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**IMPROVING THE QUALITY OF PRIMARY ESL TEACHERS'
SHARED READING PRACTICE: A COLLABORATIVE
ACTION RESEARCH**



SATIRAH BT. HJ. AHMAD

Universiti Utara Malaysia

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Awang Had Salleh
Graduate School
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Dr. Aspalila Shapii

Tandatangan
(Signature)

Nama Penyelia/Penyelia-penyelia:
(Name of Supervisor/Supervisors)

Assoc. Prof. Dr. Aizan Yaacob

Tandatangan
(Signature)

Nama Penyelia/Penyelia-penyelia:
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Assoc. Prof. Dr. Azlina Murad Sani

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Abstrak

Bacaan bersama merupakan strategi yang efektif bagi meningkatkan literasi membaca dalam konteks pembelajaran bahasa pertama dan kedua (ESL). Namun, ia masih tidak digunakan secara efektif oleh guru-guru Bahasa Inggeris dalam bilik darjah sekolah rendah di Malaysia. Penyelidikan tindakan secara kolaboratif telah dijalankan untuk membantu dua orang guru Bahasa Inggeria melaksanakan bacaan bersama dalam empat kitaran yang berterusan dan rekursif. “Systematic Assessment of Book Reading” (SABR) oleh Zucker et.al (2010) telah digunakan untuk mengenal pasti amalan bacaan bersama guru dalam kitaran pertama. Versi terubah suai SABR yang dikenali sebagai Systematic Assessment of Second Language Book Reading (SABRL2) pula telah digunakan untuk membimbing guru-guru melaksanakan bacaan bersama dalam tiga kitaran seterusnya. Alat ini mengandungi 7 konstruk iaitu: 1) pemilihan bahan bacaan, 2) susun atur fizikal bilik darjah, 3) perkembangan bahasa, 4) pemikiran abstrak, 5) elaborasi, 6) penggunaan bahasa pertama secara selektif, dan 7) iklim sesi. Data telah dikumpul melalui temubual, refleksi kumpulan, pemerhatian dalam bilik darjah, dan jurnal reflektif. Pola telah dikenalpasti melalui proses penyesuaian data, pengkodan data, dan pembentukan tema berbantuan perisian penganalisisan data kualitatif Atlas.ti. Dapatan dalam kitaran pertama menunjukkan guru-guru mempunyai kefahaman yang kurang tepat tentang prinsip-prinsip bacaan bersama dan tingkah laku pengajaran mereka tidak menggalakkan kemahiran membaca aras tinggi dalam kalangan murid. Guru-guru juga jarang membina persekitaran yang mesra dan menyokong bagi bacaan bersama dan cenderung untuk mendominasi perbincangan semasa perbualan berkaitan teks. Bahasa pertama (Bahasa Melayu) turut digunakan secara berlebihan sepanjang sesi bacaan bersama. Walau bagaimanapun, pemahaman dan kebiasaan tingkah laku pengajaran guru telah berkembang secara signifikan kesan daripada bimbingan yang diterima menggunakan SABRL2. Kajian ini menunjukkan SABRL2 boleh digunakan bagi membantu guru-guru meningkatkan kualiti pengajaran literasi bacaan dalam bilik darjah ESL. Penyelidikan tindakan secara kolaboratif dapat membawa perubahan dalam bilik darjah dengan memberikan guru kefahaman yang mendalam dan meluas terhadap amalan pedagogi mereka sendiri.

Kata kunci: Literasi bacaan, Bacaan bersama, Penyelidikan tindakan Kolaboratif, Pengajaran Bahasa Inggeris sebagai bahasa kedua.

Abstract

Shared reading is an excellent strategy to enhance reading literacy in both first and second language learning context but has not been effectively utilised by teachers in Malaysian primary ESL classrooms. This collaborative action research aimed to support two English teachers' implementation of shared reading through four continuous and recursive spirals. A Systematic Assessment of Book Reading (SABR) by Zucker et.al (2010) was used to examine teachers' existing shared reading practice during the first cycle. The modified version of SABR called the Systematic Assessment of Second Language Book Reading (SABRL2) was used to guide teachers to conduct second language shared reading during the three subsequent cycles. The tool consists of seven constructs which are: 1) materials selection, 2) classroom physical arrangement, 3) language development, 4) abstract thinking, 5) elaboration, 6) selective use of the first language, and 7) session climate. Data were collected through interviews, team reflections, classroom observations, and reflective journal.

Patterns were identified through a process of data familiarisation, data coding, and theme development using the computer-aided qualitative data analysis software Atlas.ti. Findings for the first cycle showed that the teachers have an inaccurate understanding of the principles of shared reading and their instructional behaviour did not promote higher order reading skills among pupils. The teachers also rarely created a warm and supportive setting for shared reading and tended to dominate the discussion during text related conversation. The first language (Malay Language) was also used excessively throughout the shared reading sessions. However, the teachers' understanding and nature of instructional behaviour developed significantly due to guidance received using the SABRL2. This study suggests that SABRL2 can be used to help teachers increase the quality of reading literacy lessons in the ESL classroom and a collaborative action research can bring about changes in the classroom by giving teachers greater breadth and depth in understanding their own pedagogical practice.

Keywords: Reading Literacy, Shared reading, Collaborative action research, ESL

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Table of Contents

Permission to Use.....	ii
Abstrak	iii
Abstract	iv
Acknowledgement.....	v
List of Tables.....	xii
List of Figures	xiii
List of Appendices	xiv
List of Abbreviations.....	xv
CHAPTER ONE INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Research Context and Rationale for the Study	5
1.2.1 Issues with Malaysian Students’ Reading Literacy	6
1.2.2 Issues in Shared Reading Research.....	8
1.2.3 Shared Reading in Malaysian ESL Context.....	11
1.2.4 Teacher support in Malaysian ESL context	13
1.2.5 Personal Reflections.....	18
1.3 Problem Statement	21
1.4 Aims and Scope of the Study	23
1.5 Objectives of the Study	24
1.6 Research Questions	25
1.7 Significance of the Study	25
1.8 Conceptual Framework	28
1.9 Definition of Terms.....	30
1.10 Structure of the Thesis	31
CHAPTER TWO LITERATURE REVIEW	1

2.1 Introduction	33
2.2 Reading Literacy	34
2.3 Theories of L1 and L2 Reading and How They Affect the Teaching of Reading	35
2.3.1 Process Models	36
2.3.2 Componential Models	39
2.3.3 Teachers' Approach in Teaching Reading	40
2.4 Vygotsky's Social Constructivism	42
2.5 Shared Reading: Its Contribution to the Development of Reading Literacy	46
2.5.1 Criteria for Examining the Quality of Classroom Shared Reading Practices	47
2.5.1.1 Physical Arrangement	47
2.5.1.2 Reading Materials	48
2.5.1.3 Teachers' Instructional Behaviour	48
2.6 Shared Reading Interventions	55
2.6.1 The Systematic Assessment of Book Reading (SABR)	58
2.7 Researcher – Teacher Collaboration as A Way of Supporting Teachers	62
2.7.1 Action Research As A framework for Researcher-Teacher Collaboration	66
2.8 Summary of the Chapter	67
CHAPTER THREE RESEARCH METHODOLOGY	69
3.1 Introduction	69
3.2 Research Paradigm and Research Approach	70
3.2.1 What is Action Research	75
3.2.2 The Action Research Process	78
3.2.3 The Design of this Study	81
3.2.3.1 Setting the Stage	82
3.2.3.2 Conducting the action research	88

3.3 The Interventions	92
3.3.1 Systematic Assessment of Book Reading: SABR Manual	93
3.3.2 The Systematic Assessment of Book Reading for Second Language (SABRL2).....	98
3.4 Data Gathering Techniques.....	100
3.4.1 Literature Review: Evidences from Research Studies.....	102
3.4.2 Classroom Observations	102
3.4.3 Interviews.....	104
3.4.3.1 Teachers' Interview	105
3.4.3.2 Pupils' Focus Group Interview.....	106
3.4.4 Guided Reflections.....	107
3.4.5 Self-Reflective Journals	111
3.5 Data Analysis	111
3.5.1 Cycle 1: Research Question 1	112
3.5.2 Cycle 1: Research Question 2	112
3.5.3 Cycles 2, 3 and 4: Research Questions 1 and 2	113
3.5.4 ATLAS.ti version 7.5.....	114
3.6 Research Setting.....	116
3.6.1 The Pupils	118
3.7 Research Team	118
3.7.1 The Principle Researcher: Personal and Professional Contexts	120
3.7.1.1 My Position in This Study.....	121
3.7.2 The Participating Teachers	124
3.7.3 The Critical Friends	127
3.8 Ensuring Quality for Action Research.....	130

