

**A Comparative and Exploratory Study of Teaching Strategies in Writing  
Classrooms between Malaysian and the UK Primary Schools**

Submitted by Henry Nicholas, to the University of Exeter as a thesis for the  
degree of Doctor of Philosophy in Education, April 2022.

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acknowledged.

A handwritten signature in black ink, appearing to read 'Henry Nicholas', written over a diagonal line.

Signature: .....

## **DEDICATION**

Alleluia!

In Loving Memory of my Father Nicholas Lee Voon Shin (2021)

In Loving Memory of Angel Daughter Heather Mae H. Nicholas (2017)

Marcella Louisa Jinusie

Mason Hugh H. Nicholas

Maughan Hope H. Nicholas

Families:

Susie Kundie Agos-Lee

Hieronymus Ronny Nicholas

Hilarius Hilary Nicholas

Helda Jessica Nicholas

Hierry Isaac H. Nicholas

Herlene Isabelle H. Nicholas

Hans Noel H. Nicholas

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## **Abstract**

*In view of the Malaysian aspiration to look for international best practices in English Language Education, this thesis is framed by the Malaysian governmental intention to shift the teaching and learning of writing from a local to a global pedagogy. This study presents an exploration of how writing is taught in two national contexts - England and Malaysia - with a particular focus on teachers' pedagogical approaches to the teaching of writing. These strategies were explored and compared using a multimodal theoretical framework. This project draws on case studies of writing classrooms in Malaysia and England, where a range of qualitative data was synthesised to present a multifaceted analysis of pedagogy. The case studies were represented through participation of 4 teachers from one school in England and 6 teachers across 2 schools in Malaysia, all of whom were teaching children aged between 5 and 9 years old. Data in the form of curriculum materials, classroom observations, and interviews with teachers were collected, in order to investigate the modes, media and semiotic resources they utilised to allow children to design texts. Thematic coding was used to look across the data sets to create individual case studies, which were then compared to reveal patterns of similarity and difference. The analysis demonstrates similar linguistic emphases in both contexts through the learning of phonics, vocabulary, grammar, and genre, but different approaches particularly with regards to 'talk and write' (England) and 'copy and correction' (Malaysia). It signals the importance of a shift from linguistic writing to multimodal composition; and suggests that there is a need for a change in the Malaysian strategies to teaching writing from word to sentence to whole-text level writing. The findings also highlight the need to include ESL writers' voices in the development of a multimodal theoretical framework which might support writing pedagogy in ESL contexts. In addition, the study also revealed the Malaysian MoE approach to literacy which focuses on proficiency and mastery of listening, speaking, reading, and writing through strict completion of the curriculum content in modules, work on textbooks and workbooks thus limiting teachers' ability to plan approaches to teaching writing that enable children to design whole texts.*



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## Key to Abbreviations

British Education Research Association .....	(BERA)
Common European Framework of Reference for Language.....	(CEFR)
Continuous Development Programme .....	(CPD)
Disclosure and Barring Service.....	(DBS)
Dual Language Programme Policy .....	(DLP)
Economic Planning Unit .....	(EPU)
Education Development Blueprint.....	(PPPM)
Education Development Plan.....	(EDP)
Education National Key Result Area.....	(NKRA)
English as second language .....	(ESL)
English for the Teaching of Maths and Science Policy .....	(ETeMS)
First Language .....	(L1)
Second Language .....	(L2)
Government Transformation Programmes .....	(GTP)
Institute of Teacher Education .....	(IPGM)
Integrated Curriculum for Primary School.....	(KBSR)
Ministry of Education Malaysia.....	(MoE)
National Primary Schools (Mission Schools) .....	(SRK)
National Primary Schools .....	(SK)
National-Type Primary Schools.....	(SRJK)
New Curriculum for Primary School.....	(KBSR)
National Curriculum of England .....	(NCE)
Pelan Induk Pembangunan Pendidikan.....	(PIPP)
Performance Management and Delivery Unit.....	(Pemandu)
Programme for International Student Assessment .....	(PISA)
Standards-Based Primary Curriculum .....	(KSSR)
Trends in International Mathematics and Science Study .....	(TIMSS)
United Kingdom.....	(UK)
United States.....	(US)
Uphold Bahasa Melayu and Strengthen English Language Policy .....	(MBMMBI)

## CHAPTER 1: INTRODUCTION

When the new English language curriculum in Malaysia was piloted in 2011<sup>1</sup>, it came with various initiatives, both for teachers and students. The teacher trainers at the Institute of Teacher Education (IPGM) were among the many who conducted courses and workshops about the new changes, and who supported the initiatives until the curriculum was fully implemented in all primary schools in 2017. As a teacher trainer at the institute (Gaya campus), I was informed of government documents describing further upcoming transformations in education – namely, changes in policies. The initiatives for internationalising education specifically mentioned England and Singapore for the benchmarking of English language education in Malaysia.

My position as a teacher trainer, with knowledge about these policies, is what led me to the current study. Throughout the years 2011 to the current year 2021, there has been three improvements imposed onto the KSSR – an acronym which refers to the standard-based curriculum for primary schools. The introduction of KSSR which started in 2011 was reviewed in 2015 with the first improvement of a change in the teaching and learning of grammar both in context and in isolation. This means that the teaching and learning of all the language skills is inclusive of grammar during each lesson and a specific module for grammar outside those lessons. It was fully implemented in 2017 with the second improvement when the teaching of grammar in isolation was taken out. In 2018; the third improvement was when all language skills assessments are benchmarked against the Common European Framework of Reference for Languages (CEFR) starting with years 1-3 (Appendix 1) as according to the Curriculum Development Division (CDD, 2017a, 2017b, 2017c).

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<sup>1</sup> Kurikulum Standard Sekolah Rendah (KSSR)

In this study, I focus on comparison between Malaysia and England, in terms of the teaching and learning of writing. The data was gathered in 2018 – without the inclusion of CEFR because of two reasons. Firstly, not all teacher-participants have attended and completed the CEFR-KSSR course; secondly, the participating schools have not received the new guidebooks and workbooks for teachers and children. The most important idea about this comparison is that its aim is not to benchmark the Malaysian education system with reference to England, but rather to explore new strategies to teach writing, using a comparative approach to illuminate how writing is taught in different contexts. Although there is a suggestion in the Government Transformation Programmes (GTP) for education as according to the Malaysian Performance Delivery and Management Unit (Pemandu, 2011-2017) that educators should look for ‘best practices’, details of how these best practices are to be arrived at are not provided.

Hence, to understand how ‘best practices’ was to be defined in the current study, I referred to the relationship between a) the Malaysian initiatives (starting in 2011) for internationalising education, and b) the *Memartabatkan Bahasa Malaysia dan Memperkukuhkan Bahasa Inggeris* (MBMMBI)<sup>2</sup>, which was introduced in 2010. These two policies are discussed further in section 1.3. The definition of ‘best practices’ used in the Malaysian curriculum documents can best be summarised as focusing on ‘new practices’ and ‘international practices’. The documents imply that English language education in Malaysia should be modernised by drawing on the practices of other countries. Here, I take a critical stance towards the concept of ‘best practice’ (Smagorinsky, 2009), acknowledging that the concept of ‘best’ is value laden, and not directly

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<sup>2</sup> ‘To Uphold Bahasa Malaysia and to Strengthen the English Language’

transferrable between different contexts. Instead, I consider what an international comparative approach reveals about teachers' pedagogical approaches to writing, with particular attention to their selection of mono/multimodal texts and activities. In addition, I also look at what is included and excluded from how modes combine through the strategies teachers use.

This study's focus on exploring teachers' pedagogical strategies from a multimodal perspective draws on a number of theoretical concepts. Multimodality is associated with various theoretical assumptions, concepts, and approaches to the teaching and learning of writing which are discussed in detail in Chapter 2. There is a list of terms (Glossary – Appendix 2) to explain all the terminologies. Table 1.1 shows some of the major fields which frame the study.

*Table 1.1*

*Relevant Theories and their Definitions, Concepts, and Terminologies*

Terminologies	Definitions
Multiliteracies (New Literacies and New Learning)	Linguistic diversity and multimodal forms of linguistic expression and representation (New London Group, 1996)
Multimodality (Modes and its representations)	Communication and representation in more than just the linguistic mode (Kress & van Leeuwen, 1996)
Multiple Literacies	Visual, Textual, Digital, and Technological Literacies (New London Group, 1996)
Traditional Literacy or Conventional Literacy	Print-based Literacy Alphabetic Linguistic Form Traditional Texts (Cope & Kalantzis, 2009)

In this study, multimodality provides a framework for analysis of strategies used in writing lessons, and especially of how different modes of communication combine to convey information on texts. These are briefly discussed in 1.8 and further discussed in 2.2.



## **1.1 Statement of the Problem**

Research on multimodal texts has documented the importance of literacy and literacy learning practices moving beyond the linguistic mode. In this study, I explore how teachers approach the teaching of writing through a multimodal lens, and this includes attention to the types of text which teachers use in the classroom, and the types of text that pupils are asked to write.

The traditional view of literacy, which is conceptualised as 'reading and writing' within a context of linguistic-mode activity, is no longer relevant (Kress, 2010). Reading and writing a text is the focal point of literacy and understanding that a text is the focal point of literacy not only provides a theoretical view of children's process of learning, but also informs how modes and resources support children's writing. Hence, in this study, I particularly view the teaching of writing through the lens of multimodality, with a focus on modes, media, and resources.

Firstly, while multimodality has always featured in children's text production, this study responds to an increasing demand for understanding how we might respond to this in the classroom. Exploration of children's literacy learning increasingly focuses on children's writing practices; particularly how children process and compose multimodal texts (Walsh, 2009; Kress & Jewitt, 2003). Giving children the opportunity to produce multimodal text is said to have a favourable impact on children's engagement with reading and writing, (Kress, 2010; Jewitt, 2009; Walsh, 2009). Early writers aged 5-9 often draw on a complex array of resources and processes to create and recreate meaning; and this is an area worth exploring.

Secondly, the interplay of modes, media, and resources is widely discussed in studies of multimodal texts, and the literature frequently mentions

the effect this interplay has on pedagogy (Lotherington & Jenson, 2011). Jewitt explains that the relationships between modes, pedagogy, and context can be understood through the design of a text (Jewitt, 2008). The process of designing a text requires resources and materialities, and these are provided by teachers, who work within particular curricular constraints (Jewitt, 2008; The New London Group, 1996; Kress, 2000).

In addition, studies on comparative education have reported that pedagogy is linked to policy (Planel, 2008). To date, there is no explicit mention of multimodal texts in the KSSR curriculum. The current study responds to the demand from the Malaysian government that educators should learn from international comparison by examining teachers' strategies in their selection and use of different modes and resources, particularly as demonstrated through their lesson planning and classroom practice. To date, there has been no research which takes a comparative approach to investigating the teaching of English as a Second Language (ESL) writing in Malaysia; therefore, the implementation of the new KSSR curriculum has not previously been studied in line with the GTP's stress on the importance of international best practices. At the same time, the literature tells us that the curriculum for language learning in Malaysia remains linguistically focused. Internationally, this linguistic emphasis has been a matter of great concern for researchers and practitioners (Bezemer & Kress, 2008; Jewitt, 2005), especially those who advocate the change from print literacy to multimodal literacy.

Therefore, this study is motivated by two related issues: the need to satisfy Malaysia's aspiration to improve its English language education, and the impetus to consider the development of multimodal literacy from research.

The choice to include teachers teaching Year 1 to Year 3 in this study was greatly influenced by the Malaysian pedagogic timeline; in 2017, the first batch of children, aged 6-9, experienced the first full implementation of the new curriculum.<sup>3</sup>

## **1.2 Purpose of Study**

There are two purposes of the current study – firstly, to explore teachers' strategies, with a particular focus on their selection of modes, media, and resources when teaching writing, and secondly, to extend the multimodal theoretical framework to work in an ESL writing context. This exploration involved identifying, describing, and explaining the modes, media, and semiotic resources found in lesson plans, lesson activities and texts. The texts explored in the study include the materials used by teachers in teaching writing, such as official textbooks or workbooks, or mentor texts chosen by teachers, alongside the texts produced by children during their writing lessons. The aim was to look for ways to support children's writing as part of Malaysia's internationalisation policies, while also developing wider theoretical understanding of multimodal writing in the ESL primary classroom.

## **1.3 Historical Timeline as Research Context**

To reiterate, this study is driven by the introduction of a curriculum draft in Malaysia in 2011. This draft had monumental significance for the socio-cultural and political shaping of Malaysia, moving towards achieving a developed-nation status. For English language education, this study is a national call to internationalise practices by looking for comparative practices in England.

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<sup>3</sup> Please note that – as will become apparent – the age-range of the pupils who were the subjects of the current study was 5-9 overall, but 6-9 in the Malaysian context.

The history on the formation of Malaysia informs that the Malaysian curriculum review is a national agenda. Its English language policy is a delicate racial issue, due to its cultural, social, and political history. It has always been socio-politically driven, and at some points has experienced socio-cultural resistance. At present, the curricular objectives are about proficiency – the ability to use the English language for interpersonal communication – and mastery - the ability to extend the use of the language to meet the needs for intra-national and international communication.

The initial challenge after the formation of Malaysia in 1963 was nation-building; to unite the Malays, the Indigenous people of Borneo, the Aborigines in Malaya, Chinese, Indians, and other immigrants brought in by the British. At this point in time, Malaysians spoke various languages, including Malay, Indigenous dialects, Mandarin, Tamil, and English. In the newly formed Malaysian demography, the position of the English language became a socio-cultural, racial, and political agenda item.

In 1967, four years after Malaysian federation, Malay became the national language – also known as the language of unity – and English became the second language –also known as the medium of communication. However, there was no English curriculum at a national level for another twenty years. In 1983, the first national curriculum was introduced; it was called the Kurikulum Baru Sekolah Rendah (KBSR), or the New Curriculum for Primary School. Ten years later, in 1993, another reviewed curriculum was implemented. Somewhat confusingly, it was also abbreviated KBSR; this was because it was called the Kurikulum Bersepadu Sekolah Rendah – the Integrated Curriculum for Primary School. A shift from this second KBSR to KSSR began in 2011.

The KSSR was piloted over the next seven years and was fully implemented by the end of 2017. In fact, the planning had taken a total of 17 years, beginning in 2001. This comprehensive review has been politically driven to be in line with Malaysia's 'Vision 2020' which aims to achieve a developed-nation status in 2020 - after 57 years of independence. It has now past 2020 and Malaysia has not achieved this status. The internationalisation policy was also prior reviewed in 2015 and was extended to 2025.

#### **1.4 International Comparative Best Practices for Language Education**

In the past, the Vision 2020 policy encompasses various national transformation programmes, including English language education and policies. These programmes and initiatives are currently extended to the year 2025 along with Malaysia's 12<sup>th</sup> Malaysia plan; 2021 – 2025 as according to the Economic Planning Unit (EPU, 2021, p. I-5)

The initiation of education transformation programmes in Malaysia was explained in the Rancangan Pembangunan Pendidikan or the Education Development Plan (EDP) from 2001 to 2010 from the Ministry of Education, Malaysia (MoE, 2001). In 2006, Malaysia develops an operational framework called the Pelan Induk Pembangunan Pendidikan (PIPP) or the Malaysia Education Blueprint to expedite the EDP covering the years 2006 to 2010. In 2013, Pelan Pembangunan Pendidikan Malaysia (PPPM), or the Education Development Blueprint further arranged the MoE proposed implementations for transformation programmes and initiatives into three waves: 2013 to 2017, 2017 to 2021 and 2021 to 2025. These documents explain the initiatives, plans, and implementations to restructure the education system in the period 2001-2010 and 2013-2025 (MoE, 2001, pp. 1-11; EPU, 2001, p. 3; EPU, 2006, pp. 36-37).

In 2011, the KSSR draft was launched, and the first target children were from Years 1-3; children aged 6-9, from Level 1 as according to the CDD (2011). In 2014, the first target children group has completed primary school education. In 2015, the KSSR was reviewed. More guidebooks, workbooks, and suggested scheme of works and so on were provided to support teachers and children.

The PPPM outlined three main objectives; two of these are:

- Understanding the current performance and challenges of the Malaysian education system, with a focus on improving access to education, raising standards (quality), closing achievement gaps (equity), fostering unity amongst students, and maximising system efficiency;
- Establishing a clear vision and aspirations for individual students and the education system as a whole over the next 13 years;

(MoEb, 2014, p. E-2).

Before the full implementation of KSSR in 2017, it was continuously reviewed under the GTP, and as part of the Education National Key Result Area, or NKRA, policy (MoEc, 2014, p. 3; Pemandu, 2011-2017). The MoE set three aims to achieve international standards; two of these are:

- Benchmark learning of languages, Science and Mathematics to international standards by;
- ... providing equal access to quality education of an international standard... and... ensuring every child is proficient in Bahasa Malaysia (national language) and English language.

(MoEa, 2014, p. E-15)

The KSSR, under the NKRA Education and GTP programmes, outlined 11 stages in the process of transforming the education system. One stage is described with the words 'Benchmark learning of languages... of an international

standard' (MoEb, 2014, p. E-15) and 'curriculum aligned to international standards' (MoEb, 2014, p. A-29). Singapore, South Korea, and the United Kingdom are the international benchmarks; this is because these countries have successful records in transforming education (MoEa, 2014, p. 4-24). The end target of this transformation programme is that the Malaysian education system should be world class (MoEa, 2014, p. 3-44) and that the KSSR 'should incorporate international best practices and be of a standard that produces globally competitive citizens' (MoEb, 2014, p. 4-4).

However, these opportunities to transform education are limited because of Malaysia's diverse demographics. The language used at school varies between Malay, Mandarin, and Tamil; with English being the second language. Also, there are two types of school; firstly, government-aided schools called Sekolah Rendah (SK) or Sekolah Rendah Kebangsaan (SRK), and secondly national-type schools called Sekolah Rendah Jenis Kebangsaan (SRJK), which are partly funded by the government. SK and SRK both mean 'national primary schools', while SRJKC (Chinese) and SRJKT (Tamil) both mean 'national-type primary schools'. The SKs and SRKs use Bahasa Malaysia or Malay (BM) as the language of instruction, and the SRJKs use either Mandarin or Tamil.

These are all public schools with different foci in terms of the preservation and conservation of national, Mandarin, and Tamil languages and their respective cultures (MoEa, 2014, p. A-2). However, these schools share the same national aspirations, use the same English curriculum, receive the same initiatives, and most importantly cite the same National Education Philosophy (Pemandu, 2011-2017; MoEb, 2014, p. E-7). In the current study, the SK and SRK schools are specifically selected.

## **1.5 Background of the Study**

### **1.5.1 International Comparison between Malaysia and England**

Since the implementation of the KSSR draft in 2011, there have been studies – by Malaysian researchers, among others – looking at how the content of the curriculum worked against the socio-cultural demography and language policies. However, there have been no studies to compare KSSR internationally, considering the call to look for international best practices.

Therefore, in the current study, I intended to explore different international current strategies in the teaching of writing; particularly analysing the modes, media, and semiotic resources found in lesson plans, lesson activities, and texts. This provided opportunities to illuminate different pedagogical practices through comparing how writing is taught in different contexts.

According to the KSSR timeline, when the KSSR draft was piloted for seven years, starting in 2011, the target group was Level 1, comprising children aged 6-9. There was no curriculum to cover Level 2 between 2011 and 2013. In 2014, the initial Level 1 children went into Level 2, with a new curriculum draft in effect. By 2017, the children from this first batch of children had reached lower secondary school. At this point, in 2017, the second batch of Level 1 children was registered. This was the first batch under the regime of the full KSSR implementation. Hence, to understand how the curriculum content, guides, and requirements work at the foundation level, as well as to find out the success of the government initiatives to continuously prepare teachers for international standards, the focus in the current study was on Level 1. This exploration then allowed me to compare the similarities and differences between Malaysian and English contexts, to develop an enhanced understanding of the strategies used to teach writing.



In addition, the selection of England as the comparator in this study is because, when the KSSR draft was launched, the GTP document that outlines the plans and initiatives to raise the standards for the learning of languages, mentions Singapore and the UK as the aspirational comparators (Pemandu, 2011-2017). This comparison was further highlighted in the Malaysia Education Blueprint Annual Report (MoEc, 2014, p. 350). At the point of launching the curriculum, the former Minister of Education, Malaysia Tan Sri Muhyiddin Yassin – who was the prime minister – made the remark ‘How does our education system compare against other countries? Is what we consider “good” actually good enough?’ (MoEc, 2014, pp. 1-4). Henceforth, in the current study, the exploration and comparisons are between Malaysia and England.

Vision 2020 is the ultimate national aspiration to reach a developed-nation status for Malaysia. When it was initiated in 1991, the plan and initiatives to improve the quality of education started. Significantly, at this time, raising Malaysia’s profile, within the Trends in International Mathematics and Science Study (TIMSS), and the Programme for International Student Assessment (PISA), was an important national agenda too.

In 2002, the English for Teaching Mathematics and Science programme (EteMS) was introduced to support this agenda. Throughout the period from 1991 to 2009, plans were revised, and more initiatives were provided to transform English language education. Under these revised plans, the GTP was first launched in 2009. In an effort to realise this transformation, and considering the impact of globalisation, the MBMMBI policy was introduced. In 2011, the KSSR draft was introduced; and before the full implementation of KSSR in 2017, the Dual Language Programme (DLP) policy was implemented in 2016. By 2018, one year after the full KSSR implementation, the teaching and learning of English

language in Malaysia was aligned to the CEFR; and more English teaching hours were added to the timetable. Plans and initiatives to raise the standard of English among Malaysian teachers of the language and their students, began even before the introduction of the KSSR draft in 2011. It has been a long stretch of planning, within the Vision 2020 policy and currently extended to 2025, to raise the standards of English language education in Malaysia.

The KSSR 2017 curriculum content, guide, and requirements were used as the focal reference for the current study; and this focus was included in the multimodal theoretical framework used to understand Malaysian English language education for primary schools in context. In particular, the curriculum document was used as a reference to help look for details in its writing module. These details include the curriculum approach, literacy strategies, elements of writing skills and learning outcomes. The aim of this was to analyse the availability and use of various modes and semiotic resources (Kress, 2003, pp. 52-56) in writing lessons.

### **1.5.2 KSSR**

KSSR is a modular approach to the teaching and learning of English. Its conceptual framework explains its modular configuration, consisting of:

- four modules (2017/2018) five modules (2015)
- six learning foci
- three standards and
- two strands.

The 2015 and 2017/2018 grammar modules are slightly different where in 2017/2018 module, grammar module is integrated with writing modules instead of the grammar module being taught in isolation. The strands, separates the five modules into two; firstly, focussing on the teaching and learning of all the core

language skills; and secondly by inserting the fun element at the end of the core modules through language arts. Teachers' pedagogical strategies are guided by the content standards, learning standards, and performance standards as shown at the bottom of Table 1.2 below (CDD, 2017a, pp. 19 and 22; 2017b; 2017c).

Table 1.2

KSSR Curriculum Structure 1

KSSR Modules					
2015					
Module 1	Module 2	Module 3	Module 4	Module 5	
Listening and Speaking	Reading	Writing	Grammar	Language Arts	
2017/2018					
Module 1	Module 2	Module 3	Module 4	Module 5	
Listening and Speaking	Reading	Writing/Grammar	Grammar/Writing	Language Arts	
Learning Foci (LF)					
Strand 1					Strand 2
LF1	LF2	LF3	LF4	LF5	LF6
Language Skills	Basic Literacy	Phonics	Penmanship	Grammar	Arts
Standards (S)					
S1	S2		S3		
Content	Learning		Performance		

In reference to Table 1.2 above and in comparison, with Table 1.3 below, there are two stages according to children's age groups. These stages are called Levels 1 and 2, and the focus of teaching and learning differs between the two levels. In Level 1, teachers only teach the first four modules: listening and speaking, reading, writing, and language arts, with an introduction to the teaching of 'writing/grammar' in year 3. Teachers focus on teaching basic proficiency as the learning outcome in Level 1 and on mastery of language in Level 2. The details of this structure are shown in Table 1.3 below.

Table 1.3

KSSR: Levels 1 and 2

	Level 1			Level 2		
Year	1	2	3	4	5	6
Age	6-7	7-8	8-9	9-10	10-11	11-12
Focus	Basic Proficiency			Mastery		
Module 1	Listening and Speaking					
Module 2	Reading					
Module 3	Writing		Writing/Grammar			
Module 4	Language Arts		Grammar/Writing			
Module 5			Language Arts			

In teaching writing to Level 1, the writing syllabus outlines the process, the types of texts used, and the activities. Note, these texts are linear and non-linear literary texts, consisting of a variety of media. The writing syllabus in the KSSR for Level 1 describes the process of learning the writing skills, the suggested types of texts to be used and also suggested writing activities. Below are the descriptions for the writing module:

The process consists of:

- penmanship
- writing letters
- writing words
- writing numerals
- writing phrases
- writing sentences.

The suggested texts are:

- stories

- poems
- tongue twisters
- songs
- jazz chants.

The suggested activities comprise of:

- cursive writing
- correct spelling
- information transfer
- writing labels
- writing notices
- writing messages
- punctuation
- creating simple texts.

For that reason, the current study tried to address a contemporary issue, which is to explore ‘best practices’ against England’s by comparing teachers’ selection of modes, media and resources in the teaching of writing – specifically those teaching Level 1 in Malaysia, and Key Stages 1 and 2 in England. It is critical for me to remind myself again at this point that ‘best practices’ is value-laden; a point I stated in the beginning of my thesis. Hence, this ‘value’ is further framed in my comparative literature in section 2.8. Also, due to the age differences in Level 1 in Malaysia and Key Stage 1 in England, I decided to take Year 4 in Key Stage 2. My decision is justified based on the children’s ages. The levels and stages I mentioned are detailed in Table 1.4 below.

Table 1.4

Level 1 and Key Stages 1 and 2

	Malaysia			England			
Stage	Level 1			Key Stage 1			Key Stage 2
Year	1	2	3	1	2	3	4
Age	6-7	7-8	8-9	5-6	6-7	7-8	8-9

## 1.6 Scope and Significance of the Study

The main scope of the current study was to address the call for an international comparison. This comparison was significant in two ways. Firstly, it supports the development of teaching writing for early writers, by presenting an international perspective on the teaching of writing. Secondly, it allowed me to discover how the same modes, media and resources were used differently within two different communicational landscapes and two different language policies. These two areas of significance contribute to an understanding of the nature of current communication in the classroom, the different points at which the modes change throughout the stages of a lesson, and the multimodal textual forms and structures employed. Interestingly, the scope yields insights into the types of modes and resources that can support writing activities, and the ways in which modes and resources can be used to process and produce texts.

The comparison offers insights into the similarities and differences in the processes, texts, and activities by identifying relevant modes, media, and semiotic resources that are meaningful and supportive. Professionally, the study aims to support the development of the Continuing Professional Development (CPD) programme for in-service and pre-service teachers; expose teachers to a multimodal theoretical framework for teaching writing to early writers; and offer an opportunity to enhance the development of the multimodal theoretical framework in second language writing.

### 1.6.1 Exploration and Comparison

Malaysia and England are socio-culturally different. Both countries offer explorations and discoveries of new ways of teaching writing. As the current study looked at KSSR as being a multi-lingual, multi-cultural, and international curriculum, it addressed the very basic question of ‘How different and similar is the teaching of writing from one country to another?’ A detailed look at both curricula; in comparison between Malaysia and England’s, particularly on the syllabi (modules and programme of study) from both countries is shown in Table 1.5 below:

Table 1.5

*KSSR Module and The English National Curriculum for Comparison*

KSSR Writing Module					Writing in the English National Curriculum			
Malaysia					England			
Level 1 English Language Modular Approach					K1 English Programme of Study			
Listening	Speaking	Reading	Writing	Language Arts	Spoken Language	Reading	Writing	Spelling, Vocabulary, Grammar & Punctuation
			Phonics Vocabulary Grammar				<b>Transcription</b> Spelling Handwriting  <b>Composition</b> Ideas Structuring  <b>Statutory</b> Vocabulary, Grammar and Punctuation	
Teaching Guide Standards					Not Specified			
Pedagogical Principles								
21 <sup>st</sup> Century Learning Environment								
Higher Order Thinking Skills (HOTs)								
Teaching and Learning Strategies								
Elements across Curriculum								

The above Table 1.5 summarises and compares the national curricula from both countries for Level 1 and Key Stage 1. This summary is intended to inform me of aspects of writing which are emphasised in the curricula of each country to assist me in my interpretation of English lessons. Therefore, I

do not feel the need to include the Key Stage 2 National Curriculum simply because the comparison is not focused on the content but rather on the how modes, media, and resources support children's writing. In particular, the syllabi are in the form of official documents for reference called:

- the English Language Modules in KSSR (Malaysia) for level 1 at:  
<http://bpk.moe.gov.my/>
- the English Programme of Study (England) for key stage 1 at  
<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

In the current study, the writing emphases in KSSR and the English National Curriculum are shown in Table 1.6 below.

*Table 1.6*

*Writing Emphases in Malaysia and England Curricula for Level 1/Key Stage 1*

KSSR	English National Curriculum
Phonics Vocabulary Writing/Grammar	Transcription Composition

I am assuming that different terms are used to refer to the same learning of 'letters' and 'sounds' (phonics and transcriptions) and learning and writing of words (vocabulary, writing and composition). However, how letters, sounds and words are taught and learnt differ because of the different language policies. I realised that there is no equivalent explanation as to how these emphases can be compared except for how they are addressed specifically in each country. In Malaysia, the learning of phonics and vocabulary is integrated in all the modules and in all English lessons – for proficiency purposes. There are also teacher's and children's guidebooks, textbooks and workbooks both in hard and soft copies



as well as a site called DELIMa (Digital Educational Learning Initiatives) provided by the ministry to assist teachers, parents and children, at:

- <https://sites.google.com/moe.edu.my/login/login>

In England, the learning of transcription and composition involves spelling and handwriting; and composition includes writing own ideas and structuring them. Another difference is that, in Level 1 Malaysia, writing letters, words and simple sentences is emphasised over grammar (grammar is taught as content knowledge) whereas in Level 2, the focus is on grammar and writing. Comparatively, in England, there are statutory appendices which provide specific features that are included in teaching the programmes of study such as on spelling and on vocabulary, grammar, and punctuation.

