as knowledge of letters, knowledge of letter-sound relationships, knowledge of words, knowledge of syntax and schematic knowledge. Moreover, reading is also as social practice that is not something that only happens at school but it happens whenever and where ever we conduct the everyday business of our lives. Thus, the accomplished reader needs to adopt the four related roles of: code-breaker, test-participant, text-user and text-analyst to become effective

2.2 A brief history of teaching reading in western countries

For many years educators in the western countries have debated over what is the best approach to teach children to read. According to Sadoski (2004), the earliest method for teaching reading dates back to ancient Greece and Rome when the *spelling method* or the *alphabet (ABC) method* was in use. Greek and Roman teachers drilled their students in reciting the alphabet over and over, forwards and backwards. Children sang it in simple

melodies and arranged tiles or blocks with the letters on them until they knew the alphabet well. After learning the alphabet, then children would be drilled in syllables composed of simple vowel-consonant combinations in which they would say the names of the letters and then pronounce the syllable. The children would eventually advance to lists of words that they spelled, pronounced, and memorized in preparation for reading particular texts. Reading during the era of the spelling method was heavily influenced by the idea that reading is the act of orally repeating an author's very words, while teaching by the alphabet method emphasized the sequence of letters in words and reading, with decoding speech as the primary goal. This pervasive emphasis on oral reading lasted well into the 19th century and use of the alphabet method diminished in the late 1800s as the word method and the phonic method grew in popularity with the publication of several popular beginning reading book series. The most popular readers of this period were the McGuffey readers (cited in Sadoski, 2004).

In the late 1800s, the *sentence method,* another new method, emerged. A major proponent was George L. Farnham, who published his pamphlet *The Sentence Method* in 1881. This manual became widely used in the teacher training institutions of the day. This method proposed the sentence as the base unit of expression. Sentences were taught as wholes and later analysed into words and letters. This approach emphasized comprehension from the start and might be seen as a *reading to words and letters* approach.

Other than the *sentence method,* elaborate phonics methods were also developed during this time partly in reaction to reports that the word and sentence methods failed to

produce independent readers. One such method was the *synthetic method* described by Rebecca Pollard in 1889. She stressed that the sounds of the letters should be taught first with no guesswork, reference to pictures, or waiting for a story line to develop the thought. She maintained that the word method and the sentence method were incompatible. The main goal of beginning readers was to be able to pronounce words for themselves in new reading material. Pollard used innovative techniques to appeal to the interests of children through songs and mental images. The sound of *r* was associated with a growling dog, the sound of *ch* with the sound of a steam train chugging, and so on. However, an eminent reading scholar of the day, Edmund Burke Huey, referred to this method as "a crime against childhood that cannot long be suffered".

Late in the 19th century and early in the 20th century, the pendulum swung back towards skills- and drills- based instruction such as the McGuffy readers and the Beacon readers. Then, before the Second World War, the publication of the Scott Foresman's '*Dick and Jane' basal* reading books reverted back to a look and say approach. The texts were more repetitive, emphasized simple words that were taught as part of the child's 'sight vocabulary', and those which were highly predictable. Thus, the *look-say* approach to reading instruction became the predominant approach to teaching reading. In the midst of the Cold-War era, Rudolf Flesch published '*Why Johnny Can't Read*' and '*What You Can Do About It*'. He condemned the look-say approach and advocated a return to phonics first. Flesch's reason for advocating phonics was essentially the same as Rebecca Pollard's in 1889. This was the view that look-say promoted 'guesswork' as opposed to the child

being able to identify and recognise letters, sounds, and words. Thus, the pendulum once again swung back toward phonics.

Besides intensive phonics, other alternatives were introduced in the 1960s. These alternatives were the 'Language Experience Approach', 'Individualized Reading Approach', 'Modified Alphabets Approach', 'Programmed Reading Approach' and the 'Linguistics Approach'. The concern was for more intense phonics in what Chall (1967) called the 'the great debate' over how best to teach beginner's reading. She referred to the two opposing approaches as 'code emphasis' (phonic first) and 'meaning emphasis' (sight word first). "Chall and Squire (1991) . . . purported that direct instruction in metacognitive skills related to literacy may be inappropriate during the early years of schooling" (cited in Randi, Grigorenko & Sternberg, 2005, p. 70). However, the importance of the metacognitive processes in learning to read continued to receive support when in the 1970s, the emerging sciences of linguistics and cognitive psychology and their intersection, psycholinguistics, began to impact on knowledge about reading. The psycholinguistic reading theories of Kenneth Goodman and Frank Smith in particular (Sadoski, 2004) influenced changes to reading instruction that became known as the 'whole language' approach. This approach opposed intensive phonics and skills oriented basal readers with controlled vocabulary that stressed decoding first. Thus, the historical pendulum swung again away from phonics and decoding to an emphasis on comprehension that involved an implicit student-centred approach to teaching reading. While this holistic approach was adopted by many reading educators there was also resistance from some teachers, linguists and psychologists.

By 1990 the need for a more eclectic approach to the teaching of reading as opposed to one single method was recognised. Marilyn Jager Adams' book, '*Beginning to Read*', promoted the importance of having more balance between whole language and phonics in instruction. At this time 'phonemic awareness', children's ability to differentiate between sounds in words, was well recognised as a prerequisite for learning to read. By the early 1990s researchers, educators and the public tended to appreciate the need to develop children's phonemic awareness and decoding skills thus diminishing the focus on the whole language approach (cited in Sadoski, 2004). Thus, since the late 1990's, the most widely accepted method has been '*the balanced approach*'. Since it is now recognised that all students learn differently, each with their own particular learning style, the balanced approach is seen as best able to provide an appropriate program. It recognizes the need for teachers to use a variety of strategies that match each student's learning style on an individual basis, and such strategies might include the use of basals,[2] phonics, trade books[3], or all three combined. Collins and Cheek (2000) noted "Teachers have long recognized that there is no one best way to teaching reading. A combination of approaches to instruction is essential since students vary in their needs and learning styles" (p. 195).

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[2] Basals refers to basals readers. Basal readers are textbooks designed to teach reading in a sequential and skill-oriented way. The stories included in the basal readers have controlled vocabularies and generally accompanied by prepackaged materials, including workbooks.

[2] Trade books means books intended for sale to the general public through booksellers.

2.3 Teaching approaches to reading instruction

According to Aukerman (1984) cited in Chern Chiou Lan (1999), there are approximately 165 approaches to beginning reading. These may be categorized into six groups: phonetic, code-symbol sound, whole word, natural reading, management and total languages arts and eclectic approaches. Bond and Dykstra (1997) also identified six instructional methods described as: the basal reading programme, the alphabet method, phonics, linguistic method, individualized instruction method and language experience. The basal reading programme relies on a graded reading series and has been widely adopted by schools in America for many years. The initial teaching alphabet method uses 44 letters, 24 from the English alphabet and 20 new ones, to print texts to help English-speaking children learn to read in the early stages. The phonics method emphasizes teaching the relationship between sounds and letters in English pronunciation (graphophonics). The linguistic methods apply the scientific knowledge[4] of language to teach reading. Individualized methods refer to the use of a combination of approaches to accommodate different children's needs. Language experience methods treat language skills of speaking, listening, reading, and writing as an integrated unit. Based on Aukerman's (1984) and Bond and Dykstra's (1997) categories, this can further be subsumed into two major trends of reading instruction: the code-emphasis or skill-based approach and the meaning-emphasis approach. Of these approaches, the phonics method represents the code-emphasis approach and the whole language method represents the meaning-emphasis

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[4] Scientific knowledge refers to knowledge that accumulated by systematic study and has been organized by general principles.

approach. These two approaches have dominated the debate over reading literacy education in English speaking countries for decades.

2.3.1 The Phonics approach

The phonics approach places primary stress on the bottom-up processing of letters and words. In this view, learning to read is quite different from learning to talk. Advocates of the phonics approach method claim that since school children already have enough oral language to understand stories with complex structures, which are read to them, instructional emphasis in the early stage should focus on building connections between sounds and print. Therefore, responsible reading teachers should tell beginning readers directly what the connection is (Beck & Juel, 1992). For example, children must learn to convert the unfamiliar printed words into their familiar spoken forms by learning that "b" is pronounced as /b/, that "c" can be pronounced as /k/ or /s/, and so on.

The phonics methods of teaching have gone through a few changes, from explicitly drilling students through isolated sounds to a more implicit look-say method. But, regardless of implicit or explicit teaching, proponents of this approach believe that developing decoding skills early is important because mastery of decoding skills predicts reading comprehension skills (Beck & Juel,1992; Stanovich, 1986) and leads to broader reading interests in and out of school (Juel, 1988).

2.3.2 Whole language approach

The whole language approach is based on the idea of top-down processing and it plays an important role in reading. The proponents of whole language emphasize a meaning-

emphasis approach to reading. To the advocates of whole language, too much emphasis on decoding of words will break language into meaningless pieces and interfere with the natural learning experience. In this approach, language acquisition and learning to read should be done naturally and meaningfully in an environment that is friendly and rich in familiar print (environmental print) and written texts. The advocates of whole language believe that comprehension, rather than accurate word level pronunciation, is the main goal of reading. They believe that as long as children are encouraged to read, meaningful associations of children's previous experience will result in comprehension (Goodman, 1992). Thus, whole language teachers focus on the meaning and purpose of printed language rather than on individual letters and sounds. Activities may include reading stories to children and helping children use the pictures or the context to figure out the words. Sounding out an unknown word is typically considered a strategy of last resort and children are given little guidance on how to do this. Whole language teachers also encourage the integration of reading and writing. Children are expected to write independently from an early age and while they are not directly instructed on conventional spelling children develop their spelling through using their phonemic knowledge to work out words in "invented spelling" (Grove, 2005).

In summary, over the past 30 years researchers (Barr, 1984; Stahl & Miller, 1989; Weaver, 1996; Atterman, 1997; Pearson, 1997; Carroll, 1997; Snow et al., 1998; NCREL, 1999; Collins & Cheek, 2000; Frost, 2000; Sensenbaugh, 2000; Stoicheva, 2000; Brander et al., 2001; Pressley et al., 2002; Lyon & Kameenui, 2002; Berg & Stegelman, 2003; Mackh, 2003) have concluded that the most effective instruction results when a

combination of methods or approaches are used by teachers to meet children's needs. This type of instruction is referred to as *'balanced reading instruction'* (Spiegel, 1999) or *'balanced literacy instruction'*.

2.4 Balanced reading approach

The balanced reading approach means a combination or an equal mixture of phonic and whole language approaches with the inclusion of good quality literature (Reutzel, 1999; Stoicheva, 1999; NCREL, 1999; Westwood, 2001; Berg & Stegelman, 2003; Mackh, 2003). Fitzgerald (1999) suggests that balanced instruction does not mean that *one size fits all.* He explains that: "Balance is a *philosophical perspective* about what kinds of reading knowledge children should develop and how those kinds of knowledge can be attained" (p. 100). Spiegel (1998) explains that balance encompasses a comprehensive view of literacy that includes numerous features. First, balance entails a reciprocal relationship between reading and writing. Second, a variety of word identification strategies are utilized to develop meaning. Third, there is an emphasis on aesthetic (i.e. emotional) and efferent (i.e. informational) stances. Fourth, balance includes a focus of writing to communicate ideas. Finally, a balanced program promotes the development of lifelong readers who use reading and writing to solve problems and to gather and transmit knowledge.

To many people, the balanced reading approach seems to be an eclectic approach while to the others, it represents phonemic awareness, phonics, and word-recognition skills (Allington, 2002) and it must be balanced with reading and writing literature and

other full texts. Furthermore, some researchers have argued that a truly balanced approach is one that reflects a coherent integration of all relevant research pertaining to reading. Coherent integration focuses on putting meaning at the heart of reading from the beginning and not as a goal of reading (Leu, 2002; National Council of Teachers of English, 1998; Weaver, 1998). Leu and Kinzer (2003), on the other hand, defined the balanced literacy instructional approach as a combination of interactive and interrelated beliefs. They considered both prior knowledge and decoding components as being important but that their importance would vary according to each individual student. They supported both student-directed, inductive learning in authentic contexts and teacher-directed deductive learning in specific skills, according to individual student's needs. The New York Board of Education (2002) states that balanced literacy instruction is a framework to help all children learn to read and write effectively. According to Burns (2006), balanced reading should include integrating the language arts, providing varying levels of student support and intensity of teaching, as well as blending teacher- student-centered activities.

According to Heilman, Blair, and Rupley (2001), Weaver (1998) and Harp (1991), a balanced literacy program is one that uses a variety of teaching approaches, strategies and materials to teach students what they need to know. It is also referred to as integrated language arts. Language arts include listening, speaking and writing (Templeton, 1997). However, in this study, the balanced reading approach refers to an integration of various instructional approaches involving whole class groups in the use of reading aloud and shared reading, small group instruction through guided reading and individual instruction

through independent reading, as well as the use of literature (including children's literature) to teach reading. The following sections discuss these teaching approaches.

2.4.1 Reading aloud to children

In this study, reading aloud was chosen as one of the teaching approaches used in the balanced reading approach in order to provide time for teachers to model reading by reading aloud to and with the children. Apart from the need to practice contemporary reading pedagogy it is emphasised that it is currently rare to find teachers who read aloud to the children in Brunei primary school classrooms. It is hoped that through the present research, reading aloud will become the future norm for children in primary schools in Brunei so they can be introduced to the joy of reading. As noted by Morrow (2003), read-aloud is an effective way to introduce children to the joy of reading and the art of listening, which is lacking in the traditional approach which mainly emphasises spelling the word by using syllable, choral repetition and drills. In addition, reading aloud has many advantages. According to Hedrick and Pearish (2003), through read-aloud, the teacher can model reading strategies and demonstrate the ways in which the language of books is different from spoken language. Moreover, through read-aloud, children's understanding of the patterns and structure of the written language can be developed (Lapp & Flood, 2003; Strickland & Taylor, 1989).

Reading aloud is also seen as the single most influential factor in young children's success in learning to read (Routman, 1991) and the key for poor readers (Barrentine, 2002). Reading aloud can improve listening skills, build vocabulary, help reading

comprehension, develop reading interests and has a positive impact on children's attitude toward reading (Daisey, 1993; Duchein & Mealey, 1993; Schumm & Samuel, 1994). It is also shown to be the easiest component to include in any language program at any grade level. It is also cost effective, requires little preparation, and results in fewer discipline problems. In addition, the results of most research studies have stressed that reading aloud is a must and should take place daily across all grade levels (Dreher, 2003; Richardson, 2000; Sipe, 2000; National Research Council, 1999; Martin, 1993; Routman, 1991). So, research has shown that it is absolutely essential to read to children daily because by reading aloud, children not only experience and contemplate literary work but have opportunities to hear and see an enthusiastic teacher demonstrating good reading. In addition, they gain new information, vocabulary and concepts about print, details of the story structure and letter knowledge, besides an early recognition of words and other elements of text (Rog, 2001, Rasinski & Padak, 2004).

2.4.2 Shared reading

The shared reading or the shared book experience model was developed by Holdaway (1979). It was chosen in this study because as stated previously, unlike in western countries, reading is not a habit found in most homes in Brunei, so it is hoped that introducing shared reading in this program will instil and inculcate good reading habits among the primary children concerned. In addition, it is hoped that it will help them to learn to read more effectively because, as stated by Anderson et al (1985), shared book reading is one of the most significant activities for developing the process needed for

ultimate success in reading. This is because through this activity, the children are able to participate fully or partially in meaningful language and print activities even before they can recognize many words or associate letters with sounds (Fountas & Pinnell, 1999).

Dickinson (1989) found that a shared reading program "dramatically increased children's engagement with books and print in particular, helped them to construct their knowledge about print and to develop their self-confidence as readers" (p. 144). Studies by Burgess (2002), Koskinen et al, (2000) and Bus et al., (1995) also showed that early exposure to literacy in the form of shared reading is related to educational and development of oral language and phonological sensitivity in young children. For young children, who have had limited exposure to the language of storybooks, shared reading and discussion of stories provides a framework for literature and language. For reluctant and struggling readers of all ages, shared reading offers a non-threatening approach to reading that strengthens skills and enjoyment (Clay, 2002; Routman, 1991). According to Adam (1990), shared reading experiences help children develop a sense of story, and knowledge about how fluent reading sounds, how written language syntax appears and how texts are structured, and also increases children's vocabulary.

2.4.3 Guided reading

Guided reading was also chosen in this study in order to provide small group instructions in the teaching of Malay reading which is lacking in the traditional approach. In the traditional approach, the teacher just uses whole-class instructions without considering the different abilities of the children they teach (Asmah, 2002). According to Blair-Larsen and Williams (1999), guided reading is considered to be an essential part of the balanced approach to literacy. This is because the ultimate goal in guided reading is to help children to understand how to use independent reading strategies successfully (Fountas & Pinnell, 2001).

Guided reading encompasses a variety of teaching styles for reading instruction. Children can receive instruction by two methods: direct instruction and explicit instruction. According to McIntyre and Pressley (1996), direct instruction is when the teacher explains and models strategies to the whole class in a systematic presentation. Explicit instruction is more likely to use a scaffolding technique (Bull & Anstey, 2003; Culican, 2005). The teacher does not break down skills into subskills with direct instruction; rather the teaching approach is to facilitate the children's literacy learning within a rich literacy learning environment. For example, if children are reading a text and come to a word they cannot read, the teacher would talk them through the learning process using their prior knowledge in decoding. The teacher would provide clues, hints, and questions while supporting the children in the process through the use of metalanguage and reflection.

During guided reading, the teacher can also observe the strategies that children are using, and reinforce and demonstrate additional strategies and skills. The children also have an opportunity to read independently and self-monitor their progress as well as get the appropriate direct instruction from their teacher. Guided reading allows children to think critically about a book, and children respond to the text in open-ended and personal ways. Children may spend their time in discussion, in appreciating and enjoying the language of literature, and in sharing personal and group insights. According to Fountas and Pinnell (2001), guided reading within literacy enables children to practice strategies that lead to independent silent reading. It gives children the opportunities to develop as individual readers; yet, it allows children to participate in a socially supported activity. In other words, guided reading is a context in which the teacher supports each child's development for effective skills and strategies for processing new text at increasingly challenging levels of difficulty.

Another important component of guided reading is running records (Clay, 1985). Running records are holistic records of young children's ability to read text material. Classroom teachers use running records for instructional purposes to guide them in their decisions about the evaluation of text difficulty, the grouping of children, monitoring the reading progress of children and for observing particular difficulties in particular children. No prepared script is necessary in taking running records as the recording can be done quite easily on a piece of paper or a copy of the text. The child reads the text; the teacher records everything the child says. When the record is complete, through the use of a simple coding strategy, it can be analyzed for behavioural evidence of miscues for

meaning, structure and visual data, and evidence of the use of strategies such as cross-checking information and searching for cues. It is argued that good readers use all these information sources in an integrated way while reading for meaning and effectively self-monitoring.

2.4.4 Independent reading

Independent reading was chosen because it is the key to demonstrating a child's success in learning to read. Independent reading is the reading children choose to do on their own (Cullin, 2000). Independent reading is also called voluntary reading (Krashen, 1993; Morrow, 1991; Short, 1995), leisure reading (Greaney, 1980), spare time reading (Searls, 1985), recreational reading (Manzo & Manzo, 1995), and reading outside of school (Anderson, Wilson & Fielding, 1988). Independent reading allows children to practice strategies being learned. It also develops fluency using familiar texts and encourages successful problem-solving skills (Swartz & et al, 2002). In independent reading, children apply their reading skills and strategies to a variety of literary forms in order to expand their interests and develop lifelong reading habits. Children are also in charge of their own reading by choosing their own books for their independent reading from a range of books available in the classroom or from the library. According to Schunk (1991), having children pick their own choices of reading topics and materials is an important way of stimulating their interests and curiosity through reading. While the teacher selects the books for the children to read independently, as in a follow-up to the guided reading

session it is also important for them to have a range of books to choose to read independently.

According to Anderson et al (1985), independent reading provides opportunities for children to read self-selected books or other types of print. Materials include various types of literature, paperback books, and book clubs. According to Fountas and Pinnell (2001) and Graves, Watts-Taffe, and Graves (1999) poems, songs, pieces composed through interactive and shared writing, and big books are equally important in independent reading. In other words, independent reading involves children not only in reading books but also in using all the written materials in the classroom. The goal of independent reading is to give children the opportunity for easy reading in order to practice their reading strategies on familiar and occasionally unfamiliar books (National Research Council, 1998; Pearson & Fielding, 1991). The more accessible books are to children, the more likely they are to spend time interacting with books. Researchers have found that time spent reading books is the best predictor of a child's growth as a reader from the 2nd to the 5th grade (Anderson, Wilson & Fielding, 1988). In addition, there is substantial evidence that the amount of leisure time spent reading is an excellent predictor of a causal factor in children's growth in reading and vocabulary (Fielding et al., 1986; Martinez & Teale, 1988). In addition, studies by Krashen (1993), Cunningham and Stanovich (1991) and Stanovich and Cunningham (1993) showed that children who read independently become better readers, score higher on achievement tests in all subject areas, and have greater content knowledge than those who do not. In reviewing various research studies, Allington (2002) found that the higher-achieving children read approximately three times

as much each week in school as their lower-achieving classmates. Thus, ultimately reading programmes must build-in the opportunity for and encouragement of success with independent reading.

2.5 Children's literature

The use of children's literature has had a relatively long history in the context of literacy teaching. Currently, its vital role for English curriculum is re-emphasised in Australia's first national curriculum (ACCARA, 2009). However, in the teaching of reading in Malay language in Brunei, the use of children's literature is new. Reading in classrooms has traditionally been and continues to be very much text-book based with an emphasis on grammar and drills. Since it was the emergence of the Whole Language Approach that drew attention to the importance of children making meaning and paved the way for a move from the more rigid rote learning approaches to those that encourage children to interact with a range of authentic materials this study recognises the importance of children's literature to balance the teaching of Malay reading. Children's literature refers to "the material created for and widely read, viewed and heard by children, that has an imaginative element" (Shireena, 2007, p. 64). It is divided into five main categories: fiction, non-fiction, folktales, biography and poems. However, in this study the main focus of children's literature refers to story books either fiction or non-fiction, and folktales.

Children's literature was chosen not only because it can stimulate the imagination, but it also offers children the extension of experience through real books (Brooks, 1992; Whitehead, 1997). In addition, only in literature will they encounter language at its most

elaborate that captures shapes and combines experience, thought and feeling (Stewig, 1980). In addition, it allows children to read between the lines, teaching lessons about authors, audiences and conventions of illustration, metaphor and interpretation (Meek, 1991, p. 111-114). Thus, the most important rationale for sharing literature with young children is that it benefits language and literacy development (Stewig & Nordberg, 1995; Stewig & Simpson, 1995).

The issue of motivation is also central in the argument for the use of real books in classrooms. Motivation is the process of initiating and directing behaviour with a drive toward competence and is sustained and augmented by deep feeling or self-efficacy (Bandura, 1997). Bandura explains that self-efficacy is the degree to which a person expects and values the successful completion of a task based on an assessment of past performance. Children who find reading enjoyable are more likely to read extensively and to gain the exposure to print which is necessary for them to become fluent. Advocates of children's literature also draw attention to the importance of a less threatening environment in order to promote reading. Involvement with books in secure emotional contexts helps to ensure that reading is associated with pleasure and will increase children's interest in reading. In contrast, more traditional approaches to the teaching of reading – for instance, the expectation that reading takes place at set times, in 'sensible' places and with instructions to 'sit-up straight at your table' – are often neither exciting nor relaxing (Whitehead, 1997). Finally, as noted by Pinsent (1992), exposure to literature allows children to enter new worlds and also, ideally, to recognize their worlds. Exposure to both fantasy and reality helps them to be able to distinguish between the two, and

develop their critical thinking ability. Literature also helps children to develop language skills required for their own writing (Edward, 1995). The incorporation of authentic texts in terms of children's literature is therefore seen as a necessity in any reading program and particularly for beginners.

2.6 Six studies supporting the balanced approach to beginning reading instruction

A publication from the International Reading Association (Cowen, 2003) provides a summary and review of six influential research studies of beginning reading instruction in the United States of America (USA) that suggests the need for a balanced approach. The following section will describe a brief summary of these six major studies.

The Cooperative Research Program in First-Grade Reading Instruction (Bond & Dykstra, 1967/1997)

Guy L. Bond and Robert Dykstra's *Cooperative Research Program in First-Grade Reading Instruction* (the First-Grade Studies) (1967/1997) is one of the earliest studies on beginning reading instruction. This research program was formed to evaluate the issues as to whether some instructional approaches to beginning reading were more effective than others. The program constituted 27 individual projects in the United States that investigated six types of instructional reading approaches: a) Initial Teaching Alphabet (i.t.a), b) Basal plus Phonics, c) Language Experience, d) Linguistic, e) Phonic/Linguistic and f) Basal (alone). A comparison-research design was used to research the following three questions:

1. To what extent are various pupil, teacher, class, school, and community characteristics related to pupil achievement in first-grade reading and spelling?

2. Which of the many approaches to initial reading instruction produces superior reading and spelling achievement at the end of the first grade?

3. Is any program uniquely effective or ineffective for pupils with high or low readiness for reading? (Bond & Dykstra, 1997, p. 348)

Bond and Dykstra (1997) made three conclusions. First, no single approach was exclusively better in all contexts to make it the one best method. Secondly, it was found that the most important elements of each approach should be combined within a reading program which emphasizes systematic word study-skills instruction. Thirdly, it was recommended that future studies need to focus on the teaching/learning situation characteristics rather than methods and materials.

Learning to Read: The Great Debate (Chall, 1967)

Jeanne S. Chall's classic study on beginning reading was conducted from 1962 to 1965. This research program was conducted to answer the question, "Do children learn to read better with a beginning method that stresses meaning or with one that stresses learning alphabetic letter-sound correspondences?" Chall found that the emphasis on a systematic alphabetic code approach is more effective than using a basal reading series, which focused on reading for meaning. It was concluded that learning the alphabetic code, combined with good teaching and the use of appropriate-level reading materials, leads to

successful achievement. Chall is one of the first researchers to point out the importance of extensive reading for developing fluency and understanding, as well as the need to practice reading challenging texts to develop a fuller understanding of newly acquired skills. Chall also advocated the early use of direct, explicit instruction of the code prior to practising these skills (with a meaning emphasis soon to follow) through literature, writing, and comprehension.

Becoming a Nation of Readers: The Report of the Commission on Reading (Anderson et al., 1985)

"A Nation at Risk: The imperative for Educational Reform, Becoming a Nation of Readers" (BNR) (Anderson et al., 1985) appeared two years after the National Commission on Excellence in Education (NCEE) (1983) released a highly critical report of US schools. Findings from this research stress the importance of a balanced reading approach by stating that a) phonics should be taught explicitly and early, ending by second-grade for most children; b) teachers need to pay more attention to children's comprehension as part of an integrated approach to the teaching of reading, including more time for children to read meaningful texts and quality children's literature. Results of the BRN study noted the reciprocal impact that writing has influencing reading, and how both conventional spelling and phonics instruction contribute to better reading achievement.

Beginning to Read: Thinking and Learning about Print (Adams, 1990)

In 1986, the Center for the Study of Reading at the University of Illinois at Urbana-Champaign submitted a proposal to the United States Office of Educational Reading and Improvement (OERI) regarding the identification of the programs and methods most effective in teaching decoding. The resulting published report, *Beginning to Read: Thinking and Learning about Print* (Adams, 1990), provided a complete review of the basic processes and instructional practices in word and letter identification in early reading. Although this study does not indicate that one reading approach is better than another, it does stress the value of teaching phonograms using a phonics approach with onset and rhyme. The study also confirms that letter recognition facility and phonemic awareness are necessary early code requisites for beginning reading success (Department of Education, Science and Training, 2005, p. 19). In contrast to the first three national studies mentioned above, Adam's findings more fully recognize the importance of home and community on beginning reading preparedness. The results highlight the necessity of such mediated learning opportunities as (a) developing young children's literacy understanding through regular reading aloud, (b) the importance of the spoken word, (c) learning the letters of the alphabet, (d) learning how print and words work on the page in a book, and (e) the importance of teaching children nursery rhymes as prerequisites to learning phonemic awareness and phonics.

Preventing reading difficulties in young children (PRD) (Snow, Burns & Griffin, 1998)

The National Research Council (Snow et al., 1998) conducted a synthesis of research into the prevention of reading problems, while at the same time identifying methods of instruction that might work best for at-risk children and for other children demonstrating problems in learning how to read. Findings from this study also indicate that progress in learning to read English beyond the initial level (or any alphabetic language such as Malay in this research) depends on having:

- a working understanding of how sounds are represented alphabetically,

- sufficient practice in reading to achieve fluency with different kinds of texts,

- sufficient background knowledge and vocabulary to render written text meaningful and interesting,

- control over procedures for monitoring comprehension and repairing misunderstandings, and

- a continuing interest and motivation to read for a variety of purposes.

PRD's research basically supports the findings of its predecessors outlined above, and places great importance on phonological awareness and the need to provide direct instruction in these skills. The study also establishes guidelines for literacy instruction beginning as early as the preschool level. Like the other studies described previously, PRD is also supportive of the tenets of a balanced approach to reading instruction.

Reports of the National Reading Panel: Teaching children to read (NRP) (National Institute of Child Health and Human Development, 2000)

In 1997, the U.S. Congress directed the National Institute of Child Health and Human Development (NICHD), in consultation with the Secretary of Education, to establish a national panel on research into early reading development. Five committees or subgroups were formed from this 14 member panel to research five literacy areas: alphabetics, fluency, comprehension, teacher education and reading instruction and computer technology and reading instruction. Six questions guided this study:

1. Does instruction in phonemic awareness improve reading?

2. Does phonics instruction improve reading achievement?

3. Does guided repeated oral reading instruction improve fluency and reading comprehension?

4. Does vocabulary instruction improve reading achievement?

5. Does comprehension strategy instruction improve reading?

6. Do programs that increase the amount of children's independent reading improve reading achievement and motivation?

The findings of this study concluded that systematic phonics instruction should be integrated with other reading instructions to create a balanced reading program. Importantly, it is stressed that phonics instruction is never a total reading program. The NRP also provided evidence of how children's reading comprehension is developed as they build letter-sound links, vocabulary knowledge and fluency in reading. NRP highlighted evidence of how fluency can be developed through repeated readings and

guided, repeated oral-reading, provided that children receive teacher feedback and encouragement. Fluency also is taught by helping children learn the value and importance of punctuation as it relates to reading for meaning. The NRP further identified specific text comprehension skills that enable children to develop higher order thinking skills, and how the integration of and comprehensiveness of approaches to literacy enable children to develop reading for both learning and pleasure. However, this process is not established as discrete steps but as an integration of all the following skills via explicit instruction in: *phonemic awareness, phonics, fluency, vocabulary knowledge* and *text comprehension.* The NRP report also emphasised that teacher professional development in literacy instruction is crucial to children's literacy achievement. The North Central Regional Educational Laboratory (NCREL, 2003) named the following as the new emphases for reading teaching and learning:

- The need to understand the ways in which digital resources are reshaping the uses of literacy (including basic, scientific, economic, and technological literacies; visual and information literacies; culturally adaptable literacy and global awareness).

- The need to stress inventive thinking (adaptability and the management of complexity; self-direction in learning and life-planning; curiosity and creativity; and abstract, adaptable, and sound reasoning).

- A focus on effective communication (teaming, collaboration, and interpersonal skills; and personal, social, and civic responsibility).

- A focus on high productivity (prioritising and planning results; effective uses of real-world tools; the capability to produce relevant, high-quality products as displays of learning).

2.7 Research studies on balanced reading instruction

Various studies have been conducted relating to balanced reading instruction. One of the studies was conducted by Baumann, Hoffman, Moon and Duffy-Hester (1998). Baumann et al. used a survey to examine the literacy and practices of over 1,200 pre-kindergarten through grade 5 elementary classroom teachers throughout the nation in the United States. They found that 89% of the studied teachers used a balanced approach to teach reading which combined skills with literature and language-rich activities; 76% said that they were eclectic in their approach, incorporating multiple perspectives and materials in their instruction; 63% said that phonics should be directly taught to enable readers to become skillful and fluent; and 71% said that readers needed to be immersed in literature and literacy to achieve fluency. They also allocated classroom time in a balanced way, spending moderate amounts of time on reading strategy instruction and moderate amounts of time in more holistic activities, such as reading aloud to children, independent reading, responding to literature, and writing. Eighty-three percent also used balanced instructional materials with a combination of basal reading programs and children's trade books.

To investigate the nature of effective primary reading instruction more closely, Wharton-McDonald et al. (1998) undertook an observational study of outstanding and typical first grade literacy teachers. Nine first grade teachers were nominated in four

participating school districts by the district language-arts coordinator to help children develop literacy skills. The purpose of the study was to tap the knowledge and expertise of highly effective teachers in an attempt to determine what makes their instruction so effective. The data were collected through twice-monthly observations and two in-depth ethnographic interviews. Two factors were identified as specific to literacy instruction: 1) instructional balance: "some combination of high-quality literature with many opportunities for authentic reading and writing as well as explicit instruction in the basic skills of reading and writing" (Wharton-McDonald, Pressley, & Hampston, 1998, p. 113), and 2) a thorough integration of reading and writing activities.

Pressley, Rankin and Yokoi (1996) also studied well-respected primary-grade teachers' literacy instruction through the use of surveys. To do this they selected 50 US elementary language-arts supervisors and asked them to identify kindergarten, first and second grade teachers who were effective in promoting literacy achievements in children. In total, 23 kindergarten teachers, 34 first grade teachers and 26 second grade teachers from 23 states, in schools with diverse populations, responded to two surveys about their instructional practices. Analysis of responses showed that these primary-grade teachers did many different things to support and encourage the literacy development of their children. These teachers were committed to balancing a number of components, some more consistent with whole language and some more consistent with skills instruction. Pressley et al. (1996) concluded, "The teachers in this study depicted their classrooms as integrating the attractive features of whole language with explicit skills" (p. 379).

The Kentucky Education Reform Act (KERA) of 1994 made extensive changes in the literacy instructional practices of the state. As described by Cantrell (1998), "teachers were encouraged to move from an essentially skills-based instruction program to an integrated curriculum that emphasized process writing and an integrated approach to teaching reading and writing" (p. 370). Eight teachers were selected from 72 teachers as subjects in a study of the effects of this program's implementation on children's literacy learning. The findings of the study showed that all four effective teachers implemented comprehensive literacy programs that were primarily meaning centered. They based reading instruction on children's literature such as trade books and poems. They read aloud to children, taught reading skills in the context of meaningful reading experiences, and encouraged children to read independently. Furthermore, these teachers engaged children in a variety of open-ended writing activities such as journal writing and responding to open-ended questions. It appears that these effective teachers had achieved a certain balance between holistic teaching and instruction that systematically exposed children to specific reading and writing skills.

Taylor, Presley and Pearson (2000) specifically analysed the research on improving literacy achievement for children at risk of failure because of high poverty. The authors' conclusion emphasised that improvements in literacy learning should be addressed at both the classroom teacher instructional level and at the school organizational level. Taylor et al. (2000) found that effective literacy teachers provided good classroom management and scaffolded balanced literacy instruction with a focus on explicit skills and authentic opportunities to read, write, and discuss the text. Effective schools were seen

as providing a collaborative learning environment, where the responsibility for children's learning was shared, and the school was able to reach out to families and also support teachers.

Similarly, Pressley et al. (2001) conducted a qualitative study with some outstanding primary-level teachers in particular, outstanding grade one teachers, through the use of observations complemented by interviews. The data were analysed using a method known as *constant comparison* using grounded theory to draw conclusions about the nature of practice (Strauss & Corbin, 1998). The initial result was a detailed summary of the elements of instruction for each classroom in the study and how those elements were related to one another. Then the results for the individual classroom were analysed to generate a more general conclusion across classrooms.

Administrators and reading specialists in a number of upstate New York districts were asked to nominate a first-grade teacher in their district whose teaching was considered exemplary in promoting literacy, and another teacher in the district who was considered more typical of the district's grade-1 teachers. The sample of the study consisted of 10 teachers, 5 of whom were nominated as outstanding in promoting their children's literacy and 5 of whom were nominated as more typical. Several observers made multiple visits to the 10 first-grade classrooms. The visits to a classroom continued until the observers were confident that they were coming to no new insights about what was going on in the classroom. The teacher interviews were driven by the observations. That is, questions were designed to clarify what the observers had seen during the classroom visit, and each interview was tailored to what they had seen in each teacher's

own classroom. As part of the observations, the researchers explicitly looked for indicators of literacy achievement in classrooms, because the researchers did not want to accept the school district's appraisals of teachers as exemplary or more typical without any corroboration. Three indications of achievement characterized classrooms with high literacy achievement compared to those with less achievement:

1. By the end of the year, reading achievement clearly was better in some classrooms than others. That is, in some classrooms most children were reading books at or above grade level by the end of first grade, whereas in other classrooms many children were reading books well below grade level.

2. By the end of the year, writing was more advanced in some classrooms than in other classrooms. In some classrooms most children were writing longer than one-page stories. In these same classrooms, the children's punctuation, capitalization, and spelling were often quite good. In contrast, in the classrooms taught by the more typical teachers, the stories were much shorter (i.e. a few sentences) with less evidence that children understood and correctly used punctuation, capitalization, and spelling conventions.

3. In some classrooms, children's engagement was much more consistent than in other classrooms (i.e. in some classrooms, more of the children engaged in productive reading, writing, or other academic activity more of the time than in other classrooms). Most striking, classrooms with high reading achievement also showed high writing achievement. Moreover, in the classes with high reading and

writing achievement, most children seemed to be working productively on literacy tasks most of the time.

Overall, it was concluded that outstanding teachers taught skills, actively engaged students in a great deal of actual reading and writing, and fostered self-regulation in students' use of strategies. Students in effective classrooms were found to spend more time actively reading and writing (Taylor, Peterson, Pearson & Rodriguez, 2002). Teachers with the high-achieving classes were extremely well managed, had positive, reinforcing, cooperative environment, and had a balance of skills instruction and immersion in literature and writing. Much explicit teaching occurred: children were taught word recognition skills, self-monitoring behaviours, comprehension tactics, and writing strategies. In other words, children in the very best classrooms were integrated well into the balanced instruction, with every child receiving both skills instructions and holistic experience at his or her competency level.

Ramirez (2005) explored the relative impact of balanced reading instruction on Hispanic children in a highly culturally diverse elementary school. She used field notes, observations, interviews, questionnaires, and archival information to collect her data. Spradley's Developmental Research was used for componential analysis of the three case study groups and the Constant Comparative Method Analysis for analysis of interviews and questionnaires of both administration and teachers. Lastly, cross-case analysis is used to arrive at a more systematic and comprehensive instructional approach for Hispanic children in a highly culturally diverse elementary school. The findings of the case study

concluded that the balanced reading instructional framework is appropriate for educating Hispanic children in a highly culturally diverse elementary school. It was also found that these Hispanic elementary children were able to acquire a second language, English, by means of a set of appropriate and effective teaching methods and strategies across the curriculum and diverse elementary grades from certificated teachers who used only English instruction without instructional support. In addition, Frey et al. (2005) conducted a study on one school district to create a balance between reading and writing, between teacher-directed and student-centered activities, and between skills-based and meaning-based approaches to literacy instruction. To measure balanced literacy components, the authors used a triangulation strategy with multiple methods of data collection that included classroom observations, inventories of physical environments of classrooms and school buildings, teacher surveys and child interviews. The results of the study suggest that teachers were allocating instructional time as directed and they were implementing all components of a balanced literacy program but teacher-directed instruction. As a fundamental aspect of balanced literacy this was implemented less often than either independent reading or writing activities. It was also found that most school buildings had a physical environment that supported the balanced literacy approach. Even though, the amount of time devoted to instruction and modelling effective reading and writing strategies seemed too limited for a group of children with poorly developed reading and writing skills, teachers in this study appeared to have taken the first steps toward implementing a balanced literacy program.

Based on the above studies, it can be concluded that a balance of instructional approaches which include direct skill instruction and developmentally appropriate meaning-centered literacy experiences appears to be most successful in producing effective readers. Guthrie et al. (2001) and Farstrup and Samuels, (2002) suggest that children who received a higher emphasis on balanced reading instruction were relatively higher achievers than children who received less balanced reading instruction. Also, the findings of the Austin Independent School District (2001) and Donat (2006) have shown positive results in children's literacy improvement when the balanced instructional approach involving tasks in phonemic awareness, phonics, contextual reading, and writing within a context of instructional time management methods is implemented in elementary schools. This reaffirms the importance of the adoption of balanced literacy instruction in contemporary times.

2.8 Studies on teaching of reading in Negara Brunei Darussalam

In Negara Brunei Darussalam (NBD) to date there has not been any study of the implementation of the balanced reading approach for the early years. However, there are few studies that focus on reading, but mostly in the form of academic exercise and theses. The following is a brief review of these studies to assist in contextualizing the current research and its significance. Fauziah (1989) investigated reading achievement and also problems that affect the reading process in primary schools. The study was conducted in Sekolah Rendah Pengkalan Tentera laut, Muara, Brunei using a total of 20 students with 10 students being drawn from Primary 3 and 10 students from Primary 4.

The study focused on the oral reading performance of the students based on four aspects: (a) fluency, (b) intonation, (c) accuracy and (d) comprehension. To collect data on students' reading performance a known graded reading passage for each grade taken from "*Buku Bacaan Bahasa Malaysia Buku Tiga*" (Bahasa Malaysia Reading Book 3) and "*Buku Bacaan Bahasa Malaysia Buku 4*" (Bahasa Malaysia Reading Book 4) was used. It was found that in terms of fluency only 1 (5%) student was considered to be excellent in his or her reading where as no student was found to be excellent in intonation skill. It was also found that there were only 2 (10%) students who were excellent in terms of accuracy and 4 (20%) students were excellent in their comprehension skills. In terms of the oral reading miscue results, it was found that Primary 4 students made 50% more miscues than the Primary 3 students. Most of the reading errors made by the Primary 4 students were hesitations, followed by repetitions and punctuations whereas the three main errors done by the Primary 3 students were repetitions, hesitations and punctuations. Overall the researcher concluded that despite the errors that students made, these students were able to perform well in their reading. Masnah (1989) also investigated the reading performance of Primary 4 students in two schools from the Tutong district and one school from the Brunei-Muara district. This study involved 30 Primary 4 students (10 students per school). It was concluded these students' reading performance was not satisfactory because there were weaknesses were found in reading skills acquisition, especially in fluency and accuracy. Oral reading errors included hesitations, repetitions, punctuation errors and substitutions.

Substitutions were the most frequent errors made among the students in all three schools (10 students per school).

Taha (1993) conducted research into the reading comprehension skills of upper primary students. The study involved 26 Primary 6 students, 14 males and 12 females, and one Primary 6 teacher from one Brunei primary school. The aim of this study was to investigate the achievement of reading skills in the Malay language subject in upper primary school and also to see the actual teaching of comprehension practiced by a Malay language teacher in this context. The findings revealed that the students involved still had problems in areas such as recognizing words and understanding the texts they were required to read. It was shown that the teaching of comprehension was dependent on students reading the set textbooks. The Malay language teacher was found to place more emphasis on reading passages in the text, and asking and answering questions in the textbooks. Of note for the present study is the fact that Surane's (2007) later research into the mechanical reading proficiency of Primary 5 students from two primary schools in Brunei Muara district did not show any change in the pedagogical approach to the teaching of reading. This study involved an analysis of the proficiency of mechanical reading and pronounciation errors of Primary 5 students. In this mechanical reading, the focus was on four aspects namely intonation, pronunciation, fluency and reading comprehension. The findings of this study showed that the level of reading and comprehension skills of Primary 5 students in these two primary schools had not reached a satisfactory level for that grade. Students were found to make many errors during reading. These errors included aspects of pronunciation, fluency, comprehension and

punctuation. In addition, their comprehension skills were found to be weak showing a poor understanding of the text they read.

Siti Rosidah (2007) also conducted research related to the level of reading skills and comprehension of Primary 5 students in Brunei. Her findings showed that the level of these students' reading skills were poor since they made many errors in terms of pronunciation, fluency, speed of reading, intonation and punctuation. With regards to pronunciation and speaking students were also found to make repetition, omission and substitution errors. They were also found to be weak in reading comprehension with regards to understanding the reading texts.

Clearly, the results of these studies of older students' reading performance in Brunei primary schools, which show a lack of acquisition of comprehension skills and the need for fluency in speaking and pronunciation, call into question early years reading pedagogy as well as that of the later grades. It adds further justification for the present research into how the teaching of reading can be improved in the early years.

2.9 Studies on teaching of reading in other countries

"Malay . . . language [is] spoken in Malaysia, Indonesia, Singapore, Brunei and Thailand" (Omniglot, 2010, p.1) however, there is a dearth of research into the teaching of reading in Malay and particularly for children in the early years. In addition, as with Singapore, where English is the language of instruction Malay is not the primary focus. The main language of Indonesia, Indonesian or Bahasa Indonesia, is very similar to Malay but many other languages are spoken as well as English receiving a strong focus.

Similarly, a version of Malay is spoken in southern Thailand among a particular Islamic group but it has received little attention. Thus, as in Brunei, there is limited research into young children learning to read in Malay even in Malaysia and Indonesia with regard to moving from the traditional methods to the balanced reading approach and there are differences in contexts. However, since the 1970s some research addressed methods considered suitable for teaching reading at primary level. In Malaysia, Atan Long's (1970) study aimed at finding a more effective method of teaching basic reading for students in primary schools by comparing the reading speeds of those learning through the *Traditional Approach* with those taught by the so called *Modern Approach*. The traditional approach in this study referred to the Synthesis Approach and the Modern Approach referred to the Analytical-Synthesis Approach. The student sample was limited to groups of students from semi-urban families in Kuala Lumpur. The "new" focus on teaching students to recognize letters and the formation of syllables was shown to have little effect on improving reading speed. Long (1970, p. 4) concluded that: i) the traditional approach might have influenced the new approach because the children had been exposed to the traditional approach for six months; ii) the time of one month in the new program was too short to show an impact. iii) the trial did not provide additional material to the reader as an extension of the lessons that were taught. Importantly, in today's context it is not surprising that the "new program" in this research did not show improvement in reading since the reading materials were in the form of cards which were used for thirty minutes of each teaching period. This pedagogy reflected the strategies of the era and falls short in terms of the potential of the contemporary

balanced approach. Zaidah (1978) conducted a study on the basic skills of reading of Primary 2 pupils in Malaysia. The programme involved: i) the introduction of letters; ii) the introduction of syllables in words; iii) the ability to sound letters; iv) the ability to combine sound syllables in words and v) the ability to read the words and sentences directly. This study involved 96 students from two different primary schools (48 students per school). In this study, Zaidah reported that knowledge of the names and sounds of letters in alphabetical order are fundamental factors that can determine the primary pupils' ability to recognize and correctly sound syllables. The study also revealed the types of weaknesses in reading. These were i) naming letters, ii) reading and sounding syllables, and iii) combining the sounds of syllables. However, this again is not surprising as the approach lacked the elements of reading for meaning and the use of authentic texts such as children's literature to gain interest and relate reading to the children's life experience.

Sofiah (1983) also conducted a study related to the approach to teaching reading in two Malaysian primary schools. In this study, she compared two approaches namely the Direct Reading Approach as Approach A and the Alphabet-Syllable Approach as Approach B. A total of 79 students were involved in this study. Forty-two students from Primary 1A4 followed Approach A, while 37 students from Primary 1A3 followed Approach B. Four types of test materials were designed and administered five times. These tests were carried out in stages. The result of this study indicated that Approach B produced a better learning effect than Approach A (statistically significant at $p < .001$). In addition, the results showed that the average achievement of group B was statistically

significantly higher than the average performance of group A in all tests except the pre-test (statistically significant at p< .001). Multiple regression analysis (with the control factor of parent education, parent income and gender) showed that the approaches used in teaching have influenced the students' reading in all tests except the pre-test and the second test. The effect of the Alphabet-Syllable approach is higher than the effect of the Direct Reading Approach. Overall, the findings of this study have shown that the Alphabet-Syllable approach is more effective than the Direct Reading Approach in teaching reading. In addition, the findings in this study showed that the basic skills of reading in Bahasa Malaysia needed to be strengthened before the pupils were taught to read sentences. These basic reading skills were identified as: i) naming and sounding the letters of the alphabet in syllables, ii) connecting the letters with sounds in the syllable, iii) sounding out the syllables in words and iv) combining the sounds of the syllables in words. While reflecting the need for phonemic knowledge and awareness the parameters of this research did not allow for other methods and approaches to be considered.

More recently, Nani (2000) investigated "The effectiveness of integrated phonological method in early reading ability amongst preschool children". The purpose of this research was to evaluate the effectiveness of the Integrated Phonology Method (IPM). This method is a form of an interactive bottom-up, early reading model, which was tested with 32 five year old preschool children. Nineteen children were in the experimental group which received an early reading treatment and 13 children were in the control group and did not receive this early reading treatment. Following the IPM the children were tested on their ability to recognize letters, syllables, simple words, simple

or short sentences and phrases. The findings of this research showed the children who received the IPM treatment performed statistically significantly better on the post reading treatment tests than those in the control group that did not participate in the IPM (statistically significant at p< .05). It was concluded that the test results of the children in the IPM group were substantially better than those in the control group who did not have the benefit of the IPM. This finding of this study indicated that an early reading program using the Integrated Phonological Method had a direct impact on reading skills, especially recognition of syllables, words, sentences and phrases. In addition, children exposed to the program treatment moved from Chill's stage 0 (pre-reading) to stage one (early reading) in their abilities. Their ability to read sentences also increased to an optimal level.

In Indonesia, Dwi (2005) conducted a study to find a solution to the problem of the decline in reading performance of students in particular classes (Grade1) in elementary school in Negara 1 Masaran Kabupaten Sragen using the language experience approach. This study attempted to answer the following two questions: (1) Can the ability to read in Negara 1 Masaran Kabupaten Sragen elementary school be improved through the adoption of the language experience approach, (2) What changes, if any, occur in student behavior as a result of learning to read with the language experience approach? This study aimed to: 1) describe the increase in the ability to read of elementary school students after learning to read was designed with language experience approach, (2) describe the behavior of elementary school students after learning to read was designed with language experience approach. The study involved

34 students from a Grade 1 class. Data were obtained using a variety of test instruments to test oral reading and reading comprehension, observe students' behavior, and obtain teachers' opinion, including teacher journals and photo documentation. The results were analyzed qualitatively and quantitatively and showed that the language experience approach was able to improve the children's ability to read and also positively change their behavior. Recommendations were made as a result of this study that teachers need to choose their approach to the teaching of reading as appropriate for their students. Important for the present research is the fact that it was concluded that the application of the language experience approach improved the reading ability of these elementary school students. Important for the present research is the fact that it was concluded that the application of the language experience approach improved the reading ability of these Grade 1 elementary school students.

Adisti (2007) conducted a study on "The effect of Shared Reading of the domain inside-out in emergent literacy. The domain of inside-out is knowledge of the rules or how to transform text into a voice and sound to written form such as the ability to phoneme awareness, and knowledge of the letter (Whitehurst and Lonigan, 2001, p 12-13 cited in Adisti, 2007). This domain allows a person be able to read a written text correctly. This is because in this domain there is an existence of knowledge of letters, sounds, the relation of letters with sounds, punctuation and grammar rules. This study used the experimental method, pre- and post-test control group design. It involved 18 students who were divided into two groups, the experimental and control group. The shared reading approach was conducted with the experimental group for 2 weeks, using big book size 27.2 x 42 cm

(A3), with 42 size font, and with a rhyming story book concept. At the end of the shared reading sessions, students were given training to increase sensitivity to sound. The results showed that there was improvement in domain inside-out scores among the experimental group compared to the control group. Although there was an increase in the experimental group post-test scores, the experimental group and control group did not show a significant difference to argue the influence of shared reading with the domain inside-out, for literacy emergent in preschool children.

Noor Alfu (2009) conducted research on the effect of Contextual Teaching and Learning (CLT) on reading comprehension for fourth grade elementary school students. This study aimed to investigate effects of the Contextual Teaching and Learning Approach on learning achievement in reading comprehension of groups of students based on their learning motivation. It involved a total of 61 Grade 4 students with 31 students being drawn from Sekolah Dasar Negeri (SDN) Sidoarum and 30 students from Sekolah Dasar Negeri (SDN) Krapyak. The research administered an achievement test and a learning motivation questionnaire. The results show that: i) there was a significant difference in learning achievement between the students in the experiemental group and those in the control group, ii) there was a significant difference in learning achievement between the students in the experimental group and those in the control group, iii) there was a significant difference in learning achievement between students with low motivation in the experimental group and those in the control group, iv) the CLT approach was more effective than the conventional approach, and v) there was no significant difference in interaction between approaches and learning motivation.

Additionally, a further positive outcome for CLT approach was that the students in the CLT were brave enough to give opinions or ideas that differed from their friends or teachers. The reason for this was seen as the result of the CLT approach providing a learning environment that allowed students to express themselves, respect other opinions and give them the opportunity to seek and find their own knowledge and opinion. Again research in Singapore took a similar research design in a larger scale study on the use of children's stories in Malay language teaching by Kamsiah (2007). The aim of this study was to investigate the effectiveness of e-stories as teaching materials specifically at the lower Primary level. A total of ten primary schools from all four zones in Singapore were involved. Respondents were Malay language students from Primary One, Two and Three. They were divided into two groups, the Experimental Group (EG) and the Control Group (CG). Two classes from each level were chosen randomly by the teachers in the schools. One class was assigned as the Experimental Group and the other, the Control Group. Forty-one teachers also participated in the research as either teachers for the experimental method or the conventional method. The findings of the study showed that students' performance in reading comprehension tests using e-stories were significantly higher than those that only learned through paper and pencil story tests. Furthermore, it was concluded that the method of teaching using e-storybooks resulted in greater impact on the children's reading comprehension and more effective teaching. The experimental group of students was found to pay more attention relative to the control group and was able to comprehend the story better. They also appeared to be much more engaged in the lessons. While the use of technology and multimodal texts is

possible in developed countries at this stage in Brunei as a developing country, teachers, students and classrooms remain a long way from being able to take advantage of the computers and the internet. However, research such as this highlights the importance of exposing children to a range of texts and the role of motivation and the need to gain their attention capitalize on their interests and experience.

In summary, firstly, the early studies reflect the approaches at the time in keeping with the history of the teaching of reading and the pendulum swing between phonics and whole word but do emphasise the need for phonemic awareness and phonemic knowledge and sound-symbol connection (graphophonics). Secondly, the more recent research acknowledges the need for addressing students. Particular needs are involving them in more authentic texts. These results suggest there is an increase in reading achievement of students at primary school level when other more interactive and authentic approaches are used to teach reading. They support the need to take account of children making meaning in seeking to improve the effectiveness of reading pedagogy. They also provide support for the present researcher's decision to use the balanced reading approach to teach students at primary school level to read in Malay as their first language. In addition, in terms of the research design most of these studies relied on quantitative data which tends not to allow reporting of the nature or quality of the pedagogy or the opinions of the stakeholders involved. Thus, the present researcher makes the point that in keeping with Dwi's research (2005) there is a need for more qualitative data collection such as teacher journals and documentation to gain insights into practice to more fully explore the effectiveness of reading pedagogy.

2.10 Scaffolding

Scaffolding refers to support that a teacher or a more knowledgeable peer supplies to children within their zone of proximal development (ZPD) (Vygotsky, 1978) enabling them to develop understandings that they would not have been capable of understanding independently (Many, 2002; Meyer, 1993). So, when using scaffolding, children are provided with "a great deal of support during their early stage of learning and then diminishing support and having the children take on increasing responsibility as soon as they are able" (Slavin, 1994, p. 49). Awareness of a child's ZPD helps a teacher gauge the tasks the student is ready for, the kind of performance to expect, and the kinds of tasks that will help the child reach his or her potential (Ibrahim, 2003).

Brown et al. (1991) describe scaffolding in reciprocal teaching as enhancing interactive learning. Interactive learning provides children with situations that push the boundaries of their abilities and actively engage them in tasks. It also gives children an opportunity to be children as they come to master a task and, once they have achieved mastery, to be teachers of those who are still learning. Brown et al. (1991) notes that research indicates that problems which are too difficult at first for children to handle on their own later become problem types they can solve independently after they have first received support and worked on them in a small group setting. That is, the teacher scaffolds children and children scaffold themselves. Therefore, scaffolding enables children to learn a body of coherent, usable, and meaningful knowledge within their ZPD and "to develop a repertoire of strategies that will enable them to learn new content on their own" (Brown et al., 1991, p. 150). Thus, scaffolding is a necessary ingredient in any

programme aiming to foster children's learning. However, as discussed in the next section, insights into the effectiveness of teachers' scaffolding of children's learning are better explored through study of the actual classroom discourse that transpires (Bull & Anstey, 1996, 2003; Culican, 2005; Smith, Hardman, Wall & Mroz, 2004; van Es & Sherin, 2002; Varellas & Pappas, 2006; Weddel, 2008).

2.11 Classroom interaction/classroom discourse

The study of classroom interaction is of perennial interest (West & Pearson, 1994). It has long been investigated by many researchers in their attempts to judge the quality of teaching. The classroom interaction analysis systems developed by Flanders (Flanders, 1970; Freiberg, 1981, p. 1) and Brown (Brown, 1975, p. 68) used sophisticated coding to document teacher and student behaviour in classrooms. Brown's Interaction Analysis System (BIAS) is known for its simplicity of use (Kono, 1993, p. 118) but its categories are debatable with respect to their depth and ability to encompass all dimensions of classroom interaction. By contrast, Flanders Interaction Analysis System was widely adopted by researchers with occasional manipulations (Simon & Boyer, 1974, p. 87-106) and at times to suit the individual researcher's objectives (Schwanke, 1981, p. 8-10). Flanders Interactional Analysis has continued to be the focus of research into classroom interactions (Inamullah, Naseer ud din & Hussain, 2008; Nurmasitah, S. 2010) and the importance of teacher cognition in the instructional process is exemplified in the work of Costa and Gamston (2002) and Blank (2002). Sinclair and Coulthard (1975) also used teacher-pupil verbal interaction as their data for research into discourse analysis and found

that classroom language provided a relatively simple and structured type of discourse than in normal every day conversations. These researchers have presented to teachers a picture of how teachers and students interact in many classrooms. This picture helps teachers reflect on their usual performance in the classroom and in this way they are able to find out ways of improving their teaching. This kind of understanding is the preliminary step before any improvements can be made. Table 2.1 provides an overview of the history of models of learning and shows the more comprehensive nature of th socio-cultural model and social interactionist approach (MyRead, 2010). This is reinforced by current work of Nuttall (2010) whose research focuses on the importance of teachers "noticing" how they interact with students and how pedagogical artefacts are used to identify the dominant discourses and the values that underpin the pedagogy. This research elaborates on how classroom discourse analysis may provide vital insights into ways that teaching practices and teacher talk can be developed to better scaffold children's literacy learning through what is termed *an interactionist lens*.

Table 2.1: *Overview of models of learning and the socio-cultural model*

	One-Sided Models		Sociocultural Model
	Curriculum-centred	**Student-Centred**	**Teaching/learning Centred**
Historical Roots	Skinner, Pavlov, Thorndike	Piaget, Chomsky, Geselle, Rousseau	Vygotsky, Rogoff, Bruner, Hillocks, Dewey: *Child and Curriculum Experience and Education*
Theoretical Orientation	Behaviourism	Progressivism Cognitivism	Coconstructivism Socioculturalism
How learning occurs	Transmission of knowledge: Teaching is telling	Acquisition of knowledge	Transformation of participation
Implications for instruction	Both teacher and student are passive; curriculum determines the sequence of timing of instruction.	Students have biological limits that affect when and how they can learn; teachers must now 'push' students beyond the limits. Knowledge is a 'natural' product of development.	All knowledge is socially and culturally constructed. What and how the student learns depends on what opportunities the teacher/parent provides. Learning is not 'natural' but depends on interactions with more expert others.
Students' role	'Empty vessel'	Active constructor	Collaborative participant
Teacher's role	Transmit the curriculum	Create the environment in which individual learner can develop in set stages-implies single and natural course	Observe learners closely, as individuals and groups. Scaffold learning within the zone of proximal development, match individual and collective curricula to learners' needs. Create inquiry environment.
Dominant instructional activities	Teacher lectures; students memorise material for tests	Student-selected reading, student-selected projects, discovery learning	Teacher-guided participation in both small-and large-group work; recording and analysing individual student progress; explicit assistance to reach higher levels of competence

Adapted from Wilhelm, Baker and Dube (2001) as cited by My Read, scaffolding learning

Classroom interaction is also viewed as significant since it is the means through which students can deconstruct the target language and texts (Dighe, 1995; Freebody & Luke, 2003) and derive meaning from their classroom learning experiences (Edwards-Groves, 2003; Chaudreon, 1988; Luke, 2000). Rivers (1987) emphasised the importance of interaction because it contributes to students increasing their language store as they listen to others. This includes both the teacher talk and output of their fellow students in discussions or verbal interactions in problem solving tasks, and they can use all they have learned in real-life exchanges where they express their views and use the language for real-life purposeful communication. In this way, students get the experience of using the language. This kind of experience is vital to promoting their language development. While Campbell and Green (2006) explain that literacy teaching should be explicit and thus take account of children's prior knowledge besides allow the child to explore text in rich literacy learning environments that are designed to provide apprenticeship, coaching and encouragement. All these elements should be in place to ensure the positive scaffolding of children's literacy learning. In addition, Bull and Anstey (1996) critically examine classroom discourse and show how the actual language in use may be classified into three categories of pedagogy, the third being that which supports pedagogy for literacy learning. The other two are referred to as the pedagogy of school and the pedagogy of the

classroom. The pedagogy of school is evident when the teacher talk shows the teacher invokes a dialogue that takes little account of children's input but seeks to engage students in trying to follow "what's in the teacher's head". This is typically evident in the teacher asking a closed question and students trying to "guess" the answer (Culican, 2005). In this type of dialogue the teacher is unconcerned about linking the topic to prior learning or building on children's attempts to scaffold them to come to the desired understanding. By contrast the pedagogy of the classroom becomes evident in the instructional verbs the teacher uses which are designed to keep students busy rather than engage them cognitively in learning. Against these two categories the scaffolding of literacy learning stands out as a constructive and meaningful dialogue between teacher and students. The teacher by design is able to involve the students in verbal interactions that relate to the knowledge and tasks in hand. As Van Es and Sherin (2002, p. 571) note, teachers need to be able to adapt their instructional talk 'in the moment' to make pedagogical decisions in the middle of instruction. The importance of teachers' cognitive processing during teaching episodes is argued by Berliner (1994) who notes that teachers have to be selective in what they respond to during teaching. Developing a sensitivity to classroom dialogue in this way is seen as the essence of pedagogical reform. Without changes to classroom discourse to scaffold children's learning it is now becoming clear that any transformation of learning cannot occur (Blank, 2002). Thus, it is important for the present research design to be able to explore the pedagogy of beginning reading at the level of classroom discourse analysis as a window into developing literacy in Malay in the early childhood context of Brunei.

Achieving a high quality classroom verbal interaction is therefore essential to language learning and ultimately learning to read. Considering the present classroom situation in Brunei in the context of this research this literature supports the need to explore teacher-student discourse. It is necessary to investigate both the traditional classroom interaction and the extent to which children are encouraged to initiate as well as that derived from implementing a balanced approach to teaching reading to more fully examine the teachers' instructional strategies.

2.12 Summary of the chapter

Even though reading is fundamental to a child's academic achievement, there are still many children failing to reach the standard of literacy in Brunei and elsewhere. For many years educators around the world have debated the best method for teaching young children to read. A variety of methods have been introduced to teachers but still the debate remains. However, it is well established that there are two major trends in the teaching of reading: the phonics or skill-based approach and the whole language or meaning-emphasis approach. Research provides strong support for the adoption of a balanced approach. Previous studies have indicated that children would be most successful with this approach. Thus, on the basis of this literature review four approaches as well as a focus on children's literature were integrated in this study to achieve a balance in the programme of reading instruction. The four approaches are Reading aloud, Shared reading, Guided reading and Independent reading. Having described the underlying rationale of this study (refer to

Chapter 1) and the underpinning research, the researcher turns to the next chapter to describe the methodology employed in this study and its rationale.

Chapter 3 Methodology

3.0 Introduction

The purpose of this chapter is to report on the practical aspect of the methodology used to examine the impacts of the balanced reading approach for improving the achievement of the targeted Primary One children in Brunei. After discussing the methods used in the study, this chapter describes the implementation of the present research work, including the research context and the selection of the samples of participants, the duration of the study, the instrumentation employed and strategies used to maximize the rigour of the research. The steps taken relating to ethical consideration are also reported.

3.1 Research methodology

Even though there is a lot of literature about the effectiveness of using the balanced reading approach to teach children to read in western countries, there are no current studies about the use of the balanced reading approach to teach Malay reading in Asian countries or even in Brunei. Thus, the present study is necessarily exploratory employing a mix of qualitative and quantitative data collection. The mixed method approach was chosen because this method can lead to new insights and modes of analysis that are unlikely to occur if one method is used alone. Additionally, there is a danger that an experimental or survey based approach would yield only superficial information as to the actual opinions and feelings of those who are involved in the study. Moreover, statistical methods alone were insufficient in describing or measuring the complex individual learning experiences taking place in the classroom. In addition, Cook and Campbell (1979) state "Field experimentation should always include qualitative research to describe and illuminate the context and conditions under which research is conducted" (p. 93).

Qualitative research is a generic term to investigate methodologies described as ethnographic, naturalistic, anthropological, field, or participant observer research (Key, 1995, p. 1). It emphasizes the importance of looking at variables in the natural setting in which they are found. The interactions between the variables are important. The variables explored in this case study are the independent variable cluster of the traditional reading approach and the balanced reading approach for the teaching of reading in the Malay language. The dependent variable is the reading performance of Primary One children. Qualitative research differs from experimental/quasi-experimental research because the latter approach gathers data by objective methods to provide information about relations,

comparisons, and predictions and attempts to remove the investigator from the investigation (Smith, 1983). The goal of the qualitative research is to understand people, places, or situations. Qualitative research seeks to deeply describe people, their behaviours, experiences, interpretations, and their environment (Creswell, 1998).

Qualitative studies have, of course, become increasingly common in educational settings where the number of potential variables is large and class sizes are too small to be able to generate statistically significant results.

The researcher's preference for a qualitative and, more particularly, a case study approach was because case study allows interpretation of situations in ways that are not always susceptible to numerical analysis. Cohen et al., (2003, p. 182) encapsulated the strengths of the case study approach in the following:

- It is connected with a rich and vivid description of events relevant to the case,

- It provides a chronological narrative of events relevant to the case,

- It blends a description of events with the analysis of them,

- It focuses on the individual actors or groups of actors and seeks to understand their perceptions of events,

- It highlights specific events that are relevant to the case,

- It sees the researcher as integrally involved in the case, and

- It allows for the richness of the case to be portrayed in the writing up of the report.

In this exploratory case study, the researcher investigated the traditional and the balanced reading approaches to teaching Malay reading in two government Primary One

schools in Brunei. The researcher also explored how these practices influenced the targeted Primary One children's reading performance and achievement, and the phenomenon of the classroom interactional experiences in the teaching of reading. The quantitative method involved a quasi-experimental design in its use of a pre- and post-test of children's reading achievement to contribute to to the comparison of the impact of the two approaches on the children's reading performances and to ensure the triangulation of data.

The methodology takes account of Bailey's (1999) four types of triangulation in its recognition of the importance of cross-validation of the data to more fully explore the impact of the balanced approach on the teaching of reading. As noted by Bailey (1999, p. 38), methodological or technique triangulation through the use of more than one method to collect data in a case study such as this should help construct a more multidimensional understanding of the research area. Similarly, triangulation of the data occurs through the use of data collected from independent sources that focus on the same topic e.g. the nature of children's learning through application of the Flanders' classroom observation schedule and the running records of the children's reading performance. In addition, the study uses theory triangulation by applying the Scaffolding Interactional Cycle analysis of teacher-student pedagogical talk (Culican, 2005) and the theory underpinning the teaching of reading used in the balanced approach. Then, by involving another teacher in the research as a source of data although not at the level of investigator, triangulation this element of the research methodology reflected a pphenomenological research methodology. This methodological approach allows the

researcher to describe, understand and interpret the meaning of a participant's experience. The phenomenological researcher becomes the mediator of the respondents voice and the audience for the research where sampling is typically purposive (Bloor & Wood, 2006, p. 128-129). More intensive dialogue is expected with such an approach and this may involve respondent checking of the researcher's interpretation.

This methodology chapter provides an over view of the research methodological approach, explains the theoretical framework behind the study, the sampling method used to select participants, the research design, description of the approach to data collection, data analysis, and how access to the targeted schools was obtained to conduct the study.

3.2 Theoretical framework

A theoretical framework is a collection of interrelated concepts which guides the research, determining what things will be measured, and what relationships will be sought in the data. According to Borgatti (1999), theoretical frameworks are important in exploratory studies because: 1) no matter how little one thinks they know about a topic, and how unbiased they think they are, it is impossible for a human being not to have preconceived notions, even if they are of a very general nature, and 2) the framework tends to guide what one may notice in an organization, and alert one to what one might not notice. The theoretical framework for this study, as drawn together in Figure 3.1, is based on the social constructivist theory of learning and teaching which considers the importance of teachers' pedagogical talk in scaffolding children's learning, children's language and literacy development, and the Four Resources Model of reading (Luke & Freebody, 2003), seen as

important to the whole language approach, and the sociocultural context of Brunei in trialling the balanced approach to reading pedagogy.
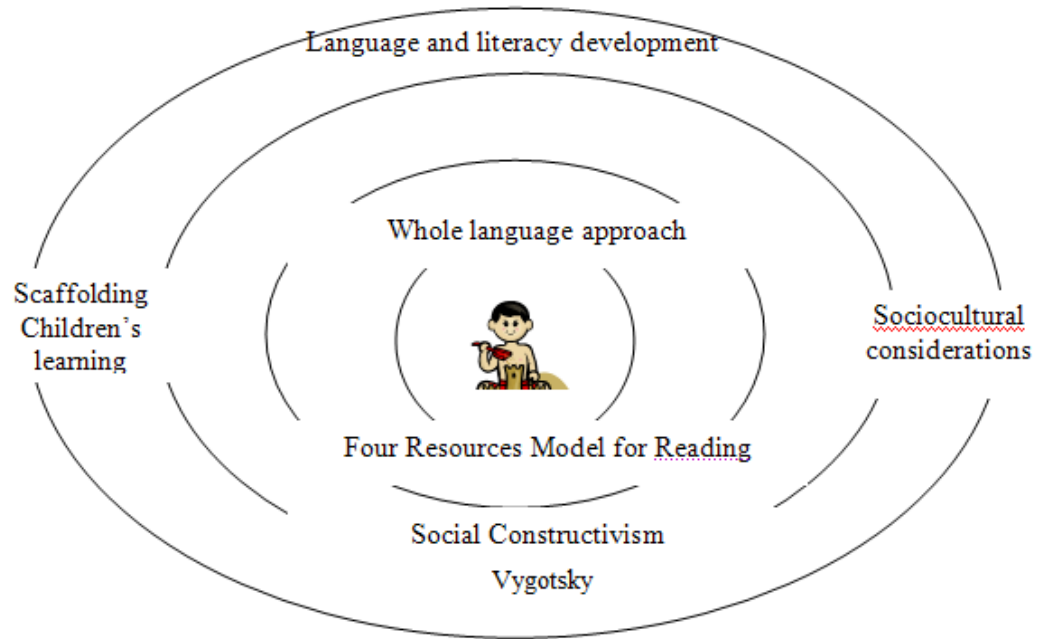
Figure 3.1 Modified Theoretical framework

Vygotsky (1978) is renowned for his theory that language learning is fundamentally a social activity. This view of language has had a major impact on approaches to teaching and learning and has been a key factor in making changes away from traditional teaching methods. Thus, when applied to reading one can appreciate that learning needs to be integrated and socially-based as reflected in the balanced reading approach. The balanced reading approach involves children in authentic learning and assessment experiences that engage them in listening and speaking, and reading and

writing. In this approach, children also interact in small groups, integrate the different skills and engage in activities that allow them to interactively learn to read (Wilkinson & Siliman, 2000). This view of learning sharply contrasts with the one in which learning is the passive transmission of information from one individual to another as with the traditional approach that is current today in Brunei early childhood settings like those at the focus of this research (Primary One).