3.8.1 Process Validity	130
3.8.2 Outcome Validity	133
3.8.3 Catalytic Validity	134
3.8.4 Democratic Validity	135
3.9 Summary of the Chapter	135
CHAPTER FOUR THE FIRST CYCLE: PILOT STUDY	136
4.1 Introduction	136
4.2 Think - Interpreting and Analysing.....	136
4.2.1 Teachers' Understanding of Shared Reading.....	137
4.2.1.1 Definition and Purpose(s) of Shared Reading	138
4.2.1.2 Reading Materials.....	144
4.2.1.3 Physical arrangement.....	148
4.2.2 Nature of Teachers' Instructional Behaviors	150
4.2.2.1 Literal Focus on the Text.....	152
4.2.2.2 Limited Encouragement of Higher Order Reading Skills	161
4.2.2.3 Lack of Emotion, Enjoyment and Attention.....	163
4.2.2.4 Excessive Use of the First Language.....	166
4.2.2.5 Teacher Centred/ Limited Amount of Talk to Engage Pupils in Conversation.....	170
4.2.3 Conclusion	174
4.3 Think - Interpreting and Analysing: Teachers' perspectives	174
4.4 Conflict: researcher vs teachers' perspectives	176
4.5 Act – Resolving the Conflicts	178
4.5.1 Guided Reflections.....	179
4.5.2 Modelling.....	183

4.6 Lesson Learnt from Cycle 1	190
4.6.1 Setting Direction	192
4.6.2 Refining Research Instruments for Cycles 2, 3 and 4.....	193
4.7 Summary of the chapter	198
CHAPTER FIVE THE TRANSFORMATIVE JOURNEY	199
5.1 Introduction.....	199
5.2 Understanding of Shared Reading	201
5.2.1 Definition and Purpose(s) of Shared Reading.....	201
5.2.2 Material Selection	203
5.2.3 Seating Arrangement	213
5.3 Nature of Instructional Behaviors during Shared Reading	215
5.3.1 Encouragement of Higher Order Reading Skills	216
5.3.1.1 Ms Ani	218
5.3.1.2 Ms Fida.....	223
5.3.2 High Enthusiam in Teaching	228
5.3.3 Selective and Appropriate Use of L1	233
5.4 Conclusion	236
5.5 The Testing of Rival Explanation	236
CHAPTER SIX DISCUSSION, IMPLICATION AND FUTURE DIRECTION	239
6.1 Introduction.....	239
6.2 Overview of the Major Findings.....	240
6.2.1 More Quality Reading Lesson through Quality Shared Reading Practic	243
6.2.1.1 The Importance of Clear Understanding of the Principles of Shared Reading.....	245

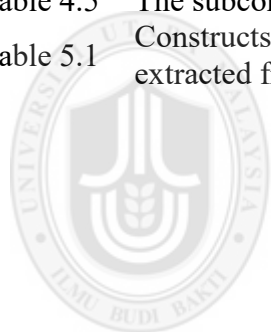
6.2.1.2 The Encouragement of Higher Order Reading Skills.....	247
6.2.1.3 The Importance of Teachers’ Enthusiasm in Sharing the Text ...	247
6.2.1.4 The Importance of Teachers’ Selective and Appropriate Use of L1248	
6.2.2 The Importance of Reflective and Collaborative Model for Teachers’ Voluntary Change	249
6.3 Contributions and Implications of the Study	251
6.3.1 The contribution of Collaborative Action Research as an Intervention ..	251
6.3.2 The Contribution of the Systematic Assessment of Second Language Book Reading (SABRL2).....	254
6.4 Limitations of the Study.....	255
6.5 Recommendations For Future Research	256
6.6 Concluding Remarks.....	258
REFERENCES.....	259



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List of Tables

Table 3.1	Summary of Systematic Assessment of Book Reading (SABR) Adapted from Zucker, Justice, Piasta, and Kaderavek (2010)	96
Table 3.2	The systematic assessment of second language book reading	98
Table 3.3	Data gathering techniques used in the study	101
Table 3.4	Interview s.schedule	105
Table 3.5	Profile of pupils' focused group interviews	107
Table 3.6	The guided reflection schedule	110
Table 3.7	Pupils' profile	118
Table 3.8	The research team	119
Table 3.9	Herr and Anderson's goals of action research and validity criteria.....	130
Table 4.1	Comparison between teachers' understanding of shared reading and principles of shared reading	137
Table 4.2	Comparison among all the five constructs in SABR	151
Table 4.3	Table on comparison between teachers' shared reading and the teacher's in the video to be filled up by teachers	181
Table 4.4	Selective use of pupils' first language	195
Table 4.5	The subconstructs under session climate	195
Table 5.1	Constructs and subconstructs for higher order reading skills extracted from SABRL2	217



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List of Figures

Figure 1.1:	The conceptual framework of the study.....	28
Figure 2.1:	Conceptual model of scaffolding by van de Pol et al. (2010)	44
Figure 3.1:	Stringer’s action research interacting spiral	80
Figure 3.2:	The design of the study	81
Figure 3.3:	Action research cycles, adapted from Stringer’s (2004, 2007, 2008) action research of interacting spiral/ helix	88
Figure 3.4:	A summary of action research plans and cycles	91
Figure 3.5:	Guided reflection processes	93
Figure 3.6:	The flow of the observations process	103
Figure 3.7:	The Interface of ATLAS.ti version 7.5	114
Figure 3.8:	Process in thematic analysis of data	115
Figure 3.9:	The code list for research question 2 based on the Systematic Assessment of Book Reading (SABR)	116
Figure 3.10:	Continuum and implications of positionality, adapted from Herr and Anderson (2005)	121
Figure 3.11:	Mode of participation throughout the 4 cycles	124
Figure 4.1:	Reading material for Ms Ani’s baseline shared reading 1	145
Figure 4.2:	Reading material’s for Ms Ani’s baseline 2	146
Figure 4.3:	Reading material for Ms. Ani’s baseline 2	146
Figure 4.4:	Reading material for Ms Fida’s baseline 1	147
Figure 4.5:	Seating arrangement of pupils during Ms Ani’s and Ms Fida’s baseline shared reading	149
Figure 4.6:	Guided reflection processes	180
Figure 4.7:	Examples of powerpoint slides for the story Ma Liang	185
Figure 4.8:	Classroom layout	186
Figure 5.1:	Sample Power point slides for country mouse and city mouse ...	206
Figure 5.2:	Sample page of the story on power point slides	207
Figure 5.3:	Animated song downloaded from Youtube	210
Figure 5.4:	Classroom layout	213

List of Appendices

Appendix 1	Systematic Assessment of Second Language Book Reading ..	283
Appendix 2	The Systematic Assessment of Book Reading (SABR) tool by Zucker, Justice, Piasta, & Kaderavek (2007, 2010)	284
Appendix 3	Teachers' Interview Protocol	291
Appendix 4	Students' Interview Protocol	292
Appendix 5	Teachers: Questions for Reflection and Self-Assessment	293
Appendix 6	Sample Teacher's Interview Transcription	294
Appendix 7	Sample Observation Transcription: Transcription Ms Ani Cycle 2 – The Lion King	298
Appendix 8	Teacher's Consent Letter	300
Appendix 9	Pupil's Consent Letter	301
Appendix 10	Appointment letter: SK Air Hitam as Teaching School	302
Appendix 11	Letter: Teaching School implementation in Teacher Training Institute	303
Appendix 12	Proposal: Teaching School implementation in Teacher Training Institute	304



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List of Abbreviations

BM	Bahasa Malaysia – Malay Language
CAR	Collaborative Action Research
DTP	District Transformation Program
ELT	English language teaching
ESL	English as a second language
ICT	Information Communication Technology
KBSR	Kurikulum Bersepadu Sekolah Rendah – Integrated Kurikulum for Primary School
KSSR	Kurikulum Standard Sekolah Rendah – Primary School Standard Curriculum
L1	First language
L2	Second language
LCD	Liquid Crystal Display
MBMMBI	Empowering Bahasa Melayu and Strengthening English
MOE	Ministry of Education
PPT	Power point presentation
SABR	Systematic Assessment of Book Reading Tool
SABRL2	Systematic Assessment of Book Reading Tool for Second Language
SISC+)	School Improvement Specialist Coach
UPSR	Ujian Penilaian Sekolah Rendah – Assessment for Primary Education
PISA	Program for International Student Assessment
OECD	Organization for Economic Co-operation & Development

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Bismillahirrahmanirrahim

*'Read! In the name of your Lord Who has created,
He has created man from a clot,
Read! and your Lord is Most Generous,
Who has taught by the pen,
He has taught man which he knew not.*

(Quran 96:1-5)

The first blessed verses (ayat) revealed to Prophet Muhammad (PBUH) in the Qur'an (Qur'an 96: 1-5) began with 'IQRA' or read. This indicates that the first duty in Islam is to 'Read', thus to acquire an understanding of the written text to acquire knowledge. Reading provides us with access to information, and in today's world, information is power. Thus, reading promotes the development of "meaning making" and information processing abilities that are valued in the current technological and information age. Therefore, it is important to promote reading literacy as early in life as possible to produce a knowledgeable and informative society. Research findings in applied linguistics and reading have consistently show a strong relationship between reading proficiency and greater general knowledge at all ages, from the primary school right through to university level (Pretorious, 2000; Heath, 1983; Elley, 1991).