Another difference is that in Malaysia, teachers follow five guiding standards to teach each module (CDD, 2017a, pp. 3-12). These standards require teachers to consider incorporating them in their lessons. Whereas in England, it is noted that there are no specific pedagogical approaches apart from the use of systematic synthetic phonics for reading. However, even though there are no specified approaches at a national level, School A in England provides school approaches to teaching and learning. This difference is important to note because there is no 'school curriculum' in Malaysia. This also means that in Malaysia the pedagogy is determined nationally, while in England it is determined at school level.

Up to this point, I have justified how my current study is closely related to Malaysia's official call to explore 'best practices' by means of 'benchmarking' England's. I am also aware that that I needed to be critical in reviewing these terms because the notion of taking 'best practice' from one country and applying it to another is problematic, and indeed the problem with the whole concept of

'best practice' altogether. Hence, I have added a preamble in Chapter 6 section 6.1 providing a short reflection of the issues of international comparison, the current study focus on writing only and my unbalanced insider's knowledge, and a sub-section 6.1.1 where I make an informed decision to distinguish the difference between writing and performing in my data analysis: - which I also clearly justified in Chapter 3 before data analysis. In Chapter 7 under sub-section 7.1 on 'cultural considerations', I also provided a short reflection of my research journey at the beginning, explaining how I started with the assumption that this study would be about learning from practices in England to improve practices in Malaysia, but then developed a much deeper understanding of the problem of the concept of 'best practice'.

Furthermore, I am aware that my research in Malaysia has an ESL focus but in England is L1 (first language.) It has become obvious that the main reason for me to compare ESL and L1 in this study was mainly due to a political move, but I also justify this comparison from an educational research standpoint which justify it from my comparative case study approach in sub-section 3.2.2.

It is hoped that the different socio-cultural landscapes would offer more comparative elements which generate, from the semiotic system, greater insights into the teaching of writing.

### **1.7 Comparative Elements between Malaysia and England**

An overview of elements for comparison mentioned above; between Malaysia (Department of Statistics, Malaysia, Official Portal, 2020; CDD, 2017a; 2017b; 2017c) and England (Office for National Statistics, 2020; Department for Education, 2013a, 2013b; 2014a, 2014b; Department for Education and Skills, 2005) is shown in Table 1.7 below.

Table 1.7

## Comparative Elements between Malaysia and England

Country				Malaysia			England		
Demography				Multiple ethnic groups			Predominantly white British		
Population (in millions)				32.7			67.1		
Types of Schools									
Malaysia					England				
National		National-type		Private	State		Private		Public
Stages of Education	Malaysia				England				
	Primary	Lower secondary	Upper secondary	Post-secondary	Early Years	Primary	Secondary	Further Education	Higher Education
Primary Schools									
Malaysia					England				
Ages 6-7: Year 1					Ages 5-6: Year 1				
Ages 7-8: Year 2					Ages 6-7: Year 2				
Ages 8-9: Year 3					Ages 7-8: Year 3				
Ages 9-10: Year 4					Ages 8-9: Year 4				
Ages 10-11: Year 5					Ages 9-10: Year 5				
Ages 11-12: Year 6					Ages 10-11: Year 6				
First Language									
Malay					English				
Second Language									
English					Foreign Languages				
Additional languages									
Indigenous, Chinese, Mandarin, Tamil and Arabic					Foreign Languages				
Curriculum									
Malaysia					England				
KSSR					National Curriculum				
School Curriculum									
None					Yes				
Curriculum Approach									
Modular					Inclusion				
Listening and Speaking Reading Writing Language Arts Sound System Grammar					Spoken Language Reading Writing Spelling, Vocabulary, Grammar, Punctuation, and Glossary				
Curriculum Matrix									
Level 1 (Ages 6-9) Level 2 (Ages 9-12)					Key Stage 1 (Ages 5-8) Key Stage 2 (Ages 9-11)				
Curriculum Requirements									
Content Standards Learning Standards Performance Standards					Statutory and Non-statutory Guide and Notes Attainment targets				
Teaching and Learning Guide									
Malaysia		Teaching Guide Standards				Teaching and Learning Strategies			
		Pedagogical Principles				Mastery Learning			
		21 <sup>st</sup> Century Learning Environment				Multiple Intelligences			
		Higher Order Thinking Skills				Constructivism			
		Teaching and Learning Strategies				Contextual Learning			
Elements across Curriculum				Learning How to Learn Skills					

		Values and Citizenship Knowledge and Acquisition Project-Based Learning Collaborative Learning
England	Up to Individual School Not specified at National Level	
Writing Strategies		
Malaysia	England	
Set-induction Pre-writing (Presentation) While-writing (Practice) Post-writing (Production) Conclusion	Up to Individual School Not specified at National Level	
Writing Process in Malaysia		
Level 1		
Pre-writing skills: Penmanship, the formation of letters, words as well as numbers in clear print. Master the mechanics of writing and then learn to write at word, phrase, and sentence levels.		
Level 2		
Writing for a purpose as stipulated in the learning standards. Write using appropriate language, form, and style for a range of purposes. Create and present ideas through a variety of media for different purposes using appropriate language, form, and style.		
Writing Process in England		
Key Stages 1 and 2		
Transcription (spelling and handwriting). Composition (articulating ideas and structuring them in speech and writing).  Composition: pupils should be taught how to plan, revise and evaluate their writing.  Phonics: writing down ideas fluently depends on effective transcription; that is, on spelling quickly and accurately through knowing the relationships between sounds and letters (phonics); and understanding the morphology (word structure) and orthography (spelling structure) of words.  Writing - vocabulary, grammar, and punctuation. Articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose, and context, and an increasingly wide knowledge of vocabulary and grammar.  Writing also depends on fluent, legible, and – eventually – speedy handwriting.		

The next section explains briefly how this study worked within the theoretical framework and provides transitory references for the terminologies, definitions, and concepts of modes, media and resources which are used throughout this study. The literature starts with discussion on multimodal literacy which encompasses the whole ideas of multimodality in writing.

## 1.8 Multimodal Literacy

Throughout the current study, I refer to the multimodal theoretical framework provided by Kress and van Leeuwen (Kress & van Leeuwen, 2008; Kress, 2010). Here, I present a summary of their definitions of multimodality, modes, and semiotic resources.

The current study employs a multimodal theoretical framework to examine how the teaching of writing is comparable between Malaysia and England, across all modes of communication (see Table 1.8 below). This approach views literacy and writing within a semiotic frame, challenging the current emphasis on language-as-speech and language-as-writing, which focus on phonics, vocabulary, grammar, penmanship, and other linguistic features. So far, the literature has mentioned about other non-linguistic features which serve as resources to support children's writing which consist of children's writing, images, gesture, speech, sound, and so on. Writing can be viewed as a communicational ensemble; this ensemble comprises modes, media, and semiotic resources (Kress, 2003, p. 21), with modal resources including '... word, spoken or written; image, still and moving; music; objects as 3D models; soundtrack; action...' (Kress, 2003, pp. 21-22) and '... a multimodal ensemble of image, music, speech, and moving elements on the screen' (Jewitt, 2005, p. 323).

Table 1.8

*The KSSR and The NCE within a Multimodal Theoretical Framework*

Malaysia		England	
6-9 years		5-9 years	
English as 2 <sup>nd</sup> Language		English as 1 <sup>st</sup> Language	
Multimodal Theoretical Framework			
Semiotic System			
Modes	Semiotic Resources	Theoretical Claims	Writing
Linguistic Visual Aural Spatial Gestural	Lesson Plans Monomodal Texts Multimodal Texts Artefacts	Children as Multimodal Writers/Composers Multimodal Environment	Activities Artefacts

The above Table 1.8 extends my earlier explanations on the disparities of elements for comparisons on children's ages, language policies and writing curriculum content, to inform how my study essentially worked against ESL and L1 focus and from different levels/key stages.

Within this framework, I was able to explore the modes and resources that teachers use to teach writing. In addition, this framework allowed me to establish the idea that children are multimodal writers and composers because of their natural ability to use available modes and resources in a multimodal environment to make meaning as they produce texts (Walsh, 2009, p. 2; Walsh, 2010, p. 213). It also enables me to explore the range of modalities which teachers ask children to use to when they compose texts during writing lessons, including not only linguistic but also visual, auditory and gestural modes. Within this framework, all of these meaning-making resources are called semiotic resources (Jewitt, 2005, p. 330; Walsh, 2009, p. 16), and I was interested in exploring the linguistic and non-linguistic resources used by teachers and produced by children while teaching and learning writing. These non-linguistic strategies were what I was interested to explore.

### **1.8.1 Multimodality, Modes and Semiotic Resources**

Multimodality is a theoretical position that shifts the view of language to that of one constituent of a social semiotic system. There are two emphases: modes and resources. Meaning is constructed via linguistic, visual, audio, spatial, and gestural modes, as well as through combinations of these modes. In writing, this meaning-making process is known as composition, or the creation of an artefact. The process involves social and cultural interpretation of select modes and resources. A simple overview of modes and semiotic resources are presented below.

Modes are essentially ways to make meaning. They are often referred to as systems of semiotic resources (Danielsson 2016) because each mode communicates potential meanings. 'Potential meanings' means that a mode offers many meanings.

Semiotic resources are the actions, materials and artefacts that can be used to communicate meaning. They are socially made and culturally understood. There are two ways of understanding the use of resources: physiological, as in the use of muscles to make facial expressions; or technological, as in the use of a pen and paper to produce written texts. In essence, they are any 'resource' that can be used to create meaning. Semiotic resources can be categorised and organised in various ways, for example, as objects, actions, texts, people, and the environment (Bezemer & Kress, 2008, p. 168).

A system of semiotic resources is referred to as a 'mode'. Most taxonomies of multimodality refer to five primary modes of communication, linguistic, visual, aural, gestural, and spatial or tactile (Cope & Kalantzis, 2010) and each mode or combination of modes offer[s] different semiotic resources, and thus different potential meanings. These meanings are socially determined, and so communication is a social process, and texts can be analysed to unveil ideologies, social values, power relations and identities, (Kress, 2010, p. 11).

Based on the above theoretical ideas about modes and semiotic resources, communication is multifaceted, but in the current study, it is understood within the concept of design. In literacy education, text 'design' refers to teachers' and children's intentional participation in communication, and particularly how they select, shape, and combine semiotic resources in the creation of texts. While children's texts are part of my data in this study, the focus

is on the strategies used by teachers' to help them write, and the texts are included as evidence of the types of text that students were asked to create. Table 1.9 below shows a comparison between the three terms 'multimodality', 'modes', and 'semiotic resources'.

Table 1.9

*Multimodality, Modes, and Semiotic Resources*

Definitions and Theoretical View of Language		
Multimodality	Modes	Semiotic Resources
'...a shift from language as a static linguistic system to language as a social system – how language is shaped by the ways that people use it and the social functions that the resources of language are put to in particular settings' (Price et al. (eds), 2013, p. 2)	'...shaping of materials...for representation' (Kress, 2010, p. 11)	'It refers to the materialisation and realisation of modes such as the artefacts etc.' (Bezemer & Kress, 2008, p. 168).
Emphasis		
Semiotic System Modes of Communication Representation	Meaning-making 21 <sup>st</sup> century Landscapes	Culturally Made Socially Use Semiotic Production
Texts		
Multimodal Texts	Design	Resources

In reference to the Table 1.9 above, Price et al. (2013), Kress (2010) and Bezemer and Kress (2008) provide a theoretical view of language which situates it within a multimodal semiotic system, positioning the linguistic as one of five modes which can be combined in varied ways. The emphases for this 'position' are to give language and other modes of communication equal role in meaning-making process due to the advent of the use of technologies in communication, and by also suggesting further impacts of social and technological contexts on learning. Kress argues that texts are becoming increasingly multimodal, and education which privileges the linguistic mode above others does not take this into account.



In summary, multimodality, modes, and semiotic resources; each has different emphasis depending on the social and cultural interpretations. The modes of communication are identified as such and are 'transformed' and 'blended' accordingly to suit cultural settings in which each mode is framed within a particular design such as in a textual design. In writing, the use of a singular mode or a combination of each mode can be analysed through the process and product of writing.

The types of text produced which feature more than one of these modes are called multimodal, because they use multiple different types of semiotic resource. In this study, the multimodal theoretical lens is used to enable analysis of the linguistic and non-linguistic texts used by teachers, including picture books, textbooks, graphic novels, comics, and posters, that these strategies.

In short, this study was intended to build new knowledge about ESL writing development which considers the range of semiotic resources used by teachers, and how these are used in different approaches in different international contexts. The new internationalisation policy in Malaysia offers me the opportunities to explore ESL and L1 use of modes in the teaching of writing in comparison to pedagogical approaches in England.

## **CHAPTER 2: LITERATURE REVIEW**

In this chapter, the literature review is divided into four parts. In Part One, I discuss further the theoretical concepts of multiliteracies and multimodality in sections 2.1, 2.2 and 2.3. In Part Two, I review the role of multimodal texts and artefacts, and present empirical research as my attempt to associate the many potentials of modes and how they support children's writing in sections 2.4 and 2.5. In Part Two, I review the role of multimodal texts and artefacts, and present empirical research as my attempt to associate the many potentials of modes and how teachers can use them to teach writing in sections 2.4 and 2.5. In Part Three, I further discuss the use of technology which has allowed me to 'see' the teaching and learning as multimodal which is different from my linguistic-based schema as a teacher-trainer in sections 2.6 and 2.7. Finally, in Part four, I present comparative education literature; both theoretical and empirical to enable me to explore ways to look for similarities and differences in the teaching and learning of writing across national contexts in section 2.8. In selecting literature to review, I identified research which focused on the following topics: modes and semiotic resources, types of modes, media, and semiotic resources, and how they support children's writing. This was accomplished by looking at both theoretical literature which explores the key concepts, and at empirical literature which looks at how writing is taught. The focus was to explore and understand the multimodal theoretical underpinnings of the study. I also discuss the development of multimodal theory in language education and how this development interacts with views of literacy, texts, and writing, with some discussion of literacy in relation to classroom and curriculum contexts.

I also identified the main methodologies and research techniques that have been used to investigate multimodal texts and multimodal pedagogy, to

justify my choice of a certain methodology and further identify gaps in the literature where I discussed how the current study responds to the identified gap. The articles, books and other forms of references used in this review are gathered through a systematic literature review process suggested by Siddaway (2014). This includes scoping and planning (see Appendix 3).

Within the scoping process, I identified key words for search requests, e.g., teaching of writing and multimodality in primary school, and search results, e.g., Google Scholar and Mendeley. I identified subjects, titles, authors, publications, and study characteristics; for instance, from the initial search terms, key authors were highlighted such as Kress, Jewitt, Unsworth, and Walsh on multimodality and texts. I further snowballed for more related articles under these authors. I built assumptions about theoretical frameworks, concepts, and approaches by combining the information above, identifying subjects, titles, authors, publications, and study characteristics, and by answering two questions provided by Siddaway (2014):

- do I have a clear idea of the type of research finding that will be relevant to addressing my research question(s)? and
- do I have clear, specific, and answerable research question(s) are essential to a successful review?

There were three key search terms that appeared in my exploration of multimodal teaching strategies: multimodality, translanguaging and pedagogy. In addition, there were more related search terms under these key search terms. The results from this search enabled me to make my own 'assumptions' about multimodal texts and their association with multimodal teaching strategies. Thereafter, from reading the selected articles, I was able to analyse emerging themes and patterns such as multimodality, emergent pedagogy, critical literacy,

etc. I further snowballed for more related articles by authors, subjects and titles and themes. In this first part of systematic literature review stages, I was able to investigate whether my research questions had been answered during the past decade.

In planning, I broke down my research questions into individual concepts to create search terms, e.g., associated key words and other terms about multimodal texts, such as on theoretical concepts as in multimodality itself; modes; semiotic resources; multimodal ensemble; semiotic landscape; as well as empirical findings on multimodal resources; multimodal writing practices; and new literacy practices. I excluded four key search terms found alongside multimodality which were on translanguaging, sociolinguistics, bilingualism, and multilingualism. These were excluded because the articles linked to these terms looked specifically at linguistic knowledge which was not relevant to the concept of multiple modes of communication. By excluding these four search terms, I was able to operationalise my research questions and discover more potentially relevant articles. This exclusion was also as a result of my discussion with my supervisor (after reading some articles during the early stage of systematic literature review) to focus on keywords and other terms appropriate in the current study.

The scoping revealed two main theories in this field of study; multiliteracies (Cope & Kalantzis, 2000; New London Group, 1996) and multimodality (Kress & van Leeuwen, 2002). Similarly, the literature falls into two main research areas linked to these two theories; multimodality in education generally (e.g., Anderson et al., 2006; Siegel, 2006) and multimodality in language education (Jewitt, 2005).

By exploring these two theories and these two research areas, I sought to understand how multiliteracies and multimodality influence definitions of literacy,

and what pedagogical approaches are suggested for supporting children's literacy development. I sought to explore how these theories and concepts are rationalised when discussing contexts for writing, and I also explored some theoretical concepts and frameworks related to multimodal texts. The purpose of this part of the current study is to define the theoretical field and outline terms to be used for the discussion of multimodal texts and teaching strategies. I attempt to explain the relationship between the theory of multimodality – specifically multimodality in education and multimodality in language education – and how teachers help children to engage with texts, which includes how they learn to write, who they are as writers, and how schools view children's writing practices.

It is important to consider carefully that many studies on multimodality are not linked to education, and that multimodal literacy and multimodal literacy practices are not necessarily about or directly linked to education or school views and practices on literacy. By describing these theories and concepts, I seek to understand how a multimodal theoretical framework could be used to explain the strategies, activities, and texts used in writing lessons; especially at Level 1 in Malaysia and Key Stages 1 and 2 in England.

## **2.1 Multiliteracies**

### **2.1.1 Theoretical Underpinnings**

Historically, this framework was designed by a group of experts working in the field of literacy studies in London (Cope & Kalantzis, 2009; New London Group, 1996). They suggested the need to account for diverse cultures and linguistic variations due to learners' cultural or linguistic background when learning English; hence the term 'multiple Englishes'. At this point, there was an increasing need for a pedagogy which acknowledged the significance of cultural and linguistic diversity. Thus, in relation to literacy teaching, the New London Group suggested

a pedagogy that promotes the learner's critical engagement through technological advancement, learning environment, economic factors, and most importantly the learner's role in life.

With this suggestion in mind, it appears that the traditional literacy pedagogy, which emphasises the basics of reading and writing (Cope & Kalantzis, 2009), is not sufficient to support students in fully accessing the new era of multiskilled workers, interconnectedness among people around the globe, and rapidly changing communication technologies. In order to support learners, the theory makes explicit instructional modes and contexts for literacy learning, with the aim of improving teachers' practices and allowing students to take ownership of their learning. The literacies in multiliteracies are multiple in two ways: as multilingualism and as multimodality (Cope & Kalantzis, 2009).

### **2.1.2 Approach for Construction of Meaning**

This approach to the construction of meaning is based on the notion of design. Design involves a process of transformation and considers subjective self-interest. Subjective self-interest is a designer's intention to create and recreate meaning and this is framed in terms of three concepts: Available Designs, Designing, and The Redesigned (Cope & Kalantzis, 2009, pp. 3-14; New London Group, 1996).

Each aspect of design varies in definitions and foci but shares the same influencing factors and purpose; that is for meaning making: Available design refers to available resources, patterns, and conventions of meaning in a particular context. Designing is the process of shaping meaning which involves representation and recontextualisation. The redesigned is the outcome of redesigning.

Designing is a continuous process: meaning is transformed depending on resources, context, representation and recontextualisation. A text is an appropriate example of design because it can be transformed into a new material or resource depending on the influencing factors such as designer's own interest, life experiences, time, and space etc.

### **2.1.3 Development of Multiliteracies Theory**

In pedagogical terms, a 'multiliteracies' approach to teaching literacy would include paying particular attention to two major aspects of language use (Cope & Kalantzis, 2016).

Firstly, it considers the contextual nature of communication which involves paying attention to how meanings are created within different environments or contexts, culturally and socially situated. Secondly, a multiliteracies approach considers language as one mode within a multimodal framework. In a classroom, meaning making is becoming increasingly multimodal as digital technologies and applications become commonplace. This technology is constantly changing and developing, and this also challenges teachers and learners (Cope & Kalantzis, 2000), while preparing learners to face the existing realities of cultural and linguistic diversity as well as with the rapid development of technology. Hence, a pedagogy aligned to multiliteracies enables students to critically engage with texts, understanding them as socially and culturally situated, and able to make use of a full range of multimodal semiotic resources (Cope & Kalantzis, 2000; New London Group, 1996).

In Malaysia, multiliteracies concept implies the use of ICT and other media (Fariza et al., 2018). The impact of global trends about multiliteracies affects Malaysia in two ways: onto relevant educational policies and trends in Malaysia and onto pedagogical research about multiliteracies in Malaysia. In the Malaysia

Education Blueprint (2013-2025), there are 11 shifts stated to improve the standard of education (MoE, 2015). The 7<sup>th</sup> shift mentioned 'Leverage ICT to scale up quality learning across Malaysia' (p. E-20). The term multiliteracies was only implied in government documents through the use of ICT, and government initiatives to provide access to the internet and other technological tools to Malaysia started in 2002 (MoE, 2001).

Current research about multiliteracies in Malaysia includes the use of technological tools, media, and apps in the classroom as part of literacy learning improvement (Ang & Tan, 2020), as part of literacy education framework (Fariza & Isma, 2018), and in the use of graphic novels to enhance reading comprehension (Suriani et al., 2017) to name a few. Ang and Tan (2020) proposed more digital classrooms to 'emerge' in Malaysia to enhance multiliteracies skills among teachers and to support meaning-making among learners. Fariza and Isma (2018) reported that this approach is valuable to improve Malaysian education standards within the fourth global industrial revolution, calling educational institutions to be equipped with relevant technology and tools, and other semiotic tools to support learning mediation. An interesting study relating the concept of multiliteracies to teacher-trainees' perspective was done by Suriani et al. (2017). They informed that trainee-teachers' utilisation of visuals; whether static or moving images, have the potentials to raise interests among children to be engaged and interested in reading and talking about the texts they read, and when combined with multiliteracies approach to learning, is able to enhance critical thinking and promote active learning process. Hence, they suggested having more teacher education programmes and courses to help teachers explore multimodal teaching techniques.



In the first decade of the development of the theory, many studies were made, in various contexts, that applied the approach empirically. Some of the earlier studies, conducted in the context of English as a Foreign Language (EFL), were initiated in South Africa (Newfield & Stein, 2000), Malaysia (Kalantzis & Pandian, 2001), and Greece (Karantzola & Intzidis, 2000). This approach developed into different areas of research such as multimodality (Kress & van Leeuwen, 1996), contemporary media (Kress, 2003), video games (Gee, 2003, 2005), pedagogy (Kalantzis & Cope, 2004, 2005), and digital information and communication technologies (Chandler-Olcott & Mahar, 2003; Kalantzis et al. 2003).

Over time, particularly in the second decade of development, researchers focused more on the effect and impact of the pedagogy (Melor et al., 2012), its implementation (Ajayi, 2010; Corkett & Benevides, 2015), and teachers' support (Kaur & Ganapathy, 2013; Kaur et al., 2012). These studies posited various impacts for a multimodal or multiliteracies approach to literacy education. For example, Melor et. al. (2012) reported that the use of comics and ICT in teaching writing helped low achieving language learners to write in English but also reported the use of digital comics to be time consuming. Ajayi (2010) stated the positive impact on student's motivation in learning using technology in the classroom. However, he also clarified how schools and school districts decision played a key role in ensuring success. Corkett and Benevides (2015) reported that new teachers' integration of technology in the inclusive classroom, particularly in the use of apps, improved their self-efficacy and perceptions of technology after observing students' active involvement using an app they created. Kaur and Ganapathy (2013) explained that a multiliteracies approach enhanced literacy pedagogy because teachers provided a richer learning

experience. They further clarified that these learning experiences allowed ESL students to experience, conceptualise, analyse, and apply knowledge gained from lessons. Kaur et al. (2012) reported that multimodal pedagogic repertoires promote positive learning outcomes for students, and those teachers of writing in particular, need to understand the broad repertoires of these practices to inform their pedagogic decisions. Overall, all these researchers described multiliteracy as it being concerned with the design of meaning, which involves understanding how ideas are communicated through different modes within a cultural, historical, social, and political setting.

## **2.2 Multimodality**

### **2.2.1 Theoretical Underpinnings**

The discussion of the theoretical concepts and framework of multimodality leads to the focus of the current study: multimodality in the writing classroom. I was interested to explore how teachers use multimodal texts to teach writing, and what modalities of text they ask children to produce. Research on multimodal texts greatly informed me about multimodal teaching strategies because in the literature, these texts help children to engage with learning content through combination of modes and by experiencing writing in a variety of ways. These strategies were explored through multiple modes employed by teachers and children to make meanings in the writing classrooms.

Previous studies explained multimodality as a theory of communication (Kress & van Leeuwen, 1996, 2002, 2008; Kress, 2003; Jewitt, 2005, 2008, 2013; Walsh, 2009, 2010, 2017), and over the years this theory became an interdisciplinary approach which understands communication as conveyed through multiple modes, not just the linguistic. The idea of understanding communication and representation to be more than just linguistic is at the root of the relationship

between multimodality and literacy (Carrington & Marsh, 2005; Duncum, 2004; Hammerberg, 2001; Hull & Nelson, 2005; Jewitt & Kress, 2003; Kress, 1997, 1998, 2003; Kress & van Leeuwen, 1996; Vasudevan, 2010). This theoretical framework presents an approach to understanding communication and literacy through five modes of communication.

Multimodality challenges the assumption that language (the 'linguistic' mode) is the only or dominant way for communication and meaning-making to take place, but it also acknowledges that it is one of the ways in which people communicate articulately (Kress, 2010). In its theoretical underpinnings, it explains how meaning can be constructed and transmitted through writing, speaking, gesture, gaze, and visual forms; and all of these can be categorised into modes or combination of modes, such as through image, movement, gesture, and sound (Kress & Jewitt, 2003). These modes are socially and culturally understood and may combine in specific ways according to the context of the medium of communication. For example, in the production of a video, language in the linguistic sense is combined with the language and artefacts of videography.

As with multiliteracy, multimodality responds to the idea that societal and global needs provide concepts, methods, and a framework for the collection and analysis of communication across these varied modes, and attempts to rationalise the relationships between modes, new media, and technologies. Three theoretical factors – representation, resources, and interaction between modes (sometimes called orchestration of modes) – explain how a mode functions and how combinations of modes are used to represent different meanings (Jewitt, 2009).

‘Representation’ is how an idea is depicted or presented within a text (Russel, 2015). Resources are the semiotic resources which are systematised in modes. These resources have various ‘affordances’ - that is, potential to create meaning. It is important to note that the term ‘affordances’ was adapted by Kress in 2010 from the original work of the psychologist James Gibson (1979) on perception and action, which was later developed by Donald Norman (1988) relating perception and action to the design of objects from social and material aspects. Kress uses the term ‘modal affordance’ to refer to potentialities and constraints of different modes. Potentials and constraints in multimodality refer to how meaning is made with particular semiotic resources within the confines of material, cultural, social, and historical influences. ‘Interaction between modes’ refers to how modes are combined to orchestrate meaning. This orchestration involves selection and configuration of modes, into what is often referred to as a ‘multimodal ensemble.’ The integration of modes depends on ‘inter-semiotic relations’ - that is, the ways in which different semiotic resources can combine (Kress, 2010; Jewitt, 2009; Kress & van Leeuwen, 2002).

Earlier work on ‘affordances’ by Lemke (2009a, 2009b) and Massey (2005) explained that the affordance of a mode is shaped by its materiality, by what it has been repeatedly used to mean and do (its ‘provenance’), and by the social norms and conventions that inform its use in context – and this may shift, as well as through timescales and spatial trajectories. Each mode – as it has been shaped and is socially contextualized – possesses certain ‘logics’. The logic of sequence in time is characteristic of speech: one sound is uttered after another, one word after another, one syntactic and textual element after another. In producing possibilities for putting things first or last, or somewhere else, in temporal arrangement, this sequentiality becomes an affordance. In contrast, still

images are more strongly governed by the logic of space and simultaneity because items are represented concurrently. Not without its critics, the term 'affordance' is subject to ongoing debate (Bezemer & Kress, 2008).

Overall, the theory presents three key assumptions which are:

- representation and communication draws on multiplicity of modes
- resources are shaped over time depending on certain contexts
- meaning is created through an orchestration of modes.

These assumptions are inherent in the key concepts of:

- mode
- semiotic resources
- modal affordance
- inter-semiotic relations.

Overall, a multimodal theoretical framework explains that there are two key contexts that shape meaning which are cultural and social; and there are two processes a designer (speaker or doer) is involved in when creating or recreating meaning which are: selection and configuration. Communication and representation are guided by the four constituents above, which are the key assumptions; concepts; contexts; and processes.

The full repertoire of meaning making resources consists of five modes of communication which are generally categorised as linguistic, audio, spatial, gestural, and visual. The 'core concepts' consists of modes, semiotic resources, affordances, and inter-semiotic relations. In analysing reading and writing; modes; as well as the use of media and resources are empirically used to explore the processes, strategies, and text types which is called the 'design' of meaning.

## **2.2.2 Representations of Meaning**

There are four aspects to the representation of meaning (Jewitt & Kress, 2003; Kress & van Leeuwen, 2002). These are materiality, framing, design, and production. Materiality refers to materials and resources. They communicate meanings in many ways. Framing provides intended meaning of each mode or combination of modes. Design refers to a process for specific representation. Production refers to an actual product.

These four aspects demonstrate the process of making meaning within a single mode or a combination of modes. The created meanings are not static, and this means they are recreated, re-arranged, and remade depending on the medium, the resource affordances, and the artefact in question. Hence, the process of meaning-making is interactive; it involves both the designer and the recipient.