Another fundamental concept in social constructivist theory is the idea and importance of *scaffolding* in children's learning. Vygostsky (1978) describes scaffolding children's learning as a strategy where teachers (including parents and peers) use language explicitly to encourage and develop children's thinking and concept development as well as their language and literacy development. Teachers may use a variety of resources in their strategies for scaffolding children's learning (Bull & Anstey, 1996, p. 90-95; O'Neill & Gish, 2008, p. 51-53). The concept of scaffolding is also linked to what Vygotsky calls the learner's Zone of Proximal Development (ZPD). By this he is referring to the range of tasks and activities which the children can achieve with scaffolding, but which may be beyond their current abilities if they are unassisted in this way. Scaffolding strategies can be provided in the form of questions, prompts, rephrasing, demonstrations, gestures, visual resources, graphic organizers, dramatizations and tasks where the environment is designed to facilitate development and practice of a particular skill. The teacher's talking includes his or her questioning, explaining and monitoring of children's comprehension which are all crucial skills to ensuring scaffolding are effective. These strategies enable children to sustain active participation in learning activities (Crawford, 2003). Hammond and

Gibbons (2001) note that although scaffolding involves high challenge and high support this approach better enables children to reach their potential.

The Four Resources Model presents a practical approach to understanding what is involved in being able to read effectively (Luke & Freebody, 2003). According to Freebody and Luke (1990), effective readers need to be proficient in four interrelated dimensions of language use. They need to be able to play the roles of code breaker, text participant, text user and text analyst. Examining reading through the Four Resources Model highlights the contrast between the proactive learner implied by this model and the passive learner taught within the boundaries of the traditional approach to teaching reading and literacy adopted in Brunei today.

Lapp and Flood (1992, p. 458) state that "a whole-language approach represents a philosophy about reading rather than any one instructional method. According to this philosophy, language is a natural phenomenon and literacy is promoted through natural, purposeful language function. It has as its foundation current knowledge about language development as a constructive, meaning-oriented process in which language is viewed as an authentic, natural, real-world experience, and language learning is perceived as taking place through functional reading and writing situations". While the debate on approaches to the teaching of reading continues (Campbell & Green, 2006; National Inquiry into Literacy Teaching, 2005, Submission 8), consideration of the whole language perspective as a top-down approach, as opposed to the traditional bottom-up approach currently in vogue in the context of Brunei schools, presents a potential catalyst for change.

The whole language approach is not a systemized approach, but rather a philosophy that assumes that reading and general language competencies are acquired through integrated use instead of through learning separate, finite skills such as word attack, comprehension, and vocabulary. It relies heavily on the use of literature and trade books, rather than basal readers, and usually involves integrated thematic studies and the extended use of writing. This approach supports the view that the process of learning to read should be as natural as possible such that children will learn through being interested in written text through a natural demand and purpose to communicate in contrast to an intensive phonics program and look and say approach that builds up word recognition from sounding out letters to sounding out words and reading basal readers with stories contrived on the basis of narrow sets of "known" words e.g. "Pam and Sam ran. Pam and Dad ran". It is acknowledged that teachers in modern classrooms use an eclectic approach which would ensure children's phonemic awareness and the importance of the various cues for cracking the code while also ensuring that children have real life experiences where they can use language in authentic ways for real purposes (Campbell & Green, 2006; Luke & Freebody, 2003).

Finally, the theoretical framework must take into account the nature of the sociocultural context of schooling and learning in Brunei schools. As noted earlier, the traditional approach to every aspect of teaching and learning needs to be considered carefully with respect to the conduct of research and also the nature of the research. Although this research has the support of the Government Schools' Education Department as well as the University, this does not automatically mean that change at the school level

will be welcomed. On the contrary, changes are likely to be highly controversial for political and cultural reasons. As noted by Kershaw (2003), the new Bilingual System eroded the prestige of Malay and created a generation of semi-linguals who… [were] not functional in English either. This point is made in a paper prepared for the development of an early childhood education program. The program which was based on constructivism and progressivism was seen as "fundamentally revolutionary in principle … [but] unworkable in practice". Clearly at this time as well as almost a decade later, at the time of this research, teachers were unable to take risks and challenge the traditional approach or use a pedagogical approach in keeping with their knowledge of sound educational practice (Noori, 1996, p. 103 cited in Kershaw, 2003).

3.3 Research design

According to Trochim (2002), research design provides the glue that holds the research project together. A design is used to structure the research, to show how all the major parts of the research project such as the samples or groups, measures, treatments or programs, and the methods of assignment work together to try to address the central research question and purpose. The purpose of this study is to explore the traditional approach practices and those involved in balanced reading approach for the teaching of Malay reading in Primary One classrooms and examine the impact of these practices on children's reading performance and achievement. The questions asked in this research study were:

1. What are the current traditional reading approach practices (*TRA*) in the early years of schooling in Brunei?

2. What are the impacts of the current traditional reading approach practices (*TRA*) on young children learning to read in Malay?

3. What are the impacts of the balanced reading approach (*BRA)* on Year One children learning to read in Malay?

4. How may the current traditional reading approach practices (*TRA*) be developed on the basis of this research to enhance young children's learning to read in Malay?

5. What are the implications of this research for teacher education in Brunei with regard to pedagogy for the teaching of reading and beginning literacy in Malay?

To answer these questions, the researcher needed to frame the study as an exploratory case study and employ a mixed method approach. An exploratory case study design involving qualitative data collection was used to explore the traditional and the balanced reading approach practices and the quantitative approach was used to investigate the impact of these approaches on the selected Primary One children's reading performance and achievement. Some researchers consider "the case itself" an object of study (Stake, 1995) and others consider it a methodology (Merriam, 1988). A case study is an exploration of a bounded system or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context. This system is bounded by time and place, and it is the case being studied, which may be a program, an event, an activity, as well as individuals (Stake, 1995).

Yin (1994) defined a case study as an "empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used" (p.13). In addition, it can, to some extent, establish cause and effect assumptions as pointed out by Cohen et al., (2000) "a case study observes effects in real contexts, recognizing that context is a powerful determinant of both causes and effects" (p. 181). Furthermore, it investigates and reports the complex dynamic and unfolding interactions of events, human relationships and other factors in a unique instance, or as Adelman et al. (1980) suggested, "the study of an instance in action" (p. 49). According to Bell (1993), a case study gives an opportunity for one aspect of a problem to be studied in some depth within a limited time scale, to concentrate on a specific instance or situation and to identify, or to attempt to identify, the various interactive processes at work. Thus, it offers the researcher an insight into the real dynamic of situations and people. In other words, in the case study, the focus may not be on generalization but on understanding the particulars of that case in its complexity.

This research involved three teachers and six low-achieving children from three of six Primary one classes drawn from two primary schools. Multiple sources of information were used to examine the teaching and learning process including observations, interviews, and questionnaires and reading tests. Observational sheets, retrospective notes, audio tapes, and children's running records taken during reading tests were also used as data for the research. In addition, school documents were examined to provide a

deeper understanding of the school setting and the teaching and learning context of Primary One.

The researcher used a case study design to explore the teaching of reading in the traditional approach and the teaching of reading implemented in the balanced approach – BRA). Of the three teachers, two taught reading in the traditional way and are referred to as Teacher TRA1 and Teacher TRA2. The other teacher from SRDB school used the balanced reading approach and is coded as Teacher BRA2. All three teachers had less than five years of teaching experience and were in possession of a Certificate of Education from the local university. The data were collected through the use of four primary sources of data: 1) observations of teaching and learning (including teaching plans and other teaching materials); 2) interviews related to teaching and learning; 3) a questionnaire to investigate teaching and learning; and 4) a reading test (including pre- and post- reading program progress tests and reading passages).

The researcher documented the teaching activities of teachers TRA1, TRA2 and BRA2 through the gathering of data as follows: 1) observational evidence that included a classroom observational sheet, retrospective notes, and audio recording of observed teaching, lesson plans and other teaching artefacts; 2) interviews with the three teachers; and 3) administration of a questionnaire to the three teachers.

Children's reading performance and achievement were documented through the analysis of: 1) observational evidence that included completion of observational sheets, retrospective notes and audio recording of observed learning; 2) children's responses to interview questions; 3) administration of a questionnaire to the children; and 4)

administration of reading tests to the children (including pre- and post-reading program progress tests and running records of specific reading passages). An Observational Sheet was designed to assess the classroom interactions that occurred during the lesson involving reading for all teachers. This sheet was based on the categories developed in the Flanders Interaction Analysis (FIAC) (1979). However, in this study, the existing categories in the FIAC were modified by adding one more item under Children-Talk-Initiation category. This item was Children-Talk-Initiation: Choral recitation/directed activities/initiation setup by teachers, which was included to account for the traditional approach of choral recitation. So, in this observational sheet there are 11 categories. These 11 categories include seven for teacher talk: accepts feeling, praises or encourages, asking questions, lecturing, giving directions, and criticizing, and three for children's talk: children's talk-responses; children's talk-initiation (spontaneous) and children's talk-initiation (choral recitation/directed activities/initiation set up by teachers) and one category for silence (see Table 3.1).

Table 3.1 *The eleven items of the modified Flanders Interaction Analysis*

Teacher Talk (TT)	Response	1 *Accepts Feeling*
		2 *Praises or encourages*
		3 *Accepts Ideas*
		4 *Asks Questions*
	Initiation	5 *Lecturing*
		6 *Giving Directions*
		7 *Criticising*
Children's Talk	Response	8 *Children-Talk-Response*
		9 *Children-Talk- Initiation (Spontaneous)*

(CT)	Initiation	10 *Children-Talk-Initiation: Choral recitation /directed activities/ Initiation set up by teachers*
Silence (S)		11 *Silence or Confusion*

These items were then converted into an observation sheet called a coding chart as illustrated by Gay (2000) (see Table 3.2) for the researcher to code the lesson talk (recorded on audio-tape) in keeping with the Flanders' model.

Table 3.2 *Observation Sheet*

1																											
2																											
3																											
4																											
5																											
6																											
7																											
8																											
9																											
10																											
11																											

Teacher: _____

Class: _____

Date: _____

Time: _____

The researcher ticked the appropriate category at intervals of five seconds. For example, if within five seconds the teacher asked a question, then a tally stroke is placed beside the "Asks Questions" category. A grand total and percentages were subsequently calculated to show the extent of involvement of each category of behaviour during a 30 to 60 minutes lesson (a total of approximately 46 hours of lessons).

Running records as developed by Marie Clay (2000) were used to assess the children's reading performance and achievement (see Appendix 3A). A total of five reading texts tests were conducted with each child starting from the month of June (in summary 30 running records amounting to approximately 15 hours of testing).

The Reading Program Progress Test (see Appendix 3B) was an adaptation of the Reading Progress Test Literacy Baseline and Reading Progress Test One (Reading Progress Test, 1996) which was developed by the East London Assessment Group at the University of East London. The tests are a series of British tests that comprise the *Literacy Baseline* test and *Reading Progress Tests One to Six.* The *Literacy Baseline test* designed for use at the beginning of the first year of formal schooling in England and Wales (Year 1). *Reading Progress Tests One to Six* cover children's comprehension of written text at increasing levels of difficulty. However in this study, these two sheets of tests were combined as a one sheet of tests. Some modification, changes and amendments were made to suit the current situation of Brunei Darussalam, and the curriculum of Malay language. Items in these two tests that were most relevant to the National Curriculum were selected for use in this test paper. The researcher adopted these tests because of the lack of availability of standardized tests in Brunei. Furthermore, these tests include different

aspects of literacy skills that can be used to assess children's reading skills from the first year of school, such as literacy concepts and comprehension. In addition, the test was easily administered to groups of children and can be used repeatedly to assess children's reading skills. The test paper went through a trial and validation process involving discussions with teachers in five schools, independent of the case study schools and colleague teachers from the Department of Early Childhood and the Department of Language Education at the University of Brunei Darussalam, prior to the commencement of the research. All the teachers agreed that this test paper was suitable to be used in the study. Apart from that, the test was subsequently piloted with a sample of 30 Primary One children from two classes in one Brunei primary school that was not involved in the main research.

These children were representatives of the sample selected in the actual research. The purpose of piloting the test was to ensure the validity and appropriateness of the items for Primary One children's capability and the school syllabus and to clarify any ambiguity in wording or the nature of the questions. The pilot data were then analysed for item reliability (Coakes & Steed, 2001, 2003). The result of the analysis showed that the reliability of the items was acceptable for the purposes of the research (alpha = 0.7333). This shows that the items for the test were indeed sufficiently high to be adopted in this study.

There were 6 sections in this test paper. As noted in the test specifications in Table 3.3, Section A was designed to assess children's concepts about print; Section B assessed the children's knowledge of letter names and sounds; Section C assessed children's ability

to make meaning using picture and word clues (identify the meaning of individual words, pictures and sentences); Section D assessed the children's ability to spell; Section E assessed the children's reading comprehension ability and Section F also assessed children's understanding of a short story (they listened to) through a cloze type activity. An overview of the test specifications can be seen in Table 3.3.

Table 3.3 *An overview of the test specifications*

Section	Number of items	Assessment Purpose
A	7	To assess the children's knowledge about print concepts.
B	8	To assess the children's knowledge of letter names and sounds.
C	10	To assess the children's ability to make meaning using picture and word clues (identify the meaning of individual words, pictures and sentences).
D	7	To assess the children's ability to spell words correctly.
E	5	To assess the children's reading comprehension.
F	6	To assess the children's ability to understand a short story they have just heard.

In addition to the Reading Program Test, five reading texts (see Appendix 3C were also used to assess children's reading performance and achievement. These reading texts were designed by the researcher based on the Primary One Malay language textbooks and other commercial Malay textbooks. This was because of the lack of children's literature and beginning reading books that could be deemed equivalent to those used in constructivist early childhood settings in keeping with the balanced approach (Campbell & Green, 2006). These texts went through a trial and validation process involving five

Primary One teachers and also the Head of the Malay Language Department for the schools to ensure the texts for the current context of use suited the young learners involved in this study. In addition, these five texts were piloted with 12 children of mixed abilities and gender who were not involved in this study. However they were representative of the sample to be selected in the main study. The result of the analysis showed a high reliability for the reading of these texts (alpha = 0.9703). This showed that these texts were indeed of a sufficiently high difficulty level to be used in this study. It is to be noted here that the researcher chose several non-fiction story books and famous local folklore as a contemporary reading research resources in this study since resources for teaching reading in primary schools in Brunei is limited to highly formal, traditional written text that was considered inappropriate for children in early childhood in a more modern context (see Appendix 3D). In addition, these storybooks related aspects of Brunei culture, such as its belief system, world-views and social values of society. Moreover, they contained interesting pictures that could attract children's attention. However, because the language level in the selected story books was very high and difficult for the selected children to read, the researcher decided to use only the pictures in the story books and to rewrite the story/sentences to make it more appropriate for the beginning reading level of the children in the study. Finally, in keeping with the needs of the balanced approach the selected storybooks were enlarged as big books in A3 size (see Appendix 3E).

All the data in this study were analysed descriptively in keeping with the case study approach and the qualitative nature of the data that was collected to explore the phenomenon of the implementation of the traditional approach to the teaching of reading

and the trial of the balanced approach which is innovative in the context of Brunei early childhood learning environments. Thus, it is noted that the research design cannot rely on quantitative data in relation to inferential statistics and generalisation through statistically significant results. However, in its aim to describe practice it endeavours to provide a deep understanding of the issues involved in the teaching of Malay reading in early childhood in Brunei. In addition, using descriptive analyses allows for a broader illustration of the impact of these two approaches (traditional and balanced reading approach), with considerations of the four broad categories of data instrumentation involved. Patton (1990, p. 170) and Merriam (1988, p. 50) also note the powerful nature of the construction of detailed information about special cases by the fact that it may even supplement statistical norms. It was the latter suggestion that partially supported the reason why the researcher analysed the data descriptively rather than statistically.

3.4 Selection of participants and duration of study

A number of considerations had to be taken into account to carry out the study. The considerations were the sample selection of the schools, classes, children, and teachers. In keeping with ethical clearance, to protect participant confidentiality, the schools, teachers and children have not been named in any part of the research. In this study, pseudonyms and code were used during reporting the results to protect the participants' identity.

1. Schools

It was considered important to select schools to be representative of the total number of primary government schools in Brunei. This is agreed by Jorgensen (1989) as he said "… it is very important to consider carefully the implications of selecting a particular setting for study" (p. 40). However, it is also important to consider that the proposed setting will not limit and facilitate what may be investigated. In this matter, Jorgensen (1989) suggested the use of common sense for decision making. To fulfill the data collection for this research, two primary government schools were selected namely, SRDB and SRDM. Based on the criteria outlined by Jorgensen (1989), four factors were considered for selecting these two participating schools. First, the schools needed to be very closely practising the traditional approach to the teaching of reading. Secondly, the location of these two schools was important as they needed to be reasonably close in order for the researcher to be able to conduct the research and participate in the research. These two selected schools were approximately 4.5 kilometres apart. This is in line with the suggestion of Spradley (1980) that "as you consider social situations that lie along the continuum from simple to the complex, select one that lies closer to the simple end of the continuum" (p. 47). In addition, the ensuing selection also helped facilitate the depth to which the researcher could expect to implement the research through easier access.

Thirdly, the willingness and readiness of the school head masters and mistress and the teachers to participate were also important factors as researching in schools in Brunei is a highly sensitive matter. The willingness and readiness of staff were therefore very important for the researcher to gain access to schools continuously to work with the children for the purposes of the research. The criteria were shown to the head master and

mistress of schools during the first meeting. Even though the University of Southern Queensland gave ethics approval for the research (see Appendix 3F) and the Brunei Ministry of Education also gave their approval to conduct research in schools (see Appendix 3G), there remained the strong possibility that the schools may not give their permission. This is confirmed by Spradley (1980), "Social situations offer varying degrees of accessibility" (p. 47). Lastly, the opportunity and the availability of resources as outlined by Jorgesen (1989) also impacted upon the decision-making for selection of schools although the major criterion was that the schools be representative of the traditional approach to teaching reading in Brunei. Thus, the researcher was very grateful for the support she received during the research.

As a conclusion, there were four main criteria that were used for selecting the schools for study. These criteria were the method used to teach Malay reading, the location, the access and permission, and the opportunity and availability of resources.

2. Classes

After selecting the schools, the researcher also needed to consider the selection of the classes for the study. This is because the teaching of Malay reading happens in the classroom situation, namely Primary One level (year one). The Primary One level was chosen in view of the fact that these children enter their first year of school with one year of experience in preschools. Because they have little exposure to the teaching of reading prior to entering Primary One, there is greater potential for comparison of different practices in the teaching of reading at the initial stage. The Primary One level should also

provide a solid foundation for children to become proficient readers. As Wasik (1997) points out, "Children who do not learn to read in the early grades are at greatest risk for later academic failure" (p. 1). Similarly, Cunningham and Stanovich (1997) indicated that if students cannot read well by the end of the third grade, the chances for academic success are significantly diminished.

To fulfill the research, three Primary One classes were selected from a total of six classrooms from the two participating schools. Because of the research time frame and the level of commitment required for teachers to participate for what was to be a very lengthy time frame from their perspective (besides the need to limit disruption to the overall teaching program), three of the six classes were selected for the case study. These classes were also selected based on the agreement of teachers to be observed and their students to participate in this study. Moreover, the time-table of these classes was also considered to make sure that their class periods would not conflict with each other. This matter was crucial to the study to make sure that the researcher would be able to carry out observations during the teaching of reading in all selected classes. The researcher also needed to consider the time when the teachers would be actually teaching reading in their classes since it was taught only once a week. So, teachers who were busy with other responsibilities could not be chosen for this study.

In conclusion, there were three criteria used to select the classes for the focus of study: Primary One children, the agreement and the presence of the teachers, and the timetable for teaching reading for each class.

3. Children

In this study two low-achieving children (one girl and one boy) from three participating Primary One classes were selected for the study and for close tracking of their reading development. The researcher thought that two low-achievers per class were sufficient to provide the required data since, according to Johnson (2002), the number of the subjects is not a criterion in a qualitative study. This is reinforced by Patton (1990) and Miles and Huberman (1994) who emphasise that to get information-rich cases for in-depth study, it is necessary to focus in depth on a small number of samples and select by purposive sampling. However, other children from these three participating classes and their teachers were also included during the collection of data as they were part of the context. This adds to the strengthening and the rigour of the data and design of the study. Thus, it should be noted that the focus of the study was upon two low-achieving children (key informants) from each participating Primary One class. These children were selected because they could provide rich data for the study and thus a deeper understanding. In addition, all six children were unable to read and were falling behind their peers. High and average achievers children were not selected to participate in this study because they already knew how to read or as Marie Clay notes were already developing a self-extending system of reading[5].

There were six criteria considered in selecting the participating children in the study. First, the selected children were in the selected Primary One classes in the selected two government schools. Secondly, they needed to have taken the Reading Program

Progress Test given by the researcher prior to the commencement of the study. Thirdly, they were selected based on their performance and achievement in the classroom, in their reading program progress test and their school assessments. Fourthly, they were also recommended and suggested by their class and subject teachers. This is because they were more knowledgeable of their student's abilities and reading performance and achievement in the classroom. Each teacher was asked to provide a list of the low-achieving children in each classroom. Next, they needed to agree to participate in the study. Their parents gave their permission by signing the consent form (see Appendix 3H). This form included details of the purpose of the study and explained the rights of the subjects to withdraw at any time during the project. The consent forms were collected before the study began. Lastly, in keeping with the class selection, the time-table for these children did not conflict with the children's other subjects in the time-table. For example, the time for the reading lesson for Teacher TRA2, and Teacher TRA1 was every Wednesday. Teacher TRA2's reading lesson was held on the first two periods and Teacher TRA1's teaching was carried out in the sixth and seventh periods whilst the Teacher BRA2's reading lesson was held every Saturday in the third and fourth periods.

There were six criteria for selecting the children in this study, namely, their class, taking the reading progress test, their reading performance and achievement, recommendation and suggestion from their teachers, agreement and permission to participate and their class timetable. Thus, if the children did not meet the six criteria listed

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[5] self-extending system of reading is a system that constantly expands and improves, and enables the children to keep learning (Clay, 1991).

by the researcher, they will be eliminated from being selected for the study. After removing the names of the children who were not eligible to participate in the study, the names of the low ability children were put in two boxes and then randomly selected from two boxes for a name to participate in the study.

4. Teachers

In selecting the teachers to participate in this study, there were four criteria taken into consideration. Firstly, the teachers needed to be teachers of reading in Primary One classes in the selected schools. Secondly, the teachers needed to be willing to participate and be observed teaching reading. Thirdly, their class timetable needed to have the teaching of reading at a time that did not conflict with the teaching of reading of the other participating teachers. Lastly, the amount of experience teaching Primary One was also a factor to be taken into account. It was necessary for the teachers to be reasonably representative of Primary One teachers in Brunei that is typically with substantial experience teaching reading in the traditional way. With these considerations in mind, three teachers were selected to participate in this research. While two teachers continued to teach reading as they had planned using the traditional approach as per the Department of Education and the school's usual practice (TRA), one teacher used the balanced reading approach (BRA). To avoid bias in allocating the teachers to the various approaches, three names and the approaches were randomly selected from two boxes and matched e.g. Name - Approach. While it is acknowledged that this becomes a process of elimination once the BRA match is made (leaving two TRAs) this was agreed to be a fairer way than a negotiated process

where a teacher could perhaps persuade colleagues to allow her to opt for one or the other. It should be emphasized that these three teachers continued teaching their children in other language areas too. Initial contact was made with each teacher for permission and to broadly explain the purpose of the study and the procedure involved. In addition, the teacher who was selected to teach reading by using the balanced reading approach (BRA) was given two weeks training by the researcher prior to the commencement of the study.

5. Duration of the study

The duration of this study was from February to October (9 months), which comprises the school terms in Brunei as stated in the school calendar. The duration of the study was limited to this period of time covering first, second and third school terms in Brunei because extending the duration to the fourth term is seen as impractical considering the fact that the children were expected to sit for their end-of-year examination and then leave for the final term school holidays. However, it should be noted that the classroom observation started in May during the second term of the academic year. This could not be done earlier due to the classes being taken over by the University Brunei Darussalam students who were doing their teaching practice. Thus, it would have been impractical to have the duration of the study over a longer time frame than the six months May to October. The decision on timeframe was also influenced by other factors such as "availability of resources and/or deadlines" as noted by Jorgensen (1989, p.117). As mentioned earlier, the participants in this study are children in Primary One, so to prolong this study would have been impractical because these children would be promoted to Primary Two. In addition, this study could not be shortened because qualitative data collection required the researcher to interact and develop relationships with the members of the school community and staff first. Similarly, the researcher needed to become familiar with the settings and their culture so it was important to allocate time to this. Moreover, according to Jorgensen (1989), the longer the researcher stays at the setting, the more teachers are likely to come to perceive him or her "as non-threatening to them". This

way, the teachers' trust and confidence toward the researcher was obtained relatively easily. For instance, even though the researcher started data collection in May, the researcher had been at the school since February. Within this time, the researcher was trying to gain the teachers' trust and confidence by trying to interact and get to know the teachers, the children and the support staff besides getting used to the school and its environment before the commencement of the study. So by being there at the school, the researcher was able to experience and develop good relationships with most of the teachers and the children at the school. Furthermore, the researcher wanted to let the people at the schools get to know her and accept her in their community. It provided an opportunity to observe the school's routine and what happened in the classrooms in order to better plan the research. To limit disruption and a perception of intrusion into the classrooms and the school, the researcher dressed like the other staff in the school. For instance, the researcher wore a similar 'baju kurung' attire as the teachers because 'baju kurung' was a regulation attire for the female teachers in the school. So, at the beginning, some teachers and children at the two participating schools thought that the researcher was a teacher who had been transferred from another school.

The researcher was granted unlimited access to use and enter the classrooms, general office, library, and staffroom and even to participate freely in each of the school's activities. The permission and the access were given continuously and endlessly during the study until the process of data collection was completed.

For the selected Primary One classes and the teachers who were the focus of the study, the researcher deliberately allocated the first two weeks before the commencement

of the study to build rapport and to ensure that the teachers and children were comfortable with the research activities and to allow an unobtrusive immersion into their classrooms. This was to gain the children's confidence before they participated in any conversations, expressed their ideas about the research topic or articulated their experiences. Additionally, this was to allow teachers and their children to get used to the researcher presence and participation and to reduce the likelihood of *Hawthorne effect* [6] on the situation. Furthermore, this allowed a process of familiarization with the classrooms and to work out where the researcher would sit to carry out the observations.

3.5 Compliance with the University Human Research Ethics Committee

In complying with the policy on the human subjects of University Southern Queensland, and human research ethics committee, the following ethical issues were taken into consideration: access and acceptance, anonymity and confidentiality, and informed consent.

Access and acceptance: Prior to carrying out the present research, permission in writing was obtained from the Ministry of Education. Permission was granted on condition that the researcher discussed the study with each headmaster/mistress of the schools involved to avoid disruption. Then the researcher approached the prospective head teachers and the teachers involved and explained the details of the research. Following

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[6] Hawthorn effect is a term referring to the tendency of some people to work harder and perform better when they are participants in an experiment. Individuals may change their behavior due to the attention they are receiving from researchers rather than because of any manipulation of independent variables (psychology.about.com/od/hindex/g/def_**hawthorn**.htm).

this, arrangements were made with the teachers to carry out the classroom observations and the audio-recordings, interviews and to fill in the questionnaires.

Anonymity and confidentiality was maintained for the participants by using pseudonyms and coding system for the schools involved. Another way of protecting participants' right to privacy was "through the promise of confidentiality" (Cohen & Manion, 1994, p. 367). This means that although the researcher knows who has provided a particular piece of data by looking at the information given, she will not make it public under any circumstances.

Informed consent: In the present study, the participants-teachers were fully informed about the research and made fully aware that it would involve classroom observations and audio-recordings of the teaching sessions. All audio-recordings were done with the consent of the teachers. As for the participant children, they were given consent forms to be signed by their parents or guardians in agreeing to participate in the study. Most importantly, the participants were clearly informed that they had the right to withdraw from the study at any time. None of the teachers and children did withdraw from the research as the researcher had established a good rapport with the teachers and the children. Everyone was comfortable with the way the research was conducted.

3.6 The research phases, data collection and analysis

This section discusses the research phases and is followed by discussion of the data collection and analysis.

3.6.1 The research phases

The research involved two main phases: Preparatory phase and Research phase. The data collection and analysis often occurred simultaneously during these phases. Following identification of participants, there was a preparatory phase that included the selection of reading materials and teaching aids and the development of assessment materials to support the implementation of the balanced reading approach and also the development of the data collection instruments and their trial and validation. Consideration was also given to the usefulness of the data which was collected as a matter of course on the children's reading achievement and language development in their mother tongue of Malay. The research phase encompassed observation and audio taping of reading lessons, administration of interviews, questionnaire, and reading tests for analysis of data.

1. Preparatory phase

The preparatory phase of the study focused on selecting the appropriate story books to be used in the study. The researcher began the selections from existing books provided by the Brunei Curriculum Development Department. These books were found to be inappropriate for the study mainly because they were not illustrated with pictures but consisted of many descriptive texts that were printed in a different form. Next, a survey of Malay story books from the school library was made. Although the books were considered children's literature written for the local audience, they too were not suitable. This was mainly because the language level was too high for the children to comprehend, and they contained too many words and unfamiliar vocabulary. Since it was very hard to get

children's literature with appropriate language level, finally the researcher decided to select some very well-known story books or local folklore stories, and non-fiction story books written by local writers and published by *Dewan Bahasa and Pustaka* (Language and Literature Bureau) to be used in the study. The researcher used the pictures in the story books and modified the language to make it more appropriate for the level of the children in the study. The researcher designed these books based on English written texts for early childhood. A total of 16 reading topics were prepared to be used in the study (Appendix 3I). Then these books went through a validation process with five Primary One teachers and colleagues (teachers) from the Department of Early Childhood and the Department of Language Education at the University of Brunei Darussalam (UBD), prior to the commencement of the research. The researcher discussed with them about the books such as the stories, the pictures, the choice of the words and the sentences. All of them answered that the stories, the pictures, the words and the sentences in the books were suitable to be used as teaching reading resources. Then the researcher enlarged these story books by photocopying them into A3 size big books. These story books were made as big books so that the whole class could be involved in encountering literacy together. In addition, the researcher also prepared an easel (book stand), a pointer and a vanguard mask to highlight particular words.

After preparing the story books to be used in the study, the researcher designed the assessment materials to support the Balanced Reading Approach. There were two assessment materials used in the study: Reading Program Progress Test and Reading Malay passages. The Reading Program Progress Test was an adaptation of the Reading

Progress Tests (Reading Progress Test, 1996). There were six sections and 43 questions. These questions related to literacy concept, spelling and comprehension.

The other assessments were reading Malay passages. These passages were developed by the researcher based on various resources such as Primary One Malay language text books which were published by CDD and other commercial Malay text books which were published by Malaysian publication. From these text books, the researcher selected five passages and modified them for the use of the study. This was to ensure the passages were suitable and culturally relevant to Brunei Primary One context. Each text had a different total number of words and some variability in language patterns (see Table 3.5) and they were enlarged and laminated to make it easy for the children to read. These texts then went to a trial and validation process with five Primary One teachers from five primary schools, and also the Head of the Malay Language Department of the schools and colleague teachers from Department of Early Childhood and Department of Language Education. The researcher discussed with them about the texts, including the words, the sentences and the length of the passages to make sure that they were suitable to the Primary One level. They were all of the opinion that the words, the sentences and the length of these passages were suitable to be used in this study.

In addition to these two assessments, the researcher also developed the data collection instruments such as observational sheet, questionnaire and interview protocol for teachers and children of the study. An observational sheet was designed by the researcher based on the categories developed in the Flanders Interaction Analysis (1979). These items were then converted into an observation sheet (see Table 3.2) for the

researcher to code the teachers and children interaction in keeping with the Flanders'

model. The observational sheet had been piloted before the commencement of the study to

allow the researcher to upgrade her recording techniques and skills and at the same time to

see if this sheet was appropriate to be used in the study. During the pilot study, the

researcher realized that it was too difficult to record all the classroom interaction within

three second intervals so the researcher decided to record all the classroom interaction at

five second intervals.

Two sets of interview protocols were designed in this study: one for the teacher

and one for the children. The items in this interview protocol were collected from various

resources (Haris et al., 2001; Weaver, 1994), and also constructed on the basis of the

researcher's own experiences and from classroom observations. They were then content-

analysed, selected and modified for use in the study to ensure the items were relevant to

the study. These interview protocols were piloted with two Primary One teachers and four

Primary One children. Apart from upgrading and sharpening the interview techniques and

skills, the purpose of piloting the interview protocol was to determine the suitability of the

approach used in terms of timing, techniques of questions, wording, prompting and

probing. So it enabled the researcher to work out better techniques and skills in asking the

questions as the interviewed progressed.

Two sets of questionnaires were also designed by the researcher: one for the

teacher and one for the children. The items were developed in keeping with the resources

in Haris et al (2001) and Weaver (1994), the researcher's own experiences and classroom

observations. These questionnaires were piloted with two Primary One teachers and four

Primary One children independently of the main study. The purpose for piloting the questionnaires was to ensure their appropriateness for the study.

2. Research phase

There were three phases in the research as explained below.

i. Phase One

Phase One (February) of the study focused on identification of participants and schools. Permission to conduct the study was sought and gained from the Director of Schools in the Ministry of Education. After this, appropriate arrangements were made between the Headmaster and mistress concerned and the researcher and the relevant teachers in each school regarding the classes to be involved in the study. In this meeting, the researcher also explained the study to the Headmaster and mistress and the three participating teachers and children. Then, the researcher gave them the consent forms to be signed. They returned the consent form before the commencement of the study.

ii. Phase Two

Phase Two occurred March to April. In this phase, the researcher tried to get to know the teachers, the children, the school's daily routine and to identify the two low achieving children per class to be the focus and for close tracking in the study. She also did classroom observations, giving the pre-test, questionnaire and interview to the participating teachers and six low-achieving children. In addition, she also gave training to one participating teacher on how to implement the balanced reading approach to teaching

Malay reading and the administration of the pre-reading program progress tests to the children

iii. Phase Three

During Phase Three (May to October) of the study, the researcher focused more on recording and observing the three participant teachers' classroom activities. At this time, the selected children took reading tests, the post-reading program progress test and participated in another interview (post-interview).

3.6.2 Data sources

According to Bogdan and Biklen (1992), data refers to "the rough materials researchers collect from the world they are studying; they are the particulars that form the basis of analysis" (p. 106). Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. The data collection component of research is common to all fields of study including physical and social sciences, humanities, and business. Even though methods vary by discipline, the emphasis on ensuring accurate and honest collection remains the same (Seimears, 2007).

This case study was conducted over a period of ten months. The independent variables were traditional and balanced reading approach practices and the classroom interactions of the selected teachers. The dependent variable cluster was the Primary One children's reading performance and achievement. Variables are characteristics of cases. They are attributes qualities of the cases that we measure or record. For example, if the

cases are persons, the variables could be sex, age, height, weight, feeling of empowerment, math ability, and the like. Variables are called what they are because it is assumed that the cases will vary in their scores on these attributes (Borgatti, 1999). This case study explored the relationships between the independent and dependent variable clusters by examining the relationship between the traditional and the innovative reading program approaches and children's reading performance and achievement.

Data were gathered using: 1) classroom observations; 2) interviews; 3) questionnaires; and 4) reading tests (pre- and post- reading program progress tests and running records of specific reading passages). These data were analyzed to identify how traditional and innovative reading program approaches were being used to teach Malay reading in the two Primary One government school in Brunei, and how these teaching approaches impacts or influences the six low-achievers Primary One children's reading performance and achievement. The data collection strategies were separated into two categories: those used to provide evidence of the traditional and balance reading approaches in teaching Malay reading and those used to provide evidence of the six low-achieving children's reading performance and achievement (see Table 3.4).

Table 3.4 *Data collection strategies providing evidence of traditional (TRA) and balanced reading approach (BRA) in teaching Malay reading*

Strategy	Instrumentation/artifacts

Category A Evidence of Primary One children's reading performance and achievement	
Observational Evidence (Focus on Teaching)	♦ Observational sheets ♦ Retrospective notes ♦ Audio recording of lessons ♦ Lesson plans and other teaching materials
Interviews	♦ Interview with the participant teachers and children
Questionnaire	♦ Questionnaire completed by the participant teachers
Category B Evidence of children's reading performance and achievement	
Observational Evidence (Focus on Teaching and Learning)	♦ Observational sheets ♦ Retrospective notes ♦ Audio recording of lessons
Interviews	♦ Interviews with the participant children
Questionnaire	♦ Questionnaire completed by the participant children
Reading Test	♦ Pre- and Post-Reading Program Progress Test ♦ Reading Passages ♦ Running records of children's reading

The observational evidence from the observational sheets, retrospective notes and audio recording of the reading lessons, reading tests and running records of the children were used as the primary sources of data for this study. These data were triangulated with other observational evidence, interview data, and questionnaires. Observational evidence from an analysis of teaching plans and other teaching materials along with the interviews with the teachers and the children provided additional insights into teaching practices.

Observational evidence of learning from the observational sheet, retrospective notes and audio recording, along with children in the interviews, and the questionnaires provided additional information regarding children's reading performance and achievement.

1.Observational evidence

In order to provide substantial evidence of the teachers' practices in teaching reading, classroom observation was thought to be the most appropriate means of obtaining this information. Observation as a data-gathering technique has many advantages. It allows some aspect of the subjects' everyday experiences to be studied empirically. Furthermore, it permits the generation of data on social interaction in specific contexts as it occurs, rather than relying on people's accounts, and on their ability to verbalize and reconstruct a version of interactions. Thus, for example, during the observation sessions, the researcher could hear the children were being scolded, shouted and yelled at, or threatened by the teachers who were part of the study. Such situational generated data may be regarded as valuable.

A total of 48 observational data were collected. Observations took place during weekly sessions of thirty minutes to one hour per session each week continuously. Observations focused on the teaching of Malay reading only. However, sometimes the teachers could not be observed because of the annual schools activities. Teachers' Day celebration, School Sport Day, public holidays and the like were unavoidable.

An observation sheet was used to identify specific patterns of the classroom interaction that occurred during reading lessons. The sheet was divided into categories and

classified so that the researcher could compare the sheet to each audio tape of the same lesson. Retrospective notes were used by the researcher to write down what happened after she had finished observing each lesson and after each class visit. These notes supplemented the audio-taped recordings. Audio recording of classroom lessons captured the teachers' verbal utterances throughout their teaching, children's and teachers' interactions during each topic as well as other evidence of teaching and learning atmosphere. The researcher audio-taped each lesson looking for, "What are the two traditional teachers and the balanced reading teacher doing in teaching Malay reading and what are the impacts of these practices to the Primary One children's reading performance and achievement?" Each audio taped observation took 30 to 60 minutes to complete the analysis.

Artifacts of the two traditional teachers' teaching provided additional evidence of their teaching practices and children's learning. The researcher was given the opportunity to examine the two traditional teachers' lesson record books (teachers are required to plan lessons in detail and record them in a book). The researcher observed the two traditional teachers using a lesson plan and preparation book provided by the Ministry of Education to write down their planning guide each day. The book provides guidelines for teachers, notes and time-table information. Teachers record their schemes of work for the year, their daily lesson plans, and children's register of names and results of examinations, class work and other remarks. The researcher observed the two teachers long term plans and daily lessons, and units that they were going to teach that year. In the daily lesson plan, the researcher observed that they wrote down the topics they were going to teach, the content

of the lesson, the steps of the presentation information, the teaching aids used and assignment or tasks they were going to give to their students in the columns provided.

However, the issue of the *Hawthorne effect* may also arise in using observation as data collection. The participants can feel compelled "to put on a show" to please the observer or display behaviours that they think the observer wants to see. All of these would affect the internal validity of the data. So, to minimize the "*Observer effect* or *Hawthorne effect*" and to strengthen the internal validity of the data, a period of two weeks was devoted to familiarization and building a rapport with the teachers and children to be studied thus allowing the "*Observation effect* or *Hawthorne effect*" on the children and teachers to quickly wear off, and so diminishing as the observations continued. This was evidenced by the fact that even though the teachers were aware of the date and the times when they would be observed, they still behaved as if their teaching was not being observed. The lack of observation effect on the behaviour of the TRA teachers is validated to a large extent by the fact that they used a lot of verbal punishments such as shouting and yelling at the children, as well as harshly scolding and threatening them in the presence of the observer.

2. Questionnaire

There were two sets of questionnaires used in the study: the teacher questionnaire (see Appendix 3J) and the child questionnaire (see Appendix 3K). These questionnaires were written in Malay because this is the participants' native language and although Bruneians learn English, it is necessary to use Malay to avoid teachers and children having difficulty

in answering the questionnaire because of the limitations of their English language proficiency. The questionnaire was given to the teachers and children at the beginning of the study before they were interviewed. The teachers were asked to complete the questionnaire on a day fixed by the researcher at the school library and the school classrooms. The purpose of the questionnaire and the input required of the respondents were explained. Teachers' doubts about the questions were clarified immediately and their confidentiality was assured. This had to be done as part of the validation process of the study and for ethical considerations.

The children were asked to fill in the questionnaire in a small focused group in the school library. The researcher used a guided process. The children were brought into the library and the researcher began by explaining the purpose of the questionnaire and how to answer each question. The researcher then went through the questionnaire question by question. The researcher read each question and explained each multiple choice answers given to help the children understand what each answer meant. The children were advised to complete their answers without discussion, collaboration or copying from their friends. The decision to administer the questionnaires in this way was to save time because of the time constraint and also to ensure children's understanding and create a non-threatening situation thus helping to ensure the validity of the results.

3. Interview

Berg (1995) emphasised, "the interview is an especially effective method of collecting information and a useful means of access in understanding the perceptions of participants or learning how participants come to attach certain meanings to phenomena or events" (p. 63-64). To Fontana and Frey (1994), "interviewing is one of the most common and yet the most powerful ways to understand our fellow human beings" (p. 361). In other words, interviews are used when the researcher wants to elicit information that can't be observed or replicated (Merriam, 1988).

An interview protocol was used to allow the researcher to takes note during each interview (see Appendix 3L and 3M). The researcher found a quiet location free from distractions to record the interviews through audio taping to promote accuracy when recording the information (Creswell, 1998). The researcher's journal served as a log of who was interviewed, how long the interview lasted, when it was carried out and where they were interviewed. The three teachers were interviewed twice, once at the beginning of the study and once at the end of the study. The teachers were also informally interviewed through conversations that occurred before and after the observation of their lessons. All the interviews were conducted in Malay and audio-taped throughout the sessions. The interviews with one of the traditional approach teachers (TRA2) and the balanced reading approach teacher (BRA2) took place in the school library after they had finished their teaching. The interview with the other traditional teacher (TRA1) from SRDM took place in the school audio-visual room during recess. The length of each interview with the teacher lasted approximately one hour. During the interviews, informants had been allowed to clarify, contradict and disclaim any issues pertaining to

the topics being discussed. Their responses were also challenged so that particular phenomena could be studied in-depth.

The children were also interviewed twice, once at the beginning of the study and once at the end of the study. They were also informally interviewed through conversations that occurred after the classroom observations. Children were interviewed in the school library and in their classroom. They were brought into the library individually and the researcher began by explaining the purpose of the interview and the input required from the children. The confidentiality of the participants' responses was also noted and assured. It was anticipated that interviewing these Bruneian children could be problematic. This is because they are not used to offering their views freely in a classroom setting, where the teacher and the large group typically have an inhibiting effect on their behaviour. In addition, with respect to the culture, they see adults as authoritative figures and thus become reluctant to divulge certain aspects of information and may suspect the motives of the interviewer and the interview itself. However, spending two weeks with the classes studied before the actual data collection to get to know the children and their teachers minimized these potential problems. Moreover, this ensured a less threatening context and encouraged the children to respond freely and honestly, alleviating any grounds for suspicion or fear. So, the researcher recorded the children's verbal responses. It was not necessary to audio-tape the children's responses because they provided short and simple statements. The researcher then sorted all the teachers' and children's interview data and filed them into a locked cabinet.

4. Reading test

The Reading Program Progress Test was administered twice. The first test was given prior to the commencement of the study and the second test was given after the completion of the study. The test was given to assess the children's proficiency and knowledge of reading in Malay. The test was administered by the researcher with the help of the three participant teachers. During the administration of the test, each child was given a copy of the test booklet and they were required to write down their first name, the school and their class, so that it was easy for the researcher to identify the children, their classes and school because during the research, it was necessary to follow through each individual child's progress and achievement. Only at the completion of the data collection was a pseudonym allocated and links to names deleted. Before they started answering the questions, the researcher took the children through the whole reading test booklet and then the researcher briefed and gave explanations to the children on how the questions should be answered. The children were also advised to complete their answers without discussion, collaboration or copying from their friends. The desk seating arrangements facilitated privacy.

The children were given one hour to finish answering all the questions in the booklet. After they had completed the test, the booklets were collected for marking. The marking was done by the researcher and then cross-checked by the two participating Primary One teachers (TRA1 and TRA2) to help validate the marking process. One mark was awarded for each correct answer. No marks or half marks were awarded where more than one answer was given by the children in the multiple choice questions (see Appendix

3B). This test was repeated at the end of the research with a parallel Reading Program Progress Test (see Appendix 3N).

5. Reading passages

In addition to the reading program progress test, children were also asked to read aloud passages which were printed in large font size once a month. A total of five texts were read by each participating child during the course of the study. This limitation was due to the time constraint in the teaching of reading itself. With the limited number of hours spent learning to read in Malay and the lack of integration of reading and writing across the curriculum, this approach seems as most feasible for example examining progress at monthly intervals. Each text had a different total number of words and some variability in language patterns, graduating the reading level demand over time. The reason for having different total number of words and some variability in language patterns is that to glean more information about the participating children's literacy development and how they are using cues and strategies while reading. A list of characteristics that were used to allocate the texts to varying levels of difficulty is presented in Table 3.5 and a copy of the texts can be seen in Appendix 3C.

Table 3.5 *Characteristics in levelling the texts*

Reading Text	Number of words with 1 to 5 syllables					Number of sentence types		Total number of words in text	Total number of sentences in the text
	1	2	3	4	5	Simple	Complex		
1	6	29	3	0	0	3	4	38	7
2	10	26	16	1	2	1	6	55	7
3	7	39	21	7	1	1	8	75	9
4	16	35	25	6	1	2	7	83	9
5	19	51	18	7	0	0	7	95	7

Malay word order shares the same basic structure as English, which is 'subject-verb-object' (SVO). However, there are numerous other differences such as there are no plurals, grammatical gender, or verb conjugation for person, number or tense, all of which are expressed with adverbs or tense indicators: *saya makan,* "I eat" (now), *saya sudah makan,* "I already eat" = "I ate". There is also no pronoun for things and animals in Malay language in contrast to English which has 'it' for singular thing or animal and 'they' for plural ones. Malay speakers need to repeat the name of the thing or animal if they want to mention it for the second time in Malay. For example: In the third reading passage "*Pak Alang memelihara seekor **monyet**. **Monyet** itu bernama Ciki* " (Pak Alang rears a monkey. The name of the monkey is Ciki). In addition, in Malay language, a numeral coefficient (penjodoh bilangan) is used before singular or countable nouns such as ***seekor*** *monyet* (a monkey) but not in English. In English, at least an article should be used before a singular

noun. Moreover, in Malay language, plurality is indicated by cardinal and ordinal words such as *semua* (all), *sebahagian* (some) and *tiap* (every) while ordinal words are *kedua* (second), *ketiga* (third) and many others (Asmah, 1986). Plurality can also be indicated by a reduplication such as *gula-gula* (sweets) or by adding the prefix *ber-* to words of measurement, which then undergo reduplication such as *berjam-jam* (hours), *berhari-hari* (days after days), *berbulan-bulan* (month after month) and many others.

In addition, a characteristic of the Malay language is that it is a so-called agglutinative language, which means that the suffixes are all attached to a base root. So a word can become very long. For example there is a base word *hasil* which means "result". But it can be extended as far as *ketidakberhasilannya,* which means his or her failure. So there is no one-to-one relationship between Malay and English. These languages are used differently and therefore cannot be translated directly from one language to another.

The first reading passage test was administered in June at week 6. The test took place in the school library. The research made an arrangement with the classroom and subject teacher to send the children one-by-one to the school library after they had finished doing their work. The children were asked to read the texts out loud at their own pace. Then, the researcher followed the children's reading on separate texts copies and noted the miscues, the strategies the children used to comprehend text, if any, and the problems the encountered while reading. Miscues were recorded with the correct text noted above the word. If a child tried several times to read a word, all his or her trials were noted. When a child succeeded in correcting a previous error it was recorded as a self-correction (SC). When no response was given to a word, it was recorded with a dash (-). If the child could

not attempt a word, he or she was told the word (written T). This data collection provided a total of 30 records.

3.7 Development of instrumentation to assess teaching and children's reading progress

In this study, as noted previously, five instruments were used to assess teachers' teaching and children's reading performance and achievement: 1) Observational Sheet; 2) Retrospective notes; 3) Pre- and post- Reading Program Progress Tests; 4) Five Passages and 5) Running Records of children's reading. The Observational sheet was used to assess the classroom interaction and retrospective notes were used to write down what happened in both types of reading approaches (TRA and BRA) during reading lessons. Additionally, data were collected through the Pre- and Post-Reading Program Progress tests, the ongoing reading of passages and the associated running records. The design, development and rationale for the various instruments used for teaching and assessing reading are described in detail in the following sections. Such explanation is considered vital to understanding the limitations impacting on any attempt to implement a contemporary reading approach as one would expect to find in Australia, UK or US for instance because of the uniqueness of the Brunei educational context. Brunei is a developing country and classrooms do not have access to modern resources, information communication technologies (ICTs) and resources that rely on computers, internet access and multimedia/multimodal texts (Campbell & Green, 2003). Thus, any move to teach through authentic texts as with the present trial is highly innovative and such texts need to be written as they were non-existent at the time of the research in early childhood

educational settings. The following two sections discuss in turn the strategies employed to gather evidence to assess teachers' teaching practices and the evidence to assess children's reading performance and achievement.

1. Assessing teachers' teaching practices

The observational sheet was used to assess the independent variables of traditional and balanced reading approaches classroom interaction. More specifically, the sheet was used to document teachers' talk which included teachers' responses and initiations, and children's responses and initiation as well as times when there was silence. The categories of teachers' responses and initiations assessed by the observation sheets were: accepts feeling, praises or encouragies, asking questions, lecturing, giving directions, and criticising. The categories of child responses and initiations assessed in the observation sheet were: children talk-responses, children talk-initiation (spontaneous) and children talk-initiation (choral recitation or directed activities or initiation set up by teachers). The researcher ticked the appropriate category at intervals of five seconds. For example, if within five seconds the teacher asked a question then a tally stroke was placed on that category. Once the coding was completed, tallies were summed-up for each category. In order to calculate the overall classroom interaction, frequencies from category 1 to 11 were added which were converted into percentages. To calculate teachers' talk, frequencies from category 1 to 7 were added which were converted into percentages by dividing the frequencies with the overall classroom interaction. To calculate the teachers' direct talk, frequencies from category 5 to 7 were added which were converted into

percentages by dividing the frequencies with the teachers' talk. To calculate the children's talk, frequencies from category 8 to 10 were added which were converted into percentages by dividing the frequencies with the total classroom interaction. Then the teacher talk was analysed further to see what types of talk the teacher used in teaching reading to their classrooms. This is also applied to the children's talk. Thus, in addition to Flander's Interaction Analysis Categories (FIAC), the researcher also used 'Scaffolding Interaction Cycle' moves (Culican, 2005) to analyse the teachers' talk. The category of "moves" are shown in Table 3.6.

Table 3.6 *The teacher's talk analysis 'moves'*

Moves	Wording (or sentence stems) for scaffolding prompts or cues
Prepare	
Identify	
Elaborate	

Along with the observational sheet, the researcher took retrospective notes at the end of each lesson. They comprised a written account of what the research saw, heard, experienced, and thought during the data collection process, as well as the researcher reflections on the data collected. Retrospective notes were recorded manually during observations. The classroom talk was also audio-taped and then transcribed to provide

more accurate and detailed information of what transpired. In addition to the above mentioned instruments, other artifacts were used to develop these tools, including teacher's lesson plans and official documents such as the Malay Language Syllabus. Lincoln and Guba (1985) recognized that documents and records "are a rich source of information, contextually relevant and grounded in the contexts they represented. Their richness includes the fact that they appear in the natural language of that setting" (p. 277). These documents provided a secondary data source to further investigate teacher practices and their implications for the children and also served as means for data triangulation.

2. Assessing children's reading performance and achievement

The Pre- and Post-Reading Program Progress Tests were used to assess the children's reading performance and achievement. There were 43 mixed questions in six sections. The six sections were: Section A - Literacy concepts, Section B - Letter and sound recognition, Section C - Matching pictures to words, words to pictures and sentences to pictures, Section D – Spelling, Section E – Reading comprehension and Section F – Reading comprehension through CLOZE activity. The tests were administered before the commencement of the study and then again at the end of the study.

The reading passages used to assess the dependent variable of children's improvement in reading through the taking of running records at monthly intervals (5) were developed by the researcher, based on various resources such as the Primary One Malay Language text book, which was published by CDD, and other commercial Malay text books which were published by Malaysian publishers. From these text books, the

researcher selected five passages and modified them for the use of the study. This was to ensure the passages were suitable and culturally relevant to the Brunei Primary One context. (The breakdown of the sentence structures and word analysis are shown in Table 3.5). Then these texts were enlarged and laminated to make it easy for the children to read. These texts then went to trial and validation process with five Primary One teachers and also the Head of the Malay Language Department of the schools and colleague teachers from the Department of Early Childhood and Department of Language Education

Running record[7] was used to document the children's progress in reading because there was no specific assessment that had been used in Malay to recognize and record specific children's reading behaviours and miscues. So, by using running record, it helped the researcher to understand how the children responded to unknown words and applied strategies or cues over time, thus highlighting what they were learning or not learning. Martens (1997) specifies that noting and understanding children's miscues, teachers in this study saw that "readers … were knowledgeable and capable language users and … possess a variety of strengths that we can build on to support them in becoming more proficient" (p. 608). Moreover, running records can provide some information as to whether the children were monitoring their own reading through the use of self-corrections.

3.8 The teaching and learning procedures

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[7] Running record is a record of oral reading that is used by teachers to document and assess children's reading level.

The following are the basic procedures adopted for the balanced reading approach (BRA). It encompasses initiation of the program, selection of the books, the instructional sequence and teaching strategies.

1. Program initiation

Two weeks before the program begin, the researcher spent a substantial amount of time discussing the procedures of the balanced reading approach (BRA) with the participating teacher. It was also crucial to know each other as we were going to work together for a period of 10 months.

2. Selection of books

Books to be used in this study need to be selected because the existing textbooks and the Malay story books in the library were found not suitable for this study. After finished searching for the right books, finally, the researcher decided to use non–fiction and famous folklore story books.. Then, these story books were designed based on English written texts for early childhood and went through a validation process. After that, these books were enlarged into A3 size big books and showed them to teacher BRA2 before the commencement of the study. Teacher BRA2 agreed to use all the selected books as her teaching reading resources. The same procedure was applied in selecting the books for the guided reading. A series of books published by Hartamas and Pelangi were selected to be used for the guided reading sessions in this study. These books were selected because of the language level was appropriate for Primary One level and easy to understand. It should

be noted that these books were not leveled or graded books like equivalent texts in English so, a selection was made.

3. The instructional sequence

For 10 months of the study, teacher BRA2 worked with her students included the two low-achievers case study children... It should be noted that teacher BRA2 was teaching her normal classroom which had mixed ability students. So, it means that teacher BRA2 was not only teaching the two case study children but also her other children in the classroom using the balanced approach. Each lesson began with children choosing books to read. For the first day of the teaching, this was exactly what was done. For the other sessions, the reading class began by reading the books that had been chosen in the session before. The session began with the teacher asking the children about the previous story that they had read. Then, the teacher took out the story in the big book form and displayed the cover of the book. This was followed by the teacher reading the title of the book and the children reading after her. The teacher then asked simple questions about the book, often drawing their attention to the cover, to familiarize the children with the book to activate their schema and also encourage them to predict the story. The teacher then talked about the author and the illustrator. The teacher then read the book aloud to the children with proper rhythm and intonations by pointing to each of the words in the book as she read. During these reading aloud sessions, the teacher encouraged the children to repeat the teacher's words. Then, the teacher held shared reading sessions. This was in keeping with a shared story approach as recommended by Campbell and Green (2006). During these shared

reading sessions, the teacher and all the children in teacher BRA2 classroom read the text together. These shared reading sessions were done as a whole group activity. Then, the teacher read the story again, and the children followed after her. At this stage, all the children in the classroom (included the two case study children) were introduced with strategies to help them solve problems in identifying unknown words. Then the teacher discussed the story content.

After completing a reading session, teacher BRA2 then grouped the children into two groups: independent and guided reading groups. The independent groups were for high and average achievers children. They were encouraged to read texts at their independent reading level after they had finished doing their work. The guided reading group was for low-achieving children (including the two case study children). In this group, the teacher worked with a small group of low-achievers to read individual copies of story books and to provide assistance for children to develop the necessary strategies to make sense of the text.

In this guided reading group, the teacher BRA2 began her lessons by asking the children simple questions about the book, often drawing their attention to the cover, to familiarize the children with the book or activate their schema. Once familiarization of the story was achieved, one of the low-achieving children was asked to read aloud. While this child read the text, the teacher listened and closely observed the miscues and strategies the child used to try to make meaning from the text. Once the reading was completed, the teacher taught the child the necessary strategies to help facilitate the child's reading. If this child's performance was satisfactory, then he or she was given another book to read. If

not, he or she was given an easier book as well as being asked to keep reading the same book, using the strategies the teacher had prompted. Satisfactory performance was defined as having 90 percent oral reading accuracy on the running record (Clay, 1976). The teacher gauged the children's comprehension level by assessing the children's ability to retell the gist of the story. Throughout the implementation period, these procedures were used during the teaching of reading. Then each month, the two case study children in the BRA classroom at the focus of this study were required to take a reading passage test. This test started in June.

4. Teaching strategies

The following strategies were taught based on the children's needs as they read the picture books.

a) Pointing

As a standard practice, the children were required to point at every word in the books when reading them so as to draw attention towards the individual words. This method helped them to work on words in order to pronounce or comprehend them. In addition, pointing helped children to see that each spoken word matched one written word and also to show the direction that eyes moved when they read the print. Careful matching of spoken word and written word by pointing helps the children learn these things (Holdaway, 1979, p. 75-76; Clay, 1972, p. 72-73). However, the disadvantage of pointing is that it is seen as encouraging children to view reading as "word by word" and this may affect fluency. In addition, it was quite awkward to point at every word as they read the

book. They tended to pass on the words quickly, and often omit words as they tried to read. However, the children became more adaptive at pointing as they read more books.

b) Predicting

Predicting was another method used and practised when the children answered simple questions about a book that they were going to read based on the title and the pictures on the cover. If some children had difficulty in understanding the words in the title, the teacher would ask questions based solely on the pictures. Talking and thinking about the books in this way helped the students to familiarize themselves with the stories, and activated their metalinguistic awareness. Once they had attempted to predict, they were asked to skim through the books and look at the pictures to check how close their predictions were to the story line (visual cues).

c) Look back

Look back was a strategy that was used for checking information which the children had come across before in order to understand new information or new words (semantic cues). At the early stage, the children in the balanced reading approach, had to be constantly reminded to refer to sentences they had read to follow the sequence of events in the story. Questions were asked to check the children's comprehension of the stories. This method helped the children to practise this strategy.

d) Picture/visual and syntactic cues

When checking for the children's comprehension of story and sentences or words, the BRA2 teacher directed the children's attention to the pictures as a source of meaning and understanding. All children depended on the pictures in the books to help them understand the story, the storyline, guessing meanings of words and sentences (syntactic cues). If the picture cues did not help the children to relate the words or sentences on the page with their previous knowledge, the teacher had to help the children by trying other ways of getting at the meaning of the words or the sentences such as phonemic awareness and graphophonic cues, or segmentation strategy.

e) Sounding out the words

One way to help children deal with unfamiliar words was to encourage them to sound out the words. Since all the children were familiar with the sounds of the alphabets, they were quite receptive to this method. However, this strategy helped the children to pronounce new words only to a limited extent.

f) Segmentation

Segmentation was also practiced in this study. Children were encouraged to segment the words into their syllables when they came to new or unknown words. Although the teacher encouraged the children to segment, she still had to help them with some words.

3.9 Data analysis

Data analysis "is the process of making sense out of one's data" (Merriam, 1988, p. 127). Bogdan and Biklen (1992) noted that analysis "involves working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what to tell others" (p.145).

The researcher analyzed and interpreted all the data collected, which consisted of observational evidence, interview, questionnaire, and reading test. The observational sheets, retrospective notes, audio recordings and running records were used to record and store data, which were a valuable part of the analysis of the study. The first step in data analysis was to process the data by transferring all recorded data into word typed documents and viewing, rereading, coding, and categorizing the data. This gave the researcher the opportunity to re-examine each Malay reading lesson conducted in the two classrooms including the classroom interaction. Observational sheets, retrospective notes and teaching artifacts were sorted and stored with the audio tapes from the same lesson. In the second step, the researcher looked for the trends and patterns in each type of data collected. Teaching plans and other teaching materials were examined with other observational data. Observational data, interviews, and questionnaires were each analyzed separately and then compared. Teachers' and children's interactions were also analyzed separately. The researcher looked for evidence of the current teaching practices (traditional approach) and its influence or impact on the children's reading performance and achievement. The reading program progress tests were scored by the researcher and cross-checked by the two participant teachers.

The researcher used the observational sheet to categorize or code all the observational data. Once the data were listed below each category, the researcher looked for evidence and overlaps with the data from other observations collected. This coding process allowed the researcher to look for deeper connections and overlaps between the independent and dependent variables. All data collected remained confidential throughout the data collection and data analysis process. The running records of the six low-achievers were used to assess their reading progress as these records provided the kind of errors made (for example, substitution, omission, being told the word), their self-corrections or the way they tried to pronounce difficult words. From the errors the child made in the running record, patterns or groups of words that the child had difficulty with became evident so that they could be worked with the children. In the third step, the researcher looked for a relationship between teaching and learning seeking to answer the research questions.

3.10 Establishing trustworthiness of qualitative data

The process of triangulation of data, prolonged engagement and member checks were also used to ensure trustworthiness of the qualitative data. Triangulation was used to improve the credibility of the study by comparing multiple sources of data used to assess the same variables. Prolonged engagement enhanced credibility by providing me the opportunity to develop a trusting relationship with the research participants. Prolonged engagement also enhanced dependability. Member checks also enhanced credibility of the findings by subjecting them to the additional interpretations and opinions of the study participants.

Interpretations were reported back to the participants to see if these interpretations made sense to them. This process enhanced credibility and provided another opportunity to incorporate the teachers' perspective and experience into the analysis process.

1. Triangulation

Multiple sources of data and data collection strategies were used to triangulate the findings of this study. Multiple sources of data included three teachers and six low-achievers. The multiple data collection strategies used in this study included: observational evidence including observation sheets, retrospective notes, audio taped lessons, lesson plans, and other teaching materials, interviews for the teachers and children, questionnaires for teachers and children, reading tests and running records of children's reading. This process of triangulation ensured that all patterns and trends were supported by multiple sources collected through multiple strategies enhancing the credibility of the findings. During the interview process with the three teachers and children, the researcher asked the same set of questions, in the same order, using the same words.

2. Prolonged engagement

Prolonged engagement was used to establish trustworthiness of the findings. Prolonged engagement enhanced the credibility of the findings through the development of a trusting relationship with those researched and through repeated opportunities to gather data and explore variables. This engagement allowed the researcher to observe and interact in various contexts over time, and obtain a deeper understanding of the case study being explored. As an observer in the three teachers' classrooms, the researcher was able to

identify important patterns in the data collected and to notice events that children may not have talked about in their interviews. Prolonged engagement allowed topics, events, and issues to emerge as a natural part of the teaching and learning process.

3. Members check

The three participant teachers were asked to examine the chain of evidence collected to see if the analysis and interpretations made sense to them as a verification of interpretations. Foreman (1948) also recommended "review by subjects or functionaries" (p. 414) to increase validity. The researcher went back to the three participant teachers at the completion of the study, and asked each participant to check on the data if it was accurate or needed correction or elaboration as they were collected and interpreted.

4. Research bias

The issue of bias in qualitative research is an important one and demands special attention and discussion in any qualitative research case study. Mechanisms were put in place to minimize the researcher subjectivity and bias as far as possible within the context of exploring pedagogical practices in selected classrooms and the reading performance of young children learning to read in Primary One. As noted earlier, the researcher made much effort and gave much time to establish a non-threatening research context with the teachers and the school and confidentiality of the names of participants was assured in order to ensure that both teachers and children were comfortable with the idea of someone observing, interviewing, audio-taping and note-taking during the lessons. While it may not be possible to be absolutely unbiased in a researcher's observations, analysis and reporting

of data, this researcher was able to design strategies to guard against this and ultimately argued credibility and validity for the results. As noted earlier, this was achieved through the sharing and validation of findings and reporting with the participants, and the triangulation of the data.

In addition, it is important to understand the researcher's background to the study. The researcher is 38 year old Malay female teacher. Having a degree in Malay and Malay literature minor from University of Brunei Darussalam, and a master's degree in education from National Malaysia University, 13 years at the primary and secondary school level, as well as exposed to the different approaches to teaching reading, namely reading aloud, shared reading, guided reading and independent reading at the university, and as a member of the Teachers' Association, serving the Malay curriculum committee as a representative of the primary school level and as a coordinator of examinations at the secondary level. Thus, the researcher has a strong understanding of the level of the children and the Malay content adopted in schools.

The researcher went to both schools unaware of the depth of evidence of the traditional approach in the teachers' teaching of reading. During the research study, the researcher investigated the different perspectives of the teachers teaching Malay reading, how the children learnt to read, how the teachers and children interacted in the teaching of reading in the classroom, and how the teaching of Malay reading might be improved leveling Primary One.

3.11 Summary of the chapter

This chapter has explained the research method and design for the case study of the teaching of reading in Malay in Brunei. It outlined the data collection process, the instruments used and issues involved in carrying out such a study. Besides describing the sample selection and the development of instruments and resources for trial of the balanced reading approach to teach Malay reading, it also considered the ethics of the research, the importance of triangulation and ways of maximizing research objectivity in qualitative research.

Chapter 4 reports on the analysis of the data and the results of the research. It describes in detail the work of the teachers in the two contrasting approaches to the teaching of reading in Malay and the outcomes of the case study children at the focus of the research in terms of their learning experiences, reading performance and achievement.

Chapter 4 Results

4.0 Introduction

The purpose of this chapter is to report the result of the data analysis and the interpretation of the data the researcher collected for the exploratory case study research which employed a mix of qualitative and quantitative approaches in order to answer the five research questions posed in the current study. Data were collected using observational evidence which included retrospective notes, Flanders' observational sheets, audio-recordings of teaching, lesson plans and other teaching materials, pre and post-tests, children's running records of reading test and teachers' and children's responses to questionnaires and interviews, respectively.

A total of 48 lessons of observational data were collected. These data were analysed to identify the traditional reading approach practices of Primary One level teachers in government primary schools of Brunei Darussalam, and how these teaching practices impact the children's performance and achievement in reading.

This chapter begins with a description of the two schools involved and the traditional reading approach practices in two primary teachers' classrooms in this study. The consecutive sections report the results of the impact of the traditional reading approach practices on young children learning to read in Malay and the impact of the balanced reading approach on these children. The chapter ends with a brief summary of the main findings.

4.1 Background of case study schools

The following describes the background of the two case study schools. These two schools were given code in order to preserve the anonymity of those taking part in the study.

1. SRDB

SRDB was built in July 1994 and was fully-utilized in April, 1996. The school is situated in the Lambak Kanan Housing scheme. The vision of the school is "*Sekolah Berkesan Pendidikan Berkualiti*" [Effective School, Quality Education]. The mission of the school is "*menyediakan perkhidmatan pendidikan dan sokongan professional yang berkualiti ke arah pendidikan yang berkesan*" [to provide educational services and quality professional support towards effective education].

This school is made up of three two storey buildings with a number of facilities such as a Library, a Hall, a Multipurpose hall, a Resource Room, a Computer Lab, Teacher Staffroom, a Special Room for English, Special Education Room, Conference Room, Kitchen and Canteen. There are six standards (year levels) in the school. Each standard has three classes with 35 -36 students. Each class has mixed ability students as they were not placed based on their academic merit. In this school, and as in the majority of primary schools in Brunei, children spend most of their time in the same classroom where almost all the subjects are taught. The class moves out only during break time, physical education lessons and other extra-teaching activities, such as visits to museums.

This school offers a single session only unlike SRDM which offers a double session. It has 32 teaching staff and 10 non-teaching staff. The school has 478 students.

The school is very active in participating in the national co-curriculum (extra-curricula activities either in sports or academic) competition held by the Ministry of Education and has gained achievement in co-curriculum competitions such as being the Champion in football tournaments for primary schools at the national level, second runner-up in the football tournament for Brunei II, Champion for the national story telling competition, and Champion in *Penilaian Sekolah Rendah* (PSR) quiz for primary schools of Brunei II. The children are mainly drawn from the local area. They are provided with free food, drinks and fruits. The school also has a canteen where the children can buy food. Children's work is displayed throughout the hallways of the school and photographs of their activities, records of achievement, memos from the school and Ministry of Education, and announcements are placed in locked glass cases for all to see. Every classroom door has signs to identify various classes and classrooms and there are drawings of fruits and transportation outside some classrooms. Generally, the classroom atmosphere of this school is peaceful, orderly, austere and autocratic. This is because almost all the lessons across all subjects in the school are dominated and controlled by teachers. There is limited student participation and the furniture setting is arranged for teacher control and rigid time allocations. It strongly reflects the traditional approach to teaching and learning.

2. SRDM

SRDM was built in May 1989 and fully-utilized in 1990. The school is also situated in the Lambak Kanan Housing scheme. The philosophy of the school is "As pupils are endowed with different levels of intelligence and ability, we believe that they should be encouraged

to do their best in whatever they do and to aim for excellence within their capability". The aims of the school is to facilitate the children achieving their full potential, equip them with knowledge and basic skills to enable them to proceed with their education to secondary level as well as to become responsible and useful citizens of Negara Brunei Darussalam.

This school offers double sessions – morning and afternoon. This is because of there are not enough classrooms to accommodate the large number of students enrolled there. It is made up of three, three-storey buildings with a number of facilities such as a resource room, a Library, Conference room, a Computer Lab, Canteen, Kitchen, Teachers' Staffroom, Multi-purpose Hall, and English Room. Each standard has three classes with 35 – 36 students which are mixed ability students, as they also are not placed based on their academic merit.