One of the the most researched approaches to promote reading literacy among children is shared reading. The approach, which was also referred to as interactive

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Appendix 1

Systematic Assessment of Second Language Book Reading

Construct	Codes	Definition
1. Language Development	1a. Describe Story Actions	Teacher discusses perceptual-level story events and/or actions depicted in illustrations or in the printed text
	1b. Label/Locate/ Notice Noun	Teacher provides or asks for a label/name/ notice a noun depicted in the illustrations, the printed text, or tangible objects referenced during reading. Teacher asks child to locate a noun.
	1c. Describe Characteristics of Nouns	Teacher describes characteristics of a noun or requires selective analysis of a noun/noun parts.
	1d Word Definition	Teacher asks for or provides a word definition.
	1e Expands/extends child's utterance	Teacher recasts, expands, or extends child's utterance.
2. Abstract Thinking	2a Compare and Contrast	Teacher models or asks children to compare and contrast aspects of illustrations/story events
	2b Judgments, Evaluations, and Inferences [I]	Teacher models or asks children to make judgments, evaluations, or inferences about the text, events, characters, or illustrations.
	2c Prediction	Teacher models or asks children to hypothesize what will occur next in the text or the outcome of a particular event.
	2d Reasoning, Explanation, or Analysis	Teacher models or asks children for reasoning, explanation, or analysis.
3. Elaborations	3a Word Elaboration	Teacher asks for or provides a word elaboration through contextualization or dramatization
	3b Text-Life Connection	Teacher models or encourages children to link text content directly to past, present, or future personal experiences of the teacher or children.
	3c Dramatize/ Pretend/ Imitate	Teacher encourages children to pretend or to represent an action/event/ state/feeling/etc. depicted in the text.
	3d Follows child's lead	Teacher follows the topic of child's spontaneous initiation with a contingent verbal response that continues the child's topic or the teacher gives child an opportunity to repeat/clarify their spontaneous initiation, thus acknowledging the child's contribution by giving the child the "floor" to speak.
	3e Emotion Modeling	Teacher uses feeling words to discuss characters' feelings, to highlight emotion words in the text, or to model her/their own emotive responses to text.
4. Selective use of mother tongue	Scaffolding pupils without displacing English as the main medium of discussion	
5. Session Climate	4a Models Respect	Teacher models respectful language or respectfully responds to a student's signal.
	4b Positive Feedback	Teacher offers students positive feedback on their input.
	Maintaining inspiration and enthusiasm	Teacher's ability to add feeling and emotion to the text/ to convey the writer's feeling through the use of prosodic features and non verbal language

Appendix 2

The Systematic Assessment of Book Reading (SABR) tool by

Zucker, Justice, Piasta, & Kaderavek (2007, 2010)

1. Language Development

The Language Development construct examines the extent to which the teacher highlights words during reading and discusses word meanings.

This construct includes instances of expanding on a child's verbal contribution.

Codes	Definition	Specific coding notes & examples
Ia. Describe Story Actions	Teacher discusses perceptual-level story events and/or actions depicted in illustrations or in the printed text	<p>Question/Request/Comment about events and actions related to the initiating events, problems, solutions, and/or goals of story plot.</p> <ul style="list-style-type: none"> • T: What are they doing? • T: What's happening in this picture? • T: It is raining.
Ib. Label/Locate/ Notice Noun	Teacher provides or asks for a label/name/notice a noun depicted in the illustrations, the printed text, or tangible objects referenced during reading. Teacher asks child to locate a noun.	<p>1b (1) Question/comment/requests that provide a label for an object or character in illustration or encourage children to notice an object/character.</p> <ul style="list-style-type: none"> • T: What is this?/What are these? • T: Who's that on the stairs? (Note: noun label request + prepositional phrase) • T: That's a watch. • T: See the giraffe? • T: That's not a giraffe <p>1b(2) Request for child to locate a simple noun in illustration</p> <ul style="list-style-type: none"> • T: Find the... • T: Find the... + prepositional phrase(s) • T: Where is...? • T: They are in the + prepositional phrase(s)
Ic Describe Characteristics of Nouns	Teacher describes characteristics of a noun or requires selective analysis of a noun/noun parts.	<p>1c(1) Questions/requests that require children to locate a modified noun in an illustration.</p> <ul style="list-style-type: none"> • T: Show me the biggest tomato. • T: Where is the white flower? • T: Is that the fast one? (Note: "one" functions as pronoun here) • T: Show me one word on this page. (Note: "one" functions in the numerical sense here) <p>1c(2) Questions/requests that require children to locate an object defined by its function or characteristics.</p> <ul style="list-style-type: none"> • T: Find the one that is... (Note: this determiner requires selective analysis) • T: Find the one that is... and is ... • T: Do you see one that...? • T: See the outside edge?(in this case, "outside" is an adjective modifying edge) <p>1c(3) Questions/requests/comments that describe attributes of object, including colors, shape, quantity, properties, or possession.</p> <ul style="list-style-type: none"> • T: Does the cheetah have spots?

		<ul style="list-style-type: none"> • T: That one is soft. • T: Tell me its shape/size/color/quantity/possession/etc. • T: See the red one
1d Word Definition	Teacher asks for or provides a word definition.	<p>1d (1) Definition requests/comments occur when a teacher asks for or provides a word's meaning.</p> <ul style="list-style-type: none"> • T: What is a...? • T: What kind...is this? • T: It is a ...+ category/essential qualities • T: What does... mean? • T: Do you know what "furious" means? • T: That means.... • T: This is like.... • T: This refers to.... • T: This stands for.... • T: This is a kind of + category <p>1d(2) Requests/comments that establish a category include a superordinate category or explain this is one group/type/kind.</p> <ul style="list-style-type: none"> • T: Cheetahs and tigers are both members of the cat family. • T: The occupied sign is a kind of signal to tell others.... <p>1d(3) Requests/comments with examples/non-examples include a demarcation of the word's meaning for vocabulary development.</p> <ul style="list-style-type: none"> • T: Some other enormous things are elephants, skyscrapers, eighteen-wheel trucks, and whales. But, a needle and your pinky finger are not enormous. • T: Find the ones that are not vegetables. • T: Name something that is a vegetable and not a fruit.... (Note: Also code 2a) • T: Name something that can...but is not a....(Note: Also code 2a) • T: Angry is more than mad. (this demarcates how these words relate on a continuum) <p>1d(4) Requests/comments about purpose of a word include the function/purpose of an object.</p> <ul style="list-style-type: none"> • T: Tell me its purpose.... • T: What is it used for? • T: A bulldozer helps you to tear down and move things. • T: A scale is used to figure out how heavy something is or how much it weighs.
1e Expands/extends child's utterance	Teacher recasts, expands, or extends child's utterance.	<p>1e (1) Teacher expands or recasts child's utterance with correct grammar or a longer form.</p> <ul style="list-style-type: none"> • C: Chair broke. - T: The chair is broken. • C: Mean lion. - T: Lions are mean. • C: Her's happy. - T: She's happy. <p>1e(2) Teacher extends child's utterance by adding/clarifying an idea.</p> <ul style="list-style-type: none"> • C: Chocolate cookies. - T: You made chocolate cookies. (added idea that child made the cookies) • C: He's hurt. - T: He might be hurt and that could be why he's using a wheelchair. (added idea/possible explanation) • C: Dog. - T: That is a brown dog. (added color) • C: Why? - T: Well, why do you think he is confused? (clarified idea by stating

	character is confused)
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2. Abstract Thinking

The Abstract Thinking construct examines the teacher's use of modeling and open-ended questioning to engage children in predicting, hypothesizing, remembering, reasoning, summarizing, and inferencing about aspects of the book's content. All of these codes include an inferential level of demand.

Codes	Definition	Specific coding notes & examples
2a Compare and Contrast	Teacher models or asks children to compare and contrast aspects of illustrations/story events	Questions/Requests/Comments that require children to consider similarities and/or differences between pictures, characters, stories, life events, or functions/purposes of objects. <ul style="list-style-type: none"> • T: What's different about the tiger and the cheetah? • T: How are these garden tools similar? • T: How are these the same? • T: These frogs are the same color, but they are not the same type. • T: This one is like this one • T: Do you do this with your friends too? (listen for "too" as a comparison/highlight similarity; Also code 3b. Text-Life Connection)
2b Judgments, Evaluations, and Inferences [I]	Teacher models or asks children to make judgments, evaluations, or inferences about the text, events, characters, or illustrations.	2b(1) Questions/Requests/Comments that include judgments or evaluations about story ideas, non-perceptual qualities, events, illustrations, or the text as a whole. <ul style="list-style-type: none"> • T: Do you think he's cool? • T: Do you think he's embarrassed now? • T: Is he really hungry? • T: Find the scary part. • T: What a beautiful landscape. • T: He shouldn't be afraid. • T: I like this book. • T: He'd better... + judgment/evaluation • T: You ought to... + judgment • T: Even the words on this page look sad. • T: That was the best soup they'd ever had. • T: He is old/young. • T: Ew! (as in "that's gross"); (Note: Do not code "Uh oh" as evaluation as this is too vague.) 2b(2) Questions/Requests/Comments that model or request inferences about a characters' role/feelings, events, or things not perceptually present in text. <ul style="list-style-type: none"> • T: What could he say? • T: Do you think that was a good idea? • T: He's eating, but he's not really hungry. • T: I think the author wants to show us.... • T: I think... + judgment/evaluation/inference • T: I bet... + judgment/evaluation/inference • T: What did you think the title of the book was?
2c Prediction	Teacher models or asks children to hypothesize what will occur next in the text or the outcome of a particular event.	Questions/Requests/Comments/Complete-the-Sentence about events subsequent to a scene or predict the outcome of an event/entire text. <ul style="list-style-type: none"> • T: What will happen if it gets wet? • T: Do you think it could be noisy on the plane? • T: What's the next noise going to be? • T: What's going to make a noise on this page? • T: What will happen next? • T: Do you think that will work? • T: Was Jill's prediction correct? • T: Show me what you think will happen if.... • T: I think his mom will find out.