In communication, there are five modes: linguistic, visual, audio, gestural and spatial. These modes are further elaborated on how they can be represented e.g., oral, and written language, music, videos and so on, in the classroom. This is the 'approach' used by researchers to understand how modes and their potentials function in literacy which are also used to analyse multimodal texts.

In theory, these modes are shaped physiologically and technologically into meaningful materials; for example, the linguistic mode might become spoken language - the material form which carries meaning or are also called the 'medium'. The materials are used as resources because they are 'framed' to the ways in which the text is demarcated from others and made internally coherent – the 'boundaries' of a text. The textual 'Design' involves the intentional selection of modes to create specific meaning. The text produced is known as an 'artefact' (a word used to avoid the traditional linguistic connotations of 'text').

### **2.3 Multiliteracies and Multimodality**

This final sub-section of my theoretical discussion considers the relationship between multiliteracies and multimodality. 'Literacy' has traditionally privileged the linguistic mode; however, like Jewitt (2009) and Kress (2010), other researchers reported that other modes have equal potential to carry and communicate meaning. By taking this stance, I identify with the views of Bezemer and Kress (2008, pp. 171-174); that '[t]hese differences in resources mean that modes can be used to do different kinds of semiotic work or to do broadly similar semiotic work with different resources in different ways', that '[m]ode and modal uses have to be considered together with the medium of distribution involved in communication', and that '[d]esign is the practice where modes, media, frames, and sites of display on the one hand, and rhetorical purposes, the designer's interests, and the characteristics of the audience on the other, are brought into coherence with each other'.

In multimodality, its theoretical framework, representation, and communication focus on social processes. For example, a child's gestures (his/her use of a particular mode) in a writing classroom to convey specific meaning (communication). As I have explained earlier, the concept, context, and processes involved to analysing texts as a social process include identifying and analysing the modes, resources, affordances, and inter-semiotic relations – the concept. This concept offers collection and analysis of modes, semiotic resources, affordances, and inter-semiotic relations to explain the constitution of multiple modes in meaning-making. The concept also explains how meanings are created in different types of materials, how meanings are framed (context) in a particular design.

Multiliteracies and multimodality each offer different theoretical underpinnings. Both multiliteracies and multimodality address modes but in different ways. Both look at meaning making process as design. However, since the discussion of modes consists of many terms and contexts, it is hard to define what mode is simply by reading the literature. In order to achieve such a definition, I needed to find a comparative element – which is the design of texts –and the meaning of ‘social’ when discussing writing and modes.

Below is a summary of theoretical discussions about multimodality by early scholars, and an explanation of how this summary helped me to understand what the literature had to say about the concepts, used in the current study, of mode, semiotic resources, and social practice.

### **2.3.1 Mode**

Scholars such as Lankshear and Knobel (2000, 2003, 2006, 2011), Kalantzis and Cope (2005), Unsworth (2001, 2006, 2014), Kress and van Leeuwen (1996, 2002, 2008), Kress (2000, 2003), and Walsh (2009, 2010, 2017) have produced numerous technical terms to explain the use of modes and the roles modes play in literacy. These terms have been previously explained in sections 2.1 and 2.2 on multiliteracies and multimodality. Throughout my discussion about modes in 2.1 to 2.2, modes are discussed in two ways; modes as a socio-cultural resource and mode as within the semiotic system. In the current study, modes are defined as ‘semiotic modes’ because it helped me to analyse a socially organised set of semiotic resources for meaning-making in writing lessons. Thus, the analysis further allowed me to compare written and spoken words, images (moving or still), sound, music, movement, expression, body language, position, physical arrangement, and proximity used in the teaching of writing between Malaysia and England.



### **2.3.2 Semiotic Resources**

As I have explained above, the production of each multimodal text involves a set of semiotic resources, where each resource carries a meaning potential. It means, each text is designed to serve the intended meaning. There are many forms of multimodal texts such as paper-based texts (books etc.), live-texts (performances) and digital (film, animation etc.) and these forms are often leveraged by teachers and children in the classrooms. An important idea about this design or intention behind each multimodal text is that it is heavily influenced by the social theory of a text, by an individual's use of and preference for privileged types of modes over other available modes. According to Oleksiak (2010, p. 297), 'describing and analysing these choices is the primary work of multimodal social-semiotics.' In the current study, identifying and analysing the semiotic resources allowed me to look for ways to support ESL children's writing development, particularly on the different mode potentials offered between Malaysian and English classrooms.

### **2.3.3 Social Practice**

Kress (1990) has discussed the linguistic mode within the context of social semiotics; he termed this a 'critical discourse analysis'. This analysis contributed to multimodality and marked a shift from the focus on linguistic mode to a semiotic system.

Looking at the issue through the 'modes' lens, many researchers have discussed texts in relation to social practice, the influences of power and ideology, and how texts function within the context of communication. Briefly, the social theory of a text explains that a text is the product of a social action. Therefore, a text can also be understood from the point of view of social practices (Kress, 2003, p. 83). This includes the interaction and communication between

teachers and children in the environment where they work such as in the classrooms. From a wider perspective, social practices, in this context, are performed by social groups that have power over the curriculum. In the current study, the social practice of a text refers to both the classroom communication and interaction, and curriculum for writing in Malaysia and England.

This explanation is significant, as it guided me in understanding the use of modes, throughout my exploration, and allowed a deeper understanding of the connections between modes, literacy, and texts in the Malaysian and English classrooms.

#### **2.3.4 Literacy**

Hence, in the current study, my understanding of modes and their various options and meaning potentials was repeatedly related to literacy, which I have understood as literacy policy. Literacy has a direct influence on social, technological, and economic factors. Therefore, texts and literacy were repeatedly discussed in the current study; the attempt was to give a full account of literacy and how texts are treated and viewed in the current classrooms. The literature I gathered to discuss multimodal texts often relate the process of writing and the production of texts as according to the standardised linguistic-based writing curricula, especially those empirical studies from the United States, England, and Australia to name a few. In discussing literacy and multimodal literacy, the term 'writing' is used interchangeably with 'composition' and the word 'text' is alternately used with the word 'artefact'.

To date, there is an ongoing scholarly discussion about the types of literacies we are currently dealing with, and how these literacies are continuously shaped in the world of technology.

## **2.4 Literacy and Multimodal Literacy**

A rather challenging area when discussing language education is the 'literacy deficit' among new generations of learners (Magnusson & Godhe, 2019). Scholars of multimodality propose that meaning-making in education needs to be based on an inclusive view of modes and media in order to develop the wider literacy competences of learners. Therefore, language education, especially in English, needs to be reconceptualised to become multimodal because texts consist of multiple modes (Kress, 2000). Kress specifically mentioned 'English' because he believes that the English language and its curriculum do not address multimodal literacies clearly even though there is a clear media shift to combine prints and digital forms. To accomplish this, Unsworth (2014) suggested changes in curriculum and syllabus (Australia) need to take place because that is where the content and focus of teaching is established.

In view of the education reforms in Malaysia, KSSR is claimed to have changed its approach to address the needs of contemporary literacy. This is explained in its framework, which includes elements such as a modular approach to literacy, the key focus on language skills, content, learning and performance standards, the teaching guide, educational emphases, and themes for each text which I have explained in chapter 1. Since the implementation of KSSR, no studies have been done to explore how it compares internationally and how it is enacted within the multimodal theoretical framework.

Since literacy is understood to be a fundamental component of education, it is subject to ongoing debate, about the future, among scholars of multiliteracy and multimodality (Ryan et al. 2010), especially with regards to pedagogical approaches to literacy, language, and texts. Researchers who consider that language education involves meaning-making also argue that 'the basics' need

to go beyond the linguistic mode. For instance, Jewitt (2005) explained that the future of communication is increasingly visual and digital, which opens up the affordances of new technologies and the requirement for writers to be confident in various modes.

In addition, learners increasingly read and create texts which are not monomodal, combining language, picture, moving images, and sound, mediated through technology, by the use of laptops, mobile phones, etc. They increasingly have access to texts presented in different modes, through different media, with access to various materialities. For educators, and particularly teachers of writing, this demands greater understanding of writing on-screen and multimodal writing more generally.

The multimodal pedagogic dimensions (Kress, 2010, p. 87) of how modes are defined in an education setting, and from within a semiotic system are explained in the next sub-section, in terms of a set of pragmatic moves beyond the linguistic mode.

#### **2.4.1 Research Areas in Multimodality in Language Education**

Throughout the years, relevant studies have highlighted changes in multimodal communicational practices, such as the use of interactive videos, interactive apps, visual texts, dialogue, and play, inside and outside classrooms. This focus on this change suggests the importance of developing an understanding of children's composition, and how this can be framed within a multimodal theoretical framework.

Time and again, Kress has raised the need to shift the understanding of literacy from a predominant focus on the linguistic mode (Kress, 2010). Other researchers (Jewitt, 2005, 2013; Walsh, 2009, 2017; Rowsell & Walsh, 2011; Domingo, 2014) have also associated the idea of children's literacy with the

multimodal theoretical approach to communication. Since the introduction of multimodal theory in 1996, studies of multimodality in education have expanded into specific research areas. These areas are the multimodal theoretical framework, multimodal texts; (Jewitt, 2013, pp. 2, 10), multimodal literacy; and the multimodal learning environment (Kress, 2003; Jewitt, 2005; Kress, 2010; Jewitt, 2013). All these areas attempt to define literacy in the present context, with a focus on: texts, and how text is represented; how technology impacts literacy learning; and, more recently, digital modes (Jewitt, 2013; Rowsell & Walsh, 2011), digital interface in early literacy (Kuby & Rowsell, 2017) and digital audio (Holsanova, 2020) etc.

It is important to realise how research on multimodal texts has moved from initial research in literacy studies where researchers focused on children's early engagement with texts, and how meanings are represented and communicated in those texts; to specifically on children's literacy practices. Primary findings revealed that early writers have a natural inclination to use different modes and semiotic resources, combined with the linguistic technicalities of writing – word, sentence, and text structure – when learning to write. Some latest research on children's literacy by Jewitt et al. (2021a, 2021b) has moved from discussing contemporary literacy to a more focused exploratory and interdisciplinary understanding of multimodal mediation through sensory; touch. They suggested more research looking into the relationship between sensory, social and the digital when discussing tacit sensory mode and its significance in interdisciplinary multimodal-multisensory research. Jewitt, van der Vlugt et al. (2021b) also expanded research on multimodal-multisensory research into virtual reality experiences where 'touch' is given more focus in a research context in exploring its digital remediation.

In the early development of research about multimodal texts, Kress, Jewitt, and other authors have called this a 'new environment' (Kress, 2003, p.19; Jewitt et al., 2014, pp. 2-5; Walsh, 2009, pp. 1-5). However, there is a question here about what 'new' means. Kress' earlier work looked at how young children's writing is naturally multimodal - and that is not new. What is new is the idea that this should be part of what is taught in school since writing practices at school remain within a semantic system. Furthermore, this new environment refers to the changes in the forms and functions of writing; particularly the change from the view of writing as 'told' to the view of writing as 'shown' (Kress, 2003, p. 140). This means that children's engagement with texts offers a variety of ways for children to make meaning by showing, using their bodily senses to configure, explore, and transform modes of writing. This new environment also refers to the new demands on the media; to facilitate writing, to read and write new forms of texts, and to increase knowledge and learning through technology.

To reiterate, many studies revealed that children's engagement with technology allows them to develop competence with the functions of computers and other media. The following paragraphs describe relevant findings related to the use of technology to support literacy practices and to facilitate writing. A specific section discussing the impact of technology to text and factors influencing literacy development in relation to the advent of digital texts is on sections 2.6 to 2.7.

Jewitt (2005) explained how children's writing on screen (using computers and other ICT applications) allowed them to see words revolve and dissolve on screen through moving images, sound, and movement. Students' engagement with technology combined with their knowledge of words impacted their text production as they are able to reconfigure the relationship of image and word.

She explained how children became more visually productive and physically interactive with the media. Further, she discussed the elements offered on the interface, making writing multimodal through the designs of visual, space, colour, font, and style.

Similar studies by Mills (2010), Levy and Michael (2011), Lee (2014) and Johnson (2016), and indicated the potentials of integrating digital technologies into literacy practices. I noticed from these studies that the word 'contemporary' is used to justify the relevance of integrating digital technology in the classrooms. This digital technology, according to Walsh (2009, 2017) is repeatedly used to extend literacy education. In literacy education, texts are now multimodal, and words are reflected in 'a range of photographic, drawn, or digitally created visuals' (Bazalgette & Buckingham, 2013, p. 96).

Further studies about children's reading and writing of multimodal texts in an environment filled with visuals, electronics, media, and 3-D objects have been carried out (Beck & Fetherston, 2003; Burnett, 2009; Burnett, 2010; Chung & Walsh, 2010). Beck and Fetherston (2003) conducted a study among children aged 3-4, on the effects of incorporating a word processor into their writing programme. The researchers reported that children's ability to write using computers comes in varying degrees, and they enjoyed shifting the common practices of using pen and paper to on-screen writing practices because they were able to use pictures and other computer functions.

Research by Burnett (2009) suggested more extensive exploration into the impact and contribution of digital practices on children's literacy learning, within educational settings using new technologies. In her research, she reviewed studies of primary literacy and technology between 2000 and 2006 to explore the emphasis and assumptions of related research associated with print literacy, and

the implications of digital texts for primary education. She concluded that an understanding of digital literacy involves, among many other things, 'the values, processes, interactions, and relationships which surround its "use"'.

Burnett (2010) mentioned that relevant research focusing on digital literacy among 5-11 years old was still limited in quantity and focus. She conducted a literature review providing an overview of research into technology and literacy among children aged up to 8, about the role of digital texts in an educational setting from 2003-2009. She explored different assumptions about the role of digital texts and the position of technology as 'deliverer of literacy; site for interaction around texts; and medium for meaning-making' (p. 247), using actor-network theory by Latour (2005). She reviewed some related studies and reported that so far report of findings on the use of computers among children and their digital experiences did not inform future possibilities of how those practices and experiences could be improved. She added that no studies had been done to investigate 'networked texts'. Hence, she proposed more extensive studies to look into young children's engagement with digital texts, at home and school as well as to destabilise those assumptions about early years literacy education.

Burnett's studies conclude by arguing that there is a need for more extensive exploratory research in this field, which considers how digital practices within educational settings relate to other dimensions of children's literacy learning, in order to better understand how new technologies are and could be contributing to children's literacy within educational settings. It also suggests that actor-network theory may offer a way of destabilising the assumptions that frame research into young children's engagement with new technologies in order to conceptualise this in new ways.



Several studies have particularly revealed children's responses to and interaction with materials such as technology and media when writing. One of the earliest studies was by Chung and Walsh (2010) who explored kindergarten and first grade collaboration at computers for writing lessons. They found that the children became more integrated with the technology, and their levels of interaction and focus were more sustained. A few more similar studies conducted in 2011 and 2013 that investigated children's interaction with technology and media, and children's engagement with text reported that the current curriculum is not relevant. For instance, a study by Rowsell and Walsh (2011) claimed that the children were able to respond to technology and media effortlessly. However, the knowledge and skills necessary for the use of this technology had not been incorporated into the curriculum. This claim was further supported by Bazalgate and Buckingham (2013) who mentioned that children's learning and daily experiences were constantly changing, due to their exposure to more moving images, and due to the trends in and influence of modern media. Hence, they concluded, the curriculum needed to be relevant to the children's needs and experiences.

By looking at these studies which ran from 2010 to 2021, research showed that technology-supported writing enabled the children to learn both language - mechanics, spelling, organisation of ideas - and the language and skills of using technology when writing - typing, highlighting, etc. Technology thus exposes them to new writing experiences and new forms of texts and writing skills. To put emphasis on these findings, Jewitt (2008) who had been researching children's engagement with text and writing on screen had earlier claimed that media culture allowed the children to learn beyond the school curriculum. In addition, these researchers e.g., Jewitt (2008), Rowsell and Walsh (2011) and, Bazalgette

and Buckingham (2013) have also looked into how children present their texts through drama, role play, songs, and using an array of different modes within their curriculum tasks.

Apparently, all these studies foreground the impact of technology in children's learning practices, and how technology changes the ways children read and write. However, while studies on technology and children's literacy practices have been numerous, they have not been comparative in nature. Unlike this project, most of the studies mentioned above presented a single setting.

#### **2.4.2 Development of Multimodal Theory in Language Education**

The discussion in sub-section 2.4.1 implies that there are changes in multimodal communicational practices in the classroom which impact children's composition, and that more studies need to be done to support children's writing development. However, to acknowledge these changes requires an understanding of what is recognised as learning. This context must be related to the literacy practices in question; both in Malaysia and in England.

The literacy practice in education is an institutionalised practice, where teachers and students engage in the teaching and learning activities in an institutional context. This context is essentially the set of rules and expectations in force in that educational setting – the curriculum, conventions of social practices, and the established cultural patterns of teaching and learning (Selander & Kress, 2010).

Research has particularly focused on children's experiences in the classroom when they first start learning to read and write, examining how children express themselves through a wide range of media, and through modes other than language (Kress & van Leeuwen, 1996, 2002, 2008; Walsh, 2008, 2009, 2010, 2017). Numerous studies reported that meaning-making practices appear

to be performed through a combination of the linguistic mode with other modes, in other words, through an ensemble of modes. The following paragraphs illuminate some of the development in language education in the context of L1 where there are discussions on changes in classroom practices, curriculum change and pedagogical demand for teachers.

Studies by Littleton et al. (2010), and Lotherington and Jenson (2011) described how classroom practices are intensified through the use of multimodal approaches in literacy learning practices. Littleton et al. (2010) explore the distinctive potential of interactive whiteboard technology (IWB) in British primary schools. They discuss the importance of harnessing 'the full range of modes of meaning-making appropriate to the semiotic domain'. They reported that children use all sorts of writing, images, gesture, speech, and sound as evidence of a utilisation of a full range of modes in speech and writing. Comparatively, a study involving L2 learners was conducted by Lotherington and Jenson (2011). They reported that there is a move from traditional print literacy to digital literacies in classroom activities. They claim that technology, as with any other mode, had helped intensify multimodal possibilities. These multimodal possibilities consist of new 'media of communication, scope and speed of interactions, nature of discourse, and materiality of texts' (p. 227). They further add that the relationship between technology and new forms of literacy is integral: teachers and children can create and experience literacy in the digital environment.

In the context of curriculum, Walsh (2009) discusses evidence on embedding technology for literacy learning. She reports on a study which involved sixteen teachers who worked in teams in nine primary schools in Australia. Using a case study approach, Walsh (2009) argues that literacy needs to be redefined, and that this redefinition must start with the curriculum context.

She somehow echoes Lotherington and Jenson (2011) in arguing that technology and literacy are strongly connected – in the sense that technology creates a digital environment in the classrooms where children read, write, view, design, and produce in both print and digital modes – however, she also highlights the challenge of linking old and new media of communication, while demonstrating that there can be a continual articulation between written and digital modes through learners' engagement with both print and digital modes (Walsh, 2009).

In the context of pedagogy, being able to adeptly integrate technology into the teaching of literacy places particular demands on teachers. According to Ryan et al. (2010) – in their analysis of teachers' and researchers' reflections on creativeness with the internet, digital programmes, and mobile technology within their practices – the digital world offers teachers and children a plethora of platforms from which to publish and communicate their thoughts. They foreground that teachers need to possess digital skills and become experts in 'new texts'.

The development of multimodality in language education also indicates a new mode; technology, a new demand; different modal possibilities, and raises issues on the definitions of textuality and context. The following paragraphs explain in detail some progresses which are currently unresolved.

Indeed, technology has created new modes of communication, and there is evidence of the impact and demands of multimodal literacy. In my quest to understand that there exist the sixth mode apart from the five modes of communications encouraged me to look for an extended multimodal theoretical framework which was none-existence. Apparently, researchers have been calling technology a new mode which was not directly mentioned in the multimodal theoretical framework to echo the impact and demands of multimodal literacy in

a digitalised world. Researchers somehow have understood that modes are transformed into different resources during meaning making practices. Learners now can access various semiotic resources instantaneously and ubiquitously, aligned with the changes in the use of technology. Earlier in 1997, Kress has somehow foreseen these changes and explained that these digital resources support reading and writing tasks in a competent and apt way (Kress, 1997).

The viability and access to technology in language education have also demanded more features from modes and semiotic resources – such as visual, sound, word, movement, animation, and spatial dimensions – to be used as resources for literacy learning. More research should be done to investigate how students move across and between modes to produce texts (Jewitt, 2007). Also, since the ‘demands’ require rich understanding from teachers and children on how modes and resources could be further utilised, Kress (2010) who has anticipated the ‘new environment’, explains that in multimodal literacy, modes offer different modal possibilities which include combination of modes to convey rich meanings. This can be achieved by including a full ensemble of modes in learning contexts to help develop a complete understanding of multimodal perspectives and allows a deeper understanding of how curriculum knowledge and policy are mediated and articulated through classroom practices. More research could be done to look at how the curriculum affects these multimodal classroom practices.

An interesting study by Rowsell and Walsh (2011) reported that research into areas pertaining to how multimodal communications impact literacy has not been established. They made such a claim using a pilot study in Oakville and a longitudinal research study in Sydney to present a theoretical overview of new fields of research, pedagogy, and practice in literacy education. They suggest

that to teach literacy, educators must be ready to learn how different modes function, claiming that these modes and resources are evident in the classrooms and can either be 'brought together or in isolation to achieve an effect in texts' (Rowse and Walsh, 2011, p. 56).

An earlier discussion by Jewitt (2007) – on textuality and context from a multimodal perspective, comparing practices from science lessons and English language lessons – examines teachers' and students' mobilisation and orchestration of image, colour, gesture, gaze, posture, movement, writing, and speech to shape learning contexts. In regard to a changing textuality, she suggested that including a range of modes in teaching and learning activities, help pupils develop a rich understanding of how a wide range of different modes can communicate meaning. This area also needs more researching.

#### **2.4.3 Teaching Multimodality in Malaysia**

To put 2.4.1 and 2.4.2 settings in context for comparison with Malaysia, research on multimodal texts in Malaysia has so far been on the integration of ICT and the use of comics and big books; visual-texts forms; which was 'implied' in its education blueprint.

In Malaysia, the curriculum has gone through several political reforms and its content is guided by national language policies (Hazita, 2016; MoE, 2015; Mohd Sofi Ali, 2003). There are various stakeholders involved in the curriculum transformation, which aims to ensure that English language teaching follows a systematic guide to help develop teachers' pedagogy (MoE, 2015). At the same time, the national aspirations and initiatives in this field are to benchmark syllabus items, to establish international standards of assessment, and to redefine continuously the expectations of language competency in the face of the

challenges of globalisation. The following paragraphs report some of the studies in the Malaysian ESL setting; but not as extensive as in 2.4.1 and 2.4.2.

A study by Ganapathy and Seetharam (2016) described the use of multimodal approaches as part of a lesson intervention in a Malaysian school. The approaches consisted of providing teachers the strategies to teach and grant students' the autonomy to use iPad and laptop to access and produce multimodal texts. They investigated how images and animated images help improve ESL students' motivation to learn and how teachers' strategies facilitate various students' learning styles. They suggested that multimodal pedagogical practices should be integrated into the teaching and learning of ESL.

Rajendra (2018) examined the availability of multimodal resources in the Malaysian classroom and found the graphic novel to be one of teachers' alternatives to using digital platforms. The use of the graphic novel was found to be more practical in the teaching of literature components as a fresh approach to teaching ESL as compared to using digital technologies because it motivated learners to appreciate the literature which is entirely written in words. Teachers used colours and images as tools to teach literary texts; short stories and poems found in Malaysian literature components (Rajendra, 2018). This study revealed that literary texts in Malaysian schools are generally presented monomodally and teachers choose multimodal approaches to teach traditional literacy.

These two studies are the latest to discuss multimodality in Malaysian English language education, with regard to the KSSR after its introduction in 2011. What these studies clearly show is that the inclusion of multimodal approaches to reading and writing in Malaysia is based on teachers' pedagogic choices, and that the elements of multimodality are not explicitly mentioned in the Malaysian curriculum. This is worth researching and comparing.

Furthermore, it is important for me to realise the different definitions of literacy in Malaysia and its comparator, England. In Malaysia, literacy in the KSSR is defined as listening, speaking, reading, and writing; and grammar is added as the new configuration in its framework. By this time, little is known about the inclusion or even the implementation of multimodal texts in the KSSR curriculum.

So far in this review, I have followed the precedents set by earlier studies focusing on multimodality in language education, as discussed above. Most research about reading and writing has suggested that there has been a shift to multimodal literacy, however, this is not reflected in curriculum content in Malaysia or England. Consequently, studies are explicitly suggesting that educators and researchers should examine how multimodal literacy might be integrated into the curricula.

The many studies about multimodal texts have positioned modes as entities which exist within social practices in language education and have thus defined modes as social-representational: the mode is what it is according to how a social and cultural setting expresses it. The following section 2.5 discusses multimodal texts in detail.

## **2.5 Multimodal Texts**

Currently, the literature informs that teaching writing involves the use of visual, auditory, reading, writing, and kinaesthetic methods as multimodal resources improve teaching strategies to match content delivery using the best and most appropriate mode of learning from the children. In addition, most texts are combinations of visuals and audio. The main argument in discussing multimodal texts is in its claim on children's meaning-making process using available modes and semiotic resources.



The many studies mentioned in 2.4 indicate that the process of meaning-making now substantially involves engaging with texts through digital technologies. However, formal education often maintains the traditional ways of meaning-making (Kress, 2010), which makes it more difficult for learners to create texts using different available modes and through different media. There is also a difference between what the curriculum says and what teachers do in practice.

There is also a difference between what the curriculum says and what teachers do in practice. Hence, in this study, the comparison is focused on the strategies teachers employ to help children engage with texts, and especially on how teachers help children to draft, revise and present their writing, and the modes of writing that they ask children to produce. Initially, multimodal texts are used in reading and writing and are particularly useful with children as young as five years old, when they are first learning to write (Kress & van Leeuwen, 2008, pp. 36, 151).

Initially, multimodal texts are used in reading and writing and are particularly useful with children as young as five years old, when they are first learning to write (Kress & van Leeuwen, 2008, pp. 36, 151). Writing activities designed for young children may often be considered to be multimodal, as children are frequently encouraged to draw from and combine a range of semiotic resources; for example, they might combine images, colours, and words. While the curriculum emphasises linguistic communication, in practice, studies indicate that teachers and children engage in a wide variety of multimodal texts composition and production. Furthermore, with technological advances, children are widely exposed to abundant resources where they can use, create, reuse, and recreate various ways of producing multimodal texts and artefacts. Digital

technology has enhanced children's engagement with multimodal texts (Jewitt, 2005; Siegel, 2006; Jewitt, 2008; Kress, 2010).

Furthermore, researchers have discovered that children are able to interpret a variety of texts and create more resources to produce different multimodal texts (Jewitt, 2008, pp. 243, 255, 259). As mentioned earlier, Kress (1994, pp. 53-55), who was the first to suggest the idea of multimodal literacy, claimed that current writing curricula heavily emphasise the technical aspects of writing; and he suggested a new approach to multimodal writing pedagogies and multimodal writing approaches; to show rather than to tell. He suggested that literacy teaching should explicitly incorporate attention to a variety of modes, considering how they communicate and how they combine, and that this should reflect the fact that writing is itself increasingly multimodal and screen-based, rather than primarily linguistic and page-based (Kress, 2003, pp. 16, 35). Siegel (2006, pp. 67-69) further explains that a focus on multimodal literacy allows children, when engaging with multimodal texts, to rehearse, perform, play, and draw, using their existing 'semiotic toolkits' and knowledge (Siegel, 2006, pp. 67-69).

Some empirical evidence from the literature discusses multimodal texts in the classroom, and how children benefit from their engagement with such texts, which are explained in the following paragraphs. Two studies by Mills et al. (2020) and Leigh (2015) showed that children are able to use more than just linguistic mode to make meanings; and this includes their use of technology. In reference to these two studies, Walsh (2010) significantly explained that children's continuous engagement with digital and print activities affects their ability to read and write on-screen and off-screen.

Mills et al. (2020) conducted a qualitative case study about communication using popular digital media. They examined popular texts, used digital comic creation, and studied sixty-eight students aged 9-11 in Australia. The students were from a wide range of different countries – New Zealand, the UK, the Philippines, India, Samoa, South Africa, Fiji, China, Afghanistan, and Burma. The researchers reported that comics evoked a variety and combination of emotions, as well as students' appreciation of the texts they read; language-appreciation, image-appreciation, gesture-appreciation, etc. This research is significant because it shows how different designs of multimodal texts offer different potentials for augmenting students' linguistic and visual semiotic resources, and appeal to the learners as opportunities to express meaning.

Leigh (2015) conducted a study in the US, on fifteen children at K-12 levels. She used a constant comparative method to analyse word response, and photographs of children working. The focus was on only one child in second grade, and how she developed her voice and identified herself as an artist, writer, and meaning-maker, using her notebook as a reference containing a combination of arts (drawing) and writing. She reported that teachers offering children multiple contexts in which to create and express meaning allowed the children to engage with texts by writing and drawing their voices or ideas (Leigh, 2015). She further claimed that children's multimodal literacy practices related strongly to the teacher offering them more than linguistic ways to express themselves, allowing them to make decisions on what to write, and going beyond traditional views of literacy. These last two studies demonstrate that children's engagement with multimodal texts relate to their emotions, to appreciation of texts and visuals aspects, and to using their own voices.

The following paragraphs describe more studies from 2006 to 2021 discussing specific communicational settings that promote continuous access to multimodal texts for children; meaning more children's engagement with multimodal texts - in and out of the classroom; whether with or without teacher's guidance.

Siegel (2012) explained that children's skills and literacy practices are developed within specific communicational settings, and school is one such setting. Children's engagement with texts from inside and outside schools allow them to read and write multimodally. Within a classroom setting, a study by Pahl (2009) examined the relationship between children's talk and panorama boxes to present an environment. She used the output from this process, in the form of multimodal texts, among children aged 6-7, for two years in the UK. An analytic framework derived from Bourdieu's concept of habitus (1977), interviews with children, and observations of their work, were used. Pahl reported that children's engagement with multimodal texts occurs (among many other ways) through teachers' established procedures in everyday writing practices. She also found that children improvised ways to interact, and they used the talk sessions both to engage with the box and to write their ideas. These studies have provided new insights on children's reading and writing with multimodal texts particularly in the school setting, and through the influence of technology.