The enrolment at SRDM is close to 1000 with approximately 140 children in Primary One level. The school has 61 teaching staff and 13 non-teaching staff. Like SRDB, this school is also very active in participating in the co-curriculum (extra curriculum activities) competition held by the Ministry of Education. Like SRDB, generally the classroom atmosphere of this school is peaceful, orderly, austere and autocratic. It strongly reflects the traditional approach to teaching and learning because almost all the lessons across all subjects in the school are dominated by direct teaching, lecturing and routine question-asking, passive roles of students in the classrooms, arrangements of classrooms were in rows that does not allow communication among students and the students of the school are under the tight control of the teachers.

3. School culture

Wearing a uniform is an important part of the school culture. All the boys in both schools must wear white short-sleeved shirts and light green shorts or long pants. The boys need to wear the *songkok* ('Malay cap made of velvet') and their hair must be cut short enough to be above the collar of the shirt. As for the girls, they must wear the white *baju kurung* with long skirts and a white *tudung* ('Islamic veil'). The colours of the skirt depend on the school, for example the color of the girls' skirt in SRDM is pink. They must wear white socks and black shoes. During extra-curricular activities or physical education, they wear white shoes and other school sports attire that displays the school logo. The girls must wear long sleeved sports attire with a *tudung*.

The male teachers in the school must wear neat dress with long sleeves, tie and long pants. They also need to wear a *songkok* which is especially for Muslim teachers. Non-Muslim teachers do not need to wear it. They also have to keep their hair short and are not allowed to have their hair dyed. The Muslim female teachers must wear the *baju kurung* with *tudung*. This is the dress code for the teachers in every school in Brunei. They are not allowed to wear pants or skirts. However, non-Muslims teachers are allowed to wear the *baju kurung* but it must be accepted with the school regulations. Sandals or slippers are not allowed to be worn at school. All the teachers in the schools must wear shoes that fully cover the foot and abide by the dress codes.

Part of the school culture also requires daily greetings to be conducted in Arabic: *"Assalamualaikum"* ("Peace be upon you"), followed by the usual *"Selamat Pagi, cikgu"* ("Good morning, teacher"), and the recitation of a short prayer before teachers begin their

lessons. At the end of the school day, the children are expected to kiss the hands of their teachers as they depart to show their respect for them. In addition, schools in Brunei devote half an hour each morning to school activities such as flag raising, followed by singing of the National Anthem and morning prayers, and other activities such as cleaning the school compound and gardening before the commencement of lessons. These activities are intended to inculcate national awareness and Bruneian values as specified by the concept of Melayu Islam Beraja (Malay Islamic Monarchy) (MIB).

In the classroom, children are expected to obey the teachers, respect their instructions, accept whatever they say without question, and not confront or challenge their knowledge by asking questions. Challenging a teacher and talking in class would mean disrespect for the teacher and hence disrupting harmony in the classroom. A good student must display docility, obedience and submissiveness toward his/her teachers. In other words, Bruneian children are culturally oriented to be silent when confronting people who are much older than themselves.

Generally, most Brunei primary schools have a large number (approximately twenty eight and above) of students per class. The seating arrangement in most of the classrooms is in orderly columns and rows and usually the boys are seated in the front rows and the girls are seated behind them for most of their lessons. This is in line with the Islamic values which are practiced in this country. This can be seen in the following picture (Figure 4.1).

Figure 4.1 Children's seating arrangements in the classroom

These schools also emphasise strict discipline and controlled behaviour – order and quietness – and classroom learning is mainly teacher-centred so that the crammed examination syllabus can be finished on time. This results in a high demand on teachers to help children achieve well in public examinations, leading to an emphasis on completing the syllabus and drilling children to practice answering examination-type questions. Children's achievement is usually measured by their performance in the school assessment and examinations. Success in examinations is crucial for progression from one level to the next. The examination results, particularly the standardized test at the end of Primary VI, have been used to compare school performance throughout the country. Thus, many parents and teachers play an authoritarian role in disciplining children, pushing them to work hard for academic purposes. In addition, cognitive outcomes rather than social ones are also emphasised in the education system of Brunei.

In Brunei Darussalam, children in lower primary classes (Primary One to Three) do not have access to modern resources, information communication technologies (ICT)

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and resources that rely on computers, internet access and multimedia/multimodal texts like in Western countries such as Australia, UK or US. Even parents are not welcomed or are not encouraged to help their children's learning in the classrooms. It is seen to be the only the teacher's domain.

In Brunei schools, starting from Primary One, the children learn both their native language of Malay and also the English language. In addition, they also have to learn the script for Jawi. Malay uses the Romanised script to read in the same way as it is applied to English, and from left to right. However, the Jawi script is based on Arabic characters and the pattern of reading and writing is opposite moving from right to left. Thus, at the very early stage of learning in early childhood, these children have to learn to read two different languages and in addition, they have to learn to read two entirely different scripts with opposing progression and practice two different forms of writing.

4.2 What are the current traditional reading approach practices (*TRA*) in the early years of schooling in Brunei?

Before the researcher describes the current reading teaching practices of teacher TRA1, this section first describes the background of teacher TRA1 and her classroom's physical setting, including the class seating, available resources, the various objects and their arrangement.

4.2.1 Background of teacher TRA1

Teacher TRA1 was 25 years old at the time of the study. Married with a young daughter, she attended her teacher training at the local university and in 2000 she was awarded a

Certificate in Teaching. She had four years teaching experience following the completion of her teacher training at a local university. However, she had only two years experience in teaching Primary One classes. Previously, she taught Primary Two, and Three. Apart from being a class teacher, she teaches nearly all the subjects except English and Islamic religious knowledge. This is in accordance with Brunei primary education policy that states a primary school teacher should be able to teach all the subjects within a particular class. Perusal of her teaching lesson-book and observation of the way she organizes her teaching and her teaching materials she was a well-organized, systematic and a creative teacher. She also lived nearby the school.

Data from questionnaire and interview showed rich details of her practice. Teacher TRA1 said that she liked to teach reading at primary one level by using a syllable method. In her view this method is appropriate for Primary One level children and by using this method she could help them read even though they had never learned the words before. This might be influenced by her perception of reading as children being able to read and understand what they have read besides being able to spell the words.

When asked about the effectiveness of the current method, teacher TRA1 agreed that this method is very effective in helping children to read:

> The current practice (syllable method) is good and appropriate because the children could read each word in the text given to them even though they had never learned the word before and also many teachers used this method many years ago to teach the children … it is effective.

Even though she agreed with the effectiveness of the current method, she still points out that some children in her class could not read the text very well. Her reasons were that some children lack reading practices and also some are still unable to recognize letters of the alphabet.

When asked how she could help to overcome these problems, teacher TRA1 said that she tried to help these children by giving them some words to practice not only during reading lessons but also during other Malay lessons such as during comprehension and composition lessons and also by giving them extra classes. In this extra class she would teach and guide the children individually on how to read and spell the words by using syllables. However, the big constraint on her efforts to help unsuccessful learners was time and the class being too big to manage.

When asked how children's reading could be improved, teacher TRA1 recommended encouraging the children to read more books at home and to read books after they had finished doing their school work or during their free time. Her one big hope was for the children in her class to be able to effectively read and write in Malay.

The above responses portray teacher TRA1's beliefs about reading and teaching reading and her concerns as she carries out her duties as a teacher.

4.2.1.1 The physical setting of teacher TRA1 classroom

Teacher TRA1's class was made up of 35 children, 15 boys and 20 girls. Children's desks were carefully arranged into five groups. Each child's desk was neatly covered by a table cloth. Children of mixed abilities were seated in groups of four and six. The children were

all Muslim and all had Brunei Malay as their first language. There were two boards at the front of the classroom, one white and the other green. A photograph of the Sultan and his queen were placed at the top of the green board beside a map of Brunei and an audio speaker.

The teacher's desk is positioned beside the board and behind it, there are two small book shelves and a small table where the teacher keeps the children's exercise books, text books as well as many piles of papers and other material related to teaching. At the corner of the classroom, there is a reading corner with two small chairs and a small cabinet where the teacher stores some story books. However, some of the books are in bad shape and need to be repaired or changed. During the research, the researcher noticed that there were no additional books added to this set of resources. At the other end of the corner, there are cleaning tools: two brooms, a small dustbin and a mop. At the back of her classroom, there was a notice board where she displayed the children's duty roster, classroom time-table and children's monthly test results, along with memos from the school and the Ministry of Education. Alphabet posters and different language skills were neatly displayed on the classroom walls. Her classroom was also provided with two overhead electrical fans and four fluorescent tubes. The door and the windows were always open so the air could flow within the classroom. An illustration of the physical setting of TRA1 classroom can be seen in Figure 4.2.
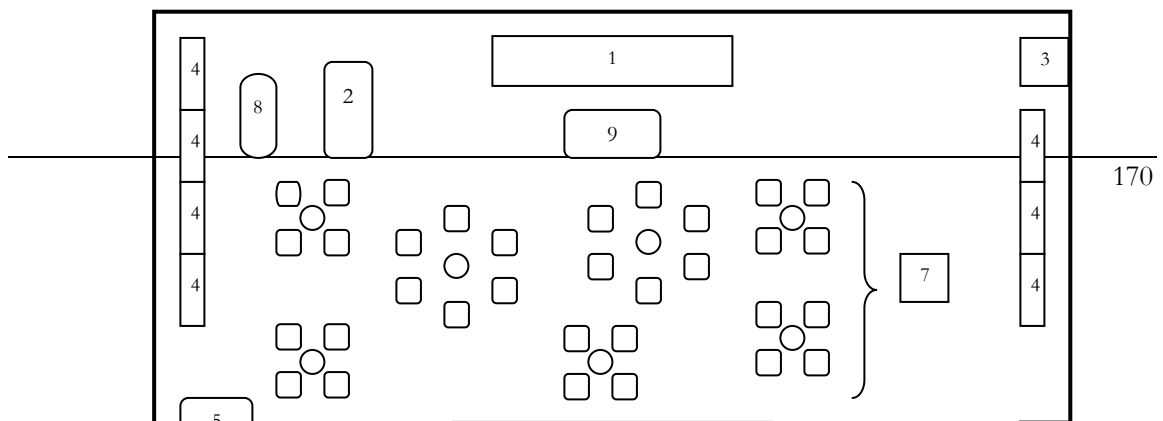
Figure 4.2 Physical setting of TRA1's classroom

1 = white and green board   6 = display board

2 = teacher's desk   7 = children's desks

3 = door   8 = cabinet

4 = windows   9 = gathering corner

5 = reading corner

4.2.1.2 Teacher TRA1's teaching-reading practices

During sixteen observations, teacher TRA1 had taught her class 23 reading topics. The length of the lessons was approximately thirty to sixty minutes. Table 4.1 shows the lessons, dates and time for classroom observation of TRA1.

Table 4.1 *Topics and dates for classroom observation of teacher TRA1*

Observation	Dates	Topic
OB01	9th April	1. Father looks for Popi 2. Father forgets his hat
OB02	16th April	1. Seri has a spoon 2. Sani has rice
OB03	23rd April	1. Today is Eid holiday 2. Yati brought Siti to the city
OB04	30th April	1. This is a basket 2. Mother has a baby
OB05	7th May	Today is mother's day
OB06	21st May	A new car
OB07	28th May	My ambition
OB08	2nd July	Fire
OB09	9th July	1. A Chicken 2. Fish
OB10	30th July	1. A Snake 2. Mother
OB11	13th August	1. Tail 2. Brain
OB12	20th August	Person
OB13	3rd September	Shirt
OB14	17th September	Cup
OB15	8th October	Scale
OB16	29th October	My mother

Table 4.1 shows that on some occasions, teacher TRA1 used two short texts which she extracted from the commercial textbook to teach reading. In her view, by using these short passages it could make reading easy for the children in her class. An example of these short passages can be seen in Figure 4.3 below.

Figure 4.3 *A copy of commercial textbook and passages used by teacher TRA1 to teach reading*

The following section will describe teacher TRA1's teaching reading practices during the first stage of observation.

1. Teacher TRA1: Lesson number seven

This lesson took place on 28th May. It should be emphasised that lessons observed varied from thirty to sixty minutes. In this sixty-minute lesson, the children were reading a text

"Reza's ambition". This text is adapted by teacher TRA1 from a commercial textbook, which is published by Fargoes Publication Sdn. Bhd. and written by Maslina Hj Ramli and Suzie Mat Harun as shown in Figure 4.4 below.

Figure 4.4 A copy of the commercial textbook and a passage used by teacher TRA1 to teach reading

This text centres around a boy named Reza who has the ambition to become a Malay language teacher. The following sequence of events was observed. Generally the lessons began with the children greeting the teacher and then the teacher asks the children to recite a short prayer. Teacher TRA1 then instructed the children to sit on the floor in front of the board and then she wrote down the syllable of each word on the board (see Figure 4.5) or wrote down the title of the text on the board.

Figure 4.5 Children seated in front of the classroom and teacher writing down the syllables of the words on the board

Next she asked the children to tell her what she wrote on the board and then asked them to spell the syllables of the words as a whole class. After that she asked the children to sound them out. The children spelt and sounded them out again in chorus. After that she spelt and sounded out the syllable "**ci**" and the children repeated after her. Teacher TRA1 then pointed to another syllables and the children then spelt and sounded out the syllable **da** in chorus. This can be seen in the following transcript.

Example 4.1:

1	TRA1	:	Okay apa ni? *<Ok what is this?>*
2	S	:	Pelajaran rumi *<Reading subject>*
3	TRA	:	Pelajaran *<subject >*
4	Ss	:	Rumi *<reading>*
5	TRA1	:	Okay eja *<Ok spell>*
6	Ss	:	c-i, ci
7	TRA1	:	Apa bunyinya? *<What is the sound?>*
8	Ss	:	c-i, ci
9	TRA1	:	Apa? *<What?>*
10	Ss	:	c-i, ci
11	TRA1	:	c-i, ci
12	Ss	:	c-i, ci
13	TRA1	:	[Pointing to another syllable on the board]

14	Ss	:	d-a, da
15	TRA1	:	Apa? *<What?>*
16	Ss	:	d-a, da

Example 4.1 shows that Teacher TRA1 used the technique of spelling and sounding out the syllables of the words to activate this schema in the children's approach to reading. The teacher did not begin the lesson with any motivational or stimulus activity to orientate the children to what might be expected of them or to discuss what the reading text was about in terms of constructing meaning and linking to the children's interest or experience. According to teacher TRA1, the children would first spell and read each of the words by using syllables to help them read the words easily and as the basis for them to read more difficult words at a later stage. However, she did not make any explanation to the children about the significance of doing the activity or how it related to their literacy learning. This was followed by drilling the children at length to spell and sound out loud each one of the syllables until she was confident that the children were capable of spelling and verbalizing the syllables correctly.

Then teacher TRA1 stopped this activity when she noticed that one of the children was not paying attention to her teaching. This was followed by asking the children to spell and sound out another syllable. Then she asked the children to repeat the syllables **ca** and another syllable three times. This can be seen in the following extract.

Example 4.2:

17	TRA1	:	Siti… [calling for intention] Okay ani *<Ok, this>* [Pointing to another syllable]
18	S	:	h-u, hu
19	TRA1	:	Apa ni? *<What is this?>*

20	Ss	:	h-u, hu
21	TRA1	:	Lagi *<Again>*
22	Ss	:	h-u, hu
23	TRA1	:	[Pointing to the next syllable]
24	Ss	:	c-a, ca
25	Ss	:	c-a, ca
26	Ss	:	c-a, ca
27	TRA1	:	Fauzi lihat sini *<Fauzi look here>* Karang lisan inda dapat ni *<(If not)you can't do it in oral later>* [Pointing to the next syllable]
28	Ss	:	b-u, bu
29	TRA1	:	Lagi *<Again>*
30	Ss	:	b-u, bu
31	TRA1	:	Lagi *<Again>*
32	Ss	:	b-u, bu
33	TRA1	:	Inda payah nyaring-nyaring teriak-teriak *<No need to shout loudly>* [Pointing to the next syllable]
34	Ss	:	y-a, ya
35	Ss	:	y-a, ya
36	Ss	:	y-a, ya
37	TRA1	:	Okay lihat atas eh *<Ok look at the top eh>* [Pointing to the next syllable]
38	Ss	:	l-a, la
39	Ss	:	l-a, la
40	TRA1	:	[Pointing to the next syllable]

Example 4.2 showed that the lesson was not just about the curricular content but also behaviour management. Behaviour management was the integral framework upon which the lesson was constructed. Lessons in correct behaviour appeared to be the main object regardless of what else was happening in the classroom such as text reading and spelling. We can infer from example 4.2 that the teacher took institutional behaviour to be a significant domain of learning for children. In addition, Example 4.2 showed that teacher TRA1 utterances were presented in a tone of annoyance (line 17, 27, 33 and 37). Besides that, she drilled the children at great length to spell and then sound out each one of the

syllables. According to teacher TRA1, she did this to help the children to spell and read all the words in the texts smoothly.

Once she was sure and confident that the children could memorise the syllables of the words, she asked them to spell the words in the text. This is illustrated in the following excerpt.

Example 4.3:

79	TRA1	:	Boleh? *<Can>*
80	Ss	:	Boleh *<Can>*
81	TRA1	:	Okay cuba eja *<Ok try to spell>*
82	Ss	:	c-i, ci, t-a, ta, cita *<ambition>* c-i, ci, t-a, ta, cita *<ambition>* s-a, sa, y-a, ya, saya *<my>* cita-cata saya *<my ambition>*

In introducing a new word to the children she just asked them the meaning of the word and then told them its meaning. There was no further discussion or explanation from the teacher how the children might unlock the meaning of a word they had never heard or met before. For instance she could have used the context of the sentence to give the children clues for the meaning of the word itself. However, she chose to explain the meaning of the word as in line 103 and 105. Then in line 93 and 101, she left her utterance incomplete to have the children respond to her questions. In this example we can appreciate that the teacher elicits information by questioning and does most of the talking. This is illustrated in the following excerpt.

Example 4.4:

83	TRA1	:	Tau cita-cita *<You know what is "cita-cita (ambition)?>*
84	Ss	:	Some children say "Yes" and some children say "No"
85	TRA1	:	Apa cita-cita ani? *<What is "cita-cita" (ambition)?>*
86	S1	:	Cerita *<story>*

87	TRA1	:	Cerita *<story>* bukan *<no>* Cita-cita ani ah *<Ambition is ah>*
88	S2	:	Jadi poliskah? *<Become a policeman?>*
89	TRA1	:	Ah kata Fauzi cita-cita kan jadi poliskah kan jadi *<Ah Fauzi said ambition to become a policeman or to become>*
90	S3	:	Doktor *<Doctor>*
91	TRA1	:	Doktorkah *<As a doctor>*
92	S4	:	Askar *<Army>*
93	TRA1	:	Askar *<Army>* Ah cita-cita ani bila ni?*<Ah this ambition is when?>* Bila kamu sudah be *<When you are..>*
94	Ss	:	sar *<grown-up>*
95	TRA1	:	besar *<grown-up>* Cita-cita sudah besar *<Ambition when you are grown-up>*
96	S5	:	cakapnya ia ada baju askar *<He said he has an army uniform>*
97	TRA1	:	Sudah besar kan jadi askar? *<You want to become a soldier when you are grown-up?>*
98	Ss	:	(inaudible)
99	TRA1	:	Okay *<Ok>*
100	Ss	:	(inaudible)
101	TRA1	:	Okay habis stop *<Ok stop>* Cikgu cerita pasal cita-cita bukannya pasal askar *<Teacher is talking about ambitions and not about soldier>* Okay cita-cita ani bila kamu sudah be *<Ok this ambition is when you are grown-up>*
102	Ss	:	Sar *<grown-up>*
103	TRA1	:	Masa damit ani misalnya kamu cita-cita kan jadi askar sudah besar mesti dapatkan askar atu, boleh? *<When you are a child for example you want to become a soldier so you must become a soldier, right?>*
104	Ss	:	Boleh *<Yes>*
105	TRA1	:	Kalau sudah tercapai ah kalau sudah kamu jadi askar ah tercapai tah cita-cita kamu tu *<If you have already achieved ah if you have become a soldier ah you have achieved your ambition>* Angan-angan kamu kan jadi askar dari damit sudah besar jadi askar tah ah Azim *<Your dream to become a soldier when you are young so when you are grown-up you become a soldier tah ah Azim>* Ada yang cita-cita kan jadi tukang mengambil sampah? *<Does anyone want to become a garbage collector?>*

When compared with Cullican's Scaffolding Interactional Cycle (CSIC) (Cullican, 2005) teacher TRA1's moves are reflective of the more traditional Question-Answer-

Evaluate rather than using meaning to scaffold children's learning. For instance she could have introduced the story "Today we are going to learn about how children decide about what they want to be when they grow up. I always wanted to be a teacher."

Example 4.4 (line 101) also shows us that the teacher did not allow the children to shift the talk to unrelated topics because she did not want to get engaged in a long exchange with the children. Then she continued her lesson by asking the whole class to spell, sound out and to read the text. Next, she asked questions about the text. These were usually direct references or factual questions which followed the sequence of the sentences in the text, and thus were readily answered if children read the sentences in sequence. In this example other than asking questions, the teacher also directed the children to do a task.

Example 4.5:

113	TRA1	:	Bah okay sambung *<Bah ok continue>*
114	Ss	:	S-a, sa, y-a, ya, saya *<I am>* R-e, re, z-a, za, Reza, Saya Reza *<I am Reza>*
115	TRA1	:	Ok Reza ani lelaki atau perempuan? *<Ok this Reza, is he a boy or a girl?>*
116	Ss	:	Lelaki *<Boy>*
117	TRA1	:	Lelaki pun boleh perempuan pun boleh*<It can be a boy, it can be a girl>*
118	Ss	:	Boleh *<Can>*
119	TRA1	:	Okay eja *<Ok spell>*
120	Ss	:	s-a, sa, y-a, ya, saya *<I>* a-a, d-a, da, ada *<have>* c-i,ci, t-a, ta, cita, c-i, ci, t-a, ta, cita *<ambition>* Saya ada cita-cita *<I have an ambition>*
121	TRA1	:	Saya ani siapa? *<Who is "I"?>*
122	Ss	:	Sendiri *<ourselves>*
123	TRA1	:	Eh dalam sini saya ani siapa?*<Eh in this text who is "I "?>*
124	Ss	:	Saya *<Me>*
125	TRA1	:	Tahulah. Cuba lagi dari awal *<I know. Try again from the beginning>*

126	Ss	:	Saya Reza <I am Reza>
127	TRA1	:	Ah saya atu siapa? <Ah who is "I"?>
128	Ss	:	Saya Reza <I am Reza>
129	TRA1	:	Saya Reza <I am Reza>
130	Ss	:	Saya <I am>

131 TRA1 : Okay dengar dulu <Ok listen first> Saya Reza <I am Reza> Saya <I>

132 Ss : Saya <I>

133 TRA1 : Dengar <Listen> Saya Reza <I am Reza> Saya ada cita-cita <I have an ambition> Saya atu siapa di sini, di sini < "I " here, here (in the text) refers to> Bukannya kamu <Not you>

134 Ss : Saya Reza <I am Reza>

135 TRA1 : Ah. Saya ani siapa> <Ah. Who is " I"?>

136 Ss : Reza <Reza>

137 TRA1 : Re

138 Ss : za

139 TRA1 : Ia tah karang cikgu tanya soalan siapa ada cita-cita atu jawapannya <If I asked you a question who has an ambition, that's the answer>

140 Ss : Reza

141 TRA1 : Reza bukannya kamu jawap saya … <Reza, do not answer I >

142 TRA1 : (wrote down the next sentence on the board) Okay eja <Ok spell>

143 Ss : c-i, ci, t-a, ta, cita, c-i, ci, t-a, ta, cita <ambition>, s-a, sa, y-a, ya, saya <I> j-a, ja, d-i, di,jadi <become> g-u, gu, r-u, ru, guru , cita-cita saya jadi guru <My ambition is to become a teacher>

144 TRA1 : Apa cita-cita Reza? <What is Reza's ambition?>

145 Ss : Cita-cita Reza <Reza's ambition>

146 TRA1/Ss: Cita-cita Reza hendak <Reza's ambition is to>

147 Ss : jadi guru <to become a techer>

148 TRA1 : Ah saya ani siapa? <Ah who is "I "?>

149 Ss : Reza

150 TRA1 : [wrote down the next sentence] … Okay eja <Ok spell>

151 Ss : s-a, sa, y-a, ya, saya <I> m-a, ma, h-u, hu, mahu <want> j- a, ja, d-i, di, jadi <to become> g-u, gu, r-u, ru, guru<a teacher> b-a, ba, h-a, ha, s-a, sa, bahasa, <language> M-e, Me, l-a, la, y-u, yu, Melayu <Malay> Saya mahu jadi guru bahasa Melayu <I want to become a Malay language teacher>

152 TRA1 : Okay Reza mahu jadi guru apa? <Ok what (subject) teacher does Reza want to become?>

153 Ss : Reza mahu jadi guru bahasa Melayu <Reza wants to become a Malay language teacher>

154 TRA1 : Ah cikgu mengajar bahasa <Ah a teacher teaching language >

After that, she instructed the children to read the whole text aloud and then shift her talk about the reading behaviour of some of the children. This is followed by shifting her talk and directing the children to spell and sound out the words in the text and conducting another question-answer that is related to the text they were currently reading as in example 4.6 below.

Example 4.6:

172	TRA1	:	Okay cuba dari awal *<Ok try from the very beginning>*
173	Ss	:	Cita-cita saya *<My ambition>*, Saya Reza *<I am Reza>* Saya ada cita-cita *<I have an ambition>*, Cita-cita saya jadi guru *<My ambition is to become a teacher>* Saya mau jadi guru bahasa Melayu *<My ambition is to become a Malay language teacher>* Saya suka baca buku *<I like to read a book>* Bapa saya selalu beri saya buku *<My father always give me a book>* Saya baca buku sama bapa *<I read book with (my) father>*
174	TRA1	:	Okay boleh baca? *<Ok can (you) read?>*
175	Ss	:	Boleh *<Can>*
176	TRA1	:	Karang bagi tajuk damit a-a-ap bunyinya *<When (you are) given a simple topic later (you would go) a-a-ap >* Ah agap-agap ah Yasrul ah macam suara semut payah cikgu mendengar *<"Ah" (you would) stutter ah Yasrul "ah" like the sound of an ant difficult for teacher to hear>* Okay cuba katani eja lagi dari awal *<Ok let's try to spell from the very beginning>* Semua sekali boleh baca suku kata bukan pandai-pandai saja membaca *<All of you can read in syllables not just read as you like>* Karang inda ada cikgu bagi tanda-tanda garis ani inda tia tau tu suka hatinya say-sa, a-a nya saya nya suka hatinya ada tu? *<Later if I don't give this marks you won't know, (you) spell or read it as you like. "Saya" you spell say-sa, a-a, saya, has anyone done that?>*
177	Ss	:	Inda *<No>*
178	TRA1	:	Ada *<Yes, you have>* Ada sudah tu eh *<(Someone) has done it (that way) eh>* Ah Fauzi ah *<Ah Fauzi ah>* Karangnya b-u-bu, ah,buah ada cikgu ajar macam atu mengeja buah? *<Later when you spell "buah" (fruit) b-u, bu, ah, buah (fruit) did I teach you to spell buah (fruit) like that?>*
179	Ss	:	[Children shook their heads]

180	TRA1	:	Ah geleng-geleng ah sebab atu liat sini *<Ah shaking your heads ah that is why look here>* liat di depan *<look in front>* Jangan main-main Hazim. Hazim belum lagi baca tu *<Don't play around Hazim. Hazim (we are) not reading yet>* Okay Bismillah *<Ok In the Name of Allah>*
181	Ss	:	Bismillah hir rahman nir rahim *<In the Name of Allah, the Most Gracious, the Most Merciful>*
182	TRA1	:	Eja *<Spell>*
183	Ss	:	c-i, ci, t-a, ta, cita, c-i, ci, t-a, ta, cita, s-a, sa, y-a, ya, saya cita-cita saya *<my ambition>* s-a, sa, y-a, ya, saya, r-e, re, z- a, za, reza, saya reza *<I am Reza>* s-a, sa, y-a, ya, saya, a-a, d-a, da, ada, c-i, ci, t-a, ta, cita, c-i, ci, t-a, ta, cita, saya ada cita-cita *<I have an ambition>*
184	TRA1	:	Eh … cita-cita *<Eh … ambition>*
185	Ss	:	cita-cita *<Ambition>* c-i, ci, t-a, ta, cita, c-i, ci, t-a, ta, cita, s- a, sa, y-a, ya, saya, j-a, ja, d-i, di, jadi, g-u, gu, r-u, ru, guru, cita-cita saya jadi guru *<My ambition is to become a teacher>*
186	TRA1	:	S-a, sa
187	Ss	:	S-a, sa, y-a, ya, saya, m-a, ma, h-u, hu, mahu, j-a, ja, d-i, di, jadi, g-u, gu, r-u, ru, guru, b-a,ba, h-a, ha, s-a, sa, bahasa, M-e, me, l-a, la, y-u, yu, Melayu, saya mahu jadi guru bahasa Melayu *<I like to become a Malay language teacher>* s-a, sa, y-a, ya, saya, s-u,su, k-a, ka, suka, b-a, ba, c-a, ca, baca, b-u, bu, k-u, ku, buku , saya suka baca buku *<I like to read a book>* B-a, ba, p-a, pa, bapa, s-a, sa, y-a, ya, saya, s-e, se, l-a, la, l-u, lu, selalu, b-e, be, r-i, ri, beri, sa, y-a, ya, saya, b-u, bu, k-u, ku, buku, Bapa saya selalu beri saya buku *<My father always gives me a book>* S-a, sa, y-a, ya, saya, b-a, ba, c-a, ca, baca, b-u, bu, k-u, ku, buku, s- a, sa, m-a, ma, sama, b-a, ba, p-a, pa, bapa, saya baca buku sama bapa *<I read a book with (my) father>*
188	TRA1	:	Lagi semula saya *<Once again, I>*
189	Ss	:	Saya baca buku sama bapa *<I read a book with (my) father>*
190	TRA1	:	Okay siapa saya?*<Ok who is "I"?>*
191	Ss	:	Saya Reza *<I am Reza>*
192	TRA1	:	Siapa saya? *<Who is "I"?>*
193	Ss	:	Saya Reza *<I am Reza>*
194	TRA1	:	Siapa ada cita-cita? *<Who has an ambition?>*
195	Ss	:	Saya ada cita-cita *<I have an ambition>*
196	TRA1	:	Saya siapa? *<Who I am?>*
197	Ss	:	Saya Reza *<I am Reza>*
198	TRA1	:	Ah saya Reza. *<Ah I am Reza>* Siapa ada cita-cita? *<Who has an ambition?>*
199	Ss	:	Reza ada cita-cita *<Reza has an ambition>*

200	TRA1	:	Okay apa cita-cita Reza? *<Ok what is Reza's ambition?>*
201	Ss	:	Cita-cita Reza jadi guru *<Reza's ambition is to become a teacher>*
202	TRA1	:	Reza mau jadi guru apa? *<What subject teacher does Reza want to become?>*
203	Ss	:	Reza mahu jadi guru bahasa Melayu *<Reza wants to become a Malay language teacher>*
204	TRA1	:	Okay siapa suka baca buku? *<Ok who likes to read books?>*
205	Ss	:	Reza suka baca buku *<Reza likes to read a book>*
206	TRA1	:	Siapa selalu beri Reza buku? *<Who always gives Reza a book?>*
207	Ss	:	Bapa Reza selalu beri Reza buku *<Reza's father always gives Reza a book>*
208	TRA1	:	Okay siapa suka baca buku sama bapa? *<Ok who likes to read a book with father?>*
209	Ss	:	Reza suka baca buku sama bapa *<Reza likes to read a book with father>*

Then she asked the whole class to spell each word as she reads out one at a time. In her view this is to ensure that the students have actually mastered the spelling of each word to enable them to read the words in the text. In assessing the ability of the children's spelling, the teacher nominated a child to spell the word she read out. This is done by calling a child's name (Reza) as in Example 4.7.

Example 4.7:

214	TRA1	:	Okay pusing ke mari *<Ok turn here>*
215	Ss	:	[Children turned to the left facing the teacher]
216	TRA1	:	Okay eja cita *<Ok spell "cita" (ambition)>*
217	Ss	:	c-i, ci, t-a, ta, cita *<ambition>*
218	TRA1	:	cita *<ambition>*
219	Ss	:	c-i, ci, t-a, ta, cita *<ambition>*
220	TRA1	:	Zaki eja cita *<Zaki spell "cita"(ambition)>*
221	Zaki	:	c-i, ci, t-a, ta, cita *<ambition>*
222	TRA1	:	cita *<ambition>*
223	Zaki	:	c-i, ci, t-a, ta, cita *<ambition>*
224	TRA1	:	Okay cuba ramai-ramai eja saya *<Ok together try to spell "saya" (I)>*
225	Ss	:	s-a, sa, y-a, ya, saya *<I>*

226	TRA1	:	Reza
227	Ss	:	R-e, re, z-a, za, Reza
228	TRA1	:	ada *<have>*
229	Ss	:	a-a, d-a, da, ada *<have>*
230	TRA1	:	jadi *<become>*
231	Ss	:	j-a, ja, d-i, di, jadi *<become>*

When the children became restless and felt sleepy in the second half of the lesson, she made them all stand up and do some stretching exercises and then continued asking the whole class to spell the words she read out one at a time. This can be seen in the following excerpt.

Example 4.8:

254	TRA1	:	Cuba bangkit dulu *<try to stand up first>* semua sekali bangkit *<all of you stand up>* Ada yang kalat mata *<some of you are sleepy>* Bangkit *<stand up>* duduk *<sit down>* bangkit *<stand up>* goyang-goyang badan atu *<shake your body>* goyang-goyanglah badan atu *< shake your body>* duduk *<sit down>* tutup mata *<close your eyes>* buka mata *<open your eyes>* tutup mata *<close your eyes>* buka mata *<open your eyes>* sudah? *<already?>*
255	Ss	:	sudah *<already>*
256	TRA1	:	bangun sudah? *<awake already?>*
257	Ss	:	sudah *<already>*
258	TRA1	:	bangun? *<awake?>*
259	Ss	:	sudah *<already>*
260	TRA1	:	Bah duduk semula *<Bah sit down again>*… Okay eja ci *<Ok spell "ci">*
261	Ss	:	c-i, ci
262	TRA1	:	ta
263	Ss	:	t-a, ta, cita *<ambition>*
264	TRA1	:	ci
265	Ss	:	c-i, ci
266	TRA1	:	ta
267	Ss	:	t-a, ta, cita *<ambition>*
268	TRA1	:	bunyinya? *<the sound?>*
269	Ss	:	cita-cita *<ambition>*
270	TRA1	:	sa

271	Ss	:	s-a, sa
272	TRA1	:	ya
273	Ss	:	y-a, ya, saya *<I>*
274	TRA1	:	bunyinya? *<(what is) the sound?>*
275	Ss	:	saya *<I >*
276	TRA1	:	re
277	Ss	:	r-e, re
278	TRA1	:	za
279	Ss	:	z-a, za, reza

In her lesson she also highlighted the spelling mistakes that the children made in the previous lesson. She did not give the correct answer to the children instead asking the children whether the spelling given is correct. Before she nominated a child to read, she asked the class "Who wants to read?" All children raised their hand including the low-achievers. Then she selected one of the boys who raised his hand to spell and read the text. The rest of the children were expected to follow after that child. This was done in chorus as in Example 4.9.

Example 4.9:

340	TRA1	:	tapi yang minggu lepas k-e-r-a-t-a *<but last week k-e-r-a-t-a>* Apa bunyinya? *<What is the sound?>*
341	Ss	:	kerata [misspelling for kereta]
342	TRA1	:	k-e-r-a-t-a *<mispelling>*
343	Ss	:	kerata *<misspelling>*
344	TRA1	:	Ah apa bunyinya? *<Ah what is the sound?>*
345	Ss	:	kerata *<misspelling for "kereta">*
346	TRA1	:	kerata betul? *<is "kerata" correct?>*
347	Ss	:	salah *<wrong>*
348	TRA1	:	Zikri, kerata kau buat *<Zikri you did "kerata">* Okay liat semula depan *<Ok look again in front>*
349	Ss	:	[inaudible]
350	TRA1	:	Okay siapa mau baca? *<Ok who wants to read?>*
351	Ss	:	[children raising their hand]

In the teaching of reading, teacher TRA1 also can be seen to be instilling Islamic values. The child was asked to read **Bismillah hir rahman nir rahim (***In the Name of Allah, the Most Gracious, the Most merciful)* before he starts to read to get the blessings of Allah. This is because in Islam, every muslim must read **Bismillah** before he or she starts doing his or her work. This can be seen in the following excerpt.

Example 4.10:

352	TRA1	:	Yusri <Yusri> Okay <ok> Okay Bismillah *<Ok In the Name of Allah>* yang lain dengar dulu baru ikut *<the rest listen first and then follow>*
353	Yusri	:	Bismillah hir rahman nir rahim *<In the Name of Allah, the Most Gracious, the Most merciful>*
354	Ss	:	Bismillah hir rahman nir rahim *<In the Name of Allah, the Most Gracious, the Most Merciful>*

After the child had finished reading the text, the teacher did not give any praises but moved on selecting another child to spell and read the text. This time a girl was selected as in Example 4.11.

Example 4.11:

457	TRA1	:	Okay perempuan … *<ok girl>* Nurul… Jangan laju-laju baca Ramli *<Don't read too fast Ramli>* Bismillah *<In the Name of Allah>*
458	S10	:	Bismillah hir rahman nir rahim *<In the Name of Allah, the Most Gracious, the Most Merciful>*
459	TRA1	:	Shahrul sudah si Nurul bercakapkah? *<Shahrul has Nurul spoken already?>*
460	S11	:	au eh *<yes "eh">*
461	TRA1	:	eh nyaring-nyaring Nurul kalau inda, inda jadi ni *<eh louder Nurul if (you didn't read louder, I) will put this off >*
462	Nurul	:	c-i, ci, t-a, ta, cita *<ambition>*
463	Ss	:	c-i, ci, t-a, ta, cita *<ambition>*
464	Nurul	:	c-i, ci, t-a, ta, cita *<ambition>*

465	Ss	:	c-i, ci, t-a, ta, cita *<ambition>*
466	Nurul	:	s-a, sa, y-a, ya, saya *<my>*
467	Ss	:	s-a, sa, y-a, ya, saya *<my>*
468	Nurul	:	cita-cita saya *<My ambition>*
469	Ss	:	cita-cita saya *<My ambition>*

Teacher TRA1 also gave children a warning or used negative reinforcement through her remarks in her teaching as in line 461. She used this remark just to "scare off" the children in her classroom in order to encourage and train them to read the text with a louder voice so that every child in the classroom could hear what was read. This is because some of the children like to read in soft voices. But, for these young children in this competitive environment, these kinds of remarks are a threat to them. This is because they are happiest when they are given opportunities to read the text in front of the class. But if the teacher did not allow this the opportunity would be given to other children. So they didn't want this to happen. In addition, she also used positive responses such as praises and motivational words if the children gave correct answers or could do the tasks given. The verbal praise is the use of the word *"bagus"* (good) and an example of a motivational word used by teacher TRA1 is *"pandai sudah baca"* (you can read already). She used these words to encourage the children to be able to read better. However, motivating words were used less often. An illustration of the use of praise and motivational words can be seen in the following excerpt.

 Example 4.12:

547	TRA1	:	Okay bagus … *<Ok good>* Pandai sudah baca *<You can read already>*... Siapa belum boleh atu cuba tah jangan main-main *<For those who are still unable to read don't play around>* Okay

			katani baca dari awal Bismillah *<Ok we read from the very beginning In the Name of Allah>*
548	Ss	:	Bismillah hir rahman nir rahim.Cita-cita saya. Saya Reza. Saya ada cita-cita. Cita-cita saya jadi guru. Saya mahu jadi guru bahasa Melayu. Saya suka baca buku. Bapa saya selalu beri saya buku. Saya baca buku sama bapa *<In the Name of Allah, the Most Gracious, the Most Merciful. My ambition. I am Reza. I have an ambition. My ambition is to become a teacher. I want to become a Malay language teacher. I like to read books. My father always gives me a book.I like to read a book with (my) father>*
549	TRA1	:	Eja c-i- ta-cita -cita*< Spell "cita-cita (ambition)>*
550	Ss	:	c-i, ci, t-a, ta, cita, c-i,ci, t-a, ta, cita, cita-cita *<ambition>*
551	TRA1	:	Eja guru *<spell "guru" (teacher)>*
552	Ss	:	g-u, gu, r-u, ru, guru *<teacher>*
553	TRA1	:	Eja bahasa *<spell "bahasa" (language)>*
554	Ss	:	B-a, ba, h-a, ha, s-a, sa *<language>*
555	TRA1	:	Melayu *<Malay>*
556	Ss	:	M-e, me, l-a, la, y-u, yu *<Malay>*

Example 4.6 to Example 4.12 shows that teacher TRA1 uses questioning during the activities of the reading session. She asks factual questions about the text. Reading aloud is done as whole class and then the children take a turn when their name is called or when they respond to the teacher's invitation (by raising their hands). While conducting this activity, the teacher uses a round robin format. These examples also show that teacher TRA1 places most emphasis on spelling and reading aloud every word and the syllables involved. In the teacher's view this is to determine whether the children are able to spell, say and read the words in the text accurately.

Next she asked the whole class to read the text and spell the words as she read them out one at a time. Then she concluded the lesson by directing the children to do spelling exercise as in Example 4.13.

Example 4.13:

585	TRA1	:	Fail masukkan dalam palong *<Files put in the drawer>* Buku matematik masuk dalam beg *<Mathematic books put in the bag>* Okay buat satu sampai lapan *<Ok do one to eight>*
586	Sb	:	Satu sampai berapa cikgu? *<(Number) one until what (number) teacher?*
587	Sb	:	lapan *<eight>*
588	Sg	:	Cikgu, cikgu satu sampai berapa? *<Teacher, teacher (number) one until what (number)?>*
589	TRA1	:	Ejaan rumilah *<Roman spelling>*
590	Sb	:	Cikgu, cikgu *<teacher, teacher>*
591	TRA1	:	oi
592	Sb	:	Satu sampai berapa cikgu *<One until what (number)?>*
593	TRA1	:	Satu sampai lapan *<One until eight>* Garisan, garis dulu macam mana cikgu mengajar kau menggaris *<lines, draw a line first the way I taught you to draw a line>*
594	Ss	:	[inaudible]
595	TRA1	:	satu sampai lapan *<one until eight>* Garis tia *<draw a line>* Mana penselmu ani kan?*<where is your pencil?>* Eh
598	TRA1	:	Bah sudah? *<"bah" already?>*
599	Ss	:	sudah *<already?>*
600	TRA1	:	Bah kalau sudah siap, tutup jangan liatkan orang *<"Bah" if you have already finished, cover it don't let others see it>*
601	Ss	:	[inaudible]
608	TRA1	:	Okay nombor satu *<Ok number one>* Okay nombor satu eja guru *<Ok number one spell "guru" (teacher)>*
609	Ss	:	g-u, gu
610	TRA1	:	em tulis saja guru *<em just write down "guru" (teacher)>*
611	Sb	:	sudah *<already>*
612	TRA1	:	guru *<teacher>*
613	Sg	:	sudah *<already>*

The words given for the spelling exercise are the words they practiced in the lesson. Example 4.13 shows that only during the spelling exercise were the children able to initiate any talk. But their initiations were mostly asking the teacher about the task given and also informing the teacher that they had finished their work (line 586, 587, 592,

611, and 613) so this was very limited in its ability to engage them in authentic literacy pedagogy and learning.

The following section described the sequences of events observed in teacher TRA1's teaching of reading in the second phase of observation.

2. Teacher TRA1: Lesson number thirteen

This lesson took place on 3rd September. This was a thirty-minute lesson where the children were reading a text entitled "Shirt". This text was adapted by teacher TRA1 from a school reading text book that is published by the Curriculum Development Department, Ministry of Education as shown in Figure 4.6 below.

Figure 4.6 A copy of the school reading textbook and the passage teacher TRA1 used to teach reading in the second stage of observation

This text is about "I have different coloured shirts". The following paragraphs describe teacher TRA1's second stage, reading lesson. Similar to the first stage, the

teacher used the Brunei dialect to teach the children throughout the lesson. Teacher TRA1's teaching pattern remained very similar to that adopted at the first stage. She usually started off by asking the children to recite a short prayer and then open their text book to the page where she wanted them to read. The reading lesson began without any motivational or stimulus activity or other activity to orientate them to what was expected of them or any experience that caused them to have to authentically "read for meaning". She just asked the children about the title of the text. This is illustrated by the following extract.

Example 4.14:

1	TRA1	:	Okay keluarkan buku bacaan *<Ok take out your reading text book>*
2	Ss	:	(Some children were taking out their text book from their bags and some children were talking and making noise)
3	TRA1	:	Okay keluarkan buku biru *<Ok take out your blue book>*
4	Ss	:	(Children making noise)
5	TRA1	:	Bah okay muka surat? *<"Bah" ok page?>*
6	Ss	:	Tiga puluh dua *<Thirty-two>*
7	TRA1	:	Tiga puluh *<Thirty>*
8	Ss	:	dua *<two>*
9	TRA1	:	dua *<two>*
10	Sg	:	Tiga puluh dua hingga tiga puluh tiga *<Thirty-two to thirty-three>*
11	Sb	:	Tiga puluh tiga *<thirty-three>*
12	TRA1	:	Okay apa tajuknya? *<Ok what is the title?>*
13	Ss	:	Baju… *<Shirt…>*
14	TRA1	:	(Teacher writes down the title on the board) Okay *<Ok>*
15	TRA1	:	Apa Misha apa tajuknya tadi *<What Misha, what is the title just now>*
16	Ss	:	Baju*<Shirt>*
17	TRA1	:	Eja baju *<Spell shirt>*
18	Ss	:	b-a, ba, j-u, ju, baju *<shirt>*

The teacher very quickly moved on to direct the children to read the text as a whole class. First they were required to spell out each word in the text aloud using syllables, then sound them out aloud and followed by reading the text as a whole word as illustrated in Example 4.15.

Example 4.15:

28	TRA1	:	Okay cuba Bismillah <*Ok try "Bismillah" (In the Name of Allah)*>
29	Ss	:	Bismillah hir rahman nir rahim <*In the Name of Allah, the Most Gracious, the Most Merciful*>
30	Ss	:	s-a, sa, y-a, ya, saya <*I am*>
31	TRA1	:	Stop. Apa tajuknya? <*What is the title?*>
32	Ss	:	Baju <*Shirt*>
33	TRA1	:	Atu dulu <*That one first*> Lagi semula Bismillah <*Once again "Bismillah" (In the Name of Allah*>
34	Ss	:	Bismillah hir rahman nir rahim <*In the Name of Allah, the Most Gracious, the Most Merciful*>
35	Ss	:	b-a, ba, j-u, ju, baju <*shirt*> S-a, sa, y-a, ya, saya <*I*> a-a , d-a, da, ada <*have*> b-a, ba, j-u, ju, baju <*shirt*> Saya ada baju <*I have (a)shirt*>
36	Ss	:	B-a, ba, j-u, ju, baju <*shirt*> s-a, sa, y-a, ya, saya <*my*> w-a-r, war, n-a, na, warna <*colour*> m-e, me, r-a-h, rah, merah <*red*> Baju saya warna merah <*my shirt is red* >

If the children made mistakes while they are reading the text, the teacher asked them to repeat the sentence as in Example 4.16:

Example 4.16:

41	Ss	:	B-a, ba, j-u, ju, baju <*shirt*> a-a, y-a-h, yah, ayah <*father*> s-a, sa, y-a, ya, saya <*my*> b-e-r, ber, s-i-h, sih, bersih <*clean*> Baju ayah saya bersih <*my father's shirt is clean*>
42	Ss	:	I-i, b-u, bu, ibu <*mother*> c-u, cu, c-i, ci, cuci <*wash*> b-a, ba, j-u, ju, baju <*clothest*> Ibu saya cuci baju <*my mother washes clothes*>
43	TRA1	:	Lagi semula <*Once again*>
44	Ss	:	Ibu cuci baju <*mother washes clothes*> I-i, b-u, bu, ibu

<mother> c-u, cu, c-i, ci, cuci *<wash>* b-a, ba, j-u, ju, baju *<cloth>* d-e, de, n-g-a-n, ngan, dengan *<with>* s-a, sa, b-u-n, bun, sabun *<soap>* Ibu cuci baju dengan sabun *<mother washes clothes with soap>*

From the above example it shows that attention to meaning was minimal and again there was little that was done in this approach to engage the children with, for instance a shared reading approach to the story since the whole focus was on the phonic and graphophonic matching. Next the teacher asked the children to reread the text and she gave praises after the children have read the text. This is followed by questions and answers session about the content of the text. This is illustrated in the following extract.

Example 4.17:

47	TRA1	:	Okay baca dari awal "Baju" *<Ok read from the beginning "Baju" (shirt)>*
48	Ss	:	Baju *<shirt>* Saya ada baju *<I have a shirt>* Baju saya warna merah *<my shirt is red>* Saya juga ada baju warna kuning *<I also have a yellow shirt>*Baju ayah saya warna putih *<my father's shirt is white >* Baju ayah saya bersih *<my father's shirt is clean>* Ibu cuci baju *<Mother washes clothes>* Ibu cuci baju dengan sabun *<Mother washes the clothes with soap>* Saya tolong ibu cuci baju *<I help mother to wash the clothes>*Baju kami bersih *<Our clothes are clean>*
49	TRA1	:	Okay bagus *<Ok good>* Siapa ada baju? *<Who has a shirt?>*
50	Ss	:	Saya ada baju *<I have a shirt>*
51	TRA1	:	Okay apa warna baju kamu? *<Ok what colour is your shirt?>*
52	Ss	:	Baju saya warna merah *<My shirt is red>*
53	TRA1	:	Okay selain warna merah apa lagi warna baju yang kamu ada *<ok other than red, what other colour do you have>*
54	Ss	:	Saya juga ada baju warna kuning *<I also have a yellow shirt>*

From the above example it shows that the questions that the teacher asked are limited to the content of the text only. The questions aim to evaluate and reinforce the

remembering of the sentences. Apparently, the children's role here is solely to respond to the teacher's questions. However, there is an occasion where the children were given the opportunity to participate in sharing and appropriating knowledge as in Example 4.18. However, this opportunity was very limited and the language in use was mainly at the word and phrase level.

Example 4.18:

75	TRA1	:	Bah baju kamu bersih <*"Bah" your shirt is clean*> Kalau inda kana cuci? <*If it is not washed?*>
76	Sb	:	kamah <*Dirty*>
77	Ss	:	Kotor <*Dirty*>
78	Sb	:	Kami suka main <*We like to play*>
79	TRA1	:	Apa? <*What?*>
80	Ss	:	Kotor <*Dirty*>
81	TRA1	:	Kotor <*Dirty*> Mun bamain memanglah kotor <*If you play of course (it will be) dirty*>
82	Ss	:	Awu babau tu <*Yes it will be smelly*>
83	TRA1	:	Baunya pun harum <*The smell would also be nice*> Harum? <*Nice?*>
84	Ss	:	Mana ada harum <*Not nice*>
85	Sb	:	Basah tu cigu di belakang <*Damp(teacher: on the back)*>
86	TRA1	:	Basah di belakang <*Damp on the back*> Bapaluh <*Sweating*>

The teacher then quickly moved the children into spelling the words which she read out one at a time. This continued for more than ten minutes. This was followed by nominating some children to spell the words as she read them out (see Example 4.19).

Example 4.19:

107	Ss	:	s-a, sa, b-u-n, bun, sabun <*soap*>
108	TRA1	:	tolong <*help*>
109	Ss	:	t-o, to, l-o-n-g, long, tolong <*help*>
110	TRA1	:	Bersih <*clean*>
111	Ss	:	b-e-r, ber, s-i-h, sih, bersih <*clean*>
112	TRA1	:	kami <*our*>

113	Ss	:	k-a, ka, m-i, mi, kami *<our>*
114	TRA1	:	kotor *<dirty>*
115	Ss	:	k-o, ko, t-o-r, tor, kotor *<dirty>*
116	TRA1	:	Okay cuba eja "kuning" Malim *<Ok try to spell "kuning" (yellow) Malim>*
117	Malim	:	k-u, ku, n-i-n-g, ning, kuning *<yellow>*
118	TRA1	:	Betul?*<Right?>*
119	Ss	:	Betul *<Right>*
120	TRA1	:	Okay bagus *<Ok good>*
121	Ss	:	[Children clapped their hands]

From the above example, it shows that the teacher is testing the children's ability to spell the word rather than trying to scaffold the meaning of the word. This pattern reflects more the Question-Answer-Evaluate move in her teaching. This shows the high level of teacher control in the classroom. All the exchanges are initiated by the teacher and the children were simply required to provide the answers to the questions. Seldom, the children were given opportunity to make spontaneous contributions. However, in her teaching, she uses many ways of giving praise to the children, for example, using a typical word *'bagus'* (good), clapping hands, giving stars and motivating words such as "*Ok bagus. Nyaring suaranya*" [Okay, good. You've got a loud voice]. The following extract shows how the teacher praises the children but embedded in this is also an element of competition between boys and girls via the system of giving stars.

Example 4.20:

189	TRA1	:	Cuba eja "ayah" Faridah *<Try to spell "ayah" (father) Faridah>*
190	Faridah:		a-a, y-a-h, yah, ayah *<father>*
191	TRA1	:	Betul? *<Right?>*
192	Ss	:	Betul *<Right>*
193	Ss	:	(Children clapped their hands)
194	TRA1	:	Bagus *<Good>* Cuba eja "bersih" Nazmi *<Try to spell "bersih" (clean) Nazmi>*

195	Nazmi	:	b-e-r, ber, s-i-h, sih, bersih *<clean>*
196	TRA1	:	Betul? *<Right>*
197	Ss	:	Betul *<Right>*
198	Ss	:	(Children clapped their hands)
199	TRA1	:	Bagus *<good>* Cuba eja "cuci" Faizal *<Try to spell "cuci" (wash) Faizal>*
200	Faizal	:	c-u, cu, c-i, ci, cuci *<wash>*
322	TRA1	:	Okay lelaki dua bintang saja inda lawa membaca. Perempuan empat bintang. Bagus. Lelaki ah hari ani inda lawa bacaannya. Ia membaca dengan inda okay *<Okay boys had two stars because their reading was not nice. Girls four stars. Good. Boys "ah" today their reading was not nice. Their reading was not ok>*

If a child did not give the answer or respond, that child was simply dismissed and the teacher would then nominate another child or the whole class to give the answer. This is illustrated by the following extract.

Example 4.21:

204	TRA1	:	Eja "dengan" Halim *<Spell "dengan"(with) Halim>*
205	Halim	:	[inaudible]
206	TRA1	:	Apa? *<What?>* Apa? *<What?>*
207	Halim	:	[inaudible]
208	TRA1	:	Okay cuba eja "dengan" *<Ok try to spell "dengan"(with)>*
209	Ss	:	d-e, de, n-g-a-n, ngan, dengan *<with>*
210	TRA1	:	Cuba eja "dengan" Wafi *<Try to spell "dengan" (with) Wafi>*
211	Sb	:	indada *<No (sound)>*
212	TRA1	:	Indada? *<No (sound?)>* Indada suaranya? *<No sound?>* Indada suara *<No sound>* Okay cuba Ramli eja "dengan" *<Ok try Ramli spell "dengan" (with)>*
213	Ramli	:	d-e, de, n-g-a-n, ngan, dengan *<with>*
214	Ss	:	[Children clapped their hands]
215	TRA1	:	Okay betul? *<Ok right?>*
216	Ss	:	Betul *<Right>*

The teacher then quickly moved by asking the group of girls to read the text in chorus, followed by the boys to read the next sentence in chorus, and finally the whole

class. Once again the teacher instructed the children as a whole class to spell out the

syllables of each word as illustrated in the following excerpt.

Example 4.22:

193	TRA1	:	Okay cigu mau dengar bini-bini baca dulu sudah atu baru *<Ok I want to hear the girls read first after that>*
194	Ss	:	Lelaki *<the boys>*
195	TRA1	:	Lelaki *<Boys>* Eja, eja, bukan baca okay 'Bismillah' *<Spell, spell, not read ok Bismillah (In the Name of Allah, the Most Gracious, the Most Merciful>*
196	Ss	:	Bismillah hir rahman nir rahim *<In the Name of Allah, the Most Gracious, the Most Merciful>*
197	TRA1	:	Bini-bini dulu s-a, sa *<Girls first "s-a, sa>*
198	Ss	:	s-a, sa, y-a, ya, saya *<I>*
199	TRA1	:	Lelaki lepas ani *<Boys after this>*
200	Sgs	:	Saya *<I>* a-a, d-a, da, ada *<have>* b-a, ba, j-u, ju, baju *<shirt>* Saya ada baju *<I have a shirt>*
201	TRA1	:	Okay lelaki *<Ok boys>*
202	Sbs	:	B-a, ba, j-u, ju, baju *<shirt>* w-a-r, war
224	TRA1	:	Okay baca ramai-ramai dari awal saya *<Ok read together from the beginning, I>*
225	Ss	:	Saya ada baju *<I have a shirt>* Baju saya warna merah *<My shirt is red>* Saya juga ada baju warna kuning *<I also have a yellow shirt>* Baju ayah saya warna putih *<My father's shirt is white>* Baju ayah saya bersih *<My father's shirt is clean>* Ibu cuci baju *<Mother washes the clothes>* Ibu cuci baju dengan sabun *<Mother washes the clothes with soap>* Saya tolong ibu cuci baju *<I help mother to wash the clothes>* Baju kami bersih *<Our shirt are cleaned>*

Next she asked the children, as a whole class, to spell and answer the question

related to the content of the text. These questions are similar to those of the previous

questions (line 49). This is illustrated by the following extract.

Example 4.23:

| 232 | TRA | : | Tutup buku semua sekali *<All of you close your books >* Okay Siti Noratiqah telinga mana, Yusri telinga mana cikgu suruh |

			tutup buku *<Ok Siti Noratiqah where are your ears, Yusri where are your ears I asked you to close your books>* Okay cuba eja "ba" *<Ok try to spell "ba">*
233	Ss	:	b-a, ba
234	TRA1	:	Eja "ju" *<spell "ju">*
235	Ss	:	j-u, ju, baju, *<shirt>*
236	TRA1	:	Eja "war" *<spell "war">*
237	Ss	:	w-a-r, war
238	TRA1	:	"na"
239	Ss	:	n-a, na, warna *<colour>*
380	TRA1	:	Okay siapa ada baju? *<Ok who has a shirt?>* Jawab *<answer>*
381	Ss	:	Saya ada baju *<I have a shirt>*
382	TRA1	:	Okay apa warna baju kamu? *<Ok what colour is your shirt?>*
383	Ss	:	Baju saya warna merah *<My shirt is red>*
384	TRA1	:	Selain merah apa lagi warna baju kamu? *<Other than red, what else is the colour of your shirt?>*
385	Ss	:	Baju saya warna kuning *<My shirt is yellow>*
386	TRA1	:	putihkah kuning*<white or yellow>*
387	Ss	:	putih *>white>*
388	TRA1	:	Ah putih. Siapa punya baju *<Ah white. This shirt belongs to?>*
389	Ss	:	Ayah *<father>*
390	TRA1	:	Okay siapa cuci baju *<Ok who washes the clothes>*
391	Ss	:	Ibu cuci baju *<Mother washes the clothes>*
392	TRA1	:	Ibu cuci baju dengan apa *<Mother washes the clothes using what?>*
393	Ss	:	Ibu cuci baju dengan sabun *<My mother washes the clothes with soap>*
394	TRA1	:	Okay siapa tolong ibu cuci baju *<Ok who helps mother to wash the clothes?>*
395	Ss	:	Saya tolong ibu cuci baju *<I help mother to wash the clothes>*
396	TRA1	:	Okay, adakah baju kamu bersih atau kotor *<Ok, is your shirt cleaned or dirty>*
397	Ss	:	Baju saya bersih *<My shirt is clean>*

From the above example, it shows that the teacher concluded her lesson by asking the children questions about the content of the text orally but she did not review with the children what they had learnt in today's lesson. Her approach was highly teacher-centred and did not involve children in literacy learning as described by Bull and Anstey (1996).

There was little scope for scaffolding literacy learning because of the narrow view of what reading comprises. The four roles of the Four Resources Model were not evident because of the treatment of reading as almost solely an isolated decoding skill (code breaker). Although she asked questions of the children to check their understanding, these questions were merely checking on the basic facts explicit to the text, including matching the colour of the shirt with the character. Thus, the children were not gaining rich literacy learning experiences that involved them as text participants, users and analysts, instead they were solely code-breakers (Campbell and Green, 2006). The following sections will describe the teaching materials and resources used by teacher TRA1 in teaching reading to her class.

4.2.1.3 Teaching materials and resources of teacher TRA1

In all 16 lessons observed, teacher TRA1 used the following resources to support her teaching of reading.

1. blackboard

2. commercial text book

3. school text book

4. flashcards

1. Blackboard

Teacher TRA1 used the blackboard often especially during the second term of school. She used the blackboard to write the reading text which she extracted from the commercial text book. The children were required to look at the board to see the text they were going to

read. In addition, teacher TRA1 used the blackboard not only to write the reading passages but also to write down the title of the text, to test the children's spelling and for the children to stick the flashcards, thus depicting a highly teacher-centred classroom.

2. Commercial textbook

It was also observed that teacher TRA1 used commercial text book to teach reading to Primary One children from the beginning of the first term to the end of the second term. She used passages in this text book because they were simple and the children found them easier to read. These passages consisted of only three to four lines of simple sentences. These formed the basis for learning to read from the beginning of the first term to the end of the second term. A copy of this commercial text book and some passages could be seen in Figure 4.3 and Figure 4.4.

3. School reading textbook

Other than using commercial textbooks, teacher TRA1 also used the school's reading textbook which was provided by the Curriculum Development Department (CDD) of the Ministry of Education for teaching reading. This school reading text book was the first reading text book published by the CDD in 2000. This text book was given to all the children in the schools. Previously, the teacher used to teach reading by using text books that were published by a particular Malaysian writer. This is because Malaysia and Brunei have very close ties because of their cultural similarity. A copy of this text book can be seen in Figure 4.6.

4. Flashcards

Flashcards were also used to facilitate teacher TRA1 in teaching reading. She wrote down the words contained in the books and placed them on flashcards for the children to recognize and chant. However, she only used the flashcards twice throughout the observational period which took place over ten months. It can be said that teacher TRA1 predominantly used school and commercial textbooks as the main teaching materials to teach reading to the Primary One children. Thus, there wasn't any opportunity for the children to describe and to ask questions about the given topic throughout the class discussion. This is because the class talk was confined to the text book materials only. The following section will enlarge upon the description of the activities that teacher TRA1 did during her teaching of reading.

4.2.1.4 Classroom activities of teacher TRA1

The researcher also observed that teacher TRA1 used a range of classroom activities during her teaching of reading in her classroom. They were:

1. Chorus reading

2. Individual spelling

3. Individual reading aloud

4. Whole class reading and spelling

5. Group reading

6. Game

7. Written exercise

1. Chorus reading

A feature of classroom activities was choral practice. It was found that children's reading, spelling and/or answering questions were required to be in chorus. Even one word answer was often offered in chorus.

2. Individual spelling aloud

Often an individual child was asked to spell words that the teacher read out and then the whole class was required to echo the children's answer. In addition to spelling the words that the teacher read out, she also instructed the children to read aloud the text or to repeat what the other child had spelt. This was intended to memorise the correct spelling of the words in order to avoid mistakes during the spelling exercise.

3. Individual reading aloud

It was observed in all the lessons that the teacher instructed individual children to read aloud the text. In the teacher's view this was intended to improve fluency and also to practice reading correctly.

4. Whole class reading and spelling aloud

This activity was done before the teacher asked an individual child to read or to spell the words or after the selected child had finished reading the text. In addition, the whole class reading was done in order to chant the correct response if the selected child made a mistake.

5. Group reading

Teacher TRA1 also has group reading. In using this activity, the teacher would specifically tell the class that she would ask the girls to read the text and then the boys would have their turn. While one group had a go to read the text, the other would wait for their turn and listen.

6. Game

Teacher TRA1 adopted a game during her lesson. The game was a word matching game. In this game she gave each one of the children a card containing a syllable and then she requested the children to match the syllable of each one to form a word that she read out from the board. The teacher incorporated this game in her lesson to keep the children interested and to encourage the children's participation. However, the teacher only did this once throughout sixteen observations.

7. Written exercise

The lessons often ended up with the children conducting a spelling exercise. The children were required to spell five to ten words by writing them in their exercise books when the teacher read them out, one at a time. These words were the words which the teacher drilled them to spell during the course of the reading lessons. The following section described the reading strategies she used to support her students to overcome the unknown words.

4.2.1.5 Reading strategies of teacher TRA1

During the observed lessons, the common strategies teacher TRA1 employed in order to support the children's development of reading strategies was by breaking down each word in the text into syllables. However, it was observed that there was no discussion of how to apply the strategy independently while reading. Teacher TRA1 typically instructed the children just to spell the syllables of the words or to spell the words by using syllable rather than developing reading strategies. The children were neither participants in constructing the story nor text users in trying to make meaning in an authentic way. This can be illustrated by the following extract (line 10 – 18):

Example 4.24:

10	TRA1	:	Okay eja *<ok spell>*
11	Ss	:	p-a, pa, p-a, pa, papa *<father>* c-a, ca, r-i, ri, cari *<looks for>*
12	TRA1	:	Eja *<spell>*
13	Ss	:	p-o, po, p-i, pi, popi, papa cari popi *<papa looks for popi>*
14	TRA1	:	Eja *<spell>*
15	Ss	:	p-a, pa, g-i, gi, pagi *<morning>* papa cari popi pagi *<papa looks for popi (in the) morning>*

<div align="right">(OB01/0904)</div>

From the above excerpt it shows that teacher TRA1 focuses more on visual cues especially on graphophonic rather than on meaning and syntactic cues. The following section described the classroom interaction of teacher TRA1 as viewed through the application of Flanders' Interactional Analysis frame during her teaching of reading.

4.2.1.6 Classroom interaction of teacher TRA1

Data collected from Flanders' Observational sheet was used to determine how verbal interactions in Bruneian reading classrooms were distributed between the teacher and the children's talk and to identify the categories of verbal interaction. The overall findings regarding teacher TRA1's classroom interaction is highly dominated by children-talk but of a particular kind. Children's talk consists of children giving response to teacher's questions, children initiating the talk spontaneously and children's talk related to recitation, directed activities or initiation set up by the teacher. More precisely, combining all observed lessons, children-talk occurred 3844 times or took up 39.82 percent of the major talk, teacher talk occurred 2234 times or took up 23.14 percent and silence occurred 3575 times or 30.49 percent (see Table 4.2). A closer look of children-talk shows that children in teacher TRA1's classroom spent more time on talking related to teacher directed activities such as choral recitation and repetitious chanting, spelling and reading words in the text. The latter occurred 2943 times or 30.49 percent of the time, and giving responses to the teacher's questions occurred 588 times or 6.09 percent of the time and children spontaneous initiation of the talk occurred 313 times or took up 3.24 percent of the time. However, as demonstrated above in the application of the Scaffolding Interactional Cycle and the study of a teacher's moves, it is the nature of the teacher's talk that is able to demonstrate whether or not there is explicit teaching and the effective scaffolding of literacy learning in the teacher's pedagogical approach. Nevertheless, the application of the adapted Flanders Interactional Analysis also provides an additional powerful technique that provides critical insights into the pedagogy and learning in the classrooms at the centre of this research.

Figure 4.7 summarizes the data collected from sixteen observations of teacher TRA1's Primary One reading lessons through the application of the FIA. Figure 4.7 provides a graphical representation of the percent of classroom verbal interactions across Flanders' Interaction Analysis categories.