		<ul style="list-style-type: none"> • T: I wonder what will happen.... • T: Let's see if... will.... • T: I think he will do this again. • T: That will become a butterfly. • T: What do you think they're going to find? • T: If he can be very careful it might.... • T: Then what will happen...? • T: Then, the seeds become ____. • T: Do you think this book is going to be about a duck or a bear? (Although a closed question, this is a prediction) • T: Is he going to eat the trash? (Although a closed question, this is a prediction) <p>Let's see + what animal is on the next page.</p> <ul style="list-style-type: none"> • T: Let's see + where he will sit. • T: Let's see + who Arthur will meet. • T: Okay, let's see + what it says about the lion (in this example, note the teacher's explicit statement of what they will be looking for when reading). • T: Let's read about + why she's frustrated (in this example, note the teacher's explicit statement of what they will be looking for when reading).
2d Reasoning, Explanation, or Analysis	Teacher models or asks children for reasoning, explanation, or analysis.	<p>Questions/Requests/Comments that model or request explanations of story events, concepts, or explain an inference drawn or a judgment made.</p> <ul style="list-style-type: none"> • T: Why is everything missing? • T: What else could he do? • T: Why can't they...? • T: How can you tell...? • T: Why wouldn't he...? • T: Why will...?39 • T: Why do you think that happened? • T: When the engines turn they make a loud sound and it scared the boy. • T: What happens when...? • T: The water is coming out of the top of the whale because that is his blowhole. • T: This happened because/since/so... • T: When this happens..., but when.... • T: This must be a make-believe story because.... • T: They could do...to solve their problem. • T: This is shown in the picture because.... • T: If this happens...then this happens... • T: Gerard found he couldn't dance like the others, but he could dance in his own way. • T: Why do you think the little brother took all their things? • T: So, thrusters have something to do with speeding up the plane. • T: When the gardener pulls the weeds her plants can get more light and grow better. • T: When you put together letters they can make a word. • T: We need to look up that word in the dictionary. (explains solution to unknown definition) • T: The author's job is to write the words of the story. (explains author's role) <p>4. These formulations often indicate explanation or analysis:</p> <ul style="list-style-type: none"> • Because... • .../so that... • Since... • If... <p>Answers to "why" questions</p> <ul style="list-style-type: none"> • Explanation of "why it would/wouldn't" – essential/nonessential elements

		<ul style="list-style-type: none"> • ...have to... or ...got to have... – Explain necessary conditions • Explanation of “what made/makes it happen” – causes of events/feelings • Explanation of “what you/they could do” – another’s perspective • Explanation of “how we can tell” – explain inference from observation
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3. Elaborations

The Elaborations construct examines the extent to which the teacher elaborates on word meanings, expands on children’s own topics, or encourages children’s dramatic expansions of the text. This construct also assesses the extent to which the teacher elaborates on characters’ emotions and ways the text link to children’s own lives.

Codes	Definition	Specific coding notes & examples
3a Word Elaboration	Teacher asks for or provides a word elaboration through contextualization or dramatization	<p>3a(1)Contextualization provides accurate, contextual information about a word or phrase, including, (a) the time, place, or circumstances in which something occurs or develops, or (b) utterances that sheds light on the word’s meaning.</p> <ul style="list-style-type: none"> • T: Doctors use this word. • T: You can find these (trowels) at the hardware store. • T: Maybe he’s jealous because he didn’t get a toy he wanted. • T: Like we took a boat through the marsh and we saw lots of birds and alligators. • T: You might have felt jealous before when a brother or sister got something for Christmas that you wanted. • T: You can get this vegetable in the winter. • T: Brian was excited when he went to Chuck E Cheese’s. (Uses text-life connection to contextualize a word) <p>3a(2)Dramatization provides the meaning of a word through a teacher’s gestures and imitation, or a request for the children to act out a word’s meaning. The dramatization must be linked to a particular, focal word in the text or a teacher utterance.</p> <ul style="list-style-type: none"> • T: Show me how you look if you feel drowsy. • T: Show me an angry and furious face. • T: Tremble like you’re afraid.
3b Text-Life Connection	Teacher models or encourages children to link text content directly to past, present, or future personal experiences of the teacher or children.	<p>Text-to-Life relates teacher or student(s)’ previous/current/future episodes, possessions, or preferences to story concepts, including inter-textual connections to other books or cultural products.</p> <ul style="list-style-type: none"> • T: It says Violet’s (character) favorite color is purple and Madison’s (student) favorite is purple too. • T: That’s like what happened at our classroom science center. • T: Your name starts with A too, Amy. • T: We have an alphabet strip in our classroom too. • T: You did some planting yesterday. • T: We’ll see pumpkins when we go to the farm on our field trip. (Note it would not be a text-life connection if T referred to a hypothetical future event like this - T: We would see pumpkins if we went to the farm on a as this phrasing is hypothetical.)

		<ul style="list-style-type: none"> • T: Who's seen a dandelion before? • T: Does anyone have a bike like this? • T: Who likes soup? (Note: links to personal preferences) • T: Who has brown eyes like this character? (Note: links to personal characteristics) • (C: I have a backpack.) In response to C's utterance, T: You do have a backpack like this character, but your backpack is a Sponge Bob backpack. • T: This reminds me of The Snowy Day because it is winter in this book too. • T: This reminds me of the other book we read about penguins. • T: I have seen a boa constrictor like this on Animal Planet.
3c Dramatize/ Pretend/Imitate	Teacher encourages children to pretend or to represent an action/event/state/feeling/etc. depicted in the text.	<p>3c (1)Dramatize occurs when the teacher's comments or requests encourage children to represent emotions/actions of animals, characters, or events in text.</p> <ul style="list-style-type: none"> • T: Show me a ferocious and scary face. (also code 2b judges scary and 3e emotion) • T: Make the chimpanzee's sound. (also code 1c describe noun – possessive) • T: Can you act out what happened in the beginning of the story? • T: You can really open your jaws as wide as the lion. • T: He's so angry he just wants to do like this (teacher stomps on floor). <p>3c(2)Pretend Talk occurs when children are encouraged to pretend to talk or interact with characters in text or when teacher pretends to be a character in the text.</p> <ul style="list-style-type: none"> • T: Say hello to Mr. Hippo. <p>T: Get quiet so the crocodile doesn't come and chomp our heads off.</p> <ul style="list-style-type: none"> • T speaks in 1st person as if she is the dump truck character in I Stink! T: No, I have plenty of gas. <p>3c(3)Imitate occurs when children are encouraged to imitate/repeat actions in text</p> <ul style="list-style-type: none"> • Teacher imitates shivering. T: Let's shiver like the boy in the snow. • T: Turn your neck like the giraffe is turning his neck. • T: Put your arms up like a letter Y
3d Follows child's lead	Teacher follows the topic of child's spontaneous initiation with a contingent verbal response that continues the child's topic or the teacher gives child an opportunity to repeat/clarify their spontaneous initiation, thus acknowledging the child's contribution by giving the child the "floor" to speak.	<p>Teacher uses comments/questions that focus on or continue a child's topic of spontaneous initiation.</p> <ul style="list-style-type: none"> • Teacher responds verbally with recast, expansion, extension, or asks for more information about the child's initiation. • Teacher respectfully responds to child's topical lead, by explaining that they can talk about this at a later time.
3e Emotion Modeling	Teacher uses feeling words to discuss characters' feelings, to highlight emotion words in the text, or to model her/their own emotive responses to text.	<p>3e(1)Teacher uses comments/questions that include feeling words related to or contained in the text.</p> <ul style="list-style-type: none"> • T: Why do you think Henry is sad? • T: How does Mudge feel? • T: Look at that word "excited." (highlighting a printed emotion word is appropriate for this code)

		<ul style="list-style-type: none"> • T: It looks like he’s embarrassed and that’s why he put the bag over his head. <p>(3e(2)Teacher uses comments/questions that include her/his own emotive responses to text.</p> <ul style="list-style-type: none"> • Does anyone else feel sad when we get to this page? • T: That lion is scary! • T: I feel anxious for Arthur because he might not make the bus.
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4.Session Climate

The Session Climate construct examines the extent to which the teacher demonstrates enjoyment of reading and respect towards the children during reading. This construct also examines the extent to which the teacher invites children to manipulate the book during book reading and teacher’s reading delivery and behavior management approaches.