Interestingly, children's access to and use of multimodal texts is closely related to and studied within the use of communication technologies. This is because such studies pay particular attention to modes potentials which realise communicative work in distinct ways, including space, play, gestures etc. This trend of studying multimodal texts corresponds with children's access and exposure to digital resources and researchers' interests in understanding the

complex relationships between textual representations, digital technologies, and knowledge. Early research about multimodal texts and technology which also include space, play, gestures, and other mode potentials are explained in the following paragraphs.

Wohlwend (2009) explained that children used play and drawing to talk about imagined technologies, and that the children were curious explorers, transforming stationery items into gadgets, and exhibiting increased levels of interaction with the teacher and each other during play. She conducted a three-year case study on children's practices and designs with video game conventions at kindergarten and primary schools in USA. She used semiotic analysis of children's vignettes and reported that they are early adopters of technology who can transform classroom resources into artefacts. A significant finding from Wohlwend's study was that play is part of children's engagement with texts, with multimodal texts being created through spaces provided to them in their classroom. These spaces allow them to design and redesign video games on paper, by first pretending and imagining transformations of objects, e.g., a carrot becoming a phone, etc.

Apart from 'play' and 'space' as mentioned by Wohlwend (2009), Wolfe and Flewitt (2010) reported that children use 'talk' and 'gestures'. Wolfe and Flewitt (2010) investigated ten children aged 3-4 in the UK, focusing on their encounters with a range of printed and digital technologies at home and in nursery, and analysing their experiences using multiple communicative modes. The researchers reported that children in this age-range responded verbally and non-verbally to multimodal texts, in prints and in digital technology, by using talk and gestures to communicate meaning. Similarly, Beam and Williams (2015) reported that kindergarten children were fascinated by the use of technology, and

that this helped them develop new literacy knowledge and skills to support their independent writing, through the teacher's technology-mediated instructions. They conducted a case study to examine one teacher's use of digital and multimodal technologies, and to explore students' participation using observations and interviews.

From these studies, they inform that technology facilitates language learning process, and it is effective when in combination with other modes of communication which can be technology-based and through an ensemble of modes and semiotic resources. All these researchers reported that children could create, read, and write multimodal texts, through an ensemble of modes; and produce artefacts for learning writing.

Although I agree that modes and texts should be discussed in a pragmatic manner, I have not yet explored the social-nature-shaping of modes and resources. This will be the subject of the next two sub-sections.

### **2.5.1 Modes and Texts**

Currently, one of the commonly discussed aspects of literacy is multimodal texts (Kress, 2010; Jewitt, 2012). There are two conceptual approaches to multimodal texts: reading multimodal texts and writing multimodal texts. In addition, there are two terms that refer to writing multimodal texts: 'designing' and 'composing'. The word 'writing' is often used interchangeably with either of these terms. In deciding which terms to use to explain multimodal texts, I drew from five research areas. They are the studies of multimodal literacy (Kress & Jewitt, 2003; Walsh, 2009, 2010; Kress, 2010), multimodality in education (Anderson et al., 2006, Siegel, 2006, 2012), multimodal pedagogy (Jewitt, 2008; The New London Group, 1996; Kress, 2000), multimodal texts (Jewitt, 2005; Walsh, 2008, 2009) and semiotic resources (Jewitt 2005; Walsh 2008, 2009; Kress, 2010).

It is noteworthy that the study of multimodal texts is in this list of areas, as it is a research area in itself. There are two terms consistently mentioned in these five areas: multimodal reading and multimodal writing. Researchers' early efforts to explain reading and writing as two separate processes defined multimodal texts as text-with-images (Bezemer & Kress, 2008; Kress, 2010). The difference between reading multimodally and writing multimodally is that 'reading involves a process of decoding, interpreting and consuming whereas 'writing' involves the process of encoding and producing. Both processes involve creating meaning and both have different arrangement of elements or resources.

The four main terms gathered from the five research areas mentioned above are communication, media, representations, and artefacts. The literature also mentions a few terms to describe the 'nature' of multimodal texts (Walsh, 2009; Jewitt, 2005). Most importantly, this nature itself means that both reading (decode), and writing (encode) are activities where meaning is constantly created. Every artefact and design are given meaning and offers potential meanings due to how they are socially and culturally created (artefact) and designed. This process of meaning-making is facilitated through various media (Kress, 2010). This process often signals a) the theoretical description of the use of modes, or b) that the modes are materialised in prints, on screen, and in other media.

In regard to technology as a new mode and its relation to writing in the current study, there is a vast difference between the old and new media (Kress, 2003, pp. 5-6). According to Kress (2003), the term 'media' refers not only to the old media of technology and communication, but also to the new multimedia aspect of technology. In relation to writing, the new media offer a new dimension of interactivity; 'hyper-textuality'. Hyper-textuality allows a writer to arrange and

create pages which are linked to other pages, on the internet. For instance, a text from a webpage is linked to another text on another page, highlighting how digital multimodal texts are increasingly explicitly intertextual.

Most important argument is that multimodal texts do not place the linguistic mode as the ultimate choice (Archer & Breuer, 2015). Multimodal texts can only be made and transformed through the selection and configuration of non-linguistic modes into the production of the texts (Jewitt, 2007). According to Kenner (2004), modes are represented and configured using media, the material which carries a message (e.g., print on paper, image on screen). In addition, these use of print and moving images differs every time for different curriculum subjects (not just English), at different classes with different audiences, at different times and in different spaces (Jewitt, 2007). Modes offer potentials to make and remake meanings. While linguistic mode is often the most preferred mode of communication, other modes which complement language are purposely materialised or objectified in books, songs, signs, drawings, toys, and 3D products to cater for different purposes and audiences. These objects are sometimes called 'multimodal artefacts'.

A suitable and appropriate definition of multimodal texts in the current study is that a text is an artefact which conveys meaning within a semiotic system, not semantic system. Texts and resources are constantly transformed according to intended designs; an area worth exploring between Malaysia and England. The next section provides an analysis of a set of resources used in producing multimodal texts.

### **2.5.2 Semiotic Resources**

While mode has been widely discussed in the literature, studies covering semiotic resources provide more empirical evidence of how modes work. To reiterate,



mode is a meaning-making resource system; it is socially and culturally shaped to convey intended meanings through certain designs, such as in texts, by using various resources, and it also depends on the roles of the resources. The following paragraphs explain the term 'semiotic' in theory as mentioned in the literature; its relations with textual changes mentioned earlier, consisting of textual forms and textual features as well as providing an important view between ESL writing and L1 writing which provides an analytical background for the current comparison.

The literature has repeatedly mentioned teachers' and children's communication and interaction in the classrooms through various resources around them. Theoretically, these resources are referred to as multimodal resources (Kress, 2000, 2003; Jewitt, 2005; Flewitt, 2006; 2008; Lotherington & Jenson, 2011); or semiotic resources (Kress, 1997; Walsh, 2009; Jewitt, 2013; Kress & Van Leeuwen, 2002; Van Leeuwen, 2005). These resources are termed semiotic because of their particular material and social affordances. For instance, children's engagement with literary texts through reading and writing both monomodal and multimodal texts has significantly changed textual layouts. This change requires semiotic resources that transform a text to a new design, retaining print-based textual arrangements but combining them with other resources. Another example is the layout for prints, which has changed in two ways –in textual forms and in textual structures.

'Textual forms' refers to the format of a text; 'textual structures' refers to the conceptual arrangement – the ideas of a text and how children's knowledge is presented. Prints – which are often referred to as transcriptions, because in their written form they have been heavily discussed by linguists – can now be found mostly in visual forms. However, the resources are culturally and selectively used

by teachers and children depending on the dominant and preferred mode in the classroom. There are two issues concerning this cultural and selective use of resources: the focus on the technicalities of language; and the multimodal meaning-making process.

Currently, the many types of texts and their textual features (print and virtual) demonstrate how print-based texts have evolved into visual texts, showing improvements in text forms and structures. The features for multimodal texts are made more accessible (Rowse & Walsh, 2011) in prints, visuals, and other forms of media. These semiotic resources offer semiotic potentials like gesture, sound, image, and movement (Kress & van Leeuwen, 2002; van Leeuwen, 2005; Jewitt, 2005; Archer & Breuer, 2015). These potentials demonstrate the processing (the reading and the production of artefacts and new design through social and cultural practices) and provide an indication of how children engage with texts.

In view of my intentions to compare between Malaysia and England, I consulted the study by Archer and Breuer (2015). They explained that the use of semiotic resources for different speakers of English showed different learning practices. They claimed that native speakers 'facilitate procedural literacies, invented identities, and performance epistemologies marked by spontaneity and hybridity'. On the other hand, ESL speakers 'focus on propositional knowledge, archival identities, and reproducing social texts'. This means that learning a first language and a second language are epistemologically different. This comparison is significant in the current study because it involves comparing how children from two countries write texts in ESL and L1 settings. There are two interesting views about this comparison; firstly in how language is philosophically understood, and secondly in how language is studied. The next section 2.6 discusses how language, particularly writing is studied in the current study.

## **2.6 Multimodality and Writing**

As discussed earlier in 2.2, four main theoretical concepts are mentioned in the framework (Kress 2010). Two of them, modes, and semiotic resources (Kress & van Leeuwen, 2002), guided the exploration in the current study. By integrating these two core concepts of multimodality, I sought to explore how teachers help children to draft, revise and present multimodal texts and how it supports their writing, especially among children aged 5-9 in Malaysia and England. This might help teachers and early writers to consider various modes as well as the countless semiotic resources available to help children make meaning and produce better texts.

From the literature, multimodality is an emerging framework for teaching writing (Bezemer & Kress, 2015; Jewitt, 2008; Kress, 2000). The notion of writing as designing (Kern, 2000) provides a founding principle for conceptualising writing as a socially and culturally situated process through which writers design and redesign texts, selecting and combining semiotic resources to convey their intended meanings (Shin & Cimasko, 2008, p. 377). Children's engagement with texts involves creating and recreating meaning – encoding and decoding; and writing is one of the ways to create meaning.

As a theory, multimodality emphasises the interplay between different modes, and the resources which give a mode its unique affordances. The meaning-making process and children's writing is an interrelated processes that depend on the combination of different semiotic resources (Kress & van Leeuwen, 2002; Kress, 2010; Jewitt, 2009). When this theory is applied to studies of composition, the concept of writers as designers can provide an emerging framework for teaching writing.

In addition, multimodality assumes that all modes are socio-culturally shaped, depending on the socio-cultural norms of interaction and communication. Another assumption is that in a multimodal ensemble, each mode within a semiotic system offers different affordances, and a combination of modes involves an orchestration of meaning (Jewitt, 2009). Many studies have investigated modes, materialities, and resources help writers develop writing competence. This concept influenced my desire to explore further how attention to modes and semiotic resources teachers use might support children's writing. In adopting a multimodal theoretical framework, I focused mainly on the strategies, activities, and text types as elements for comparisons. In my quest to explore how teachers approach writing using multimodal texts in its print, embodied and digital forms, I came across many studies relating multimodal texts to its digital forms.

The next section explains in detail the impact of technology on texts and literacy development.

### **2.6.1 Text and Technology**

This section discusses the relationship between technology and texts, and the impact technology has on texts. In sections 2.4 and 2.5, there have been much research on multimodal texts and technology. In this section, in the first three paragraphs, I try to reintroduce technology; providing only the relevant impact it has specifically on classroom literacy learning; reading and writing. Then, I move on to discussing literacy learning practices; specifically looking at the transition and modal possibilities from prints to on-screen writing and finally, summarising how literacy learning and literacy practices are linked to both old and new media.

Research about technology and its use in the classroom has been strongly linked to classroom literacy learning. While there have been many studies

indicating the potential of new technologies to enhance classroom literacy learning, there are also differences between 'literacy with digital texts compared with print-based texts' (Tan et al., 2019; Rowsell & Walsh, 2011). There is also debate on the 'idealism' of the so called 'multimodal classrooms'. This idealistic view suggests how technology has enabled students to combine their imagination and creativity to create multimodal combinations of print, visual, and digital modes. However, Edwards-Groves (2011) and, Edwards-Groves and Langley (2009) argued that while it is apparent from the literature that the current educational agendas prioritise technology, innovation, and creativity among teachers and students, it is also true that teachers need to be aware of their familiarity, capacity, and facility with technology which determines what is given primacy in their lessons (Edwards-Groves, 2011, p. 494; Edwards-Groves & Langley, 2009). The general consensus is that there are still some issues of 'the interactions of written texts and other modes' and 'the effects that different modes have on the writing process' (Archer & Breuer, 2015, p. 4). Burn (2005) clarified this by saying that the interaction between speech and writing (on the one hand) and the media (on the other) will always change over time. Furthermore, differences also occurred in the interactions between students when they processed reading and writing on screen and online (Walsh, 2010).

The discussion of technology refers not only to writing per se, but also to its relation with literacy practices. There is a degree of uncertainty, in literacy discussion among researchers, about how technology reflects the shift from page to screen (Jewitt, 2007); and this shift involves operating on two different writing platforms. This premise is based on the impact that technology has in supporting students' literacy in the future, and often students' literacy practices are closely associated with the texts they read and write online. According to Jewitt (2005),

there are more studies looking at modes that function with technology and media, and how writing has developed into a communicative event or text. She stated that all modes in a communicative event or text contribute to different sorts of meanings (Jewitt, 2008). A very commonly held belief about multimodal literacy that emphasises multimodal texts is that literacy makes, or new literacies make, more use of digital technologies. This may be true to some extent, when talking about the initial move from traditional print literacy to digital literacies. Of course, there have been countless studies conducted to prove how technology configures and reconfigures modes in different ways. Technology, as with any other mode, has helped intensify multimodal possibilities. These multimodal possibilities consist of new 'media of communication, scope and speed of interactions, nature of discourse, and materiality of texts' (Lotherington & Jenson, 2011). The most important arguments that print-based reading and writing – as opposed to technology-based processes – is monomodal are no longer relevant; it has emerged that reading and writing in these two modes have always been multimodal.

Most often, the relationship between technology and new forms of literacy is integral. This means that both teachers and students can create and experience the digital environment. Although technology and literacy are strongly connected – in the sense that technology creates a digital environment in the classrooms, where students can read, write, view, design, and produce in both print and digital modes – it is always a challenge to link between old and new media of communication (Walsh, 2009). This is where the impact and demands of new forms of literacy take place. It is believed that the continual articulation between written and digital modes exists through students' engagement with both print and digital modes (Walsh, 2009). Ryan et al. (2010) proposed that studies

on modes and their availabilities should focus on how teachers can efficiently persuade students to be critical of their own text construction and that of others. The digital world offers teachers and students a plethora of platforms from which to publish and communicate their thoughts.

In the following four paragraphs, I include and discuss learners' cognitive load resulting from the demands of technology on modes and resources which also resulted in the emergence of many terminologies linking literacy learning, literacy practices, texts, writing to multimodality, multiliteracies and learning theories. The result of this discussion highlights the role of curriculum in determining literacy learning and literacy learning practices.

My justification of including cognitive load is because there are some relevant studies concerning students' cognitive load when processing multimodal texts. The use of technology in the classrooms raises new questions, such as students' multitasking, their cognitive abilities, and 'morphing' their traditional literacy skills into online skills (Walsh, 2009). Walsh (2010) argued that there have been no studies done to look at how such processing and morphing of these modes could assist students in developing different cognitive abilities, compared to 'reading and writing traditional print-based texts' (Walsh, 2010). While there are numerous studies indicating that technology has created new modes of communication, there is also evidence of the impact and ongoing demands of the new forms of literacy.

Apart from establishing the correct view of multimodality, multiliteracies, and the use of technology in the classrooms – with the development of theories to improve the understanding of how modes are processed together within these three concepts – researchers have also come up with different terms to explain the transformation of modes. In addition to multimodal theory and social semiotic

theory, Walsh (2008) cited O'Halloran (2003) who suggested 'intersemiosis', and Martin's (2007, p. 106) proposal was 'co-articulation', to 'further theorise the interrelationship between modes in a multimodal text or activity'. Key terms such as 'transduction' are used to explain how technology becomes the channel through which modes work together. 'Simultaneity' and 'interdependence' explain how modes are processed together through a combination of technology and other media. 'Transference' refers to the ways in which these modes are made, or converge, into new modes; and 'interactivity' explains how a particular mode, which can sometimes be dominant, can also work with other modes to construct meaning (Walsh, 2009).

The many studies I mentioned in section 2.4 and 2.5 earlier explained how teachers' and students' interactions with modes tends to follow a specific pattern that ends with an artefact production. In this section 2.6, modes are currently being employed to show that the materialities of modes, and the facilities of technology, shape the production of new knowledge and commercial processes; especially when combining the knowledge of different language technicalities with the language of technology. For example, image and writing as well as sites of display offered by the media configure the potentials of new technologies. There are features for writing on-screen which help shape new knowledge for learners to mediate meanings in many possible platforms.

I am aware of the fact gathered from my literature review that curriculum and pedagogy are separate. My understanding of curriculum knowledge is where teachers' selection of modes influences what students learn about textual design. Therefore, while modes, in their theoretical underpinnings, can be utilised by teachers and students in the classroom, studies have also shown how modes are used in favour of curriculum knowledge and pedagogic choices (Jewitt, 2008),



regardless of whether teachers and students employ technological resources.

Walsh (2009) claimed that;

interdependence of print and digital modes, with the dominance of visual, sound, or other modes together with the immediacy of technology, provides the potential for establishing classroom literacy and learning experiences that are dynamic and cohesive (Walsh, 2009, p. 8).

In regard to curriculum, which will be further discussed in the next section 2.7, technology has become the channel through which these modes are produced, disseminated, and communicated with the intention of shaping curriculum knowledge.

## **2.7 Power, Pedagogy and Policy Issues**

Literacy and texts are common themes when discussing education, and at most times arguments about literacy correspondingly relate to texts. Previous studies aiming to re-address literacy and to highlight the relevance of multimodal texts have mentioned some issues about the influence of pedagogy, power, and policy, which are explained explicitly in this section. This includes having a curriculum which includes attention to multimodal texts (Mills & Unsworth 2017; Unsworth & Macken-horarik, 2015; Kress, 2013; Bezemer & Kress, 2008).

Researchers have constantly raised the significant issue of the current pedagogy of writing continuing to focus on word, text, and sentence (Jewitt, 2005). Furthermore, previous studies indicated how pedagogy places greater emphasis on linguistic aspects of writing due to educational policy (Jewitt, 2008; Burn, 2005; Rowsell & Walsh, 2011; Bazalgette & Buckingham, 2013).

The biggest issue researchers found was a 'tension' between policy and literacy learning practices, with particular reference to the content of the curriculum guidelines. Studies by Jewitt (2005, 2007, 2008), in classrooms in

England classrooms, and by Walsh (2009) in Australian classrooms, investigated the approaches teachers and children use to create multimodal texts. Jewitt (2008) raised some questions on the 'interplay' between pedagogy, curriculum content, and children's writing. Correspondingly, Walsh (2009) explained a textual shift that is occurring due to the changing communicational landscape, where literacy learning practices are influenced by the current environment, filled with visual, electronic, and digital texts. Both studies subscribed to the idea that modes, materialities and resources function in particular ways; specifically, according to the dominant mode in teaching and learning, which involves pedagogy.

Other main issue reported by researchers is teachers' pedagogic choices. For instance, Burn (2005) and Archer and Breuer (2015) looked at how teachers' pedagogic choices affected how modes were used, and which modes children could use, in their classrooms. Burn (2005) investigated three texts to explore media texts; in both the reading and writing of media texts, he asserted that children's literacy and literacy learning were heavily dependent on the pedagogic choices teachers made in the classrooms. However, he also questioned how these choices were addressed, represented, and exerted through classroom activities. Archer and Breuer (2015) wanted to find out how teachers managed 'the interactions of written texts and other modes', as well as how children created multimodal texts from 'the effects that different modes have on the writing processes'. They concluded that teachers faced constant decision making on how to manage modes, and on how teachers and children selected which modes to use.

The issue about teachers' pedagogic choices clearly justified some studies which revealed the absence of a set of guidelines, from the curriculum, to help

teachers and children work within a multimodal theoretical framework. Previous studies stated that firstly, teachers' pedagogic choices are made by teachers and secondly, modes other than the linguistic, and their associated resources, are often not given equal importance in the policies and curricula offered at schools. Jewitt (2008) further explained that teachers' pedagogic choices were largely based on how they understood children's interaction with modes, and that these interactions were followed up by an artefact production, a writing piece, a text, or a composition. However, children's opportunities to decide which mode best represents their writing choices were given less emphasis (Pantaleo, 2017a, 2017b).

According to the literature, there is still an ongoing transition and process of change from conventional literacy to multimodal literacy. This transition is influenced by other factors that directly affect the implementation and development of a multimodal literacy. These include, among many others, culture, policy, and social practice, and this also has ripple effects on children's engagement with texts. The changes can be explained in three stages; the first being 'conventional literacy' which includes previous understandings of literacy, literacy learning and practices and children's writing (linguistic); the second stage explains the 'shift' from conventional to 'multimodal', which describes the introduction of multimodality, and explains the move to multimodal literacy; to the current stage being the third stage, where researchers are offering more ideas on multimodal literacy development, multimodal pedagogy and multimodal texts.

At every stage, the relevance of previous literacy definitions and practices, the shift to multimodality and multimodal literacy itself, poses some ambiguities. These ambiguities include questions on the relevance of maintaining the 'basics' of literacy as reading and writing linguistically, the issue of power and pedagogy

which is reflected in the curriculum, and the advancement of technology and its inclusion in language learning. The dominant linguistic emphasis in language learning is challenged because researchers note a significant interplay between the linguistic mode and other modes of communication, both within and outside of school. As more studies were done looking at multimodal literacy development, multimodal pedagogy and multimodal texts, more empirical findings reported significant interplays of modes, pedagogy, and texts. This is simply because writing process involves composing and performing, and not just focussing on learning the mechanics of writing.

Understanding these stages is important because it provides an idea to bridge outside and inside school learning experiences; indirectly suggesting an inclusion of outside school learning practices in the curriculum. I realised that relevant literature mentions, but not explicitly, of this inclusion of home literacy practices to be included in a multimodal curriculum. Most studies indicated that the use of modes in both domains (home and school) is very much related to opportunities which affect children literacy knowledge and skills development.

For instance, Yelland and Masters (2007) revealed that children's learning, both at home and in literacy activities at schools, 'might be "scaffolded" in the information age'; somehow providing an idea to bridge learning experiences from both domains. Studies by Shanahan (2013), Thomas (2012), and Wolfe and Flewitt (2010) mentioned the importance of teachers using different modes of communication to teach literacy and to let the learners develop literacy by linking what they know in and outside the schools. Interestingly, Kress and van Leeuwen (2002), and van Leeuwen (2005) have already termed this idea as 'multimodal ensemble'; an orchestration or an interplay of modes; in and outside school. Similarly, an earlier study by Bourne and Jewitt (2003) mentioned that teaching

and learning in the classrooms involve a complex interplay of a range of modes, and that therefore children develop literacy through all kinds of modes available to them.

Other researchers like Kress and Jewitt (2003), Pahl and Rowsell (2005), and Walsh (2008) used the term 'multimodal literacy' to explain how modes occur 'within and around new communication media'; which are also viable and are always culturally negotiated; in the classrooms and at home. The inclusion of music or sound (van Leeuwen, 1999), action (Martinec, 2000), visual communication (Kress & van Leeuwen, 1996); in the suggested curriculum is a step forward to improve teachers' and children's classroom practices to include other non-linguistic modes by linking them to the curriculum subject matter and historical pedagogic practices as suggested by Rowsell and Walsh (2011, p. 58). The latest addition is in the use of virtual reality experiences (Jewitt, Chubinidze et al., 2021c) as an added component to digital texts.

An idea that is missing from the literature is that there is no clear difference made between children composing multimodal texts and children writing multimodally. 'Writing multimodally' and 'multimodal composition' appear to be two distinct terms; however, while there is a definition of multimodal text, there is no definition of multimodal composition. There is no clear mention, in the literature, of the separate features of these two types of activities. I assume that these two terms are identical, but the term 'composition' is used as an attempt to shed the monomodal associations of 'writing' or to distinguish multimodal text creation from monomodal 'writing'. Overall, the suggestion to move from traditional literacy to multimodal literacy is mostly driven by teachers' pedagogic choices, which are governed by two socio-cultural factors: the curriculum and

policy. These two are discussed in the current study to provide an understanding of how teachers teach writing.

The next section looks into comparative education literature; both theoretical and empirical to inform me further how KSSR is comparable with the curriculum in England. It presents a discussion on how the multimodal theoretical framework worked within my comparative research specially to acquire better understanding of England education system and to benchmark some aspects for better improvement of education in Malaysia.

## **2.8 Comparative Education: Mediation between Malaysia and England**

In order to have a better understanding of how this multimodal theoretical framework provided me with the opportunity to conduct comparative research in education, and how this framework, imposed limitations on that research, it was important to review the latest literature about comparative education. It was also essential to look for elements for pedagogic comparison, to identify cultural context and its influence on an education system. Although the multimodal theoretical framework provided a lens through which to look at literacy practices in all modes of communication – thus allowing me to highlight all modes, and not just language – understanding of culture and pedagogy encompasses not just the modes and resources, but also the elements of the macro-culture and microculture of a society.

It is worth noting that in the current study, culture and context were not given the main emphases for my interpretation of data. However, culture and context within the scope of comparative education provided me with an understanding of pedagogical variability, including patterns and teaching practices that are distinctive to a particular culture. Thus, selected studies from within the scope of comparative education were continually accessed to address

aspects such as cultural beliefs, expectations, and values when making comparisons. In the next sub-section, I reviewed current research about comparative pedagogy, in the contexts of culture and classroom. Based on the reviews, the benefits, and limitations of using a multimodal theoretical framework were identified, and the justification of the need to explore modes and resources incorporating relevant concepts from comparative education was presented.

### **2.8.1 Comparative Pedagogy: Culture and Classroom**

There is some mention in the literature of a standard framework for pedagogic comparisons. It is used as a reference by researchers, to have a better understanding of cultural context and its influence on teaching practices. Alexander (2009) reported on previous studies in comparative education and provided arguments on this framework. He referred to Little's (2000) framework of context, content, and comparison, which focused on the context of the countries under study. However, according to Alexander (2009), Little's (2000) framework failed to address the needs of primary education, teaching, learning, culture, and pedagogy, apart from providing a general comparison between the five countries she studied and did not accommodate the concepts of macro-culture and microcultures. Alexander (2009) then provided a larger framework for comparative study; part of this framework was focused on pedagogic comparison.

According to Alexander (2001, 2009, 2010), a generic framework for the analysis of teaching consists of the 'frame' (space, student organisation, time, curriculum, rules, and routines), the 'form' (i.e., the lesson), and the 'act' (tasks, activities, interactions, and judgements). This organisation provides insights on how teachers manipulate the spaces, resources and grouping of students in a particular country. A 'task' provides intuitions in curriculum to which the task

relates, and the particular dimension of the curriculum on which a teacher chooses to focus. Examples of 'activities' would be writing, drawing, reading, and movement. 'Judgements' deal with differentiation and assessment. 'Differentiation' refers to the process where teachers identify differences in children as a basis for making decisions about the location, the content, and the method of teaching. 'Assessment' deals with how and what the children have learned. Differentiation and assessment together create a variety of educational judgement and assist in the teachers' decision-making in what task or activity should be performed in the classroom. The rituals, routines and rules of the classroom make teaching practices more explicit; these aspects explain the procedures of the classroom or the lesson – giving direction to a task or activity of completion – and establishing, maintaining, and reaffirming a set of behaviours or responses, during the lesson and within the school institution. These factors combine to create the classroom culture.

This framework, which acts as a logical and generic model of teaching, is useful for pedagogic comparison; it views this comparison through the lens of national culture and history (as well as that of the interchange of ideas and practices across national borders) and does not concentrate solely on the more immediate practical exigencies and constraints, such as policy and resources. The objective is to prove that no obvious bias is practised towards in particular; culturally specific accounts of learning and teaching. This framework acknowledges the microculture between teachers and children, and the evolution of the classroom microculture, which allows teachers to develop procedures for regulating the complex dynamic relationships among children. Furthermore, teachers and their teaching practices convey messages and values, which might reach well beyond those of the particular learning tasks that give a lesson its



precise focus. This frame is further discussed in the conceptual framework section in 3.3.8.

In addition, according to Alexander (2001) and Little (2000), a classroom is just one part of the framework in the study of culture and pedagogy. Institutional dynamics, local circumstances, and interpersonal interactions are significant aspects that make a school or classroom unique. School and classroom are culture-bound in the organisational and procedural domains that are related to the values and ideas of a particular society and education system (Givvin et al., 2005). However, every teacher and child are different, even though they are all combined in one school or class. Therefore, there are readily observable limits on pedagogical variability. Furthermore, teaching follows some patterns, and its practices are distinct to a particular culture. Here, I present some of the methods mentioned by other researchers, and how these methods worked within comparative education research at a classroom level.

Before discussing specific studies, it is important to note that culture is fundamental to a comparative understanding of classroom practice. Studies have shown that observations and interviews with teachers and children are essential (Alexander, 2009, 2010; Jones & Stanley, 2008). The segregation of an outsider's viewpoint (such as mine) is vital, and my interpretations of the patterns of teaching needed to be with the teachers and children (Givvin et al., 2005). Each lesson must be carefully monitored via interviews, to understand teachers' intentions for and accounts of the lesson in question, and to probe wider aspects of the teachers' thinking. While interviewing the children seems to be logical in pedagogic comparison, ethical and sociological concerns make it a difficult approach. On the other hand, to get an overview of action and meaning as well as teaching and knowledge, feedback is desired from both teachers and children

(Little, 2000). Therefore, Givvin et al. (2005) suggested researchers should address teaching patterns at the classroom level.