Table 4.2 *Overall findings of teacher TRA1 classroom interaction across Flanders' Interaction Analysis Categories (n=16)*

Categories			No. of occurrences	%
			TRA1	
Teacher talk (TT)	Response	C1 Accepts feeling	1	0.01
		C2 Praises or encourages	210	2.18
		C3 Accepts Ideas	92	0.95
		C4 Asks Questions	476	4.93
	Initiation	C5 Lecturing	364	3.77
		C6 Giving Directions	958	9.92
		C7 Criticizing	133	1.38
Children talk (CT)	Response	C8 Children-Talk	588	6.09
	Initiation	C9 Children-Talk (Spontaneous)	313	3.24
		C10 Children-Talk: Recitation/ Directed Activities/Initiation set up by teachers	2943	30.49
Silence (S)		C11 Silence or Confusion	3575	37.04
Total			9653	100
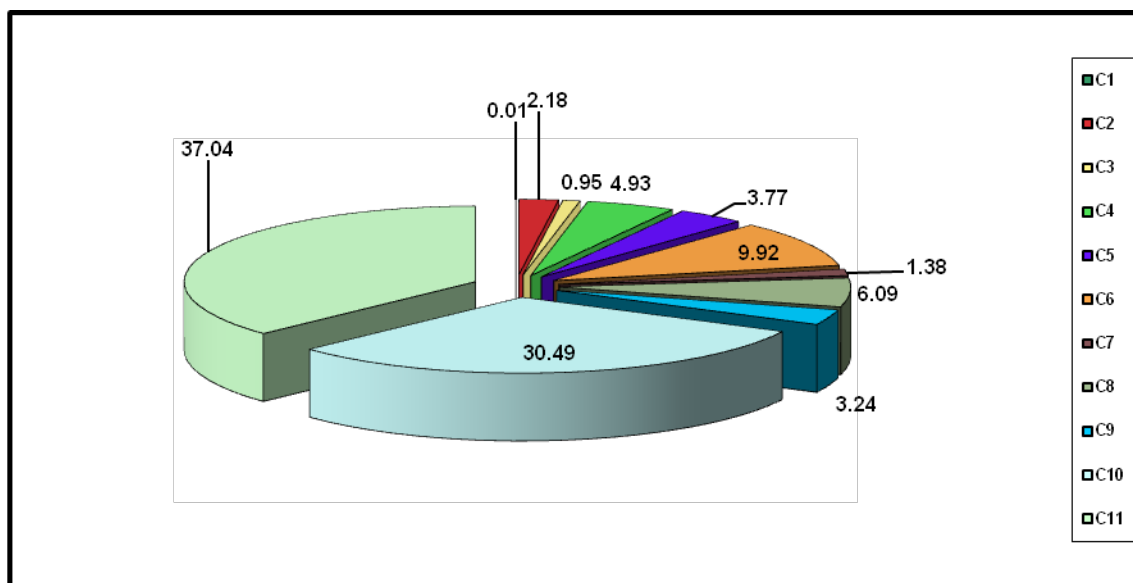
Figure 4.7 Percent of classroom verbal interactions across Flanders' Interaction Analysis Categories in teacher TRA1 Primary One reading lesson (n=16)

Notes:
C1 - Teacher Accepts Feeling
C2 - Teacher Praises or Encourages
C3 - Teacher Accepts or Uses Student's Ideas
C4 - Teacher Asks Questions
C5 - Teacher Lectures
C6 - Teacher Gives Directions
C7 - Teacher Criticizes or Justifies Authority
C8 - Children talk – Response
C9 - Children talk – Initiation (spontaneous)
C10 - Children talk – Initiation: Choral recitation/Direct Activities/Initiation set up by
         teacher
C11 - Silence/confusion

The above figures show that teacher TRA1's reading lessons were more dominated by the children talking. This finding is different from previous studies such as Hafiz-Mahmud et al., (2008), Inamullah (2006), and Begum (2006). However, the children's talk is related to teacher-directed activities such as choral recitation and

repetitious chanting which is not a talk conducive to modern views of literacy learning where literacy is viewed as a social practice (Gee, 2005) and children interact with the teacher and each other to use language and jointly construct meaning for real-life purposes. This means that in teacher TRA1's classroom, the learning environment involved very few opportunities for the children to ask questions. This is because the whole approach and content of the lessons did not provide the children with the opportunity to interact in a collaborative way, or use written language for functional purposes or indeed integrate reading and writing together. The competitive nature of the tasks and the strong teacher-as-instructor approach limited opportunities for children to adopt the four roles of the Four Resources Model and use language for real-life purposes. In addition, there was no attempt to check children's understanding or relate the child's prior knowledge to the text in focus. This was explored further through analysis of the "Teacher-Talk" and "Children-Talk" categories as follows:

4.2.1.6.1 Analysis of teacher-talk

The Teacher-talk was further analysed under the following three headings:

1. Teacher's question types
2. Teacher's response
3. Teacher's initiation

1. Teacher's question types

During the observed lessons, teacher TRA1 asked many questions. "Questions" here refers to any utterance by the teacher related to the act of questioning the children. In this observed lessons, there are two types of questions that could be identified.

i. Factual questions

ii. Check knowledge questions.

i. Factual questions

Factual questions refer to where the children are required to retrieve information from the text to be able to answer the teacher's questions (Reichenberg, 2008), for example: "Who has a shirt?" could be answered from the text, "I have a shirt" (see transcript OB13/0309). These factual questions are closed questions and did not encourage children to extend the talk and activate their thinking. Sinclair et al (1982), for example, claimed that the questions asked by teachers in this way were merely used to check children's attention and to assess rote learning.

ii. Check knowledge questions

The notion of checking knowledge questions refers to when teachers want to check if the children know or understand, for instance, the meaning of a word or if they have the necessary prior knowledge, for example, "Do you know what ambition is?" (OB07/2805)

2. Teacher's responses

It was observed that there were many ways teacher TRA1 responded to the children. For instance, she used positive response such as praise if the children gave correct answers or could do the tasks given. The most common verbal praise used by teacher TRA1 was the use of "good", hand-clapping and motivating words. However motivating words were used less often. This can be illustrated in the following extracts of answers and interactions involving:

    i.   Positive responses

    ii.   Negative responses

    iii.   Treatment of errors and mistakes.

i. Positive response

a) The use of "good"

Example 4.25:

166	TRA1	:	Okay cuba eja "kuning" Malim *<Ok try to spell "kuning" (yellow) Malim>*
167	Malim	:	k-u, ku, n-i-n-g, ning, kuning *<yellow>*
168	TRA1	:	Betul?*<Right?>*
169	Ss	:	Betul *<Right>*
170	TRA1	:	Okay bagus *<Ok good>*

(OB13/0309)

b) Hand-clapping

Example 4.26:

172	TRA1	:	Okay cuba eja "merah" Hazmi *<Ok try to spell "merah" (red) Hazmi>*
173	Sb	:	merah *<red>*
174	TRA1	:	merah …*<Red...>*

175   Hazmi :   m-e, me, r-a-h, rah, merah *<red>*
176   TRA1   :   Okay betul? *<Ok right?>*
177   Ss   :   Betul *<Right>*
178   Ss   :   (Children clapped their hands)

<div align="right">(OB13/0309)</div>

c) Motivating words

Example 4.27:

547   TRA1 :   Okay bagus *<Ok good>* Pandai sudah baca *<You can read
                      already>*

<div align="right">(OB07/2805)</div>

ii. Negative response

The teacher used negative responses such as giving a discouraging comment for children's

lack of attention while she was teaching and made threats if the children could not do what

she asked them to do. This can be illustrated in the following extract.

a) Discouraging comment and jibe

Example 4.28:

27   TRA1 :   Fauzi lihat sini *<Fauzi look here>* Karang lisan inda dapat ni
                      <You can't do it in oral later> [Pointing to the next syllable]

<div align="right">(OB07/2805)</div>

176   TRA1 :   Karang bagi tajuk damit a-a-ap bunyinya *<When given a simple
                      topic later you would go) a-a-ap>* Ah agap-agap ah Yasrul ah
                      macam suara semut payah cikgu mendengar *<**Ah (you would)
                      stutter ah Yasrul ah like the sound of an ant difficult for teacher to
                      hear**>* Okay cuba katani eja lagi dari awal *<Ok let's try to spell*

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from the very beginning> Semua sekali boleh baca suku kata bukan pandai-pandai saja membaca *<All of you can read in syllables not just read as you like>* Karang inda ada cikgu bagi tanda-tanda garis ani inda tia tau tu suka hatinya say-sa, a-a nya saya nya suka hatinya ada tu? *<Later if I don't give these line marks, you won't know (you) just spell or read it as you like "saya" you spell say-sa, a-a, saya, has anyone done like that?>*

<div align="right">(OB07/2805)</div>

The above examples show that in the traditional approach, the teacher likes to use discouraging comments, threats and jibes to gain the children's attention in order to motivate the children to learn. This is based on their belief that children will learn if they are chastised or embarrassed in front of their peers.

b) Threat

Other than making discouraging comments to the children, teacher TRA1 also threatened them. This can be illustrated in the following extract.

 Example 4.29:

| 461 | TRA1 : | Cikgu inda mau nombor. Siapa inda mendengar telinganya atu karang salah ada ia buat nombor satu dua tiga empat lima enam tujuh lapan sembilan sepuluh, cikgu tarik telinganya atu *<Teacher don't want (you) to write the numbers. Who is not listening, later (you) make mistake, you write down the numbers one two three four five six seven eight nine ten, **I will pull your ears**>* |

<div align="right">(OB12/2008)</div>

iii. Error or mistake treatment

The study of Teacher TRA1's classroom interaction also showed how she dealt with children who didn't give the correct answer. Their "errors" were responded to by having them:

1) repeat the correct answer and/or by

2) nominating other children or the whole class to answer with the correct word.

1) Repeat the answer

A request for repetition often followed a first response given by a child. Generally, this request indicated that the response given was appropriate but not loud enough, and the child was expected to repeat the response so that it would be more audible to the teacher and the class. This can be illustrated in the following extract. Again the pedagogy is geared to children providing the correct answer to a question, which is far removed from developing reading for meaning that involves real-life purposeful and communicative reading activities.

a) Request: "kuat sikit" (A little louder)

Example 4.30:

| 555 | TRA1 | : | Tunggu, kedengaran? *<**wait, can you hear?**>* Kuat sikit *<**A little louder**>* |
| 556 | Ramli | : | Bismillah hir rahman nir rahim *<In the Name of Allah, the Most Gracious, the Most Merciful>* |

557	Ss	:	Bismillah hir rahman nir rahim *<In the Name of Allah, the Most Gracious, the Most Merciful>*
558	Ramli	:	p-a, pa, p-a, pa, papa *<father>*
559	Ss	:	p-a, pa, p-a, pa, papa *<father>*

(OB01/0904)

The above excerpt shows that the pedagogical style in Brunei schools reflects and reinforces certain aspect of Brunei culture such as the Islamic tradition. This is because the Brunei culture is strongly grounded by the Islamic tradition as mentioned previously in Chapter One and it is also part of the national ideology of Brunei Darussalam which dominates all aspects of life in the country including education. The recitation of *"Bismillah hir Rahman nir Rahim* " (In the Name of Allah, the Most Gracious, the Most Merciful) is one of the good values the teacher want to instil among the children. In Brunei, education does not concern only intellectual development but also the cultivation of moral qualities.

b) Request "Lagi sekali" (Again/Once again)

Example 4.31:

124	TRA1	:	Lagi semula *<Once again>*
125	Ss	:	Papa kena cari *<Papa has to look (for it)>*

(OB01/0904)

c) Question: Apa? (What?)

Example 4.32:

204	TRA1	:	Eja "dengan" Halim *<Spell "dengan"(with) Halim>*

205	Halim	:	(inaudible)
206	TRA1	:	Apa? *<What?>* Apa? *<What?>*
207	Halim	:	(inaudible)

（OB01/0904）

(OB01/0904)

d) Repetition of question

Example 4.33:

49	TRA1	:	Papa cari siapa? *<Papa looks for who?>*
50	Ss	:	Papa cari popi *<Papa looks for popi>*
51	TRA1	:	Papa cari siapa? *<Papa looks for who?>*
52	Ss	:	Papa cari popi *<Papa looks for popi>*

(OB01/0904)

The extract above shows that the request for repetition implied that the first response was considered correct, the request was for emphasis.

2. Nominating children or whole class to answer

Teacher TRA1 also nominates a child or whole class to answer the questions given if a child could not answer the questions or the tasks given. This can be illustrated in the following extract.

Example 4.34:

154	TRA1	:	Eja "dengan" Halim *<Spell "dengan"(using) Halim>*
155	Halim	:	[inaudible]
156	TRA1	:	Apa? *<What?>* Apa? *<What?>*
157	Halim	:	[inaudible]
158	TRA1	:	Okay cuba eja "dengan" *<Ok try to spell "dengan"(with) >*
159	Ss	:	d-e, de, n-g-a-n, ngan, dengan *<with>*
160	TRA1	:	Cuba eja "dengan" Wafi *<Try to spell "dengan" (with) Wafi>*
161	Sb	:	indada *<No (sound)>*

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162	TRA1	:	Indada? *<No (sound?)>* Indada suaranya? *<No sound?>* Indada suara *<No sound>* Okay cuba Ramli eja "dengan" *<Ok try Ramli spell "dengan"(with)>*
163	Ramli	:	d-e, de, n-g-a-n, ngan, dengan *<with>*
164	Ss	:	[Children clapped their hands]

(OB13/0309)

3. Teacher Initiation

From the sixteen observed lessons, it was found that teacher TRA1's initiation of the classroom talk dominated the dialogue with the children having little opportunity to bring in their ideas or other contribution. The teacher initiations included directing the children to do certain tasks, posing questions, explaining, informing and giving clues. These are illustrated as follows:

a) Directing the children to do some tasks

Example 4.35:

7	TRA1	:	Okay eja *<ok spell>*
8	Ss	:	p-a, pa, p-a, pa, papa *<father>* c-a, ca, r-i, ri, cari *<looks for>*
9	TRA1	:	Eja *<spell>*
10	Ss	:	p-o, po, p-i, pi, popi, papa cari popi *<papa looks for popi>*
11	TRA1	:	Eja *<spell>*
12	Ss	:	p-a, pa, g-i, gi, pagi *<morning>* papa cari popi pagi *<papa looks for popi (in the) morning>*

(OB01/0904)

1	TRA1	:	Okay keluarkan buku bacaan *<Ok take out your reading text book>*
2	Ss	:	[Some children were taking out their text book from their bags and some children were talking and making noise]
3	TRA1	:	Okay keluarkan buku biru *<Ok take out your blue book>*
4	Ss	:	[Children making noise]

| 5 | TRA1 : | Bah okay muka surat? <*"Bah" ok (what) page?*> |

b) Questions

Example 4.36:

287	TRA1 :	Okay siapa ada baju? <*Ok who has a shirt?*> Jawab <*answer*>
288	Ss :	Saya ada baju <*I have a shirt*>
289	TRA1 :	Okay apa warna baju kamu? <*Ok what colour is your shirt?*>
290	Ss :	Baju saya warna merah <*My shirt is red*>
291	TRA1 :	Selain merah apa lagi warna baju kamu? <*Other than red, what else is the colour of your shirt?*>
292	Ss :	Baju saya warna kuning <*My shirt is yellow*>
293	TRA1 :	putihkah kuning<*white or yellow*>
294	Ss :	putih >*white*>
295	TRA1 :	Ah putih. Siapa punya baju <*Ah white. This shirt belongs to?*>
296	Ss :	Ayah <*father*>
297	TRA1 :	Okay siapa cuci baju? <*Ok who washes the clothes?*>
298	Ss :	Ibu cuci baju <*Mother washes the clothes*>
299	TRA1 :	Ibu cuci baju dengan apa <*Mother washes the clothes with what?*>
300	Ss :	Ibu cuci baju dengan sabun <*Mother washes the clothes with soap*>
301	TRA1 :	Okay siapa tolong ibu cuci baju? <*Ok who helps mother to wash the clothes?*>
302	Ss :	Saya tolong ibu cuci baju <*I help mother to wash the clothes*>
303	TRA1 :	Okay, adakah baju kamu bersih atau kotor ?<*Ok, is your shirt clean or dirty?*>
304	Ss :	Baju saya bersih <*My shirt is clean*>

c) Explaining

Example 4.37:

101	TRA1	:	Okay habis stop <*Ok stop*> Cikgu cerita pasal cita-cita bukannya pasal askar <*Teacher is talking about ambitions and not about soldier*> Okay cita-cita ani bila kamu sudah be <*Ok this ambition is when you have grown-up*>
102	Ss	:	Sar <*grown-up*>
103	TRA1	:	Masa damit ani misalnya kamu cita-cita kan jadi askar sudah besar mesti dapatkan askar atu, boleh? <*When you are a child for example, you want to become a soldier so you must become a soldier, can?*>
104	Ss	:	Boleh <*Can*>
105	TRA1	:	Kalau sudah tercapai ah kalau sudah kamu jadi askar ah tercapai tah cita-cita kamu tu <*If you have already achieved ah if you have become a soldier ah you have achieved your ambition*> Angan-angan kamu kan jadi askar dari damit sudah besar jadi askar tah ah Azim <*Your dream is to become a soldier since you were young so when you have grown-up you become a soldier tah ah Azim*> Ada yang cita-cita kan jadi tukang mengambil sampah? <*Does anyone want to become a garbage collector?*>

<div align="right">(OB07/2805)</div>

d) Informing

Example 4.38:

133	TRA1	:	Dengar <*Listen*> Saya Reza <*I am Reza*> Saya ada cita-cita <*I have an ambition*> Saya atu siapa di sini, di sini <*" I " here, here (in the text) refers to*> Bukannya kamu <*Not you*>
134	Ss	:	Saya Reza <*I am Reza*>
135	TRA1	:	Ah. Saya ani siapa> <*Ah. Who is "I"?*>
136	Ss	:	Reza <*Reza*>
137	TRA1	:	Re
138	Ss	:	za
139	TRA1	:	Ia tah karang cikgu tanya soalan siapa ada cita-cita atu jawapannya <*If I asked you a question who has an ambition, that's the answer*>
140	Ss	:	Reza
141	TRA1	:	Reza bukannya kamu jawap saya <*Reza, do not answer I* >

<div align="right">(OB07/2805)</div>

e) Giving clues

Example 4.39:

29	TRA1	:	Ah ia panggil bapanya papa *<ah he called his father "papa">*
			Popi tau apa? *<Popi (you) know what?>*
30	Ss	:	Inda *<no>*
31	TRA1	:	Popi ani binatang ia *<this popi is an animal>*
32	Sb	:	kucing *<cat>*
33	Sg	:	ayam *<chicken>*
34	TRA1	:	okay popi ani ku *<ok this popi is ku>*
35	Ss	:	cing *<cat>*
36	TRA1	:	cing. Nama kucingnya po *<His cat name po>*
37	Ss	:	pi

(OB01/0904)

The above examples show how the dialogue in teacher TRA1's classroom is so structured and predictable through her control of the talk the children are not encouraged to initiate the talk and so rarely do so. This might be due to the impact of cultural norm (Tobin et al., 1983) of respect for older people or positions of authority where in this particular social context students are generally submissive and teachers are rarely challenged by their students (Ritchie & Tobin, 2001).

4.2.1.6.2 Analysis of children-talk

The Children-talk category was further analysed under the two headings:

1. Children's responses

2. Children's initiation

1. Children's responses

It was observed that there were many ways the children gave their response to the teacher.

They are exemplified as follows:

i. Answering teacher's questions or doing the tasks given

Example 4.40:

152	TRA1	:	Okay Reza mahu jadi guru apa? *<Ok what (subject) teacher does Reza want to become?>*
153	Ss	:	Reza mahu jadi guru bahasa Melayu *<Reza wants to become a Malay language teacher>*
182	TRA1	:	Eja *<Spell>*
183	Ss	:	c-i, ci, t-a, ta, cita, c-i, ci, t-a, ta, cita, s-a, sa, y-a, ya, saya, cita-cita saya *<my ambition>* s-a, sa, y-a, ya, saya, r-e, re, z-a, za, reza, saya reza *<I am Reza>* s-a, sa, y-a, ya, saya, a-a, d-a, da, ada, c-i, ci, t-a, ta, cita, c-i, ci, t-a, ta, cita, saya ada cita-cita *<I have an ambition>*

(OB07/2805)

ii. Comment

Example 4.41:

160	TRA1	:	Cuba eja "dengan" Wafi *<Try to spell "dengan" (with) Wafi>*
161	Sb	:	indada *<No (sound)>*
162	TRA1	:	Indada? *<No (sound?)>* Indada suaranya? *<No sound?>* Indada suara *<No sound>* Okay cuba Ramli eja "dengan" *<Ok try Ramli spell "dengan"(with)>*
172	TRA1	:	Betul Zakaria? *<Right Zakaria>* Betul, lurus *<Right>*
173	Zakaria:		Aku inda dengar *<I couldn't hear>*
174	TRA1	:	Inda dengar *<Couldn't hear>* Okay nyaring *<Ok (spell) loudly and clearly>* Nyaring-nyaring lagi Umi *<(Spell) loudly Umi>* Jangan tah takut *<Don't be afraid>*

(OB13/0309)

Example 4.41:

160	TRA1	:	Cuba eja "dengan" Wafi *<Try to spell "dengan" (with) Wafi>*
161	Sb	:	indada *<No (sound)>*
162	TRA1	:	Indada? *<No (sound?)>* Indada suaranya? *<No sound?>* Indada suara *<No sound>* Okay cuba Ramli eja "dengan" *<Ok try Ramli spell "dengan"(with)>*
172	TRA1	:	Betul Zakaria? *<Right Zakaria>* Betul, lurus *<Right>*
173	Zakaria:		Aku inda dengar *<I couldn't hear>*
174	TRA1	:	Inda dengar *<Couldn't hear>* Okay nyaring *<Ok (spell) loudly and clearly>* Nyaring-nyaring lagi Umi *<(Spell) loudly Umi>* Jangan tah takut *<Don't be afraid>*

<div align="right">(OB13/0309)</div>

iii. Recitation

Example 4.42:

462	Nurul	:	c-i, ci, t-a, ta, cita *<ambition>*
463	Ss	:	c-i, ci, t-a, ta, cita *<ambition>*
464	Nurul	:	c-i, ci, t-a, ta, cita *<ambition>*
465	Ss	:	c-i, ci, t-a, ta, cita *<ambition>*
466	Nurul	:	s-a, sa, y-a, ya, saya *<my>*
467	Ss	:	s-a, sa, y-a, ya, saya *<my>*
468	Nurul	:	cita-cita saya *<My ambition>*
469	Ss	:	cita-cita saya *<My ambition>*
470	Nurul	:	s-a, sa, y-a, ya, saya *<I am>*
471	Ss	:	s-a, sa, y-a, ya, saya *<I am>*

<div align="right">(OB07/2805)</div>

The above excerpts also show how the nature of the Islamic religious knowledge influences the way knowledge in general is transmitted by teachers. Facts are memorised and questions are of the type that have only one correct answer. In Islam, to memorise the important versus in the Koran, children are required to practice reading them repeatedly many times to get the pronounciation of the Arabic words correct; incorrect

pronounciation leads to incorrect understanding of the words. Thus repetition and practice are believed to ensure perfect pronunciation and mastery of Arabic – the language of the Koran and a foreign language to Bruneians, who normally speak Malay. This approach is similarly applied in the teaching of Malay reading. The teacher's approach is underpinned by her belief that by memorising and drilling the children to read the text repeatedly it will help them learn to read.

2. Children's initation

From the data analysis, it was found that children initiated a minimal amount of talk in the classroom. They were accustomed to respond only when the teacher asked them to do so. However there were some instances where they did initiate the talk. Their initation usually related to the tasks they were doing or just to inform the teacher that they had finished their tasks, or complain or make a request.This can be illustrated in the following extracts.

i. Complaining

Example 4.43:

593   Sb   :   Cikgu si Rahman cikgu dua per lima cikgu *<Teacher Rahman teacher two over five>* Aku lima per lima *<I (got) five over five>*

(OB01/0904)

ii. Request

Example 4.44:

441   Sb   :   Cikgu saya minta izin ke tandas *<Teacher I want to go to the toilet>*

<div align="right">(OB01/0904)</div>

iii. Informing

Example 4.45:

677   TRA1 :   Okay nombor lima eja" bapa"
678   Ss   :   [children wrote down their answer in their exercie book]
679   Sb   :   sudah *<already>*
680   Sb   :   sudah *<already>*
681   Sg   :   sudah *<already>*

<div align="right">(OB07/2805)</div>

iv. Asking question related to the task given

Example 4.46:

692   Sb   :   Nombor tujuh nombor tujuh cikgu nombor tujuh cikgu "Melayu"kah? *<Number seven number seven teacher number seven is it Melayu (Malay?)>*

<div align="right">(OB07/2805)</div>

4.2.1.7 Exchange moves of teacher TRA1

Teacher TRA1's talk was further analysed by using the 'Scaffolding Interaction Cycle' (SIC) (Rose 2004, 2005). The Scaffolding Interaction Cycle consists of a series of three 'scripted' elements or 'moves' – *prepare, identify* and *elaborate* – that teachers use to talk through the text with children. The *prepare* move prepares children for the meaning and organization of the text and supports them in two kinds of prompts or cues: first a 'position' cue [pc], which tells the children *where* to look in the text to locate particular wordings; second, a 'meaning' cue [mc], which tells the children what kind of meaning to look for in the text. The *identify* move affirms children's responses and directs them to mark particular wordings (usually through highlighting parts of the text). The *elaborate* move expands on the meanings of the text, raising the discussion to a level beyond which children could produce independently.

However, the analyses of lesson transcripts of teacher TRA1's classroom showed that her exchange moves were more of the traditional Question-Answer-Evaluate and Question-Answer (QA) also known as IRF (Initiation-Response-Feedback) (Sinclair & Coulthard (1975). Mehan (1979) and Cazden (2001) use the term IRE where the last E stands for Evaluate. Lemke (1990), in turn, uses the term 'triadic dialogue'. In this pattern the teacher initiates the discussion usually in the form of questions, directing, informing, explaining and giving clues while children or students respond and the teacher provides feedback in the form of evaluation as the following examples:

Moves	Talk
Question	TRA1 : Okay, adakah baju kamu bersih atau kotor ?*<Ok, is your shirt clean or dirty?>*
Answer	Ss : Baju saya bersih *<My shirt is clean>*
Evaluate	TRA1 : Bagus *<Good>* Faham? *<understand?>*

In the Q-A (i.e. Question-Answer) pattern, the teacher initiations usually in the form of questions which is followed by pupils' responses. For example:

Moves	Talk
Question	TRA1 : Okay ayah, apa warna baju ayah kamu? *<Ok, father! what colour is your father's shirt?>*
Answer	Ss : Baju ayah saya warna putih *<My father's shirt is white >*
Question	TRA1 : Apa warnanya? *<What colour?>*
Answer	Ss : Putih *<White>*

The above excerpt showed that the teacher often skipped the E (Evaluate) move after the children's Response move, the interaction pattern resulting in Q-A, Q-A. The E move was skipped when the children's answer was correct so missing an opportunity to elaborate and encourage or scaffold literacy learning. Whereas according to Saikko (2007) this E move is important in making the interaction more natural by commenting on another's answers or asking for clarification and connecting the interactional sequences so that the interaction is not built on separate question-answer-pairs. The importance of this interaction is also shown by Sinclair and Coulthard (1975), who found that when a teacher did not give Feedback on students' Responses to emphasize that they were not always right answers, the students' participation collapsed since they did not see that their answers were valued.

As a conclusion, teacher TRA1 taught her reading lesson in stages. She focused on three main activities which comprised: a pre-reading activity, a focused reading activity and a post-reading activity. In the pre-reading stage the children were required to spell the word in syllables and tell about the title of the text to be read. These activities were not in accordance with the principle of pre-reading activities suggested by Burns et al., (1996) and Gruber (1993) such as asking students to write about their personal experiences as well as predict the end of the story the teacher had read. If the children had a greater variety of activities in this pre-reading stage it would likely increase their motivation to continue reading the story further and ultimately improve their reading.

During reading activities, teacher TRA1 provided many activities such as chorus reading, individual spelling and reading aloud, whole class reading and spelling, group reading and she also introduced a game to match syllables. However, the activities carried out by teacher TRA1 placed more emphasis on drilling the children to spell the words and to test their ability to spell and to memorise the story. This implies that the teaching of reading for teacher TRA1 is simply involving the children in decoding printed words and having them merely 'bark' at print. This may be described as a mechanical activity, recognizing words and saying them with no real understanding. While she involved the children in individual reading activities the teacher used a round robin format. According to Crawley and Mountain (1995, p. 42) reading aloud should not use the round robin format. This is because using the round robin format in reading aloud may cause the students to be distracted and not listen to what their friends read. At a slow pace they would be more focused on word recognition or decoding rather than listening and understand the contents of the text. In fact, listening is a skill that must be taught to students. This is also reinforced by Optiz and Rasinski (cited in Thompson, n.d.). Optiz and Rasinski advise teachers to move away from round robin reading because it provides students with an inaccurate view of reading, causes inattentive behaviours that result in classroom discipline problems, and create a source of embarrassment for struggling readers and decrease comprehension.

In additions, during the teaching of reading, teacher TRA1 did not use any other strategies to help the children to decode unfamiliar words other than to spell the word by using syllables. However, the teacher should use other strategies to help the children figure

out difficult words when they arise, since according to Burns et al., (1996) no one strategy is appropriate for all words. Burns et al., (1996) suggested the following five-step strategy to teach the children to decode unfamiliar words: 1) use context clues; 2) try the sound of the initial consonant, vowel, or blend in addition to context clues; 3) check for structure clues; 4) use phonic generalizations to sound out as much of the word as necessary; and 5) consult a dictionary.

During the reading activities, it was found that the teacher did not read aloud to her students. Traditionally, reading aloud is supposed to occur for students to participate and for the teacher to model reading behaviour. This is in accordance with the opinion of Rubin (1993), Ellis et al., (1989), Wells (1986) and Harris and Sipay (1980). Rubin (1993) in this case argued the most important activities required todevelop knowledge and language skills is to read the content of stories to children.

In teaching of reading, the teacher used a variety of resources, not only the school textbook but also flash cards, blackboard and commercial textbooks. However, it was found that the teacher did not use story books or children literature to teach reading. Children's literature provides entertainment as well as meaningful communication between the teacher and children. Through reading literature, they share pleasure, personal experience, and their historical and cultural heritage. In addition, she not only focused her teaching on curricular content but also on behaviour management and cultivation of moral qualities. The activities undertaken by teacher TRA1 in the post-reading were only written spelling exercises which were not an appropriate activity according to Burns et al (1996). They note that a post-reading activity should be used to help students integrate new

information into their existing schemata. It should also allow children to elaborate upon the learning that has taken place. Strategies that should be used in post-reading activities should extend children's knowledge about the topic, involve questioning, retelling, using reader's theatre, and creating visual representations and applying the concepts of the story.

In addition, it was found that teacher TRA1's reading classroom was dominated by the children being involved in a kind of "talk" that was not conducive to modern views of literacy pedagogy and learning. It was associated with the children carrying out the teacher's directed activities through choral recitation and repetitious chanting. In other words, despite the fact that the children were active during the teaching reading process they rarely initiated talk. Thus, they rarely asked a question of their own. The vast majority of their initiated talk related to the teacher-directed activity and was categorised as a comment or a request or informing the teacher they had finished their work. There was a serious lack of evidence of a student-centred approach or explicit literacy teaching and the scaffolding of learning as described by Bull and Anstey (2003). This finding is similar to Labov's (1988) and those of Boyd and Rubin (2002) where their findings showed that students asked "procedural" questions. These related to the flow of the lesson, homework, confirmation and clarification-checking questions. Such teacher- controlled situations have also been identified in other learning areas, including Science (Jegede & Olajide, 1995).

Thus, teacher TRA1 initiated most of the talking which comprised commands and directing children to do a task, and asking questions. In this way the children were passive – they answered questions and got information passively from the teacher. In other words,

they were always under the direction or control of the teacher (Kahle et al., 1991). This passivity on the part of the children is the same as that described by Tigner (1990), where teacher TRA1's classroom exchange, showed that the Q-A-E and Q-A sequences dominated the discourse. Similarly, other studies (Cazden, 1986; Edwards & Mercer, 1987; Nassaji & Wells, 2000; Wells, 1999) have also highlighted this pattern of classroom discourse as exemplifying teacher-directed learning environments where the particular view of learning to read (in this case) does not focus on the children or the making of meaning and the use authentic texts. This means that teacher TRA1 and the children in her classroom were unable to keep the classroom interaction in a sustained and smooth flow. During asking questions, it was found that teacher TRA1 has not been able to ask a variety of types of questions that could encourage, stimulate and develop children's ideas. The questions asked by the teacher were still limited to a low-cognitive level of response since most were closed questions. So, teacher TRA1 should try to use various forms of questions that require children's thinking about "how" and "why" rather than "what".

Other than asking questions, teacher TRA1 also responds to those posed by the children. Her responses were both positive and negative and included giving corrective feedback to children's errors in reading. The findings showed that the teacher did not give enough time for the children to think for a moment after she had asked a question, nor did she repeat the answers given by the children or discuss them. In addition, she often asked a sequence of questions which can be confusing and does not give time to deal with content and concepts that need to be discussed and related to children's experience. This showed that the teacher had not mastered and understand the use of wait-time strategy which is

one of the strategies that may be used to improve the quality and quantity of student's answers.

The following section will describe the background of teacher TRA2 and her teaching reading practices.

4.2.2 Background of teacher TRA2

Teacher TRA2 was 25 years old at the time of the study and she is a single non-Muslim female whose first language is Dusun. Even though she is Dusun, she can speak the Malay language fluently. According to her, she was exposed to the Malay language by her parents since she was a young child living in the Tutong district. Her parents also sent her to a government school with the hope that she could mix with Malay speaking children. She said that during her school days, she had many Malay friends including most of her neighbours. She had nearly four years teaching experience following the completion of her teacher training at a local university. However, she had only two and a half years experience as a Primary One teacher. Similar to teacher TRA1, she is also a class teacher and taught almost all the subjects except English and Islamic Religious Knowledge.

She is very active in participating in school activities and projects but appears quite a relatively serious person. The researcher describes her in this way because during all of the observational time she did not smile once. However, she did show a lot of concern with regards to whether the children in her class could learn to read. She expressed this to the researcher during an informal conversation during recess time. So, when she noticed that many of the children in her class still could not read fluently, she tried to help them by

giving them simple texts to read and also devoting 15 minutes per day before the lesson started to teach her struggling children the syllables of the words.

Her conscientiousness was also evident as she always stayed at school to finish marking children's work. Interestingly, she always sat alone in the staffroom and hardly mingles with other teachers of that school. Besides this, she always came early to her classroom and stayed there during recess time to make sure that all the children in her class had their food and the classroom was left clean.

Data from questionnaire and interview showed rich details for her practice. Similar to teacher TRA1, teacher TRA2 also likes to teach reading at Primary One level by using the syllable method. She likes to use the syllable method because in her view, it is easy for the children in her classroom to understand, follow and read the words. In addition, most of the children who were unable to read can read the text fluently. This might have been influenced by her perception about reading. She perceived reading ability as being when children are able to pronounce and sound out the words in the text correctly, and when they were able to recount what they had read to the others and could answer questions about the text.

When asked about the effectiveness of the current method, teacher TRA2 saw the current method (the syllable method) as very effective in helping children to read:

"The current practice…for me is good because it helps most of the

children to read long sentences and the difficult words in the text

without difficulties".

Even though she believed in the effectiveness of the method she used she also agreed that some of the children were still unable to read the given text competently. The reasons she gave for their inability to read included the inability to spell the words, the inability to sound out the words properly and a lack of interest in reading.

When asked how she could help to overcome these problems, teacher TRA2 said that she tried to help these children by calling them to the front of the classroom and giving them a simple text to read and guiding them individually on how to spell the words that they did not know. In addition, she stated that she encouraged them to read during their free time or after they had finished doing their work, and that she also paired the successful readers with the unsuccessful children to read together with the hope that the successful children could teach the unsuccessful children to learn to read. However, she saw the biggest constraint in helping these unsuccessful learners was the limitations of time and the large class size (35 children) being to much to manage to give the individual attention that was needed.

Teacher TRA2's responses showed that she had good intentions or strategies to help the children in her classroom to be able to read. However, she acknowledged that she could not employ all these strategies in her classroom because of the limitations of time, the classes being too big to manage and also the the pressure of the school system which needed them to finish all the syllabus within the year. Some of the strategies that this teacher described in the questionnaire and interview were evident in the lessons observed. These strategies are pairing the successful readers with the unsuccessful children to read and giving some children individual attention during reading lessons. However, there is no

evidence throughout the observations that the teacher encouraged the children to read during their free time and to help low achievers individually with regards to how to spell the difficult or unknown words (word attack). The evidence from the observations shows that the children were only talking after they had finished doing their work or just sitting on their chairs doing nothing and the teacher was only grouping the low-achievers. There was little change in strategy between whole class and small group. She used a similar method as for the whole class teaching to teach the children who were experiencing difficultes (spell the words by using syllables repeatedly and then chanting by other children) to teach the small group how to spell the difficult words.

When asked how she could improve children's reading, teacher TRA2, like teacher TRA1, also saw the need to encourage the children to read more books at home and to read books after they had finished doing their school work or during their free time. Her hope was for the children in her classroom to be able to spell, to read and to write in Malay. However, it was found that this idea may not be so feasible because of the limited resources in the school and also at the children's home. This is reinforced by Buntar (1993) who stated that reading materials were not sufficiently available in the home and in the school. According to him, this was due to the children's background, parental occupations and parent attitude towards reading. Parents did not even care to provide their children opportunites to read or to create a print-rich environment. Larking (1993) also states that in most schools the number of books in the school library were not sufficient at that time to cater for the needs of all classrooms/libraries. In addition, it was difficult for the teacher to get appropriate resources for children to read in Malay. Most children's

books in school libraries or shops cater mostly for able readers, having much more wrotten text than illustrations as well as too many words/difficult vocabulary. The above response portrays teacher TRA2's beliefs about reading, ideas about strategies to assist children who have difficulty and her concerns about the children in her class as she carries out her duties as a reading teacher.

It can be concluded from the responses given that teacher TRA2 did not see reading as being communication and the making of meaning. The pedagogical approach used by teacher TRA2 is based on the transmission modal which caters only for the majority with the belief that it is the most effective method to teach reading Malay to the children. Furthermore, the teacher also believed that it was her responsibility to fill the children up with knowledge and to motivate them to read. The role of the children was just to obey the teacher and to receive the knowledge being transmitted by the teacher without question. There was no evidence of the teacher using the literature and the concept of story to motivate the children to read and predict what might happen next. Similarly, there was evidence of the teacher appreciating how a story might "come alive" and the characters might do something different.

4.2.2.1 The physical setting of teacher TRA2 classroom

Teacher TRA2's class was made up of 31 children, 17 boys and 14 girls. Children's desks were placed adjacently in five straight rows and two columns, facing the white and green board. The first three rows were for boys and the next three rows were for girls. This seating arrangement is similar to nearly all classrooms of the school. The children were

seated in pairs (boy with boy and girl with girl). Like teacher TRA1's classroom, all the children were Malay and Muslim and had the Brunei Malay dialect as their first language and Standard Malay as their second language. The classroom layout in terms of boards and audio speaker were the same as TRA1's classroom. She also displayed alphabet posters of Arabic and Roman script. The classroom also displayed various posters around the walls. In front of the board, there was a rubber mat and the children were required to take off their shoes before sitting on it. On the right of the board, there was a teacher's desk and behind the teacher's desk was a door which led to a balcony.

In contrast to TRA1's classroom, there was a reading corner at the back right corner in which there was a small cabinet that contained only a few old story books. Like teacher TRA1's books, some of the books were in bad shape and needed to be changed or replaced. The reading corner was made inviting because it had a small sofa, two small chairs and a small table. At the back of the classroom was a long, low, open shelf where the children's textbooks, exercise books and worksheets were kept. On top of the shelves, there was a display board where the classroom teacher put the class time-table, duty roster, children's birthday chart, results and memos from the school and the Ministry of Education.. To the left corner there were also cleaning tools (two brooms, a small dustbin and a mop) which were used by the children to clean their classroom early in the morning before the lessons started, during recess and before they went home. The windows had curtains to protect the children from too much sunlight and the children's desks were neatly covered by table cloths. Like other classrooms, teacher TRA2's classroom was also provided with two electrical overhead fans and four fluorescent tubes. The door and the

windows were always open so the air could freely circulate since Brunei has a tropical climate and is quite hot most of the year round. Outside the classroom, there was a glass box which displayed children's work and the results of their school activities. The illustration of the physical setting of Teacher TRA2's classroom can be seen in Figure 4.8.
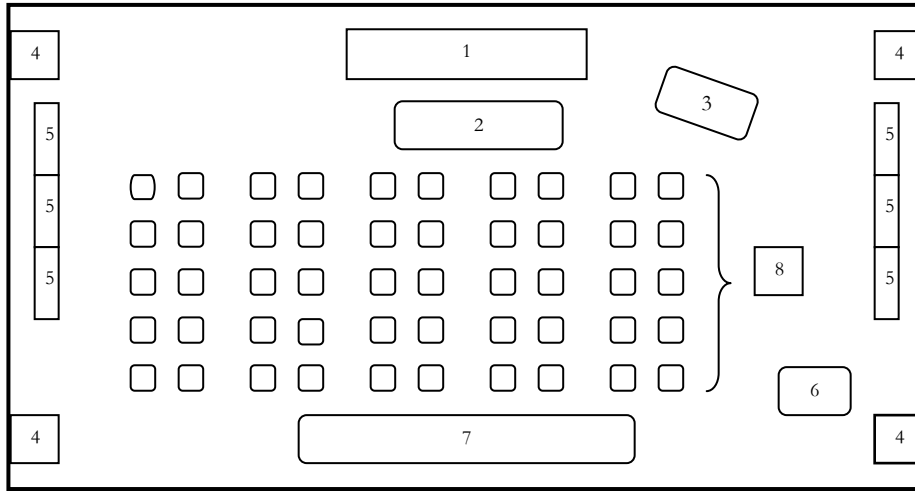
Figure 4.8 Physical setting teacher TRA2's classroom

1 = white and green board	5 = windows
2 = gathering corner	6 = reading corner
3 = teacher's desk	7 = shelf
4 = doors	8 = children's desks

4.2.2.2 Teacher TRA2's teaching-reading practices

Throughout sixteen observations, teacher TRA2 had taught her class 20 reading topics. It should be noted that the length of the lessons varied from thirty to sixty minutes like

teacher TRA1. Table 4.3 shows the lessons and dates for classroom observation of teacher

TRA2.

Table 4.3 *Topics and dates for classroom observation of teacher TRA2*

Observation	Dates	Topic
OB01	16th April	Mother
OB02	07th May	Monkey
OB03	28th May	Person
OB04	02nd July	Police
OB05	21st July	Flower garden
OB06	30th July	Tapioca
OB07	06th August	Van
OB08	13th August	Money
OB09	20th August	Zoo
OB10	23rd August	My brother
OB11	27th August	My brother
OB12	30th August	My brother
OB13	03rd Sept.	My grandfather house
OB14	11th October	Shoes maker and bunian
OB15	22nd October	1. Today is holiday 2. Budi's horse 3. New bridge 4. Sani's hobby
OB16	25th October	1. My father has a lorry 2. Gali's marble 3. Where is the python? 4. Babu's grandson

Table 4.3 shows that teacher TRA2's pedagogical approach was similar to that of

teacher TRA1. She used short passages to teach reading to her Primary One children.

Figure 4.9 A copy of a short passage used by teacher TRA2 to teach reading

These texts were adapted from the commercial text book and also from the school reading text book. An example of these short passages can be seen in Figure 4.9 below.

1. Teacher TRA2: Lesson number two

This lesson took place on 7th of May. In this sixty-minute lesson, the children were reading a text with the topic of "Monkey". This text is adapted from the school reading text book which is provided by the Curriculum Development section of the Ministry of Education. This text centres around the monkey which likes to climb trees, drink water and eat a red apple. A copy of the text can be seen in Figure 4.10 below.

Figure 4.10 A copy of the text used by teacher TRA2 to teach reading

The following sequence of events was observed. Similar to teacher TRA1, teacher TRA2 also generally began her teaching by asking the children to recite a short prayer before they started to read the text books. This short prayer is a must for every teacher to do before they start their lessons (refer to Brunei school culture in chapter 1). Then she asked them to sit on the floor in front of the board and directed the children to open their books at a particular page for the monkey story. Then she discussed the picture on that page with the children as a stimulus to prompt what was to come in the text. This led the children to think about the monkey as the primary topic of the lesson. After discussing about the picture in the text for a few minutes, the teacher then asked the children to read out orally each letter in the title. Like teacher TRA1, teacher TRA2 also used the Brunei

Dialect to teach the children. All names in this excerpt are pseudonyms and the quotes are direct from teacher and children. This can be seen in the following excerpt.

Example 4.47:

1	TRA2	:	Cuba buka buku kamu muka surat lima puluh enam dan <*Open your book to page fifty-six and*>
2	Ss	:	lima puluh tujuh <*fifty-seven*>
3	TRA2	:	lima puluh <*fifty*>
4	Ss	:	tujuh <*seven*>
5	TRA2	:	tujuh <*seven*>. Muka surat lima puluh enam dan lima puluh tujuh. <*Page fifty-six and fifty-seven*> Cuba perhatikan gambar di sana atu <*Try to look at the picture there*>
6	Ss	:	monyet <*monkey*>
7	TRA2	:	gambar apa tu? <*what picture is that?*>
8	Ss	:	monyet <*monkey*>
9	TRA2	:	gambar monyet <*a picture of a monkey*>. Di mana monyet atu? <*Where is the monkey?*>
10	Ss	:	di atas pokok <*on the tree*>
11	TRA2	:	di atas pokok <*On the tree*> Apa yang kamu nampak di bawah pokok? <*What can you see under the tree?*>
12	Ss	:	epal <*apple*>
13	TRA2	:	epal <*apple*> Lagi apa lagi?<*What else?*>
14	Ss	:	orang <*a person*>
15	TRA2	:	orang <*a person*> Lagi?<*What else?*>
16	Ss	:	meja <*table*>
17	TRA2	:	meja <*table*> Lagi?<*What else*>
18	Ss	:	epal <*apple*>
19	TRA2	:	buah <*fruit*>
20	Ss	:	epal <*apple*>
21	TRA2	:	epal <*apple*> Cuba bagitau cikgu apa tajuknya? <*tell me what is the title?*>
22	Ss	:	monyet <*monkey*>
23	TRA2	:	mo<*mo*>
24	Ss	:	nyet <*monkey*>
25	TRA2	:	monyet <*monkey*> Cuba eja monyet <*try to spell 'monyet'(monkey)*>
26	Ss	:	m-o, mo, n-y-e-t, nyet, monyet <*monkey*>
27	TRA2/Ss:		m-o, mo, n-y-e-t, nyet, monyet <*monkey*>

The above excerpt shows that this is an important difference in the pedagogy used by teacher TRA2 compared with that of teacher TRA1 because the talk here shows that she is recognizing and making meaning first in a shared story approach which is crucial in learning to read (Campbell & Green, 2006). However, the teacher did not acknowledge the children's responses but just repeated their answers without elaborating on them and then followed up with another request. Next she instructed the children to point to the words in the text with their fingers and not to repeat after her but to listen to her read first. The teacher then read the text, sentence by sentence (line 30). This is illustrated in the following excerpt.

Example 4.48:

28	TRA2	:	bah kamu tunjuk dulu <*"bah" you point (to the words in the text) first*> Cikgu baca kamu <*I read (and) you*>
29	Ss	:	tunjuk <*point*>
30	TRA2	:	tunjuk dulu <*point (to the words in the text) first.*Ah jangan dulu ikut ah dengar dulu <*Ah don't repeat after me ah listen first*> Tajuknya Monyet <*The title "Monkey"*> Ini monyet <*This is a monkey*> Monyet ini atas pokok <*This monkey is on the tree*> Monyet ini suka panjat pokok <*This monkey likes to climb a tree*> Bawah pokok ada kolam <*There is a pond under the tree*> Dalam kolam ada air <*There is water in the pond*> Monyet suka minum air <*The monkey likes to drink water*> Atas meja ada buah epal <*There is an apple on the table*> Buah epal itu warna merah <*That apple is red*> Monyet suka makan buah epal merah <*The monkey likes to eat red apples*> Jadi, cikgu baca kamu <*So,I read (and) you*>
31	Ss	:	ikut <*repeat after me*>
32	TRA2	:	ikut <*repeat after me*> Tunjuk satu-satu <*Point to each word*> Tajuknya <*The title*>

She reread the text with the children chanting after her. She then asked them what the text was about through questioning as shown in the following transcript:

Example 4.49:

33	Ss	:	monyet *<monkey>*
34	TRA2	:	ah monyet *<ah monkey>* … Ini monyet *<This is a monkey>*
35	Ss	:	Ini monyet *<This is a monkey>*
36	TRA2	:	Monyet ini atas pokok *<This monkey is on the tree>*
37	Ss	:	Monyet ini atas pokok *<This monkey is on the tree>*
38	TRA2	:	Monyet ini suka panjat pokok *<This monkey likes to climb the tree>*
39	Ss	:	Monyet ini suka panjat pokok *<This monkey likes to climb the tree>*
40	TRA2	:	Sebelahnya, bawah pokok ada kolam *<Next page, there is a pond under the tree>*
41	Ss	:	Bawah pokok ada kolam *<There is a pond under the tree>*
42	TRA2	:	Dalam kolam ada air *<There is water in the pond>*
43	Ss	:	Dalam kolam ada air *<There is water in the pond>*
44	TRA2	:	Monyet suka minum air *<The monkey likes to drink water>*
45	Ss	:	Monyet suka minum air *<The monkey likes to drink water>*
46	TRA2	:	Buah epal itu warna merah *<That apple is red>*
47	Ss	:	Buah epal itu warna merah *<That apple is red>*
48	TRA2	:	Monyet suka makan buah epal merah *<The monkey likes to eat red apples>*
49	Ss	:	Monyet suka makan buah epal merah *< The monkey likes to eat red apples>*
50	TRA2	:	Jadi, kamu tahu sudah tadi *<So, you know this already>* Cuba bagitau cikgu ceritanya mengenai *<Tell me the story is about (what?)>*
51	Ss	:	Monyet *<monkey>*
52	TRA2	:	Monyet *<monyet>* Di mana monyet ini berada? *<Where is the monkey?>*
53	Ss	:	Di atas pokok *<On the tree>*
54	TRA2	:	Di atas pokok *<On the tree>* Ah binatang apa tadi yang suka panjat pokok? *<Ah, what animal likes to climb the tree?>*
55	Ss	:	Monyet *<Monkey>*
56	TRA2	:	Ah monyet *<Ah monkey>* Apa yang ada di bawah pokok? *<What is there under the tree?>*
57	Ss	:	Epal *<Apple>*
58	TRA2	:	Epal *<Apple>* Lagi *<Any more>*
59	Ss	:	Kolam air *<Pond>*
60	TRA2	:	Kolam *<Pond>*
61	Ss	:	Meja *<Table>*
62	TRA2	:	Meja *<Table>* Lagi *<Any more>*
63	Ss	:	Epal *<Apple>*

64	TRA2	:	Buah epal sudah *<Apple already>* Di bawah pokok ada
65	Ss	:	Kolam *<Pond>*
66	TRA2	:	Ah kolam tadi *<Ah pond>* Dalam kolam atu apa yang ada? *<What is inside the pond?>*
67	Ss	:	Air *<Water>*
76	TRA2	:	Ah di atasnya ada buah *<Ah on the table there is an>*

From the above example it shows that the teacher always initiated the talk by asking questions. The questions the teacher asked only required straight recall of answers which according to Edwards, Gandini and Forman, (1998) and Harel and Papert, (1991) discourage the presence of an intended message that motivates conversations with children or causes the negotiation of meaning to co-construct knowledge. The children's tasks were only to make appropriate responses to the teacher's questions. This example suggests that the children were not answering the questions but rather guessing what the teacher was expecting the answer to be, "trying to guess what's in the teacher's head" as Bull and Anstey (1996) describe. In addition, children were not required to think of an answer because the questions had the clue embedded within them, as in line 64 and 76. After questioning was finished, she asked them to spell some of the words in the text orally by using syllables. This is illustrated in the following excerpt.

Example 4.50:

77	Ss	:	Epal *<Apple>*
78	TRA2	:	Epal *<Apple>* Cuba eja pokok *<Try to spell 'pokok'<tree>>*
79	Ss	:	P-o, po, k-o-k, kok, pokok *<tree>*
80	TRA2	:	Eja panjat *<Spell 'panjat' <climb>>*
81	Ss	:	P-a-n, pan, j-a-t, jat, panjat *<climb>*
82	TRA2	:	Cuba eja kolam *<Try to spell 'kolam' <pond>>*
83	Ss	:	K-o, ko, l-a-m, lam, kolam *<pond>*
84	TRA2	:	Cuba eja monyet *<Try to spell 'monyet' <monkey>>*

85	Ss	:	m-o, mo, n-y-e-t, nyet, monyet *<monkey>*
86	TRA2	:	Eja epal *<Spell 'epal' <apple>>*
87	Ss	:	a-a
88	TRA2	:	e
89	Ss	:	e-e, p-a-l, pal, epal *<apple>*
90	TRA2	:	Sekali lagi *<Once more>*
91	Ss	:	e-e, p-a-l, pal, epal *<apple>*
92	TRA2	:	Eja merah *<Spell 'merah' <red>>*
93	Ss	:	m-e, ma
94	TRA2	:	m-e, me
95	Ss	:	m-e, me, r-a-h, rah, merah *<red>*

From the above excerpt, it shows that teacher TRA2's approach is similar to teacher TRA1's teaching approach. She only drilled the children to spell the words by using syllables without giving any further explanantion on how the use of syllablication can help them to figure out unknown words. Next, she nominated some children (line 96 and 119) to read the text in front of the class and involved the remaining children in chanting the same words or sentence. This then was followed by asking the whole class to reread the text once again in chorus (line 140). This is illustrated in the following example.

Example 4.51:

96	TRA2	:	Ah bagus *<Ah good>* Cuba Matnor ke depan baca *<Try Matnor (come to the) front (and) read>* Yang lain ikut *<the Others repeat after him>* Tunjuk ah *<Point (the words) ah>*
97	Matnor:		Monyet *<Monkey>*
98	Ss	:	Monyet *<Monkey>*
99	Matnor:		Ini monyet *<This is a monkey>*
100	Ss	:	Ini monyet *<This is a monkey>*
101	Matnor:		Monyet ini atas pokok *<This monkey is on the tree>*
102	Ss	:	Monyet ini atas pokok *<This monkey is on the tree>*
103	Matno	:	Monyet ini suka panjat pokok *<This monkey likes to climb a tree>*
104	Ss	:	Monyet ini suka panjat pokok *<This monkey likes to climb a tree>*
105	Matnor:		Bawah pokok ada kolam *<There is a pond under the tree>*

106	Ss	:	Bawah pokok ada kolam *<There is a pond under the tree>*
107	Matnor:		Dalam kolam ada air *<There is water in the pond>*
108	Ss	:	Dalam kolam ada air *<There is water in the pond>*
109	Matnor:		Monyet suka minum air *<The monkey likes to drink water>*
110	Ss	:	Monyet suka minum air *<The monkey likes to drink water>*
111	Matnor:		Atas meja ada buah epal *<There is an apple on the table>*
112	Ss	:	Atas meja ada buah epal *<There is an apple on the table>*
113	Matnor:		Buah epal itu warna merah *<That apple is red>*
114	Ss	:	Buah epal itu warna merah *<That apple is red>*
115	Matnor:		Monyet suka makan buah epal merah *<The monkey likes to eat red apples>*
116	Ss	:	Monyet suka makan buah epal merah *<The monkey likes to eat red apples>*
117	TRA2 :		Ah bagus *<Ah good>*
118	Ss	:	(Clapping their hands)
119	TRA2 :		Azwan. Bah yang lain tunjuk dan ikut *<Bah the others point (to the words) and repeat after him>*
120	Azwan :		Ini monyet *<This is a monkey>*
121	Ss	:	Ini monyet *<This is a monkey>*
138	TRA2 :		Ah bagus *<Ah good>*
139	Ss	:	Children clapping their hands
140	TRA2 :		Ah jadi, sekali lagi baca ramai-ramai *<Ah so, read once again together>* Baca ramai *<Read together>*
141	Ss	:	Ramai *<together>*
142	TRA2 :		Cuba tajuk monyet *<Try the title is monkey>*
143	Ss	:	Tajuk monyet *<The title is monkey>* Ini monyet *<This is a monkey>* Monyet ini atas pokok *<This monkey is on the tree>* Monyet ini suka panjat pokok *<This monkey likes to climb a tree>* Bawah pokok ada kolam *<There is a pond under the tree>* Dalam kolam ada air *<There is water in the pond>* Monyet suka minum air *<The monkey likes to drink water>* Atas meja ada buah epal *<There is an apple on the table>* Buah epal itu warna merah *<That apple is red>* Monyet suka makan buah epal merah *<The monkey likes to eat a red apple>*

The above example also shows that teacher TRA2 gave praise verbally in the use

of *'bagus'* (good) (line 96, 117, and 138) and by having th children clap their hand when

a correct answer was given or if their friends could read the text well as in line 118 and

139. This positive feedback was used to encourage and motivate the children to read better. This is confirmed by Brophy (1981) that praise has been widely recommended as an important reinforcement method for teachers because it can build self-esteem, provide encouragement and build a close relationship between student and teacher.. In addition, she used frequent verbal instructions to the children throughout her teaching as in line 96, 119 and 140. This excerpt (Example 4.51) also shows that this teacher used round robin format to conduct the reading aloud activity. She nominated some children by calling their names to read the text in front of the classroom (line 96 and 119). In addition, other than nominating individual children to read, she also asked the whole class to read the text.

In addtition to the reading aloud activity, teacher TRA2 also used questioning and spelling activities. These activities were done by calling the children's names, one by one, and having them take turns to come to the front of the class to answer the teacher's questions orally. This was done to test the children's reading comprehension of the set texts and their spelling abilities. This is illustrated in the following excerpt.

Example 4.52:

144	TRA2 :	Ah bagus *<Ah good>* Jadi, cikgu akan menyoal beberapa orang *<So, I am going to ask some children>* Amirul ke depan *<Amirul (come) to the front>* Yang lain dengar ah *<The others listen ah>* Tutup buku *<Close your book>* adi, cuba bagitau cikgu apa tajuk yang kamu baca tadi *<So, tell me what is the title (of the text) you just read>*
145	Amirul :	Monyet *<monkey>*
146	TRA2 :	Di mana monyet itu berada? *<Where is the monkey?>*
147	Amirul:	Di atas pokok *<on the tree>*
148	TRA2 :	Monyet ada di atas pokok *<The monkey is on the tree>* Apa yang ada di bawah pokok? *<What is there under the tree?>*
149	Amirul :	kolam *<pond>*
150	TRA2 :	Kolam *<pond>* Apa yang ada di dalam kolam atu? *<What is*

		inside the pond?>
151	Amirul :	Air *<water>*
152	TRA2 :	Air *<water>* Yang berdekatan dengan kolam apa lagi? *<What else (you can see) near the pond?>*
153	Amirul:	buah epal *<an apple>*
154	TRA2 :	buah epal *<an apple>* Di mana letaknya buah epal atas *<Where is the apple on>*
155	Amirul :	atas meja *<on the table>*
156	TRA2 :	Betul jalan ceritanya? *<Is the plot (of the story) right?>*
157	Ss :	Betul *<right>*
158	TRA2 :	Betul *<right>*
159	Ss :	Children clapping their hands
160	TRA2 :	Belum lagi habis *<Not finished yet>* Cuba eja meja *<Try to spell 'meja' <table>>*
161	Amirul :	m-e, me, j-a, ja, meja *<table>*
162	TRA2 :	Cuba eja epal *<Try to spell 'epal' <apple>>*
163	Amirul :	e-e, e-e
164	TRA2 :	Bah tau kah inda? *<Bah you know (how to spell) or not?>*
165	Amirul :	no response
166	TRA2 :	Cuba ramai-ramai eja epal *<Try to spell 'epal' <apple> together>*
167	Ss :	e-e, p-a-l, pal, epal *<apple>*
168	TRA2 :	Cuba Amirul eja epal *<Try to spell 'epal' <apple> Amirul>*
169	Amirul :	E-e,
170	TRA2 :	E, lagi *<e, go on>* Sekali lagi ramai-ramai eja epal *<Once again spell 'epal' <apple> together>*
171	Ss :	e-e, p-a-l, pal, epal *<apple>*
172	TRA2 :	Bagus *<good>* Amirul
173	Amirul :	e-e (with soft voice)
174	TRA2 :	Besar-besar *<(speak) loudly>*
175	Amirul :	e-e, p-a-l, pal *<apple>*
176	TRA2 :	Betul? *<Right?>*
177	Ss :	Betul *<Right>*
178	TRA2 :	Ah betul *<Ah right>* Bagus *<Good>*
179	Ss :	Children clapping their hands
180	TRA2 :	Duduk *<Sit down>* Cuba Fauziah *<Fauziah, try>* Tutup buku kamu ah *<Close your book ah>* Cuba eja 'pokok' *<Try to spell 'pokok' <tree>>*
181	Fauziah:	p-o, po, k-o-k, kok, pokok *<tree>*
202	TRA2 :	Fadhli, cuba eja meja *<Fadhli, try to spell 'meja' <table>>*
203	Fadhli :	m-e, me, j-a, ja, meja *<table>*

The above example shows that the teacher did not give enough time or wait-time for the children to think about the answer or to monitor their spelling. If a child did not know how to spell a word or made a mistake in spelling the word, the teacher just asked the whole class to give or tell her the answer and to evaluate their friend's answers. Here we can see that in the process of learning teacher does not always correct errors; s/he just acts as a facilitator so that students themselves can be engaged in the process of correcting errors. This peer correction or peer feedback is to ensure that they learn to help each other and to enhance learner autonomy, cooperation, interaction and involvement,

Then she continued her teaching reading by giving spelling activity to the children. Before she starts this activity, first she asked the children to read each word in the text before she asked them to close their books. Then she asked them to spell and read each word she showed to them through flashcards. This is illustrated in the following excerpt.

Example 4.53:

218	TRA2	:	Cuba baca dulu *<try to read first>* Baca dulu *<read first>* Baca dulu ah *<read first ah>*
219	Ss	:	Children read the text as instructed
220	TRA2	:	Bah semua sekali tutup buku *<Bah all of you close your books>* Semua sekali tutup buku *<All of you close your books>* Pandang depan *<Look in front>* Cuba eja dan sebutkan perkataan yang cikgu tunjukkan *<Try to spell and sound out the words I am showing you>* The teacher showed the children the first word on the flashcard.
221	Ss	:	monyet *<monkey>*
222	TRA2	:	Cuba eja *<try to spell>*
223	Ss	:	m-o, mo, n-y-e-t, nyet, monyet *<monkey>*
224	TRA2	:	Cuba sekali lagi eja *<Try to spell (it) once again>*
225	Ss	:	m-o, mo, n-y-e-t, nyet, monyet *<monkey>*
226	TRA2	:	Bagus *<good>* She showed the children the next word.
227	Ss	:	k-o, ko, l-a-m, lam, kolam *<pond>* k-o, ko, l-a-m, lam, kolam *<pond>*

228	TRA2	:	Seterusnya cuba eja *<Next try to spell>* She showed the next word to the children.
229	Ss	:	m-e, me, r-a-h, rah, merah *<red>* m-e, me, r-a-h, rah, merah *<red>*
230	TRA2	:	She showed the next word to the children
231	Ss	:	a-a, t-a-s, tas, atas *<On>*
232	TRA2	:	dan yang akhir sekali cuba eja *<and the last one try to spell>* She showed the children the word.
233	Ss	:	e-e, p-a-l, pal, epal *<apple>*
234	TRA2	:	Ah bagus *<Ah good>*

She continued this activity by selecting five children. She selected these children by calling the children's name one by one to spell and to read orally the words she prepared in front of the class and the remaining of the children were asked to listen and to check the selected children's reading or spelling. In this spelling activity, other than the spelling of the words must be correct, she also wants the children to spell the words given in a loud voice so that what they read and spell can be heard by other children. She also advised the children not to laugh at their friend's reading. This can be illustrated in the following extract.

Example 4.54:

236	TRA2	:	Jadi cikgu mau menyoal lima orang ah lima orang daripada kamu untuk mengeja dan kamu baca di hadapan kawan kamu *<So I want to ask five ah five of you to spell and you read (the word) in front of your friends>* Eja perkataan yang cikgu sediakan ani *<Spell the words that I have prepared>* eja di hadapan dan baca di hadapan kawan kamu *<Spell (the word) in front and read (it) in front of your friends>* Nazirah, cuba eja Nazirah*<Nazirah, try to spell (the word) Nazirah>* The teacher showed the word *'kolam'* to Nazirah.
237	Nazirah:		k-o, ko, l-a-m, lam, kolam *<pond>*
238	TRA2	:	Betul? *<Right?>*
239	Ss	:	Betul *<Right>* The children clapped their hands.

240	TRA2 :	Seterusnya *\<Next\>*
241	Sb :	Laki-laki *\<boys\>*
242	TRA2 :	Ramli. The teacher showed the word *'monyet'* to Ramli.
243	Ramli :	(inaudible)
244	TRA2 :	Besar-besar *\<(Speak) loudly\>*
245	Ramli :	(inaudible)
246	TRA2 :	Apa bunyinya? *\<What is it's sound?\>*
247	Ramli :	monyet *\<monkey\>*
248	TRA2 :	monyet ah *\<monkey ah\>* Cuba eja ramai-ramai *\<Try to spell (it) together\>*
249	Ss :	m-o, mo, n-y-e-t, nyet, monyet *\<monkey\>*
250	TRA2 :	Bagus *\<good\>* Bazilah *\<Bazilah\>* The teacher showed the word *'merah'*. Baca dulu nyaring-nyaring *\<Read first loudly\>*
251	Bazilah:	m-e, me, r-a-h, rah, merah *\<red\>*
260	TRA2 :	Amirul. The teacher showed the word *'epal'*
261	Amirul :	(inaudible)
262	TRA2 :	Jangan ketawakan kawan baca *\<Don't laugh (when) your friend is reading\>*
272	TRA2 :	Ah bagus *\<Ah good\>* Terakhir sekali Diana *\<The last one Diana\>* The teacher showed the word *'atas'*.
273	Diana :	a-a, t-a-s, tas
274	TRA2 :	Apa bunyi? *\<What is it's sound?\>*
275	Diana :	Atas

In addition to reading and oral spelling activities, the teacher also hold written spelling activities on the board. Before she asked the children to spell the word and write it down on the board, she asked them to spell all the words orally (line 304-313). This was done to ensure that the children could spell all the words given. When she was confident that the children could spell all the words given, she nominated some children to write down the spelling of the word, that she reads out, on the board as shown in the following example.

Example 4.55:

296	TRA2 :	Perhatikan sekejap ah *<Look at the words for a moment ah>* Lepas ani cikgu soal kamu mengeja di papan *<After this I am going to ask you (to write down) the spelling on the board>*
297	Ss :	hitam *<black board>*
298	TRA2 :	hitam *<black board>* Dapat sudah mengeja? *<Can you spell (it) already?>*
299	Ss :	Dapat *<can>*
304	TRA2 :	Cuba eja *<Try to spell>* The teacher showed the word *'merah'* on the flashcard
305	Ss :	m-e, me, r-a-h, rah, merah *<red>*
306	TRA2 :	The teacher showed the word *'epal'*
307	Ss :	e-e, p-a-l, pal, epal *<apple>*
308	TRA2 :	The teacher showed the next word *'kolam'*
309	Ss :	k-o, ko, l-a-m, lam, kolam *<pond>*
310	TRA2 :	The teacher showed the word *'monyet'*
311	Ss :	m-o, mo, n-y-e-t, nyet, monyet *<monkey>*
312	TRA2 :	The teacher showed the last word *'atas'*
313	Ss :	a-a, t-a-s, tas, atas *'on'*
314	TRA2 :	Jadi mula-mula sekali cikgu mau…*<So, first I want…>*
315	Sb :	merah *<red>*
316	TRA2 :	sy… jangan bagitau jawapan ah *<don't tell the answers ah>* Tutup buku *<close the books>* Semua sekali tutup buku ah *<All of you close (your) books ah>* Mula-mula sekali eja 'epal' *<The first one spell 'epal' <apple>>* Pertama eja 'epal'… *<The first one spell 'epal' <apple>>* Sharifah
317	Sharifah:	The child went to the board and wrote down the spelling of *'epal'* on the board
318	TRA2 :	Betul? *<right?>*
319	Ss :	Betul *<right>*
320	TRA2 :	Betul *<right>* Duduk *<sit down>*

The above examples showed that teacher TRA2's strategies were to drill the children to spell the words correctly and repeatedly with the view that this would help them to be able to read the text. Her focus on getting things correct detracts from the notion of reading as making meaning. Again there is little evidence of literacy pedagogy

as argued by Bull and Anstey (2003). On the contrary the talk continues to reflect a focus on word recognition, repetition/drilling and being correct.

Before the class ended she asked the whole class to spell all of the words orally once again. The class ended by requiring the children to spell the same five words in their exercise books with the teacher reading them one at a time. The children who were unsuccessful had to copy the words from the board into their exercise book. This can be illustrated in the following excerpt.

Example 4.56:

361	TRA2	:	Jadi lima perkataan ani cuba eja sekali lagi *<So,try to spell these five words once again>*
362	Ss	:	m-o, mo, n-y-e-t, nyet, monyet *<monkey>,* e-e, p-a-l, pal, epal *<apple>,* k-o, ko, l-a-m, lam, kolam *<pond>*
363	TRA2	:	Omar (Teacher was calling for Omar's attention)
364	Ss	:	m-e, me, r-a-h, rah, merah *<red>,* a-a, t-a-s, tas, atas *<on>*
365	TRA2	:	Jadi ada lima yang kan cikgu suruh kamu mengeja karang ah dalam buku kamu *<So, there are five (words) that I want you to spell ah in your exercise books later>* Buat satu sampai lima *<Do one to five>*
369	TRA2	:	Bah yang pertama eja*<Bah the first one spell>* sedia sudah? *<Are you ready?>*
370	Ss	:	Sudah *<ready>*
371	TRA2	:	Bah yang pertama eja 'kolam'*<Bah the first one spell 'kolam' <pond>* Ah nombor satu eja 'kolam' *<Ah number one spell 'kolam'>*
372	Ss	:	The children wrote down their answers in their exercise books
373	TRA2	:	Cuba eja 'kolam' *<Try to spell 'kolam'>* Yang tau sudah jangan pandang di hadapan, yang belum tau pandang di hadapan *<For those who know(the answer) don't look at the front, for those who don't know (the answer) look at the front>* Ah yang pertama tadi eja 'ko' *<Ah the first one just now spell 'ko'>*
374	Ss	:	lam

From the above example, it shows that the teacher concluded her lesson by asking the children to do spelling exercise in their exercise books. Activities conducted by teacher TRA2 after the reading lessons were not consistent with those proposed by Burns et al (1996). According to Burns et al (1996) teachers need to follow-through their reading activities to help students integrate new information into their schemata and gain a higher level of understanding. Ideally, the teacher needed to further develop questionning techniques, reading materials, giving questions, retelling and visual presentation.

It can be concluded that teacher TRA2 was the centre of the learning process; she lectured, questioned the children, gave instructions and provided clues for the children to be able to provide the answers she desired. The children were active in doing the teacher's directed activities and answering teacher's questions but they did not initiate any talk. This shows that there is less interaction happen between teacher TRA2 and the children. The pedagogy appeared to consist mainly of providing tasks and assessing individual performance in terms of observable learning outcomes such as reading, spelling and writing skills. The following lesson is provided to show how teacher TRA2's teaching changed from using texts which she adapted from the text book to using text that she adapted from the commercial textbook after she noticed that many of the children in her classroom were still unable to read or were still struggling to read the set text book after the second term.

The following section described the sequences of events observed in teacher TRA2's teaching of reading in the second phase of observation.

2. Teacher TRA2: Lesson number ten

After the second term, teacher TRA2 decided to use texts which she extracted from commercially published materials when she noticed that many children in her classroom were still unable to read or were still struggling to read. A copy of this text can be seen in Figure 4.11.

Figure 4.11 A copy of the text used by teacher TRA2 to teach reading after the second term

She used this text three times to teach reading (refer to Table 4.3). She made two copies of the text, one copy without modification and the other copy modified by having the text printed in two colours (red and black) to show the syllables of the words. This was for the struggling children to help them to spell the words more easily. However, this was not a major shift away from the traditional approach as the focus was still to enhance syllabication. She started her reading lessons by directing the children to sit on the floor in front of the board where she asked the children to recite a short prayer first. As noted

earlier reciting a short prayer before a lesson starts is a typical introduction in Brunei classrooms in keeping with the Islamic values of the Melayu Islam Beraja (Malay Islamic Monarchy) as noted earlier. This was followed by distributing a copy of a text for children to read and the explanation that there are two types of text: one with coloured ink and the other one just black ink. The colour text is easy because all the words are written with emphasis on the syllables. She firstly questioned them about the title of the text. But then there was no futher discussion as they were going to read. Instead she instructed the class as a whole to make up some sentences orally, based on some of the words she took from the text. . However, most of their sentences were copied from the text. This can be illustrated in the following excerpt, thus showing that the children were not encouraged to play with the words and the sentences or the meaning/story line.

Example 4.57:

1	TRA2	:	Ada dua jenis kertas ah ada yang berwarna ada yang inda ah <*There are two types of paper ah,(one) is coloured and (one)is not*> Jadi yang dapat berwarna atu senang ah ada suku katanya <*So for those who got (texts with) the coloured ones are easy (because they were written by using) syllables*> Cuba, cuba teka apa tajuknya apa tajuknya? <*Try, try to guess what is the title, what is the title?*>
2	Ss	:	Abang saya <*My brother*>
3	TRA2	:	Abang <*brother*>
4	Ss	:	Abang saya <*My brother*>
5	TRA2	:	Ah ceritanya mengenai abang <*Ah the story is about (my) brother*>
6	Ss	:	saya <*My (brother)*>
7	TRA2	:	Abang saya <*My brother*> Ada gambarnya tu di sana belum berwarna <*There is his picture in the text but it's not yet coloured*> Bah cuba tabalikkan dulu kertas kamu atu <*"Bah" try first to turn your paper over "ah"*>
8	Sb	:	tabalikkan, tabalikkan <*(turn your paper) over, over*> Ani di belakang <*This is at the back*>

9	TRA2	:	tabalikkan kertas kamu atu *<turn your paper over>* Cuba buat ayat daripada 'abang' *<Try to write a sentence from (the word) "abang"<brother>>*
10	Ss	:	Ini abang saya *<This is my brother>*
11	TRA2	:	Ini abang saya *<This is my brother>* 'Jamal' *<(the word)>* 'Jamal' *<a person's name>*
12	Ss	:	Nama abang saya Jamal *<My brother's name is Jamal>*
13	TRA2	:	Nama abang saya Jamal *<My brother's name is Jamal>* 'Rajin' *<(the word) 'rajin'<diligient>*
14	Ss	:	Abang saya rajin *<My brother is diligent>*
15	TRA2	:	Abang saya rajin *<My brother is diligent)>"Jalan" <(the word) "jalan" <stroll>>*
16	Ss	:	Abang saya suka bawa kami jalan-jalan *<My brother likes to take us strolling>*
17	TRA2	:	Abang saya suka bawa kami jalan-jalan *<My brother likes to take us strolling>* Jangan liat dulu Arif *<Don't look (at the text) first Arif>* Abang saya suka bawa kami jalan-jalan ah *<My brother likes to take us strolling>"padang" <field>*

The above example also shows that teacher TRA2 liked to repeat the answer given by the children. After the children had finished making sentences, the teacher then informed them that all the words she asked them to make sentences with were taken from the text. Then she shifted her talk to behaviour management after she found out one of the boys did not pay attention to her teaching and did not follow what she had asked him to do. This is illustrated in the following extract.