Codes	Definition	Specific coding notes & examples
4a Models Respect	Teacher models respectful language or respectfully responds to a student’s signal.	<p>4a(1)Questions/Requests/Comments that include/model respectful or polite language (i.e., these key words).</p> <ul style="list-style-type: none"> • Key Words: Please...; Thank you; You’re welcome. <p>4a(2)Teacher demonstrates respectful behavior to students when they signal (verbally or nonverbally) that they want/need the teacher’s attention. Respectful responses are warm/sensitive and prompt, meaning the teacher does not allow the situation to escalate before responding and/or does not ignore the child’s signal.</p> <ul style="list-style-type: none"> • Teacher responds warmly and promptly when a student calls the teacher’s name. <ul style="list-style-type: none"> o C: Ms. DiBella! Ms. DiBella! T: Yes, Mark. What do you want to tell us? o C: Teacher, look! T: What do you see? • Teacher responds warmly and promptly to a student who is upset/tired/hungry/crying/demonstrating physical need/etc. <p>4a(3)Teacher responds respectfully when a child points out a teacher mistake/error/omission. Examples:</p> <p>T: I was wrong. You (the child) are right. C: That’s not a girl, it’s a boy. T: I’m sorry. It is a boy. C: Ms. Smith, you forgot to tell the title! T: You’re right. The title is xxx. C: That’s an apple, not a tomato. T: I see why you’d think that, but I can tell it is a tomato because it is growing on a vine. (Note: The code is marked even though the teacher did not actually make a mistake because she responded respectfully) C: No. It says “tadpoles wriggle.” T: Oh. “Wriggle.” Thank you.</p>
4b Positive Feedback	Teacher offers students positive feedback on their input.	<p>Teacher comments indicate positive feedback/praise for student(s) verbal or nonverbal behaviors.</p> <ul style="list-style-type: none"> • T: I like how you are looking at the details • T: I can tell you are doing some good thinking. • T: Good job reading with me. • T: That was a smart way to solve the problem. • T: Your prediction was correct. • T: I love how you are paying attention while I read. • T: That’s right. • T: You’re absolutely right! • T: Fantastic!

Appendix 3

Teachers' Interview Protocol

I appreciate your letting me observe your class. I have some questions I'd like to ask you related to this lesson. Would you mind if I taped the interview? It will help me stay focused on our conversation and it will ensure I have an accurate record of what we discussed.

1. Describe your typical book reading session.
2. Can you define shared reading?
3. Can you describe the seating position?
4. What kind of text do you read to your pupils?
5. Do you allow them to ask question when you are reading?
6. Do you ask question as you read?



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Appendix 4

Students' Interview Protocol

1. Do you understand the text read by your teacher?
2. Did you ask questions?
3. Did your teacher ask questions?
4. Did you respond to her question?
5. Did you answer in English? Why? Why not?
6. Did you enjoy the session?
7. Do you like the text? Why? Why not?



Appendix 5

Teachers: Questions for Reflection and Self-Assessment

1. How did the activity go? Did it work with your student(s)?
2. How do you think it helped to improve your student's English: in recognition, production and/or usage?
3. Were there any results that surprised you?
4. What modifications could be made so that it would work better?
5. What do you think are the basic principles involved in this activity?
6. Try to design a new individual activity based on these principles.
7. Is it possible to design an activity for the whole class based on these principles? If so, how would you do it?



Appendix 6

Sample Teacher's Interview Transcription

Ani 260711(1)

(Interview with regards to baseline1 – 20 January 2011)

Venue : SMK Ayer Itam Staff Room

Q: During your first lesson that I observed you, I noticed that there were many times that you asked students wh questions but the answers were obvious from the text. Why is that so?

A: One is I want to make sure that they have listened to the text when I have read it earlier and that is one way of me checking where those information are in the text because they need to refer to the text right so they need to answer those obvious questions. Another thing is if they are able to answer those questions, I consider that they have understood the text.

Q: I also noticed that you read to students without allowing them to interrupt, without asking them questions. You read and students listen. Why?

A: My first reason is that I want them to listen to really listen to the text as it is being read the whole thing so that the learn the intonation, the stress and the way it is read ... to say correctly .. may be in a way. Because I'm reading it. And No. 2, when there's no interruption, I consider that they are able to process the text through their mind as they read silently with me. So that is why I usually don't allow them to interrupt when I'm reading the text.

Q: Would it make any different if you allow them to interrupt? In terms of their understanding of the text?

A: It may not. But I am worried about is, it may distract their attention from the text. So if I asked them questions while I'm reading the text or I allow them to ask me questions I am just afraid that they will lose their focus and the story line

Q: During this lesson what you did was first you started by asking them to turn to page 49 of the textbook and then you asked them a few wh questions with obvious answer, and then you read to them without allowing them to interrupt and then after that you did not repeat, you started discussing the text until the end. Also at the end you ask them to associate what ever they read about Chinese new year you ask them to relate with Hari Raya and you ask them to draw a diagram on the pre and post

and while Hari Raya. Ok Which part of this lesson is considered as shared reading? Is it the whole part or certain part only that you consider as SR?

A: It is when I read and they listen and we shared information from the text towards the end when they are able to discuss with me, when they are able to give ideas that they have understood what they have read through the association of the festival that they are used to which is Hari Raya

Q: So that means the discussion that takes place after your reading aloud to them is also considered

A: Also considered a little bit there because they have to understand what I have read and they share with me their experience.

Q: And about asking them to relate with Hari Raya, is that also SR?

A: Hmm... I consider that a part of SR where I let them used their experience that they have gone through for their festival and they find the similarities and the differences between CNY and Hari Raya.

Q: How do u relate your lesson, your discussion of text with students' critical thinking?

A: Well, they have to recall what they have done during their festival which is Hari Raya and then they try and associate it with CNY that they have read from the text and they discuss and tell me what is similar what is done by Chee Kiat that they do during Hari Raya, and what are the differences during that festivals.

Q: Do you think that students are able to do this task because of the text they read about Chee Kiat or because they already know?

A: One is of course based on their experience, so they already have that knowledge, they already know and no 2 when I get them to compare so they will have a clear picture that they are similarities and they are differences. So they will need to think in a way critically to find out what are the differences and what are the similarities. So that was my main concern during that time.

Q: I also notice that you restate students' answer . Why?

A: That is one way I think I can make sure that all the pupils have heard the answer

Q: Oo.. It was meant for others

A: Yes, I also want to make sure that they know that have given me correct answer.

Q: The part when you said now I want to know more....I give you 2 minutes to read again....discuss with your friend, is this also part of SR?

A: This is what I consider as sharing their reading with a friend because they need to read again and discuss with a friend.. so there's some sharing in a way although both have heard from me, I have already read so at least I can see that by reading againn they will be able to see what they have missed and since I stated specificall before and during the festival so they will pay attention to those partsin the text.

Q: Was everybody able to complete this task, u said give 2 minutes..will they able to complete this task within 2 minutes

A: Some of them were able to do.

Q: How do you gauge whether they are able to do/ not able to do?

A: I spend a little bit of time just walking around watching them, and occasionally I asked them how far have they completed thetask although its only 2 minutes, I consider we already read, discuss a little bit so they are able to zoom in straight away at those specific part and they are able to spend that specific time for that particular part only.

Q: Do you think that this part is done better if done when u are reading aloud to them. U include this while you are reading which one will be better?

A: In a way, if I had done it during reading, some of them may miss out because they may not pay attention, they may miss out this part so when I do it this way I consider that I have already given them sufficient time to listen to text and they focus and they should be able to get the answer.

Q: But what I notice (read memo....

A: For that particular activity I ask them to discuss with the students sitting next to them so that there will be minimum movement otherwise it will take quite sometime

Q: And and that time you expect interaction between student and student and not between you and the student

A: Yes

Q: I also notice that you like to ask question "what else". What do you think is the effect of this question to your student?

A: My rationale is that I want them to think themselves and things that they have already discussed they should have discussed so they could help each other to give me explanation and all that but of course when I do not give them any help whether ppictorial or visually or orally some most of them are not able to give me what I want, only a few.

Q: There was a part where you explain the meaning of the words. Is there any other ways that you could do before explaining the meaning to them to make sure they understand the words.

A: If I could have given them picture because when it comes to CNY of course they know that they have a reunion dinner and they know it's a big affair. I could have shown them the picture and try to get the meaning of the words feast from the picture. Or I could have given them another sentence with that word which they can use to associate or to guess.

Q: What about the sentence itself in the text?

A: The sentence itself aa.. during that time there was one student, she used the word feast wrongly right so that was why I wanted to explain the word and I tried not to give them the obvious answer by asking other pupil to give the meaning..

Q: What I mean is can you use the sentence in the context of the sentence to let them guess the meaning of the word feast

A: If I am not mistaken one of the girls said that it is a reunion dinner and everybody group together to eat there are many people so I supposed that particular student have helped me in a way to help her friends understand the word feast

Q: Have you ever heard of the word "thinking aloud"?

A: Thinking aloud..... aaaa... Not specifically when it is associated with reading.

Q: What do you understand by the word thinking aloud?

A: Thinking aloud I suppose literally it means that we speak as we think which we sometimes do when we are not satisfied with something..

Q: Do you think thinking aloud can be done during SR?