Beginning from this paragraph and throughout, I present a few selected studies on pedagogy and culture within the scope of comparative education. Interestingly, according to Givvin et al. (2005), there is a view that a global pattern of teaching exists, not necessarily varying within a country or between countries. This pattern evolves because of changing methods in the classrooms. On the other hand, it has also been claimed that teaching patterns parallel cultural beliefs, expectations, and values, in that they are not consistent from one class to the other, even within a country.

Other studies showed how comparative education allows teachers to understand more of language and pedagogy and to link policy and educational practice (Planel, 2008). Exposure to different cultures during local training and actual work experience provided alternatives to formal teaching and instruction. In addition, pedagogy is only one aspect of a particular country's agenda. Other aspects of pedagogic comparison have also been the subjects of further research projects. Examples include the approach of social pedagogy as practice (Kelly et al., 2014); research based on social and organisational aspects (Kyriacou et al., 2009); and social expectations and cross-cultural teacher education (He et al., 2011). Kelly et al. (2014) and Kyriacou et al. (2009) indicated culture as the larger framework, used to identify, explore, and explain the pedagogical diversity and commonalities across communities.

Two studies that reported different views on cultural values around pedagogy are those of Planel (2008) and Kelly et al. (2014). Planel (2008) reported that cultural values were a barrier to understanding the meaning of the various cultural contexts embedded in pedagogical practices. She investigated

the impact of comparative pedagogy on English, postgraduate, trainee primary school teachers in England. To this end, she exposed these trainees to videotapes containing pre-school pedagogy from various countries. She discovered that comparative pedagogy had a positive impact on the trainees in terms of their contextual understanding of language and pedagogy, and that it promoted an understanding of the whole process of teaching and learning. Kelly et al. (2014) claimed that pedagogy was culturally planted, because it was partly a response to specific demands within particular circumstances. She examined three connections concerning the positions of comparative researchers within a particular culture; namely the process of data generation, the methods of data analysis, and the process of validation. She claimed that pedagogic comparison benefited from cultural fluidity and fragmentation. Hence, she claimed that cultural interactions provided differing views and behaviours. She also suggested that comparative researchers needed to be neutral in their positions and to collaborate in social research activities. She proposed this participatory approach as part of a comparative pedagogic framework.

Kyriacou et al. (2009) claimed that pedagogic comparison must address some cultural, social, and organisational aspects. The significance is that these elements declared social pedagogy as a practice that could be used to improve educational and care settings. Their findings provided insights into the relationships between pedagogy and culture across countries. They conducted a study on the implications of recent developments in policy and practice in Norway and England. This study emphasised the notion of 'social pedagogy' as a practice where the focal point was on education services and childcare, including the welfare services of both nations. It was claimed that social pedagogy practice promoted personal development, social education, and general well-being of

children, and was associated with parental involvement within a range of educational and social care settings. The roles of teachers in England were found to be distinctive, and their positions were greatly influenced by the 'Every Child Matters' (ECM) agenda, as well as by a range of other social issues.

Another study by Busher et al. (2011) suggested that teaching was immensely influenced by the culture within and across which it took place. This particular culture was firstly constructed during training, and later during work experience. Trainee teachers from Turkey and England had pre-conceived ideas about who they were and what kind of education system their country was practising. All these teachers used the term 'other' to refer to a culturally different pedagogy and its practices. Busher et al. (2011) discussed these teachers' pedagogy and pedagogical practices during their interactions with school students. The emphasis of the discussion was on the use of the term 'other' in specific policy contexts. It was found that cultural contexts hugely influenced the teachers' perceptions of the 'other', which indicated their pre-conceived ideas about teaching. The British teachers' pedagogy showed a shift of educational notions, and the priority they put on the 'place of the child'. They took axiomatic constructivist and inclusive approaches to pedagogy. By contrast, the Turkish teachers had a higher level of control in their teaching. This control in the classroom was vital to their pedagogy and reflected the teacher-student relationship. Thus, teachers' experiences within and across cultures provided a better understanding of pedagogy and its practices.

Other studies also mentioned culture as the key to understanding pedagogic comparison. For instance, Rapp (2010) conducted a study comparing the roles of Swedish and British head teachers as pedagogical leaders. The purpose of this comparison was to understand and describe the actual duties of

the head teachers in the contemporary global situation. A semi-structured interview was used to explore and describe the head teachers' views of their responsibilities at school. The guiding legal documents related to education were analysed, using a phenomenographic method, and this analysis was then used to frame the factors and determine the strengths of both systems. Rapp (2010) found that there were distinct differences in terms of responsibilities related to administration and management. He reported that British head teachers had greater accountabilities for school performance, and leadership in teaching and learning; whereas Swedish head teachers delegated these responsibilities entirely to their teachers. The functions of head teachers were equally affected by the policies and cultures of their respective countries. This study gave equal importance to culture and policy, and these are the two key elements in teachers' views of pedagogy.

A larger cultural context was then needed to examine pedagogical beliefs and strategies. He et al. (2011) explained the potentials and opportunities for teachers from different cultures to learn from each other about curricular and pedagogical strategies. It was proposed that teachers work together in cross-cultural exchange programmes, to improve understanding and to enhance the quality of teacher education in both countries. The study compared the pedagogical beliefs of pre-service teachers from China and the USA, with findings showing that Chinese participants emphasised the reciprocal relationships between teaching and learning, moral development, and mutual respect. These pedagogical beliefs had a strong influence from their social and cultural backgrounds; Chinese teachers tend to relate their views to Chinese proverbs and the teaching of Chinese doctrines. On the other hand, the American participants put forward their pedagogical beliefs in a didactic manner, by

expressing their beliefs about motivating and engaging, being student-centric, and focusing on interactive and process-oriented learning as opposed to teaching content. The sources of these beliefs, for the Chinese pre-service teachers, came from the teachers' education programme, from social expectations, or from family values. On the other hand, the American pre-service teachers – although they had the same types of sources – considered their teachers' education secondary to social expectations and family values. The study confirmed the impact of traditional Chinese culture on Chinese education. Thus, a larger cultural context, involving social expectations and cross-cultural teacher education, is needed in pedagogic comparison.

## **2.9 Summary of Literature Review and Implications for my Research**

In summary, recent findings about multimodal texts indicate the potential of modes to facilitate children's engagement with texts through a focus on the concept of writing as an act of design (Kress & van Leeuwen, 2008, pp. 36, 151; Kress, 2000, 2003; Jewitt, 2008; Kalantzis & Cope, 2005; Healy, 2008; Walsh, 2009); and the concept of writing as an act of design is often supported through teachers' pedagogic choices (Pantaleo, 2017; Archer & Breuer, 2015; Leigh, 2015; Edwards-Groves, 2011; Jewitt, 2007; Burn, 2005). The comparative nature of the current study influenced my decision to explore modes and resources between Malaysia and England. The literature review also confirmed my understanding that multimodal texts or artefacts are 'new' focuses for the teaching of writing, and worth exploring through my perspectives as a teacher-trainer from Malaysia. The concept of 'new' here was earlier discussed in 2.4.1. Firstly, it refers to the idea that young children's writing is naturally multimodal, and that this idea should be part of school curriculum. Secondly, it refers to relatively new theoretical understandings of learning to write, which focus not only

on learning linguistic forms, but on composing and performing multimodally. Finally, it refers to the strong relationship between digital technologies, digital writing, and multimodality.

In addition, the review allowed me to gain further understanding of how early writers combine modes and resources to create and recreate meaningful interactions. Knowing the strategies, activities, and types of texts teachers use to help children use and design multimodal texts prompted me to explore how multimodal resources are used to teach early writing in different cultural contexts. Overall, the gap is implicitly mentioned in the literature: studies of writing have typically emphasised linguistic forms, and other semiotic potentials (gesture, sound, image, movement, etc.) have had relatively little focus.

A summary of the major findings from the literature review and their implications for the current study indicates that an issue worth researching is the strategies used by teachers to help children design all texts. The problems may be summarised as:

- The processing and producing of texts in the curriculum have been dominantly viewed as 'written-linguistic modes of text construction' (Edwards-Groves, 2011, p. 63).
- Language is part of an ensemble of modes and therefore a text is evidence of an orchestration of an ensemble of modes. However, such texts can only be made and transformed through teachers' and students' selection and configuration of other, non-linguistic modes into producing the texts (Jewitt, 2007).
- Children's literacy practices must not just emphasise linguistic signs but also include 'talking, gesturing, dramatising, and drawing' that are 'an intimate and integral part' of the writing process (Siegel, 2006).

- Modes and semiotic resources are often used in the classrooms, but they have not been given equal emphasis with other modes of communication (Burn, 2005).

The current study addresses a contemporary issue because multimodal texts have been in and out of the curriculum in the UK, whereas there is no mentioning of multimodal texts in the KSSR. There were two reforms of the English curriculum in Malaysia starting in 2011 until 2018, where firstly 'international standard' for language learning means on par with the UK standards, and secondly, the inclusion of the CEFR to further expedite this policy. However, the yardstick for comparison is not specified.

Based on the review of the literature, the implications to the current study are:

- The notion that the teaching of writing is focused on word, text and sentence prompts me to explore potentials of addressing other modes.
- I am attempting to explore how teachers teach writing, the semiotic resources they use and the semiotic resources they expect children to draw on in their writing.
- I need to identify pedagogic practices, and the place of multimodal literacy within these.
- I need to observe and learn how digital media develop writing skills as well as understand how children make new choices of representation and new resources.
- I need to understand how the manipulation of different modes of image, graphics, sound and movement with text affects design.
- I need to observe the processes involved in writing and producing texts for particular purposes and audiences.



- I seek to understand how resources can be modified as determined by the teacher's response to children's activity and input.

I have justified in detail what I would like to research on throughout chapters 1-3.

The research questions are shown in Table 2.1 below:

*Table 2. 1 Research Questions*

1	What are the modes, media and semiotic resources used by teachers?
1a	How do these modes, media, and semiotic resources support children's writing?
1b	How do teachers help children create mono/multimodal texts using these resources?
2	How and why teachers use these modes, media, and semiotic resources?
2a	How and why do teachers in Malaysia use these modes, media, and semiotic resources in a writing lesson?
2b	How and why do teachers in England use these modes, media, and semiotic resources in a writing lesson?
3. What are the differences and similarities among Malaysian teachers?	
4. What are the differences and similarities among English teachers?	
5. What are the differences between, and similarities among, Malaysian and English teachers?	

From the table above, principal questions 1 to 5 were addressed by case studies of:

- 10 teachers (6 ESL teachers from Malaysia and 4 class teachers from England)

The next chapter discusses the philosophical underpinning (the interpretive research approach) to my chosen research methods and design, my case study strategy and selection of my case studies, data sources, data collection and analysis (including triangulation), as well as the conceptual framework of the current study.

## **CHAPTER 3: METHODOLOGY**

### **3.1 Aims**

This research compares how teachers teach writing. There are three sources of data gathered to achieve this comparison mainly through the writing process, texts and writing activities. The modes, media and semiotic resources found in lesson plans, lesson activities, texts and artefacts are examined, with special reference to how these were used in the teaching of writing. The premise of the current study was to provide more insights into how modes and resources are used similarly or differently to support children's writing development. A close examination of the curricula in Malaysia and England revealed that the teaching of writing is primarily focused on the linguistic mode: features of language, its technicalities, and its conventions. Therefore, the exploration of modes, media and semiotic resources aimed to generate new themes and possibly extend the multimodal theoretical framework to work within an ESL context. The aim is to gain a broader understanding of how various modes of communication support children's writing development, especially focusing on children in the age range 5-9.

In this study, writing is defined as a pedagogic approach where children draft, revise and present their writing by combining different modes which is beyond the linguistic mode (Kress, 2010) and to acknowledge that the resources used in writing classrooms comprise of a combination of linguistic, visual, auditory, gestural, and spatial. This combination of modes in writing classrooms is called multimodal texts. The term 'transcription' mentioned in the KSSR and the National Curriculum which only refers to linguistic resources is part of a semiotic system in the multimodal theoretical framework. The term composition is mentioned in all curriculum documents and in the framework. It is worth knowing that the term writing has always been linked

to linguistic writing whereas composing refers to a combination of other non-linguistic resources. In my data, the analysis of teacher's strategies to teaching writing is not limited to children's written texts but also children's spoken performances and performances of textual scenarios.

The next section describes the nature of this research as discussed within philosophical assumptions which consist of ontological, epistemological, and methodological concerns. As stated in section 2.8, the comparisons made between Malaysia and England are limited by particular social and cultural elements.

### **3.2 Research Paradigm**

This research is positioned within the interpretive paradigm, based on the subjective experiences of teacher participants. Considering the idea of international comparisons, Denzin and Lincoln (2005) assert the value of an interpretive approach for exploring natural, real-world settings, to make sense of and interpret a plethora of personal experiences, using multiple methods to gather a range of perspectives and generate insights.

The nature of the research was to explore 'how' writing is taught, and this exploratory stance underpinned my decision to adopt a qualitative approach to gaining a deeper understanding of a rich theoretically themed set of data. However, while the research questions reflected an interpretivist ontology for this project, I believed that throughout the course of gathering and analysing the data, I remained flexible about the data dynamics, because the theoretical multimodal analyses might miss out certain individuals' subjective experiences (Garrick, 1999). I encountered new themes in addition to the set of theoretical themes and attempted to capture these as far as possible.

This study adopted interpretivist ontology. By using the multimodal theoretical framework as a lens, I had arrived at a few theoretical assumptions. Firstly, on teacher's selection and use of modes and resources which were socially and culturally constructed, based on the relevant cultural and social backgrounds (Kress & van Leeuwen, 1996, 2002, 2008; Kress, 2003). In this case, the socio-cultural differences between Malaysia and England provided many insights into the ways in which modes and resources were selected and used. Secondly, these modes and resources were understood in the context of a social semiotic system (Walsh, 2009), and were transformed or configured into new potentials to support children's production of texts. Therefore, based on these beliefs, the teaching of writing among early writers, in both countries, was socio-culturally constructed.

### **3.2.1 Theoretical Position**

Theoretically, Kress (2000; 2003) explained that multimodal texts which are used in the classroom possess these elements which are social purpose and intentions, context, and audience as well as social relations. The 'reality' of what was taught during writing lessons was presented through an emergent set of themes as in the approaches, strategies, activities, materials, types of texts, technology, media, writing tools and environments which are narrowed into three themes which are the process of writing, types of texts and writing activities.

All these themes were first understood from a socio-cultural perspective and then analysed within the theoretical framework. Therefore, the methodological position acknowledged the subjectivity of teachers' use of modes and semiotic resources, while reminding me that this subjectivity was also influenced by their social, cultural, contextual, and historical understandings of these modes. It was imperative to note that teachers' pedagogy was subjective occurrences.

Taking all the above into consideration, I could reasonably say that the epistemological stance of the current study is social constructionism. In order to explore and compare the teaching of writing from two countries, as well as to obtain a deeper understanding of a selected few of these practices, I conducted multiple case studies, and undertook a within-case, cross-case and constant-comparative analyses with the aim of using comparison to develop insights, particularly into where there might be potential for findings from one study to reveal missed opportunities in another.

I hope that this study serves as an introduction to the teaching of multimodal texts to KSSR and the National Curriculum in England, as well as an invitation for educators and researchers in Malaysia and in England to explore the many ways in which modes are represented and resources are used to support early writer's development, especially in an ESL context. I also hope that through this comparison, teachers and educators in Malaysia can explore more ways of teaching writing, using multiple modes and resources. Since the research strategy employed a multiple case studies approach, the findings are not meant to be generalisable; rather, these findings serve as a yardstick for Malaysian English teachers to use in looking at different pedagogical approaches to support children's writing development. The next sub-section justifies my selection of case study and comparative approaches.

### **3.2.2 Justification of Case Study Approach and Comparative Approach**

#### **3.2.2.1 Ontological and Epistemological Perspectives**

Here, I present a discussion of my ontological and epistemological views of teacher's strategies to teach writing through multiple ways of using modes and semiotic resources. In order to have a better understanding of the theoretical and practical

notion of teaching multimodal texts, it was imperative to look at where my research could fit into the much-debated categorisation of educational research.

According to Pring (2012), educational research applies to all sorts of theoretical disciplines, within the areas of sociology, psychology, politics, and philosophy. In my study, the ontological view about 'texts' placed it within the realm of sociology. On the other hand, the epistemological stance on 'texts' combined sociology and politics. While I was aware of the ongoing methodological conflict between qualitative and quantitative ways of researching education, as discussed by Hammersley (2008), I also felt that I should not limit the scope of my endeavours – to find the 'truth' and 'reality' about teaching writing – by conforming to a particular philosophical assumption. Furthermore, I had to consider what I had found in the literature about the teaching of writing to early writers – which is rather related to the discussion of multimodal texts, and whether there was a connection between the philosophical assumptions and the literature.

My review of the literature on teacher's strategies to teach writing confirmed what Pring (2012) states about educational research, which includes concepts, theories, and facts derived from sociology, psychology, history, anthropology, and comparative studies. The teaching of writing is always situated within a particular social and cultural setting in education; thus, it was possible for me to explore and compare teachers' strategies between Malaysia and England. The literature review did not limit my options in choosing a particular research methodology but provided me with the scope to look at the best possible way of comparing teachers' strategies. So far, the literature appeared to agree with the philosophical assumptions.

My feeling that there would be one correct approach to my research was informed by Stenhouse (1981), who mentioned 'experience' as a foundation to

choosing a case study design. In this case, the basis of my selection of a case study was from my experiences as a former English teacher, and currently as a teacher trainer. Stenhouse (1981) rightly says that teachers or practitioners can bridge the gap between research and practice; and in defence of my choice of research design, I conformed to Pring (2012), Stenhouse (1981), and Alexander's (2004) idea that educational research such as mine required a linear agreement between the ontological and epistemological views. In the current study, the modes teachers used in writing classrooms were identified as the most crucial aspect of 'truth', 'reality', and 'knowledge construction'. The theoretical themes I had analysed provided a context within which to identify, explore, and explain how these modes were put together as teachers' strategies in a writing lesson. The themes provided a heuristic for comparing practices in England and Malaysia – where an ongoing major curriculum and educational transformations are continually reviewed – while also extending the multimodal theoretical framework to work within an ESL context. This was how I saw the 'linear agreement', and how I understood the research paradigm to affect my study. So far, my decision to take an interpretivist approach was 'linear' with the literature and my research methodology.

My selection of case study was significant, due to the internationalisation policy of the MoE in Malaysia, along with the recent reviews of the KSSR and NKRA education initiatives. Therefore, I believed that my selection of research strategy resonated with what Simons (2009, p. 9, 2014, p. 455) mentioned about generating 'in-depth understanding of a specific topic, programme, policy, institution or system to generate knowledge and/or inform policy development, professional practice and civil or community action'. Based on the GTP reports from the period 2010-2016, and Malaysia latest Education Blueprint initiatives and planning for 2013-2025, English

teaching in primary schools in Malaysia requires an international standard, and this standard means international comparisons from Singapore and the UK. These reports are still valid in 2022 as the internationalisation policy is still ongoing and there are other policies such as the MBMMBI, DLP and CEFR to support this.

In the current study, this international standard was further clarified, as "best practices" which constitute one of the measures for international benchmarking used in the Malaysian NKRA-education review, which depends on international literature and data to review the nation's English curriculum. Thus, while taking a critical stance towards the concept of 'best practice', this study responds to the lack of comparative international studies on the teaching of writing as demanded by the Malaysian MoE, and not entirely to 'transfer' England's 'best practices' into the Malaysian English education system.

My justification for choosing England as a comparator to Malaysia in this study was, as previously mentioned, obtained from the GTP documents; and because of an ongoing contemporary education reform in Malaysia – the KSSR which is reinforced by MBMMBI and DLP policies as well as CEFR benchmarks. It was in 2018, a year after its full implementation, the MoE aligned the curriculum with CEFR to ensure English language education in Malaysia meets international standards. At the same time, my decision to employ a case study strategy was in line with Scott's (2017) suggestion about using the 'correct strategies'. My case study research strategy allowed me to explore and compare practices in two countries and allowed me to offer 'resolution' or 'alternative' (Scott, 2017) to contemporary practices and strategies in the teaching of writing for early writers, especially within an ESL context.

I believed that my previous experiences as a teacher prompted me to concentrate my research on teacher's strategies to teach writing. This was solely



based on the theoretical argument that early writing development often involves the linguistic mode working together, intentionally, simultaneously, instantaneously, cohesively, and synchronously with other modes of communication. My knowledge of teacher's strategies in teaching writing was based on the guidelines in the KSSR and The NCE – a cross-cultural document between Malaysia and England. These data inform me of some initial similarities and differences and challenged me to interpret them. Hence, I conform to Denzin and Lincoln (2005) who suggested that researchers should 'make sense' of the data through a qualitative approach, together with a case study research strategy. Gray (2014, pp. 405-407) suggested 'observation' and 'interpretation' of these data on teachers' teaching experiences to form the basis of my 'interpretive inquiry' (p. 490). These observations and interpretations developed into a set of interactions through interviews, with the aim of understanding teachers' subjective experiences (Garrick, 1999).

The way I preferred to seek the truth and reality was by adopting an interpretive methodology. The structure selected for my case study approach involved, in Malaysia, six English teachers and in England, it involved four class teachers. In addition, I also had small chats and gathered pieces of writing from twelve children in Malaysia; in England, eight children. The data from the children were not analysed as part of my current study but only serve as information to better understand the dynamics in the writing classrooms. In both countries, half the children were boys and half were girls. My effort to select at least two schools in England was not successful, due to an administrative problem. However, having many participants in this study was not crucial; the contributions of the participants that the study did have (to the phenomenon being studied) were the only ones being considered (Merriam, 1998, 2002; Yin, 1992; 2011, p. 6). It has been six years since the full implementation of the

KSSR in 2017 and 12 years. At the time of conducting the current research, comparative studies on writing module in the KSSR, for exploration and comparison with England, were – relatively speaking – non-existent. I understand that a case study is not systematically sampled, and as a result the findings are not fully generalisable. However, I believe that adopting a qualitative case study approach had enabled me to offer insights into and understanding of the phenomenon; the phenomenon being comparison of Malaysian and English teachers' strategies in teaching writing among early writers. The findings serve as an empirical offering for teachers to consider, enabling them to look at other modes and semiotic resources as having equal bearing to language, especially when it comes to teaching children to write in an ESL context. Below I explain in short details of how multiple case studies is used in this research.

#### **3.2.2.1.1 Multiple Case Studies**

My selection of a multiple case studies strategy in this study considered the socio-cultural differences between the two settings. The KSSR full implementation in 2017 and the inclusion of CEFR in 2018 – along with the associated internationalisation policy, and an ongoing reviews and reforms of education, in Malaysia – was compared with the scenario in England. Each setting possessed unique complexities and dynamics concerning teachers' selection of modes, media, and resources. I conformed to what Yin (2009, p. 39, p. 414) claimed about employing a qualitative approach; it is suitable for exploratory purposes and for theory-building research; as in putting multimodality in an ESL writing context.

The qualitative case study research in my study allowed me to strategise a detailed investigation on the suggestion to move from language dominance onto a 'textual shift'. This shift states that language is not the main mode despite the current linguistic emphasis in the mainstream curriculum. This case study strategy allowed me

to use questions such as 'what', 'why', and 'how' (Yin, 2011, p. 5 and p. 45), and this process formed my principal research questions. The KSSR wiring module is of particular benefit to the current study because it is contemporary situation worth researching which Yin (2006, p. 11) called a 'contemporary event'.

As I have mentioned earlier, I was aware that there were arguments concerning the number of cases in a case study. This includes the issue of generalisations, whether employing single or multiple case studies. Generalisation is a major limitation of the case study strategy; the findings cannot be applied to another similar context. However, when using a single case, the findings from this one case study can be generalised to another similar case. In the current study, I employed multiple case studies with the purpose of gaining insight into the similarities and differences in the teaching of writing. The findings enable theory building and replication strategy, which in turn assists in the development of a rich theoretical framework (Yin, 2009, p. 54 and p. 178). Hence, to be able to add to the framework and to gain an in-depth understanding of the phenomenon being explored, I selected ten teachers as case studies. The selection of these teachers is further discussed in section 3.3.4. The next section in 3.3 explains the full account of the research design in this study.

### **3.3 Research Design**

In this section, I explain the overall strategy I chose to integrate and arrange the different components in my study in a coherent and logical way, to ensure that I have effectively addressed the research problem. This section constitutes primarily research data, research phases, participant selection, recruitment and information, methods of data collection and data analysis as well as the conceptual framework which maps out the scope of this study.

### **3.3.1 Research Questions**

A table presenting all the questions was on section 2.9, Table 2.1. In this qualitative case study (Yin, 2009, pp. 19-20 and p. 144), I analysed each individual account of teachers' pedagogy (within-case) and compared these accounts within a country (cross-case). I later compared one country's analysis to another (constant-comparative), to identify themes that were similar and different for all participants' accounts.

### **3.3.2 Research Data**

The primary data consists of 26 lesson observations, 20 interviews, 20 brief conversations and a collection of 10 lesson plans for writing, from 6 ESL teachers in schools A and B in Malaysia and 4 class teachers in School A in England. The supplementary data consists of 40 children's work, 40 brief conversations with children, 30 pictures of school compound and 30 pictures of school layout from 12 children in Malaysia and 8 from England, of equal gender distribution. The supplementary data was not analysed and only provided me with some background information.

Research questions 1-5 involved within-case, cross-case and comparative analyses for each teacher. These data were triangulated to build interpretations, to answer the research questions, and to provide the conclusion (Yin, 2009, p. 18). I analysed the data through the triangulation process (Yin, 2009, p. 117) with the aim of exploring multiple perspectives on the same event from the various types of data collected. Table 3.1 explains all primary data collection methods consisting of observations and video-recordings, interviews, and brief conversations as well as lesson plans.

Table 3.1

Step by Step Analysis

Strategy	Analytic Focus	Purpose	Strategy	Analytic Focus	Purpose	Strategy	Analytic Focus	Purpose
Primary Data			Primary Data			Primary Data		
Video observations	Within-case	Identifying and describing the modes and semiotic resources used by teachers to help children design mono/multi-modal texts from individual teacher and child	Comparison of teachers' use of modes and semiotic resources	Cross-case	Comparing similar and different modes and semiotic resources from all teachers and in one country	Critical reflection of comparisons	Constant-comparative	Comparison of similar and different themes between Malaysia and England and to triangulate with supplementary data
Teachers' interviews	Within-case	Identifying significant statements describing the modes and semiotic resources teachers use from individual teacher and child	Comparison of significant statements into teachers' engagement with modes and resources	Cross-case	Comparing similar and different statements from all teachers and in one country			
Teachers' brief conversations	Within-case	Getting the sense of teaching experience from individual teacher and their views on children's writing practices	Comparison of significant statements into teachers' engagement with modes and resources	Cross-case	Comparing similar and different senses of teaching experience from all teachers in one country	Organised significant statements by themes	Constant-comparative	
Teachers' lesson plans	Within-case	Identifying and describing the modes and semiotic resources mentioned in the curriculum and describing how children perform writing tasks	Comparison of teachers' selection and use of modes and semiotic resources	Cross-case	Comparing similar and different modes and semiotic resources from all teachers	List of modes, semiotic resources, activities and texts	Constant-comparative	

### **3.3.3 Research Phases**

#### **3.3.3.1 Pilot Study**

Prior to conducting my full scale research, I conducted a small study in one primary school in Exeter to test my research protocols, data collection instruments, sample recruitment strategies, and other research techniques to prepare myself mentally and physically as an international student with zero knowledge about the schools in England. I discussed with my supervisor on the selection of schools around and outside of Exeter and on one school which had a proper recognition of using technology. We both prepared an MoU as part of my briefing reference when meeting with potential school headmasters or headmistress. Out of the five schools I tried, only one school responded.

Before heading to this school, I prepared some questions regarding school protocols, data privacy, teachers and focus students' selection, consent letters for participants and some school procedures that I needed to know. This pilot study took one month. I even registered myself at this school as a volunteer which I had to go through a Disclosure and Barring Service (DBS) check and to obtain a Certificate of Good Conduct from Malaysia. During the first and second weeks, I managed to become familiar with the school timing, teachers' availability, teachers' resources as well as the procedures of going in the classroom and understanding some school protocols. During the third and fourth weeks, I managed to identify deficiencies in my research instruments; particularly on the interview questions for teachers which I managed to change into formal interview sessions and brief conversation sessions before and after each lesson. I also realised that I needed to change my observation technique to using video recording and field notes. I invested on a GoPro equipment and showed my video recording to my supervisor. We both agreed that for public viewing; except for my supervisors and I, that a 'cartoon me' application was to be used.

During a month spent with this pilot school, and while hoping and waiting for other schools to respond, I discussed with my supervisor on the potential problems such as:

- teachers' time to spend for a face-to-face interview and brief conversations and we both decided to include email exchanges provided that the email addresses the teacher-participants and I used were formal organisational emails
- my contributions to the participating school as part of my research impact
- my tokens of appreciation to the participating school.

With all the raw data I collected, I managed to arrange my research phases, select participants, and become more didactic in my research to approach schools and participants. This same pilot school was the same school I selected for the current study. The following sub-sections elaborate more on the groundwork I developed into my current study.

#### **3.3.3.2 Phase 1**

Phase 1 started from April to May 2018 in England and from August to November 2018 in Malaysia. This involved participant recruitment and the design of data collection instruments: school briefing; school selection; class selection; teacher selection; children selection; observation schedule; and interview schedule. Participant selection and recruitment is explained in detail in section 3.3.4.

#### **3.3.3.3 Phase 2**

Phase 2 involved categorisation of data and initial data analysis, firstly on MSWord and afterwards in Nvivo. All the transcriptions were in MSWord and for the purpose of coding and thematic analysis, were transferred to folders in Nvivo. All data were transcribed for coding and thematic analysis.

In Nvivo, there are two sets of folders: Malaysia and England. Each folder has two (Malaysia) and one sub-folder (England) which categorise[s] Schools A and B (Malaysia) and

School A (England). Each category has similar sets consisting of additional sub-folders which are called 'sub-set'. The set is: teachers.