Example 4.58:

37	TRA2	:	ah bangku ah sudah bangku *<ah (the word) bench ah already (the word) bench>* Pulang sudah *<(the word) went back already>* Ah pada petang kami pun pulang *<Ah in the afternoon we went back (home)* Jadi ah perkataan ani cikgu ambil daripada petikan ani tadi *<So ah these words I took from this text>* Ah ada yang berwarna ada yang hitam saja ah *<Ah some (texts) are coloured and (some) are just in black ah>* Jadi perhatikan *<So look*

at (the text) carefully > Perhatikan *<look at (the text) carefully>* Eh Ali *<Eh Ali>* Ali, cikgu suruh sama siapa tadi? *<Ali, I asked you to share with whom just now?>* Ah kenapa inda diliat *<Ah why didn't you look at (the text)* Ah cuba lihat petikan sana tu ah *<Ah try to look at the text there ah>* Tajuknya 'abang *<The title is "(My) brother">*

Then she continued her reading lesson by reading aloud the text and the children chanting after her. Next, she asked some factual questions about the text. The children answered the questions by using only one or two words as shown in Example 4.59.

Example 4.59:

59	TRA2	:	Ah bila kamu perhatikan tadi ah abang sa *<Ah you look closely ah (the text is regarding my) brother>*
60	Ss	:	(sa)ya *<my>*
61	TRA2	:	Abang saya siapa namanya tadi? *<My brother, what is his name just now?>*
62	Ss	:	Jamal
63	TRA2	:	Ja
64	Ss	:	mal
65	TRA2	:	Jamal *<Jamal>* Abangnya Jamal ah *<His brother Jamal ah>* Abang saya ra (jin) *<My brother is diligent>*
66	Ss	:	(ra) jin *<diligent>*
67	TRA2	:	rajin *<diligent>* Pada masa lapang apa yang ia suka buat? *<What does he like to do during his free time?>*
68	Ss	:	jalan-jalan *<strolling>*
69	TRA2	:	suka jalan-jalan *<likes strolling)* Abang selalu bawa siapa? *<Who does he like to take?>*
70	Ss	:	Kami *<Us>*

From the above example it shows that the questions the teacher asked were limited to the content of the text. All the questions were inititated by the teacher and the role of the children was simply to provide the missing fact in response to the teacher's question. There is no attempt by the children to initiate a question. In addition to having the children

recall facts, teacher TRA2 presented incomplete utterances for the children to provide the missing text.

After question - answers activities, she selected various children to take turns to come to the front and read the text to her. The remaining children repeated the text after the selected children. During this activity, her talk shifted three times to behaviour management because some of the children did not pay attention or were doing something else when their friends were reading in front of the class. She used negative feedback when she reprimanded the children's behaviour. This can be seen in the following extract.

Example 4.60:

101	TRA2 :	Kertas ada tapi inda di tangan *<(You) have the paper but (the paper) is not in you hand>* Ah kamu liat muka si Arif di depan sana, mana ada di sini batanda *<Ah you look at Arif's face at the front, there is no mark here>* Ah yang indada kertas atu cari kawan yang ada kertas *<Ah for those who don't have the text look for your friends who have the text>*
162	TRA2 :	Ia tah kamu liat arah lain *<(That's why you do not know how to read because)You look at other directions>*
208	TRA2 :	Ah macam mana kan pandai Adli kalau orang semua sekali membaca kamu meliat muka kawan saja kerja kamu *<Ah how are you able (to read) Adli if while the others are reading you just look at your friend's face>* Duduk depan sini *<Sit down in the front>* Ah orang lain semua sekali liat sini, kamu liat tempat lain *<Ah the others look here you look at other places>* Sudah cikgu suruh membaca inda kamu tau *<When I asked you to read you don't know>*

The teacher read the text once again and then it was repeated by the children. When she noticed that the children made a mistake while reading the text, she corrected the mistake immediately by providing the correct word and directing the whole class to

spell the word twice. Then the children repeated the correct word. This is illustrated in the following extract.

Example 4.61:

261	TRA2	:	Nama abang saya Jamal *<My brother's name is Jamal>*
262	Ss	:	Nama abang saya Jamil *<My brother's name is Jamil (The children wrongly pronounced Jamil)>*
263	TRA2	:	Jamal *<Jamal>* J-a, Ja, *<J-a, Ja (spelled using syllable)>* Cuba eja J-a, Ja *<Try to spell J-a, Ja>*
264	Ss	:	J-a, Ja
265	TRA2	:	mal
266	Ss	:	m-a-l, mal
267	TRA2	:	mal
268	Ss	:	mal
269	TRA2	:	Jamal
270	Ss	:	Jamal
271	TRA2	:	Sekali lagi cuba eja 'Jamal' *<Once again try to spell 'Jamal'>*
272	Ss	:	J-a, Ja, m-a-l, mal, Jamal

The above extract shows that instead of giving the answer and asking the children to spell the words repeatedly, the teacher can teach the children different techniques for figuring out unfamiliar words so that they can read individually when the assistance of a teacher, parent, or friend is not available. For example, teachers can call children's attention to word makeup through comparison and contrast, to see the difference and likenesses of the words or point out that the initial letters of the words are the same and the other letters are different.

After she had finished reading the text followed by the children chanting after, she asked them to read and to spell some of the words in the text as in Example 4.62.

Example 4.62:

298	TRA2	:	Yang ketiga cuba bacakan *<Try to read line three>*
299	Ss	:	Abang saya rajin *<My brother is diligent>*
300	TRA2	:	Abang saya *<My brother>*
301	Ss	:	rajin *<diligent>*
302	TRA2	:	Rajin *<diligent>* Cuba eja "rajin" *<Try to spell "rajin" <diligent>>*
303	Ss	:	r-a, ra, j-i-n, jin, rajin *<diligent>*

After she had finished asking the children to read and to spell some of the words in the text, then she called a child's name to come to the front class to spell the words given. When the child was unable to identify a letter in the word given, she was very annoyed. This is followed by her giving negative feedback. Giving negative feedback should be avoided in the light of the embarrassment it is likely to cause the child. According SCAA (1996), giving negative feedback could be considered as developmentally, psychologically and pedagogically inappropriate and possibly damaging for young children, who need to feel secure, valued and confident and who should develop a sense of achievement through learning that is a pleasurable and rewarding. In addition, giving negative feedback encourages children to behave negatively and this is considered as failure in terms of them being unable to do the right thing and take action to remain silent. This can be illustrated in the following extract.

Example 4.63:

411	TRA2	:	ke mari ke depan *<Come here to the front>* Ni, ni cuba eja *<This, try to spell this>* Ni huruf apa ni? *<What letter is this?>* Huruf apa ni? *<What letter is this?>*
412	Nazri	:	(No response)
413	TRA2	:	'b'. Huruf 'b' pun kamu inda tahu *<Letter 'b' you also don't know>* Ah 'b' ah 'b' ani 'b' *<Ah 'b' ah 'b' this is (letter) 'b'>* Apa bunyi t-e-r-b-a-n-g *<Ah what is it's sound t-e-r-b-a-n-g?>*

At the end of the lesson, she paired a successful reader with an unsuccessful one to read the text together. She instructed the successful child to teach the unsuccessful child to read the text by spelling each word in the text using syllables as in Example 4.64.

Example 4.64:

415   TRA2 :   Arif sama Nazri *<Arif (read together) with Nazri>* Baca sama-sama *<Read (the text) together>* Ah nada latihan ah *<No (spelling) exercise ah>* Baca sama-sama ah *<Read (the text) together>* Ajar ia Arif *<Teach him Arif (how to read)>Then the teacher called some other children's names.*

416   TRA2 :   Lepas ani cikgu soal seorang-seorang yang kena ajar atu *<After this I will ask one by one the children who are being taught by their friend>*

Clearly, the teacher expected that with help from the child who was seen as a successful reader this buddy approach could increase learning for both the students being helped as well as for those giving the help. At least for students being helped, the assistance from their peers enabled them to move away from dependence on the teacher and work with a peer. In addition, through peer teaching, students potentially learned other values such sense of responsibility, self-discipline, self-reliance and a positive attitude to sharing reading with others. On the other hand since the pedagogy did not change significantly, since it was the traditional approach in the context of peer teaching, the children who had not learned in whole class activities still lacked the opportunity to see the relevance of being able to read. However, many researchers assert that practice is most beneficial when carried out in collaboration with small groups or peers rather than with the teacher or in a whole-class setting (Luu & Nguyen, 2010) therefore on this basis

the use of peer teaching was a step towards the teacher recognising the potential benefit involved.

In addition, it appears that the teacher did not carry out an evaluation of the day's lesson but just ended it by instructing the successful children to teach the unsuccessful children how to read especially how to spell the words in the text. Importantly, teacher TRA2 could have reviewed her lesson in a variety of ways such as drawing the children's attention to what they were supposed to have learned through the use of summary questions for example 'What did we learn today?' This could have been used to end the lesson before she asked the children to do paired reading. This reinforcement in the final stage of the lesson is as important as having a stimulating experience at the beginning.

It can be concluded that teacher TRA2's role in reading lessons was sometime as an instructor where the pedagogy consisted of asking questions, selecting and nominating children, providing feedback on children's responses as to their accuracy and giving information. This indicates a strong teacher-directed stance, as opposed to a student-centred stance towards teaching (e.g. coaching, modeling, and other forms of scaffolding). It falls short of being effective literacy pedagogy. However, through the practice of peer feedback which she sometimes applied in her teaching, the classroom becomes less dominated by the teacher and this made the classroom atmosphere more supportive and friendly.

4.2.2.3 Teaching materials and resources of teacher TRA2

In all 16 lessons observed, teacher TRA2 used the following resources to support her teaching of reading:

1. blackboard,

2. commercial textbook,

3. school textbook,

4. flashcards, and

5. photocopied text

1. Blackboard

Teacher TRA2 used the blackboard less often than teacher TRA1. In the main, she used it to write the title of the text or for the children to write down the spelling of some of the words that she directed them to spell.

2. Commercial textbook

Like teacher TRA1, teacher TRA2 also used a commercial text book to teach reading to Primary One children, especially after the second term of the school. She used two types of commercial text books namely *'Bacalah Sayangku'* and *'Pantas Membaca'*. *'Bacalah Sayangku is* published by Penerbitan Fargoes Sdn. Bhd. and written by Maslina Hj Ramli and Puan Suzie Mat Harun, while *'Pantas Membaca'* is published by Early Learner Publications Sdn. Bhd. This book was written by Abdul Razak Husin, Mohamad Termizi Hj Rafie and Ruhana Ismail. She adapted some of the texts in these text books to help with

teaching reading to the Primary One children. She used these passages because they were simple and easier for the children in her class to read. She used these texts or passages after she noticed that many of the children in her classroom were still unable to read or still struggling to read the school reading text book provided by the Curriculum Development Department (CDD) of the Ministry of Education. A copy of this commercial text book and some passages are shown in Figure 4.12.

Figure 4.12 Commercial textbooks used by teacher TRA2 to teach reading

3. School reading textbook

Both teachers, teacher TRA1 and teacher TRA2 used the school reading text book which was provided by the CDD of the Ministry of Education specifically to teach reading. This blue text book has eighty-six pages containing a preface, an introduction and fifty topics of descriptive text. She used nearly all the texts or passages in this text book to teach reading

starting from the very beginning of the school term. An extract from this text book can be seen in Figure 4.13.

Figure 4.13 An extract from the school reading textbook and a passage used by teacher TRA2 to teach reading

4. Flashcards

Flashcards were also used to facilitate teacher TRA2's teaching of reading. She wrote down the words from the text book on the flashcards for the children to recognize and chant.

5. Photocopied text

Since the children in her classroom did not have the commercial textbook, she photocopied the passages or texts from this text book and gave it to the children. Sometimes she modified the text in the textbook by using two types of coloured ink, red and black, in order to help the unsuccessful children to read easily and to spell the words

according to syllables. The following section describes teacher TRA2's classroom activities.

4.2.2.4 Classroom activities of teacher TRA2

From the observations, the researcher also noticed that teacher TRA2 had a range of classroom activities during her teaching of reading in her classroom. They were:

1. Teacher modelling of reading
2. Chorus reading
3. spelling activity
4. oral reading
5. group reading
6. paired reading
7. silent reading
8. making a sentence
9. written exercises.

1. Model reading

Before teacher TRA2 asked the children in her classroom to read, she read the text first to model the reading with the intention of getting the children to employ the same behaviour.

2. Chorus reading

Like teacher TRA1, a feature of classroom activities in teacher TRA2's teaching was choral practice. It was found that children's reading, spelling and/or answering questions

was carried out in chorus. Even a one word answer was often demanded from the children in chorus.

3. Spelling activity

Another activity employed by teacher TRA2 was spelling. This was done either individually or as a whole class, either orally or in writing. Often individual children were asked to spell words that the teacher read aloud and the whole class was asked to echo the children's answer or the whole class was asked to spell the words she read out before nominating individual children to spell the words. In addition, individual children were also asked to write down the spelling of the words on the board. These activities were intended to assess the children's capability to read or to spell a particular word.

4. Read orally

The next activity employed by teacher TRA2 in teaching reading to the children in her classroom was reading aloud. This was done either individually or as a whole class. Individual children were nominated to do the reading aloud in front of the classroom to model the reading or to assess the children's ability to read so that the teacher could identify which children still needed further help in their reading. The remaining of the children were asked to listen and to check the selected children reading or to repeat the text after the selected children. The whole class reading was usually conducted before and after the teacher nominated individual children to read.

5. Group reading

Like teacher TRA1, teacher TRA2 also had group reading as one of her activities in teaching reading to her Primary One classroom. However, her group reading activity was different from teacher TRA1. In this activity, she asked a group of four children, which included two successful readers and two unsuccessful readers, to come to the front to read. The remaining of the children in the classroom were asked either to listen to what the selected children reading or to repeat the text after the selected children. This is intended to encourage the unsuccessful reader to participate in reading the text. Sometimes she asked them to read a particular text at the back of the classroom to encourage the successful readers to guide or to teach the unsuccessful ones to read by spelling each word in the text using syllables as how they were taught in the classroom. Before the lesson ended, teacher TRA2 selected one child from each group to read the text in front of the class and the remaining of the children were asked to listen to what the child read.

6. Paired reading

Teacher TRA2 also conducted paired reading as one of her activities in teaching reading. In this activity, teacher TRA2 would pair the successful reader with the unsuccessful ones to read the text in front of the class. The remaining of the children were asked to listen and to check the text or to repeat the text after the selected children. Her purpose was to model the reading for the unsuccessful children and to encourage them to try to read the text regardless of whether it was beyond their reading level.

7. Silent reading

Another activity conducted by teacher TRA2 in her teaching reading was silent reading. This activity was given at the end of the lesson for the children to practise reading before she gave them a reading test. This silent reading was only held once throughout the duration of the study. In this silent reading activity, the teacher asked the children just to read the texts from their textbooks. These texts were the texts that they had learnt from the previous lesson. Then, the teacher let the children do the activity while she was busy testing and marking the children's reading at the front of the classroom. If teacher TRA2 conducted this activity to model reading for meaning and more systematically, in a way that would allow the children to choose the books that they would like to read in a context of reading for pleasure, then she could help these children to develop a positive attitude towards reading and increase their motivation to read. The research showed that the children were not being introduced to the value of reading, which is the basis for becoming motivated to read independently.

8. Making sentences

Making sentences is also one of the activities conducted by teacher TRA2 in her teaching of reading. Teacher TRA2 asked an individual child or the whole class to write sentences according to the title or the words she showed on the flashcards thus integrating reading and writing skills. Here, the children had little option but to make sentences from the words they were taught and they were not adventurous in trying to write sentences that needed unknown words. So, they decided to copy the sentences from the text they were taught. Again, the teacher's approach clearly resulted in the children not having

appropriate behaviour and strategies modelled by the teacher in keeping with all four roles of the Four Resources Model which acknowledges reading is thinking and the reader is an active participant in the making of meaning.

9. Written exercise

Written exercises were usually given by teacher TRA2 at the end of the lessons. These written exercises usually required the children to spell five to ten words which the teacher read out one at a time from their exercise books. These words are the words which the teacher had used in drilling them to spell during the course of the reading lessons.

4.2.2.5 Reading strategies of teacher TRA2

Throughout the observation, the researcher noticed that teacher TRA2 used several strategies to help the children to read, such as, to spell words using syllables, to use analogy by using the first letter of the words to try to decode a word and to ask the advice of a peer. However, the common strategy teacher TRA2 employed in order to support the children's development of reading strategies was the spelling of words by using syllables. The other strategies were only mentioned once throughout the duration of the study. According to Burns et al., (1996) teaching a single approach to word identification is not wise, because children may be left without a range of tools for specific situations. So, children need to be exposed to other reading strategies such as the use of meaning and syntax because some will be more helpful than others in certain situations. In addition, depending on the individual abilities, children find some reading strategies easier to learn

than the others. The following excerpt shows the strategies used by teacher TRA2 during

her reading lesson.

Example 4.65:

17   TRA2 :   Ah lain tu sekolah lain Dato, Dato *<Ah this is different from (the name of the) school 'Dato', 'Dato'>* Jadi cuba sebelum membaca ah eja ramai-ramai ayat yang pertama, eja ramai-ramai mengikut suku katanya dari mula *<So, before you read ah try to spell together the first sentence, together spell according to the syllable from the beginning>* Semua sekali *<together>*

<div align="right">(OB13/0309)</div>

The next strategy of using analogy is illustrated by the following excerpt.

Example 4.66:

307   TRA2 :   Cuba ramai-ramai eja 'datuk' *<Try to spell 'datuk' <grandfather> together>*
308   Ss   :   d-a, da, t-u-k, tuk, datuk *<grandfather>*
309   TRA2 :   ah d-a, da. Ingat tu d-a, da ah da macam dadu, dada, dapur ah datuk *<Remember d-a, da like 'dadu' <dice>,'dada' <chest>, 'dapur' <kitchen> ah 'datuk' <grandfather>* Tuk ah macam ketuk, k-e-t-u-k, ketuk ah ketuk *<Tuk ah like 'ketuk' <knocking> 'k-e-t-u-k, ketuk' ah 'ketuk' <knocking>>*

<div align="right">(OB13/0309)</div>

The following transcript shows how the teacher encouraged the children to use the

first letter of a word to try to decode it as in example 4.67.

Example 4.67:

63   TRA2 :   Polis *<Police>* Mula-mula sekali macam mana eja polis *<First of all how do you spell (the word) 'polis'?<police>>*

64	Ss	:	p-o, po, l-i-s, lis, polis *<police>*
65	TRA2	:	huruf di depannya huruf? *<the first letter is (what) letter?>*
66	Ss	:	besar *<capital letter>*
67	TRA2	:	huruf di depannya huruf apa, bukan saja besar, apa *<the first letter is what letter, not only capital letter, what?>* ABCD
68	Ss	:	P
69	TRA2	:	P ah P. P-o, polis ah *<police ah>* Lepas atu ayat kedua apa lagi yang ada 'P' *<After that the second sentence what (word) has (letter) 'P'>*
70	Ss	:	pakai *<wear>*
71	TRA2	:	pa
72	Ss	:	kai *<wear>*
73	TRA2	:	pa
74	Ss	:	kai *<wear>*
75	TRA2	:	pakai *<wear>* Macam mana eja 'pakai' *<How do you spell 'pakai' <wear>>*
76	Ss	:	p-a, pa, k-a-i, kai, pakai *<wear>*

(OB04/0207)

The reading strategy of involving the children who did not know the answer being told to seek advice from a peer is shown in example 4.68.

Example 4.68:

452	TRA2	:	Kalau inda tau Akmal, kalau inda tau batanya sama orang *<if you don't know Akmal, if you don't know ask someone else>*

(OB13/0309)

All the strategies mentioned above were taught as part of the whole class time but sometimes teacher TRA2 corrected the children and just told them the answer. This can be illustrated in the following excerpt.

Example 4.69:

271	TRA2	:	Cuba baca ni *<Try (to) read this>*
272	Ss	:	Ini rumah datuk kampung *<This is grandfather's house (in the)*

		village> (children read this sentence wrongly)
273	TRA2 :	Salah *<wrong>* Ini rumah datuk <u>di</u> kampong*<This is grandfather's house in the village>*
274	Ss :	Ini rumah datuk di kampung *<This is grandfather's house in the village>*
275	TRA2 :	Sekali lagi *<once again>*

<div align="right">(OB13/0309)</div>

4.2.2.6 Classroom interaction of teacher TRA2

Table 4.4 shows that in teacher TRA2's reading lessons, there was more silence than talk in the categories teacher talk and children talk. Silence took up 47.54 percent while teacher talk only occurred 2507 times or occupied 26.56 percent and children–talk occurred 2448 times or occupied 25.91 percent. Teacher talk was categorised as accepts feeling, praises or encourages, accepts ideas, asking questions, lecturing, giving direction and critizing. A closer look at the teacher TRA2's talk shows that she spent more time on lecturing (8.72%) and giving directions (7.56%). This shows that teacher TRA2 talked more frequently to provide information and instruction to the children. This situation is the same as those obtained by Newton et al. (1999) in the United Kingdom where children's talk consisted of responding to the teacher's questions, but children also spontaneously, initiating talk which was rarely present in this Brunei study. Here the children's talk related to recitation, directed activities or initiation set up by teacher. A closer look at children's talk shows that they spent more time on talking related to teacher directed activities such as choral recitation and repetitious chanting, spelling and reading words in the text which occurred 1621 times or 17.15 percent and giving responses to the teacher's questions which occurred 723 times or 7.65 percent. These figures show that the children

in teacher TRA2's classroom asked fewer questions compared with giving information and carrying out instructions as required by the teacher's demands. According to Flanders (cited in Ajeng, 2007), the established learners' talk norm is 20%. So, in comparison to Flanders, children in teacher TRA2's reading lesson are passive because only a little part of the children's talk time showed them really intiating the talk. Their passivity might be due to the fact that they are always under the direction or control of teachers (Kahle et al., 1991). This also might be because of they also liked to conform to the requirements of teachers and tended to respond to their directions as a mark of respect for authority in keeping with the culture. This can be seen through the classroom observations in which students respond immediately to each question and instruction of teacher. In keeping with the fact that the kinds of questions the teacher asks do not demand higher order thinking skills, it is not surprising that the teacher did not give the children time to think. This also demonstrates the lack of expectation on the part of the teacher that children can contribute to their learning. Table 4.4 summarizes all observation data and thus provides an overview of the classroom interaction in teacher TRA2's Primary One reading lessons.

Table 4.4 *Overall findings of teacher TRA2's classroom interaction across Flanders'*
Interaction Analysis Categories (n=16)

Categories			TRA2	
			No. of occurances	%
Teacher talk (TT)	Response	C1 Accept feelings	2	0.02
		C2 Praises or encourages	409	4.32
		C3 Accept Ideas	146	1.55
		C4 Asks Questions	311	3.29
	Initiation	C5 Lecturing	824	8.72
		C6 Giving Directions	715	7.56
		C7 Criticizing	100	1.10
Children talk (CT)	Response	C8 Children-Talk	723	7.65
	Initiation	C9 Children-Talk (Spontaneous)	104	1.10
		C10 Children-Talk: Recitation/ Directed Activities/Initiation set up by teachers	1621	17.15
Silence (S)		C11 Silence or Confusion	4492	47.54
Total			9447	100

Figure 4.14 summarizes the sixteen observation data for each category through the
following visual presentation in order to provide an overview of the classroom interaction
in teacher TRA2's Primary One reading lessons.

Figure 4.14 Percent of classroom verbal interactions across Flanders' Interaction Analysis Categories in teacher TRA2 Primary One reading lesson (n=16)

Notes:
C1 - Teacher Accepts Feeling
C2 - Teacher Praises or Encourages
C3 - Teacher Accepts or Uses Children's Ideas
C4 - Teacher Asks Questions
C5 - Teacher Lectures
C6 - Teacher Gives Directions
C7 - Teacher Criticizes or Justifies Authority
C8 - Children talk – Response
C9 - Children talk – Initiation (spontaneous)
C10 - Children talk – Initiation: Choral recitation/Direct Activities/Initiation set up by teacher
C11 - Silence/confusion

The above figure shows that during TRA2's teaching of reading there was more silence. Silence here refers to time not used by teacher for learning such as giving out exercise books, waiting for the children to sit down on the floor or to go back to their seats, and waiting for the children to take out their textbooks or exercise books and that the

children were also quiet. This means that there was less interaction between teacher and children in teacher TRA2's reading lessons. The classroom interactions of teacher TRA2 were further analysed under the categories of 'Teacher-talk' and 'Children-talk'.

4.2.2.6.1 Analysis of teacher-talk

The Teacher-talk was further analysed under the three headings:

1. Teacher's question types

2. Teacher's response

3. Teacher's initiation

1. Teacher's question types

During the observed lessons, there were four types of questions that could be identified in teacher TRA2's reading classroom. There were:

 i. Factual/display questions

ii. Check knowledge questions

iii. Short answer questions

iv. Choice questions.

i. Factual/display questions

Like teacher TRA1, teacher TRA2 also asked questions of the children. Most of the questions the teacher asked were factual/display questions which were already known such that the children's answers were mainly for the teacher to check if they were able to respond appropriately. Asking mostly factual/display questions with pre-determined

answers meant the teachers often missed opportunities for supporting learning through helping the children to make connections between what they already knew and new ideas. This is illustrated in the following excerpt.

Example 4.70:

322	TRA2	:	Berdiri sini *<Stand up here>* Cuba beritau cikgu tadi apa tajuknya? *<Tell me what is the title (of the text) just now?>*
323	Azhar	:	Zoo
324	TRA2	:	Ah zoo. Siapa yang pergi ke zoo atu? *<Who is going to the zoo?>*
325	Azhar	:	Ali dengan Abdul Malik *<Ali and Abdul Malik>*

(OB09/2008)

ii. Check knowledge questions

Other than using factual questions, teacher TRA2 also used questions to check knowledge/check if the children know, for instance the meaning of a word or if they have the necessary prior knowledge to understand the content. This is illustrated in the following excerpt.

Example 4.71:

| 138 | TRA2 | : | Ah hobi Sani *<Ah Sani's hobby>* Hobi, siapa tau hobi ani apa? *<Hobby, who knows what a hobby is?* |

(OB16/2510)

iii. Closed questions

Another questioning technique that teacher TRA2 used in her teaching of reading was the closed question, where there is only one correct answer, as in example 4.72:

Example 4.72:

241	TRA2	:	Apakah warna seluar polis atu tadi? *<What is the colour of the policeman's pants?>* Warna apa? *<What colour?>* Warna apa? *<What colour?>* Warna? *< (What) colour?>*
242	Ss	:	kuning *<yellow>*
243	TRA2	:	kuning *<yellow>* Cuba eja "kunin'" *<Try (to) spell "kuning" <yellow>>*

<div align="right">(OB04/0207)</div>

From the above excerpt, it shows (line 242) that the children gave a one word answer to the teacher's question. The phrasing of the question makes it clear that the teacher only wants the children to answer with one particular word, and this is reinforced by her repeating the answer as in line 243.

iv. Choice-questions

From the observations, it was shown that teacher TRA2 also used choice-questions in her teaching. Such questions include the word *or,* which gives the children an option and causes them to think more about what happened. However, this type of question was seldom used by teacher TRA2. An illustration of her use of this type of question is as follows:

Example 4.73:

| 29 | TRA2 | : | Samy ah. Samy suka ataupun tidak suka cuti? *<Does Samy like to have a holiday or not?* |
| 30 | Ss | : | suka |

<div align="right">(OB15/2210)</div>

2. Teacher's response

It was observed that there were many ways teacher TRA2 responded to the children's answers and interactions. They were categorised as:

i. Positive response

ii. Negative response

iii. Error or mistake treatment

i. Positive response

Like teacher TRA1, teacher TRA2 also gave positive responses such as praise if the children gave correct answers or were able to do the tasks given. The most common verbal praise used by teacher TRA2 was the use of "good", hand-clapping and also motivating words (line 86). However motivating words were used less often. In addition, teacher TRA2 also liked to repeat the children's answers. These are illustrated in the following extract.

a) The use of "good"

Example 4.74:

15	TRA2 :	Tajuknya 'Hari ini cuti"*<The title is 'Today is a holiday'* Cuba baca ayat yang pertama Diana *<Try to read the first sentence Diana>* Baca ayat pertama besar-besar *<Read the first sentence louder>*
16	Diana :	Hari ini cuti *<Today is a holiday>*
17	TRA2 :	Ah hari ini cuti *<Ah today is a holiday>* Bagus *<Good>* Ayat yang kedua Amalina *<The second sentence, Amalina>*
18	Amalina:	Kami suka hati *<We are happy>*

| 19 | TRA2 : | Bagus *<Good>* Duduk *<Sit down>* Ayat yang ketiga Erra *<The third sentence Erra>* |

b) Hand-clapping

Example 4.75:

43	Ahmad:	Hari ini cuti *<Today is a holiday>* Kami suka hati *<We are happy>* Bapa bawa Samy ke kota *<Father brings Samy to the city>* Samy beli kayu hoki di kota *<Samy bought hockey stick at the city>*
44	TRA2 :	Semula Samy tadi *<Once again (from the sentence) Samy>*
45	Ahmad:	Samy beli kayu hoki di sana *<Samy bought a hockey stick there>*
46	TRA2 :	Betul? *<Right?>*
47	Ss :	Betul *<Right?>*
48	TRA2 :	Ah bagus *<Ah good>*
49	Ss :	(Children clapped their hands)

c) Motivating word

Example 4.76:

80	TRA2 :	Ah badua batiga pun dapat *<Ah (you can read either in a group) of two or three>* Sharifah, Khalid (calling for attention) Dengar kawan kamu yang tahu membaca ani *<Listen to your friends who can read>* Ah cuba besar-besar ah *<Ah try to read louder>* Bah baca *<Bah read>*
81	4 stdnts:	Ini abang saya *<This is my brother>*
82	TRA2 :	Tunjuk, tunjuk *<Point (to the words in the text)>*
83	4 stdnts:	Nama abang saya Jamal *<My brother's name is Jamal>* Abang saya rajin *<My brother is a diligient (person)>* Pada masa lapang abang suka jalan-jalan *<During his free time, he likes to take a stroll>*
84	TRA2 :	Betul? *<Right?>*
85	Ss :	Betul *<Right>*
86	TRA2 :	Lancar ah *<Fluent ah>* Bagus *<Good>* Macam atu tah membaca *<That's the way (you should) read>*

d) Repetition

Example 4.77:

11	TRA2 :	di atas pokok <*On the tree*> Apa yang kamu nampak di bawah pokok? <*What can you see under the tree?*>
12	Ss :	epal <*apple*>
13	TRA2 :	epal <*apple*> Lagi apa lagi?<*What else?*>
14	Ss :	orang <*a person*>
15	TRA2 :	orang <*a person*> Lagi? <*What else?*>
16	Ss :	meja <*table*>
17	TRA2 :	meja <*table*> Lagi? <*What else*>

(OB02/0705)

ii. Negative response

Other than giving positive feedback, teacher TRA2 also gave negative responses such as mocking or insinuating and making threats for children's lack of attention while she was teaching or if the children could not do the tasks given. She responded negatively 100 times (1.10%) across sixteen observations. This can be illustrated in the following extracts.

a) Mocking or insinuation

Example 4.78:

415	TRA2 :	Tu Amirul ah orang mengeja matanya di sana <*Tu Amirul ah the others spell (the words but) his eyes (look) on the other side*> Orang sebut 'a', 'a' ia jua > tapi inda tau mana satu 'a' <*The others pronounce 'a', he also pronounces 'a' but (he) didn't know which one is 'a'*> Orang sebut 'b', 'b' jua tapi inda tau mana satu 'b'< *The others pronounce 'b', he also pronounces 'b' but (he) didn't know which one is 'b'*>

(OB10/2308)

116	TRA2 :	Cikgu hairan ah kalau cikgu suruh kamu membaca suara kamu semua suara kamu payah kan kedengaran <*I am ah if I asked*

you to read it's difficult for me to hear your voice> Tapi kalau cikgu keluar dari kelas ani suara kamu besar *<But if I went out from this class your voices are louder>* Cuba besar-besar *<Try (to read) louder>*

b) Threat

Other than criticizing the children, teacher TRA2 also made threats to the children. This is illustrated in the following extract.

Example 4.79:

223	TRA2	:	Ah titi baru *<Ah new bridge>* Cuba baca dulu *<Try to read (it) first>*
224	Ss	:	(Children making noises)
225	TRA2	:	Jangan bising *<Be quite>* Ali Rahman, Zulkifli kalau inda mau berdiri, duduk bisai-bisai *<Ali Rahman, Zulkifli if you don't want to stand up, sit down properly>*
249	TRA2	:	Jawap *<Answer>* Buat ayat dari 'bina', cuba tah *<Try to make a sentence from the word 'bina'<built>* Kalau kamu tutup mulut kamu, baik kamu berdiri di luar *<If you close you mouth, better you stand outside>*

iii. Error or mistake treatment

In teacher TRA2's classroom interaction errors were treated as follows:

i. Repeat the answer

ii. Nominating other children or whole class to answer

iii. Telling

iv. Recast

i. Repeat the answer

Teacher TRA2 always requested the children to repeat the answer given if the response given was either answering the question or reading the text too softly even though it was correct. So the child was expected to repeat the response so that it would be more audible to the teacher and the class. This can be illustrated in the following extract.

a) Request: "Besar-besar" (Louder)

Example 4.80:

78	TRA2 :	Azahari
79	Azahari:	Ini orang <*This is a person*> Orang ini <*This person*> (inaudible)
80	TRA2 :	Besar-besar <*Louder*>
81	Azahari:	Orang ini pakai baju warna biru <*This person wears a black shirt*> Dia pakai kasut warna hitam <*He wears black shoes*> Orang ini <*This person*> (inaudible)
82	TRA2 :	Besar-besar <*Louder*>

(OB03/2805)

b) Request: "Lagi sekali" (Once again)

Example 4.81:

6	TRA2 :	Cuba eja 'orang' <*Try to spell 'orange' <person>>*
7	Ss :	o-o, r-a-n-g, rang, orang <*person*>
8	TRA2 :	Sekali lagi cuba eja 'orang' <*Once again try to spell 'orange' <person>>*

(OB03/2805)

c) Question: Apa? (What?)

Example 4.82:

111	Azura	:	Bapa beli *<Father bought>* (inaudible)
112	TRA2	:	Apa? *<What?>* Besar-besar bah *<Louder bah>*

(OB16/2510)

ii. Nominating children or whole class to answer

Teacher TRA2 also nominated a child or the whole class to answer a question when a child could not answer the question. This is illustrated in the following excerpt.

a) whole class

Example 4.83:

191	TRA2	:	Bagus *<Good>* Cuba eja 'pakai' *<Try to spell 'pakai'<wear>*
192	Amira	:	p-a, pa, k-i, ki (spell wrongly)
193	TRA2	:	k
194	Amira	:	k-i
195	TRA2	:	Sekali lagi 'pa:kai' *<Once again 'pa:kai'<wear>>*
196	Amira	:	p-a, pa, k-i, ki (still spell wrongly)
197	TRA2	:	Cuba ramai-ramai eja 'pakai' *<Try to spell 'pakai'<wear>together>*
198	Ss	:	p-a, pa, k-a-i, kai, pakai *<wear>*

(OB04/0207)

b) a child

Example 4.84:

88	TRA2 :	Cuba eja 'beli' Adi *<Try to spell 'beli' <buy> Adi>* Be::li *<buy>*
89	Adi :	(No response)
90	TRA2 :	Cuba Azura eja 'beli' *<Try Azura to spell 'beli' <buy>>*

(OB16/2510)

iii. Telling

Other than nominating the whole class or a child to correct the answer given, teacher TRA2 also provided the children with the answer to allow the reading to continue or children could read or spell the words correctly. This is illustrated in the following excerpt.

Example 4.85:

236	Hayatul:	Ayah beri wang kepada kakak *<Father gives (the) money to (my) sister>* (wrongly read)
237	Ss :	Ayah beri wang kepada kakak *<Father gives (the) money to (my) sister>*
238	TRA2 :	Eh ayah beri wang p-a-d-a apa bunyinya? *<Eh father gives money p-a-d-a what is the sound?>*
239	Hayatul:	pada *<at>*
240	TRA2 :	pada bukan kepada *<at not to>*
244	TRA2 :	pada *<at>* Sekali lagi 'Ayah' *<Once again 'Father'>*
245	Hayatul:	Ayah beri wang kepada *<Father gives (the) money to>*
246	TRA2 :	pada *<at>*
247	Hayatul:	pada kakak *<at (my) sister>*

(OB08/1308)

iv. Recast

Fom the observation, it was found that teacher TRA2 sometimes reformulated all or part of children's utterances to indicate or correct their responses. This is illustrated in the following excerpt.

Example 4.86:

11	TRA2	:	Van ani gunanya untuk apa? *<What is the use of this van?>* Untuk apa? *<For what?>*
12	Ss	:	berjalan *<travel>*
13	TRA2	:	untuk berjalan dari satu tempat ke satu tempat ah *<for travelling* *or moving from one place to another place ah>*

<div align="right">(OB07/0608)</div>

3. Teacher Initiation

Like teacher TRA1, teacher TRA2 always initiated the talk in the classroom whereas the children initiated much less talk. The following provides an overview of the way the teacher initiated talk through giving directions, questioning, explaining, informing, giving clues and repetition:

i. Directing the children to do some tasks

Example 4.87:

56	TRA2	:	Cuba eja "warna" *<Try to spell "warna" <colour>>*
57	Ss	:	w-a-r, war, n-a, na, warna *<colour>*
58	TRA2	:	Cuba eja "hitam"*<Try to spell " hitam" <black>>*
59	Ss	:	h-i, hi, t-a-m, tam, hitam *<black>*
60	TRA2	:	Eja "bangku"*<spell "bangku" <bench>>*
61	Ss	:	b-a-n-g, bang, k-u, ku, bangku *<bench>*
62	TRA2	:	Eja "bawah" *<spell "bawah"<under>>*
63	Ss	:	b-a, ba, w-a-h, wah, bawah *<under>*

1	TRA2	:	Buka muka surat tujuh puluh ah *<Turn to page seventy ah>* Semua sekali ah muka surat tujuh puluh *<All of you turn to page seventy>*
2	Ss	:	[Children open their books and turn to page seventy]
3	TRA2	:	Cuba eja tajuknya, cuba eja tajuknya dulu *<Try to spell the title, try to spell the title first>*
4	Ss	:	u-u, b-i, bi, ubi *<tapioca>*

(OB06/3007)

ii. Questions

Example 4.88:

6	Ss	:	monyet *<monkey>*
7	TRA2	:	gambar apa tu? *<what picture is that?>*
8	Ss	:	monyet *<monkey>*
9	TRA2	:	gambar monyet *<a picture of a monkey>*. Di mana monyet atu? *<Where is the monkey?>*
10	Ss	:	di atas pokok *<on the tree>*
11	TRA2	:	di atas pokok *<On the tree>* Apa yang kamu nampak di bawah pokok? *<What can you see under the tree?>*
12	Ss	:	epal *<apple>*
13	TRA2	:	epal *<apple>* Lagi apa lagi?*<What else?>*
14	Ss	:	orang *<a person>*
15	TRA2	:	orang *<a person>* Lagi?*<What else?>*
16	Ss	:	meja *<table>*
17	TRA2	:	meja *<table>* Lagi?*<What else>*
18	Ss	:	epal *<apple>*
19	TRA2	:	buah
20	Ss	:	epal *<apple>*

(OB02/0705)

iii. Explaining

Example 4.89:

15   TRA2 :   Jangan ah datuk ani jangan salah sama sekolah rendah Dato Basir ah *<Don't make a mistake ah (for the word) "datuk" (in the text) with (the word "Dato" in the name of the school) sekolah rendah Dato Basir ah>* D-a-t-o, Da-to atu Dato lain ah *<D-a-t-o, Da-to that "Dato" is different ah>* Orang yang kana bagi pangkat ah Dato *<That (word "Dato") is an honorary title given to a person "Dato">* Ani datuk ah orang tua ah *<This one is "datuk" ah (is a form of address) for an elderly man ah>* Faham tu? *<Understand?>* Ah datuk ah kalau perempuannya nenek ah *<Ah "datuk" <grandfather> ah if for women (we called them) grandmother ah>*. Boleh faham ah *<Can (you) understand ah>*

(OB13/0309)

iv. Informing

Example 4.90:

165   TRA2 :   Bagus *<Good>*
166   Ss   :   [Children clapped their hands]
167   TRA2 :   Seterusnya cikgu akan menyoal ah mengeja ah mengeja perkataan yang terdapat dalam cerita polis ani tadi ah *<After this I am going to ask ah the spelling ah the spelling (of the) words in this text>* Cuba Amira ke depan *<Amira come to the front>* Soalan cikgu yang pertama cuba eja "'topi" *<My first question try to spell "topi" <hat>>*

(OB04/0207)

144   TRA2 :   Ah bagus *<Ah good>* Jadi cikgu kan menyoal ah *<So I am going to ask (you questions) ah>* Jadi cikgu kan menyoal beberapa orang, cuba Amirul ke depan dan yang lain dengar ah *<So I am going to ask some children, Amirul come to the front and the others listen ah>* Tutup buku *<Closed your book>* Jadi cuba beritau cikgu tadi apa tajuk yang kamu baca tadi? *<So tell me what is the title (of the text) you read just now>*

291

v. Giving clues

Example 4.91:

63	TRA2	:	Polis *<Police>* Mula-mula sekali macam mana eja polis *<First of all how do you spell (the word) 'polis'?<police>>*
64	Ss	:	p-o, po, l-i-s, lis, polis *<police>*
65	TRA2	:	huruf di depannya huruf? *<the first letter is (what) letter?>*
66	Ss	:	besar *<capital letter>*
67	TRA2	:	huruf di depannya huruf apa, bukan saja besar, apa *<the first letter is what letter, not only capital letter, what?>* ABCD
68	Ss	:	P

vi. Repetition

Teacher TRA2 always repeated her instructions or her talk when she wanted the children to do some tasks or when she gave an explanation or informed the children about something. This can be seen from the following extract.

Example 4.92:

TRA2 : Jadi di sini ah ada perkataan ani *<So, here ah have this word>* Cikgu mau, cigu mau kamu baca ah *<I want, I want you to read ah>* Tunjukkan di depan kawan kamu dan baca *<Show (the word) to your friends and read>* Eja dan baca ah eja dan baca *<Spell and read ah spell and read>* Yang inda tau atu eja ah *<For those who did not know (that word) spell ah>* Eja dan baca *<Spell and read>*

4.2.2.6.2 Analysis of children-talk

The Children-talk was further analysed under two headings:

1. Children's responses

2. Children's initiations

1. Children's response

It was observed that there were many ways the children responded to the teacher, including answering questions, following directions to do tasks, commenting, reciting, complaining and requesting. They are exemplified below:

i. Answering teacher's questions or doing the tasks given

Example 4.93:

11	TRA2	:	Tabalikkan kertas kamu atu *<Turn your paper upside down>* Cuba buat ayat daripada 'abang' *<Try to make a sentence from the word 'abang' <brother>*
12	Ss	:	Ini abang saya *<This is my brother>*
13	TRA2	:	Ini abang saya *<This is my brother>* 'Jamal'
14	Ss	:	Nama abang saya Jamal *<My brother's name is Jamal>*

(OB10/2308)

ii. Comment

Example 4.94:

| 466 | Sb | : | Inda pandai *<(You are) not clever>* Aku pandai *<I am clever>* |

(OB06/3007)

iii. Recitation

Example 4.95:

```
146   Siti Nur:      Tajuk 'Ubi' <The title is 'Ubi' <potato>>
463   Ss      :      Tajuk 'Ubi'<The title is 'Ubi' <potato>>
464   Siti Nur:      Ini ubi <This is 'ubi' <>
465   Ss      :      Ini ubi <This is 'ubi'>
466   Siti Nur:      Ini ubi kayu <This is tapioca>
467   Ss      :      Ini ubi kayu <This is tapioca>
```

(OB06/3007)

2. Children's initation

From the data analysis, it was found that the children initiated the least talk in the classroom compared with the teacher. They were accustomed to respond only when the teacher asked them to do so. However there were some instances where they did initiate the talking. Their initation usually related to the tasks they were doing or just to inform the teacher that they had finished their tasks, or they complained or made a request. This is illustrated in the following extract and shows the overall limited focus on facilitating the meaningful use of Malay language and scaffolding literacy learning.

i. Complaining

Example 4.96:

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437   Sb1     :      Cikgu durang tolak kepala cikgu <Teacher someone pushed
                     my head, teacher>
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(OB09/2008)

ii. Request

Example 4.97:

330   Sb   :   Aku kumpul cikgu *<Can I collect (the paper) teacher>* Aku
kumpul cikgu *<Can I collect (the paper) teacher?>*

(OB16/2510)

iii. Informing

Example 4.98:

201   Sg1   :   Cikgu aku nada *<Teacher I don't have (the paper)*
202   TRA2   :   Badua sama Amirul , Bazilah *<Shared with Amirul, Bazilah>*
203   Sg2   :   Cikgu Erra nada cikgu *<Teacher Erra doesn't have (the paper)
teacher>*

(OB11/2708)

iv. Asking question not related to the task given

Example 4.99:

330   Sb   :   Cikgu karang ke dewan *<Teacher (we go to the) hall later?*
Karang ke dewan? *<(We go to the) hall later?>*

(OB16/2510)

4.2.2.7 Exchange moves of teacher TRA2

Teacher TRA2's talk was further analysed by using the 'Scaffolding Interaction Cycle'

(Rose 2004, 2005). The analyses of transcripts of teacher TRA2 reading lessons showed

that her exchange moves were more of the traditional Questions-Answer-Evaluate or

Questions-Answer pattern like teacher TRA1 but sometimes there was a shift from the

traditional questions and answer routines towards the use of the 'Scaffolding Interaction

Cycle' in her teaching ,where she attempted to scaffold the children's learning as shown in the following examples.

Moves	Talk
Prepare	TRA2: Ah jadi di mana kamu boleh jumpa perkataan 'Temburong' ani, cuba tunjukkan dalam buku kamu *<Ah where can you find this word 'Temburong', try to point (to the word) in your books>*
Identify	Ss : Ali pergi ke Temburong *<Ali went to Temburong>*
Elaborate	TRA2: Ah Ali pergi ke Temburong? *<Ah Ali went to Temburong>* Di bawah pun ada 'Mereka *<The next line also has 'Mereka<They>>*

The above excerpt shows that teacher TRA2 manages to make a shift away from the traditional question and answer routines.

As a conclusion, based on the observed lessons, interviews and questionnaire data both traditional teachers (TRA1 and TRA2) taught reading in stages. They had strong similarities in their method and technique on how to teach reading to Primary One children. Their teaching of reading was focused more on drilling the children to spell the words with syllables through repetitions and choral reading. There was very little understanding of the meaning or context of the text forthcoming. In other words, reading was treated as soley an isolated decoding skill (code-breaker). This is because both

teachers admitted in the questionnaire that they lacked knowledge of how to teach reading to primary children.

Other than drilling, both teachers used round robin format to teach reading in their classrooms. According to Shanahan (2006) the use of the round robin format to teach reading has been condemned by reading authorities. Studies suggest that much of the time devoted to round robin reading is wasted in terms of student learning. Only the good reader appears to gain any benefit from this practice, while the listeners learn nothing (Stallings, 1980). Allington (1980) also found that the interruptive nature of turn-taking in round robin reading provided poor models of skilled reading for students because of the lack of fluency and continuity in the process as an oral reading example. Further, because peers or the teachers often provided struggling readers with the word before they had the chance to decode it independently. Such interruptions served to disrupt the development of accurate and automatic word recognition, preventing students from developing proficiency in their decoding. Developing such independence in word decoding is intricately linked to the automaticity that is a key component of fluent reading (LaBerge & Samuels, 1974; Stanovich. 1980).

In addition, the teacher asked questions and then children answered the questions. This shows that there was only one-way interactionwith limited active involvement of the children. In other words, children in both traditional classes had few, if any, opportunities to interact with the teachers or their peers to participate in rich literacy learning (Campbell & Green, 2006). As a result of this type of interaction, the teachers were seen to dominate the discussion in the class. Thus, children in both traditional classrooms followed their

teachers' directions and answered their teachers' questions but rarely initiated the talk or questions. If they were talking or asking questions, most of the questions were related to the task given, giving comment, requesting and informing the teacher that they had finished doing their work. Moreover, questions asked by both teachers were still of low cognitive demand so the children were not developing thinking skills or metacognitive strategies in the comprehension of the texts. Teachers should be required to ask various types of questions that would be able todevelop and enhance children's thinking and metacognitive skills for reading.

Both teachers used both the school and commercial textbooks while teaching reading to their children. This finding shows that there was lack of focus on the use of authentic texts in their teaching of reading since these texts lacked relevance to the children's interests and experience. They also used and gave positive, negative and corrective feedback in their teaching. However, it was found that both traditional teachers did not use wait-time strategy in their teaching in order to improve the quality and quantity of student's answers.They also hold three main activities in their teaching. However, there were differences in the way they carried out their pre- and during reading activities. For example, teacher TRA1 only asked the children to spell the word in syllables and the title of the texts without any further discussion about the text. This pedagogical approach did not allow the acting out of the story or simply having fun with words and Malay language. While, teacher TRA2 conducted her pre-reading activities by discussing or sharing the text first with their children in order to active the schema of their children. This approach is in

accordance with the shared story approach which is crucial in learning to read (Campbell & Green, 2006).

During reading activites, both traditional teachers provided a variety of activities. However, teacher TRA2 provided more activities than teacher TRA1. This included teacher TRA2 reading aloud to children and also having peer teaching. Reading aloud to children is important because it can improve the listening and writing skills and also help the children to love books throughout their lives (Rothlein & Meinbach, 1993; Cox, 1999). The peer teaching is also important because it can help the children not to rely on the teacher as their only resource. According to Long and Porter (1985), the learner-learner interaction pattern is an attractive and legitimate alternative to teacher-learner interaction. Harmer (2001) proposed that pair work increases the amount of talking time available to every learner in classroom. It allows learners to work and interact independently without the necessary guidance of the teacher, thus promoting learners' independence. In addition, cooperation in groups also contributes to a more relaxed atmosphere in the classroom, lessens anxiety and inhibitions, and thus leads to an increase in both the quantity and quality of practice.

In relation to the characteristics discussed, there were also differences in their stated views about how they perceived reading, their seating arrangements, their classroom interaction, and in their exchange moves in their teaching. There is evidence even though it is rare that teacher TRA2 tried to move from the traditional question and answer routines to 'Scaffolding Interaction Cycle' to scaffold and facilitate children's learning. This was in contrast to teacher TRA1's traditional Q-A-E moves which

neglected to scaffold the children's learning. The following section moves on to report and describe the classroom observations with respect to the innovative approach to the teaching of reading with respect to teacher BRA2.

4.3 Teacher BRA2 reading practices

4.3.1 Background of teacher BRA2

Teacher BRA2 is 24 years old at the time of the study. She is single and attended teacher training at a local university and in 2001 was awarded a Certificate in Teaching. She had two years teaching experience in teaching Primary One classes following the completion of her teacher training. She is a class teacher who teaches nearly all the subjects except English and Islamic Religious Knowledge. Perusal of her teaching lesson-book and observation of the way she organized her teaching and her teaching materials showed that it was well-organized, systematic and that she was a creative teacher. She also lived nearby the school.

Data from questionnaire and interview showed rich details of her practice. Teacher BRA2 said that she liked to teach reading at Primary One level by using the syllable method. In her view this method was appropriate for primary one level children. She believed that by using this method she would be able to help the children to read even though they had never learned any words before. This view may have been influenced by the fact that her perception of reading was that children should be able to read and understand what they have read besides being able to spell the words.

When asked about the effectiveness of the current method, teacher BRA2 saw the current practice as very effective in helping children to read:

> In my view … the current practice (syllable method) is appropriate for the Primary One children because by using this method the children learn to pronounce, spell and read the words in the text given to them.

However, she was also very much aware that some children in her class could not read texts very well. She justified this by arguing that some children lacked reading practice and they also lacked the ability to recognize letters of the alphabet. When asked how she could help to overcome these problems, teacher BRA2 said that she tried to help these children by calling these children to the front of the class and giving them a simpler text to read. She then guided them individually to recognize the letters and sounds and encouraged them to read during their free time or after they had finished their work. However, her big constraint on her efforts to help unsuccessful learners was time and the classes were too big to manage. After the implementation of the balanced reading approach, the researcher could see the children beginning to read books after they had finished doing their work. The teacher brought a lot of storybooks for the children to choose from and presented them on the table so that it was easy for the children to take them at the end of each lesson or when they were submitting their work. Children in the traditionally taught classrooms did not have the opportunity to read easier books. These were not available for teaching in Primary One classrooms since the norm and practice

was use of the set books. When asked how she could improve children's reading, teacher BRA2 said that her strategy was to encourage the children to read more books at home and to read more books after they had finished doing their school work or during their free time. Like teacher TRA1 and teacher TRA2, she also hoped that the children in her class would be able to read and write in Malay at the end of the school year.

The priorities of teacher BRA2 were to ensure the children in her class learnt to read, the need for her to keep up-to-date with reading pedagogy and lastly, dealing with her concerns about carrying out her duties as a teacher.

4.3.2 The physical setting of teacher BRA2 classroom

Teacher BRA2's class was made up of 35 children, 15 boys and 20 girls. The children were seated in groups of five or six. The children were all Muslim and spoke Brunei Malay as their first language. Her classroom was tidy and with each child's desk neatly covered by table cloth. The classroom was provided with two teaching boards, one display board, an audio-speaker, two overhead electrical fans and four fluorescent tubes. The classroom also had a reading corner with two chairs and a small cabinet where the teacher stored storybooks Alphabet posters and different language skills were neatly displayed on the classroom walls. The door and the windows were always open so the air could flow through the classroom. The illustration of the physical setting of BRA2's classroom can be seen in Figure 4.15.

Figure 4.15 Physical setting of teacher BRA2's classroom

1 = white and green board   6 = shelf and display board

2 = teacher's desk   7 = children's desk

3 = door   8 = cabinet

4 = windows   9 = gathering corner

5 = reading corner

The following section will describe how teacher BRA2 implemented the Balanced Reading Approach in one of her reading lessons.

4.3.3 Teacher BRA2's teaching-reading practice

The lesson observed took place on 26th July. In this sixty minute class, children were reading a big book "*The rabbit and the tortoise*" modified by the researcher.

This story is centred around a rabbit who invite a tortoise to have a race with him. He thinks that he will win the race because he can run faster than the tortoise. Then they set out one day to have the race. At the end, the tortoise won the race and the rabbit, although the faster runner, lost. The rabbit felt ashamed and promised that he would not be arrogant again. The following sequence of events was observed. This is consistent throughout the sixteen observations.

Before teacher BRA2 started her reading lesson she greets the children first such as "*Assalamualaikum, Selamat Pagi and Apa khabar kamu semua pagi ini*" ("Peace upon you, Good morning and How are you today"). This was followed by her asking the children to sit on the floor in front of the classroom. She then placed the big book of the story on an easel. Then she started her teaching by asking the children about the book they had read the previous week. The following transcript illustrates how teacher BRA2 began her reading lesson.

Example 4.100:

1	BRA2 :	Sebelum cikgu menunjukkan buku baru, siapa masih ingat apa tajuk buku yang katani pelajari pada minggu lepas *<Before I show you the new book, who can tell me the title of the book we had read last week>*
2	Ss :	tikus yang jahat *<the evil rat>*
3	BRA2 :	Ok tikus yang jahat *<Okay the evil rat>*
4	BRA2 :	Kenapa ia dipanggil tikus yang jahat? *<Why (did they call) it the evil rat?*
5	S1 :	ia mencuri makanan *<it stole food>*
6	BRA2 :	Ah ia suka mencuri makanan *<Ah it liked to steal food>*
7	BRA2 :	Hari Isnin, ia curi apa? *<On Monday, what did the rat steal?>*
8	Ss :	Nasi *<Rice>*
9	BRA2 :	Okay ia curi nasi *<Okay it stole rice>*
10	BRA2 :	Hari Selasa? *<On Tuesday?>*
11	Ss :	Ikan *<Fish>*

12	BRA2	:	Ikan *<Fish>*
13	BRA2	:	Hari Rabu? *<On Wednesday?>*
14	Ss	:	Kek *<cake>*
15	BRA2	:	Ok tiga potong kek *<Okay three slice of cakes>*
16	BRA2	:	Hari Khamis? *<On Thursday?>*
17	Ss	:	Anggur *<grapes>*
18	BRA2	:	Ok empat tangkai anggur *<Okay four bunch of grapes>*
19	BRA2	:	Hari Jumaat? *<On Friday?>*
20	Ss	:	epal *<apples>*
21	BRA2	:	Ok ia makan lima biji buah epal *<Ok it ate five apples>*
22	BRA2	:	Hari Sabtu? *<On Saturday?>*
23	Ss	:	minuman susu *<milk>*
24	BRA2	:	Bagus *<good>* Kamu masih lagi ingat buku cerita pada minggu lepas *<You all still remember the story book last week >*
25	S2	:	Meletup *<explode>*
26	BRA2	:	Okay apa yang terjadi seterusnya? *<Okay what happened next?>*
27	Ss	:	kucing makan tikus *<a cat ate the rat>*
28	BRA2	:	Okay kucing makan tikus *<Okay a cat ate the cat>*
29	BRA2	:	Bagus *<Good>* Kamu masih ingat ceritanya *<You all still remembered the story>*
30	BRA2	:	Sekarang katani akan membaca buku cerita baru lagi *<Now we are going to read a new story book again>*
31	BRA2	:	Ok cuba katani lihat gambar yang ada di depan kulit buku ani *<Okay let us see the picture on the cover of this book>*
32	S3	:	wah … arnab dengan kura-kura *<wah … the rabbit and the tortoise>*
33	BRA2	:	Ok tajuk buku ani arnab dan kura-kura *<Okay the title of the book is the rabbit and the tortoise>*
34	BRA2	:	Ok beritahu cikgu yang mana satu arnab dan yang mana satu kura-kura ?*<Ok tell me which one is the rabbit and which one is the tortoise?>*
35	S4	:	arnab putih dan kura-kura hijau *<white is the rabbit and the green is the tortoise>*
36	BRA2	:	Binatang apa lagi yang ada di dalam gambar ani *<What other animals in this picture?>*
37	Ss	:	Beruang, tupai dan monyet *<The bear, squirrel and the monkey>*
38	BRA2	:	Di mana kamu fikir durang ani? *<Where do you think they are?>*
39	Ss	:	Dalam hutan *<In the jungle>*
40	BRA2	:	Ah dalam hutan *<Ah in the jungle>*
41	BRA2	:	Apa kamu fikir yang kan diceritkannya dalam buku ani*<What do you think this book is about?>*

42	S5	:	Atu durang kan berlumba <*They are going to have a race*>
43	BRA2	:	Betulkan durang kan berlumba? <*Is it true they are going to have a race?*>
44	S6	:	Au cikgu ia kan berlumba <*Yes teacher they are going to have a race*>
45	S6	:	Ia cakap satu, dua, tiga, cikgu <*It said one, two and three, teacher*>
46	S7	:	Atu durang memigang tali atu cikgu <*That, they are holding a rope teacher*>
47	BRA2	:	Nanti katani lihat betulkah cerita buku ani durang kan berlumba <*Let us check if it is true that this book is about them going to have a race*>
48	BRA2	:	Ok sebelum katani membaca katani lihat dulu siapa penulis dan pelukis buku ani <*Okay before we start reading the book we look first who is the author and the illustrator of this book*>

(OB07/2607)

From the above extract we can see that the teacher started her lesson by asking the children if they remembered the story they had learnt last week and then followed up by asking questions about the previous story they had shared together before introducing a new book (line 2-27). From the answers given, they still remembered what happened in the story. Here, we can also see that the children were actively involved in answering the teacher's questions. In line 25, we can see that the children initiated the talk which caused the teacher to ask the question in line 26. She also acknowledged the children for remembering the story. Then she used the word *sekarang* (now) to start a new task: reading a new book (line 30). Next she used the words *cuba katani* (let us), thus referring to a joint task: we all, as a group, will be going to see the picture on the cover of the book as the introduction of a new book and to establish what they were going to read on that day (line 31). Before the teacher read the title, one of the children in the classroom had already read it to the class as in line 32. She then reread the title again and followed-up by

asking questions about the cover of the book to familiarize them with the book and to activate their prior knowledge. When she asked what the book was about, one of the children answered that they were going to have a race. Another child confirmed that they were going to have a race by saying, one of the animals said one, two and three. The next child said that they are holding a rope. The teacher informed the children that they would be able to confirm it later after they had read the book. Next she used the word *okay* to focus the attention of the children on the author and illustrator of the book before they started to read it. We can see that in this classroom, the teacher allowed the children to give their opinion and talk quite freely. They did not need to bid formally for turns by raising their hands. In this example also, we could see that the teacher sometimes reformulated all or part of the children's utterance to indicate or correct children's responses as in line 15, 18 and 21. However, the question in line 35 can be extended by asking them to find differences about other animals they can see on the book cover. This may provide an opportunity for student talk and would also enrich the discourse. From this example there is evidence of the student role as text participant (line 44-46) (Campbell & Green, 2006). Here also we can see that in contrast to the TRA teachers, she asked open-ended questions such as in line 4 and 41.

After that, the teacher discussed the picture on the first page and then read aloud the text on that page to the children using the appropriate rhythm and intonation by pointing to each of the words in the book and modelling the reading process. As she read, she encouraged the children to echo her words. This can be seen in the following example. Example 4.101:

55	BRA2	:	The teacher points to the text and read it: Di dalam hutan tinggal seekor arnab yang sombong *<In the jungle lives an arrogant rabbit>*
56	S8	:	Cikgu rupanya arnab atu sombong cikgu *<Teacher, that rabbit is arrogant teacher?>*
57	BRA2	:	Au *<Yes>*
58	BRA2	:	Kamu fikir kenapa arnab ani sombong? *<Why do you think the rabbit is arrogant?>*
59	S9	:	pasalnya ia laju *<because it (runs) faster>*
60	BRA2	:	Ok pasal ia laju *<Okay because it runs faster>*
61	BRA2	:	Kamu tau apa maksud sombong ani? *<You know what the word 'sombong' means>*
62	S10	:	sombong ani macam marah *<arrogant is like angry>*
63	BRA2	:	Bukan *<no>*
64	S11	:	penipu *<fraud>*
65	BRA2	:	Sombong ani orang yang suka bermegah diri macam aku lawalah, aku pandailah dan macam-macam lagi *<Arrogant means people who like to feel very proud of themselves like I am handsome, I am clever and so on>*
66	BRA2	:	Atu lah maksud sombong *<That's what arrogant means>*
67	BRA2	:	Apa nya cikgu sombong ani tadi? *<What did I tell you about (the meaning) of 'sombong' <arrogant?>>*
68	Ss	:	macam aku pandailah *<like I am clever>*
69	BRA2	:	Ok cuba tunjukkan arah cikgu mana satu perkataan sombong dalam sini ani, Ali *<Okay show to me which one of the word is 'sombong' here, Ali>*
70	Ali	:	going to the book and point to the word then frame it by using vanguard mask.
71	BRA2	:	Macam mana eja sombong di sana? *<How the word "sombong" spell there?*
72	Ss	:	s-o-m, som, b-o-n-g, bong, sombong
73	BRA2	:	Ok sekarang cuba katani liat gambar seterusnya *<Okay now let us see the next picture>*
74	BRA2	:	Beritau cikgu nama-nama binatang yang ada dalam gambar ani *<Tell me the name of the animals in this picture>*
75	Ss	:	monyet *<monkey>*
76	BRA2	:	monyet *<monkey>*
77	BRA2	:	Lagi *<What else?>*
78	Ss	:	Rusa *<deer>*
79	Ss	:	arnab *<rabbit>*
80	BRA2	:	Ok sang arnab ani buat apa? *<Okay what is the rabbit doing?>*
81	Ss	:	bercakap dengan sang kancil *<talking to the deer>*
82	BRA2	:	Ok apa yang kamu fikir ia cakap arah sang kancil *<Ok what do*

			you think the rabbit is telling the deer?>
83	S12	:	saya kan balumba dengan kura-kura *<I am having a race with the tortoise>*
84	BRA2	:	Ok katani baca sama-sama ah dan katani lihat betul atau tidak apa yang kamu beritahu arah cikgu *<Okay we read the text together and we will check whether what you have told me is true or not>*
85	BRA2	:	Suatu hari
86	Ss	:	Suatu hari

From the above extract, we can see that the teacher's discussion is around the book and the story line. She also read aloud the text as in line 55. Here we could see that the children initiated the talk as in line 56 that led the teacher to ask an open-ended question of the children (line 58). This is followed by asking the meaning of the word *sombong* (arrogant). However, the children could not give the meaning even though they offered some explanation. She then explained the word of *sombong* and then asked them the meaning of the word again. Next she shifted the talk by using the word *okay* to continue discussing the next picture in the book with the children, and then she read the texts in the book. She also asked the children to demonstrate how to use the language in the book, thus giving the children not only the concept, but also the specific language that might be used when announcing some events, thus showing evidence of modelling and scaffolding the children's learning. The above example also shows that even though the teacher tried to encourage the children to read the text along with her, at the end they just followed the teacher. This can be seen in the following examples.

Exampels 4.102

105	BRA2	:	Cuba Fadzil, kalau kamu jadi burung gagak macam mana kamu

		kan beritau arah binatang lain pasal perlumbaan atu? *<Try Fadzil, if you are a crow how are you going to announce the race to other animals?>*
106	Fadzil :	Wahai sekalian binatang, ada satu perlumbaan antara arnab dan kura-kura esok di sini *<Wahai (an exclamation to attaract attention) all the animals, there will be a race between the rabbit and the tortoise tomorrow here>*
107	BRA2 :	Ok atulah adalah salah satu cara untuk kita mengumumkan sesuatu kepada orang lain *<Okay that is one of the ways we announce something to other people>*

After she finished discussing and reading the text page by page, she reread the text again together with the children. This was in keeping with a shared story approach as recommended by Campbell and Green (2006). This can be illustrated in the following example.

Example 4.103:

300	BRA2/Ss:	Di dalam hutan
301	BRA2/Ss:	tinggal seekor
302	BRA2/Ss:	arnab yang sombong.
303	BRA2/Ss:	Suatu hari
304	BRA2/Ss:	arnab ajak
305	BRA2/Ss:	kura-kura lumba lari**.**
306	BRA2/Ss:	Arnab beritahu
307	BRA2/Ss:	beruang perlumbaan itu.
322	BRA2 :	Apa yang kamu fahami perkataan terjaga di sini? *<What can you understand about the word 'terjaga' here?>*

After she finished reading together with the children, the teacher wrote some of the words she took from the text in the book on flash cards to share with the children. This can be illustrated in the following example.

Example 4.104:

333	BRA2 :	Ok cikgu ada kad imbas yang di dalamnya ada tulis perkataan

			yang cikgu ambil dari buku ani *<Okay, I had a flash card which contained a word that I took from this book>*
334	BRA2	:	Cuba perhatikan perkataan apa yang ada di sini? *<Let's try and see what is the word written on this card>*
335	Ss	:	suatu *<one>*
336	BRA2	:	suatu *<one>*.
337	BRA2	:	Ok cuba Nasuha cari dan bingkaikan perkataan 'suatu' di dalam buku ani *<Okay try Nasuha, find and frame the word 'suatu' in this book>*
338	Nasuha	:	Stand up and going to the book and searching for the word *suatu* in the book and then when she saw it she frame the word with a mask.
339	BRA2	:	Ok bagus Nashua *<Ok good Nasuha>*
340	BRA2	:	Kamu dapat cari dan bingkaikan perkataan suatu *<you can find and frame the word 'suatu''>*
341	BRA2	:	Cuba sebutkan perkataannya dan kemudian bacakan ayatnya *<Please say the word and read the sentence>*
342	Nasuha	:	Suatu *<One>* Suatu hari arnab ajak kura-kura lumba lari *<One day the rabbit invited the tortoise to have a race>*
343	BRA2	:	Ok duduk *<Okay sit down>*
344	BRA2	:	Macam mana eja suatu *<how do you spell 'suatu'>*
345	Ss	:	s-u-a, sua, t-u, tu, suatu
346	BRA2	:	The teacher wrote down the word on the board.
347	BRA2	:	Saya tahu perkataan ani payah untuk sebahagian daripada kamu *<I know this word is difficult for some of you>*
348	BRA2	:	Jadi, kalau kamu kepayahan untuk membaca perkataan ani apa yang dapat kamu buat? *<So, if you find this word difficult to read what would you do?>*
349	Ss	:	bahagikan ikut suku kata *<divided the word into syllables>*
350	BRA2	:	Ada berapa suku kata? *<How many syllables are there in this word?>*
351	Ss	:	dua*<two>*
352	BRA2	:	suku kata pertamanya? *<the first syllable?>*
353	Ss	:	dua*<two>*
354	BRA2	:	suku kata keduanya? *<the second syllable?>*
355	Ss	:	tu
356	BRA2	:	Huruf pertamanya? *<what is the first letter?>*
357	Ss	:	s

From the example, we can see that the teacher is attempting to engage the children in conversation about the text. She asks one child to mask a word in the book and then says the word and reads it. However, there is no further discussion whether the children understood the word *suatu* in that sentence or to ask them to write another sentence to show that they understand how to use the word in a sentence. However, in this example it shows that the teacher did discuss with the children one of the reading strategies they could use to decode an unknown word they met in their reading.

At the end of the lesson, the teacher discussed the story again with the children and asked them what they could learn from the story. Then she asked the children to go back to their seats and asked them as pairs to take a story book she put on her table and read it at the reading corner. She then took a small group of children and gave them a copy of books to read together with her. The following section will discuss in more detail the types of classroom interaction teacher BRA2 used in her reading lesson.

4.3.4 Classroom interaction of teacher BRA2

The overall purpose of the activities in the classroom was to involve the children in making meaning from the given text. This occurred predominantly through the teacher interacting with the children in relation to the big book. Typically, instruction was accomplished through oral interaction between the teacher and the students with the teacher taking the prominent role. The overall findings regarding teacher BRA2's classroom interaction revealed that it was highly dominated by teacher talk. Adding across all Teacher Talk categories, i.e. FIAC categories 1 to 7, teacher's talk occurred 4981 times

or took up 48.08 percent of the major talk and children-talk occurred 3479 times or occupied 33.57 percent and silence took up 18.36 percent. Table 4.5 summarizes all observation data and thus provides an overview of the classroom interaction in teacher BRA2's Primary One reading lessons.

Table 4.5 *Overall findings of teacher BRA2 classroom interaction across Flanders' Interaction Analysis Categories (n=16)*

| Categories | | | BRA2 | |
			No. of occurance	%
Teacher talk (TT)	Response	C1 Accept feelings	19	0.18
		C2 Praises or encourages	799	7.72
		C3 Accept Ideas	403	3.89
		C4 Asks Questions	1385	13.37
	Initiation	C5 Lecturing	1536	14.82
		C6 Giving Directions	728	7.03
		C7 Criticizing	111	1.07
Children talk (CT)	Response	C8 Children-Talk	2826	27.72
	Initiation	C9 Children-Talk (Spontaneous)	653	6.30
		C10 Children-Talk: Recitation/ Directed Activities/Initiation set up by teachers	0	0
Silence (S)		C11 Silence or Confusion	1902	18.36
Total			10362	100

Figure 4.16 summarizes the sixteen observation data and thus provides an overview to the classroom interaction in teacher BRA2's Primary One reading lessons.