A: I have never tried before and so far if I'm not mistaken I have never heard of that method being used during reading

Appendix 7

Sample Observation Transcription

Transcription Ms Ani Cycle 2 – The Lion King

001	Teacher:	Ahhhh...What are you giving back? What are you giving back?
002	Student:	Book
003	Teacher:	What book?
004	Student:	E1, E2 teacher
005 006 007 008 009 010	Teacher:	Hold on first.sit! Lets start with our lesson first.k? There's another table over there. Ok...now, today yea, we are going to look at another story k? And this particular story, well I think is funny. I think is funny. I'll share it with u afterwards and then you can decide whether it's funny or not. Yeaah? Ehmmm. it's also about animals, Yeaah? But this time it's about jungle animals. Ok, now in a jungle, which animal is the king?
011	Students:	Lion!!
012	Teacher:	Why does everyone say the lion is the king?
013	Students:	because his roar can be hear in one jungle.
014 015 016 017	Teacher:	ok, so the roar of the lion of the giant, the the lion can be heard in the whole jungle. Ok, why else do we say the lion is the king of the jungle? What about the looks of the lion? What does a lion look like?
018	Students:	It looks like a cat.
119	Teacher:	It looks like a cat, yes. But what makes it so special?
120	Student:	His hair!
121	Teacher:	His hair where?
122	Student:	At his face.
123 126 127 128	Teacher:	Yes! Around his face! That is called the mane. M.A.N.E, the mane. Ahhh, so the lion has this big mane hah. A lots of long hair around his face, around the neck. Yeaah? So it looks like a king, yeaah? Have you ever seen a lion in.. on the television?
129	Students:	Yes!!
130 131	Teacher:	Yes!! How does the lion walk? How does the lion walk? Does he walk with the head down, like that?
132	Students:	no!!!
133 134 135	Teacher:	How does the lion walk? Hahh, walks with the head up, isnt't it? And the lion looks around, right? Ok, I want to ask you one question. Does a lion live in the jungle?
136	Students:	Yes!!
137	Teacher:	Does a lion live in the jungle?
138	Student:	No! No! In the zoo.
139 140 141 142	Teacher:	ok, in the jungle. What about in the wild? Now, try to recall the documentaries, the shows that you have seen about lions. Which animals actually lives in the jungle? The lion or the tiger?
142	Student:	Tiger! Tiger!
143 144 145	Teacher:	Tiger yeaah? Because usually we see documentaries about the tiger, ahhh, they have trees around them. But what about a lion? Where does a lion actually live?
146	Student:.	In the forest
147 148 149 150	Teacher:	In the forest? Forest, then jungle is merely the same. Where does actually..does a lion actually live? In which country? In which country can you find lions? Can you find lions in Malaysia?
151	Student:	Yes!

152	Teacher:	No!
153	Student:	Africa.
154 155	Teacher:	Africa..Yes! Can you imagine..ahhh. Can you...ahhhhh. In your mind, can you have the picture of Africa? What you see in Africa? You see a lot of jungle?
156	Students:	No!
157	Teacher:	No!!! What do you have in Africa?
158	Student:	Lot of animal and people.
159 160	Teacher:	yes, a lot of animals and people. But what about the state, the landscape? What about the landscape? Bentuk bumi dia macam mana?
161	Student:	Panas.
162	Teacher:	Panas, and then?
163	Student:	Luas!
164	Teacher:	Luas! Ada pokok tak?
165	Students:	Ada!
166	Teacher:	Ada tapi...
167	Student:	Sikit..banyak...
168 169 170 171 172 173 174 175 176 177	Teacher:	ok, Africa is a very hot place. Very...big fields isn't it? Dry fields hah. But usually we say the lion is the king of the jungle. So whatever it is, today my story is about the lion, ok? Right..let me put up the story for you. Ok..take a few minutes. Look at the story, read it quietly with you friends. Ok...the giraffe and the lion were good friends.ok? so, in this story, the lion has a good friend, the giraffe. "I am your king", the lion always told the animals. As usual you know, the king! "I am your king! I am your king! ". He goes around telling all the animals. "I am the strongest, the fastest, and the smartest!" He roar. Ok? One day, what happened? Ok, soon comes into the picture another animal. Which animal?
178	Students:	The ant..
179	Teacher:	the ant. Hah..What did the ant do?
180	Student:	it was telling everyone that he was going to be king soon.
181 182 183 184 185 186	Teacher:	right.. so the ant was telling everyone that he was going to be king soon! So the ant told the frog, "Wait, I am going to be the king". The ant told the hyena, "I am going to be king!" The ant told the antelopes, " I am going to be king!" So the giraffe heard from all these animals. "Uuishhh, you know, the ant is telling everybody he wants to be king! Ahhhh... and the giraffe is a good friend of the lion. So, what did the giraffe do?
187	Student:	The giraffe told the lion.
188 189 190 191	Teacher:	Ok..so he reported to the lion. "Hey lion, you know what happened? The ant is telling everybody he wants to be king" "Hah?" and what did the lion do? He went to see the ant. So the lion said, "hello ant, hello hello..ahh, I heard you said you will be king soon!" Was the ant frightened?
192	Student:	No.
193	Teacher:	No. What did the ant say?

Appendix 8

Teacher's Consent Letter

SATIRAH BT. HJ. AHMAD
UNIVERSITI UTARA MALAYSIA

Purpose of the Project:

I am Satirah Hj. Ahmad, a doctoral candidate in Universiti Utara Malaysia would like to get the cooperation from the teachers to carry out my study entitled, **“IMPROVING THE QUALITY OF PRIMARY ESL TEACHERS’ SHARED READING PRACTICE: A COLLABORATIVE ACTION RESEARCH”**.

The primary focus of the study is to investigate how teachers can be supported to improve their shared reading practice during reading lesson.

Nature of Participation: We will be collaborating in an action research project. Our aim is to explore issues in your shared reading practice. Then together we will brainstorm possible ways to make your shared reading more interactive.

Participation is Voluntary: Your participation is strictly voluntary.

Confidentiality: I'll do everything I can to keep your information and identity confidential. In presentations and publications, we will use pseudonyms instead of using names of real names. All interview tapes will be destroyed after a three year period.

Benefits: This study will help you improve your shared reading practice.

I have read and understand the consent letter and agree to participate in this study

Name

Signature

Phone Number: _____

Appendix 9

Pupils' Consent Letter

SATIRAH BT. HJ. AHMAD
UNIVERSITI UTARA MALAYSIA

Purpose of the Project:

I am Satirah Hj. Ahmad, a doctoral candidate in Universiti Utara Malaysia would like to get the cooperation from the pupils to carry out my study entitled, **“IMPROVING THE QUALITY OF PRIMARY ESL TEACHERS’ SHARED READING PRACTICE: A COLLABORATIVE ACTION RESEARCH”**.

The primary focus of the study is to investigate how teachers can be supported to improve their shared reading practice during reading lesson.

Nature of Participation: This is like your ordinary English class with your teacher. The only difference is I will be around to see how your teacher conduct shared reading. The shared reading sessions will be videotaped to see the pattern of interaction between you and your teacher.

Participation is Voluntary. Your participation is strictly voluntary. That means you don't have to do this if you don't want to.

Confidentiality. I'll do everything I can to keep your information and identity confidential. In presentations and publications, we will use pseudonyms instead of using real names. All interview tapes will be destroyed after a three year period.

Benefits. Through this study, you will be have more interesting and fun shared reading sessions with me and your teachers.

I have read and understand the consent letter and agree to participate in this study

Name

Signature

Phone Number: _____

Appendix 10



INSTITUT PERGURUAN DARULAMAN
BANDAR DARULAMAN 06000 DUNEA
KEDAH DARUL-AMAN

IPDA 01/2/26(22)
27 November 2007

DENGAN FAX

"KEDAH GEMILANG"

IPDA 01/2/26(22)
27 November 2007

Pengarah,
Bahagian Pendidikan Guru,
Kementerian Pendidikan Malaysia,
Ara 3-6, Blok E 13,
Kompleks Kerajaan Parcel E,
Pusat Pentadbiran Kerajaan Persekutuan,
42604 PUTRAJAYA,
(U.P:KPP Unit Dasar Perancangan & Pembangunan)

Tuan/Fuan,

Pelaksanaan 'Teaching School' di Institut Perguruan Darulaman

Dengan hormatnya saya merujuk kepada perkara-perkara tersebut di atas.

1. Sukacita dimaklumkan bahawa Institut Perguruan Darulaman telah membuat perliman Sekolah Kebangsaan Ayer Hitam dalam Daerah Kubang Pasu untuk melaksanakan 'Teaching School'.

2. Sepertimana Ibu Mesyuarat Perancangan dan Pelaksanaan 'Teaching School' bersama dengan Jabatan Pelajaran Negeri Kedah, Pegawai Pelajaran Daerah Kubang Pasu, Guru Besar Sekolah Kebangsaan Ayer Hitam serta wakil-wakil jawatan-khusus akan diadakan pada ketetapan berikut.