These sets are broken down into more sub-folders called 'sub-sets'. In teachers set, there are sub-sets on lesson plans, lesson observations, interviews, and brief conversations. Table 3.2 describes the data gathering method for each sub-set:

Table 3.2

*Phase 2 of Research: Data Gathering Method*

Sets			
Teachers			
Sub-sets			
Lesson Plans Observations Interviews Brief Conversations			
Data Gathering Method			
MSWord/PDF	Video-recording	Field Notes	Emails
Lesson Plans	Observations Interviews Brief Conversations School Compound Classroom Layout	Observations Brief Conversations School Compound Classroom Layout	Brief Conversations

There were two stages of general coding and one stage of specific coding. The general coding stages are detailed on Table 3.3 below. The general coding was an initial open coding/inductive analysis which was then clustered into themes. The general and specific codes below were decided as I coded them. Below is an explanation of stage 1 inductive coding.



Stage 1: Thematic coding which categorised all the data from Malaysia and England into general main codes:

- curriculum
- texts
- pedagogy.

Table 3.3 below explains the research questions and related data gathering methods and their purposes. Each of the research question below was preceded by all data gathering methods to capture the process of writing, text types and writing activities as well as the modes, media, and resources. These provided some contextualisation for me to code, compare and make sense of my comparisons.

Table 3.3

Phase 2 of Research: Data Gathering Method and their Purposes

Research Questions	Interview Questions	Classroom Observations	Teacher's Lesson Plans
1. What are the modes, media and semiotic resources used by teachers in Malaysia and England?	<ul style="list-style-type: none"> <li>How do you teach writing?</li> <li>Can you elaborate more on the strategies?</li> <li>What literacy features do you emphasise during a writing lesson? Why? How?</li> <li>Can you please elaborate more on the fun element?</li> </ul>	Teachers' use of: <ul style="list-style-type: none"> <li>Strategies</li> <li>Resources</li> <li>Texts</li> </ul>	<ul style="list-style-type: none"> <li>Format</li> <li>Flow</li> <li>Curriculum Content</li> </ul>
2. How do these modes, media and semiotic resources support children's writing in Malaysia and England?	<ul style="list-style-type: none"> <li>How well do you know about multimodal writing?</li> <li>Can you please describe how you use different ways, tools and etc. when you teach writing?</li> <li>In your opinion, what type of texts do children enjoy writing the most? Why? How?</li> <li>Can you please elaborate more on how you specifically know that children are in the process of understanding the texts they are writing about?</li> </ul>	<ul style="list-style-type: none"> <li>Support for writing</li> </ul>	
3. How and why do teachers in Malaysia and England use these resources and mono/multimodal texts?	<ul style="list-style-type: none"> <li>How do you measure children's strengths and weaknesses in writing lessons?</li> <li>In your opinion, how can children's writing be improved; specifically looking at the types of writing activities (print and non- print) they have, and the different texts they produce e.g., stories, on-screen writing etc.?</li> <li>Can you elaborate on the types of writing supports to help children write? Are there any special cases worth mentioning?</li> </ul>	<ul style="list-style-type: none"> <li>Justification of selection of modes, media and resources</li> </ul>	
4. What are the differences and similarities among Malaysian and English teachers?	<ul style="list-style-type: none"> <li>Can you elaborate more on the criteria of the objectives? How do you determine a successful production of writing? How do you conclude this?</li> </ul>	<ul style="list-style-type: none"> <li>The objectives in the curriculum for writing</li> </ul>	

	<ul style="list-style-type: none"> <li>• Can you also elaborate on how grammar is related to the teaching of writing?</li> <li>• How do you know children have achieved previous writing objectives to enable them to write better?</li> <li>• Are there any comments or thoughts that you would like to add before we end our interview today? I would also like to follow up for further questions via email or phone call, if that is okay?</li> </ul>		
5. What are the differences between, and similarities among, Malaysian and English teachers?	<ul style="list-style-type: none"> <li>• *Depending on the comparisons gathered from research questions 1-4.</li> </ul>	<p>Teachers' use of:</p> <ul style="list-style-type: none"> <li>• Strategies</li> <li>• Resources</li> <li>• Texts</li> <li>• Support for children's writing</li> <li>• Justification of selection of modes, media and resources</li> <li>• The objectives in the curriculum for writing</li> </ul>	

In stage 2, the general codes were further arranged into their specific details:

Stage 2: Specifying sub-codes from the general main codes above to classify and organise specific codes related to the process of writing, types of activities and texts and modes, media, and resources.

There are two stages in the general stages. Tables 3.4 below shows the first main general stage. Under the four sub-sets are the three main codes. All transcribed data gathered from the sub-sets were coded as main codes in the first general stage.

*Table 3.4*

*Phase 2 of Research: General Coding Stage 1 and 2: Sub-sets and Main Codes*

General Coding			
Stage 1			
Sub-Sets			
Lesson Plans	Observations	Interviews	Brief Conversations
Main Codes			
Curriculum	Texts	Pedagogy	

In Table 3.5, these main codes were further induced into sub-codes. The sub-codes showed important patterns for deductive analysis to address my research questions.

Table 3.5

Phase 2 of Research: Stage 2: Sub-Codes

General Coding		
Stage 2		
Sets, Sub-Sets, Main Codes and Sub-Codes		
Malaysia School A School B		England School A
Curriculum	Texts	Pedagogy
Sub-Codes		
<ul style="list-style-type: none"> <li>• Content</li> <li>• Learning Outcomes</li> <li>• Learning Objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Activities</li> <li>• Types of Texts</li> <li>• Teaching Aids</li> <li>• Design</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' Knowledge of the Curriculum</li> <li>• Teachers' Use of Modes and Resources</li> <li>• Teachers' Pedagogic Choices</li> <li>• Teachers' selection of Texts</li> </ul>

Stage 3: Thematic coding to subdivide these contexts:

- process of writing
- types of activities
- types of texts.

In stage 3, these sub-codes were grouped into three themes. The themes are writing process, activity types, and text types. These themes were pre-selected and deductive in nature because they are fundamental to the study's principal goal to investigate the modes, media, and semiotic resources contained in lesson plans, lesson activities, and texts.

It was a top-down analysis that separated Malaysia and England data through within-case analysis - per teacher in one country - and cross-case analysis - all teachers in one country - and then compared the findings of both within-case and cross-case analyses between Malaysia and England using constant-comparative analysis. Because each country has different language policies and culture, the themes contained different contexts from the two

settings. Table 3.6 below shows the process where the sub-codes were analysed into the three themes through the within-case analysis.

Table 3.6

*Phase 2 of Research: Stage 3: Thematic Coding Within-Case Analysis*

Within Case Analysis	
Malaysia Cases	England Cases
<ul style="list-style-type: none"> <li>Teacher A</li> <li>Teacher B</li> <li>Teacher C</li> <li>Teacher D</li> <li>Teacher E</li> <li>Teacher F</li> </ul>	<ul style="list-style-type: none"> <li>Teacher A</li> <li>Teacher B</li> <li>Teacher C</li> <li>Teacher D</li> </ul>
Relevant Sub-Codes	Relevant Sub-Codes
<ul style="list-style-type: none"> <li>Writing Activities</li> <li>Types of Texts</li> <li>Teaching Aids</li> <li>Teachers' use of Modes and Resources</li> <li>Teachers' Pedagogic Choices</li> <li>Teachers' Selection of Texts</li> <li>Classroom Facilities</li> </ul>	<ul style="list-style-type: none"> <li>Writing Activities</li> <li>Types of Texts</li> <li>Teaching Aids</li> <li>Teachers' use of Modes and Resources</li> <li>Teachers' Pedagogic Choices</li> <li>Teachers' Selection of Texts</li> <li>Classroom Facilities</li> </ul>
Themes for Each Case	Themes for Each Case
Theme 1: Process of Writing	Theme 1: Process of Writing
<ul style="list-style-type: none"> <li>Modular Approach</li> <li>Set Induction</li> <li>Pre-Writing</li> <li>While-Writing</li> <li>Post-Writing</li> <li>Closure</li> </ul>	<ul style="list-style-type: none"> <li>Textual Approach: Texts that Teach: 3 Weeks Duration</li> <li>Talk and Write</li> <li>Shared Writing</li> <li>Independent Writing</li> </ul>
Theme 2: Types of Activities	Theme 2: Types of Activities
<ul style="list-style-type: none"> <li>Interaction</li> <li>Communication</li> <li>Reading Aloud</li> <li>Pronunciation</li> <li>Spelling</li> <li>Grammar</li> <li>Copying</li> <li>Chats</li> <li>Role Play</li> <li>Drama</li> <li>Drawing and Colouring</li> <li>Games</li> <li>Typing</li> </ul>	<ul style="list-style-type: none"> <li>Interaction</li> <li>Communication</li> <li>Reading Aloud</li> <li>Pronunciation</li> <li>Spelling</li> <li>Grammar</li> <li>Copying</li> <li>Chats</li> <li>Role Play</li> <li>Drama</li> <li>Drawing and Colouring</li> <li>Games</li> <li>Typing</li> </ul>

<ul style="list-style-type: none"> <li>• Dancing</li> </ul>	<ul style="list-style-type: none"> <li>• Dancing</li> </ul>
Theme 3: Types of Texts	Theme 3: Types of Texts
<ul style="list-style-type: none"> <li>• Books</li> <li>• Worksheets</li> <li>• Posters</li> <li>• Coloured Paper Strips</li> <li>• Pictures</li> <li>• Cartoon Strips</li> <li>• Whiteboard</li> <li>• IWB</li> <li>• Puppets</li> <li>• Music</li> <li>• Video</li> <li>• Laptops</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Worksheets</li> <li>• Posters</li> <li>• Coloured Paper Strips</li> <li>• Pictures</li> <li>• Cartoon Strips</li> <li>• Whiteboard</li> <li>• IWB</li> <li>• Puppets</li> <li>• Music</li> <li>• Video</li> <li>• Laptops</li> </ul>

This first stage in Stage 3 is important because each case provides a detailed analysis of modes, media, and resources through a detailed examination of the sub-sets as in from the lesson plans, writing activities, text kinds, and additional explanations of how these aided children's writing.

In each case, the process of writing was explained through the stages of teaching. The stages were pre-planned according to the lesson plans and were validated through lesson observations. The purpose of explaining the process of writing this way was to explain how the modes, media and resources were used in contexts. The process of writing in Malaysia was coded as set-induction, pre-writing, while writing and post-writing. The codes for England were talk and write, shared writing and independent writing.

The specific codes for types of activities were interaction, communication, reading aloud, pronunciation, spelling, grammar, copying, chats, role play, drama, drawing and colouring, games, typing and dancing. These specific codes were designated as such because they were placed under the heading 'activities' in teachers' lesson plans, which offered a clear knowledge of what types of activities were done during writing lessons in both countries.

The specific codes for texts or types of artefacts were books, worksheets, posters, coloured paper strips, pictures, cartoon strips, whiteboard, IWB, puppets, music, video, and

laptops. These were the types of texts teachers selected and these were used by children in their writing activities in both countries. Table 3.7 shows the compare and contrast results within a country:

*Table 3.7*

*Phase 2 of Research: Stage 3: Compare and Contrast Per Country*

Cross-Case Analysis	
Malaysia	All England Accumulated Cases
Themes for Malaysia Accumulated Cases	Themes for England Accumulated Cases
Process of Writing	Process of Writing
Types of Activities	Types of Activities
Types of Texts	Types of Texts
Similarities Within a Country	Similarities Within a Country
Differences Within a Country	Differences Within a Country

All the cases from each country were accumulated and summarised in their cultural context to look for similarities and differences within a country. This is called mobilisation of case knowledge and it is intended to further focus on important and interesting patterns to address my research questions. The accumulated cases were also to provide contexts which would support my interpretations of the overall data analysis. Table 3.8 shows the process where the accumulated cases are compared between countries:

*Table 3.8*

*Phase 2 of Research: Stage 3: Constant-Comparative Analysis Between Countries*

Constant-Comparative Analysis		
All Malaysia Accumulated Cases		All England Accumulated Cases
Comparison of Themes		
Process of Writing	Types of Activities	Types of Texts
Similarities Between Two Countries		
Differences Between Two Countries		



The modes etc. which were found in those contexts were further examined as to how they support children's writing development. The modes etc. were identified and examined by looking at the connection between the general and specific codes and their contexts, and later interpreted and explained according to the multimodal theoretical framework. The connection provided both cultural and context of practice, which helped me to make sense of each classroom dynamics. The codes also provided insights into the relationship between pedagogy, culture and curriculum content across countries as well as allowing me to make reasonable comparisons. Stage one categorised all the data from Malaysia and England into general main codes and in stage two the general codes were further arranged into their specific details and finally.

#### **3.3.3.4 Phase 3**

Phase three involved within-case analysis, cross-case analysis, and constant-comparative analysis, which I had also explained briefly in Phase 2. This phase explored and compared all the main codes which were coded into the three main themes: process of writing, text types and types of activities for each teacher within a country, between a country and finally finding the overall similarities and differences of how modes, media and resources are used among ten teachers in Malaysia and England.

Each theme was selected and categorised according to firstly, their relevance to the research questions, and secondly, their comparable significance. Also, each theme was analysed within their context and socio-cultural practices (interpretation). The analyses were then summarised within, and compared between, Malaysia and England. Table 3.9 shows all the analyses which were presented exactly according to the arrangement of cases and themes on Chapter 4; the Findings.

Table 3.9

*Phase 3 of Research: Within-Case, Cross-Case and Constant-Comparative Analyses*

Within-Case Analysis	
Overview of Schools	
Overview of Teachers	
Overview of Resources	
Overview of Lesson Plans	
Process of Writing in Malaysia	Process of Writing in England
Teacher A Year 1 School A Teacher B Year 1 School B Teacher C Year 2 School A Teacher D Year 2 School B Teacher E Year 3 School A Teacher F Year 3 School B	Teacher A Year 1 School A Teacher B Year 2 School A Teacher C Year 3 School A Teacher D Year 4 School A
Text Types and Writing Activities in Malaysia	Text Types and Writing Activities in England
Teacher A Year 1 School A Teacher B Year 1 School B Teacher C Year 2 School A Teacher D Year 2 School B Teacher E Year 3 School A Teacher F Year 3 School B	Teacher A Year 1 School A Teacher B Year 2 School A Teacher C Year 3 School A Teacher D Year 4 School A
Modes, Medium and Resources in Malaysia	Modes, Medium and Resources in England
Teacher A Year 1 School A Teacher B Year 1 School B Teacher C Year 2 School A Teacher D Year 2 School B Teacher E Year 3 School A Teacher F Year 3 School B	Teacher A Year 1 School A Teacher B Year 2 School A Teacher C Year 3 School A Teacher D Year 4 School A
Cross-Case Analysis	
Overview of Schools	
Overview of Teachers	
Overview of Resources	
Overview of Lesson Plans	
Overall Process of Writing in Malaysia	Overall Process of Writing in England
Overall Text Types and Writing Activities in Malaysia	Overall Text Types and Writing Activities in England
Overall Modes, Medium and Resources in Malaysia	Overall Modes, Medium and Resources in England
Overall Similarities Within a Country	Overall Similarities Within a Country
Overall Differences Within a Country	Overall Differences Within a Country
Constant-Comparative Analysis	
Overview of Schools	
Overview of Teachers	
Overview of Resources	
Overview of Lesson Plans	
Overall Process of Writing in Malaysia	Overall Process of Writing in England
Overall Text Types and Writing Activities in Malaysia	Overall Text Types and Writing Activities in England
Overall Modes, Medium and Resources in Malaysia	Overall Modes, Medium and Resources in England
Similarities Between Two Countries	
Differences Between Two Countries	

The next section explains participants' selection process.

### **3.3.4 Participant Selection, Recruitment and Information**

Communication with the relevant authorities in England and Malaysia began after the May break in 2017. To gain access to primary schools in England, I discussed with my supervisor, and we decided that a formal request email was sent out to selected schools for the purpose of making an appointment with the head teacher, and teachers who were interested in participating. A similar procedure was followed in Malaysia, firstly through consultation with my supervisors on the selection of schools, and after that by contacting the Education Planning and Research Division (EPRD) (see Appendix 4– Letter from the EPRD). Upon receiving the approval letter from the EPRD, it was sent out to the relevant schools in Malaysia and England as a Memorandum of Understanding (see Appendix 5 – MoU to Schools). I followed up by contacting the individual schools and setting up meetings with school administrators, head teachers, senior assistants etc. These meetings were necessary to provide the schools with a briefing regarding the project, and to inform them about the commitment required from the school staff, especially from the teachers. This process took approximately one month in total and was complete by July 2017.

#### **3.3.4.1 Research Setting**

The current study was conducted at three sites: two schools in Kota Kinabalu (Sabah, Borneo, Malaysia) and one school in Exeter (England, United Kingdom). The selection of schools depended on being granted access, on the recommendations of the Sabah State Education Department (Malaysia), and on my supervisor's suggestions. The demography in Kota Kinabalu mainly comprises Indigenous people; they make up the majority of the population in Sabah, with various ethnicities (Department of Statistics, Malaysia, 2020). Chinese, Indians, and others are minority groups. On the other hand, the population of Exeter predominantly consists of White British, along with much

smaller numbers of Other White, Chinese, Other Asian, and several other categories as minorities (Census Profile, Exeter City, 2011).

The current study being conducted at these three sites was due simply to my familiarity with the two geographical locations, and because of the opportunities I had, as a student at the University of Exeter, and as a local in Kota Kinabalu, Sabah. Furthermore, I had considerable knowledge of these two vicinities, including the schools and the people, which made this selection practical. It should be noted that it was not my intention to compare the curricula or the cultural contexts that affected writing support and development; these factors are in themselves complex and would require specific research projects of their own. It was also not my personal choice to compare Malaysia (a developing country) with England (a developed nation) in any way other than for the purpose of exploring teaching strategies.

This exploration and comparison provided significant insights that could be adapted and adopted contextually in Malaysian classrooms. These two settings were the ideal places to explore these comparisons. The selection of national-type schools (Malaysia) and community schools (England) was mainly due to the interest these schools showed in participation, as well as the convenience of access. These two settings affected the discovery of modes' potentials and theoretical extension to ESL context; and the similarities and differences of all these aspects within and between Malaysia and England. Selection of these locations enabled me to understand the range of modes in these two settings in the writing classrooms.

### **3.3.4.2 Research Participants**

The selection of teacher participants for this study was based on a list of criteria. The nomination process involved pre-meditated and descriptive selection, and the criteria took into account my own orientation in the research setting and the initial interaction with the participants. It was intended to base the nomination process on a chain sampling approach. The teachers who were selected possessed a fair amount of teaching experience; specifically, more than five years of experience in the teaching of writing.

The teachers from Malaysia all had their Bachelor of Education degree, majoring in ESL, recognised by the MoE. Teachers in England had their Postgraduate Certificate in Education (PGCE). These teachers were also perceived and selected by their superiors and peers as resourceful and creative in their pedagogical practices and strategies. These were the selection criteria; the considerable teaching experience, the substantial background in education, and the creativity of the teachers pre-informed me of their pedagogical practices. Having teachers who met all these selection criteria was important, because it allowed me to have confidence in their teaching experiences and knowing the details in their respective curricula.

The selection process was performed in the initial stage of the study, within the first month in the schools in Malaysia and after receiving from the relevant authorities the necessary approvals to access the schools. As previously mentioned, it was intended to employ a chain sampling approach during the nomination process to identify potential participants (Creswell, 2005, pp. 51-55 and pp. 97-101). The nomination process began with an in-depth discussion with the head teacher at each school, to identify teachers who met the criteria and were also willing to participate. This initial selection was based on the suggestions of the head teachers, but this was

not the only contributing factor. The second phase of the selection process involved interaction with the selected teachers and their colleagues. Finally, the selection process ended up with only those teachers who were identified as relevant to the study. In England, this chain sampling process could not be done due to the limited number of teacher-participants. This is because there was only one class teacher who teaches all subjects per class, and there were only four classes involved. However, these teachers possessed PGCE qualification and had more than 5 years of teaching experiences. On the contrary, teachers in Malaysia teach different subjects and there were at least two classes for each year/level.

Upon successful completion of these stages of pre-meditated and detailed procedures, six teachers from Malaysia and four teachers from England were selected. These teachers were invited to participate in the study. To comply with the ethical guidelines of the university, an adequate explanation of the purpose and direction of the study, as well as the scope of their participation, was given. This took the form of the school MoU document sheet, and participatory forms which gave detailed descriptions of the project. This ethical approach ensured that I and the participants complied with the responsibilities of conducting and participating in research. Teachers indicated their written agreement after reading and understanding the MoU. They were given the opportunity to agree or decline to participate, as well as the right to withdraw from the study at any time. The next sub-section explains the process of data collection.

### **3.3.5 Methods of Data Collection**

Teacher participants were interviewed individually, at the beginning and at the end of the study. The purpose of interviewing them at the beginning was to collect lesson plans and to get some information about their lesson plans, their knowledge about the

curriculum, their teaching strategies and children's level of proficiency (Malaysia) and writing practices (England). The purpose of interviewing them at the end was to get some more information and their justifications of the elements I mentioned in the first interview. The interview sessions in England could only be done at the end of school session at 3.30pm whereas in Malaysia during children's recess time (about 20 minutes). However, as I needed more clarifications from them, the interview could not be done entirely face-to-face. We all agreed to communicate through emails. This is further described below.

Sixteen lessons in Malaysia and ten lessons in England, conducted by these teachers, were observed and video-recorded. The purpose of these observations and video-recording was to observe teachers' teaching strategies, the texts they used and children's writing activities. This was also to notice teachers' natural behaviours in the classrooms without interrupting teaching and learning session. There were no problems encountered during observations and video-recording. At the end of each lesson, I also had a brief chat with teachers to get some clarification about the elements that I was focussing on. All these procedures are also further explained below.

Field notes were used during the interviews and lesson observations. The purpose was to record any instances which were significant to my research as I was observing, and to enable me to understand the culture and social practices in the two settings. Photographs of children's work, details of school compounds, and class layouts were collected as background information.

Additionally, other methods – such as telephone calls and emails – were employed to communicate with these teachers about the study. Since a multiple case study approach was employed, the data collection procedures were performed for

each participant, through Yin's (2006) replication logic. Similar approaches, techniques, and data collection tools and methods were applied to all the teachers. Furthermore, an internet search and document analysis regarding the demography of each country, and background of each school, provided extra information on macro-cultural elements; this assisted with the data analysis and research report. Pictures of each school were taken, while extra attention was given to amenities and infrastructure, especially in the classroom setting. The data collection took about eight months; four months each in Malaysia and England. Each data collection procedure is explained in detail below.

### **3.3.5.1 Interviews and Brief Conversations**

Two interview sessions were conducted with each teacher. The interview protocol was adapted from Seidman's (2006). The participants were required to answer a series of semi-structured questions. Each interview session was designed to explore teachers' strategies, and their knowledge of the curriculum, of lesson objectives, and of the types of texts used in the writing classroom. The interview questions were piloted with several doctoral colleagues and English teachers from England; they edited and added questions and removed questions that were not relevant. A refined set of semi-structured questions was then used in the interview sessions with the participants (please see Appendix 6 – Semi-Structured Interview Questions).

The first interview session for each teacher was held before the first classroom observation. The purpose of this interview was to elicit information regarding their practices and strategies, and their lesson objectives. The second interview session was carried out after all observations were complete. As previously mentioned, classroom observation was conducted two or three times for each teacher. In this second interview, teachers were asked to justify their strategies and about their



creative methods of teaching writing. The purpose was to obtain information and to discuss the teacher's context of practice. The limitation was time to have a face-to-face interview session. Teachers agreed for a 30-minute interview but there were always more questions in every answer. Hence, we all agreed to communicate through emails for me to get additional information.

There were also brief conversation sessions with teachers ten minutes prior to the start of each lesson observed, and again for another ten minutes after the lesson. These brief conversations provided a summary of the lesson and the challenges and opportunities that lesson had presented. In England, this was rather difficult in terms of classroom management and my empathy towards the teacher-participants because there was only one class teacher who manages the class throughout the day. In Malaysia, teachers moved between classes, and at other times, they had time to have chats. I made sure I only ask specific questions about the lesson of the day, and we all agreed to communicate through emails for me to get more information.

### **3.3.5.2 Video-Recorded Observation Sessions**

I video-recorded my observations of each teacher two or three times during the study. In England, each teacher was observed at least 2 times, and some agreed to have a third, according to their availability. In Malaysia each teacher was observed 2-3 times. In these sessions, I observed their pedagogical practices and strategies they used in teaching writing; their writing stages, objectives, and resources they stated on their lesson plans; their classroom interactions, and the classroom layout. I entered all these observations into a 'modes and resources inventory' within my field notes. I listed down the modes they used and made my list looked like an inventory to enable me to see how these modes materialised into the resources they used. This enabled me to further identify similarities and differences, in the context of practice, in

comparison with other teachers in the same school, and comparing between Malaysia and England. Furthermore, these observations enabled me to verify the teachers' responses from the interview sessions and brief conversations, regarding their practices and strategies. Apart from the white noise of a normal classroom which were recorded, the session went efficiently.

During observations, close attention was paid to their pedagogical practices and teaching writing strategies in delivering the content of the curriculum; selection and handling of resources; moving from one stage of writing to another; and the lesson objectives. I was pre-informed during my first interview session about the 'stages' in teaching from Malaysian and English teachers as well as the topics they covered for the entire observations. There were sample lesson plans prepared by these teachers.

In the video recording, I focused on task timings; the ways in which the children were organised; which elements of the curriculum were being emphasised; assessment of activities; and teachers' interactions with the children. Pictures of the classroom and the children's work, as well as other materials relevant to the study, were taken for background information (with permission from the children, the teachers, and the school administrators).

### **3.3.5.3 Field Notes**

Field notes were used during the interviews and video-recorded classroom observations to record teachers' explicit and implicit responses regarding their practices. Field notes were necessary tools, mainly for the purpose of recording impressions and questions about culturally embedded writing practices and views. These field notes were compared with interviews, brief conversations, and observations to find discrepancies between what the teachers said about their practice and what they actually delivered in the lessons.

This helped me to complement, compare, and contrast the data from interviews, observations, lesson materials, and video recordings. The field notes were also used to record the challenges, opportunities, professional activities, and interactions the teachers experienced in the classroom. Following the approach put forward by Corbin and Strauss (2008), field notes in the form of memos assisted me to recall the contexts and content of the data collected. Finally, the field notes were used to clarify, verify, and compare my interpretation of responses and observations during the iterative coding process. There were no problems encountered when using field notes as I was ready to record significant statements and 'events' happening during data collection.

#### **3.3.5.4 Collection of Lesson Materials**

During the eight months of the study, all the lesson materials – including lesson plans, digital and print teaching materials, and activity worksheets – that were employed in the writing classrooms were collected and scanned as digital copies. The lesson plans were collected before every teaching session and classroom observation. The collection of these lesson materials enabled me to triangulate the primary data.

#### **3.3.6 Data Analysis**

After data collection was completed, my first analytic activity was to read my field notes, to obtain an impression of a writing classroom dynamics. This activity was necessary for me to immerse myself in the data, to give me some ideas about what really was going on with the teaching and learning of writing in both countries. I spent some time reflecting on my experiences and knowledge as a former teacher and as a teacher-trainer, as I went back and forth on the transcriptions and the photographs. Eventually, I was able to build some initial interpretations while looking at the data and thinking about my research questions at the same time.

After having acquired a feeling for how writing is taught in both countries, I began to describe the writing pedagogy of individual teachers through video-recorded observations and teachers' significant statements from their interviews. The analysis of video observations allowed me to follow, constantly, teachers' strategies, lesson emphases, and objectives. The video analysis also showed how teachers' strategies, lesson emphases, and lesson objectives were affecting their choices of modes and semiotic resources, as well as how they used those resources. The analysis from teachers' interviews was focused on phrases and sentences that were related directly to their decision-making and how their choices affected their choice of strategies. The purpose of this phase of analysis was to explore and describe the modes, media and semiotic resources teachers selected, and to explain how those supported children's writing. The outcome of this analysis was a collection of general themes. Also, in this stage, I looked at all the data to take on multiple perspectives, mainly focusing on lesson plans which explained teachers' choices of modes and semiotic resources from the curriculum content, and the pictures taken in a particular school and classroom setting which described the affordances of modes and semiotic resources. The brief conversations with teachers allowed me to get some sense of teachers' teaching experiences. The product of this overall analysis was a collection of themes per case and per country.

Next, I compared similar and different themes from each individual account. The purpose of this cross-case analysis was to find common themes for all Malaysian and English teachers. Once the common themes were identified, I re-explained the themes from their original cultural, social, and historical contexts. Then, I re-explained the contexts to validate the themes from the original accounts without the introduction of ideas external to the accounts themselves. This was to ensure that all themes, and

the ideas that came with the themes, were from the original accounts. This analysis was done collectively for each country.

Finally, all the themes from Malaysia and England were compared to look for emergent themes. All data from both countries were revisited to make sure there were new themes emerging. The purpose of this analysis was to compare similar and different strategies of teaching writing using modes and resources as well as understanding how these texts or artefacts supported children's writing development. The themes were then explained in categories, to form conclusions, by providing answers to my research questions. Table 3.10 below summarises this data analysis process:

*Table 3.10*

*Summary of Data Analysis Process*

Research Questions						
1. What are the modes, media and semiotic resources used by teachers in Malaysia and England?						
2. How do these modes, media and semiotic resources support children's writing in Malaysia and England?						
3. How and why do teachers in Malaysia and England use these resources and mono/multimodal texts?						
4. What are the differences and similarities among Malaysian and English teachers?						
5. What are the differences between, and similarities among, Malaysian and English teachers?						
General Coding						
Curriculum			Texts		Pedagogy	
Specific Coding						
Theme 1: Process of Writing						
Modular Approach	Set Induction		Pre-Writing		While-Writing	Post-Writing
Closure	Textual Approach		Talk and Write		Shared Writing	Independent Writing
Specific Coding						
Theme 2: Types of Activities						
Interaction	Communication	Chats	Pronunciation	Spelling	Grammar	Copying
Dancing	Reading Aloud	Games	Role Play	Drama	Drawing and Colouring	Typing
Specific Coding						
Theme 3: Types of Texts						
Books	Worksheets	IWB	Coloured Paper Strips		Posters	Pictures
Cartoon Strips	Whiteboard	Music	Puppets		Video	Laptops
Comparative Elements						
<ul style="list-style-type: none"><li>• Cultural Contexts</li><li>• Policies</li><li>• Issues of Best Practices</li></ul>						
Summary of Themes						
<ul style="list-style-type: none"><li>• Process of Writing</li><li>• Text Types and Writing Activities</li><li>• Modes, Medium and Semiotic Resources</li><li>• Writing Focus</li><li>• Curriculum Content</li></ul>						

The following paragraphs explain in detail the data collection and analysis processes. The primary data for this study were generated from the: lesson plans; interview sessions, and video-recorded classroom observations. The data triangulation process proposed by Yin (2006) provided multiple kinds of data for use in building my interpretations, answering the research questions, and providing the conclusions. I evaluated and modified the data through the triangulation process (Yin, 2006), which enabled me to take on multiple perspectives from the various types of data collected (Johnstone, 2008).