Figure 4.16 Percent of classroom verbal interactions across Flanders' Interaction Analysis Categories in teacher BRA2 Primary One reading lesson (n=16)

Notes:
C1 - Teacher Accepts Feeling
C2 - Teacher Praises or Encourages
C3 - Teacher Accepts or Uses Student's Ideas
C4 - Teacher Asks Questions
C5 - Teacher Lectures
C6 - Teacher Gives Directions
C7 - Teacher Criticizes or Justifies Authority
C8 - Children talk – Response
C9 - Children talk – Initiation (spontaneous)
C10 - Children talk – Initiation: Choral recitation/Direct Activities/Initiation set up by teacher
C11 - Silence/confusion

A closer examination of the teacher's talk shows that she spent more time on discussing with the children about the story (14.82%) and asking questions of the children (13.37%). A closer look at the children's talk shows that they spent more time answering the teacher's questions (27.72%) than doing directed activities such as choral recitation

and repetitious chanting, spelling and reading words in the text that dominated teacher TRA1's and Teacher TRA2's reading lessons. In addition, the children in BRA2's reading lessons initiated talk 6.30% of the time. These facts clearly show this teacher's shift towards the balanced approach. In comparison to Flanders (cited in Ajeng, 2007) the established teacher talk norms is 80%, it can be concluded that teacher BRA2's pedagogical discourse reflected more constructivist practice because of the quality of talk; she talked 48.07% of the time, but interestingly there was more silence at 18.36%. Based on Flanders, the established learners talk norm is 20%, the children were active because they talked 33.5% of the time. Despite the fact that the children were active during reading lessons, their activeness often comprised answering teacher questions and only a little part of the children talk showed initations related to learning. However, children's initiation of talk in the present study was higher than that found in other research such as that reported by Sahlberg (2008) (1.1%) and Mahmoudi (2003) (2.3%).

These findings confirm that the children in teacher BRA2's classroom were more active in answering the teacher's questions and sometimes they posed questions. The classroom interaction of teacher BRA2 was further analysed under 'Teacher-talk' and 'Children-talk' as follows.

4.3.4.1 Analysis of teacher-talk

The Teacher-talk was further analysed under the three headings:

1. Teacher's question types

2. Teacher's response

3. Teacher's initiation

1. Teacher's question types

The questions a teacher asks during the reading lesson shapes the pattern of interaction. During the observed lessons, teacher BRA2 asked many questions, however, they readily could be categorised into three types. They were:

i.   Open ended questions

ii. Check knowledge questions

iii. Short answer questions.

i. Open-ended questions

Open-ended questions allow for several possible answers such that the answer is not to be found explicitly in the text. Teacher BRA2 used this type of question in the teaching of reading when she wanted to invite higher-level thinking as well as encourage more talk among these Bruneian children. This type of question can be seen in the following example.

Example 4.105:

41	BRA2	:	Apa kamu fikir yang kan diceritkannya dalam buku ani<*What do you think this book is about?*>
42	S5	:	Atu durang kan berlumba <*They are going to have a race*
58	BRA2	:	Kamu fikir kenapa arnab ani sombong? <*Why do you think the rabbit is arrogant?*>
59	S9	:	pasalnya ia laju <because it (runs) faster>

(OB07/2607)

ii. Check knowledge questions

Check knowledge questions refer to when the teacher wanted to check if the children knew, for instance, the meaning of a word or if they had the necessary prior knowledge, for example, "Do you know what *sombong* is?"

<div align="right">(OB07/2607)</div>

iii. Closed questions

Another type of question that teacher BRA2 used in her reading classroom was the closed question, where there was only one correct answer that was evident from the story as in example 4.106:

Example 4.106:

7	BRA2 :	Hari Isnin, ia curi apa? *<On Monday, what did the rat steal?>*
8	Ss :	Nasi *<Rice>*
9	BRA2 :	Okay ia curi nasi *<Okay it stole rice>*
10	BRA2 :	Hari Selasa? *<On Tuesday?>*
11	Ss :	Ikan *<Fish>*
12	BRA2 :	Ikan *<Fish>*

<div align="right">(OB07/2607)</div>

2. Teacher's response

It was observed that there were many ways teacher BRA2 responded to the children's answers or interactions. They included:

i.   Positive response

ii. Negative response

iii. Error or mistake treatment.

i. Positive response

The teacher used positive responses such as praise and motivating words when the children gave correct answers or could do the given tasks successfully. The most common verbal praise used by teacher BRA2 was the use of "good". This can be illustrated in the following extract.

a) The use of "good" and motivating words

Example 4.107:

24	BRA2	:	Bagus <*Good*> Kamu masih lagi ingat buku cerita pada minggu lepas <*You all still remember last week's story book*>
25	S2	:	Meletup <*explode*>
26	BRA2	:	Okay apa yang terjadi seterusnya? <*Okay what happened next?*>
27	Ss	:	kucing makan tikus <*a cat ate the rat*>
28	BRA2	:	Okay kucing makan tikus <*Okay a cat ate the rat*>
29	BRA2	:	Bagus <*Good*> Kamu masih ingat ceritanya <*You all still remember the story*>

(OB07/2607)

ii. Negative response

This teacher also made threatening statements if the children did not pay attention to her teaching. This is illustrated in the following extract. However, being told to "watch out" is less threatening than the terms used by the other teacher who said "If you close your mouth, it's better you stand outside"

Example 4.108:

162	BRA2	:	Hanif, karang mun cikgu suruh kamu membaca karang mun inda dapat jaga kau ah <*Hanif, later if I asked you to read if you can't read, you watch out ah*>

(OB15/1110)

iii. Error or mistake treatment

In teacher BRA2's classroom interactions, errors were treated as follows:

i. Coaching

Example 4.109:

137	Ss	:	Kita semua perlu makan *<We all need to eat>*
138	Ss	:	Makan baik untuk kita *<Food is good for us>*
139	BRA2	:	Masa kamu membaca makan baik untuk kita, kamu rasa perkataan makan yang kamu sebut tadi atu betulkah di dalam ayat tadi? *<When you read 'makan baik untuk kita', you think the word 'makan' you all pronounce just now is it correct in this sentence?>*
140	S1	:	makanan
141	BRA2	:	macamana kamu tahu ia makanan? *<How do you know the word is "makanan"?>*
142	S1	:	ejaannya panjang sikit cikgu *<the spelling is longer>*

(OB15/1110)

The above example shows that this teacher coached and scaffolded the children's learning by asking them questions so that they could use their knowledge about language to work out the word without simply being told as would have been the approach taken by teachers TRA1 and TRA2.

ii. Recast

Fom the observation, it was found that teacher BRA2 sometimes reformulated all or part of children's utterances to indicate or correct their responses. This is illustrated in the following excerpt.

Example 4.110:

13	BRA2	:	Hari Rabu? *<On Wednesday?>*
14	Ss	:	Kek *<cake>*
15	BRA2	:	Ok tiga potong kek *<Okay three slice of cakes>*
16	BRA2	:	Hari Khamis? *<On Thursday?>*
17	Ss	:	Anggur *<grapes>*
18	BRA2	:	Ok empat tangkai anggur *<Okay four bunches of grapes>*
19	BRA2	:	Hari Jumaat? *<On Friday?>*
20	Ss	:	epal *<apples>*
21	BRA2	:	Ok ia makan lima biji buah epal *<Ok it ate five apples>*
22	BRA2	:	Hari Sabtu? *<On Saturday?>*
23	Ss	:	minuman susu *<drink milk>*

(OB07/2607)

3. Teacher Initiation

From the sixteen observed lessons, it was found that teacher BRA2 initiated the talk in the classroom the vast majority of the time so only sometimes did the children initiate talk. The teacher's initiations involved explaining, questioning, informing and directing in the main:

i. Explaining

The teacher explores whether the children have any prior knowledge about "arrogance" and then goes on to explain the meaning of the word in preparation for the story about the tortoise and the rabbit.

Example 4.111:

61	BRA2	:	Kamu tau apa maksud sombong ani? <*You know what the word "sombong" means*>
62	S10	:	sombong ani macam marah <*arrogant is like angry*>
63	BRA2	:	Bukan <*no*>
64	S11	:	penipu <*fraud*>
65	BRA2	:	Sombong ani orang yang suka bermegah diri macam aku lawalah, aku pandailah dan macam-macam lagi <*Arrogant means people who like to feel very proud of themselves like I am handsome, I am clever and so on*>

(OB07/2607)

ii. Asking Questions

Here the teacher scaffolds the children's understanding through questioning and encourages their interest in the story.

Example 4.412:

38	BRA2	:	Di mana kamu fikir durang ani? <*Where do you think they are?*>
39	Ss	:	Dalam hutan <*In the jungle*>
40	BRA2	:	Ah dalam hutan <*Ah in the jungle*>
41	BRA2	:	Apa kamu fikir yang kan diceritkannya dalam buku ani<*What do you think this book is about?*>
42	S5	:	Atu durang kan berlumba <*They are going to have a race*>
43	BRA2	:	Betulkan durang kan berlumba? <*Is it true they are going to have a race?*>

(OB07/2607)

iii. Informing

This transcript shows how the teacher informs the children about what the lesson will be about, thus providing an advance organiser.

Example 4.113:

30	BRA2 :	Sekarang katani akan membaca buku cerita baru lagi *<Now we are going to read a new story book again>*
33	BRA2 :	Ok tajuk buku ani arnab dan kura-kura *<Okay the title of the book is the rabbit and the tortoise>*

(OB07/2607)

iv. Directing the children to do some tasks

Example 4.114:

337	BRA2 :	Ok cuba Nasuha cari dan bingkaikan perkataan suatu di dalam buku ani *<Okay try Nasuha, find and frame the word 'suatu' in this book>*

(OB07/2607)

4.3.4.2 Analysis of children-talk

The Children-talk was further analysed under two headings:

1. Children's response

2. Children's initiation

1. Children's response

It was observed that the children responded to the teacher in a variety of ways that included answering questions, making comments, initiating, complaining, requesting and informing as shown in the following excerpts of lesson transcripts:

i. Answering teacher's questions

Example 4.116:

80	BRA2	:	Ok sang arnab ani buat apa? *<Okay what is the rabbit doing?>*
81	Ss	:	bercakap dengan sang kancil *<talking to the deer>*
82	BRA2	:	Ok apa yang kamu fikir ia cakap arah sang kancil *<Ok what do you think the rabbit tells the deer?>*
83	S12	:	saya kan balumba dengan kura-kura *<I am having a race with the tortoise>*

(OB07/2607)

ii. Comment

Example 4.117:

49	S1	:	cali jua semua pakai atu ejaannya pakai makanan *<its funny all the words spell with food>*
368	S4	:	Cikgu anu kepalanya besar badannya damit *<Teacher his head is big but his body small>*

(OB15/1110)

2. Children's initation

Although rare the children did at times initiate the classroom talk as follows:

i. Asking question

Example 4.118:

92	S1	:	Siapa tu cikgu? *<Who is that?>*
96	S2	:	Hitam jua cikgu? *< (It is) black teacher?*
332	S3	:	Cikgu kenapa cikgu inda makan ayam cikgu? *<Teacher why didn't the teacher eat the chicken teacher?*

<div align="right">(OB15/1110)</div>

From the above example, it shows that the children were able to ask questions either factual (line 92) or of higher order as with the "why?"question as line 323. This provides an insight into the children's ability to learn and to think more deeply. This is in stark contrast to the opportunity and talk in the traditional approach.

The remaining excerpts also demonstrate the more communicative approach involved in teaching with the balanced approach with teacher BRA2 since the children are communicating more freely recognising the need to see the book, commenting about the story content and using picture clues (His body is like a fish) besides making typical requests such as asking to go to the toilet.

ii. Complaining

Example 4.119:

200	S1	:	Cikgu inda nampak *<Teacher I cannot see the book>*

<div align="right">(OB15/1110)</div>

iii. Request

Example 4.120:

| 200 | S1 | : | Cikgu saya minta izin ke tandas *<Teacher I want to go to the toilet>* |

iv. Informing

Example 4.120

| 383 | S2 | : | Cikgu kata si Mira badannya macam ikan *<Teacher siMira said his body is like a fish>* |
| 403 | S5 | : | Mamaku baru beranak cikgu *<My mother has given birth teacher>* |

4.3.5 Exchange moves of teacher BRA2

When the teacher-children interaction was further analysed, the analyses showed that even though there is a shift in teacher BRA2's exchange moves according to the 'Scaffolding Interaction Cycle' the traditional Question-Answer-Evaluate or Question-Answer pattern remained at the core of teacher BRA2's practice especially at the beginning of the reading lesson. The example of the 'Scaffolding Interaction Cycle' in teacher BRA2 can be seen in the following extract.

Moves	Talk
Prepare	BRA2: Ok cuba tunjukkan arah cikgu mana satu perkataan sombong dalam sini ani, Ali *<Okay show me which one of the words is 'sombong' here, Ali>*
Identify	Ali: went to the book and pointed to the word then framed it *by using a mask*
Elaborate	BRA2: Macam mana eja sombong di sana? *<How is the word 'sombong' spelt there?>*

<div align="right">(OB07/2607)</div>

The following extract is an example of the traditional Question-Answer-Evaluate exchange moves of teacher BRA2.

Moves	Talk
Question	BRA2: Di mana kamu fikir durang ani? *<Where do you think they are?*
Answer	Ss: Dalam hutan *<In the jungle>*
Evaluate	BRA2: Ah dalam hutan *<Ah yes - in the jungle>*

From the above example it shows that teacher BRA2 asked a question as the form of initiation and makes an evaluation after the children's responses by using affirmative evaluation.

Other than the Q-A-E pattern, teacher BRA2 also used Q-A (i.e. Question-Answer) pattern, with the teacher initiations usually in the form of questions, followed by children's responses. For example:

Moves	Talk
Question	BRA2: Apa yang kamu fahami perkataan terjaga di sini? <*What can you* understand about the word 'terjaga' here?>
Answer	Ss: tabagun <*suddenly woke up*>

The above excerpt showed that the teacher often skipped the E (Evaluate) move after the children's Response move, the interaction pattern resulting in Q-R. The E move was skipped when the children's answer was correct and then the follow up consisted of another question.

As a conclusion from the data analyses, even though there were weaknesses in teacher BRA2's implementation of the balanced reading approach to teaching Malay reading she made an effort to shift the prevelant use of the traditional approach to the

teaching of reading and to move from the Q-A-E pattern to the 'Scaffolding Interaction Cycle' (even though there are some instances where she still followed the traditional Q-A-E (Questions-Answer- Evaluate) pattern in her teaching).

It must also be acknowledged that with the very strong cultural basis of the traditional approach to the teaching of reading in Brunei schools making a change needs to be gradual otherwise there could be opposition from the various stakeholders. Examination of teacher BRA2's pedagogy also provides some evidence that she used open-ended questions to develop children's thinking rather than merely focusing on children being correct and giving the "right answer". There is also evidence that teacher BRA2 not only taught the children as code breakers but also treated them as text participants in keeping with the four resources model.

With teacher BRA2, the children seemed to be active and engaged in discussion or in answering the teacher's more stimulating questions that were better designed to stimulate learning and meaning rather than encourage repetition of words. Even, on some occasions the children in the BRA2 reading class were able to initiate questions to their teacher. Thus, these findings show that this innovative approach does have application in the teaching of Malay reading in the Brunei context. This is considered an early step in the continuum of change.

4.4 What are the impacts of the current traditional reading approach practices (*TRA*) on young children learning to read in Malay?

The next section describes the results of the reading tests completed by the selected children from the two traditional classes. The Brunei Malay dialect was the first language of all these case study children and it was the primary language spoken at their home and the second language is the Standard Malay. These case study children lived at Kampung Perpindahan Lambak Kanan, in an area of government housing and had different family backgrounds. For the purpose of the study, these participating children are referred to using pseudonyms.

1. Nuno

Nuno was five years and three months old at the time of the research in Primary One. He was a shy boy and soft spoken. Before he started school, he attended a kindergarten that was attached to a private school in Brunei. He came to first grade with only little knowledge of letter names, sounds and concepts about print, he still could not spell words correctly and had little understanding about the passages he had to read. On the pre-test, he scored two marks out of seven in the concept of print section, one mark out of eight in recognizing letter names and sounds section, two marks out of seven in spelling and zero marks in comprehension and the cloze passage. On the post-test, he showed some improvement in recognizing letter names and sounds, spelling and comprehension but not in concepts about print or in doing the cloze passage. He scored full marks in recognizing

letter names and sounds, six marks out of seven in spelling and two marks out of five in comprehension.

In the interview, he said that he liked to read because he believed that reading could help him become a smart student. He also believed that young children needed to learn to read to help them become good students. However, when his teacher provided an extra class for him to attend on Friday mornings, he did not attend because of his parents could not send him to the school. Both of them were working on Friday mornings.

Nuno was given his first reading test in June. The title of the text is 'My room'. The text described "my room" which was white and yellow in colour. It consisted of 38 words, of which six words had one syllable, twenty-nine words had two syllables and three words had three syllables. It contained three simple sentences and four complex sentences. This text with English summary can be seen in Table 4.6 below.

Table 4.6 *The first text to be read by the children in Malay and English summary*

Malay
Bilik saya
Ini bilik saya. Warna bilik saya putih dan kuning. Bilik ini bersih, cantik dan kemas. Saya suka bilik ini. Emak juga suka bilik yang bersih. Saya suka membaca dan menulis di sini. Saya juga suka belajar di sini.

English Summary

My room

This text is about my room which is white and yellow in colour. It was clean, nice and tidy. My mother and I like this room. I like to read, write and study in this room

Although he appeared to be enthusiastic, he was a timid child. When he read this first text, the researcher could hardly hear his voice. The researcher had to ask him to speak louder. As he read he paused frequently. The researcher noticed that the way he approached reading reflected the way he was being taught as he spelt each word in the text first by using syllables and then by pronouncing them. He seemed to be influenced by his belief that reading was spelling. While these strategies aided him in saying all the words in the text correctly (100% accuracy), he clearly did not focus on making meaning as he went along. This was evident when he was asked to recount what he had read as he could not recall much detail from what he had read. Similarly, from the second text to the last one (the fifth text), the strategies he used did not help him to read the text with more than 90 percent accuracy. In the second reading test (see Appendix 4A2), he could only read with 83.64 per cent accuracy. He made 9 errors (see Table 4.7 for the type of errors he made) and made no self-correction. This means that for each error made, he read six words correctly.

The research showed that he did not have any problem with words which had open syllables e.g. *pada, ada, tepi, juga* and so on. He read these easily but he had difficulty reading the words which had closed syllables such as CVCCVCV. Either the words had only one syllable or two syllables such as *Salleh* (a person's name), *minggu* (week) or they had a prefix such as *berkunjung* (to visit), *berpeluang* (having an opportunity) or a suffix such as the word *rombongan*. Other than that, his dialect influenced his pronunciation. Despite having difficulty reading and taking a long time to respond he did show that he was able to understand much detail or the gist of what he had read when questioned.

From the third to fifth reading test, Nuno still could not read the text above 90 percent accuracy and still had difficulty with some of the words in the text. The accuracy rate is calculated by subtracting the total number of errors made from the number of running words in the text. The answer will then be divided by the number of running words.

Nuno made substantial errors in his reading (see Appendix 4A3-4A5 and Table 4.7 for the types of errors he made) and still have difficulty in understanding much detail from what he had read Most of the errors he made were due to the fact that he could not decode the words. When he could not read a word on occasions he was able to substitute a word on his own which did make some sense thus using context and semantic cues to decode. An example of this pattern occurred in the sentence: "*Pada suatu hari...*". Nuno substituted the word *suatu* for *satu* which has the same meaning as"one". However, he often needed someone to tell him the words and the researcher noticed during the testing period that his first approach was to try to spell unknown words by trying to decipher the

syllables. This was confirmed in the interview when he was asked: "When you are reading and you come to something you do not know, what do you do?" He replied, "I spell each word by using syllables". This confirmed that Nuno paid too much attention to graphophonic and visual cues. The research analysis showed that if he did not know how to read a word, he always asked himself "*apa ni ah* [what is this]". Other times he just stopped and kept quiet or looked at the researcher for help. If he was unsure, he attempted to read with a softly spoken voice. The following table shows the type of errors Nuno made across the five texts he read.

Table 4.7 *Type of errors Nuno made throughout the five reading tests*

Text	Types of errors				
	substitution	insertion	omission	told	Total
1	0	0	0	0	0
2	4	1	2	2	9
3	11	0	1	4	16
4	9	1	2	4	16
5	9	1	4	4	18

From Table 4.7 we can see that Nuno made a lot of errors throughout the five reading tests. He made 59 errors during reading these texts out loud. The most errors he made is in the substitution category. He made 32 substitutions out of 59 errors. He liked to substitute the words in the texts with other words which did not make sense. For example in the word "*menjaga*". He substituted this word with "*mengaga*" which has no meaning.

This shows that Nuno still did not know the meaning of the word in the sentences in order for him to substitute an appropriate word and also he still needed someone to tell him the word. For example in the word *"berpeluang"*. He did not know how to read this word, so the researcher had to tell him the word. However, he managed to correct his errors successfuly three times. It occurred in the word *"gigi", "durian"* and *"tupai"*. For example, in the word *"gigi"*. First he read this word as *"jiji"*. Then when he noticed that he pronounced this word wrongly, he self-corrected the word. The following table shows the frequency of Nuno's self-correction, accuracy level and number of errors.

Table 4.8 *Frequency of Nuno's self-corrections, accuracy and errors*

Test	1	2	3	4	5
No. of self-correction	0	0	1	0	2
Total no. of words in the text	38	55	75	83	95
Accuracy (%)	100	83.64	78.67	80.72	81.05
Errors	0	9	16	16	18

As table 4.8 shows, Nuno made many errors in his reading but made only three self-corrections throughout five reading tests. Thus was despite numerous opportunities to self-correct. The following Figure 4.17 indicates Nuno's progress based on the five reading tests given to him once a month starting from the month of June to October.

Figure 4.17 Nuno reading progress

1st test refers to the first test given to the children in June with a total number of 38 words: six words had one syllable, twenty-nine words had two syllables and three words had three syllables and 7 sentences: three simple sentences and four complex sentences.

2nd test refers to the second test given to the children in July with a total number of fifty-five words: ten words had one syllable, twenty-six words had two syllables, sixteen words had three syllables, one word had four syllables and two words had five syllables and 7 sentences: one simple sentence and six complex sentences.

3rd test refers to the third test given to the children in August with a total number of seventy-five words: seven words had one syllable, thirty-nine words had two syllables, twenty-one words had three syllables, seven words had four syllables and one word had five syllables and 9 sentences: one simple sentence and eight complex sentences.

4th test refers to the fourth test given to the children in September with a total number of eighty-three words: sixteen words had one syllable, thirty-five words had two syllables, twenty-five words had three syllables, six words had four syllables and one word had five syllables and 9 sentences: two simple sentences and seven complex sentences.

5th test refers to the fifth test given to the children in October with a total number of ninty-five words: nineteen words had one syllable, fifty-one words had two syllables, eighteen words had three syllables, and seven words had four syllables and 7 complex sentences.

Figure 4.17 above shows Nuno's reading progress. Even though the chart shows

thatNuno was still unable to read the text at or above 90 percent accuracy his running

records gave insights into the nature of his reading. Of his 33 substitution errors there were 20 inapplicable words, 2 words that fitted the contexts and could be accepted syntactically and semantically, 2 others that were also acceptable syntactically but not semantically, and 9 that were neither acceptable syntactically or semantically. The following examples present such miscues. . The following examples present such miscues.

a) **Inapplicable word substitution**

Text : Doktor mendapati bahawa sebatang gigi Suhaila telah **rosak**.

Nuno : Doktor mendapati bahawa sebatang gigi suhaila telah **rotak**.

b) **Fitted the contexts and accepted syntactically and semantically**

Text : Monyet itu **bernama** Ciki.

Nuno : Monyet itu **nama** Ciki.

c) **Acceptable word syntactically but not semantically**

Text : Di kebun itu banyak pokok kelapa yang sedang **berbuah**.

Nuno : Di kebun itu banyak pokok kelapa yang sedang **berbunyi.**

d) **Acceptable word neither syntactically or semantically**

Text : **Setiap** hari dia pergi ke kedai untuk membeli gula-gula.

Nuno : **Siap** hari dia pergi ke kedai untuk membeli gula-gula.

From the above examples, it shows that Nuno is not only using visual cues but also meaning and syntax cues to figure out the unknown words. However, because of too many substitutions of inapplicable words while reading the texts out loud he had great difficulty understanding the texts that he had read and also in answering the post-reading progress test. His post-reading progress test result showed that he was unable to answer the cloze passage and comprehension very well. The results also showed that reading accurately is important because it is one of the first components of fluency as mentioned by Rasinski (n.d.). Fluency is important in reading because it affects how well readers understand what they read. This is supported by the findings of the National Assessment of Eductional Progress (NAEP) that nearly half of American fourth graders had not achieved a minimal level of fluency in their reading, which was associated with significant difficulties in comprehension while reading silently (Pinnell et al., 1995 cited in Rasinski, n.d.).

2. Indera

Indera was six years and seven months old (based on teacher's registration record) at the time of the research. He was also a quiet and softly spoken boy. He came to Primary One knowing all the letters names but not all the sounds of the letters. Also he did not score highly on the assessment of concept about prints, spelling and completion of the cloze passage. In the pre-test he only scored two marks out of seven in concept about print, zero out of seven in spelling and one out of five in comprehension. In the post-test, he showed little improvement in his spelling, and comprehension. He scored one mark out of seven in spelling and two out of five in comprehension and zero mark in the cloze passage.

In the interview he said that he liked learning to read and wanted to spell better. He also associated being able to read with being a "smart student". Like Nuno he also perceived reading as only spelling which is not surprising given the intensive, repetitive chanting and drilling of spelling syllables, words and sentences during the reading lesson.

Like Nuno, Indera was also given his first reading test in June. When he read the text, the researcher noted that he paused often and struggled to read the text accurately even though the text was relatively simple. Indera also spelt each word in the text first before saying it aloud. This was confirmed when he was asked in the interview about how he went about reading a text. He replied that he spelled each word in the text first and then sounded it out. The researcher also noticed that when he had difficulties with some of the words, he just spelt the words using syllables or he remained silent looking at the researcher for help. Throughout the test, the researcher did not see Indera using any other strategies to facilitate his reading. This was confirmed in the interview when he described how he went about reading a new word. He responded: "I spell each word by using syllables or ask someone for help". So like Nuno, Indera also focused on the use of visual or graphophonic cues rather than meaning and syntactic cues. An example of this pattern occurred in the sentence: "*Pada minggu lepas, Salleh bersama rombongan sekolahnya pergi berkelah*". Indera substituted the word *"minggu"* for *"manggu"* and the word *"berkelah"* for *"berkalah"*.

In the first reading test, he read with 68.42 percent accuracy with twelve errors. This means that every error he made, he read 5 words correctly (see Appendix 4B1 and Table 4.9 the types of errors he made). In addition, he did not make any attempt to self-

correct the errors he made. He passed reading the unknown words or just left them uncorrected. Like Nuno, his approach was merely dealing with the text at the syllable and word level to "read" the sentences. He had very limited strategies to decode unknown words and did not appear able to self-monitor and self correct.

However, in the second reading test in the month of July, he showed some improvement in his reading test... He was able to read the text at 87.27 percent accuracy with seven errors (see Appendix 4B2 and Table 4.9 the types of errors he made). In the third reading test, he could read the text above 90 percent accuracy. However, in the fourth and fifth test, reading accuracy was below 90 percent accuracy. Like Nuno, he also had difficulty in reading the words that consisted of closed syllables (CVCCVCV), including use of prefixes and suffixes. From the first up to the fifth tests (see Appendix 4B1-4B5), the researcher noticed that Indera could not sound out the words although he could spell them correctly. The following table shows the types of errors Indera made throughout the five reading tests.

Table 4.9 *Type of errors Indera made throughout the five reading tests*

| Text | Types of errors | | | | |
| | substitution | insertion | omission | told | Total |

1	8	1	1	2	12
2	4	0	0	3	7
3	4	0	1	2	7
4	5	0	2	2	9
5	9	0	1	4	14

The above table shows that Indera preferred to substitute the word when he met an unknown word. However, most of his substitution words did not make sense or the word was inappropriate for the sentence. For example in the word *"berjanji"*. He substituted this word with *"berjalan"* which has different meaning. This suggests that Indera still did not know the meaning of the word in the sentence to suggest the appropriate word and also he still did not have enough knowledge of letter-sound relationships to help him decode the unknown word. This behaviour is similar to Nuno's; furthermore, he also depended on someone to tell him the words in order to read the next word. The following table shows the frequency of Indera's self-correction, level of accuracy and errors.

Table 4.10 *Frequency of Indera's self-corrections, accuracy and errors*

Test	1	2	3	4	5

No. of self-correction	0	0	2	3	4
Total no. of words in the text	38	55	75	83	95
Accuracy (%)	68.42	87.27	90.67	89.16	85.26
Errors	12	7	7	9	14

Table 4.10 indicates that Indera made some improvement in reading even though he made 49 errors. He made most errors in substituting words in the texts with other words that did not make any sense. Only on five occasions did he manage to substitute the words that fitted the context and could be accepted semantically and syntactically. For example for the sentence: "*Hasil daripada jualannya, ayah mendapat banyak duit*". He substituted the word "*jualannya*" with "*jualnya*" and the word "*mendapat*" with "*dapat*". He also managed to self-correct his errors nine times throughout the tests which is an indication of his learning and his ability to self monitor and the application of his learning. Figure 4.18 indicates how Indera progressed as shown by his performance on the five reading tests given to him at one month intervals starting from June to October.

Figure 4.18 Indera reading progress

1st test refers to the first test given to the children in June with a total number of 38 words: six words had one syllable, twenty-nine words had two syllables and three words had three syllables and 7 sentences: three simple sentences and four complex sentences.

2nd test refers to the second test given to the children in July with a total number of fifty-five words: ten words had one syllable, twenty-six words had two syllables, sixteen words had three syllables, one word had four syllables and two words had five syllables and 7 sentences: one simple sentence and six complex sentences.

3rd test refers to the third test given to the children in August with a total number of seventy-five words: seven words had one syllable, thirty-nine words had two syllables, twenty-one words had three syllables, seven words had four syllables and one word had five syllables and 9 sentences: one simple sentence and eight complex sentences.

4th test refers to the fourth test given to the children in September with a total number of eighty-three words: sixteen words had one syllable, thirty-five words had two syllables, twenty-five words had three syllables, six words had four syllables and one word had five syllables and 9 sentences: two simple sentences and seven complex sentences.

5th test refers to the fifth test given to the children in October with a total number of ninety-five words: nineteen words had one syllable, fifty-one words had two syllables, eighteen words had three syllables, and seven words had four syllables and 7 complex sentences.

As Figure 4.18 indicates, Indera made some improvement in his reading even though he was still unable to read at or above 90 percent accuracy level. This might be due to the extra 15 minutes tuition time (one-to-one) he received from his teacher on each morning before the lesson started which amounted to a total of 75 minutes or one hour and fifteen minutes per week although it is not clear as to how much this may or may not have helped overall. This experience also helped him improve his views about himself as a reader. At the beginning of the interview, it showed that he felt he was not a good reader but by the end of the program this had changed. This is because he was able to read the text and understand what he had read and he could spell some of the words correctly

which made him think that he was a good reader as revealed in the post-program interview. He also believed that to be a good reader, he needed to read a lot of books.

Indera's running records (see Appendix 4B1 to 4B5) also show that he is not only using visual cues but also meaning and syntactic cues to figure out the unknown words. However, because of too many substitutions of inapplicable words while reading the texts out loud, he had difficulties in understanding the texts as well as answering his post-reading progress test. In this test, he was unable to get good marks in cloze passages and the comprehension questions.

3. Sheila

Sheila was five years and eleven months old at the start of the research. She was a very active child and participated well in the traditional reading activities. Before coming to SRDM, she attended kindergarten at a private school in Brunei. Observations showed that she was a diligent, softly spoken child. She came to first grade knowing all the letters names and letter sounds but little knowledge about the concept of print. Furthermore, she did not have spelling skills and her performance was low on comprehension and cloze activity. Pre-test results showed she scored two marks out of seven for concept about prints, one out of seven for spelling, two out of five for comprehension and one out of six for the cloze passage. In the post-test, she had not improved in her knowledge of concept about print but did show some improvements in spelling. She scored six out of seven marks in spelling, three marks for comprehension and with full marks for the cloze activity. Based on the initial interview she showed a positive attitude to reading and

explained that she wanted to learn to read in school because in the reading lessons she learns how to spell. She elaborated that it was important for the teacher to read to the children because through reading she would learn how to spell words that could help her do well in her study.

In Sheila's first reading test, held in June, she read the text very fast where the researcher had to ask her to read slowly. However, in the remaining tests she did make an effort to take her time and pay more attention to the way it should be read for telling a story rather than chanting word after word. Like the other children she also used the strategy embedded in the teacher's pedagogical approach of spelling aloud any difficult words first before she attempted to read them. The researcher noticed that the strategy to overcome the unknown word was to spell the word out loud repeatedly until she was sure she could pronounce the word correctly. In all tests, she did not use any other decoding strategies. According to her, her teacher advised her to do so if she had difficulties with some of the words.

Like the other children, she also had difficulty with words that had closed syllables, prefixes and suffixes. It seemed also that this child did not have a good visual memory or word attack skills because she made the same mistake with the same words over time. However, despite having these difficulties she was able to retell the story for the texts she had read at or above 90 percent accuracy. In the post research program interview, she said that to read a word that she had not seen before she would break it into syllables and sound it out or ask an adult. In the first reading test she read at 100 per cent accuracy

even though some of the words were pronounced in her dialect. However, in the second and the third tests her reading was below 90 percent accuracy but in the last two texts she read at or above 90 percent accuracy. The following table shows the types of errors Sheila made throughout the five reading tests.

Table 4.11 *Type of errors Sheila made throughout the five reading tests*

Text	Types of errors				
	substitution	insertion	omission	told	Total
1	0	0	0	0	0
2	5	1	0	0	6
3	6	0	2	1	9
4	4	0	0	0	4
5	6	0	1	2	9

The above table shows that Sheila made 28 errors while reading the five texts out loud. Most of her errors were in the substitution category. She had made 21 substitutions out of 28 errors. From these 21 substitutions, there were 2 substitutions that fitted the context and could be accepted semantically and syntactically, 5 substitutions that were acceptable neither semantically nor syntactically and 16 were inapplicable words. This shows that Sheila still did not know the meanings of some of the words in the sentences so this influenced her ability to substitute an appropriate word. It also highlights the importance of teachers teaching the vocabulary and meanings of words and concepts that the children require to be able to read the texts in question. The following examples present these substitutions.

a) Fitted the context and accepted semantically and syntactically

Text : Lalu doktor **<u>mencabut</u>** gigi Suhaila yang rosak itu.

Sheila: Lalu doktor **<u>cabut</u>** gig Suhaila yang rosak itu.

b) Acceptable neither semantically nor syntactically

Text : Lalu emak Suhaila membawanya ke klinik untuk **<u>berjumpa</u>** doktor gigi.

Sheila: Lalu emak Suhaila membawanya ke klinik untuk **<u>bercabut</u>** doktor gigi.

c) Inapplicable words substitutions

Text : Pak Alang **<u>memelihara</u>** seekor monyet.

Sheila: Pak Alang **<u>memelihla</u>** seekor monyet.

Unlike Nuno and Indera, she was not too dependent on someone telling her the words and she managed to self-correct her errors four times throughout her five reading tests. The following table shows the frequency of Sheila's self-correction, levels of accuracy and errors.

Table 4.12 *Frequency of Sheila's self-corrections, accuracy and errors*

Test	1	2	3	4	5
No. of self-correction	0	1	1	0	2
Total no. of words in the text	38	55	75	83	95
Accuracy (%)	100	89.09	88	95.18	90.53
Errors	0	6	9	4	9

From Table 4.12 it indicates that Sheila was able to read the text at or above 90 percent accuracy in the first, third and the last tests, reading the first text at 100 percent accuracy level. Throughout the tests, she made 28 errors but only manage to self-correct her errors four times. Figure 4.19 shows Sheila's reading progress based on the five reading tests given from June to October.

Figure 4.19 Sheila reading progress

1st test refers to the first test given to the children in June with a total number of 38 words: six words had one syllable, twenty-nine words had two syllables and three words had three syllables and 7 sentences: three simple sentences and four complex sentences.

2nd test refers to the second test given to the children in July with a total number of fifty-five words: ten words had one syllable, twenty-six words had two syllables, sixteen words had three syllables, one word had four syllables and two words had five syllables and 7 sentences: one simple sentence and six complex sentences.

3rd test refers to the third test given to the children in August with a total number of seventy-five words: seven words had one syllable, thirty-nine words had two syllables, twenty-one words had three syllables, seven words had four syllables and one word had five syllables and 9 sentences: one simple sentence and eight complex sentences.

4th test refers to the fourth test given to the children in September with a total number of eighty-three words: sixteen words had one syllable, thirty-five words had two syllables, twenty-five words had three syllables, six words had four syllables and one word had five syllables and 9 sentences: two simple sentences and seven complex sentences.

5th test refers to the fifth test given to the children in October with a total number of ninety-five words: nineteen words had one syllable, fifty-one words had two syllables, eighteen words had three syllables, and seven words had four syllables and 7 complex sentences.

As Figure 4.19 indicates, Sheila made some progress or improvement in her reading. In addition, her running records also showed that on two occasions she was starting to use meaning and syntactic cues to figure out an unknown word and not only visual cues. An example of this pattern occurred in the sentence: "*Lalu doktor mencabut gigi Suhaila yang rosak itu*". She substituted the word "*mencabut*" with "*cabut*" which had the same meaning as "*to take off*".

Her improvement in reading the texts might have helped her improve her post-reading progress test marks in spelling, comprehension and cloze activity, and also her views about herself as a reader. In the interview at the beginning of the program, it was found that she did not see herself as a good reader because she could not spell words but at

the end of the program she was feeling confident and saw herself as being able to read because she was successful on the texts as well as at spelling. However, her decoding strategies remained limited to those reflected in the teaching. By the end of the research like Indera, she also believed that for her to become a good reader, she needed to read a lot of books.

4. Syifa

At the start of the research Syifa was six years and one month old. Like the other participants she was shy and softly spoken. She was the second child of four. Her elder brother was at the same school in Primary Two. She also came to first grade knowing all the letters names and the letter sounds, but she did not know much about concepts of print and in the pre-test she did not do well in either the concepts about print and spelling. She scored one mark out of seven in concepts about print, one mark out of seven in spelling and she scored zero for the cloze passage. In the post-test, she showed some improvement in her performance scoring two marks out of seven for concept about print, three marks out of seven for spelling and three marks out of six for the cloze passage.

Interestingly, in the interview, Syifa viewed learning to read as good because it would enable her to learn other subjects. She viewed reading as important and believed all children should learn to read. According to her, reading could help her and other children become clever in their study. This shows that she had acquired the values of the school culture and in raising the issue of the importance of reading to enable mastery of learning and to acquire knowledge. However, even though she could talk about the importance of

reading, observations during reading lessons and in the library showed that she rarely chose a book to read by herself. If she wanted to read, she preferred to read comics. Like the other children, she also saw reading as spelling and this perception did not change until the end of the study.

Like the other children, Syifa was also given her first reading test in June. When she read the researcher noted that she paused often to spell the words first before saying what it said. This also happened when she came across unknown words. First, she tried to spell the word silently by using syllables and then if she could not read it, she just stopped and kept looking at the researcher for a signal as to what to do or for help. She did not try any other decoding strategies. When she was asked in the interview about what she would do if she came to a word that she had not seen before she replied "I spell it by using syllables and if I can't do it, I just ask for help". Her over reliance on spelling the words when reading impacted on her ability to express herself in terms of telling a story or gaining a sense of the story line. In the first reading test, she reading the text with 84.21 percent accuracy and made six errors (see Appendix 4C1 and Table 4.13 for the types of errors she made) while reading the text out loud.

In the second test, she was able to read the text at 81.82 percent accuracy, 88 percent accuracy in the third reading test, 83.13 percent accuracy in the fourth reading test and 81.05 percent accuracy in the fifth reading test (see Appendix 4C2-4C5). Like the other children, she also had difficulty in reading the words that consisted of closed syllables for example: *rombongan, banyak, manggis* and so on; prefixes such as *berkunjung, berpeluang* and so on*;* and suffixes such as *buah-buahan, jualan*. In addition,

she also made frequent errors while reading the texts. The following table shows the types of errors Syifa made throughout the five reading tests.

Table 4.13 *Type of errors Syifa made throughout the five reading tests*

Text	Types of errors				
	substitution	insertion	omission	Told	Total
1	4	0	0	2	6
2	7	0	0	3	10
3	6	0	0	4	10
4	5	0	4	5	14
5	11	0	1	6	18

The above table shows that Syifa made 58 errors. Her most frequent type of errors were substitution (33 errors) with 16 inapplicable words, 6 acceptable substitutions and 12 unacceptable substitutions. This means that the children were not self-monitoring as they read because mainly they were pre-occupied with sounding out syllables and mimicking the approach of the teacher, which is not conducive to reading for meaning. These 15 inapplicable words also can be considered to have a negative and harmful effect on Syifa understanding of what is read. This was proved when she was asked to recount the texts she had read, she was unable to tell in much detail of what she had read. In addition, her post- reading program test marks also showed that she was unable to get full marks in comprehension and the cloze passage activity.   Other than substitution, she was also too dependent on someone to tell her the word in order to help her to read the next word. Even though Syifa made a lot of errors, she managed to self-correct some of the words she read.

The following table shows the frequency of Syifa's self-correction, level of accuracy and errors.

Table 4.14 *Frequency of Syifa's self-corrections, accuracy and errors*

Test	1	2	3	4	5
No. of self-correction	0	1	2	3	0
Total no. of words in the text	38	55	75	83	95
Accuracy (%)	84.21	81.82	88	83.13	81.05
Errors	6	10	10	14	18

From Table 4.14 it can be concluded that Syifa was still unable to read all the texts given in the reading tests at or above 90 percent accuracy. She made many errors in her reading as Nuno and Indera did. Her errors were mostly on substitutions: inapplicable words, non-acceptable words and acceptable ones and being told the words. This might be due to the fact that, she did not know or was unfamiliar with the words and she needed to be told by the researcher in order to help her read the next word. She managed to correct six errors when she noticed she had made them showing some self-monitoring ability... Like the other children, Syifa also reacted positively to words of praise for her self-corrections however this did not encourage her to do more self-correcting in her reading. Figure 4.20 shows Syifa's reading progress based on the five reading tests given to her once a month.

Figure 4.20 Syifa reading progress

1st test refers to the first test given to the children in June with a total number of 38 words: six words had one syllable, twenty-nine words had two syllables and three words had three syllables and 7 sentences: three simple sentences and four complex sentences.

2nd test refers to the second test given to the children in July with a total number of fifty-five words: ten words had one syllable, twenty-six words had two syllables, sixteen words had three syllables, one word had four syllables and two words had five syllables and 7 sentences: one simple sentence and six complex sentences.

3rd test refers to the third test given to the children in August with a total number of seventy-five words: seven words had one syllable, thirty-nine words had two syllables, twenty-one words had three syllables, seven words had four syllables and one word had five syllables and 9 sentences: one simple sentence and eight complex sentences.

4th test refers to the fourth test given to the children in September with a total number of eighty-three words: sixteen words had one syllable, thirty-five words had two syllables, twenty-five words had three syllables, six words had four syllables and one word had five syllables and 9 sentences: two simple sentences and seven complex sentences.

5th test refers to the fifth test given to the children in October with a total number of ninety-five words: nineteen words had one syllable, fifty-one words had two syllables, eighteen words had three syllables, and seven words had four syllables and 7 complex sentences.

As Figure 4.20 indicates that from June to October, Syifa still could not read any of

the texts at or above 90 percent accuracy. She still made a lot of errors while reading the

five texts given. She made a lot of substitutions and needed someone to tell her the words. She did not make any insertions during reading aloud. By the end of the research program her view about herself as a reader did not improve. She still viewed herself as "not a good reader". Basically, she was still unable to read the text accurately and fluently due to the problem of attempting to spell words aloud. She had also gained the impression that for her to become a good reader she needed to read a lot of books.

As a conclusion, all the four case study children in the traditional classes showed that they still made errors while reading the texts given. The most frequent errors committed by the four case study children were substitution of an unknown or difficult word with other words that sometimes did not suit the sentence or text, which again reflected their lack of awareness of the meaning of the text and the possibility of using semantic cues. An example of this pattern occurred in the sentence "*Mereka **gembira** kerana berpeluang berkelah di pantai*". The word *"**gembira**"* was substituted as *"**geram**"* which has different meaning. *"Gembira"* means "happy" but *"geram"* means "furious". Clearly they were focusing more on graphophonic or visual cues to read rather than meaning. An example of this pattern occurred in the sentence: "*Mereka nampak ramai orang **berkunjung** di sana*". The word *"**berkunjung**"* which means "to visit" was substituted with *"berkanjung"* which has no meaning but resembled the word in the text. This is because they still had some difficulties in figuring out unknown words while reading the texts given which was most likely because they did not know the meaning of the words and were not taught to use the context to work out the words.

Only one child managed to read at or above 90 percent accuracy by the end of the program, while the other three children only managed to read the given text between 80 and 85 percent accuracy.. The main reason was that they were still reading the texts by spelling each word in the text. These children not only used visual cues but they also used meaning and syntactic cues to figure out an unknown word. However, these cues were used only on some occasions. An example of this pattern can be seen in the sentences: *"Doktor mendapati bahawa **sebatang** gigi Suhaila telah rosak"*. The word "**sebatang"** which means one was substituted with **"sebuting"** which is in dialect. This word has the same meaning as one.

The profiles of the four children revealed strong similarities in their approach to reading (to spell the word first), the strategies they used (to spell the words aloud by using syllables), and their perceptions and beliefs about reading as spelling. All of them acknowledged the importance of reading and believed that to improve their reading they needed to read a lot of books but from the questionnaires and interviews, it was found that they had few books to access and they did not read freely. Indera showed the most improvement compared with the other children even though on the fourth and fifth tests he could not read the text at 90 per cent accuracy level. This can be seen in the following Figure 4.21.

120
100
80
60
40
20
0

1st test   2nd test   3rd test   4th test   5

Syifa   Nuno   Indera   Sheila

Figure 4.21 overall achievements of the four traditional children throughout the five reading tests

The following section will describe the impacts of the balanced reading approach (BRA) classes.

4.5 What are the impacts of balanced reading approach (*BRA)* on Year One children learning to read in Malay?

The following section describes the background and results of the two children whose reading levels were low and who participated in the balanced reading approach (BRA) class.

1. Natasya

Natasya is seven years and eight months old when she is in primary I level. She is very friendly and a bit naughty in her classroom. Like other children, she came to first grade

knowing all the letter's names but not all the letter sounds. She still did not know the concepts of print, and still had difficulty in spelling and in understanding the comprehension. In the pre-test, she only got one mark out of seven in concepts of print, two marks out of seven in spelling and two marks in comprehension. In the post-test, she showed some improvement in her scores. She scored seven marks out of seven in concepts of print, five out of seven marks in spelling, and five out of five marks in comprehension. In her class, she never sits quietly and she always talks to her friends and walks to her friends' table. She liked to help her friends in doing their work. The researcher noticed that since she was improving in her reading, she liked to help her incompetent friends to read books or to teach them how to read the books. She was very motivated to learn to read. Like other children, she admitted in the initial interview that she was not a good reader because she still could not spell the words correctly. However, she said that she liked to learn to read because through reading it could help her become a "smart" student. She elaborated that she liked to read during her free time. The book she liked to read was a ghost story. She also agreed that reading is important to young children because she said that through reading they could become a good reader. Like other children, she also viewed reading as spelling but at the end of the program, she saw reading as reading storybooks. She also admitted at the end of the program that she thought she was a good reader because she said that she could read books by herself.

Natasya also was given her first reading test in June. When reading the text, she was very attentive. The researcher noted that before she read the text, she would spell each word by using syllables and then sound it out. She also looked up when she wanted some

help from the researcher. Using this as her strategy helped her to read the text at 89.47 per cent accuracy but with little understanding (see Appendix 4E1). This was evident when she was asked to retell what she had read, she could not tell much about the detail from what she had read.

In the second test, she was also unable to read the text at 90 percent accuracy (see Appendix 4E2). However, in the third test, she showed some improvement in her reading and also in the use of her strategy to overcome her problem with unknown or difficult words. This was evident in her running records. She sometimes went back and repeated the sentence if she noticed that she made an error. The fact that she went back to reread the sentence by substituting the correct words showed that she was clearly reading to understand the text and that she was relying on the meaning and syntax to help her make sense of unfamiliar words. In the third reading test, she was able to read the text above 90 percent accuracy and with understanding the text. This continued until the last test. Natasya was able to read the text given to her at or above 90 percent accuracy and with understanding (see Appendix 4E3 – AE5). In these tests, the researcher noticed Natasya was trying to sound out the first syllables several times before attempting the whole word or sometimes trying to segment the words into syllables. The researcher noticed that from her first and last reading tests, she had difficulty in reading the words that consisted of closed syllables, including use of prefixes and suffixes. She had no difficulty in reading the words consisted of open syllables. She could read these words easily. The following table shows the types of errors Natasya made throughout the five tests reading.

Table 4.15 *Type of errors Natasya made throughout the five reading tests*

Text	Types of errors				
	substitution	insertion	omission	told	Total
1	2	2	0	0	4
2	1	2	1	2	6
3	6	0	0	0	6
4	5	0	0	0	5
5	7	0	2	0	9

From Table 4.15 we can see that Natasya made 30 errors while reading out the five texts given to her from June to October. The most errors she made is in the substitution category and followed by insertion. She made 21 errors in substitution out of 30 errors. From these 21 subsitution words, 20 acceptable and one inapplicable word. This shows that Natasya knew the meaning of the words in order for her to substitute appropriate words in the sentences. An example of this pattern occurred in the sentence: *"Pada __suatu__ hari, pipi Suhaila bengkak kerana sakit gigi". She substituted the word "__suatu__" with "__satu__"* which has the same meaning. This did not disrupt the meaning and syntax of the sentence. Natasya also managed to correct her errors 21 times throughout her five reading tests.The following table shows the frequency of Natasya's self-correction, level accuracy and errors.

Table 4.16 *Frequency of Nataysa's self-corrections, accuracy and errors*

Test	1	2	3	4	5

No. of self-correction	3	5	4	4	5
Total no. of words in the text	38	55	75	83	95
Accuracy (%)	89.47	89.09	92	93.98	90.53
Errors	4	6	6	5	9

From Table 4.16, it indicates that Natasya made some progress in her reading tests from June to October. In June and July, she was still unable to read the texts given at or above 90 percent accuracy. But starting from August to October there was an improvement; she was able to read the texts given at or above 90 percent accuracy. Throughout the tests, she made 21 self-corrections in her reading. In all her readings, she made three omissions, four insertions and many substitutions: acceptable and inapplicable words to the unknown or difficult words that sometimes made sense thus on occasions reflecting her awareness of the meaning of the text and the possibility of the use of semantic cues. In addition to substitutions, she also made four insertions. Her four insertions were usually semantically acceptable and they did not alter the meaning of the text to impede understanding. An example of this pattern occurred in the sentence: *"Emak juga suka bilik yang bersih"*. She inserts the word *"saya"* between the word *"emak"* and "juga". So she read the sentence as "*Emak saya juga suka bilik yang bersih"*. Her progress based on the five reading tests can be seen in Figure 4.23.

Figure 4.22 Natasya reading progress

1st test refers to the first test given to the children in June with a total number of 38 words: six words had one syllable, twenty-nine words had two syllables and three words had three syllables and 7 sentences: three simple sentences and four complex sentences.

2nd test refers to the second test given to the children in July with a total number of fifty-five words: ten words had one syllable, twenty-six words had two syllables, sixteen words had three syllables, one word had four syllables and two words had five syllables and 7 sentences: one simple sentence and six complex sentences.

3rd test refers to the third test given to the children in August with a total number of seventy-five words: seven words had one syllable, thirty-nine words had two syllables, twenty-one words had three syllables, seven words had four syllables and one word had five syllables and 9 sentences: one simple sentence and eight complex sentences.

4th test refers to the fourth test given to the children in September with a total number of eighty-three words: sixteen words had one syllable, thirty-five words had two syllables, twenty-five words had three syllables, six words had four syllables and one word had five syllables and 9 sentences: two simple sentences and seven complex sentences.

5th test refers to the fifth test given to the children in October with a total number of ninety-five words: nineteen words had one syllable, fifty-one words had two syllables, eighteen words had three syllables, and seven words had four syllables and 7 complex sentences.

Figure 4.22 indicates that Natasya made some progress or improvement in her reading. She was able to read the text at or above 90 percent accuracy level from the month of August to October. However, in June and July she was only able to read the text below 90 percent accuracy. This improvement might help her to do well in her post-reading progress test as mentioned earlier. In addition, her running records also showed that she was not only using visual cues but also syntactic and meaning cues to figure out the unknown word in the text given. She also managed to correct her errors through self-monitoring.

2. Rimba

Rimba is six years and two months old when he is in primary I level. He came to first grade knowing all the letter names but still did not know some of the letter sounds, and concepts of print, and was still having problems in spelling some of the words correctly. He had no difficulty in comprehension and the cloze passage. In the pre-test, he scored one mark out of seven for concepts of print and two out of seven marks in spelling. In the post-test, he showed some improvement in his scores. He scored five marks out of seven in concepts of print and five out of seven marks in the spelling section. He admitted that he liked to learn to read because through reading it could help him to read books in the future. He also said that he liked to read during his free time and acknowledged the importance of reading for him and other young children. Unlike Natasya, Rimba, from the very beginning until the end of the program, still believed that he was a good reader because he said he was able to spell some of the words correctly. However, he mentioned

that to become a good reader he needed to read a lot of books. He perceived reading as spelling and his perceptions about reading was unchanged until the end of the study. As with the other children he associated being a good reader with being able to read many books and spell correctly reflected the school cultural values.

Rimba was given his first reading test in June. In the first test, he was self-conscious about pointing to the words, but then, he started to point to each word as he read. The researcher noted that he liked to read the text slowly and was very attentive to each of the words in the text. The researcher noticed that he could read some of the words easily without spelling them out by using syllables. However, when he came across an unknown or difficult word, he paused and spelt each word silently by using syllables before saying them aloud. This was confirmed in the interview when questioned, "When you are reading and come to something you do not know, what do you do?" he replied, "I spell each word by using syllables". This was evident in his running records. An example of this pattern occurred in the sentence: *"Mereka nampak ramai orang yang **berkunjung** di sana"*. When he came to the word *"**berkunjung**"*, he spelt the word through breaking it into its syllables *"ber-ber, kun-kun-jung, berkunjung"*...These strategies aided him in decoding the words. He was able to read the first text at 89.47 per cent accuracy, where he made four errors (see Appendix 4F1 and Table 4.17 the types of errors he made) and made two self-corrections (see Appendix 4F1 and Table 4.18). Despite having difficulty in reading, he was able to retell the text that he had read to provide the gist. Like the other children, he also reacted positively to words of praise for good learning practices such as

attempts at self-correction. Sometimes if he was unable to pronounce some of the difficult words correctly, he sought the assistance of the researcher.

In July, he was given a second test where he was able to read the text at 90 percent accuracy. This was continued until the last test (see Appendix 4F2 – 4F5). He was able to read the text given at above 90 percent accuracy level. Starting from the second test, the researcher noticed that other than to spell the words by using syllables, he also tried to look at word parts to overcome his problem with the unknown or difficult words. This is confirmed in the interview and questionnaire data. Like the other children he also had difficulty in reading the words that consisted of closed syllables, words with prefix and suffix. Other than that the influence of his dialect his pronunciation was similar to that of other children. He also made a number of errors while reading the texts given during the reading tests. The following table shows the types of errors Rimba made throughout the five reading tests given from June to October.

Table 4.17 *Type of errors Rimba made throughout the five reading tests*

Text	Types of errors				
	substitution	insertion	omission	told	Total
1	2	2	0	0	4
2	3	0	0	2	5
3	3	0	1	0	4
4	3	0	1	0	4
5	3	0	0	0	3

From Table 4.17 we can see that Rimba made 20 errors while reading out the five texts given to him from June to October. His most frequent types of errors were substitution (14 errors) with inapplicable words (five) and 9 acceptable substitutions. This shows that Rimba knew the meaning of the words in order for him to substitute appropriate words in the sentences. An example of this pattern occurred in the sentence: *"Doktor menasihati Suhaila supaya menjaga giginya dengan baik dan jangan **memakan** gula-gula lagi"*. He substituted the word *"**memakan**"* with *"**makan"**which has the same meaning as eat. This does not disrupt the meaning and syntax of the sentence. Rimba also managed to correct his errors eight times throughout five reading tests. If he noticed that he made an error, he sometimes went back and repeated the sentence and substituted the words with the correct words. An example of this pattern can be seen in the sentence: *"Emak juga suka bilik yang bersih"*. He substituted the word *"juga"* with *"jaga"*. Then when he noticed that he made an error with the word *"juga"* as *"jaga",* he went back and repeated the word and then self-corrected the word. He read the sentence: *"Emak jaga... Emak juga suka bilik yang bersih"*. The following table shows the frequency of Rimba's self-correction, level accuracy and errors.

Table 4.18 *Frequency of Rimba's self-corrections, accuracy and errors*

Test	1	2	3	4	5
No. of self-correction	2	2	1	1	2
Total no. of words in the text	38	55	75	83	95
Accuracy (%)	89.47	90.91	94.67	95.18	96.84
Errors	4	5	4	4	3

Table 4.18 indicates that Rimba made some improvement in his reading test. He was able to read the texts given in the tests at or above 90 percent accuracy starting from July to October. He also, like the other children, made most errors in the substitution category. He often substituted an unknown word and also on occasions other words which did make sense. This reflected his awareness of the meaning of the text and the possibility of him using semantic cues. He managed to correct his errors while reading the texts eight times. Table 4.18 also shows that Rimba did not make as many errors as the other children. Rimba's reading progress based on the reading test given can be seen in Figure 4.23.

Figure 4.23 Rimba's reading progress

1st test refers to the first test given to the children in June with a total number of 38 words: six words had one syllable, twenty-nine words had two syllables and three words had three syllables and 7 sentences: three simple sentences and four complex sentences.

2nd test refers to the second test given to the children in July with a total number of fifty-five words: ten words had one syllable, twenty-six words had two syllables, sixteen words

had three syllables, one word had four syllables and two words had five syllables and 7 sentences: one simple sentence and six complex sentences.

3rd test refers to the third test given to the children in August with a total number of seventy-five words: seven words had one syllable, thirty-nine words had two syllables, twenty-one words had three syllables, seven words had four syllables and one word had five syllables and 9 sentences: one simple sentence and eight complex sentences.

4th test refers to the fourth test given to the children in September with a total number of eighty-three words: sixteen words had one syllable, thirty-five words had two syllables, twenty-five words had three syllables, six words had four syllables and one word had five syllables and 9 sentences: two simple sentences and seven complex sentences.

5th test refers to the fifth test given to the children in October with a total number of ninety-five words: nineteen words had one syllable, fifty-one words had two syllables, eighteen words had three syllables, and seven words had four syllables and 7 complex sentences.

Figure 4.23 indicates Rimba's reading progress from his first to the last test. He was able to read the test given at or above 90 percent accuracy even though at the beginning of the test he could only read below 90 percent accuracy. This improvement might also help him to do well in his post-reading progress test. His running records also show that other than using visual cues, he also started to use meaning and syntactic cues in figuring out the unknown word. In addition, he also started to go back and repeat the word as his strategy to correct the errors he had made while reading aloud the texts given.

It can be concluded that the two case study children in the balanced reading approach classroom showed that they made some progress or improvement in their reading of five reading tests (administered from June to October). They were able to read the texts given at or above 90 percent accuracy even though at the beginning of the research program they were unable to read texts of this difficulty. In addition, they were

able to retell in much detail what they had read and also showed some improvement in their post reading progress test marks.

Like other children, they also made a number of errors while reading the texts out loud. However, the number of errors made by BRA children was fewer than the children in the traditional classrooms. Like the four traditional case study children, the most frequent errors they made were substitutions: inapplicable words and acceptable words. They also managed to self-correct their errors more frequently than the four case study children in the traditional classrooms. These two case study children showed that they were not only using visual cues to figure out the unknown words but also used meaning and syntactic cues to help them make sense of the unfamiliar words in their reading. It was also interesting to note that in these two case study children's running records they also used other reading strategies while reading the texts. These reading strategies included: go back and repeat the words, segmenting words into syllables and self-correction. These two children were observed to be keen learners who put in much effort to improve their reading and who were successful in using the reading strategies taught. They even demonstrated positive attitudes towards reading.

4.6 Summary of the chapter

This chapter provided a detailed description of two traditional and one balanced reading teachers' pedagogical approaches and practices in the teaching Malay reading. The observations of the pedagogical approach of both traditional teachers (TRA1 and TRA2) showed both similarities and differences in their teaching practices and the general

classroom environment, including the use of space. The seating arrangements in teacher TRA1's classroom were a little more flexible than those in teacher TRA2's classroom. The seating arrangements of teacher TRA2 were arranged in a formal traditional way where children were seated in rows. They taught reading in stages and also held three main activities in their teaching such as pre-reading, core reading and post-reading. However, there were differences in the way they carried out these activities in the pre- and core reading activities.

Based on the observed reading lessons, teacher TRA1 and teacher TRA2 spent more time in drilling the children in their class to spell words, sound out, and read aloud sentences through repetition either as a whole class, individual and group reading and paid very little attention to presenting or checking the children's understanding of what was read or making the stories fun and interesting to hear. When not repeating, they were being, in effect, tested rather than taught to read. They also provided several activities of the same type during the core reading lesson which included reading aloud, spelling activities and repetition of syllables, words and sentences. During reading aloud activities, both these teachers liked to use round robin reading format. In addition, they also liked to ask questions about the texts. However, it was observed that they did not use wait-time strategy when asking questions of the children during teaching.

Both teachers used commercial textbooks and school textbooks as their teaching material to teach reading to the children. They also used flashcards and intensive rote learning activities to facilitate their teaching. These were not ideal with respect to the subject matter and language for Primary One children.

From the observed lessons, both traditional approach teachers usually asked their children closed-questions, which required them to answer with one or two words only, and did not give them any opportunity to initiate questions or comments about how they were learning or the meaning/understanding of the story. In other words, there was only one-way interaction in both traditional teachers' classrooms. There is evidence even though it is rare that teacher TRA2 tried to move from the traditional question and answer routines to the "Scaffolding Interaction Cycle" compared to teacher TRA1. Teacher TRA1's moves were still more on the traditional question, answer and evaluate (Q-A-E) routines.

Praise and adverse comments were also observed in both teachers. The common reading strategy employed by Teacher TRA1 and Teacher TRA2 in their teaching of reading was to spell the words by using syllables. In assessing the children's capability in reading, both teachers asked the children to read aloud the words or sentences, spell the words orally or in written or through spelling exercises given at the end of each lessons. Both teachers used whole-class teaching predominantly in their classroom and neglected to model reading for meaning and purpose.

All the four case study children in the traditional classrooms were by nature modest and softly spoken in class at the start. They had similar problems – having difficulty in reading the words that consisted of closed syllables and in figuring out the unknown words. . From the analysis of the children's running records, it showed that all four case study children were focusing more on graphophonic or visual cues to comprehend what they read rather than meaning or syntactic. They use these two cues (meaning and syntactic) only on some occasions. This finding is consistent with the study

done by Juliana (2008) who found that students were over-reliant on phonic cues because their miscues were based on graphophonic similarity. According to her, this was just one of the reading strategies used by readers to decode unfamiliar words, especially non-proficient readers. The selected children in the traditional approach classroom also made a number of errors when reading. The most frequent errors made by these four case study children were substitutions of an unknown word with other words that sometimes did not suit the sentence or the text, and which syntactically and semantically changed the meaning of a sentence. This indicated that these children were not focused on making sense of the text when they were reading. They were not able to monitor their reading, stop when the meaning was lost and use appropriate strategies to help them construct meaning. This might be because of they were unfamiliar with certain words in the texts. The findings of the current study are also consistent with the study done by Masnah (1989) and Juliana (2008) who also showed that substitutions are the most common type of oral reading miscues.

To figure out unknown or difficult words, they spelled the words by using syllables as their strategy. All the four selected children ha similar perceptions about reading and acknowledged the importance of reading. They believed that reading a lot of books could help them become good readers. At the end of the study, these four traditional case study children showed some progress in their reading. Even though they showed some progress in their reading only one child was able to read some of the given texts at or 90 percent accuracy level, while the three children were still unable to read some of the text given in the test at or above 90 percent accuracy.

Teacher BRA liked to talk through and discuss the storybook they were going to read first in order to relate to the children's prior knowledge. She also liked to invite the children to read the storybook in big book form together with her and then teach them how to decode an unknown word. For example when the children did not know how to figure out an unknown word, she first explained and demonstrated step by step to the children the syllabication processes in the following:

344	BRA2	:	Macam mana eja suatu *<how do you spell 'suatu'>*
345	Ss	:	s-u-a, sua, t-u, tu, suatu
346	BRA2	:	The teacher wrote down the word on the board.
347	BRA2	:	Saya tahu perkataan ani payah untuk sebahagian daripada kamu *<I know this word is difficult for some of you>*
348	BRA2	:	Jadi, kalau kamu kepayahan untuk membaca perkataan ani apa yang dapat kamu buat? *<So, if you find this word difficult to read what would you do?>*
349	Ss	:	pisahkan ikut suku kata *<separate the word according to syllables>*
350	BRA2	:	Ada berapa suku kata? *<How many syllables are there in this word?>*
351	Ss	:	dua*<two>*
352	BRA2	:	suku kata pertamanya? *<the first syllable?>*
353	Ss	:	dua*<two>*
354	BRA2	:	suku kata keduanya? *<the second syllable?>*
355	Ss	:	tu
356	BRA2	:	Huruf pertamanya? *<what is the first letter?>*
357	Ss	:	s

From the observed lessons, she not only asked the children factual questions but also open-ended questions. In this classroom, not only the teacher initiated the talk but on some occasions the children also initiated the talk. They were also very active in responding to the teacher's questions.

Similar to the four selected children in teacher TRA1's and TRA2's classrooms, both children in the balanced reading approach classroom were also modest and softly spoken in class. However, Natasya was very active and quite talkative amongst other children. These two children also had similar problems to the children in the TRA classrooms. They also had difficulties in reading the words that consisted of closed syllables, words with prefix and suffix, and also in figuring out the unknown words. They also made errors when they read the texts given in the tests. However, their errors were not as frequent as the four children in the traditional approach classroom. Like the four case study children in the traditional classrooms, these two selected children in the balanced reading approach also made more frequent errors in the substitution category than other categories. However, the number of the substitutions they made was not as many as the four children in the traditional classrooms. Their substitutions were more acceptable words that contributed to the meaning of the story. The analysis of these two children's running records showed that both payed more attention to visual cues than to meaning/semantic cues when reading at the beginning in the pre-test. However, this changed towards the end of the program. They not only used visual cues but also other cues such as meaning and syntactic to comprehend what they had read. To overcome unknown or difficult words, they not only spelt the words using syllables but also used other strategies such as segmenting the words into syllables, going back and rereading or repeating the sentence. These two children also had similar perceptions about reading and acknowledged the importance of reading. They believed that reading a lot of books could help them become good readers. Both children managed to self-correct their errors more when they realized

that they had made errors while reading the texts as compared with the four case study children in the traditional approach classrooms. They also showed some progress or improvement in their reading of five reading tests (administered from June to October) by the end of the study, to the four case study children in the traditional classroom. They were able to read the texts given at or above 90 percent accuracy even though at the beginning of the research program they were unable to read texts of this difficulty. In addition, these two case study children (balanced approach) also showed some positive attitudes towards reading and saw themselves as effective readers. In short, the based on the qualitative, descriptive data it appears that the balanced reading approach did make a difference to children's reading and learning. This is also reinforced by the comment of teacher BRA2 in the interview as she reported that these two selected children in her classroom showed some improvement. Both of them were able to recognize alphabet letters and they could read the books without the need to spell each word in the texts. They also liked to read storybooks which they had not seen before and liked to discuss and share the storybooks they had read with their friends. They were also effective in retelling the stories they had read to other children.

Overall, the evidence of this study indicated that the balanced reading approach could be used as an alternative method to improve the teaching of reading Malay for Primary One children in Brunei. The researcher must emphasise that the results of this study are suggestive rather than conclusive. In additions, it cannot be generalized to all children and teachers in Primary One level since the sample of children and the teachers involved in this study were small because of the qualitative investigation through case

study. In addition, it is acknowledged that the results might vary as individual teachers implement different teaching methods and each student has different reading skills and may perform differently according to a variety of background factors. Nevertheless, the fact that the research was able to focus deeply into the traditional pedagogy and the trial of the contemporary balanced reading approach through classroom discourse analysis enhances the field of knowledge because it has not been applied in this way before and particularly to the teaching of reading in a language other than English.

The following chapter discusses the finding of this study, along with its limitation, and implications for the pedagogy and learning in the teaching off Malay reading. It draws conclusions and makes recommendations for teachers and the education system and curriculum for teaching Malay as a first language

Chapter 5 Discussion, conclusions and recommendations

5.0 Introduction

This chapter begins with a brief description of the current research, followed by an outline of the key features of the pedagogy involved in both the traditional and innovative approaches to the teaching of reading in Primary One classes in Brunei that were explored in the research. Next, a summary is provided of the impact of each pedagogical approach and the implementations and emergent issues for the future are discussed.

In the light of the research findings a variety of ways that Primary One teachers may enhance their current practice and move towards a more balanced approach to the teaching of reading and Malay literacy are discussed. Implications and recommendations for pre-service teacher education programs and in-service teacher professional learning are also considered. Finally, recommendations for facilitating and monitoring such pedagogical change in the particular context of Brunei are made along with directions for further research into enhancing the teaching of Malay literacy in the early years of school.

5.1 Brief description of research study

This exploratory case study aimed to explore the current traditional reading approach practices for the teaching of reading and for the implementation of a balanced reading approach which in the pedagogical context of Brunei may be considered an innovation.

The research focused on the teaching of reading in Malay in two government primary schools and how the associated practices influenced the targeted Primary One children's reading performance. The research sought to investigate the nature of the traditional approach to the teaching of reading in Brunei and its impact on the teaching of reading for young children learning to read in Malay. In addition, this research also sought to investigate the classroom interaction of both the current traditional reading approach and the balanced reading approach in teaching of reading to the targeted Primary One children.

It also investigated the impact of the balanced reading approach on Primary One children's learning to read in Malay and how the traditional method might be developed to improve and enhance young children's learning. Implications for teacher education in Brunei with respect to pedagogical change for early childhood Malay literacy teaching were formulated.

Three teachers and six low-achieving children became the focus of the case study. Multiple sources of information were used to examine the teaching and learning process including: observations, interviews, questionnaires, and reading tests. Additionally, observational sheets, retrospective notes, audio tapes, and children's running records during the reading tests were used to record data. The data were analysed qualitatively and quantitatively.