Tarikh : 27 November 2007 (Selasa)
Masa : 10.30 pagi
Tempat : Bilik Gemilang IPDA

Sekian, terima kasih

'BERKHIDMAT UNTUK NEGARA'
'MENDIK DAN MEMIMPIN'

Saya yang menurut perintah,

(HAJI SHAHIDAN B. ABD RAHMAN PPN, BCK)

Pengarah,
Institut Perguruan Darulaman,
Jln. Kedah Darul Aman
s.k.: Fak' Ilmiah

Appendix 11



BAHAGIAN PENDIDIKAN GURU
KEMENTERIAN PELAJAJAN MALAYSIA
TEACHER EDUCATION SYSTEM
MINISTRY OF EDUCATION MALAYSIA
ARAS 2-K BLOK E15, KOMPLEKS KERAJAAN PAKSIL E,
PUSAT PENADBIRAN KERAJAAN PERSEKUTUAN
62504 PUTRAJAYA



Tel: 03-8841000
Fax: 03-8841081, 488858
Kod: "PELAJARAN"

Ruj. Kami: KP(BPG)3330/206 Jln 5(42)
Tarikh: 31 October 2007

Semua Pengarah
Institut Pendidikan Guru

Tuan/Puan

Peaksanaan *Teaching School* di Institut Pendidikan Guru

Sukacita perkara di atas dirujuk.

2. Satu daripada elemen penting yang perlu ada di IPG ialah "*Teaching School*". Ini selaras dengan kertas Kabinet Naik Taraf Maktab Perguruan kepada Institut Pendidikan Guru yang telah dikeluarkan pada tahun 2005. Sehubungan itu, Mesyuarat Penyusunan *Teaching School* yang telah diadakan di Terengganu pada 24-25 September 2007 telah diputuskan bahawa semua IPG mesti mempunyai *Teaching School* mulai Januari 2008.

3. Sehubungan itu, Bahagian ini memohon agar semua IPG dapat melaksanakan *teaching school* masing-masing mulai sesi persekolahan Januari 2007. Perancangan bagi melaksanakan *teaching school* ini perlu dibuat atas prinsip kolaborasi antara IPG dan pihak jabatan Pelajaran Negeri. Ini melibatkan pemilikan sokongan *teaching school* dan bentuk penglibatan IPC di sekolah *teaching school* tersebut.

4. Bagi tujuan penyemakan, semua IPG dipohon mengemukakan nama *teaching school* dan senarai jawatankuasa *teaching school* IPG (masing-masing) sebelum 30 November 2007. Semua makluman dan pertanyaan boleh dikemukakan kepada Dr Maria Mansur di talian 03-88841061 atau 012-8725006.

5. Kerjasama tuan/puan dalam perkara di atas amat diharapkan dan dihormati dengan ucapan terima kasih.

"BERKHIDMAT UNTUK NEGARA"
"PRODUKTIF, BERKUALITI DAN EFEKTIF"

Saya yang menurut perintah,

(HAJI MOHD. ADENAN BIN DERAMAN)
b.p. Pengarah
Bahagian Pendidikan Guru



Appendix

12

KERTAS CADANGAN PELAKSANAAN 'TEACHING SCHOOL' DI MAKTAB PERGURUAN MALAYSIA

1.0 TUJUAN

Kertas kerja ini bertujuan untuk memohon pertimbangan dan kelulusan Mesyuarat Majlis Profesional, Pengurusan dan Pentadbiran (mempunyai cadangan pelaksanaan 'Teaching School' di maktab-maktab perguruan Malaysia.

2.0 LATAR BELAKANG

2.1 Mesyuarat Jawatan Kuasa Perancangan Pendidikan (JPP) Bil. 167, bertarikh 26 September 2002 telah mencadangkan supaya diwujudkan 'Teaching School' di bawah pengurusan setiap maktab perguruan yang boleh dijadikan wadah (showcase) negara untuk kemerlangan pendidikan dalam semua aspek pengurusan sekolah dan bilik darjah.

2.2 Hasil kajian literatur menunjukkan bahawa banyak negara telahpun mengamalkan konsep 'Teaching School' ini.

2.2.1 Di negara-negara maju seperti Jerman dan Belgium, seseorang bakal guru perlu mengikuti program pengajian pendidikan untuk mendalami ilmu pedagogi di sekolah yang menjadi cawangan (*affiliated*) universiti.

2.2.2 Di Perancis, semua bakal guru perlu mengikuti program di bawah 'University Institutes for the Preparation of Teachers' yang berkejasama dengan sekolah-sekolah berdekatan.

2.2.3 Myanmar dan Thailand turut melaksanakan konsep 'Teaching School'. Burapha University, Kasetsart University dan Chulalongkorn University di Thailand misalnya, mempunyai pra-sekolah, sekolah rendah dan sekolah tinggi di bawah pengendalian fakulti pendidikan.

Rajabhat Institute Songkhro dan Rajabhat Institute Nakhon Si Thammarat di Selatan Thailand telah mempunyai 'demonstration school' di dalam kampus masing-masing.

2.2.4 Kepertuan kepada satu pendekatan baru untuk melatih guru seperti yang disarankan dalam laporan-laporan seperti The Carnegie Forum on Education and The Economy (1988), The Holmes Group (1996), The National Commission on Teaching & America's Future (1996) National Commission on Excellence in Education (1983) dan Goodlad (1990) telah membawa kepada pertuisan idea 'Teaching School' sebagai satu pendekatan untuk mencapai matlamat tersebut.

2.2.5 Di Amerika Syarikat, banyak program latihan peringkat ijazah pertama telah bergabung dengan sekolah-sekolah di kawasan masing-masing untuk membentuk *Professional Development School* yang *berkonsepkan hospital universiti*. Sekolah-sekolah yang bergabung ini akan menyediakan *state-of-the-art practice* yang boleh membantu melatih bakal guru dalam persekitaran sebenar di samping dapat meningkatkan perkembangan profesionalisme guru terlatih.

2.3 Di negara-negara yang telah melaksanakan 'Teaching School', jelas menunjukkan konsep ini boleh memberi pendedahan alam sebenar persekolahan kepada guru pelatih. Tenaga pengajar 'Teaching School' yang terdiri daripada guru sekolah terlatih dan pensyarah maktab boleh menyediakan suasana pengajaran pembelajaran yang kondusif dan berkesan.

- 2.4. Fungsional 'Teaching School' sama seperti hospital yang digunakan oleh universitas yang mempunyai fakulti perubatan untuk melatih bakal doktor perubatan dan ahli farmasi. Menurut Abdal-Haqq (1989) guru-guru yang mengikuti kursus perguruan akan mengikuti program 'residency' di mana-mana sekolah klinikal. Ini menyamai amalan doktor perubatan yang perlu mengikuti pengajaran klinikal di hospital universiti (Sedlak, 1987, Carnegie Corp., 1985).

3.0 ASAS PERTIMBANGAN

- 3.1 Teaching School' mewujudkan kolaborasi sistem maktab perguruan dan sekolah secara terus. Nilai kerjasama dan muafakat dapat dijalinan antara pihak sekolah, maktab perguruan dan Jabatan Pelajaran Negeri. Matlamat ini boleh dicapai menerusi:

- 3.1.1. Perincian mengenai masalah pengajaran dan pembelajaran murid dan penyelesaiannya.
3.1.2. Perkongsian pengajaran di bilik darjah antara guru sekolah, guru pelatih dan pensyarah maktab.
3.1.3. Penyelidikan secara kolaboratif terhadap masalah yang berkaitan amalan pendidikan.

3.2. Pelbagai impak yang positif boleh diperolehi menerusi pelaksanaan program ini, antaranya ialah:

- 3.2.1. Guru - Projek 'Teaching School' dapat membantu dalam usaha meningkatkan kompetensi guru menerusi pelbagai aktiviti perkembangan profesionalisme. Pensyarah maktab perguruan yang mempunyai kepakaran dalam pelbagai ilmu pendidikan dapat berkongsi kepakaran dengan guru-guru sekolah, merancang aktiviti perkembangan staf bersama-sama guru dan berbincang secara bersama.

pendekatan terbaik untuk membantu pelaksanaan pengajaran pembelajaran dalam bilik darjah.