The data corpus was analysed by means of within-case analysis, cross-case analysis, and constant-comparative analysis. The data analysis started off with identifying categories within the data corpus. These categories were firstly identified based on the two geographical locations, and thereafter based on the individual schools. Emerging patterns from the responses and instances alluding to these categories were coded. This involved two stages: general coding (codes and sub-codes) and specific coding (contexts).

The data corpus was coded into idea units (inductively), which were further coded into two levels: general level codes and specific level codes (deductively). The general level codes reflected the purpose of the idea unit, whereas the specific level codes captured the substance of each idea unit (Elliott, 2018). These codes were initially compiled and coded using MSWord then onto Nvivo. The coded units were then sorted, separated, and placed in smaller clusters to identify the themes. The data compiled in Nvivo enabled me to organise and arrange the data based on my research questions and literature review. This arrangement provided an exploratory overview of teachers' strategies, types of mode, resources and their potentials, types of text and

artefact, and the similarities, differences, and context of practice of the themes and patterns that emerged.

The findings of each case were subjected to within-case and cross-case analyses to describe, compare, and contrast within a similar setting. A detailed and in-depth description (Ayres et al., 2003) from the within-case analysis of each teacher was provided, based on the categories and themes that were developed during the coding process. In the cross-case analysis, similar and different themes and units of analysis were examined across the range of participating teachers (Ayres et al., 2003). A systematic and rigorous constant-comparative analysis was employed to examine the data corpus in further depth (Kolb, 2012; Glaser, 2008). The analyses allowed me to extend the theoretical framework by integrating the themes from the findings with the theoretical underpinnings. This was where the instances from the data corpus specifically on modes, media and resources emerged as multimodal themes (deductively), which allowed me to illustrate the connection between the themes and the findings. The constant-comparative analysis technique employed throughout the study meant that the data analyses were constantly and iteratively checked against the data corpus. This was a rigorous and in-depth analysis which enabled me to go back and forth between findings, research questions, research design, and analytical procedures. In addition, there were discussions with my supervisors in which I benefited from their expertise on the categories, sub-categories, idea units, codes, themes, and strategies for reporting the findings.

### **3.3.7 Data Trustworthiness**

This study was based on interpretive methodologies; there are apparent differences between this approach and the positivist research paradigm, in determining the effect of the findings. It is worth noting here that the quality of research based on the positivist

research paradigm is evaluated by factors such as validity, reliability, and objectivity. By contrast, in a study where qualitative analyses included different underlying assumptions, a research process is required, along with a conclusion process. The current study dealt with the issue of trustworthiness (Lincoln & Guba, 1986; Anney, 2014) by adhering to four criteria, namely data credibility, transferability, dependability, and confirmability. These measures carry different descriptions and arguments and work together to ensure the certainty and accuracy of the study's findings.

#### **3.3.7.1 Data Credibility**

Data credibility was evaluated in the current study by employing triangulation. The triangulation process, in the study of social phenomena, includes more than one method, and more than one source of data (Lewis-Beck et al. 2003, p. 680 and p. 1142; Bell & Bryman 2007). The primary data, gathered from lesson plans, video-recorded observations, teachers' interviews, and brief conversations were triangulated. This process was intended to ensure that all documents truthfully reflected teacher's strategies. Documentation is crucial during the data collection phase of a case study (Yin, 2009). Furthermore, the processes of coding and conclusion extraction from the raw data were conducted in an iterative manner, as suggested by Lewins and Silver (2007).

#### **3.3.7.2 Transferability, Dependability and Confirmability**

Transferability refers to the extent to which the findings of the study could be transferred to a different setting or context by other researchers. It is employed to uphold general claims about the world, and it allowed me to replicate a research process that required some model modification (Mayring, 2004, pp. 186-189). Dependability is concerned with the stability of data over time. Here, it refers to the ways in which I handled the consistency of the internal process, interpreting any



changes, in a phenomenon, that might occur during the research process (Bradley, 1993). Confirmability, as the final criterion, refers to the nature of the data (Bradley, 1993). To ensure the confirmability of the data, I regulated the internal consistency of the data, findings, interpretations, and recommendations (Mayring, 2004, pp. 174-176).

The next sub-section explains how these data fit into the conceptual framework of this study. It enables me to put into picture and illustrates my expectations from the findings of this study. It also reiterates the multimodal theoretical concepts and maps out how these concepts relate to the data.

### **3.3.8 Conceptual Framework**

According to the literature, classroom communication consists of many aspects; language, writing, signs, print texts, non-print texts, body language, facial expressions, technologies, toys, the internet, drawing, or any other means of communication. Furthermore, teachers' knowledge of modes is both subjective and inter-subjective. It is subjective to their judgements and roles, as well as subjective to their types of communicational landscape. It is inter-subjective due to contextual factors, such as school support, curriculum, policy, social expectations, values, and culture. In addition, the discussion in the literature of comparative education mentioned culture as an element that either expands or limits the scope of a comparative research project. With the introduction and implementation of the KSSR and its aspiration to look for best practices in language learning globally, not many details were available for reference. This was also the case for comparisons of the current study between Malaysia and England. Figure 3.1 below shows the conceptual framework of the current study.

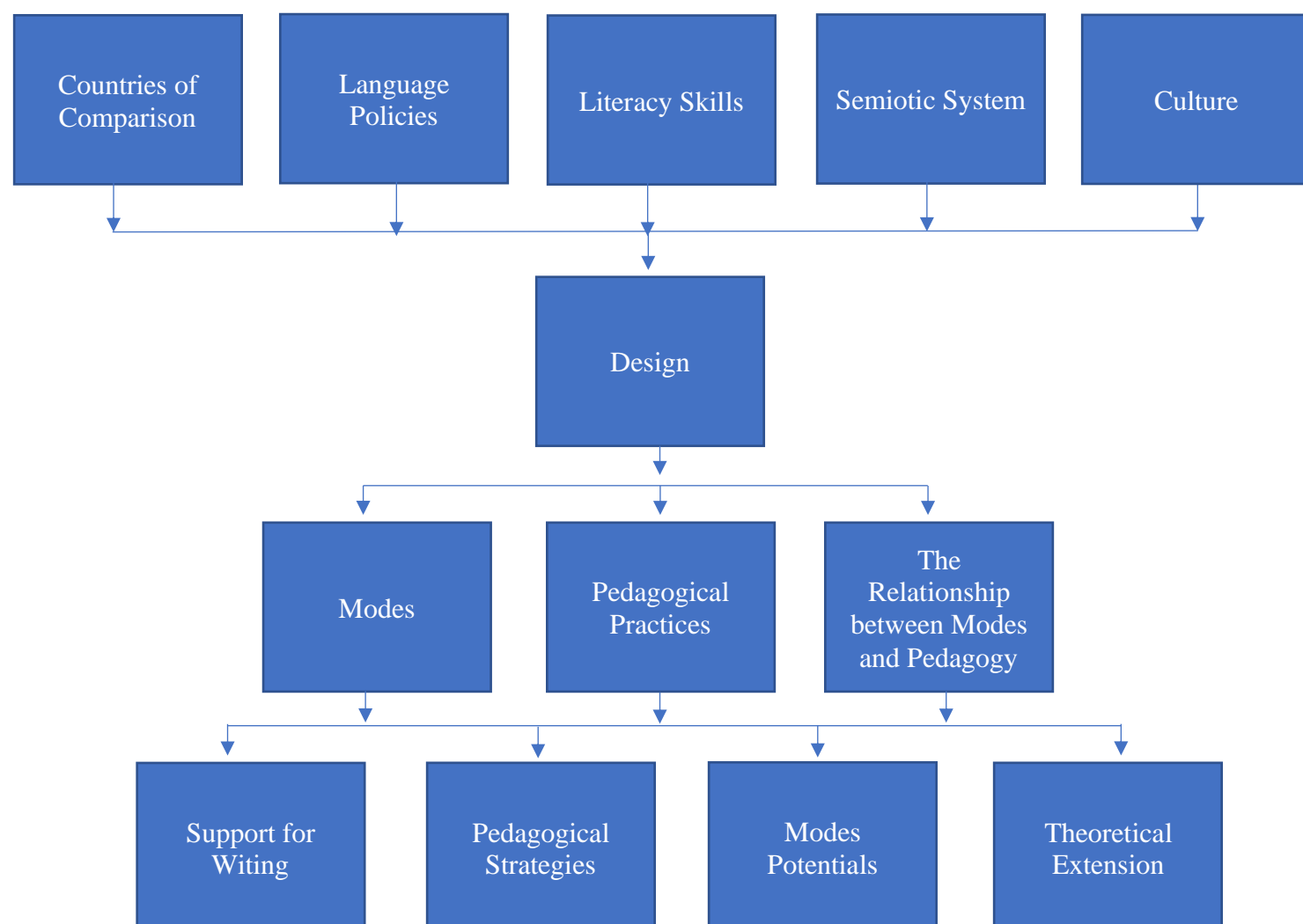
There are four features in this conceptual framework: countries of comparison (Pemandu, 2011-2017); language policies (MoEa, 2014, p. 350; Department for

Education, 2013a, 2014b); literacy skills (CDD, 2017a, p. 19; Department for Education, 2013a, 2014b); and the semiotic system (van Leeuwen, 2005); and culture (Alexander, 2001, 2009).

As I have explained before, multimodal texts are linked to multimodality in the writing classrooms, which further elaborates teachers' multimodal strategies for teaching writing. In sections 1.1 and 1.8.1, I explained that process of designing a text requires resources and materialities provided by teachers which means that the design of a text explains the relationships between modes, pedagogy, and context. Hence, the term 'design' which is subjective and inter-subjective to those four features is used in the conceptual framework to refer to support for writing, pedagogical practices, modes' potential, and a possible theoretical extension. More theorisation of 'design' is in section 3.8.8.3.

Teachers' strategies to support children's writing, teachers' pedagogical practices, modes potentials, and possible theoretical extension were analysed through theoretical view and empirical findings of a) modes; b) pedagogical practices and strategies; and c) the relationships between a) through c) gathered from the literature

Figure 3.1 Conceptual Framework of the Current Study



### 3.3.8.1 Modes

Modes were highlighted in this study because a comparison between Malaysian and English classrooms were expected to contribute to specific ideas and insights into teachers' pedagogical strategies in the teaching of writing, as well as to children's early writing support. An important question was – if these practices and strategies were compared between one culture and another, how would the context of practice inform the teachers' understandings of their teaching performance?

### **3.8.8.2 Pedagogical Practices and Strategies**

Pedagogical practices and strategies were featured in this study because they were mentioned in the curriculum; being expected to function as teaching guidance and teaching requirements. They described the specific actions, discourses, and curriculum contents to be employed in a lesson. Teaching involves teachers' roles, ideas and beliefs about their approaches, their attitudes towards teaching and learning, their knowledge and understanding of the curriculum, and their continuing reflection on their teaching practices. Teachers' instructions, explanations, use of teaching and learning aids, selection of activities, promotion of social activities in the classroom, and constant monitoring of the learning process, offered insights into their context of practice, which explained the modes and resources they used in the classroom. The next sub-section further illuminates the scope of this study and justifies this conceptual framework.

### **3.8.8.3 Theorisation of Multimodal Texts or Artefacts**

This theorisation of design is informed by Kress (2000, 2003) and includes the theoretical understanding of design and its communicative element. The New London Group (1996), Kress (2000), Walsh (2009), and Jewitt (2005) all mentioned that 'design' is a way to theorise the relationships between modes and pedagogy. Kress (2003) further explained design as the use of multimodal resources bound within socio-cultural contexts.

The concept of design in this study can be explained in two ways. Firstly, through the understanding of the theoretical notion of design. Secondly, how design is practised in the classrooms. The notion of design in the current study was implied as a theoretical assumption. It was used to theorise the relationship between mode and pedagogy. In the current study, design looked into what happened practically in a

writing lesson, by identifying – in two different countries – the modes and resources selected and explaining how these supported children's writing.

The research questions were constructed based on the multimodal theoretical assumptions; about modes of communication; about my understanding of the literature about multimodal texts and artefacts, and my general assumptions as a teacher and a teacher trainer on what I observed and gleaned from interviews and about how different modes, and not just language, contributed to children's writing development, especially for ESL early writers.

Overall, the literature has shown that there are not many comparative studies on the teaching and learning of writing between Malaysia and England. It was therefore my intention to explore the similarities and differences between two countries, through case studies for in-depth exploration and comparison, in the hope that these two settings would provide best practices in the teaching and learning of writing.

### **3.4 Ethical Considerations**

It was essential to consider the ethical issues that might be encountered in the two countries in the study; teachers and young children were involved, and they were potentially vulnerable. The study posed some ethical considerations in terms of its data collection procedures during classroom observation sessions.

There were no interview sessions with the children. There was a possibility that my presence in the classroom might have upset the children, through my unaccustomed presence in the classroom (Flicker & Guta, 2008). I took several steps to avoid any distress in the classroom. For classrooms in England, where data were first collected, I volunteered to work with the classes (Years 1-4) in their swimming lessons, on visits to historical sites, and on charity projects. On the first day in their

classroom, I introduced myself again, briefed them about my project and told them to act naturally. I made a promise that I would stay at the back of the class. For classrooms in Malaysia, on the first day I introduced myself and told them of my project.

During classroom observations, I stood still in one corner and used my GoPro recorder for zooming in and out. I did not interfere in the lesson, nor try to assist the teachers. A GoPro recorder (audio and video) was strapped on my chest, set at a suitable angle to cover the teacher while teaching and the children while they were listening and performing their writing activities. This method of reducing any possibility of interfering in the lesson is suggested by Jones and Stanley (2008). There was no commitment made to engage with the children, inside or outside the classroom, throughout the study.

The study had another potential ethical consideration, in the area of the manner in which I described and presented the schools in Malaysia (Osberg & Biesta, 2007). There was potential for the schools in Malaysia being presented as places where socio-political context heavily influences professional teaching practice. However, as previously mentioned, I did not intend to represent the schools in Malaysia as underprivileged by comparison to the school in England, or to treat England as the 'gold standard' for comparisons between England and Malaysia. To address this kind of possible misconception, Morrow (2008, pp. 51-52) suggested that researchers should present the limitations mentioned in the literature. In this case, I presented the limitations in terms of different language, policies, and culture. The production of the current study did not rely on the researcher's views about the schools selected but was based solely on the cases presented.

Yee and Andrews (2006) suggested that the researcher's position, in the school and in the classroom, must be carefully considered. Hence, I did not make myself visible by standing at the front of the class, and I took the time to familiarise myself with the children, through introductions and volunteering activities in their lessons and projects. Given that the data collection process took approximately eight months to complete, there were inevitable instances where I unintentionally and indirectly disrupted the observed lessons; simply by being present in the classroom. In order to avoid my presence and activity at schools and in classrooms being misinterpreted, I requested formal introductions during school assemblies, to ensure that the school's staff and children recognised my position as a researcher.

The ethical guidelines developed by the University of Exeter were referred to throughout the study. These guidelines assisted me in the preparation of the school and participant information sheets and the participant consent forms. I also referred to the BERA (British Education Research Association) guidelines as suggested by my supervisor to understand the basics of data protection, anonymity, informed consent, and the right to withdraw. We take into considerations all these guidelines and review the MoU for schools and participants which we both developed earlier. The MoU which consists of information sheets and participant consent forms detailed my responsibility to participants such as on consent, transparency, right to withdraw, incentives, harm arising from participants, privacy and data storage, and disclosure.

I received a blanket consent from the school; explained my purpose of conducting this research to the school headmistress, teachers, and children; obtained an ethics approval from the Graduate School of Education ethics committee and EPRD Malaysia; and clearly mentioned participants' right to withdraw at any time. I offered to provide a certificate of participation, and this did not impinge on their

decision to participate. I made it clear to the school and to all participants that no harm in whatsoever forms were imposed and I stated clearly in my MoU that I would only approach them when necessary and according to their convenience. In addition, while some risks were potentially obvious and were avoidable, I proposed to renegotiate consent should there be any unforeseen consequences arising.

Fortunately, due to my volunteering service at a school in Exeter, I did not find any 'red tape' obstacles to accessing the school and classrooms, apart from having to agree to discuss my research only with the headmistress of the school and attending a formal meeting with the staff. However, to achieve the same access in Malaysia, I had to apply to the EPRD for permission to conduct research, one month before I arrived in Malaysia for data collection. This was followed by meetings with officers from the State Education Department Sabah (JPNS) and the District Education Office Kota Kinabalu (PPD). For reasons of confidentiality, the schools and participants were kept anonymous throughout the study, even during the analysis process; all such names were replaced with codes.

The process of acquiring ethics approval began with an initial discussion with my supervisors, followed by the submission of the relevant documents to the Chair of the Graduate School of Education Ethics Committee; approval to conduct research was then granted, with the stipulation of a given time frame (see Appendix 7).

### **3.5 Limitations**

#### **3.5.1 Selection of Cases**

Selection of cases in this study was one of the potential difficulties. I intended to base the selections on a chain sampling technique, which allows me to work with small samples, and thereafter identify teachers with similar characteristics (Neuman, 2014pp. 245-250). I requested an appropriate amount of time from the schools and



teachers to select suitable participants; especially in Malaysia, since every level consisted of two classes, and I needed to conduct initial discussions of their practices in the field of the teaching of writing. I did not have the opportunity to select based on the chain sampling technique in England, due to the selected school having only one class in every stage. I visited several schools in England and Malaysia in search of the right teachers; I planned to select based on their effective teaching practices and strategies. I was advised by JPNS to take 'High Performing Schools' in Malaysia, and different types of schools in England based on their performance in the English language national examination for primary schools. The assumption was that teachers at these schools were efficient and there would be adequate facilities to support teaching and learning. However, I did not receive the necessary feedback for participation from schools in England at an appropriate time to start conducting my study. Hence, due to time constraints, I only managed to conduct my study at one school in England, and at two schools in Malaysia.

### **3.5.2 Withdrawal from Research**

There were ten cases in this study, i.e., ten teachers: six from Malaysia and four from England. It was not intended to generalise writing strategies from the ten cases, and the findings were therefore not representative of the entire populations of Malaysia and England. The selection of only ten teachers was an initial selection process, and fortunately none of these ten teachers withdrew from the study. I was aware that any withdrawal from the study would have an impact on the data collection process, and had therefore initially suggested fourteen teachers, on the basis that if only ten remained to the end of the study I would still have access to the minimum number of participants.

### **3.5.3 Microculture**

Attention to culture was included in this research as microculture, classroom culture, and pedagogy. Since the classroom culture was dependent on the context of practice, in both countries, the analysis of the culture was only done on the microculture level. It was interesting to note that, from my reading of the literature, there were other factors that contributed to the classroom culture; the macro-culture, such as the curriculum, teachers' training, and government policies. However, these were not the main concerns of this study and therefore, these factors were not included in the findings of this research. I focused on teachers' opinions and comments regarding their observed teachings and lesson plans to make judgements.

### **3.6 Report of Research**

The teachers' names were replaced with pseudonyms throughout the study. This was in line with my responsibility to protect the privacy of the teachers, and schools, and ensured compliance with the University of Exeter ethical guidelines. It was imperative to remember that these teachers were unique individuals, and thus their experiences especially the ones manifested as writing strategies – were individually and socio-culturally similar to and different from one another. The exploration and comparison of these similarities and differences offered the depth and breadth of data required in the study. The presentation of reports is divided following the sequence below:

- overview of Malaysian and English schools
- overview of teachers' resources in the Malaysian and English schools
- overview of lesson plans in Malaysia and England
- the process of writing in Malaysia and England
- the text types and writing activities in Malaysia and England
- the modes, medium and resources in Malaysia and England

- summary of themes
- constant-comparative analysis of the similarities and differences among Malaysian and English teachers' pedagogic decisions
- constant-comparative analysis of the similarities and differences of writing activities and text types in the Malaysian and English classrooms
- constant-comparative analysis of the similarities and differences on the use of texts in the Malaysian and English classrooms
- a discussion on KSSR and Babcock's support to children's writing development
- a discussion on best practices
- a discussion of a theoretical extension to the multimodal theoretical framework for ESL language learning practices.

All ten teachers were reported on, according to the themes and categories. Quotes and illustrations from the primary and supplementary data were used to justify my descriptions, analyses, and interpretations of the teaching and learning practices. The most prevalent findings and themes were discussed and identified across all teacher-participants. The next chapter presents the findings of this study.

## **CHAPTER 4: FINDINGS**

There are three parts in my findings chapter. Part 1 and 2 which are presented in Chapter 4 covers the overviews of Malaysian and English settings which include schools, classroom and teachers' professional perspectives, description of focus-teachers, teaching and learning resources and their lesson plans preparation, followed by within-case and cross-case analyses of focus teachers' lesson plans and lesson observations, writing process, text types and activities and the modes; their usage and support for children's writing development. In Part 3 on Chapter 5, I present constant-comparative analyses of teachers' pedagogic decision, writing activities and text types and a discussion on the use of core texts versus many texts.

### **Part 1: Malaysia**

There are 5 main sections:

- Section 4.1 : overview of schools and classrooms
- Section 4.2 : overview of focus teachers
- Section 4.3 : overview of resources
- Section 4.4 : overview of lesson plans preparations
- Sections 4.5 to 4.8 : process of writing, text types, writing activities and modes, medium and resources and their meanings and support for writing.

## 4.1 Overview of Schools, Classrooms and Teachers' Professionalism

Table 4.1

*School A and B Malaysia*

Schools	A	B
Teachers	<ul style="list-style-type: none"> <li>Nora</li> <li>Ahmad</li> <li>Lee</li> </ul>	<ul style="list-style-type: none"> <li>Sara</li> <li>Raju</li> <li>Edwin</li> </ul>
Sessions	<ul style="list-style-type: none"> <li>07.30am - 12.30pm</li> <li>12.30pm - 05.30pm</li> </ul>	<ul style="list-style-type: none"> <li>7.30am - 01.30pm</li> </ul>
English Language Education Policy	Bilingual	
Teachers' Roles	<ul style="list-style-type: none"> <li>ESL Teacher</li> <li>Teach different levels and classes</li> </ul>	
Duration per Subject	Single Period	Double Period
	40 minutes	60 minutes
Teaching Hours per Teacher	18-25 Hours	
Number of Students per Class	35-45	
Number of Teaching Assistants	None	
Classroom Facilities	<ul style="list-style-type: none"> <li>Whiteboard</li> <li>LCD Projector</li> <li>Speakers</li> <li>Internet</li> <li>Mini Library</li> <li>Ceiling and Wall Fans</li> </ul>	
Classroom Routine	Change seats during Activities	
School Facilities	<ul style="list-style-type: none"> <li>Administration Office</li> <li>Multimedia Room</li> <li>Computer Room</li> <li>Child Psychologist</li> <li>Specialist Teacher for Inclusive Children (School B)</li> </ul>	

(Malaysia, School A, School B, Observations, Interviews, Fieldnote, Brief Conversations, September, October, November 2018).

*Note:* Table 4.1 above shows an overall view of the schools, classrooms, and teachers' roles. There were two schools selected in Malaysia; School A and B. Three teachers from each school agreed to participate. School A has morning and afternoon school sessions. The morning session starts at 7.30am and finishes at 12.30pm whereas the afternoon sessions starts at 12.30 to 5.30pm. The morning session is for Level 2 (years

4-6) and afternoon session for Level 1 (years 1-3). School B starts at 7.30am and finishes at 1.30pm. Most extra-curricular activities are focused on the years 4-6 which are carried out in the afternoon sessions.

The English language classes in Malaysia consisted of two durations; single (40 minutes) and double (60 minutes) per lesson. English language teaching policy in Malaysia allows a bilingual approach to ESL writing lessons. The teachers in Malaysia were local ESL teachers. Every teacher in Malaysia had between 18-25 teaching hours per week for English language. The number of students in the Malaysian classrooms was between 35-45.

#### **4.1.1 Schools in Malaysia (see Appendix 8)**

School A is a national-type school. This study focuses on the English language writing lessons which were always in afternoon sessions between 12.30pm to 5.30pm. School B is also a national-type school. My focus was on their English writing lessons which begins at 7.00 a.m. and finishes at 1.30 p.m. (Field notes, September/October 2018). The following section describes the focus teachers in the current study.

### **4.2 Overview of The Teachers**

#### **4.2.1 Malaysian Teachers: Nora, Ahmad, Lee, Sara, Raju, and Edwin**

There were six ESL teachers from Malaysia: three from each school. Their names were replaced with pseudonyms in the current study. They taught writing using both Malay and English, and they focused on the exam and assessment-related curriculum content (Table 4.2) I started my data collection by having brief conversations about their writing practices. From this, I managed to obtain a general idea of the influences shaping the context of their writing practices. This context concerned factors influencing their instructional practices, their perceptions and knowledge of school demography, English language policy, and curriculum requirements. From my

interactions and observations, their practices were informed by the children's language background and by bilingualism policy, and teachers' ambitions to motivate learning. They aimed to build and strengthen children's proficiency through listening and speaking, reading, and writing, as well as language arts, with no compulsory emphasis on grammar.

*Table 4.2*

*Interviews and Brief Conversations about Teaching Writing*

How do you teach writing? (Formal Interviews)	<ul style="list-style-type: none"> <li>• ... according to the syllabus and current assessment requirements... (Formal Interview 1, Nora, Year 1, School A, Malaysia)</li> <li>• ... through stages and simple activities... (Formal Interview 1, Sara, Year 1, School B, Malaysia)</li> <li>• ... depending on their levels of proficiency... (Formal Interview 1, Ahmad, Year 2, School A, Malaysia)</li> <li>• ... I always refer to the textbook and workbook... (Formal Interview 1, Raju, Year 2, School B, Malaysia)</li> <li>• ... I use both Malay and English... (Formal Interview 1, Raju, Year 3, School A, Malaysia)</li> <li>• ... I use a reading text from the textbook and simplify the vocabulary... (Formal Interview 1, Edwin, Year 3, School B, Malaysia)</li> </ul>
How do you teach writing today? (Brief Conversations)	<ul style="list-style-type: none"> <li>• ... using reading texts from the textbook... (Brief Conversations, Nora, Year 1, School A, Malaysia)</li> <li>• ... writing 3-word sentences by referring to the textbook... (Brief Conversations, Sara, Year 1, School B, Malaysia)</li> <li>• ... follow up vocabulary learning from the reading texts yesterday... (Brief Conversations, Ahmad, Year 2, School A, Malaysia)</li> <li>• ... fill in the blanks with words and phrases... (Brief Conversations, Raju, Year 2, School B, Malaysia)</li> <li>• ... translation of meaning from difficult words and phrases... (Brief Conversations, Raju, Year 3, School A, Malaysia)</li> <li>• ... match new words and write sentences... (Brief Conversations, Edwin, Year 3, School B, Malaysia)</li> </ul>

(Malaysia, School A, School B, Interviews, Brief Conversations, September, October, November 2018).

The following section describes the resources provided by the MoE and the schools.

## 4.3 Overview of Resources

### 4.3.1 Teachers' Resources

The MoE and schools provide teachers with some resources as shown in Table 4.3:

Table 4.3

*MoE and School Resources Malaysia*

MoE	School
KSSR English Curriculum and Syllabus	School Yearly Plan
Teacher's Guidebooks	Stationery
CDs on teaching and learning	Media Facilities
Educational Programmes on 'DidikTV'	

(Malaysia, School A, School B, Observations, Interviews, Fieldnote, Brief Conversations, September, October, November 2018).

*Note:* In reference to Table 4.3 above, teachers prepared their lesson plans by referring to three sources; firstly, the KSSR 2015 and 2017 versions for Year 1 (Appendix 9), Year 2 (Appendix 10), Year 3 (Appendix 11) and secondly, the school yearly plan. The sources are provided both in hard copy and soft copy versions. The KSSR soft copy is freely accessible through the CDD MoE portal. Teachers are also provided with a 'Guidebook' (refer to Appendix 12 for Year 1, Appendix 13 for Year 2 and Appendix 14 for Year 3) which offers teachers sample lesson plans and resources, CDs, and streamed videos (started in 2018) on national television to help them plan their lessons. The link to the streamed videos is given below:

- <https://didik.tv>.

The next section describes the scheme of work and unit of work (modules) and the teaching units (lesson plan structure and writing activities).



## 4.4 Overview of Lesson Plans Preparation

### 4.4.1 Modules

During my observations, I noticed that Malaysian teachers followed two versions of KSSR: 2015 and 2017 versions. There are five modules in 2015 and 2017 versions but with a slight difference. Table 4.4 shows the arrangement of modules:

*Table 4.2*

*KSSR Modules for 2015 and 2017 Syllabus Arrangement*

Modules	2015	2017
	Language Skills	
Module 1	Listening and Speaking	Listening
Module 2	Reading	Speaking
Module 3	Writing	Reading
Module 4	Language Arts	Writing
Module 5	Grammar	Language Arts

(Malaysia, School A, School B, Observations, September, October, November 2018).