5.2 The current traditional reading approach practices (TRA) in the early years of schooling in Brunei

The results of the sixteen observations and classroom interactional analyses using a modified version of the Flanders Interaction Analysis Categories (FIAC) showed that the traditional approach to the teaching of readings was teacher-centred, the teachers worked with the whole class apart from when grouping for round robin reading which proved ineffective. The classroom discourse was controlled by the teacher and was typically a closed question-answer sequence and repetitive chanting which involved spelling words through their syllables. The research showed that the underlying concept of reading did not involve children in trying to making meaning from print. Rather, they were reciting, and were not exposed to any modelling of the reading process and use of semantic or syntactic strategies for decoding print. Similarly, when asked to read aloud they were not encouraged to try to crack the code of an unknown word or self-monitor, and it was noted that the reading materials were limited in variety and in ability to gain young children's interest. The following eleven features were found in both traditional teachers' reading classrooms:

1. Teaching was mainly teacher-centred. In each case the teacher was the sole leader who did most of the talking and always initiated the talk by asking questions, giving lectures and directing the children to do the tasks.

2. They did not engage children in actual reading. Their approach involved choral recitation and at- length drilling of the spelling of words by using syllables and giving little attention to meaning and understanding, or making the stories fun and interesting to listen to. This is consistent with the findings of Bunyi (2005) who

reports on choral responses being the pervasive practice in two primary classes in Kenya. These choral responses involved the pupils in repeating individual letters, words or sentences after the teacher, and reading pieces of text aloud. The teacher repeatedly asked individual children, groups of children or the whole class to read aloud, where the children continually repeated the same thing. The teacher's strategy was designed to elicit choral responses.

3. Both mostly asked factual/display questions which was consistent with the findings of Wilen (1991) who reported teachers spending most of their time asking low-level cognitive questions. These were factual/display questions which required the children to answer with one or two words only. Such questions gave the children no opportunity to initiate questions or comments about how they were learning or the meaning of the story. According to Ellis (1993) many teachers rely on low-level cognitive questions in order to avoid a slow-paced lesson, keep the attention of the students, and maintain control of the classroom.

4. Like other studies (for example, Cazden, 2001), this study also found that the predominant sequence of interaction in both traditional teachers' classrooms was the Questions-Answers-Evaluate and Question-Answers model. The teacher initiates a question, a student replies to the question and the teacher gives feedback which takes in the form of evaluation or the teacher initiates a question and the student replies where the teacher does not give any feedback to the student's answer. However, teacher TRA2 showed that she tried to move from the

traditional question and answer routine to more reflect the explicit pedagogy of the 'Scaffolding Interaction Cycle' to try to facilitate children's learning.

5. The two traditional teachers' focus on whole class instruction meant that they were unable to differentiate their instruction according to the needs of individual children, children's developmental stage, or their existing knowledge, skills and interests. Research (Pressley et al., 1996; Wharton Mc-Donald et al, 1998; Taylor et al, 2000; and Pressley et al., 2001; Chorzempa & Graham, 2006) has found that most effective teachers used different instructional strategies in the teaching of reading according to the students' needs. However, on some occasion's teacher TRA2 tried to differentiate her instruction by grouping or pairing the children to read. However, according to Robinson and Good (1987), requesting better students help the weaker students is inappropriate because of the potential negative implications of labelling some children as "clever" and others as not clever. They note that the focus should be to work cooperatively. This situation could also be avoided by involving children in project- or task-based learning where the emphasis is shifted away from being "a good (or bad) reader" to using reading skills for real-life purposes that are of interest to the children.

6. Since the traditional teachers emphasised the use of round robin reading activities which demonstrated children's lack of interest and lack of concentration because they were merely "parroting" words, in keeping with Allington (1980) this strategy prevents modelling skilled reading and worse than that provides an example that lacks fluency.

7. Thus, the traditional teachers did not model or demonstrate the kinds of strategies that good readers employ. They just told the children to spell the words according to the syllables or sometimes indirectly explained some of the strategies such as using analogy through explaining the text. As Campbell and Green (2006, p. 92) recommend, teaching needs to be explicit and part of that involves apprenticeship where "the teacher scaffolds, models and instructs learners as they engage with the reading text and develop the learning strategies to be applied to understanding using and analysing the text".

8. The traditional teachers' practice consistently neglected the four strategies of the Four Resources Model. Their approach emphasised the spelling of words by using syllables rather than the using word attack through phonological, syntactic and semantic cues and spelling exercises rather than integrating writing with reading and involving audience and purpose.

9. In addition, the traditional teachers' use of school and commercial textbooks and photocopied texts for reading highlighted the need for children's literature and children's storybooks to better motivate young learners to want to read and to convey that books contain interesting stories.

10. Traditional teachers failed to model a contemporary view of reading and were preoccupied with implementing written spelling exercises as their test of children's reading acquisition. Their post-reading activities should be diversified in order to model the reading process and help readers further develop and clarify their interpretations of the text and recall what they have read. This should

include demonstrating the importance of "listening" to one's own reading and allowing time for children to correct their errors while reading and understand what they have read.

11. Again, consideration of the four roles of the Four Resources Model shows how the traditional approach relates to only an aspect of the role of code-cracker.

5.3. The nature of the practice that was used in the balanced reading approach (BRA) in the early years of schooling in Brunei

On the basis of the analysis of the classroom interaction and discourse analysis of the balanced reading program lessons the research concluded that:

1. Teacher BRA2's practice showed a shift towards a more authentic model of reading. It was evident that although teacher mostly did the talking the talk was mostly interactive and involved the children in coaching or modelling how to read books (the reading process).

2. She engaged the children in actual reading by having them listen to stories, discuss them and also connect them to real life needs. This also showed that she placed emphasis on meaning and understanding.

3. There was also a contrast in relation to teacher BRA2's questioning technique. Besides using the traditional closed/factual questions in her classroom she provided an opportunity for them to initiate questions or comments about what they were learning or retelling the story they had read.

4. In teacher BRA2's teaching of reading, even though it showed that there was a shift in the sequence of interaction between the teacher and the students towards the use of 'Scaffolding Interaction Cycle', it could not be denied that there also existed the traditional sequence of Questions-Answer-Evaluate model on some occasions in her teaching. However, BRA2's use of the 'Scaffolding Interaction Cycle' seemed not to test memorisation skills so much as she clearly attempted to engage students' in deeper levels of thinking.

5. Teacher BRA2 showed that she used different instruction in teaching reading in her classroom in order to meet individual needs. Her pedagogy reflected more of a balanced approach in her attempts to take account of the children's developmental stage, their existing knowledge, skills and interest. These included whole class instruction through reading aloud and shared reading, group reading through guided reading and individual reading through independent reading.

6. She also gave opportunities for the children to take risks when needing to work out unknown words setting up positive expectations. She reinforced self-monitoring or cross checking strategies through coaching the children to try to answer or correct their mistakes/errors.

7. Teacher BRA2 did model the kinds of strategies that good readers employ. She showed and explained to the children how to overcome an unknown word such as segmenting the words into syllables, looking at the word parts and using syntax clues.

8. In addition, she used a variety of children's stories book, which included fiction, non-fiction and folktales to teach reading and on the basis of running records she was able to more effectively assess the children's strengths and weaknesses in reading.

5.4. The impact of the current traditional reading approach (TRA)

The results of the study found that the current traditional reading approach had very little impact on the case study children's ability to read. Only one of the four children showed improvement as measured by the reading test (five texts) which required at or above 90 percent accuracy and the comprehension test where they were required to retell in detail the texts they had read. This finding reflects the stance of Gagne (1987) who states that "many traditional instructional approaches to learning do not help students achieve the ultimate desired metacognitive state, the internal processing that makes use of cognitive strategies to monitor and control other learning and memory processes (p. 70). Interestingly, the three case study children who remained unable to read the test texts at or above 90 percent accuracy level, did show some progress in their reading between June and October, especially in recognizing letter names and sound, spelling and cloze passage. It cannot be discounted that an element of this may have been their natural development in terms of being a little more mature.

It was shown that the traditional approach did not teach word attack strategies so that these children had difficulties in figuring out the unknown words and frequently made substitution errors as found in previous studies by Masnah (1989) and Juliana (2008). All

four case study children produced many inapplicable words and made many substitutions that clearly altered the meaning of the text as exemplified by the following: A child read *"Doktor mendapati bahawa sebatang gigi Suhaila telah rotak"* instead of *"Doktor mendapati bahawa sebatang gigi Suhaila telah rosak"*. The child substituted the word *"rosak"* with *"rotak"* which has no meaning. Another child read *"Pada hari Ahad yang selalu, ayah Khairil membawa Khairil pergi ke dusun buah-buahannya"* instead of *"Pada hari Ahad yang lalu, ayah Khairil membawa Khairil pergi ke dusun buah-buahannya"*, substituting *"selalu"* for *"lalu"* which also changed the meaning of the text. These examples indicated that the case study children in the traditional classroom used graphophonic or visual cues but did not pay attention to meaning and syntactic cues. The research clearly shows that the traditional reading approach emphasizes the graphophonic or visual cues and produces readers who are so busy concentrating on decoding that they fail to pay attention to meaning in terms of what the author is saying or what the text is all about. This supports the argument that there is a need to broaden the underpinning concept of what constitutes reading with regards to the current practice of the traditional approach to recognise the four roles of the Four Resources Model and that reading is thinking with active participation by the reader.

Only on a few occasions did these children demonstrate the ability to use meaning and syntactic cues when they were reading. One child read *"Lalu mak Suhaila membawanya ke klinik untuk berjumpa doktor gigi"* instead of *"Lalu emak Suhaila membawanya ke klinik untuk berjumpa doktor gigi"*, *substituting* the word *"emak"* with

"mak" which has the same meaning. However, the children experiencing the balanced reading used these types of cues more effectively.

In addition, the children experiencing the traditional approach were more dependent on the teacher telling them a word that they did not immediately know. This was most likely the result of the teachers' behaviour in simply providing the correct word immediately when children encountered unknown words or if they made errors while reading a text. Thus, the traditional approach tended to make the children unnecessarily dependent on others. This also indicates this approach interferes with promoting fluency. This is consistent with Taylor et al (2002) who found "telling" or giving the information to children was not very effective for enhancing their reading growth. This is because when teachers provide the answer to children, they inadvertently deny their students the opportunity and challenge of responding by themselves and sharing their ideas with the class. In addition, telling may rob the children of the opportunity to take responsibility for their own learning. As Allington (1983) contends the more frequent the interruptions the more slow readers are encouraged to rely on the teacher which also implies to students that one reads to please someone else. On this basis it can be deduced that the traditional approach does not encourage independent reading and learning. In turn, excessive teacher control may eventually inhibit students' development of self-monitoring skills and distract readers from the immediate task of attempting to understand the reading materials. Frequent teacher interruptions may also result in the general tentativeness that some poor readers reflect in their behaviour (frequent need for teacher approval) so failing to develop a positive attitude towards reading in the early years of schooling.

The finding of the study showed that the four case study children in the traditional classrooms only used one reading strategy, namely to spell the word by using syllables to figure out the unknown or difficult word. By contrast, the two case study children in the balanced reading approach were able to use other strategies such as going back and rereading or repeating the words, or segmenting words into syllables and self-correction.

Although the four case study children in the current study made a number of errors during reading the five texts given in the tests, they did realize when they made an error and managed to self-correct. Overall they made nineteen self-corrections throughout five reading tests. However, the two case study children in the balanced reading approach made more self-corrections while reading the same five test texts. While the four children in the traditional reading approach were able to monitor their reading errors and self correct, since the two children in the balanced approach made more self-correction this suggests they may have felt more confident in using this strategy.

The most common activity used by both traditional teachers in their reading classroom was choral repetition and drilling the children to spell each word in the text by using syllables. This was time-consuming and on the basis of the research it may be argued that this practice carried negative hidden messages about reading which impact negatively on learning to read. Firstly, the practice of the children imitating the sounds and focusing on spelling the words by using syllables portrays reading as merely recitation and spelling that is unrelated to making meaning. This is evidence through the responses given by these four case study children in the questionnaire and interviews. When they were asked what is reading, the majority view was that reading is spelling. According to Greene

(1993) and Auerbach and Paxon (1997) teachers should draw students' attention to the importance of meaning construction while reading. They believe that negotiation of meaning enable students to integrate their prior knowledge with the new information in the text and therefore understand the text better.

In addition, the round robin reading format used by both traditional teachers was found to disrupt and disengage the children so that they did not to pay attention to the teachers' teaching. This is evidenced during the classroom observations. In addition, the practice may cause many children to be embarrassed because they feel their inadequacy is being exposed. This is confirmed by Optiz and Rasinski (1998) who stress that round robin reading can be damaging to students' social and emotional growth. Ivey's (1999) case study of middle school readers found that the practice of round reading robin caused great stress for the students who were not reading on grade level (as well boredom for those who were). One student felt embarrassed to read aloud without practice. Another student who appeared to enjoy round robin reading, often volunteering to read, later confessed, "I raised my hand [to read] because I want to read and get it done (p. 186). Thus, students' embarrassment and anxiety, when connected to reading, seems to work against the natural development of their identities as readers. By not involving the children in the joy of reading for meaning it is not surprising that reading progress is slow and children appear not to have grasped the purpose for reading, In addition, the teaching of reading is conducted within the particular culture of the school and Brunie which also acts as constraint on curriculum and pedagogy and therefore on the teachers and children's expectations and views about reading.

The factual/display questions asked by both traditional teachers limited the children's participation in the lessons and failed to lead the children to elaborate their responses. This is confirmed by Richards and Lockhart (1994) as they said that display questions or "closed question" do not require original thought or critical reflection to answer. The possible answers are limited, and are generally short and involve recall previously memorized information. This creates an impression that knowledge is little bits and pieces of information and that knowing is reproducing from memory. A further negative consequence of the traditional approach is the demonstration that as the children are supposedly learning they do not need to engage meaningfully in what is going on. According to Brualdi (1998) this type of question does not help the children to acquire a deep, elaborate understanding of the subject matter.

The current teaching practices did not promote conversational talk and thoughtful talk in the classroom. On the contrary the talk was more interrogational talk where the teacher posed questions and the children responded (mostly in concert or chorally) with the teacher verifying or correcting. It may be argued that this pattern of classroom talk is largely due to the influence of Brunei culture where traditionally the teacher is a figure of authority that displays wisdom and knowledge to the young children. In turn children are expected to be conforming, obedient and unquestioning. In the present research in the TRA teachers' classroom, on the rare occasion when there was children-initiated talk, the children were just informing the teacher they had finished their work or complaining about their friend's misbehaviour in the class. This interaction is contrary to Routman's (1998) view that states "For children to become 'actively' literate, the school curriculum must go

beyond the management of passive, 'correct' responding, to the facilitation of active, involved, and evaluative thinking. The way we teach reading and writing is critical to the development of 'active literacy' " (p. 16).What was beyond the expectation of the study was the finding that embedded within the classroom talk or interaction was the excessive use of criticisms, threats, and verbal punishments to motivate the children to learn and to discipline them. These methods could be considered inappropriate if set against the wider theoretical knowledge about early education pedagogy and the teaching of reading in particular. The prevalent use of harsh criticisms that may be disparaging and embarrassing to the children in front of other children in the classroom may hinder the children's attempts to ask questions, for fear of being scolded. This could lead to fear of taking risks, lack of confidence and low self-esteem and the passive following of instructions and participation in chanting and drills. Thus it can be appreciated that the children experiencing the traditional pedagogy learn how to negotiate with the classroom expectations, which in this case study, are highly limiting. In developmentally appropriate practice, teachers are careful not to put the child's self-esteem at risk and to ensure that the children's pride amongst his/her peers is protected (Rescorla et al., 1991). According to Pressley (2007), teachers should provide encouragement and praise as well as positive feedback to enhance children's learning to read. As Campbell and Green (2006, p. 92) recommend, teaching needs to be explicit and part of that involves apprenticeship where "the teacher scaffolds, models and instructs learners as they engage with the reading text and develop the learning strategies to be applied to understanding using and analysing the text".

5.5 Implications and emergent issues for the future

From the observed lessons, it shows that both traditional teachers were not adequately preparing the students to learn to read and they may not have been aware of this aspect in their efforts to 'just do the teaching'. This information strongly suggests that these teachers are unclear on what cognitive and social features are important in the process of learning to read.

The study also highlighted that the focus of teaching for the traditional teachers was rarely on meaning but rather on how to spell the words in the text correctly by using syllables. If this is how the teaching of reading is being taught, the vision of Negara Brunei Darussalam "to produce thoughtful students, who are not only capable of thinking critically and creatively but will always be reflecting on how they can contribute to the development of a peace-loving and progressive nation" will not be achieved. In addition to this, the objective of the Malay language syllabus of helping primary children to read and understand various materials is also debatable.

To achieve the syllabus aims teachers need to recognize difficulties and student differences and be able to provide appropriate instruction and support within the classroom to encourage children's reading, including free reading time. The findings of this study suggest that:

1. Both traditional teachers need to vary their pre- and post reading activities such as including acting out and drama. There is some evidence (McCaffery, 1973) that acting out helps children better understand and remember what they read and also helps with language development and fluency.

2. Both traditional teachers need to learn more about the specific strategies, prompts or cues and reinforcement that can be used to help children become active and effective readers in accordance with a concept of reading in keeping with the four resources model.

3. Teachers' pedagogical approach needs to include the modelling of reading aloud and reading stories to the students. This is intended for students' proficiency in reading aloud with respect to accuracy pronunciation, rhythm and intonation and also in the making of meaning. In addition reading aloud can stimulate the children's interest, their emotional development, and their imagination, particularly if reading materials are linked to students' interests and real-life purposes (Trelease, 1982).

4. Here is also a need for greater flexibility in teachers' approach that allows more student-student interaction in the form of discussions, and to let students know that the teachers value the students' thoughts and ideas (Ayudary & Jacobs, 1997). A number of studies have proved that a discussion is an effective way of socializing intelligence for promoting learning (Applebee et al., 2003; Beck et al., 1997; Cazden, 2001; Erickson, 1996; Palinscar, 2003). As Palinscar (2003) emphasizes, teachers should make explicit the processes of constructing meaning from the text. One way of achieving this goal is the explicit use of effective talk moves. Thus, teachers need to become sensitised to their talk and the significance of classroom discourse analysis as an insight into explicit teaching and scaffolding learning in keeping with Culican (2005). This means there is a need for self-development on

the part of teachers as well as beliefs about what constitutes reading and learning to read. Clearly the research draws attention to the need for changes to reading pedagogy and a strong move away from the traditional approach. Teachers would benefit from receiving more training specially designed to teach reading at the lower primary school level and early childhood development as well as strategies to assess and support the lower and higher achievers. Exposure to more effective ways of teaching reading is necessary because the current traditional reading approach practices do not account for current theories of literacy learning in keeping with the Four Resources Model which this thesis recognises as the basis for contemporary language arts curriculum. According to Freebody (1990) success in literacy learning is about learning 'how to' manage and learning 'about' the role and management of written text in particular contexts. It therefore brings a whole new perspective on what constitutes reading and learning to read compared with the traditional approach currently in vogue in Brunei. It also highlights the breadth and depth of the pedagogical change that is needed and thus the size of the challenge ahead.

5. Teachers also need to diversify their teaching to cater for individual differences such as giving guided reading to low-achieving children and individual reading for high-achieving children. For example, while one group receives the teacher's attention, another group may occupy themselves with "free" reading. According to Devine (1989) twenty minutes each day reading at their independent level provides

children with necessary practice in using the skills learned with their teacher and helps form good attitudes towards reading.

6. Part of professional development for teachers needs to draw attention to the importance of classroom interactions including the acceptance of learners' feelings, giving appropriate praise and encouragement, and how to scaffold learning, including the acceptance and use of the learners' ideas. This is important because such talk has strong motivational impact on the learners and contributes to developing positive self-esteem and ultimately their identity as learners and readers. They need to be encouraged, paid attention to, and accepted and teaching skills also include how to manage children's behaviour without implying personal blame or shame. In that way, their learning will be more effective.

7. Professional development should ensure teachers understand the importance of students being encouraged to initiate talk. This involves teachers encouraging and valuing children's questions or and their ability to express their own ideas. Only when students are encouraged to pose questions and to express and share ideas will they be able to participate actively and develop their thinking skills (Burden & Byrd, 1994; Orlich et al., 1994).

8. Teachers need to vary their questions not only display or factual or closed questions. Many studies (Tollefson, 1989; Lynn, 1991; Ellis, 1994; Pica, 1994) recommend the use of referential questions in place of the display type because of their authentic communicative value. Referential questions refer to questions whose answers are not already known by the teacher thus contrasting with Bull

and Anstey's (1996) pedagogy of school where the classroom interaction involves children guessing the answer the teacher already has in his or her head.

9. Pedagogical improvements should also ensure that students are given more time to self-correct their errors to avoid teacher interruptions and student call-outs making students dependent on others for "correct words" and for answers to comprehension questions. In addition, teachers must allow more time and more resources and opportunities for students to practice reading.

10. It needs to be noted that the use of running records as a key assessment tool to assess students' oral reading is good contemporary practice and should be made available to all teachers in early childhood. This is because the research shows that just by listening to their students' oral reading without written data did not provide teachers with information about students' strengths and weaknesses in oral reading. By taking running records, a clear and strong evidence of the student's reading ability and their reading level is provided. In addition, teachers are able to discover much about an individual child's problems in understanding the text and are able to gather data to explain why learners make errors when reading aloud and how the errors provide insights into children's learning and learning needs.

11. Both teachers need to supplement their reading materials with other non-textbooks-like material that represents the "real" world of reading. According to Devine (1989) that exclusive reliance on only one type of reading material may be counterproductive. It is noted that the research clearly demonstrates the need for contemporary reading resources for teaching Malay literacy. The fact that the

researcher needed to develop such resources to be able to conduct and research this trial is testament to the need for more stimulating learning experiences for such Primary One children. Similarly, thought should be given to the integration of reading and writing in order to make learning experiences more meaningful and maximise teaching time. This would also help broaden the thinking about the pedagogical approach. It would give teachers the opportunity to implement a thematic approach or a project- or task-based approach which would help better engage the students through the purposeful application of skills.

5.6 The impact of the balance reading approach (BRA)

The findings of the study revealed that the balanced reading approach used by teacher BRA2 to teach reading to the two case study children in the BRA classroom helped both children to read at or above 90 percent accuracy (based on the five texts given as reading tests over the research period). In addition, these two children showed some improvement in their post Reading Program Progress Test score and also they were able to retell in detail the text they had read.

The finding of the study also showed that both children in the balanced reading classroom made fewer errors while reading the texts given as compared to the four case study children in the two traditional classrooms. As the four case study children in the traditional classrooms, these two children in the balanced reading approach also made frequent errors in the substitution category. However, they were able to substitute many unknown words with another word which did not alter the meaning of the sentences. An

example of this error was when a child read "*Pak Alang selalu memberi monyetnya pisang dan sentiasa memastikan monyetnya dalam keadaan yang sihat*" instead of "*Pak Alang sering memberi monyetnya pisang dan senantiasa memastikan monyetnya dalam keadaan yang sihat*". The child substituted the actual word "*sering*" with "*selalu*" and the word "*senantiasa*" with "*sentiasa*" which had the same meaning. This example shows that the case study children in the balanced reading approach were able to use more semantic and syntactic cues while reading besides using visual or graphophonic cues.

They also showed that they were able to use other reading strategies such as going back and repeating or rereading a sentence or word, segmenting a word into syllables and repetitions beyond the tradional approach of spelling the words by using syllables. An example of this strategy can be seen in the sentence: "*Mereka berkelah di pantai Tungku*". She substituted the word "*Tungku*" with "*Tangku*". Then when she noticed that she made an error with the word "*Tungku*" as "*Tangku*", she went back and repeated the word and then self-corrected the word and read again the sentence "*di Pantai Tungku*".

The finding of the study also shows that the two case study children in the balanced reading approach managed to self-correct more frequently than the four case study children in the traditional classroom. They were able to self-monitor their reading and also they knew how to relate their previous knowledge with what they had read. This was evidenced during the classroom observations. In addition, the finding of this study shows that these two children also improved their perceptions of themselves as readers when it came to the end of the study. They saw themselves as good readers. According to Devine (1989) studies of the impact of self-esteem on learning indicate that boys and girls

who see themselves as successful learners tend to be successful learners. Children who have been instructed to see themselves as unsuccessful learners tend to be unsuccessful.

Moreover, the children in the balanced reading approach became more active in the classroom. They were engaged in discussion with teachers and they initiated the talk through asking questions and giving comments rather than only responding to the teacher's questions. This shows that these children demonstrated through their responses their degree of understanding of a passage. According to Van Lue (1991), learning occurs when a child asks questions, seeks answers, and shares how they solved the problems.

In addition, the use of open-ended questions by teacher BRA2 in the classroom also helps the children to activate their thinking because open-ended questions require children to think about the broader context of the story and unlike factual questions, are not simply a search for the correct answer. This way also encourages the children to pose questions. This demonstrated their ability to think more deeply about the text. Even, on some occasions they could pose higher-level questions to their teacher. This might be due to the non-threatening environment in the BRA2 classroom that encouraged the children to pose the questions.

5.7 The implications and emergent issues for the future

The findings of the this study showed that the balanced reading approach can be used as an alternative and improved pedagogical approach to teach Malay reading in Brunei Primary One classrooms. In additions, it is clear from the experience of Teacher BRA2 that the introduction of a more balanced approach to the teaching of reading in Brunei

Primary One classrooms will require teachers to understand how young children learn to read and the importance of having reading materials and resources that provide a rich literacy learning environment. While teacher BRA2 in this research enhanced the teaching of reading it may be deduced that she would benefit from more practice in asking questions and understanding how to extend the questions, and elaborate and coach or scaffold children's responses. Remembering that this was a trial though over an extensive period of time it is acknowledged that in the balanced reading approach ideally the teacher would have benefitted from learning more about classroom discourse so that more talk, interaction and co-construction between the teacher and students could be developed. No training was provided to the teacher with regards to the scaffolding of literacy learning and explicit teaching per se thus any professional development program would need to ensure training for teachers in strategies on how to make the teaching of reading explicit in order to develop more effective teachers. Similarly, in any improvements to reading pedagogy both children and parents need to be party to the change initiative. An additional issue is the need to critically examine timetabling. The research highlights the lack of opportunity for teachers to integrate reading and writing and also the possibility that children's language development may require more emphasise in order to provide the foundation for literacy in their first language of Malay.

5.8 What should be done in the light of the research findings?

There are immediate actions that teachers and the education authority might do to begin a shift to improve reading pedagogy for the early years. There needs to be action at the

policy and curriculum level and at the school level. Any initiative for change needs to be advertised to the parents and community so there is an understanding of what and why.

The traditional teachers should ask more open-ended questions where there are several possible answers to the questions to elicit more responses from the children. There is a need to stop using round robin reading and replace it with other useful activities such as shared reading, guided reading, independent reading, peer tutoring and related strategies that can meet different children's needs. Peer tutoring has many advantages. Students are able to get more practice on the concepts and skills that are at their appropriate instructional level, and the amount of active learning time is increased. Extensive research in peer tutoring indicates that when tutoring sessions are well constructed and monitored, student achievement is increased for both the tutor and the tutee (Klein et al., 1991)

Important for the enhancement of the teaching of reading in Malay in this study is that teachers should use a rich variety of interesting texts with a range of difficulty from picture books to extended stories including challenging books, easy books, magazines, informational books, series books, newspaper, fiction, non-fiction, story books and all types of print materials people find useful in their everyday living. Such an approach moves far beyond the mandatory textbook and would be most helpful in meeting the needs and interests of the children. Though the access and exposure of children to multimedia is limited in Brunei because it is a developing country it should not stop teachers from keeping abreast of change in access to ICT. However, without a change in teachers' thinking and aspirations and input of knowledge about the pedagogy of teaching literacy and young children to read it will be difficult to facilitate change at the classroom level.

Similarly, this demands an overall change in the culture and a move on the part of teachers to "actively look" for ways of improving their pedagogy and to develop a new sensitivity to young children's literacy development and ways of learning.

Similarly, Culican (2005, p. 4) notes "as forms of interaction, traditional patterns of classroom talk have evolved over a significant period of time. They are inextricably interwoven in the identities and subjectivities of teachers and students and continually reproduced as part of institutional schooling".

In addition, the reading program needs to be built on a sound foundation of literature and so may also involve poetry for example, which introduces children to the appreciation of the sound and the imagery of language while inviting them to discover words and rhythm (Fountas & Pinnell, 2001). Reading newspapers keeps the children in touch with the world around them and can be used to reinforce children's literacy skills such as comprehension and vocabulary (New Books, 2000).

In addition, children also need books at their instructional level and lots of easy books (including picture books at the start) for independent reading that are fun to read and help build fluency. Allingtons's study of exemplary teachers (2000, p.473) found that outstanding teachers taught their children with appropriately level texts and made sure that children "received a steady diet of 'easy' texts – texts they could read accurately, fluently, and with good comprehension". This is reinforced by Duke and Pearson (2000) who note that independent practice materials should be available and should be as motivating as possible.

The teachers need to ensure that children are taught to read for meaning. It is recommended that teachers using the traditional reading approach such as syllable method need to strengthen their teaching of reading by ensuring that children are made aware that the major purpose of reading is to understand what the author is saying or what the text they read is about. In addition, the teachers must also provide the children with the necessary experiences to enable them to understand the content of the material they read.

It is recommended that the teacher should delay their interruptions until a phrase or sentence break or give time for the children to figure out the unknown word, allowing students the opportunity for self-correction (Hoffman & Clements, 1984; Hoffman et al, 1984; McNaughton, 1981; Taylor & Nosbush, 1983).

The findings of the study showed that there is evidence that the teaching or use of the sound of letters or combinations of letter sounds (phonograms) is not emphasized in lower primary classrooms in the traditional approach to the teaching of reading in Brunei. Instead, there is a greater emphasis on the use of syllables. No teacher was observed to suggest the initial sound of a word as a cue to the children to decode the word. It is recommended that in the first year of schooling, teachers should give greater attention to phoneme awareness activities. Further it is recommended that phonic relationships be used in an incidental manner to give children a cueing device to decode words.

It is also recommended that all children who fail to read for meaning should receive instruction in doing so. The children should be taught to pause and to think about what they have read or to read past the difficult word to see if they can figure out the meaning of the word in relation to the rest of the sentence and others. There also needs to

be more parental involvement in furthering their children's reading since parents should be reading to their children from a very early age. Therefore, parents probably need educating to do this so classroom teachers can send home a book and provide advice and strategy on what they should do to best help their children. Also, they should be encouraged as voluntary aids in the lower primary classes in order to assist teachers in personalising their teaching and in helping parents to gain a better understanding of the work being done by their children in school.

The findings of the study clearly showed that teachers can use running records as their diagnostic tool in order to discover the strength and weakness of each child's reading ability and reading level. In addition, the result of the running record can be used by teachers to plan an individualized program for the children that will strengthen the reading strategies the child uses effectively, and will teach her/him strategies s/he is deficient in. Goodman (1974) states that strategies lesson can help readers focus on aspects of written language they are not processing effectively. It is also recommended that a child who is unsuccessful using a particular strategy should be helped to identify new strategies in the hope s/he will experience success at reading.

Teachers need to provide more time for the low-achievers children to practice on reading skills to ensure acquisition rates equivalent to their normally achieving peers (Gettinger & Lyon, 1983). They should also be using a variety of ways of assessing children's reading progress and evaluation of their teaching which can provide ongoing systematic feedback about the children's literacy progress and growth. This would allow for children who were not making satisfactory gains to be identified and receive the

necessary extra instruction. For instance, such strategies might include portfolio assessment, running records, miscue analysis and use of the developmental continuum approach (Cecil, 1999; DEECD, 2007). For example, in the BRA classroom running records allowed the teacher to record children's learning behaviour as they read from a book. The teacher was able to analyse the results of the running record assessment to gain insights into the cues the child was able to use or was not able to use and then teach accordingly. This allowed the teacher to assign the children to the appropriate developmental level for their guided reading sessions. This is in stark contrast to the TRA teachers whose time was taken up with the sole focus of chanting syllables and words, a practice that did not deliver feedback to improve their pedagogy or give an indication of the children's actual reading ability based on meaning making.

In conclusion, the current reading teaching practices associated with the traditional approach (TRA) should be changed as soon as possible and improved to be more effective in enhancing young children's learning to read and beginning literacy experiences with Malay. In addition, the class environment and Malay language curriculum should be reconstructed to help young children build up their interest, confidence, skills in reading and bank of strategies for learning. Along with this there needs to be the development of reading resource materials appropriate for early childhood language and literacy development in Malay language.

5.9 How may the current traditional reading approach practice (TRA) developed on the basis of the research to enhance young children's learning to read in Malay?

Reading is a complex developmental process. Consequently, teachers of reading must have some understanding of this complexity, as well as an understanding of effective instructional strategies so that all children can become successful readers. Based on the findings of the research, it was suggested that the current reading teaching practices should be improved to help the young children to read in Malay. These include the need to:

♦ allot time for teachers to read to the children daily,

♦ increase the focus on direct and explicit strategy instruction and demonstration in teaching and explaining,

♦ explicit instruction and practice with sound structures that lead to phonemic awareness,

♦ familiarity with spelling-sound correspondence and common spelling conventions and their use in identifying printed words,

♦ sight recognition of frequent words,

♦ teach the four cue systems of semantic knowledge, syntactic knowledge, graphophonic knowledge and paralinguistic knowledge (Campbell & Green, 2006) proven to aid poor readers in figuring out the difficult or unknown words,

♦ balance the emphasis on the teaching of skills and meaning ensuring there is not an over emphasis on oral repetitive chanting and drilling of text as this restricts the development of the cue systems (Campbell & Green, 2006, p. 124),

♦ model reading and allow children to interact with the text, critically analyse, comprehend and relate to their existing knowledge base,

- develop the other three roles of readers practices as text participant, text user and text analyst other than code breaker,

- emphasize more actual reading of text than drilling of skills or chorus recitation through the use of a variety of reading activities and authentic purposes for reading,

- provide wide varieties of written text/reading materials that meet the diverse interests of the children and which reflect the multiliterate demands of the current times,

- provide a wide range of books beginning with picture books through to stories that cater for the development of the children's reading skills, including opportunities for children to create their own class books,

- encourage the type of teacher talk that is able to scaffold children's literacy learning (Bull & Anstey, 2003; Culican, 2005), and educate teachers to monitor their "moves",

- to provide appropriate combination of whole-group, small-group and individualized instruction,

- develop or collect a variety of reading materials that support the teaching of multiliteracies and allot more time for children to read the media of their choice including environmental print,

- to provide more time for the low-achievers children practice their reading skills and to provide more time for them to self-correct their errors while reading,

♦ to use running record as their diagnostic tool to identify the strength and weakness of a child's ability in reading and also to identify which cuing system causes the greatest difficulty to certain learners. This knowledge can help teachers to devise new exercises for learners to help them become better readers.

5.10 Implications of the study for teacher education programs and in-service teacher professional learning

The results of this research have important implications for in-service teacher education in Brunei. The findings of this study showed that the traditional approach to reading that is common in schools is failing the children in many ways. These include: not being able to grow up in an environment where reading and written texts are enjoyed for their meaning, delay in acquiring Malay literacy and the strategies that underpin becoming an independent reader who moves easily from "learning to read" to "reading to learn". With the current university teacher preparation program it is unfortunate that when pre-service teachers go into schools they are exposed to mentor teachers who are perpetrating the traditional approach. Of concern also is that pre-service teachers are not free to practice the pedagogy and approach that they are taught at college. Thus, implementing change must begin with the teachers already in the system. However, this is easier said than done because logistically in-service teachers would need to be replaced to participate or engage in professional learning in their holidays. Nevertheless, it would seem that the onus is upon the Department of Education as well as the university if in-service professional learning is to be achieved for all teachers. It is argued here that this should be given the highest priority and that the Education Department should facilitate this by designing a

strategy in conjunction with the university to allow teachers who participate in a professional learning program are given time to do it and any costs involved are provided by the department. It is then up to the university to design a program that also models in its delivery to teach the principles and pedagogy that they want the teachers to adopt. The research findings provide a strong case for the components of a Malay teachers' education program on reading to:

♦ expose the teachers to practices that allow them to cater to the different needs learners,

♦ train the pre-service and in-service teachers in strategy instruction and explicit teaching of reading,

♦ offer studies in pedagogy and learning that are deeply grounded in knowledge of specific subjects areas,

♦ to include classroom interaction theories in teacher education program since most of the teachers in schools unaware about the classroom interaction and its importance,

♦ to train the teacher through intensive professional development course on the use of running record as a way to assess the children's reading in order to help them identified the strength and weakness of each child's reading ability and reading level so that they can provided appropriate reading books and instruction and also which cuing system causes the greatest difficulty to certain learners.

♦ to expose the teachers with other methods or approach to teach Malay reading other than the syllables method through intensive professional development course.

♦ to expose the teachers to use other reading strategies to figure out an unknown word other than the visual or graphophonic cues.

5.11 The need for future research into enhancing Malay literacy in the early years of school

There are issues resulting from the study that have potential for further investigation. The following recommendations are made:

♦ That a longitudinal follow-up study could be built on this research study in order to see whether teacher BRA2 has maintained or even extended the balanced reading approach in teaching Malay reading in primary schools,

♦ Further studies could also examine the impact of the use of children's literature including storybooks in the teaching of Malay reading,

♦ That the balanced reading approach be extended to the other teachers in Brunei primary schools as this approach is effective to teach Malay reading,

♦ Further studies could be made based on the strategy used by poor and good readers based on the cues the learners made in their oral reading.

♦ Teacher BRA2 should be supported in order for her to continue practicing the ideas she has acquired about the balanced reading approach. The valuable knowledge, experience and enthusiasm she has gained about the balanced reading

approach, cannot be sustained without encouragement and further professional learning. A degree course in Malay Education instruction or literacy education may help her to increase and reinforce her knowledge about language learning, explicit teaching and literacy pedagogy.

5.12 Limitations of the present study

Nevertheless, there are limitations to the present study. First, the research was based on a small sample though the two schools and TRA teachers were selected for their ability to represent current teaching practice in the classroom across Brunei. Therefore the findings need to be treated with caution with regard to any move to generalize them to represent the whole of Malay teachers and Primary One children in Brunei, although it is clear that the traditional approach is deeply embedded in the socio-cultural context of Brunei education and society. Thus, the research does provide a much-needed exploration of the situation and the results are now available as a valuable study that can be replicated in other schools in Brunei or other developing countries and used to improve reading pedagogy. The research is also available to stimulate debate in a much needed area in keeping with the aim to illuminate the nature and quality of the teaching and learning process for reading in Malay in Brunei primary schools in terms of their practices and their impacts on children's learning.

A second limitation was the lack of readily available teaching and learning materials in Malay and the absence of a standardized test in Malay that could have been

used to assess the children's reading ability. Thus, the researcher needed to create her own 'big books' in Malay language based on the small available classroom reader. She also had to adopt and adapt the standardized test used by Western educators to access the children's ability in reading. Similarly, the study draws attention to the need for adequate early childhood literacy resources for reading and literacy pedagogy and learning across the four macro skills and the need for integration of reading and writing in Malay in the school curriculum and class timetable.

The third limitation was the fact that the young children in the study had limited language and knowledge to be able to generate their ideas in detail as older children might so their answers were very limited. However, this further supports the findings of the study in drawing attention to the importance of teaching speaking and understanding language development and also improving the pedagogical approach to engage children in interacting with the teacher and their children in purposeful use of the Malay language in an authentic need to both read and write.

A further limitation was the absence of reflective journals that the teachers might have kept in this study. In future research, such a study could be strengthened if the participating teachers wrote their reflections in journals throughout the study. This would have provided a more accurate description about the effects of the program on their teaching compared with the informal discussions conducted after class in this study. This adds further support for the need for more teacher professional learning and collaboration.

Another limitation was the age of the students in this study. There were differences between these six case-study children's age. However, according to Robinson and Good

(1987) a child's ability to understand adequately a particular reading passage is not contingent on reaching a certain age, but rather is directly related to the reader's background of experience, the reasons for reading a passage, and the difficulty level of the material. Thus, no matter what the level of the material or the purposes for reading it, because of their varied backgrounds, students will range on a continuum of reading readiness from non-readers to proficient readers (p. 36). This is also confirmed by Leu and Kinzer (1987, p. 105 cited in Devine, 1989, p. 9) that reading readiness is not a fixed point in time. While the term generally refers to children in the early stages of reading, it can also refer to older students who are not ready due to experiential backgrounds or other factors to deal with certain reading tasks.

The next limitation was the small number of the sample of the study as it does not allow findings to be generalized for the whole Brunei Primary One children and teachers. The results might vary if the study involved more samples as individual teachers implement different teaching methods and each student has different reading skills and may perform differently according to a variety of background factors. However, the study set out to be a case study with mixed methods data collection to explore and describe in depth the nature of the impact of the two pedagogical approaches and it is from this in depth portrayal of classroom practices and the children's performance over a substantial period of time that the study draws its strength and rigour.

A final limitation was the six case study children in the study were all exposed to the traditional method and reading strategy to spell the words by using syllables prior to study being conducted. Thus, it was inevitable that this strategy would be part of the

approach of the children being taught in the balanced reading approach. However, it is evident that the two children concerned were able to take up other strategies during the life of the project which in itself demonstrates the positive effect of the balanced approach learning experiences.

While not a limitation to the study it is also noted that the researcher needed to translate the excerpts of Malay language into English. The different word order of English and Malay and the different meaning of words in Malay and English were also problematic. Therefore, it is pointed out that the English translations may not sound very idiomatic in places. However, where it has been possible, the order was followed with the aim of minimising any potential distorting of the meaning.

5.13 Conclusion

This study gives a general overview of the current traditional reading approach practices and the balanced reading approach and its impacts towards the participating children's reading achievement. The findings of this study suggested that both teaching practices helped children progress in their reading, however, the progress of the four low-achieving children in TRA classes were not at the desired level compared to the children in BRA classes. The two low-achieving children in BRA classes were able to improve their reading at or above 90 percent accuracy level at the end of the study. In addition, they also showed improvement in their attitude and in their reading strategies. They were not relying only on visual cues to figure out the unknown words, and they also used meaning and syntactic cues. This can be seen through their running records which showed that they

were able to substitute an unknown word with another word which did not disrupt the meaning or syntax of the sentence. Indeed the balanced reading approach did make a difference to the children's learning, in which the findings of this present study are supported by other existing studies in the United States of America (see Blasewitz, 1996; Duffy-Hester, 1999; McCarthy, 1999; Gunner, Smith & Smith, 1999 and Else, 2001). Blasewitz's study (1996) showed that middle school children who were identified as reluctant readers demonstrated significant improvement in their literacy skills especially in the areas of reading comprehension and feelings of competence expressed by the students and dramatic improvement in attitudes about school, reading, and learning when a balanced reading and technology-based intervention was used to help reluctant readers who were not being served by any exceptional education, ESOL, or alternative education program in middle school of Central Florida. Similarly, Duffy-Hester's (1999) study also showed that a balanced, accelerated and responsive literacy program improved the elementary school struggling readers in their word identification abilities, reading fluency, strategic comprehension abilities, perceptions of themselves as readers, attitude towards reading, and instructional reading levels. Therefore, it can be recommended that the balanced reading approach model should be used as an alternative method or even a supplementary method to start with for teaching Malay reading in Primary One classes in Brunei schools. As Van Lue (1991) states teachers' teaching will become meaningful and relevant to each child when instruction is guided by the personal needs of the children rather than guided by available materials only.

In conclusion, it is recommended that with the development of a range of appropriate resources and the design and implementation of a teacher and pre-service teacher professional development program that a larger trial of the balanced teaching approach be conducted. This would allow further exploration of the socio-cultural and political issues to be explored in engaging the best approach to pedagogical change.

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Appendices

Appendix 3A

A sample of running record

Name**:**_____

Title:_____

No. of words: _____

line		Total		Information use	
		E	SC	E	SC

Notes:

E - error

SC - self-correction

Appendix 3B

Pre-test of Reading Progress Test

Prior □   Post □   Test

Name:…………………………………………………………………………boy/girl

School:……………………………………………………………………………………

Primary: ………………… Date of test: ……………... Date of birth:……………………

Section A: Literacy Concept or Concept of Print

1. Underline the:

a. *word*

24   p   nest   !

 b. *letter*

5                      $ S   ?

c. *first word* in the following sentence.

One day, Azim asked his father to make him a kite.

2. Look at the picture below and underline the following words:

a. *the title of the book*

b. *the name of the person who wrote the book*

SINAR BARU

HARUN AMINURRASHID

1A
EDISI BRUNEI

c. *the full stop*

One day, Azim asked his father to make him a kite.

d. *the capital letter*

One day, Azim asked his father to make him a kite.

Section B: Recognizing Letter and Sound

3. **Underline the following letter name:**

    a.   **z**

q	s	w	x	y	z

    b.   **p**

b	d	g	p	q	t

    c.   **u**

a	c	n	u	v	w

    d.   **D**

A	B	D	M	O	P

4. **Underline the following sound of the letter:**

a.　　**t**

d	f	k	p	s	t

b.　　**m**

f	g	k	m	o	q

c.　　**b**

a	g	m	b	t	z

d.　　**a**

a	e	f	i	m	o

Section C: Matching picture to word, word to picture and sentence to picture.

Practice

	ball	tin
	shoe	rope

5. Circle the word that goes with the following picture:

a.

orange	banana
rambutan	durian

b.

cup	shirt
flower	pillow

c.

door	bed
book	marble

d.

cup   knife

soap   spoon

6. Circle the picture that goes with the following word:

a.

cat

b.

tree

c.

umbrella

9

bread

7. Circle the picture that goes with the following sentence.

a.

Father reads a book.

b.

| Mother cooks in the kitchen. |

Section D: Spelling

8. Write the word you hear in the box provided.

a.

> The children's name

b.

> clever

c.

> lazy

d.

> flower

e.

> eat

f.

> laugh

g.

> colour

Section E: Read the passage carefully and then answer the following questions. Circle the correct answer

Siti has a cat.
It is brown and white color.
It likes to play.
It plays with a red ball.
It likes to drink milk.

9. What color is Siti's cat?
    A. Red and white
    B. Black and white
    C. Brown and white
    D. Brown

10. What does the cat like to do?
    A. run
    B. jump
    C. sleep
    D. play

11. What does the cat play with?
    A. ball
    B. doll
    C. pencil
    D. house

12. What color is the cat's ball?
    A. orange
    B. green
    C. blue
    D. red

13. What does the cat like to drink?
    A. water
    B. milo
    C. milk
    D. fish

Section F: Look at the picture. Look at the words. Read each sentence below and fill in the missing word.

car	vegetables	market	morning	basket	happily

14. Aki always goes to the _____.

15. He went in the _____.

16. He went there by a _____.

17. He went there to buy fresh _____.

18. He put them in a _____.

19. He went home _____.

Pre-test of Reading Progress Test in Malay

Ujian Sebelum ☐   Selepas ☐
Nama:……………………………………………………………Lelaki/Perempuan
Sekolah: ………………………………………………………………………………..
Darjah: ………………… Tarikh Ujian: …………………… Tarikh Lahir: ……………..

Bahagian A: Konsep Literasi atau Konsep huruf cetak

1. Gariskan jawapan di bawah:

    a. *perkataan*

24	p	sarang	!

    b. *huruf*

5	$	S	?

c. *perkataan awal* di dalam ayat berikut.

> **Suatu hari, Azim meminta ayahnya untuk membuatkannya kikik.**

2. **Perhatikan gambar di bawah dan gariskan perkataan berikut:**

a.   *nama buku*

b. *nama penulis buku*

c. *tanda noktah*

Suatu hari, Azim meminta ayahnya untuk membuatkannya kikik.

d. *huruf besar*

Suatu hari, Azim meminta ayahnya untuk membuatkannya kikik.

Bahagian B: Mengenal Huruf dan Bunyi

3. Gariskan nama huruf berikut:

a. z

q	s	w	x	y	z

b. p

b	d	g	p	q	t

c. u

a	c	n	u	v	w

d. D

A	B	D	M	O	P

4. Gariskan bunyi huruf berikut:

    a. t

d	f	k	p	s	t

    b. m

f	g	k	m	o	q

    c. b

a	g	m	b	t	z

    d. a

a	e	f	i	m	o

Bahagian C: Memadankan gambar dengan perkataan, perkataan dengan gambar dan ayat dengan gambar.

Latihan

bola	tin
kasut	tali

5. **Bulatkan perkataan yang sesuai dengan gambar berikut:**

a.

limau	pisang
rambutan	durian

b.

cawan	baju
bunga	bantal

c.

pintu	katil
buku	guli

d.

cawan   pisau

sabun   sudu

6. Bulatkan gambar yang sesuai dengan perkataan berikut:

a.   kucing

b.

| pokok |

c.

| payung |

d. | roti

7. Bulatkan gambar yang sesuai dengan ayat berikut.

a.

Bapa membaca buku.

b.

Emak memasak di dapur.

Bahagian D: Ejaan

8. Tuliskan perkataan yang kamu dengar dalam kotak yang disediakan.

a.

Nama pelajar sendiri

b.

pandai

c.

malas

d.

bunga

e.

makan

f.

ketawa

g.

warna

Bahagian E: Baca petikan dengan teliti dan kemudian jawab soalan-soalan yang mengikutinya. Bulatkan jawapan yang sesuai.

Siti ada seekor kucing.

Kucing itu berwarna coklat dan putih.

Kucing itu suka main.

Kucing itu main bola warna merah.

Kucing itu suka minum susu.

9. Kucing Siti warna apa?
   A. Merah dan putih
   B. Hitam dan putih
   C. Coklat dan putih
   D. Coklat

10. Kucing itu suka buat apa?
   A. berlari
   B. melompat
   C. tidur
   D. main

11. Kucing itu main dengan apa?
   A. bola
   B. anak patung
   C. pensil
   D. rumah

12. Bola kucing itu warna apa?
   A. jingga
   B. hijau
   C. biru
   D. merah

13. Kucing itu suka minum apa?
   A. air
   B. milo
   C. susu
   D. ikan

Bahagian F: Lihat gambar dan perkataan. Baca setiap ayat berikut dan isikan tempat kosong dengan perkataan yang sesuai.

| kereta | sayur-sayuran | pasar | pagi |

| gembira | bakul |

14. Aki selalu pergi _____.

15. Dia pergi waktu _____.

16. Dia pergi ke sana naik _____.

17. Dia pergi ke sana untuk membeli _____ segar.

18. Dia menyimpannya di dalam _____.

19. Dia pulang ke rumah dengan _____.

Appendix 3C

PASSAGES FOR READING TEST

Text 1

Bilik Saya

Ini bilik saya.

Warna bilik saya putih dan kuning.

Bilik ini bersih, cantik dan kemas.

Saya suka bilik ini.

Emak juga suka bilik yang bersih.

Saya suka membaca dan menulis di sini.

Saya juga suka belajar di sini.

Text 2

Berkelah di Pantai

Pada minggu lepas, Salleh bersama rombongan sekolahnya pergi berkelah.

Mereka berkelah di pantai Tungku.

Mereka nampak ramai orang yang berkunjung di sana.

Ada yang berenang dan ada yang bermain di tepi pantai.

Salleh dan kawan-kawannya juga bermain di tepi pantai.

Setelah penat bermain, mereka berehat sambil makan bersama-sama.

Mereka gembira kerana berpeluang berkelah di pantai.

Text 3

Sakit Gigi

Suhaila suka makan gula-gula.
Setiap hari dia pergi ke kedai untuk membeli gula-gula.
Pada suatu hari, pipi Suhaila bengkak kerana sakit gigi.
Lalu emak Suhaila membawanya ke klinik untuk berjumpa doktor gigi.
Doktor memeriksa gigi Suhaila yang sakit itu.
Doktor mendapati bahawa sebatang gigi Suhaila telah rosak.
Lalu doktor mencabut gigi Suhaila yang rosak itu.
Doktor menasihati Suhaila supaya menjaga giginya dengan baik dan jangan memakan gula-gula lagi.
Suhaila berjanji untuk menjaga kesihatan giginya itu.

Text 4

Monyet Pak Alang

Pak Alang memelihara seekor monyet.
Monyet itu bernama Ciki.
Ciki merupakan seekor monyet yang comel dan jinak.
Setiap hari Pak Alang membawa monyetnya pergi ke kebunnya yang ada di belakang rumahnya.
Di kebun itu banyak pokok kelapa yang sedang berbuah.
Pak Alang menggunakan monyetnya, Ciki untuk memetik buah kelapa yang ada di kebunnya.
Ciki, seekor monyet yang rajin dan suka menolong tuannya.
Pak Alang sangat sayang pada monyetnya kerana dia rajin dan suka menolongnya.
Pak Alang sering memberi monyetnya pisng dan senantiasa memastikan monyetnya dalam keadaan yang sihat.

Text 5

Ke Dusun Ayah

Pada hari Ahad yang lalu, ayah Khairil membawa Khairil pergi ke dusun buah-buahan.
Dusun itu kepunyaan keluarga Khairil dan ia terletak berhampiran dengan sebuah sungai.
Di dusun itu terdapat banyak pokok yang sedang berbuah seperti pokok rambai, manggis, durian, langsat dan rambutan.
Tupai suka memakan dan merosakkan buah-buahan dan tanaman yang ada di dusun tersebut.
Setiap hari ayah Khairil pergi ke dusun itu untuk menembak tupai yang sering memakan dan merosakkan buah-buahan dan tanamannya.
Ayah juga suka memetik buah-buahan yang sudah masak untuk dijual di gerai yang berhampiran.
Hasil daripada jualannya, ayah mendapat banyak duit.

PASSAGES FOR READING TEST IN ENGLISH TRANSLATION

Text 1

My Room

This is my room.
The colour of my room is white and yellow.
My room is clean, beautiful and tidy.
I like this room.
Mother also likes a clean room.
I like to read and write here.
I like to study here.

Text 2

Picnic at the beach

Last Sunday, Salleh and his school group went to have a picnic.
They had a picnic at Tungku beach.
They saw many people visiting there.
Some of them were swimming and some of them were playing at the side of the beach.
Salleh and his friends were playing too at the side of the beach.
After they were tired of playing, they had rest and ate the food together.
They felt happy because they were given a chance to have a picnic at the beach.

Text 3

Tooth Ache

Suhaila likes to eat sweets.
Every day, she goes to the shop to buy the sweets.
One day, Suhaila's face was swollen because of tooth ache.
Then, Suhaila's mother brings her to the clinic to see a dentist.
The doctor checked Suhaila's tooth which is in pain.
The doctor found out that one of Suhaila's teeth is bad.
Then, the doctor extracted Suhaila's bad teeth.
The doctor advised Suhaila to take good care of her teeth and not to eat sweets any more.
Suhaila promised that she will take care of her teeth.

Text 4

Pak Alang's Monkey

Pak Alang rears a monkey.
The name of the monkey is Ciki.
Ciki is a cute and tame monkey.
Every day, Pak Alang brings his monkey to his garden which is at the back of his house.
At that garden there are many coconut trees bearing fruits.
Pak Alang uses his monkey, Ciki to pluck the coconut which is in his garden.
Ciki, is a diligent monkey and always helps his master.
Pak Alang really liked his monkey because it is diligent and likes to help him.
Pak Alang always gives his monkey a banana and always makes sure that his monkey healthy.

Text 5

To Father's Orchard

Last Sunday, Khairil's father brought Khairil to the fruit orchard.
That orchard belongs to Khairil's family and it is situated near a river.
In that orchard there were many trees in the midst of bearing fruits such as 'Rambai' tree, Mangosten, 'Durian', 'Langsat' and 'Rambutan'.
Squirrel likes to eat and destroy all the fruits and plants which is in that orchard.
Every day, Khairil's father goes to that orchard to shoot the squirrel which is always eating and destroying the fruits and the plants.
Father also likes to pluck the fruits which are already ripe to be sold at the nearby stall.
From selling all his merchandise, father got so much money.

Appendix 3D

An example of story book published by *Dewan Bahasa dan Pustaka*

Gadi adalah seekor anak udang galah. Ia tinggal bersama-sama ibunya di sebatang sungai yang luas dan ramai penghuni. Bang-kutut, dalak, dan keli antara penghuni di sungai itu. Ia sangat bangga kerana tergolong dalam golongan penghuni sungai yang cantik, besar, dan kuat.

Appendix 3E

An example of big book

Ayam dengan sebiji padi

Hajah Suraya Haji Tarasat

Appendix 3F

Ethical Clearance Letter from USQ

The University of Southern Queensland

TOOWOOMBA QUEENSLAND 4350
AUSTRALIA
TELEPHONE (07) 4631 2100
www.usq.edu.au

The Office of Research and Higher Degrees

Postgraduate and Ethics Officer
Telephone: 0746 312956
Facsimile: 0746 312955
Email: bartletc@usq.edu.au

3 March 2003

Mrs Hajah Suraya Haji Tarasat
No C2, Jln 64 Spg.57-10
Kg. Perpindahan Lambak Kanan BC3115
Negara Brunei DARUSSALAM

Dear Mrs Haji Tarasat

Re: Ethics Clearance for Research Project, *The effects of Balanced Reading approach to the teaching of reading in Malay in Negara Brunei Darussalam*

The USQ Human Research Ethics Committee recently reviewed your application for ethics clearance. Your project has been endorsed and full ethics approval is now confirmed. Reference number **H03STU254** has been assigned to this approval.

The Committee is required to monitor research projects that have received ethics clearance to ensure their conduct is not jeopardising the rights and interests of those who agreed to participate. Accordingly, you are asked to forward a **written report** to this office after twelve months from the date of this approval or upon completion of the project.

A questionnaire will be sent to you requesting details that will include: the status of the project; a statement from you as principal investigator, that the project is in compliance with any special conditions stated as a condition of ethical approval; and confirming the security of the data collected and the conditions governing access to the data. The questionnaire, available on the web, can be forwarded with your written report.

Participants in your project should be advised that, if they have a concern regarding the implementation of the project, they should contact The Secretary, Human Research Ethics Committee USQ or telephone (07)4631 2956. Please note that you are responsible for notifying the Committee immediately of any matter that might affect the continued ethical acceptability of the proposed procedure.

Yours sincerely

Christine Bartlett
Postgraduate and Ethics Officer
Office of Research and Higher Degrees

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Appendix 3G

Permission letters from Ministry of Education

TELEPHONE : +673-2-380718
FACSIMILE : +673-2-382582

JABATAN SEKOLAH-SEKOLAH
KEMENTERIAN PENDIDIKAN BB3510
NEGARA BRUNEI DARUSSALAM

DEPARTMENT OF SCHOOLS
MINISTRY OF EDUCATION BB3510
BRUNEI DARUSSALAM

Rujukan Kami : KP/DS/19:3
Our Reference

13 Jamadilawal 1423
24 Julai 2002

Yang Mulia
Hajah Suraya Haji Tarasat
No. C2, Jln 64, Spg 57-10
Kg. Perpindahan Lambak Kanan BC3115
Negara Brunei Darussalam

**KEBENARAN BAGI MENJALANKAN KAJIAN
DI SEKOLAH RENDAH DATO HAJI BASIR**

Dengan hormat surat Dayang bertarikh 14 Julai 2002 mengenai perkara di atas adalah dirujuk.

Sukacita dimaklumkan bahawa Jabatan Sekolah-Sekolah tidak ada halangan bagi Dayang membuat kajian di Sekolah Rendah seperti yang dipohonkan.

Walau bagaimanapun sebelum memulakan penyelidikan tersebut, Dayang hendaklah berunding dengan Guru Besar sekolah berkenaan untuk mengelak gangguan pada pihak sekolah. Dengan salinan surat ini Guru Besar adalah diminta memberikan kerjasama kepada Dayang bagi membuat kajian tersebut.

Wassalam.

(DR. HAJI MAHALI BIN MOMIN)
Penolong Pengarah
b/p Pengarah Sekolah-Sekolah

s.k.   Pengarah Perancangan, Perkembangan dan Penyelidikan
         Penolong Pengarah (Rendah)
         Guru Besar SR Dato Haji Basir

TELEPHONE : +673-2-380718
FACSIMILE : +673-2-382582

جباتن سكوله
كمنترين ڤنديديقن
نڬارا بروني دارالسلام

JABATAN SEKOLAH-SEKOLAH
KEMENTERIAN PENDIDIKAN BB3510
NEGARA BRUNEI DARUSSALAM

DEPARTMENT OF SCHOOLS
MINISTRY OF EDUCATION BB3510
BRUNEI DARUSSALAM
21 Muharram 1424
24 Mac 2003

Rujukan Kami :   KP/DS/19:3
Our Reference

Yang Mulia
Dyg. Hajah Suraya binti Haji Tarasat
No. C2, Jln 64, Spg 57-10
Kg. Perpindahan Lambak Kanan
Berakas BC3115
Negara Brunei Darussalam

MENJALANKAN KAJIAN DI SEKOLAH RENDAH DATO MARSAL, KG
PERPINDAHAN LAMBAK KANAN (DARJAH 1)

Dengan hormat surat Dayang Hajah bertarikh 24 Mac 2003 mengenai perkara di
atas adalah dirujuk.

Sukacita dimaklumkan bahawa Jabatan Sekolah-Sekolah tiada halangan bagi
Dayang Hajah untuk membuat kajian di Sekolah Rendah Dato Marsal Brunei II
seperti yang dipohonkan.

Walau bagaimanapun sebelum memulakan penyelidikan tersebut, Dayang Hajah
hendaklah berunding dengan Guru Besar sekolah berkenaan untuk mengelak
gangguan pada pihak sekolah. Dengan salinan surat ini Guru Besar adalah diminta
memberikan kerjasama kepada Dayang Hajah bagi membuat kajian tersebut.

Wassalam.

(AWG HAJI MOHAMED BIN HAMDI)
b/p Pengarah Sekolah-Sekolah

s.k.   Pengarah Perancangan, Perkembangan dan Penyelidikan
        Penolong Pengarah (Rendah)
        Guru Besar SR Dato Marsal

Appendix 3H

PARENTS CONSENT FORM

Dear Parents,

I am a researcher from the University of Southern Queensland, Australia, currently studying the effectiveness of the implementation of a literacy enhanced approach/program to the teaching of Malay reading to year one children in Brunei.

In this research, I will be observing and audio-tape the teaching of reading in the classroom, collecting and copying children work samples, monthly tests, mid- and final-year examination and interview the children. I believed that the knowledge gained from this will benefit the children, other teachers as well as my colleagues.

Your son/daughter who is in Primary I / IA, IB, and IC has been selected to participate in this study which commences at the beginning of the second term and terminates at the end of the third term of school. On completion of the research report the results will be available to all interested either in a personal report form or through attendance at a seminar/workshop.

Consequently, kindly sign below to give permission for your child to participate.

Yours sincerely,

Hajah Suraya Haji Tarasat
DBPS.
DMPS.

……………………………………………………………………………………………

CONSENT FORM

I herby give consent to my son / daughter …………………………………………………... of Primary ……………….. to participate in the research as stated above.

I understand that I am free to withdraw my child from this study at any time.

……………………………..
(Parent's Signature)

**Please return the form to the class teacher by the end of this week

Appendix 3I

The title of the books and date of the teaching of reading

No	Title of the books	Date of teaching
		BRA2
1	Ayam dengan sebiji padi [Chicken and one padi]	3 May
2	Gagak dengan takar air [Crow and porcelain jar]	10 May
3	Kisah kura-kura [The tortoise story]	17 May
4	Akibat bohong [Consequence of lie]	24 May
5	Cuti Sekolah [School holiday]	5 July
6	Tikus yang jahat [The evil rat]	12 July
7	Arnab dengan kura-kura [The rabbit and the tortoise]	26 July
8	Rumah Baru Kami [Our new house]	2 August
9	Si Kuning [The yellow chicken]	9 August
10	Basikal Merah [The red bicycle]	16 August
11	Tolong [Please]	23 August
12	Kucing Izal [Izal's Cat]	30 August
13	Bangau dengan ketam [Egret and crab]	20 September
14	Anjing dengan bayang-bayang [The dog and the shadow]	27 September
15	Semua perlu makan [All must eat]	11 October
16	Helang yang malang [The unlucky hawk]	18 October

Appendix 3J

Questionnaire for teacher

Prior □....... Following □ Questionnaire
Date:……………………………………………………………………………..

GENERAL INSTRUCTIONS

Please read the instructions and answer the questions that follow

---

Please complete all questions below and tick (√) where appropriate.

1. Gender: ....Male □   Female □

2. Age group:

   19 – 24 □   25 - 29 □   30 - 34 □
   35 - 39 □   40 - 44 □   45 - 50 □
   Over 50 □

3. Total number of years in teaching:…………………………………………………

4. Total number of years teaching at primary one level:…………………………………

5. Total number of years teaching at primary one level at this school:…………………..

6. What is your highest academic qualification?

   GCE 'O' Level   □
   HSC/STP/GCE 'A' Level   □
   Diploma   □
   Degree/s (please specify)   ……………………………………………………….
   Others (please specify)   …………………………………………………

7. Have you been provided with knowledge of methods/approaches in teaching of reading?

   Yes   □   No   □

8. What methods/approaches, do you usually use to teach reading in your class?

…………………………………………………………………………..........................
…………………………………………………………………………………......

9. List at least five main reasons why you use these methods/approaches?

…………………………………………………………………………………………...
…………………………………………………………………………………………......
…………………………………………………………………………………………...
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…………………………………………………………………………………………..
…………………………………………………………………………………………..
…………………………………………………………………………………………..

10. Have you ever tried any new methods/approaches, which you think appropriate for teaching reading in your class?

Yes   ☐   No ☐

Please list at least five reasons for your answer

…………………………………………………………………………………………..
…………………………………………………………………………………………..
…………………………………………………………………………………………..
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…………………………………………………………………………………………
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…………………………………………………………………………………………

If yes, please specify what methods/approaches did you use?

…………………………………………………………………………………………...
…………………………………………………………………………………………..
…………………………………………………………………………………………
…………………………………………………………………………………………

11. Have you had any chances to apply various methods/approaches to teach reading at this level?

Yes ☐   No   ☐

Please list at least five reasons for your answer.

……………………………………………………………………………………………………
……………………………………………………………………………………………………
…………………………………………………………………………………………. ………..
……………………………………………………………………………………………………
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……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

12. What is the total number of periods in which you teach reading in one week?………..

13. What is the total number of minutes in one teaching period?…………………………

14. Tick the reading activities, which you have used in your class. I have:

used flash cards to teach particular words or phrases   ☐
read aloud to the class to model and used shared reading   ☐
heard each student read in turn using the textbooks   ☐
heard a group of students read in turn using the textbooks   ☐
used matching words to pictures   ☐
used spelling certain words individually or in groups   ☐
Others   ☐
Please specify:……………………………………………………………………………

……………………………………………………………………………………………………
……………………………………………………………………………………………………
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……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

15. What do you think is the main cause of children's weakness in reading?

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

16. How did you overcome this problem?

……
……
……
…….

17. Tick the statement, which best describes your current approach to organizing your reading lessons.

Most of my teaching is done on a whole class basis. ☐
For most work, I organize my students into groups. ☐
I teach reading largely on an individual basis. ☐
I use a mixture of these three organizational approaches. ☐

18. Tick the statement, which best describes your teaching of reading.

I teach reading largely as a separate activity on its own ☐
I teach reading mostly as part of other subjects in the curriculum. ☐
I teach reading equally as a separate subject and in other curriculum areas.☐

19. Do you use teaching aids other than the textbook when you teach reading?

Yes ☐   No ☐

Please list at least five reasons for your answer.

…………………………………………………………………………………………...………
……
……
……
……
……
……
……
……
……

If yes, what kinds of teaching aids do you usually use?

……
……
……

20. Did you use any assessment to assess your students' ability in reading?

Yes ☐   No ☐

Tick the forms of assessment that you use:

1. Daily observation. ☐

2. Weekly test. ☐

3. Monthly test. ☐

4. Mid year examination ☐

5. End of year examination ☐

6. Written spelling at the end of each lesson ☐

7. Others ☐

Please specify:……………………………………………………………………………..
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

List at least five main reasons for using the assessment above.
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
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………………………………………………………………………………………………

21. List the constraints that you may have or face in the teaching of reading?
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

22. Each statement below tells about what reading is. Rank the statements below according to how much they match your beliefs about what reading is. If 'sounding out words' is closest to your belief then rank it first (1). If 'Pronouncing words' is least like your belief about what reading is then rank it last (7). Statements may be given equal ranks if that is your view.

Pronouncing the words.   ☐
Sounding out words.   ☐
Saying the words.   ☐
Learning new words.   ☐
Saying the words and getting their meaning.   ☐
Getting meaning.   ☐
Thinking about what it says.   ☐

If you have a specific way of describing what reading is please specify.

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

23. Tick the word that best describes how you feel about the teaching of reading?

Easy   ☐
Difficult   ☐
Enjoyable   ☐
A mixture of these three above   ☐

If you have other words to describe how you feel about the teaching of reading   please specify:………………………………………………………………………………….………
……………………………………………………………………………………………………….
……………………………………………………………………………………………………….
……………………………………………………………………………………………………….
……………………………………………………………………………………………………….
…………………………………………………………………………………………. ………..

List the five main reasons for this view.

………………………………………………………………………………….…………………
……………………………………………………………………………………………………….
……………………………………………………………………………………………………….
……………………………………………………………………………………………………….
…………………………………………………………………………………………..................

Questionnaire for teacher in Malay translation

SEBELUM (PRIOR) ☐ SELEPAS (FOLLOWING)   ☐   SOAL SELIDIK (QUESTIONNAIRE)

TARIKH (DATE):…………………………………………………

ARAHAN UMUM Sila baca arahan-arahan dan jawab soalan-soalan yang mengikutinya.

Sila lengkapkan semua soalan berikut dan tandakan (√) pada soalan yang bersesuaian.

1. Jantina: Lelaki ☐   Perempuan   ☐

2. Kumpulan umur:

19 – 24	☐	25 - 29	☐	30 - 34	☐
35 - 39	☐	40 - 44	☐	45 - 50	☐
Melebihi 50	☐				

3. Lama pengalaman mengajar:……………………………………………….

4. Lama pengalaman mengajar peringkat darjah I:…………………………………

5. Lama pengalaman mengajar peringkat darjah I di sekolah ini:…………………..

6. Apakah kelayakan akademik tertinggi?
   GCE 'O' Level   ☐
   HSC/STP/GCE 'A' Level   ☐
   Diploma   ☐
   Ijazah (sila nyatakan)   ……………………………………………
   (Degree/s (please specify)   ……………………………………………
   Lain-lain (sila nyatakan)   ……………………………………………
   (Others (please specify)   ……………………………………………

7. Adakah cikgu diberi pengetahuan perkaedahan/pendekatan untuk mengajar membaca?

   Ya   ☐   Tidak ☐

8. Apakah kaedah/pendekatan yang biasa cikgu gunakan untuk mengajar membaca di dalam kelas?

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…………………………………………………………………………............................

9. Senaraikan sekurang-kurangnya lima sebab utama kenapa cikgu menggunakan kaedah/pendekatan ini?

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10. Adakah cikgu pernah mencuba mana-mana kaedah/pendekatan baru yang cikgu fikirkan sesuai untuk mengajar membaca di dalam kelas?

    Ya   ☐   Tidak   ☐

Sila nyatakan sekurang-kurangnya lima sebab untuk jawapan cikgu.

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Jika ya, sila nyatakan apakah kaedah/pendekatan yang telah cikgu gunakan?

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11. Adakah cikgu berpeluang untuk menerapkan berbagai-bagai kaedah/pendekatan   untuk mengajar membaca di peringkat ini?

    Ya   ☐   Tidak   ☐

Sila nyatakan sekurang-kurangnya lima sebab untuk jawapan cikgu.

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12. Berapakah jumlah masa yang cikgu gunakan untuk mengajar membaca dalam seminggu? ………..