3.2.2 Murid – 'Teaching School' turut membawa pelbagai kaedah kepada murid terutamanya dari aspek kemajuan akademik dan perkembangan sahsiah murid. Dalam bidang akademik, murid didedahkan kepada satu suasana pembelajaran yang mampu menggalakkan pembelajaran mereka. Kelebihan pembelajaran di 'Teaching School' ialah mereka diajar bukan sahaja oleh guru sekolah, tetapi juga oleh guru pelatih dan pensyarah maktab perguruan. Keahlian tenaga pengajar yang pelbagai ini dapat mendedahkan murid kepada variasi pendekatan pengajaran yang bukan rutin. Di samping itu juga kepakaran pensyarah boleh dipraktikkan dalam proses pengajaran pembelajaran bilik darjah untuk membantu pembelajaran berkesan murid-murid. Satu dimensi input yang turut berjaya menerusi pelaksanaan 'Teaching School' ialah pembentukan sahsiah kepimpinan dalam diri murid. Pembentukan sifat kepimpinan pada murid turut terbantu menerusi persekitaran yang membina seperti:

- i) penyesuaian terhadap perubahan – murid didedahkan kepada perubahan dalam pendekatan pembelajaran di sekolah yang melibatkan guru pelatih dan pensyarah maktab. Pada peringkat awal lagi, murid didedahkan kepada kaedah dan persekitaran pembelajaran yang baru, yang agak berbeza dengan persekitaran pembelajaran yang konvensional. Ini akan memupuk sahsiah awal murid untuk bersedia dan boleh menyesuaikan diri kepada perubahan. Kemampuan untuk berhadapan dan menyesuaikan diri dengan perubahan merupakan elemen penting dalam kepimpinan.

ii) Kolaborasi yang terjalin di antara sekolah dan maktab dalam 'Teaching school' dapat memberi contoh yang signifikan kepada murid terutamanya dalam pemupukan nilai-nilai murni. Amalan bekerjasama, bermuafakat dan 'partnership' yang ditahirkan melalui teaching school memberi contoh terbaik kepada murid untuk menerapkan nilai tersebut dalam penyuburan diri murid. Kepenabdalan yang menekankan elemen kolaborasi telah dikecipati penting dalam mamupuk budaya kepimpinan murid.

iii) Kepelbagan aktiviti di maktab baik aktiviti kurikulum mahupun aktiviti ko-kurikulum membenarkan peluang yang luas kepada penglibatan aktif murid dalam aktiviti maktab. Peluang sebegini mampu meningkatkan kecermerlangan minda, emosi dan fizikal murid yang merupakan esei penting untuk melahirkan pemimpin cemerlang.



iv) Penekanan kepada aspek-aspek pembentukan sisih kepimpinan menerusi aktiviti-aktiviti seperti 'Public Speaking', 'Team-building', 'Team-Expectation', 'National Integration' dan 'Peer-pressure' yang beraskan kurikulum dan ko-kurikulum kebangsaan. Aktiviti-aktiviti ini bukan sahaja menjadi aktiviti dalam bilik darjah tetapi cuba diterapkan dalam diri murid-murid agar menjadi sebahagian daripada budaya dalam 'Teaching School'.

3.2.3 Pensyarah - Teaching school dapat mengukuhkan kemahiran pensyarah terutamanya dalam pengaplikasian teori-teori ilmu pendidikan dalam situasi sebenar bilik darjah. Pendekatan begini bukan sahaja memberi ruang kepada pensyarah untuk mempraktikkan segala pengetahuan dan kemahiran yang selama ini hanya disampaikan dalam kuliah kepada guru pelatih tetapi pada masa yang sama pensyarah dapat membiasakan diri dengan keadaan semasa di bilik darjah, menyedari akan keperluan-keperluan terkini dalam proses pengajaran-pembelajaran bilik darjah dan mengevaluasi perubahan-perubahan yang memerlukan penyesuaian dari aspek pedagogi dan psikologi pendidikan. Kesedaran ini akan membantu pensyarah untuk sentiasa memajukan diri agar tetap pengetahuan dan kemahirannya sejajar dengan keperluan semasa di bilik darjah.

3.2.4 Guru Pelatih - Pendekatan baru ini memberi latihan pengajaran yang sebenar kepada bakal-bakal guru. Guru pelatih bukan sahaja dapat menadik Teaching School sebagai premis untuk menjalani praktikum tetapi juga dapat mengadakan mikro-teaching dalam suasana pengajaran-pembelajaran yang sebenar. Di samping itu juga, guru pelatih dapat membuat pemerhatian dan penyelidikan tentang proses pengajaran-pembelajaran bilik darjah di Teaching School dan cuba mengaitkannya dengan teori-teori yang dipelajari semasa kuliah. Di samping itu juga, guru-guru pelatih dapat mempraktikkan pelbagai amalan pedagogi yang dipelajari semasa kuliah dalam situasi pengajaran-pembelajaran di bilik darjah Teaching School.

3.3 Teaching School mencadangkan satu bentuk hubungan baru antara penyelidikan dan amali dan menjadi *institutional base of authority* kepada profesion perguruan (Abdul-Rasq, 1989) dan

menyediakan sokongan (institusional) untuk keperluan profesional (Levine, 1988).

4.0 CADANGAN

Berikut ialah cadangan pelaksanaan 'Teaching School' di maktab-maktab perguruan Malaysia:

4.1 Ada 2 kaedah bagaimana pelaksanaan 'Teaching School' dapat dilakukan oleh maktab perguruan. Dalam kaedah 1, maktab-maktab perguruan yang mempunyai kawasan akan membina sebuah kompleks sekolah rendah 'Teaching School' dalam kawasan maktab. Manakala bagi maktab-maktab yang tidak mempunyai kawasan, konsep 'Teaching School' masih boleh dijalankan dengan mengambil kaedah 2 iaitu menjadikan sebuah sekolah yang berdekatan dengan maktab sebagai 'Teaching School'.

4.2 Bagi maktab-maktab yang memiliki kaedah 1, iaitu membina kompleks 'Teaching School' dalam kawasan maktab, sebuah kompleks sekolah rendah akan dibangunkan dan diletakkan oleh maktab perguruan sepenuhnya. Pelajar seksyen rendah dan pada peringkat latar belakang seperti seksyen harian lain. Persekitaran ini akan memberikan peluang kepada aktiviti klinikal yang melibatkan guru-guru pelatih dan maktab perguruan untuk mempelajari keadaan sebenar situasi sesebuah bilik darjah. Kemudahan sidang video atau TV litar tertutup akan diadakan antara bilik kuliah dengan bilik darjah di sekolah bagi membolehkan proses pengajaran dan pembelajaran yang berlaku di bilik darjah dapat dibincangkan terus ke bilik kuliah untuk tujuan pengajaran dan pembelajaran.

4.3 Mewujudkan perjawatan guru bawazah yang akan mengajar di 'Teaching School'. Guru tetap akan menjalankan aktiviti pengajaran dan pembelajaran di bilik darjah mengikut jadual waktu yang dirancang. Mereka akan dibantu oleh beberapa orang

penyarah DG41, DG44 dan DG48 dari pelbagai jabatan di maktab perguruan. Pembahagian masa antara tugas di maktab dengan sekolah akan ditentukan oleh maktab. Perjawatan guru dan staf sokongan 'Teaching School' adalah di bawah pentadbiran maktab perguruan.

- 4.4 Mewujudkan sub-unit 'Teaching School' di bawah unit Kurikulum di Bahagian Pendidikan Guru bagi menyelarasakan aktiviti 'Teaching School'.
- 4.5 Pelajar pra-sekolah di maktab-maktab perguruan adalah terbuka kepada pelajar tahun 1 sekolah ini.
- 4.6 'Teaching School' akan ditadbir oleh sebuah unit 'Teaching School' yang akan diubuhkan di Jabatan Ilmu Pendidikan Maktab yang akan diketuai oleh seorang Penyarah Kanan (DG48).

4.7 Jisual waktu 'Teaching School' sama seperti sekolah-sekolah lain. 'Teaching School' akan menggunakan kurikulum dan kokurikulum kebangsaan yang diguna pakai di sekolah biasa. Namun demikian terdapat nilai tambah pada kurikulum ini yang akan memuatkan unsur-unsur periklisme dan kepimpinan. Aspek kepimpinan negara bangsa Malaysia menjadi agenda penting dalam sekolah ini bagi membentuk murid ke arah menjadi pemimpin yang dinamik dan berpandangan jauh serta memahami kehendak masyarakat pelbagai kaum dan budaya di Malaysia.

- 4.8 Cuti persekolahan akan diselaraskan dengan cuti maktab, namun jumlah hari persekolahan adalah mengikut ketetapan oleh Kementerian Pendidikan Malaysia.

5.0 IMPLIKASI

5.1 Perjawatan

Dari segi perjawatan, penentuan perjawatan guru sekolah rendah (siswazah) perlu diwujudkan di bawah pengurusan maktab-maktab perguruan mulai tahun 2005 hingga 2010.

5.2 Infrestruktur

Sebuah kompleks bangunan sekolah yang lengkap mempunyai 24 buah bilik darjah yang lengkap dengan bilik Guru Besar, tandas, bilik pejabat guru, makmal Sains, makmal Kemahiran Hidup, makmal Komputer, kamiti stor peralatan sukan dan ruang pertunjukan perlu dibina mulai tahun 2005 untuk menampung keperluan murid-murid yang makin bertambah dari setahun ke setahun mulai tahun 2005 sehingga tahun 2010. Anggaran kos untuk 16 buah sekolah yang lengkap adalah RM128 juta (Anggaran RM8 juta bagi sebuah sekolah yang mengandungi 24 buah bilik darjah).

5.3 Kos

Peruntukan kewangan untuk pengurusan sekolah seperti gaji guru dan belanjawan mengurus yang lain perlu diperuntukkan kepada BPG untuk disalurkan kepada maktab perguruan.

5.4 Pentadbiran dan Pengurusan

Bkim pinjaman buku teks dan peruntukan AMP (Amalan Makenan dan Pemakanan) yang diperolehi dari JPN perlu disalurkan ke sekolah ini melalui maktab-maktab perguruan.

5.0 SYOR

Majlis dengan segala hormatnya dipohon untuk memberi pertimbangan dan kelulusan terhadap cadangan pelaksanaan Teaching School di maktab-maktab perguruan Malaysia.

Disediakan oleh:
Unit Dasar, Perancangan dan Pembangunan
Bahagian Pendidikan Guru