13. Berapakah jumlah minit bagi satu masa pengajaran membaca? ……………………

14. Tandakan aktiviti membaca yang telah cikgu gunakan di dalam kelas. Saya telah:

menggunakan kad-kad imbasan untuk mengajar perkataan
atau frasa-frasa tertentu ☐

membaca kuat kepada kelas untuk dicontohi dan menggunakan
bacaan bersama ☐

mendengar setiap murid membaca buku teks
secara bergilir-gilir ☐

mendengar sekumpulan murid membaca buku teks
secara bergilir-gilir ☐

menggunakan pemadanan perkataaan dengan gambar ☐

menyuruh murid-murid secara individu atau kumpulan untuk
mengeja perkataan-perkataan tertentu ☐

Lain-lain ☐

Sila nyatakan: …………………………………………………………………................
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15. Pada pendapat cikgu apakah penyebab utama pelajar lemah dalam membaca?
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16. Bagaimanakah cara cikgu mengatasi masalah tersebut?
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17. Tandakan penyataan yang terbaik yang menggambarkan pendekatan semasa cikgu yang
    digunakan dalam melaksanakan pelajaran membaca.

Kebanyakan pengajaran saya dilaksanakan secara keseluruhan kelas. ☐

Untuk kebanyakan kerja, saya bahagikan murid dalam kumpulan. ☐

Sebahagian besar pengajaran membaca, saya laksanakan secara individu. ☐

Saya menggunakan gabungan ketiga-tiga pendekatan di atas. ☐

18. Tandakan penyataan yang lebih menggambarkan pengajaran membaca cikgu.

Saya mengajar membaca, sebahagian besarnya sebagai satu aktiviti yang
terpisah dan tersendiri. ☐

Saya mengajar membaca, kebanyakannya sebagai bahagian daripada
subjek lain dalam kurikulum. ☐

Saya mengajar membaca, secara bandingan sebagai subjek terpisah
dan juga sebagai satu bidang di dalam kurikulum yang lain. ☐

19. Adakah cikgu menggunakan alat bantu mengajar selain buku teks sewaktu mengajar
membaca?

Ya ☐ Tidak ☐

Sila nyatakan sekurang-kurangnya lima sebab untuk jawapan cikgu.

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Jika ya, apakah jenis alat bantu mengajar yang selalu cikgu gunakan?

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20. Adakah cikgu menggunakan sebarang bentuk penilaian untuk menilai kebolehan murid cikgu
dalam bacaan?

Ya ☐ Tidak ☐

Tandakan bentuk penilaian yang cikgu gunakan:

1. Pemerhatian harian. ☐

2. Ujian mingguan. ☐

3. Ujian bulanan. ☐

4. Peperiksaan penggal. ☐

5. Peperiksaan akhir tahun. ☐

6. Latihan mengeja pada akhir setiap pengajaran. ☐

7. Lain-lain ☐

Sila nyatakan:…………………………………………………………………………...............
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Sila nyatakan sekurang-kurangnya lima sebab penggunaan bentuk penilaian di atas.
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21. Sila senaraikan masalah utama yang cikgu mungkin alami atau telah cikgu hadapi dalam
    mengajar membaca ini?
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22. Setiap penyataan berikut menjelaskan apa itu bacaan. Peringkatkan penyataan-penyataan berikut mengikut sejauh mana penyataan itu bersesuaian dengan keyakinan/tanggapan cikgu tentang membaca. Jika 'Membunyikan perkataan' paling hampir dengan keyakinan/tanggapan cikgu maka peringkatkannya dengan nombor pertama (1). Jika 'Menyebutkan perkataan' itu kurang hampir dengan keyakinan/tanggapan cikgu tentang membaca maka peringkatkannya dengan nombor terakhir iaitu tujuh (7). Penyataan-penyataan ini boleh juga diberikan nombor peringkat yang sama jika itu adalah keyakinan/tanggapan cikgu.

Menyebutkan perkataan. ☐

Membunyikan perkataan. ☐

Mengatakan perkataan. ☐

Mempelajari perkataan baru. ☐

Mengatakan perkataan dan mendapatkan makna. ☐

Mendapatkan makna ☐

Memikirkan apa yang diperkatakan. ☐

Jika cikgu mempunyai cara khusus untuk menggambarkan apa itu bacaan, sila nyatakan.
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23. Tandakan perkataan yang lebih menggambarkan bagaimana perasaan cikgu tentang mengajar membaca?

Senang ☐

Sukar ☐

Menyeronokkan ☐

Gabungan ketiga-tiga di atas ☐

Jika cikgu ada perkataan lain untuk menggambarkan bagaimana perasaan cikgu tentang mengajar membaca, sila nyatakan.

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Senaraikan lima sebab untuk pendapat ini.

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Appendix 3K

Questionnaire for children

Prior ☐   Following ☐ Questionnaire

Student's name:…………………………………………………………..
Class:…………………………………………………………………..
Date:…………………………………………………………………..

GENERAL INSTRUCTIONS

Please read the instructions and answer the questions that follow.

Please complete all questions below and tick (√) where appropriate.

1. Gender: Male   ☐   Female   ☐

2. Age:……………………………………………………………………..

3. Have you attended kindergarten school/nurseries before entering this school?

  Yes   ☐   no   ☐

  If yes, which school:…………………………………………………………..

4. Do you like learning to read?

  (3) love it   ☐   (2) it's okay   ☐   (1) hate it ☐

5. What do you think of learning to read?

  (3) easy   ☐   (2) a little hard ☐   (1) really hard ☐

6. Do you like to read?

(3) yes ☐   (2) it's okay ☐   (1) no, I'd rather do something else ☐

7. What do you prefer to read?

   (3) books and magazines   ☐   (2) schoolwork ☐   (1) nothing   ☐

8. Do you like to read books by yourself?

   (3) yes   ☐   (2) it's okay ☐   (1) no ☐

9. Do you like to read during your free time?

   (3) Yes   ☐   (2) It's okay ☐   (1) No, I don't read in my free time ☐

10. Where did you get the books or magazines you read?

   1. borrowed from school library.   ☐
   2. borrowed from friends.   ☐
   3. bought it from shops.   ☐
   4. my family bought it for me.   ☐
   5. from other resources.   ☐

11. How often do you read books?

   (3) very often   ☐   (2) sometimes   ☐   (1) never   ☐

12. Have you read a book today?

   (3) yes   ☐   (2) a little bit   ☐   (1) no   ☐

13. How many books did you read yesterday?

   (3) a lot   ☐   (2) a few   ☐   (1) none   ☐

14. Has mummy or daddy read you a story this week?

   (3) very often   ☐   (2) sometimes   ☐   (1) never   ☐

15. How often do you tell your friends about books and stories you read?

(3) always ☐   (2) sometimes ☐   (1) never ☐

16. How do you feel when you read out loud to someone?

(3) good ☐   (2) ok ☐   (1) bad ☐

17. Do you read books out loud to someone in your family?

(3) almost every day ☐   (2) sometimes ☐   (1) not often ☐

18. How often do you take storybooks home from school to read?

(3) almost everyday ☐   (2) sometimes ☐   (1) not often ☐

19. How would you feel if some one give you a book for a present,?

(3) happy ☐   (2) ok ☐   (1) not very happy, disappointed ☐

20. Which would you prefer to have as a present?

(3) a new book ☐   (2) a new game ☐   (1) new clothes ☐

21. Who encourages you to read books/magazines outside of school?

1. parents and family   ☐
2. teachers   ☐
3. friends   ☐
4. myself   ☐

22. How often would you like your teacher to read to the class?

(3) almost everyday ☐   (2) sometimes ☐   (1) not often ☐

23. What kind of reader are you?

(3) I'm a good reader ☐   (2) My reading is ok ☐   (1) I'm not a good reader ☐

24. Do you read a lot at home?

(3) always ☐   (2) sometimes ☐   (1) never ☐

25. How do you feel about reading?

(3) love it ☐   (2) it's okay ☐   (1) hate it ☐

Questionnaire for children in Malay translation

Sebelum (Prior) ☐   Selepas (Following) ☐   Kaji selidik (Questionnaire)

Nama pelajar:………………………………………………………..
Darjah:………………………………………………………………..
Tarikh:………………………………………………………………..

ARAHAN UMUM

Sila baca arahan dan jawab soalan yang mengikutinya.

Sila lengkapkan semua soalan berikut dan tandakan (√) di tempat yang bersesuaian.

1. Jantina: Lelaki   ☐   Perempuan   ☐

2. Umur:………………………………………………………………..

3. Adakah adik pernah bersekolah tadika/taman asuhan kanak-kanak sebelum bersekolah di
   sini?

        Ya   ☐   Tidak   ☐

    Jika ya, nama sekolah:………………………………………………..

4. Adakah adik suka belajar membaca?

   (3) minat/suka   ☐   (2) Bolehlah   ☐   (1) Benci   ☐

5. Apa pendapat adik tentang belajar membaca?

   (3) senang   ☐   (2) susah sedikit   ☐   (1) terlalu susah ☐

6. Adakah adik suka membaca buku?

   (3) ya ☐   (2) bolehlah ☐   (1) tidak, saya lebih suka membuat kerja lain   ☐

7. Buku apa yang adik suka baca?

(3) buku dan majalah ☐ (2) kerja sekolah ☐ (1) tidak ada apa-apa ☐

8. Adakah diri adik sendiri suka membaca buku?

(3) ya ☐ (2) bolehlah ☐ (1) tidak ☐

9. Adakah adik suka membaca buku pada masa lapang?

(3) ya ☐ (2) bolehlah ☐(1) tidak, saya tidak membaca buku pada masa lapang ☐

10. Dari mana adik mendapatkan buku dan majalah yang adik baca?

1. meminjam dari perpustakaan sekolah. ☐

2. meminjam daripada kawan-kawan. ☐

3. membeli di kedai. ☐

4. keluarga membelikannya untuk saya. ☐

5. daripada sumber-sumber lain. ☐

11. Berapa kerap adik membaca buku?

(3) selalu ☐ (2) kadang-kadang ☐ (1) tidak pernah ☐

12. Adakah adik membaca buku pada hari ini?

(3) ya ☐ (2) bolehlah ☐ (1) tidak ☐

13. Berapa banyak buku yang telah adik baca kelmarin?

(3) banyak ☐ (2) sedikit ☐ (1) tidak ada ☐

14. Adakah emak atau ayah adik membacakan buku cerita pada minggu ini?

(3) selalu ☐ (2) kadang-kadang ☐ (1) tidak pernah ☐

15. Berapa kerap adik memberitahu kawan-kawan adik buku atau buku cerita yang telah adik baca?

(3) banyak kali ☐   (2) kadang-kadang ☐   (1) tidak pernah ☐

16. Bagaimana perasaan adik apabila adik membaca kuat/nyaring kepada seseorang?

(3) bagus   ☐   (2) bolehlah   ☐   (1) tidak baik ☐

17. Adakah adik membaca kuat/nyaring kepada ahli keluarga?

(3) hampir setiap hari   ☐   (2) kadang-kadang   ☐   (1) tidak selalu ☐

18. Berapa kerap adik membawa buku cerita dari sekolah ke rumah untuk dibaca?

(3) hampir setiap hari ☐   (2) kadang-kadang ☐   (1) tidak selalu   ☐

19. Bagaimana perasaan adik jka seseorang memberi adik sebuah buku sebagai hadiah?

(3) gembira ☐   (2) bolehlah ☐   (1) tidak begitu gembira, kecewa ☐

20. Apa yang adik suka sebagai hadiah?

(3) sebuah buku baru   ☐   (2) sebuah mainan baru   ☐   (1) baju baru   ☐

21. Siapa yang menggalakkan adik untuk membaca buku/majalah di luar sekolah?

1. ibu bapa dan keluarga   ☐

2. guru-guru   ☐

3. kawan-kawan   ☐

4. diri sendiri   ☐

22. Berapa kerap adik menyukai cikgu adik untuk membaca di dalam kelas?

(3) hampir setiap hari ☐   (2) kadang-kadang   ☐   (1) tidak selalu   ☐

23. Adik jenis pembaca yang bagaimana?

(3)Pembaca yang baik ☐ (2)Bacaan saya bolehlah ☐ (1) Saya bukan pembaca yang baik ☐

24. Adakah adik banyak membaca di rumah?

(3) sentiasa ☐   (2) kadang-kadang ☐   (1) tidak pernah   ☐

25. Bagaimana perasaan adik tentang membaca?

(3) minat/suka   ☐   (2) bolehlah   ☐   (1) benci ☐

Appendix 3L

Interview Protocol for teacher

- Introduce yourself: State purpose interview and assure confidentially.

   (Questions to be asked during the teacher interview)

  - What do you think reading is?

  - How do you feel about the teaching of reading?

  - How do you think children learn to read?

  - What are the strategies the children usually use if they come to unknown word used in reading?

  - What do you think of the current practice of teaching reading?

  - What is your main objective in teaching of reading with your present class?

  - What kinds of teaching aids do you use to teach reading?

  - How do you assess your students in reading?

  - How can the problem of children's difficulties in learning to read be overcome?

  - What do you do to help the children to improve their reading?

  - What are the characteristics of a good reader? Why?

  - Do you think your students are good readers? Why?

  - What are the constraints in the teaching of reading?

  - How do you students read? Which do you prefer most and why?

  - How do you respond to your students' reading?

  - Do you think that students (case study group) change in the way they read?

Interview Protocol for teacher in Malay translation

- Perkenalkan diri: Nyatakan tujuan temubual dan assure confidentially.

(Soalan yang akan dikemukakan sewaktu menemubual guru)

- Apa pendapat cikgu tentang bacaan?

- Bagaimana perasaan cikgu tentang mengajar membaca?

- Bagaimana pendapat cikgu kanak-kanak belajar membaca?

- Apakah strategi-strategi yang selalu digunakan oleh kanak-kanak jika mereka terjumpa perkataan yang tidak diketahui dalam membaca?

- Apa pendapat cikgu tentang amalan mengajar membaca semasa?

- Apakah objektif utama cikgu dalam pengajaran bacaan dalam kelas yang sedia ada?

- Apakah alat bantu mengajar yang cikgu gunakan untuk mengajar membaca?

- Bagaimana cikgu menilai murid cikgu dalam bacaan?

- Bagaimana masalah murid-murid yang menghadapi kesukaran dalam belajar membaca ini boleh diatasi?

- Apakah yang cikgu lakukan untuk membantu murid mempertingkatkan bacaan mereka?)

- Apakah ciri-ciri seorang pembaca yang baik? Kenapa?

- Adakah cikgu fikir murid-murid cikgu pembaca yang baik? Kenapa?

- Apakah halangan/kekangan dalam mengajar bacaan?

- Bagaimana murid cikgu membaca? Yang mana cikgu paling suka dan kenapa?

- Bagaimana cikgu memberi respon kepada bacaan murid?

- Adakah cikgu berpendapat bahawa murid-murid (kumpulan kajian kes) berubah dalam cara mereka membaca?

- Adakah terdapat perubahan dalam sikap mereka terhadap bacaan?

- Apakah peningkatan, jika ada, yang cikgu nampak dalam bacaan murid?

Appendix 3M

Interview Protocol for children

(Questions to be asked during student interview)

1. Do you like to learn to read or not? Why?

2. What do you think of learning to read?

3. Do you think it is enjoyable or not? Why

4. What do you think reading is?

5. What do you think reading is for?

6. Do you think children should learn to read? Why?

7. How do you read?

8. What do you do before you start reading?

9. Do you like to read aloud to someone and why is that?

10. Do you read a lot at home?

11. What kinds of books do you prefer to read?

12. Where do you get the books from?

13. How do you choose the book to read?

14. When you are reading and come something you do not know, what do you do if you do not know that word? Did you ever do anything else? What else might you do or could you do?"

15. Who is a good reader you know?

16. What makes him/her a good reader?

17. Do you think s/he ever comes to something s/he doesn't know? What do you think s/he would do?

18. If you knew someone was having trouble in reading, how would you help that person?

19. What would your teacher always do to help that person?

20. Do you think you are a good reader and what makes you think that?

21. What could you do to make you a better reader?

Interview Protocol for children (in Malay translation)

1. Adakah adik suka belajar membaca ? Kenapa?

2. Apa pendapat adik tentang belajar membaca?

3. Adakah adik fikir ia menyeronokkan? Kenapa?

4. Apakah adik fikir tentang membaca?

5. Apakah adik fikir membaca ini untuk apa?

6. Adakah adik fikir yang kanak-kanak mesti belajar membaca? Kenapa?

7. Bagaimana adik membaca?

8. Apakah yang adik lakukan sebelum memulakan bacaan?

9. Adakah adik suka membaca senyap kepada diri adik sendiri atau membaca kuat kepada orang lain? Kenapa begitu?

10. Adakah adik banyak membaca di rumah?

11. Buku jenis apa yang paling adik suka?

12. Dari mana adik mendapatkan buku?

13. Bagaimana adik memilih bahan untuk dibaca?

14. Apabila adik membaca dan terjumpa sesuatu yang adik tidak tahu, apakah yang adik lakukan jika adik tidak tahu perkataan tersebut? Adakah adik pernah melakukan perkara yang lain? Apakah yang mungkin akan adik lakukan atau adik boleh lakukan?

15. Siapakah pembaca yang baik yang adik kenal?

16. Apakah yang menjadikannya seorang pembaca yang baik?

17. Adakah adik fikir dia pernah terjumpa sesuatu yang dia tidak diketahuinya? Apakah yang adik fikir akan dilakukannya?

18. Jika adik mengetahui seseorang menghadapi masalah dalam bacaan, bagaimana adik akan membantu orang itu?

19. Apakah yang mungkin selalu dilakukan oleh cikgu adik untuk membantu orang tersebut?

20. Adakah adik fikir adik seorang pembaca yang baik? (Apakah yang membuat adik fikir begitu?)

21. Apa yang boleh adik lakukan untuk menjadi seorang pembaca yang bagus?

Appendix 3N

Posttest of Reading Progress Test

Prior ☐   Following ☐   Test
Name:………………………………………………………………………boy/girl
School:………………………………………………………………………………
Primary: ………………… Date of test: …………….... Date of birth:……………………

Section A: Literacy Concept or Concept of Print

1. **Underline the:**

a. word

24	p	nest	!

b. *letter*

5	$	S	?

c. *first word* in the following sentence.

One day, Azim asked his father to make him a kite.

2. **Look at the picture below and underline the following words:**

a. *the title of the book*

b. *the name of the person who wrote the book*

SINAR BARU

HARUN AMINURRASHID

1A
EDISI BRUNEI

c. *the full stop*

One day, Azim asked his father to make him a kite.

d. *the capital letter*

One day, Azim asked his father to make him a kite.

Section B: Recognizing Letter and Sound

3. **Underline the following letter name:**

a. z

q	s	w	x	y	z

b. p

b	d	g	p	q	t

c. u

a	c	n	u	v	w

d. D

A	B	D	M	O	P

4. **Underline the following sound of the letter:**

a. †

d	f	k	p	s	†

b. m

f	g	k	m	o	q

c. b

a	g	m	b	†	z

d. a

a	e	f	i	m	o

Section C: Matching picture to word, word to picture and sentence to picture.

Practice

ball   tin

shoe   rope

5. Circle the word that goes with the following picture:

a.

orange   banana

rambutan   durian

b.

cup   shirt

flower   pillow

c.

door   bed

book   marble

d.

cup   knife

soap   spoon

6. Circle the picture that goes with the following word:

a.

cat

b.

| tree |

c.

| umbrella |

9

bread

7. **Circle the picture that goes with the following sentence.**

a.

Father reads a book.

b.

Mother cooks in the kitchen.

Section D: Spelling

8. Write the word you hear in the box provided.

a.
> The children's name

b.
> clever

c.
> lazy

d.
> flower

e.
> eat

f.
> laugh

g.
> colour

Section E: Read the passage carefully and then answer the following questions. Circle the correct answer.

<div align="center">

Siti has a cat.

It is brown and white color.

It likes to play.

It plays with a red ball.

It likes to drink milk.

</div>

9. What color is Siti's cat?
  A. Red and white
  B. Black and white
  C. Brown and white
  D. Brown

10. What does the cat like to do?
  A. run
  B. jump
  C. sleep
  D. play

11. What does the cat play with?
  A. ball
  B. doll
  C. pencil
  D. house

12. What color is the cat's ball?
  A. orange
  B. green
  C. blue
  D. red

13. What does the cat like to drink?
  A. water
  B. milo
  C. milk
  D. fish

Section F: Look at the picture. Look at the words. Read each sentence below and fill in the missing word.

car	vegetables	market	morning	basket	happily

14. Aki always goes to the _____ .

15. He went in the _____ .

16. He went there by a _____ .

17. He went there to buy fresh _____ .

18. He put them in a _____ .

19. He went home _____ .

Posttest of Reading Progress Test in Malay translation

Ujian Sebelum ☐   Selepas ☐
Nama:………………………………………………………Lelaki/Perempuan
Sekolah: ……………………………………………………………………………..
Darjah: ………………… Tarikh Ujian: …………………… Tarikh Lahir: ……………..

Bahagian A: Konsep Literasi atau Konsep Huruf Cetak

1. Gariskan jawapan di bawah:

a. *perkataan*

24	p	sarang	!

b. *huruf*

5	$	S	?

c. *perkataan awal* di dalam ayat berikut.

Suatu hari, Azim meminta ayahnya untuk membuatkannya kikik.

2. **Perhatikan gambar di bawah dan gariskan perkataan berikut:**

   a.   *nama buku*

b.   *nama penulis buku*

c. *tanda noktah*

> Suatu hari, Azim meminta ayahnya untuk membuatkannya kikik.

d. *huruf besar*

> Suatu hari, Azim meminta ayahnya untuk membuatkannya kikik.

Bahagian B: Mengenal Huruf dan Bunyi

3. Gariskan nama huruf berikut:

a. z

q	s	w	x	y	z

b. p

b	d	g	p	q	t

c. u

a	c	n	u	v	w

d. D

A	B	D	M	O	P

4. **Gariskan bunyi huruf berikut:**

a. **t**

d	f	k	p	s	t

b. **m**

f	g	k	m	o	q

c. **b**

a	g	m	b	t	z

d. **a**

a	e	f	i	m	o

Bahagian C: Memadankan gambar dengan perkataan, perkataan dengan gambar dan ayat dengan gambar.

Latihan

bola	tin
kasut	tali

5. Bulatkan perkataan yang sesuai dengan gambar berikut:

a.

limau	pisang
rambutan	durian

b.

cawan	baju
bunga	bantal

c.

pintu	katil
buku	guli

d.

cawan   pisau

sabun   sudu

6. Bulatkan gambar yang sesuai dengan perkataan berikut:

a.

kucing

b.

| pokok |

c.

| payung |

d.

roti

7. Bulatkan gambar yang sesuai dengan ayat berikut.

a.

Bapa membaca buku.

b.

Emak memasak di dapur.

Bahagian D: Ejaan

8. Tuliskan perkataan yang kamu dengar dalam kotak yang disediakan.

a.

Nama pelajar sendiri

b.

pandai

c.

malas

d.

bunga

e.

makan

f.

ketawa

g.

warna

Bahagian E: Baca petikan dengan teliti dan kemudian jawab soalan-soalan yang mengikutinya. Bulatkan jawapan yang sesuai.

Siti ada seekor kucing.

Kucing itu berwarna coklat dan putih.

Kucing itu suka main.

Kucing itu main bola warna merah.

Kucing itu suka minum susu.

9. Kucing Siti warna apa?
    A. Merah dan putih
    B. Hitam dan putih
    C. Coklat dan putih
    D. Coklat

10. Kucing itu suka buat apa?
    A. berlari
    B. melompat
    C. tidur
    D. main

11. Kucing itu main dengan apa?
    A. bola
    B. anak patung
    C. pensil
    D. rumah

12. Bola kucing itu warna apa?
    A. jingga
    B. hijau
    C. biru
    D. merah

13. Kucing itu suka minum apa?
    A. air
    B. milo
    C. susu
    D. ikan

Bahagian F: Lihat gambar dan perkataan. Baca setiap ayat berikut dan isikan tempat kosong dengan perkataan yang sesuai.

kereta	sayur-sayuran	pasar	pagi

gembira	bakul

14. Aki selalu pergi _____.

15. Dia pergi waktu _____.

16. Dia pergi ke sana naik _____.

17. Dia pergi ke sana untuk membeli _____ segar.

18. Dia menyimpannya di dalam _____.

19. Dia pulang ke rumah dengan _____.

Appendix 4A1

Nuno's running records

Name: <u>Nuno</u>
Title:<u> Bilik Saya (My room)</u>
No. of words: <u>   38   </u>

line		Total		Information use	
		E	**SC**	**E**	**SC**
1	✓ ✓ ✓ Ini bilik saya.				
2	✓ ✓ ✓ ✓ ✓ ✓ Warna bilik saya putih dan kuning.				
3	✓ ✓ ✓ ✓ ✓ ✓ Bilik ini bersih, cantik dan kemas.				
4	✓ ✓ ✓ ✓ Saya suka bilik ini.				
5	✓ ✓ ✓ ✓ ✓ ✓ Emak juga suka bilik yang bersih.				
6	✓ ✓ ✓ ✓ ✓ ✓ ✓ Saya suka membaca dan menulis di sini.				
7	✓ ✓ ✓ ✓ ✓ ✓ Saya juga suka belajar di sini.				

Appendix 4A2

Name: Nuno
Title: Berkelah di pantai (Picnic at the beach)
No. of words: _____ 55 _____

line		Total		Information use	
		E	**SC**	**E**	**SC**
1	T ✓ ✓ selepas Sal ✓ rombogan Pada minggu lepas, Salleh bersama rombongan	3		M S **V** M S **V** M S **V**	
	✓ _ ✓ ✓ sekolahnya pergi berkelah.	1			
2	✓ ✓ ✓ ✓ Tuku Mereka berkelah di pantai Tungku.	1		M S **V**	
3	✓ ✓ ✓ ✓ ✓ T ✓ ✓ Mereka nampak ramai orang yang berkunjung di sana.	1			
4	✓ ✓ ✓ ✓ ✓ ✓ ber✓ ✓ ✓ ✓ Ada yang berenang dan ada yang bermain di tepi pantai.				
5	✓ ✓ ✓ ✓ - ✓ ✓ main ✓ ✓ Salleh dan kawan-kawannya juga bermain di tepi ✓ pantai.	2		**M S** V	
6	✓ ✓ ✓ ✓ ✓ ✓ ✓ Setelah penat bermain, mereka berehat sambil makan ✓ ✓ bersama-sama.				
7	✓ ✓ ✓ T ✓ ✓ ✓ Mereka gembira kerana berpeluang berkelah di pantai.	1		M S **V**	

Appendix 4A3

Name: <u>Nuno</u>
Title: <u>Sakit gigi (Toothache)</u>
No. of words: <u>75</u>

line		Total		Information use	
		E	**SC**	**E**	**SC**
1	Suhala ✓ ✓ ✓ ✓ Suhaila suka makan gula-gula.	1		M S <u>V</u>	
2	siap ✓ ✓ ✓ ✓ ✓ ✓ ✓ Setiap hari dia pergi ke kedai untuk membeli	1		M S <u>V</u>	
	✓ ✓ gula-gula.				
3	✓ satu cari ✓ Suhala ✓ ✓ Pada suatu hari, pipi Suhaila bengkak kerana	2		<u>M</u> <u>S</u> <u>V</u> M S <u>V</u>	
	sikat jiji/SC sakit gigi.	1	1	M S <u>V</u>	_M S <u>V</u>
4	✓ ✓ Sulala T ✓ - Lalu emak Suhaila membawanya ke klinik	2		M S V	
	✓ ✓ ✓ ✓ untuk berjumpa doktor gigi.				
5	✓ T ✓ ✓ wayang sikat ✓ Doktor memeriksa gigi Suhaila yang sakit itu.	3		M S <u>V</u> M S <u>V</u>	
6	✓ ✓ ✓ ✓ ✓ Doktor mendapati bahawa sebatang gigi				
	✓ ✓ rotak Suhaila telah rosak.	1		M S <u>V</u>	
7	✓ ✓ ✓ ✓ Suhala wayang rotak ✓ Lalu doktor mencabut gigi Suhaila yang rosak itu.	2		M S <u>V</u> M S <u>V</u>	
8	✓ T Suhala ✓ mengaga ✓ Doktor menasihati Suhaila supaya menjaga giginya	2		M S <u>V</u>	
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ dengan baik dan jangan memakan gula-gula lagi.				
9	Sulala ✓ ✓ ✓ T ✓ Suhaila berjanji untuk menjaga kesihatan giginya.	1			

Appendix 4A4

Name: Nuno
Title: Monyet Pak Alang (Pak Alang's monkey)
No. of words: _____83_____

line		Total		Information use	
		E	**SC**	**E**	**SC**
1	✓ ✓ T - ✓ Pak Alang memelihara seekor monyet.	2			
2	✓ ✓ nama ✓ Monyet itu bernama Ciki.	1		**M S V**	
3	✓ ✓ - ✓ ✓ ✓ ✓ jantan Ciki merupakan seekor monyet yang comel dan jinak.	2		M S **V**	
4	Siap ✓ ✓ ✓ ✓ ✓ ✓ ✓ Setiap hari Pak Alang membawa monyetnya pergi ke	1		M S **V**	
	✓ ✓ ✓ bekang ✓ kebunnya yang ada di belakang rumahnya.	1		M S **V**	
5	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ berbunyi Di kebun itu banyak pokok kelapa yang sedang berbuah.	1		M S **V**	
6	✓ ✓ T ✓ ✓ ✓ Pak Alang menggunakan monyetnya , Ciki untuk	1			
	✓ ✓ ✓ ✓ ✓ ✓ ✓ memetik buah kelapa yang ada di kebunnya.				
7	✓ ✓ ✓ ✓ ✓ ✓ ✓ melong Ciki, seekor monyet yang rajin dan suka menolong	1		M S **V**	
	tuanya tuannya.	1		M S **V**	
8	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Pak Alang sangat sayang pada monyetnya kerana ia				
	✓ ✓ ✓ melong rajin dan suka menolongnya.	1		M S **V**	
9	✓ ✓ ✓ mabari ✓ makan ✓ ✓ Pak Alang sering memberi monyetnya pisang dan	2		M S **V** **M S** V	
	T T ✓ ✓ ✓ ✓ senantiasa memastikan monyetnya dalam keadaan yang	2			
	✓ sihat.				

Appendix 4A5

Name: <u>Nuno</u>
Title: <u>Ke dusun ayah (To father's orchard)</u>
No. of words: _____95_____

line		Total		Information use	
		E	**SC**	**E**	**SC**
1	✓ satu ✓ ✓ ✓ ✓ ✓ Karil ✓ Pada hari Ahad yang lalu, ayah Khairil membawa	2		**M S V** **M S V**	
	Karil ✓ ✓ ✓ buh-buhan Khairil pergi ke dusun buah-buahannya.	1		M S **V**	
2	✓ ✓ T ✓ Karil ✓ ✓ Dusun itu kepunyaan keluarga Khairil dan ia	1			
	✓ - ✓ sebaha ✓ terletak berhampiran dengan sebuah sungai.	2		M S **V**	
3	✓ ✓ ✓ ✓ bayak ✓ ✓ ✓ Di dusun itu terdapat banyak pokok yang sedang	1		M S **V**	
	✓ ✓ ✓ rambi ✓ durin/SC ✓ berbuah seperti pokok rambai, manggis, durian, langsat	1	1	M S **V**	M S **V**
	✓ ✓ dan rambutan.				
4	Tupi/Sc ✓ ✓ ✓ - buh-buhan ✓ Tupai suka memakan dan merosakkan buah-buahan dan	2	1	M S **V**	M S **V**
	✓ ✓ ✓ ✓ ✓ ✓ tanaman yang ada di dusun tersebut.				
5	Siap ✓ ✓ Kairil ✓ ✓ ✓ ✓ ✓ Setiap hari ayah Khairil pergi ke dusun itu untuk	1		M S **V**	
	T ✓ ✓ ✓ ✓ ✓ - menembak tupai yang sering memakan dan merosakkan	2			
	buh-buhan ✓ ✓ buah-buahan dan tanamannya.	1		M S **V**	
6	✓ ✓ ✓ - buh-buhan ✓ ✓ Ayah juga suka memetik buah-buahan yang sudah	2		M S **V**	
	✓ ✓ ✓ ✓ ✓ T masak untuk dijual di gerai yang berhampiran.	1			
7	✓ ✓ T ✓ ✓ ✓ ✓ Hasil daripada jualannya, ayah mendapat banyak duit.	1			

Appendix 4B1

Indera's running records

Name: <u>Indera</u>
Title:<u> Bilik Saya (My room)</u>
No. of words: <u>   38   </u>

line		Total		Information use	
		E	**SC**	**E**	**SC**
1	✓ T ✓ Ini bilik saya.	1			
2	- ✓ ✓ ✓ ✓ ✓ Warna bilik saya putih dan kuning.	1			
3	✓ ✓ ✓ ✓ ✓ ✓ Bilik ini bersih, cantik dan kemas.				
4	✓ ✓ ✓ ✓ Saya suka bilik ini.				
5	✓ saya jaga ✓ ✓ saya ✓ Emak juga suka bilik yang bersih.	3		<u>M</u> <u>S</u> <u>V</u> M S <u>V</u> M S <u>V</u>	
6	✓ ✓ ✓ me..ca ✓ melukis dia ini Saya suka membaca dan menulis di sini.	3		<u>M</u> <u>S</u> V M S <u>V</u> M S <u>V</u>	
7	✓ jaga ✓ T dia ini Saya juga suka belajar di sini.	4		<u>M</u> <u>S</u> V M S <u>V</u> M S <u>V</u>	

Appendix 4B2

Name: <u>Indera</u>
Title:<u> Berkelah di pantai (Picnic at the beach)</u>
No. of words: _____55_____

line		Total		Information use	
		E	**SC**	**E**	**SC**
1	sa/T ✓ manggu ✓ sal ✓ T Pada minggu lepas, Salleh bersama rombongan	3		M S <u>V</u>	
	✓ ✓ berkalah sekolahnya pergi berkelah.	1		M S <u>V</u>	
2	✓ berkalah ✓ ✓ ✓ Mereka berkelah di pantai Tungku.	1		M S <u>V</u>	
3	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Mereka nampak ramai orang yang berkunjung di sana.				
4	✓ ✓ ✓ ✓ ✓ ✓ ber ✓ ✓ ✓ ✓ Ada yang berenang dan ada yang bermain di tepi pantai.				
5	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Salleh dan kawan-kawannya juga bermain di tepi pantai.				
6	✓ ✓ ✓ ✓ bere ✓ ✓ ✓ Setelah penat bermain, mereka berehat sambil makan				
	✓ ✓ bersama-sama.				
7	✓ ✓ ✓ T berkalah ✓ ✓ Mereka gembira kerana berpeluang berkelah di pantai.	2		M S <u>V</u>	

Appendix 4B3

Name: <u>Indera</u>
Title: <u>Sakit gigi (Toothache)</u>
No. of words: <u>75</u>

line		Total		Information use	
		E	**SC**	**E**	**SC**
1	Sula/T ✓ ✓ ✓ ✓ Suhaila suka makan gula-gula.	1			
2	✓ ✓ ✓ ✓ ✓ ✓ uduk/SC ✓ Setiap hari dia pergi ke kedai untuk membeli ✓ ✓ gula-gula.		1		M S **V**
3	✓ ✓ ✓ ✓ Sula ✓ ✓ Pada suatu hari, pipi Suhaila bengkak kerana ✓ ✓ sakit gigi.				
4	✓ ✓ Sula membanya ✓ - Lalu emak Suhaila membawanya ke klinik ✓ ✓ ✓ ✓ untuk berjumpa doktor gigi.	2		M S **V**	
5	✓ T ✓ ✓ ✓ ✓ ✓ Doktor memeriksa gigi Suhaila yang sakit itu.	1		M S **V**	
6	✓ ✓ ✓ ✓ ✓ Doktor mendapati bahawa sebatang gigi ✓ ✓ ✓ Suhaila telah rosak.				
7	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Lalu doktor mencabut gigi Suhaila yang rosak itu.				
8	✓ mensihati ✓ ✓ menjaja/SC ✓ Doktor menasihati Suhaila supaya menjaga giginya ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ dengan baik dan jangan memakan gula-gula lagi.	1	1	M S **V**	M S **V**
9	✓ berjalan ✓ ✓ kesitah ✓ Suhaila berjanji untuk menjaga kesihatan giginya.	2		M S **V**	

540

Appendix 4B4

Name: <u>Indera</u>
Title:<u> Monyet Pak Alang (Pak Alang's monkey)</u>
**No. of words: 83   **

line		Total		Information use	
		E	**SC**	**E**	**SC**
1	✓ ✓ T seorang ✓ Pak Alang memelihara seekor monyet.	2		M S <u>V</u>	
2	✓ ✓ ✓ ✓ Monyet itu bernama Ciki.				
3	✓ ✓ seorang ✓ ✓ ✓ ✓ ✓ Ciki merupakan seekor monyet yang comel dan jinak.	1		M S <u>V</u>	
4	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Setiap hari Pak Alang membawa monyetnya pergi ke				
	✓ ✓ ✓ ✓ - ✓ kebunnya yang ada di belakang rumahnya.	1			
5	SC ✓ ✓ ✓ ✓ ✓ kepala ✓ ✓ ✓ Di kebun itu banyak pokok kelapa yang sedang berbuah.		1		M S <u>V</u>
6	✓ ✓ - ✓ ✓ unduk/SC Pak Alang menggunakan monyetnya , Ciki untuk	1	1		M S <u>V</u>
	SC metik ✓ kepala ✓ ✓ ✓ ✓ memetik buah kelapa yang ada di kebun.	1	1	<u>M S V</u>	M S <u>V</u>
7	✓ seorang ✓ ✓ ✓ ✓ ✓ ✓ Ciki, seekor monyet yang rajin dan suka menolong	1		M S <u>V</u>	
	✓ tuannya.				
8	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Pak Alang sangat sayang pada monyetnya kerana ia				
	✓ ✓ ✓ ✓ rajin dan suka menolongnya.				
9	✓ ✓ ✓ ✓ ✓ ✓ ✓ Pak Alang sering memberi monyetnya pisang dan				
	senangnya ✓ ✓ ✓ T ✓ senantiasa memastikan monyetnya dalam keadaan yang ✓ sihat.	2		M S <u>V</u>	

Appendix 4B5

Name: Indera
Tile: Ke dusun ayah (To father's orchard)
No. of words: 95

line		Total		Information use	
		E	**SC**	**E**	**SC**
1	✓ ✓ ✓ ✓ selalu ✓ T ✓ Pada hari Ahad yang lalu, ayah Khairil membawa	2		M S <u>V</u>	
	✓ ✓ ✓ ✓ ✓ ✓ Khairil pergi ke dusun buah-buahannya.				
2	✓ ✓ T ✓ ✓ ✓ ✓ Dusun itu kepunyaan keluarga Khairil dan ia	1			
	✓ - dan subuh ✓ terletak berhampiran dengan sebuah sungai.	3		**M** **S** **V** **M** **S** **V**	
3	✓ ✓ ✓ ✓ ✓ ✓ ✓ sebang/SC Di dusun itu terdapat banyak pokok yang sedang		1		M S <u>V</u>
	✓ ✓ ✓ ramai/SC ✓ ✓ lansat/SC berbuah seperti pokok rambai, manggis, durian, langsat		2		M S <u>V</u> M S <u>V</u>
	✓ ✓ dan rambutan.				
4	Tubai/SC ✓ ✓ ✓ ✓ ✓ ✓ Tupai suka memakan dan merosakkan buah-buahan dan		1		M S <u>V</u>
	✓ ✓ ✓ ✓ ✓ tersbuat tanaman yang ada di dusun tersebut.	1		M S <u>V</u>	
5	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Setiap hari ayah Khairil pergi ke dusun itu untuk				
	T ✓ ✓ ✓ ✓ ✓ ✓ menembak tupai yang sering memakan dan merosakkan	1			
	✓ ✓ T buah-buahan dan tanamannya.	1			
6	✓ ✓ ✓ ✓ ✓ ✓ ✓ Ayah juga suka memetik buah-buahan yang sudah				
	✓ ✓ ✓ ✓ negeri ✓ ✓ masak untuk dijual di gerai yang berhampiran.	1		M S <u>V</u>	
7	Hasal ✓ jualnya ✓ dapat bayak ✓ Hasil daripada jualannya, ayah mendapat banyak duit.	4		M S <u>V</u> M S <u>V</u> **M** **S** <u>V</u> M S <u>V</u>	

Appendix 4C1

Sheila's running records

Name: <u>Sheila</u>
Title: <u>Bilik Saya (My room)</u>
No. of words: <u>   38   </u>

line		Total		Information use	
		E	SC	E	SC
1	✓ ✓ ✓ Ini bilik saya.				
2	✓ ✓ ✓ ✓ ✓ ✓ Warna bilik saya putih dan kuning.				
3	✓ ✓ ✓ ✓ ✓ ✓ Bilik ini bersih, cantik dan kemas.				
4	✓ ✓ ✓ ✓ Saya suka bilik ini.				
5	✓ ✓ ✓ ✓ ✓ ✓ Emak juga suka bilik yang bersih.				
6	✓ ✓ ✓ ✓ ✓ ✓ ✓ Saya suka membaca dan menulis di sini.				
7	✓ ✓ ✓ ✓ ✓ ✓ Saya juga suka belajar di sini.				

Appendix 4C2

Name: Sheila
Title: Berkelah di pantai (Picnic at the beach)
No. of words: _____ 55 _____

line		Total		Information use	
		E	**SC**	**E**	**SC**
1	✓　✓　yang ✓ Salah　✓　robongan Pada minggu　lepas, Salleh bersama rombongan 　✓　　✓ berkeleh/SC sekolahnya pergi berkelah.	3	1	M **S** V M S **V** M S **V**	M S **V**
2	✓　✓　✓ ✓　✓ Mereka berkelah di pantai Tungku.				
3	✓　✓　✓ ✓　✓ berjunjung ✓ ✓ Mereka nampak ramai orang yang berkunjung di sana.	1		M S **V**	
4	✓ ✓　✓　✓ ✓ ✓　ber ✓ ✓　✓ Ada yang berenang dan ada yang bermain di tepi pantai.				
5	Salah ✓　✓　✓　✓　✓　✓ ✓　✓ Salleh dan kawan-kawannya juga bermain di tepi pantai.				
6	✓　✓　✓　✓　✓　✓　✓ Setelah penat bermain, mereka berehat sambil makan ✓　✓ bersama-sama.				
7	berpeluan ✓ geram　✓　berpulangan ✓　✓ ✓ Mereka gembira kerana berpeluang berkelah di pantai.	2		M S **V** M S **V**	

Appendix 4C3

Name: <u>Sheila</u>
Title: <u>Sakit gigi (Toothache)</u>
No. of words: <u>75</u>

line		Total		Information use	
		E	**SC**	**E**	**SC**
1	T ✓ ✓ ✓ ✓ Suhaila suka makan gula-gula.	1			
2	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Setiap hari dia pergi ke kedai untuk membeli ✓ ✓ gula-gula.				
3	✓ ✓ ✓ pagi/SC ✓ bengkakak kerani Pada suatu hari, pipi Suhaila bengkak kerana ✓ ✓ sakit gigi.	2	1	M S <u>V</u> M S <u>V</u>	M S <u>V</u>
4	✓ ✓ ✓ - ✓ ✓ Lalu emak Suhaila membawanya ke klinik ✓ bercabut ✓ ✓ untuk berjumpa doktor gigi.	1		M S <u>V</u>	
5	✓ - ✓ ✓ ✓ ✓ ✓ Doktor memeriksa gigi Suhaila yang sakit itu.	1			
6	✓ ✓ ✓ ✓ ✓ Doktor mendapati bahawa sebatang gigi ✓ ✓ ✓ Suhaila telah rosak.	1			
7	✓ ✓ cabut ✓ ✓ sayang ✓ ✓ Lalu doktor mencabut gigi Suhaila yang rosak itu.	2		<u>**M S V**</u> M S <u>V</u>	
8	✓ menarhati ✓ ✓ ✓ ✓ Doktor menasihati Suhaila supaya menjaga giginya ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ dengan baik dan jangan memakan gula-gula lagi.	1		M S <u>V</u>	
9	✓ ✓ ✓ ✓ ✓ ✓ Suhaila berjanji untuk menjaga kesihatan giginya.				

Appendix 4C4

Name: Sheila
Title: Monyet Pak Alang (Pak Alang's monkey)
No. of words: 83

line		Total		Information use	
		E	**SC**	**E**	**SC**
1	✓ ✓ memelihla ✓ ✓ Pak Alang memelihara seekor monyet.	1		M S <u>V</u>	
2	✓ ✓ ✓ ✓ Monyet itu bernama Ciki.				
3	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Ciki merupakan seekor monyet yang comel dan jinak.				
4	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Setiap hari Pak Alang membawa monyetnya pergi ke belalun ✓ ✓ ✓ ✓ belakan ✓ kebunnya yang ada di belakang rumahnya.	1		M S <u>V</u>	
5	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Di kebun itu banyak pokok kelapa yang sedang berbuah.				
6	✓ ✓ mengguna ✓ ✓ ✓ Pak Alang menggunakan monyetnya , Ciki untuk	1		**M** <u>S</u> **V**	
	✓ ✓ ✓ ✓ ✓ ✓ ✓ memetik buah kelapa yang ada di kebunnya.				
7	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Ciki, seekor monyet yang rajin dan suka menolong ✓ tuannya.				
8	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Pak Alang sangat sayang pada monyetnya kerana ia ✓ ✓ ✓ ✓ rajin dan suka menolongnya.				
9	✓ ✓ ✓ ✓ ✓ ✓ ✓ Pak Alang sering memberi monyetnya pisang dan ✓ ✓ ✓ ✓ kedai ✓ senantiasa memastikan monyetnya dalam keadaan yang ✓ sihat.	1		M S <u>V</u>	

Appendix 4C5

Name: <u>Sheila</u>
Title: <u>Ke dusun ayah (To father's orchard)</u>
No. of words: <u>   95</u>

line		Total		Information use	
		E	**SC**	**E**	**SC**
1	✓ ✓ ✓ ✓ ✓ ✓ T ✓ Pada hari Ahad yang lalu, ayah Khairil membawa	1			
	✓ ✓ ✓ susun/SC ✓ ✓ Khairil pergi ke dusun buah-buahannya.		1		M S <u>V</u>
2	✓ ✓ - seluarga ✓ ✓ ✓ Dusun itu kepunyaan keluarga Khairil dan ia	2		M S <u>V</u>	
	✓ bersampiran ✓ ✓ ✓ terletak berhampiran dengan sebuah sungai.	1		M S <u>V</u>	
3	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Di dusun itu terdapat banyak pokok yang sedang				
	✓ ✓ ✓ ✓ ✓ ✓ langgat berbuah seperti pokok rambai, manggis, durian, langsat	1		M S <u>V</u>	
	✓ ✓ dan rambutan.				
4	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Tupai suka memakan dan merosakkan buah-buahan dan				
	SC ✓ ✓ ✓ ✓ susun ✓ tanaman yang ada di dusun tersebut.		1		M S <u>V</u>
5	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Setiap hari ayah Khairil pergi ke dusun itu untuk				
	T ✓ dan ✓ ✓ ✓ ✓ menembak tupai yang sering memakan dan merosakkan	2		<u>M</u> <u>S</u> <u>V</u>	
	✓ ✓ ✓ buah-buahan dan tanamannya.				
6	✓ ✓ ✓ ✓ ✓ ✓ ✓ Ayah juga suka memetik buah-buahan yang sudah				
	✓ ✓ ✓ ✓ ✓ ✓ bersampiran masak untuk dijual di gerai yang berhampiran.	1		M S <u>V</u>	
7	✓ ✓ ✓ ✓ mendepa ✓ ✓ Hasil daripada jualannya, ayah mendapat banyak duit.	1		M S <u>V</u>	

Appendix 4D1

Syifa's running records

Name: <u>Syifa</u>
Title: <u>Bilik Saya (My room)</u>
No. of words: <u>38</u>

line		Total		Information use	
		E	**SC**	**E**	**SC**
1	✓ ✓ ✓ Ini bilik saya.				
2	✓ ✓ ✓ T ✓ ✓ Warna bilik saya putih dan kuning.	1			
3	✓ ✓ ✓ ✓ ✓ T Bilik ini bersih, cantik dan kemas.	1			
4	✓ ✓ ✓ ✓ Saya suka bilik ini.				
5	✓ jaga ✓ ✓ ✓ ✓ Emak juga suka bilik yang bersih.	1		M S <u>V</u>	
6	✓ ✓ mem✓ ✓ lukis ✓ sani Saya suka membaca dan menulis di sini.	2		<u>M</u> <u>S</u> V M S <u>V</u>	
7	✓ ✓ ✓ ✓ ✓ sani Saya juga suka belajar di sini.	1		M S <u>V</u>	

Appendix 4D2

Name: Syifa
Title: Berkelah di pantai (Picnic at the beach)
No. of words: 55

line		Total		Information use	
		E	**SC**	**E**	**SC**
1	✓ manggu ✓ T ✓ T Pada minggu lepas, Salleh bersama rombongan	3		M S **V**	
	✓ ✓ berkalat sekolahnya pergi berkelah.	1		M S **V**	
2	✓ ✓ ✓ pandai/SC ✓ Mereka berkelah di pantai Tungku.		1		M S **V**
3	✓ ✓ ✓ ✓ ✓ berkanjung ✓ ✓ Mereka nampak ramai orang yang berkunjung di sana.	1		M S **V**	
4	✓ ✓ beraynang ✓ ✓ ✓ ber ✓ dan ✓ ✓ Ada yang berenang dan ada yang bermain di tepi pantai.	2		M S **V** M S **V**	
5	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Salleh dan kawan-kawannya juga bermain di tepi pantai.				
6	✓ ✓ ✓ ✓ ✓ sama ✓ Setelah penat bermain, mereka berehat sambil makan	1		M S **V**	
	✓ ✓ bersama-sama.				
7	✓ ✓ ✓ T berkalat ✓ ✓ Mereka gembira kerana berpeluang berkelah di pantai.	2		M S **V**	

Appendix 4D3

Name: <u>Syifa</u>
Title: <u>Sakit gigi (Toothache)</u>
No. of words: <u>75</u>

line		Total		Information use	
		E	SC	E	SC
1	Sula/T Su ✓ ✓ ✓ Suhaila suka makan gula-gula.	1			
2	✓ ✓ ✓ ✓ ✓ ✓ ✓ Setiap hari dia pergi ke kedai untuk membeli ✓ ✓ gula-gula.				
3	✓ satu ✓ ✓ ✓ ✓ ✓ Pada suatu hari, pipi Suhaila bengkak kerana ✓ ✓ sakit gigi.	1		**M** **S** **V**	
4	✓ mak/SC ✓ ✓ ✓ T Lalu emak Suhaila membawanya ke klinik ✓ ✓ ✓ ✓ untuk berjumpa doktor gigi.	1	1		**M** **S** **V**
5	SC ✓ merasa ✓ ✓ sayang ✓ ✓ Doktor memeriksa gigi Suhaila yang sakit itu.	1	1	M S **V**	M S **V**
6	✓ ✓ bahaya ✓ ✓ Doktor mendapati bahawa sebatang gigi ✓ ✓ ✓ Suhaila telah rosak.	1		M S **V**	
7	✓ ✓ ✓ ✓ ✓ ✓ ✓ Lalu doktor mencabut gigi Suhaila yang rosak itu.				
8	✓ T ✓ sapaya ✓ ✓ Doktor menasihati Suhaila supaya menjaga giginya	2		M S **V**	
	✓ ✓ ✓ jaga ✓ ✓ ✓✓ dengan baik dan jangan memakan gula-gula lagi.	1		M S **V**	
9	✓ ✓ ✓ ✓ T ✓ Suhaila berjanji untuk menjaga kesihatan giginya.	1			

Appendix 4D4

Name: <u>Syifa</u>
Title:<u> Monyet Pak Alang (Pak Alang's monkey)</u>
No. of words: <u>   83   </u>

line		Total		Information use	
		E	**SC**	**E**	**SC**
1	T ✓ - ✓ ✓ Pak Alang memelihara seekor monyet.	2			
2	✓ ✓ ✓ Cici/SC Monyet itu bernama Ciki.		1		M S <u>V</u>
3	✓ ✓ ✓ ✓ ✓ ✓ ✓ T Ciki merupakan seekor monyet yang comel dan jinak.	1			
4	✓ ✓ ✓ ✓ mebawa ✓ ✓ ✓ Setiap hari Pak Alang membawa monyetnya pergi ke	1		<u>M</u> <u>S</u> <u>V</u>	
	✓ ✓ ✓ ✓ - ✓ kebunnya yang ada di belakang rumahnya.	1			
5	SC ✓ ✓ ✓ ✓ ✓ kepala ✓ sebang ✓ Di kebun itu banyak pokok kelapa yang sedang berbuah.	1	1	M S <u>V</u>	M S <u>V</u>
6	✓ ✓ - ✓ ✓ ✓ Pak Alang menggunakan monyetnya , Ciki untuk	1			
	SC T ✓ kepala ✓ ✓ ✓ ✓ memetik buah kelapa yang ada di kebunnya.	1	1		M S <u>V</u>
7	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Ciki, seekor monyet yang rajin dan suka menolong				
	T tuannya.	1			
8	✓ ✓ sanjat ✓ ✓ ✓ ✓ ✓ Pak Alang sangat sayang pada monyetnya kerana ia	1		M S <u>V</u>	
	✓ ✓ ✓ ✓ rajin dan suka menolongnya.				
9	✓ ✓ ✓ mebari ✓ ✓ ✓ Pak Alang sering memberi monyetnya pisang dan	1		<u>M</u> <u>S</u> <u>V</u>	
	T - ✓ ✓ kedai ✓ senantiasa memastikan monyetnya dalam keadaan yang	3		M S <u>V</u>	
	✓ sihat.				

Appendix 4D5

Name: Syifa
Title: Ke dusun ayah (To father's orchard)
No. of words: 95

line		Total		Information use	
		E	**SC**	**E**	**SC**
1	✓ ✓ ✓ ✓ selalu ✓ T ✓ Pada hari Ahad yang lalu, ayah Khairil membawa	2		M S <u>V</u>	
	✓ ✓ ✓ ✓ T Khairil pergi ke dusun buah-buahannya.	1			
2	✓ ✓ T T ✓ ✓ ✓ Dusun itu kepunyaan keluarga Khairil dan ia	2			
	✓ berbiram bengan - sungel terletak berhampiran dengan sebuah sungai.	4		M S <u>V</u> M S <u>V</u> M S <u>V</u>	
3	✓ ✓ ✓ ✓ ✓ ✓ ✓ sebang Di dusun itu terdapat banyak pokok yang sedang	1		M S <u>V</u>	
	✓ ✓ ✓ rumbai T ✓ sangat berbuah seperti pokok rambai, manggis, durian, langsat	3		M S <u>V</u> M S <u>V</u>	
	✓ ✓ dan rambutan.				
4	✓ ✓ ✓ ✓ T ✓ ✓ Tupai suka memakan dan merosakkan buah-buahan dan	1		M S <u>V</u>	
	✓ ✓ ✓ ✓ ✓ ✓ tanaman yang ada di dusun tersebut.				
5	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Setiap hari ayah Khairil pergi ke dusun itu untuk				
	membatang ✓ ✓ ✓ ✓ ✓ ✓ menembak tupai yang sering memakan dan merosakkan	1		M S <u>V</u>	
	✓ ✓ ✓ buah-buahan dan tanamannya.				
6	✓ ✓ ✓ ✓ ✓ ✓ ✓ Ayah juga suka memetik buah-buahan yang sudah				
	✓ ✓ ✓ ✓ jurai ✓ berbiram masak untuk dijual di gerai yang berhampiran.	2		M S <u>V</u> M S <u>V</u>	
7	✓ ✓ jual-jualannya ✓ ✓ ✓ ✓ Hasil daripada jualannya, ayah mendapat banyak duit.	1		<u>M</u> <u>S</u> <u>V</u>	

Appendix 4E1

Natasya's running records

Name: <u>Natasya</u>
Title: <u>Bilik Saya (My room)</u>
No. of words: ___38_____

line		Total		Information use	
		E	**SC**	**E**	**SC**
1	✓ bilak/SC ✓ Ini bilik saya.		1		**M** **S** **V**
2	✓ ✓ ✓ warna ✓ ✓ ✓ Warna bilik saya putih dan kuning.	1		**M** **S** V	
3	✓ ✓ besar ✓ ✓ kebas/SC Bilik ini bersih, cantik dan kemas.	1	1	**M** **S** **V**	**M** **S** **V**
4	✓ ✓ ✓ ✓ Saya suka bilik ini.				
5	✓ saya ✓ ✓ ✓ ✓ besar Emak juga suka bilik yang bersih.	2		**M** **S** V **M** **S** **V**	
6	✓ memba ✓ ✓ mem ✓ ✓ ✓ ini/SC Saya suka membaca dan menulis di sini.		1		**M** S **V**
7	✓ ✓ ✓ ✓ ✓ ✓ Saya juga suka belajar di sini.				

Appendix 4E2

Name: <u>Natasya</u>
Title: <u>Berkelah di pantai (Picnic at the beach)</u>
No. of words: <u>   55   </u>

line		Total		Information Use	
		E	**SC**	**E**	**SC**
1	salah/T ✓ hari ✓ ✓ salah ber ✓ robongan/SC Pada minggu lepas, Salleh bersama rombongan	2	1	M <u>S</u> <u>V</u>	M S <u>V</u>
	✓ _ peragai/SC berkalah/SC sekolahnya pergi berkelah.	1	2		M S <u>V</u> M S <u>V</u>
2	✓ ✓ ✓ ✓ Tangku/SC Mereka berkelah di pantai Tungku.		1		M S <u>V</u>
3	✓ ✓ ✓ ✓ ✓ T ✓ ✓ Mereka nampak ramai orang yang berkunjung di sana.	1			
4	✓ bere ✓ ✓ ber ✓ ✓ ✓ ber ✓ ✓ ✓ ✓ Ada yang berenang dan ada yang bermain di tepi pantai.				
5	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Salleh dan kawan-kawannya juga bermain di tepi pantai.				
6	✓ mereka ✓ ✓ ✓ bere/SC ✓ ✓ Setelah penat bermain, mereka berehat sambil makan	1	1	M <u>S</u> V	M S <u>V</u>
	✓ ✓ bersama-sama.				
7	berpelung ✓ ✓ ✓ ber ✓ ✓ ✓ Mereka gembira kerana berpeluang berkelah di pantai.	1		M S <u>V</u>	

Appendix 4E3

Name: <u>Natasya</u>
Title: <u>Sakit gigi (Toothache)</u>
No. of words: <u>75</u>

line		Total		Information Use	
		E	SC	E	SC
1	Sulaila/SC ✓ ✓ jula-jula/SC Suhaila suka makan gula-gula.		2		M S <u>V</u> M S <u>V</u>
2	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Setiap hari dia pergi ke kedai untuk membeli				
	✓ ✓ gula-gula.				
3	✓ satu ✓ ✓ ✓ ✓ ✓ Pada suatu hari, pipi Suhaila bengkak kerana	1		<u>M S V</u>	
	✓ ✓ sakit gigi.				
4	✓ mak ✓ ✓ ✓ ✓ Lalu emak Suhaila membawanya ke klinik	1		<u>M S V</u>	
	✓ ✓ ✓ ✓ untuk berjumpa doktor gigi.				
5	✓ lihat ✓ ✓ ✓ ✓ ✓ Doktor memeriksa gigi Suhaila yang sakit itu.	1		<u>M S V</u>	
6	✓ ✓ ✓ sebuting ✓ Doktor mendapati bahawa sebatang gigi	1		<u>M S V</u>	
	✓ ✓ ✓ Suhaila telah rosak.				
7	SC ✓ ✓ ✓ ✓ ✓ wayang ✓ ✓ Lalu doktor mencabut gigi Suhaila yang rosak itu.		1		<u>M S V</u>
8	✓ beritahu ✓ ✓ ✓ ✓ Doktor menasihati Suhaila supaya menjaga giginya	1		<u>M S</u> V	
	✓ ✓ ✓ ✓ makan/SC ✓ ✓ ✓ dengan baik dan jangan memakan gula-gula lagi.		1		<u>M S V</u>
9	✓ janji ✓ ✓ ✓ ✓ Suhaila berjanji untuk menjaga kesihatan giginya.	1		<u>M S V</u>	

Appendix 4E4

Name: Natasya
Title: Monyet Pak Alang (Pak Alang's monkey)
No. of words: _____83_____

line		Total		Information use	
		E	**SC**	**E**	**SC**
1	SC Pahak ✓ melihara /SC ✓ ✓ Pak Alang memelihara seekor monyet.		2		M S **V** **M S V**
2	✓ ✓ ✓ ✓ Monyet itu bernama Ciki.				
3	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Ciki merupakan seekor monyet yang comel dan jinak.				
4	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Setiap hari Pak Alang membawa monyetnya pergi ke ✓ ✓ ✓ ✓ ✓ kebunnya yang ada di belakang rumahnya.				
5	SC ✓ ✓ ✓ ✓ ✓ kepala ✓ ✓ ✓ Di kebun itu banyak pokok kelapa yang sedang berbuah.		1		M S **V**
6	✓ ✓ menyuruh ✓ ✓ ✓ Pak Alang menggunakan monyetnya , Ciki untuk	1		**M S** V	
	SC mengambil sebiji ✓ ✓ ✓ ✓ ✓ memetik buah kelapa yang ada di kebunnya.	1	1	**M S V**	**M** S **V**
7	✓ ✓ ✓ ✓ ✓ ✓ ✓ Ciki, seekor monyet yang rajin dan suka menolong ✓ tuannya.				
8	✓ ✓ ✓ ✓ kepada ✓ ✓ ✓ Pak Alang sangat sayang pada monyetnya kerana ia	1		**M S V**	
	✓ ✓ ✓ ✓ rajin dan suka menolongnya.				
9	✓ ✓ selalu ✓ ✓ ✓ ✓ Pak Alang sering memberi monyetnya pisang dan	1		**M S V**	
	sentiasa ✓ ✓ ✓ ✓ ✓ senantiasa memastikan monyetnya dalam keadaan yang	1		**M S V**	
	✓ sihat.				

Appendix 4E5

Name: Natasya
Title: Ke dusun ayah (To father's orchard)
No. of words: 95

line		Total		Information Use	
		E	SC	E	SC
1	✓ ✓ ✓ ✓ ✓ Kairil ✓ Pada hari Ahad yang lalu, ayah Khairil membawa Kairil ✓ ✓ ✓ ✓ ✓ Khairil pergi ke dusun buah-buahannya.	1		**M S V**	
2	✓ ✓ punya ✓ Kairil ✓ ✓ Dusun itu kepunyaan keluarga Khairil dan ia	1		**M S V**	
3	✓ hampir - satu ✓ terletak berhampiran dengan sebuah sungai. ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Di dusun itu terdapat banyak pokok yang sedang ✓ ✓ ✓ rumbai/SC ✓ ✓ lansat/SC berbuah seperti pokok rambai, manggis, durian, langsat ✓ ✓ dan rambutan.	3	2	**M S V** **M S V**	M S **V**
4	✓ ✓ makan ✓ rusak buah /SC ✓ Tupai suka memakan dan merosakkan buah-buahan dan ✓ ✓ ✓✓ ✓ ✓ tanaman yang ada di dusun tersebut.	2	1	**M S V**	M S **V**
5	✓ ✓ ✓ Kairil ✓ ✓ ✓ ✓ ✓ Setiap hari ayah Khairil pergi ke dusun itu untuk menambak ✓ ✓ ✓ ✓ ✓ ✓ menembak tupai yang sering memakan dan merosakkan ✓ ✓ ✓ - buah-buahan dan tanamannya.	1		M S **V**	
6	✓ ✓ ✓ ✓ ✓ ✓ ✓ Ayah juga suka memetik buah-buahan yang sudah ✓ ✓ ✓ ✓ jerai/SC ✓ ✓ masak untuk dijual di gerai yang berhampiran.	1	1		**M S V**
7	SC ✓ dari ✓ ✓ ✓ ✓ ✓ Hasil daripada jualannya, ayah mendapat banyak duit.		1		M S **V**

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Appendix 4F1

Rimba's running records

Name: <u>Rimba</u>
Title: <u>Bilik Saya (My room)</u>
No. of words: ____38____

line		Total		Information Use	
		E	**SC**	**E**	**SC**
1	✓ ✓ ✓ Ini bilik saya.				
2	SC ✓ ✓ ✓ ✓ dua ✓ Warna bilik saya putih dan kuning.		1		M S <u>V</u>
3	✓ saya ✓ besar ✓ ✓ ✓ Bilik ini bersih, cantik dan kemas.	2		<u>M</u> <u>S</u> <u>V</u>	
4	✓ ✓ ✓ ✓ Saya suka bilik ini.				
5	✓ saya jaga/SC ✓ ✓ ✓ ✓ Emak juga suka bilik yang bersih.	1	1	<u>M</u> <u>S</u> <u>V</u>	M S <u>V</u>
6	✓ melukis ✓ ✓ ✓ ✓ lukis ✓ ✓ Saya suka membaca dan menulis di sini.				
7	✓ ✓ ✓ diajar ✓ ✓ Saya juga suka belajar di sini.	1		<u>M</u> <u>S</u> <u>V</u>	

Appendix 4F2

Name: <u>Rimba</u>
Title: <u>Berkelah di pantai (Picnic at the beach)</u>
No. of words: _____55_____

line		Total		Information use	
		E	**SC**	**E**	**SC**
1	T ✓ minju/SC ✓ Salah ✓ ✓ Pada minggu lepas, Salleh bersama rombongan	1	1		<u>M S V</u>
	✓ ✓ berbalah sekolahnya pergi berkelah.	1		M S <u>V</u>	
2	✓ berbəlah ✓ ✓ ✓ Mereka berkelah di pantai Tungku.	1		M S <u>V</u>	
3	berkun ✓ ✓ ✓ ✓ ✓ ✓ ber ✓ Mereka nampak ramai orang yang berkunjung di ✓ sana.				
4	✓ ✓ ✓ ber ✓ ✓ ✓ ✓ ✓ ✓ Ada yang berenang dan ada yang bermain di tepi ✓ pantai.				
5	✓ ✓ ✓ ✓ ✓ ✓ ✓ Salleh dan kawan-kawannya juga bermain di tepi ✓ pantai.				
6	✓ ✓ ✓ ✓ bere/SC ✓ Setelah penat bermain, mereka berehat sambil ✓ ✓ ✓ makan bersama-sama.		1	M S <u>V</u>	M S <u>V</u>
7	✓ ✓ ✓ T berbalah ✓ Mereka gembira kerana berpeluang berkelah di ✓ pantai.	2		M S <u>V</u>	

Appendix 4F3

Name: <u>Rimba</u>
Title:<u> Sakit gigi (Toothache)</u>
No. of words: <u>75</u>

line		Total		Information use	
		E	SC	E	SC
1	Suaila/SC ✓ ✓ ✓ ✓ Suhaila suka makan gula-gula.		1		M S <u>V</u>
2	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Setiap hari dia pergi ke kedai untuk membeli ✓ ✓ gula-gula.				
3	✓ satu ✓ ✓ ✓ ✓ ✓ Pada suatu hari, pipi Suhaila bengkak kerana ✓ ✓ sakit gigi.	1		**<u>M</u> <u>S</u> <u>V</u>**	
4	✓ ✓ ✓ ✓ - ✓ ✓ Lalu emak Suhaila membawanya ke klinik ✓ ✓ ✓ ✓ untuk berjumpa doktor gigi.	1			
5	✓ ✓ ✓ ✓ ✓ ✓ ✓ Doktor memeriksa gigi Suhaila yang sakit itu.				
6	✓ ✓ ✓ ✓ ✓ Doktor mendapati bahawa sebatang gigi ✓ ✓ ✓ Suhaila telah rosak.				
7	✓ ✓ macabut ✓ ✓ ✓ ✓ ✓ Lalu doktor mencabut gigi Suhaila yang rosak itu.	1		**<u>M</u> <u>S</u> <u>V</u>**	
8	✓ ✓ ✓ ✓ ✓ ✓ ✓ Doktor menasihati Suhaila supaya menjaga giginya				
	✓ ✓ ✓ makan ✓ ✓ ✓ dengan baik dan jangan memakan gula-gula lagi.	1		**<u>M</u> <u>S</u> <u>V</u>**	
9	✓ ✓ ✓ ✓ ✓ ✓ Suhaila berjanji untuk menjaga kesihatan giginya.				

Appendix 4F4

Name: <u>Rimba</u>
Title: <u>Monyet Pak Alang (Pak Alang's monkey)</u>
No. of words: _____83_____

line		Total		Information use	
		E	**SC**	**E**	**SC**
1	✓ ✓ memeliharakan ✓ ✓ Pak Alang memelihara seekor monyet.	1		<u>M</u> S <u>V</u>	
2	✓ ✓ ✓ ✓ Monyet itu bernama Ciki.				
3	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Ciki merupakan seekor monyet yang comel dan jinak.				
4	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Setiap hari Pak Alang membawa monyetnya pergi ke				
	✓ - ✓ ✓ ✓ ✓ ✓ kebunnya yang ada di belakang rumahnya.	1			M S <u>V</u>
5	SC ✓ ✓ ✓ ✓ ✓ kepala ✓ ✓ ✓ Di kebun itu banyak pokok kelapa yang sedang berbuah.		1		
6	✓ ✓ mengguna ✓ ✓ ✓ Pak Alang menggunakan monyetnya , Ciki untuk	1		<u>M</u> <u>S</u> <u>V</u>	
7	✓ ✓ ✓ ✓ ✓ ✓ ✓ memetik buah kelapa yang ada di kebunnya.				
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Ciki, seekor monyet yang rajin dan suka menolong ✓ tuannya.				
8	✓ ✓ sanjat ✓ ✓ ✓ ✓ ✓ Pak Alang sangat sayang pada monyetnya kerana ia	1		M S <u>V</u>	
	✓ ✓ ✓ ✓ rajin dan suka menolongnya.				
9	✓ ✓ ✓ ✓ ✓ ✓ ✓ Pak Alang sering memberi monyetnya pisang dan				
	✓ ✓ ✓ ✓ ✓ ✓ senantiasa memastikan monyetnya dalam keadaan yang				
	✓ sihat.				

Appendix 4F5

Name: <u>Rimba</u>
Title:<u> Ke dusun ayah (To father's orchard)</u>
No. of words: _____95_____

line		Total		Information use	
		E	**SC**	**E**	**SC**
1	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Pada hari Ahad yang lalu, ayah Khairil membawa ✓ ✓ ✓ ✓ ✓ Khairil pergi ke dusun buah-buahannya.				
2	✓ ✓ ✓ ✓ ✓ ✓ ✓ Dusun itu kepunyaan keluarga Khairil dan ia ✓ berhampir ✓ ✓ ✓ terletak berhampiran dengan sebuah sungai.	1		**M S V**	
3	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Di dusun itu terdapat banyak pokok yang sedang ✓ babuah ✓ ✓ ✓ ✓ ✓ ✓ berbuah seperti pokok rambai, manggis, durian, langsat ✓ ✓ dan rambutan.				
4	✓ ✓ ✓ ✓ ✓ buah-buah /SC ✓ Tupai suka memakan dan merosakkan buah-buahan dan ✓ ✓ ✓ ✓ ✓ tanaman yang ada di dusun tersebut.	1			**M S V**
5	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Setiap hari ayah Khairil pergi ke dusun itu untuk manabang/SC menebang ✓ ✓ ✓ ✓ ✓ ✓ menembak tupai yang sering memakan dan merosakkan ✓ ✓ ✓ buah-buahan dan tanamannya.	1			**M S V**
6	✓ ✓ ✓ ✓ ✓ ✓ ✓ Ayah juga suka memetik buah-buahan yang sudah ✓ ✓ ✓ ✓ ✓ ✓ berhampir masak untuk dijual di gerai yang berhampiran.	1		**M S V**	
7	✓ ✓ jualnya ✓ ✓ ✓ ✓ Hasil daripada jualannya, ayah mendapat banyak duit.	1		**M S V**	

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