There are two terms teachers used to refer to these language skills on their lesson plans. They are called the ‘focus’ skills and ‘complementary’ skills. This occurs because when teachers teach ‘writing’ module, they integrate other language skills too. For instance, when teachers use a reading text to teach ‘writing’, they state ‘writing’ as the focus skill and ‘reading’ as the complementary skill. The complementary skills are listed in each module and teachers need only choose one or two, depending on which complementary skill is relevant to the materials they are using for teaching. Therefore, in a lesson, a teacher has one focus skill and one complementary skill.

Each of the modules outlines ‘standards’ teachers must follow. There are three standards teachers need to follow for each module. The standards are briefly explained in Table 4.5 below:

Table 4.5

*KSSR 2015 and 2017 Content, Learning and Performance Standards*

Content	Learning	Performance
what needs to be taught	what needs to be emphasised	assessment for learning

(Malaysia, School A, School B, Observations, Interviews, September, October, November 2018).

School A and B in Malaysia used both the 2015 and 2017 English syllabi.

The performance standard provides the levels of achievement, which are closely related to England's levels of attainment:

([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425601/PRIMARY\\_national\\_curriculum.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf))

The differences between the 2015 and 2017 syllabi are on shown in Table 4.6

Table 4.6

*KSSR 2015 and 2017 Differences*

2015	2017
Listening and Speaking as a Module	Listening and Speaking as separate Module
Writing Module Numbered 3.1	Writing Module Numbered 4.1
A Grammar Module	No Grammar Module

(Malaysia, School A, School B, Observations, Interviews, September, October, November 2018).

Tables 4.7 and 4.8 below describe some of the writing standards for 2015 and 2017 syllabi used by teachers in both schools:

Table 4.7

KSSR 2015 Content, Learning and Performance Standards for Writing Module only

KSSR 2015			
Content Standard	Learning Standard	Performance Standard	
		Performance Level	Descriptors
3.1 By the end of the 6-year primary schooling, pupils will be able to form letters and words in neat legible print including cursive writing.	3.1.1 Able to write in neat legible print with correct spelling: (a) sentences (b) paragraphs	1	Can write sentences and paragraphs legibly with a <b>very limited level</b> of: <ul style="list-style-type: none"> <li>neatness</li> <li>accuracy in spelling</li> </ul>
		2	Can write sentences and paragraphs legibly with a <b>limited level</b> of: <ul style="list-style-type: none"> <li>neatness</li> <li>accuracy in spelling</li> </ul>
		3	Can write sentences and paragraphs legibly with a <b>satisfactory level</b> of: <ul style="list-style-type: none"> <li>neatness</li> <li>accuracy in spelling</li> </ul>
		4	Can write sentences and paragraphs legibly with a <b>good level</b> of: <ul style="list-style-type: none"> <li>neatness</li> <li>accuracy in spelling</li> </ul>
		5	Can write sentences and paragraphs legibly with a <b>very good level</b> of: <ul style="list-style-type: none"> <li>neatness</li> <li>accuracy in spelling</li> </ul>
		6	Can write sentences and paragraphs legibly with an <b>excellent level</b> of: <ul style="list-style-type: none"> <li>neatness</li> <li>accuracy in spelling</li> </ul>

(Malaysia, School A, School B, Lesson Plans, September, October, November 2018).

Table 4.8

KSSR 2017 Content, Learning and Performance Standards for Writing Module only

KSSR 2017			
Content Standard	Learning Standard	Performance Standard	
		Performance Level	Descriptors
4.1 Form letters and words in neat legible print using cursive writing	4.1.1 Demonstrate fine motor control of hands and fingers by using pen or pencil correctly  Demonstrate correct posture and pen hold grip  Develop hand-eye coordination through drawing lines and patterns	1	<ul style="list-style-type: none"> <li>• Hardly displays early writing skills to form letters as demonstrated by the teacher.</li> <li>• Hardly uses fixed phrases to communicate with appropriate language form and style even with a lot of support from the teacher.</li> </ul>
		2	<ul style="list-style-type: none"> <li>• Displays early writing skills to form letters as demonstrated by the teacher with some legibility.</li> <li>• Uses fixed phrases to communicate with appropriate language form and style with a lot of support from the teacher.</li> </ul>
		3	<ul style="list-style-type: none"> <li>• Displays early writing skills appropriately.</li> <li>• Writes comprehensible words and phrases with correct punctuation and spelling supported by the teacher.</li> <li>• Organises words by using 'and' to communicate with appropriate language form and style with some support from the teacher.</li> </ul>
		4	<ul style="list-style-type: none"> <li>• Writes comprehensible words and phrases with correct punctuation and spelling with minimal support by the teacher.</li> <li>• Organises words by using 'and' to communicate with appropriate language form and style with minimal support from the teacher.</li> </ul>
		5	<ul style="list-style-type: none"> <li>• Writes comprehensible words and phrases with correct punctuation and spelling confidently.</li> <li>• Organises words by using 'and' to communicate with appropriate language form and style without hesitation.</li> </ul>
		6	<ul style="list-style-type: none"> <li>• Writes comprehensible words and phrases with correct punctuation and spelling independently.</li> <li>• Organises words by using 'and' to communicate with appropriate language form and style independently.</li> <li>• Displays exemplary model of language use to others.</li> </ul>

(Malaysia, School A, School B, Lesson Plans, September, October, November 2018).

In addition to teachers following the standards, teachers include elements in 'strand 1' when teaching all the language modules 1-3 (2015) and 1-4 (2017). At the end of the language modules, teachers teach language arts which is an element in

'strand 2'. Table 4.9 shows the number of themes, and the number of lessons teachers need to cover for the whole year; which consists of two semesters; January to May; June to November. Table 4.10 thereafter shows a lesson plan template used by all Malaysian teachers.

Table 4.9

*KSSR 2015 and 2017 Summary of Modules (Scheme of Work and Unit of Work)*

Standards				
Content		Learning		Performance
Strand 1				Strand 2
Basic Literacy	Phonics	Penmanship	Grammar	Arts
Themes				
World of Self, Family and Friends		World of Knowledge		World of Stories
160 Lessons Per Year				

(Malaysia, School A, School B, Interviews, Lesson Plans, September, October, November 2018).

#### 4.4.2 Lesson Plan Structure

Table 4.10

*KSSR Lesson Plans Structure and Details Malaysia*

Class Details			
Class		Time	
Number of Students		Date	
Week		Day	
Module, Focus and Complementary Skills, Standards, Educational Emphases, Themes and Topics			
Theme		Topic	
Main Skill		Complementary Skill	
Content Standard		Content Standard	
Learning Standard		Learning Standard	
Learning Objectives			
Higher Order Thinking Skills			
Cross Curricular Elements			
Resources			
Teaching Aids			
Writing Stages and Assessments			
Set-Induction			
Pre-Writing			
While-Writing			
Post-Writing			
Closure			
Teacher's Duty			
Reflection			

(Malaysia, School A, School B, Lesson Plans, Interviews, September, October, November 2018).

*Note:* Table 4.10 shows a sample of a lesson plan which individual teachers create, is based on the MoE syllabus, but the arrangements of topics are decided by the school to suit their individual context. This context refers to the national, community and school levels events and holidays. The lesson plans also provide a lesson level structure, containing a sequence of teaching and learning activities and teaching aids and resources. The lessons I observed were all focused on 'writing' as the 'main skill'. The content and learning standards I observed are stated in Table 4.11 below:

*Table 4.11*

*KSSR 2015 and KSSR 2017 Observed Standards*

Years 1-3		
Content Standards	Syllabus	Descriptions
1.1	2015	Listening 1.1 Able to pronounce words and speak confidently with the correct stress, rhythm, and intonation
2.1	2017	Speaking 2.1 Communicate simple information intelligibly
2.2	2017	Speaking 2.2 Use appropriate communication strategies
3.2	2015	Writing 3.2 Able to write using appropriate language, form, and style for a range of purposes
3.3	2015	Writing 3.3 Able to write and present ideas through a variety of media using appropriate language, form, and style
4.2	2017	Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media
4.3	2017	Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media
5.2	2017	Language Arts 5.2 Express personal responses to literary texts
Learning Standards	Syllabus	Descriptions
1.1.4	2015	Able to talk about a stimulus with guidance
2.1.1	2017	Give very basic personal information using fixed phrases
2.1.5	2017	Name or describe objects using suitable words from word sets
2.2.2	2017	Ask for attention or help from a teacher or classmate using one word or a fixed phrase
3.1.1	2015	Able to write in neat legible print: words, phrases, and simple sentences
3.1.2	2015	Able to write numerals in neat legible print: numeral and word forms
3.2.2	2015	Able to write simple sentences with guidance
3.3.1	2015	Able to create simple texts using a variety of media with guidance
4.3.1	2017	Use capital letters appropriately in personal and place names
4.2.1	2017	Give very basic personal information using fixed phrases
4.2.4	2017	Name or describe objects using suitable words from word sets

(Malaysia, School A, School B, Lesson Plans, Interviews, September, October, November 2018).

### 4.4.3 Writing Activities

Overall, in my observations, teachers used instructions; interactions; group and independent work; singing and dancing; drawing; and copying words and phrases from the textbooks and from the whiteboard. Interestingly, there was no mention of specific texts-types or genre to be produced. This was because, children mostly answered questions on worksheets where they copy words or phrases from books or whiteboard onto their worksheets. These worksheets were linguistic-visual by nature. The writing activities demonstrated an integration of language skills with writing as the focus, and emphasised the correct use of grammar, pronunciation, and punctuation. There were two types of texts; firstly, a reading text which was used as stimulus and secondly, children's worksheets. Their worksheets were used as focal writing activities, and included teacher-children discussion of answers, spelling, pronunciation, meaning of words; or children performing action verbs using words in the worksheets; or children's drawing of some nouns.

Table 4.12

*Lesson Observations on Writing Activities*

Teacher-Participants	Lesson Observations on Writing Activities
Nora	No text types just learning letters, sounds, and vocabulary.
Sara	No text types just cursive writing and vocabulary learning.
Ahmad	Duplicating sample texts. No original production.
Raju	Completing sentence writing exercise on worksheets. No text types.
Lee	Rewriting sentences but with correct grammar.
Edwin	Duplicating sample sentences and writing by adding simple descriptions.

(Malaysia, School A, School B, Lesson Plans, Observations, September, October, November 2018).

The curriculum links in their lesson plans mentioned 'print and digital media', and the learning objectives included such phrases as 'to understand a variety of linear and non-linear print and digital texts', and 'communicate with appropriate language form and style for a range of purposes in print and digital media'. However, in my observations, none of the Malaysian teachers used any digital texts. Hence, the

children only used words and phrases appropriate for ‘purposes in print’ and not in digital media. While the texts the children were exposed to were linear, their text productions varied from linear to non-linear forms and included visual, aural, and gestural elements. For example, children read short texts; a story or descriptive text on the worksheets but produced drawings and spoken performances as well as written sentences.

*Table 4.13*

*Lesson Observations on the use of Digital Media*

Teacher-Participants	Lesson Planning	Observations
Nora	Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	No digital media.
Sara	Communicate with appropriate language form and style for a range of purposes in print and digital media	No digital media.
Ahmad	No mentioning of the use of Digital Media	No digital media.
Raju	No mentioning of the use of Digital Media	No digital media.
Lee	Communicate basic information intelligibly for a range of purposes in print and digital media	No digital media.
Edwin	Communicate basic information intelligibly for a range of purposes in print and digital media	No digital media.

(Malaysia, School A, School B, Lesson Plans, Observations, September, October, November 2018).

The writing activities were further discussed throughout sections 4.5 to 4.8. The following section presents my analysis from teachers’ lesson plans and lesson observations.

## **4.5 Process of Writing (Refer to Appendices 15 – 29)**

### **4.5.1 Year 1: Nora and Sara**

In Nora and Sara’s cases, they arranged the writing activities according to the standard lesson plan format consisting of pre, while and post writing activities. The writing process involved children finishing each task recursively mainly involving reading texts and copying or writing down words and phrases. Information about the genre, format, and ideas of a text was presented as a duplicate text, which the children copied from textbooks, workbooks, the whiteboard, and worksheets.



There was little discussion about the nature of genre, format, purpose, and audience between the teachers and children because there is little discussion of text-level features. The selection and arrangement of words and phrases were decided through talk and writing (these two things were always done simultaneously), and through the reading aloud words and phrases. The children went through several phases in the process of creating their texts. Firstly, they talked about the words, phrases, ideas, and format. Then, they sang a sample lyric, before copying down words and phrases, and discussing ideas about their texts. Next, they drew pictures on the whiteboard and worksheets. This was followed by reading aloud from their texts, with some actions. Finally, they performed their new song in front of the class. Their writing activities were strongly focused on writing correct answers on worksheets and whiteboards, as well as on copying words and phrases from the whiteboard and workbooks into their exercise books. Table 4.14 describes the overall process of writing for Year 1:

*Table 4.14*

*Cross-Case Analysis Process of Writing Year 1 Malaysia*

Process of Writing				
1 <sup>st</sup> Stage	2 <sup>nd</sup> Stage	3 <sup>rd</sup> Stage	4 <sup>th</sup> Stage	5 <sup>th</sup> Stage
<ul style="list-style-type: none"> <li>Teachers provide explanations on the content, meaning of words and phrases from reading texts</li> <li>Teachers explain tasks on worksheets</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary learning</li> <li>Pronunciation check</li> <li>Spelling check</li> <li>Cursive handwriting check</li> </ul>	Used songs and mimicry for fun activities	Copying words, phrases, and sentences	Producing new lyric and drawings

(Malaysia, School A, School B, Observations, Interviews, Fieldnote, Brief Conversations, September, October, November 2018).

### 4.5.2 Year 2: Ahmad and Raju

The process of writing was focused on mechanics and technicalities of writing, discussion of ideas, types of reading texts, children choosing the right words and children writing simple and correct sentences. However, grammar was not emphasised. The completion of texts was achieved mostly through conversations, written words on the whiteboard, using textbooks, workbooks, and worksheets, children's drawings on the whiteboard and 'gesticulation'; actions depicting the mental processing of words. Table 4.15 describes the overall process of writing for Year 2. There was more emphasis on language than any other modes. The end-text was simple paragraphs.

Table 4.15

#### *Cross-Case Analysis Process of Writing Year 2 Malaysia*

Process of Writing				
1 <sup>st</sup> Stage	2 <sup>nd</sup> Stage	3 <sup>rd</sup> Stage	4 <sup>th</sup> Stage	5 <sup>th</sup> Stage
Classroom discussion on a reading text, sharing of ideas and learning the technicalities of writing	<ul style="list-style-type: none"><li>• Vocabulary</li><li>• Pronunciation Check</li><li>• Spelling Check</li></ul>	Children copying words, phrases, and sentences	Children writing using their own words and ideas	Producing simple paragraphs

(Malaysia, School A, School B, Observations, Interviews, Fieldnote, Brief Conversations, September, October, November 2018).

### 4.5.3 Year 3: Lee and Edwin

During the writing stage, the teachers encouraged the children to work independently. This was doable because the children in Year 3 seemed manageable. During the discussion stage, there was a lot of word-guessing, reading aloud, and copying activity. Often, teachers instructed the children to familiarise themselves with words and sentences associated with a topic. There was a slight emphasis on grammar (but not on its forms), particularly in the use of correct tenses. More emphasis was placed

on vocabulary, where teachers encouraged the children to use words they talked about, wrote, and read from the whiteboard and textbook.

Pre-lessons started with the teachers asking the children to read aloud short paragraphs from the textbooks and workbooks. The writing tasks began with the children reading a story from the textbook, after which they had to memorise the story. Reading and writing were given equal emphasis; the children read short paragraphs and essays with some pictures, colours, and diagrams, and used or formed words from these resources to answer worksheets and design posters, as well as writings words and sentences on the board.

More talk and reading were done, with particular focus on unearthing the words, phrases, sentences, and content needed to produce a simple paragraph. Teachers allowed the children to copy words, phrases, or sentences, and to add in their own ideas. Teachers use visual texts in reading and writing activities, with consistent emphasis on content knowledge of grammar, spelling, and pronunciation. The production of a specific genre of an essay was a duplicate text. Table 4.16 describes the overall process of writing, and the writing activities.

*Table 4.16*

*Cross-Case Analysis Process of Writing Year 3 Malaysia*

Process of Writing		
1 <sup>st</sup> stage	2 <sup>nd</sup> Stage	3 <sup>rd</sup> Stage
<ul style="list-style-type: none"> <li>Classroom talk</li> <li>Peers' discussion on vocabulary and sharing of ideas, and learning the format of a short story, poster, and a simple essay</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary</li> <li>Pronunciation Check</li> <li>Spelling Check</li> <li>Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Children expand ideas and copy words, phrases, and sentences from reading texts to create a new text</li> <li>Children respond to pictures and ideas from reading texts and produce few paragraphs</li> </ul>

(Malaysia, School A, School B, Observations, Interviews, Fieldnote, Brief Conversations, September, October, November 2018).

The next section presents a cross-case analysis of text types and writing activities.

## 4.6 Text Types and Writing Activities (Refer to Appendices 30 – 37)

### 4.6.1 Year 1: Nora and Sara

For Year 1, Nora and Sara taught children who were 6-7 years old. The teachers focused on transcription and word level writing, with maybe some sentence level focus in the grammar. The emphases were on the correct use of grammar, pronunciation, and punctuation, as well as active vocabulary learning. They focused on the children's ability to write words and sentences in neat, legible, cursive writing. The children did cursive writing 'in the air' during vocabulary learning.

In Year 1, neither teacher made any mention of a particular text type they wanted the children to produce, apart from using worksheets. The activities mentioned in both Nora and Sara's lesson plans were children copying words into their exercise books and filling in the blanks. A summary of their writing emphases, activities, types of texts, learning outcomes and the stages are as shown in the Table 4.17 below:

Table 4.17

*Cross-Case Analysis Year 1 Text Types and Writing Activities*

Year 1			
Writing Emphasis	Activities	Texts	Learning Outcomes
<ul style="list-style-type: none"><li>• Grammar</li><li>• Pronunciation</li><li>• Punctuation</li><li>• Vocabulary</li><li>• Cursive Writing</li></ul>	<ul style="list-style-type: none"><li>• Copying</li><li>• Reading aloud</li><li>• Repeating words</li><li>• Filling in the blanks</li></ul>	<ul style="list-style-type: none"><li>• Worksheets</li></ul>	<ul style="list-style-type: none"><li>• To understand meaning of words in context</li><li>• To be able to answer all questions</li></ul>

(Malaysia, School A, School B, Observations, Interviews, Fieldnote, Brief Conversations, September, October, November 2018).

### 4.6.2 Year 2: Ahmad and Raju

In Year 2, Ahmad and Raju mentioned writing as the focus skill, and learning objectives were evaluated based on children's correct use of grammar, pronunciation, and vocabulary. The stimulus was the reading of visual texts, and children were encouraged to pronounce words with confidence, with the correct stress, rhythm, and

intonation. The writing emphases, activities, texts, learning outcomes and stages of writing mentioned in their lesson plans are shown in Table 4.18 below:

*Table 4.18*

*Cross-Case Analysis Year 2 Text Types and Writing Activities*

Year 2			
Writing Emphasis	Activities	Texts/Artefacts	Learning Outcomes
<ul style="list-style-type: none"> <li>Grammar</li> <li>Pronunciation</li> <li>Vocabulary</li> <li>Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Writing sentences</li> </ul>	<ul style="list-style-type: none"> <li>Whiteboard</li> <li>Writing book</li> </ul>	<ul style="list-style-type: none"> <li>To be able to write simple sentences</li> </ul>

(Malaysia, School A, School B, Observations, Interviews, Fieldnote, Brief Conversations, September, October, November 2018).

### 4.6.3 Year 3: Lee and Edwin

In Year 3 (children aged 8-9 years), Lee and Edwin focused on grammar in writing. The stimulus was in the form of a reading-question-text worksheet, where children wrote simple descriptions and simple sentences. The emphasis was on children's ability to use 'appropriate language, forms, and style for a range of purposes', by means of copying and writing words, phrases, and sentences in neat, legible, cursive writing. The texts they used were e.g., picture puzzles, and BINGO. The texts the children produced were visual-texts and non-linear. The elements mentioned in the lesson plans are shown in Table 4.19 below.

*Table 4.19*

*Cross-Case Analysis Year 3 Text Types and Writing Activities*

Year 3			
Writing Emphasis	Activities	Texts/Artefacts	Learning Outcomes
<ul style="list-style-type: none"> <li>Grammar as content knowledge</li> <li>Speak to write</li> <li>Read to write</li> <li>Appropriate language</li> <li>Range of forms and style</li> <li>Neat writing</li> <li>Legible writing</li> <li>Cursive writing</li> </ul>	<ul style="list-style-type: none"> <li>Talking</li> <li>Reading</li> <li>Copying</li> <li>Filling in the blanks</li> </ul>	<ul style="list-style-type: none"> <li>Games</li> <li>Writings on the whiteboard</li> <li>Picture Puzzle</li> <li>Talk</li> <li>Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>To be able to write using appropriate language, forms, and style</li> </ul>

(Malaysia, School A, School B, Observations, Interviews, Fieldnote, Brief Conversations, September, October, November 2018).

## **4.7 Modes, Medium and Resources, their Meanings and Support for Writing**

### **4.7.1 Year 1: Nora and Sara**

#### **4.7.1.1 Linguistic**

Nora's use of language took the forms of print, speech, and song. Often, she used sample texts from the textbooks, workbooks, and worksheets. Nora included basic content knowledge of grammar, to ensure the children copied or spelled the words and used punctuations correctly.

Sara used language extensively in her lesson activities; mostly using talk to encourage children to speak up, read aloud, copy, and write sentences. Her use of language during lessons was instructions-based, whereby she asked the children to repeat words, phrases, and sentences, and to copy them into their exercise books or worksheets. The Malay and English languages were both used throughout her lessons. However, this only took place during exchanges of ideas, and when Sara conveyed meanings of words to the children, not when the children were writing on worksheets and in exercise books.

#### **4.7.1.2 Audio**

Nora used audio at the beginning and at the end of her first lesson. She used song to expose the children to new words and phrases by singing along to the lyrics, to help them write. Sara did not use any audio.

#### **4.7.1.3 Spatial**

Nora allowed children to move around the classroom, to look at their friends' work, and to discuss their writing tasks. The children walked to the whiteboard to point out words, for discussion, or to draw a picture, depending on the task. Sara did not use spatial.

#### 4.7.1.4 Visual

Nora used pictures to discuss the topics of the day, and for the children to refer to while writing and drawing concurrently. Pictures were used extensively throughout her writing lessons, to encourage the children to say more about a topic.

Sara only used the visual mode during her first lesson observation; she showed pictures of food, using A4 pictures she was holding and ones from the textbooks. The use of pictures was done before the writing activities, as an introductory activity for vocabulary learning about food. By using the pictures and words on the worksheets, Sara emphasised correct spelling, punctuation, and neat and legible handwriting.

#### 4.7.1.5 Gestural

Sara's use of gestural mode was when she said aloud the names of body parts, and children pointed out those parts on their own bodies. She also demonstrated to the children how to use cursive writing, by writing in the air with her fingers. Nora did not use gestural.

Table 4.20

*Cross-Case Analysis of Modes, Media, and Semiotic Resources Year 1 Malaysia*

	In texts used by the teacher and read by the children	In texts produced by the children
Text Types	<ul style="list-style-type: none"> <li>• Whiteboard</li> <li>• Books</li> <li>• Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Lyric</li> <li>• Drawing</li> </ul>
Modes	<ul style="list-style-type: none"> <li>• Linguistic</li> <li>• Visual</li> <li>• Auditory</li> <li>• Spatial</li> <li>• Gestural</li> </ul>	<ul style="list-style-type: none"> <li>• Linguistic</li> <li>• Visual</li> </ul>
Media	<ul style="list-style-type: none"> <li>• Writing on the whiteboard</li> <li>• Songs</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Worksheets</li> </ul>
Semiotic Resources	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Image</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Image</li> </ul>
Dominant Modes	<ul style="list-style-type: none"> <li>• Linguistic</li> <li>• Visual</li> </ul>	<ul style="list-style-type: none"> <li>• Linguistic</li> <li>• Visual</li> </ul>

(Malaysia, School A, School B, Observations, Interviews, Fieldnote, Brief Conversations, September, October, November 2018).

## **4.7.2 Year 2: Ahmad and Raju**

### **4.7.2.1 Linguistic**

Ahmad's use of the linguistic mode was observable in his classroom talk. He always started with classroom discussion, and later moved on to group discussion, mostly about a topic they were covering on that day. The children were allowed to use both Malay and English during discussions. Grammar was not emphasised in terms of forms, but as content knowledge.

Raju largely used linguistic mode, mainly in the forms of classroom talk and the writing of words and phrases on the whiteboard. There were repetitions of words and phrases during discussions, name guessing during word-picture activity, getting children to talk about their previous knowledge and current opinions about certain topics, learning new words, reading aloud, and responding to Raju's spontaneous questions about a topic or idea.

### **4.7.2.2 Audio and Gestural**

Ahmad's use of audio was through songs. The children depicted the action words in the lyrics, moving their hands and fingers up and down when they heard the word 'rain'. Ahmad used songs only at the beginning of his lessons, to introduce concepts like 'beach activities' and 'weathers'. Raju did not use gestural.

### **4.7.2.3 Visual**

Ahmad's use of the visual mode included pictures and emojis by getting the children to mimic the emojis of their choice. It was apparent that he used pictures to get the children to talk more.

Raju used visual mode to elicit more information about the characteristics and habitats of animals and encouraged the children to draw pictures of an animal of their



choice, after writing short descriptions. There were some pictures and figures in the textbooks and worksheets that were displayed alongside the texts they read.

#### 4.7.2.4 Spatial

Ahmad's use of movement was distinctive; he constantly asked the children to move to the whiteboard, to write, to point out words and phrases or answers, or to draw; or on the other hand, simply to move around the classroom for peer and group discussions. There were always movements during writing activities because Ahmad allowed them to cross-check their answers with their peers. Raju did not use spatial.

Table 4.21

*Cross-Case Analysis of Modes, Media, and Semiotic Resources Year 2 Malaysia*

	In texts used by the teacher and read by the children	In texts produced by the children
Text Types	<ul style="list-style-type: none"> <li>• Reading texts</li> <li>• Whiteboard</li> <li>• Books</li> <li>• Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Notes</li> <li>• Worksheets</li> <li>• Writings on whiteboard</li> <li>• Drawings on the whiteboard</li> </ul>
Modes	<ul style="list-style-type: none"> <li>• Linguistic</li> <li>• Visual</li> <li>• Auditory</li> <li>• Spatial</li> <li>• Gestural</li> </ul>	<ul style="list-style-type: none"> <li>• Linguistic</li> <li>• Visual</li> <li>• Auditory</li> <li>• Gestural</li> </ul>
Media	<ul style="list-style-type: none"> <li>• Writing on the whiteboard</li> <li>• Texts</li> <li>• Songs</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Worksheets</li> <li>• Writings on the whiteboard</li> <li>• Correct answers</li> </ul>
Semiotic Resources	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Image</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Image</li> </ul>
Dominant Modes	<ul style="list-style-type: none"> <li>• Linguistic</li> <li>• Visual</li> </ul>	<ul style="list-style-type: none"> <li>• Linguistic</li> <li>• Visual</li> </ul>

(Malaysia, School A, School B, Observations, Interviews, Fieldnote, Brief Conversations, September, October, November 2018).

### 4.7.3 Year 3: Lee and Edwin

#### 4.7.3.1 Linguistic

Lee used the linguistic mode extensively throughout, to explain and discuss writing tasks, and to allow the children to talk among themselves about their knowledge of a topic. They were also allowed to be bilingual in spoken interactions, but not in writing.

There were many instances where Lee and the children discussed the definitions of words in context.

Edwin made extensive use of the linguistic mode – and language-based activities – in giving instructions, and during interactions and discussions. The language games he played with the children were word puzzle, BINGO, and jumbled-up sentences. There were many instances where he reminded children to pronounce words correctly, spell and write words correctly, and correct their punctuation.

#### **4.7.3.2 Visual**

Lee used pictures and posters from textbooks and workbooks. Through the use of the pictures, children provided new words, by describing the pictures and asking general questions to Lee.

Edwin used images in all his lessons to encourage the children to talk – specifically in a game called ‘word-picture game’. He also used pictures to help children to learn new words. The children wrote descriptions of the animals of their choice, and then drew those animals. The drawings enabled the children to make sense of the content ideas in the texts they read, and to make connections between the ideas, words, and pictures they saw. Even though the images they were exposed to were of familiar animals, sports, and games, Edwin encouraged them to describe these familiar images in English rather than in Malay.

#### **4.7.3.3 Spatial**

Lee allowed children to move from their seats to the whiteboard (either to talk or to write), and to move around the classroom, where the children discussed the writing tasks with their friends.

Edwin used the spatial mode in all his lesson observations. The children moved around discussing the answers to their word search game and imitated certain animal

characteristics in a picture-puzzle game. The children were hands-on while completing the matching-descriptions-to-pictures activity and constantly moved to the whiteboard to write simple words about their choice of sports and games.

*Table 4.22*

*Cross-Case Analysis Modes, Media, and Semiotic Resources Year 3 Malaysia*

	In texts used by the teacher and read by the children	In texts produced by the children
Text Types	<ul style="list-style-type: none"> <li>• Short reading texts</li> <li>• Short essays</li> <li>• Writings on whiteboard</li> <li>• Books</li> <li>• Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Poster</li> <li>• Worksheets</li> <li>• Writings on whiteboard</li> <li>• Drawings on the whiteboard</li> <li>• Notes</li> <li>• Simple paragraphs</li> <li>• Short story</li> </ul>
Modes	<ul style="list-style-type: none"> <li>• Linguistic</li> <li>• Visual</li> <li>• Spatial</li> </ul>	<ul style="list-style-type: none"> <li>• Linguistic</li> <li>• Visual</li> </ul>
Media	<ul style="list-style-type: none"> <li>• Writings on the whiteboard</li> <li>• Texts</li> <li>• Games</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Worksheets</li> <li>• Writings on the whiteboard</li> </ul>
Semiotic Resources	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Image</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Talks</li> <li>• Image</li> <li>• Games</li> <li>• Drawings</li> </ul>
Dominant Modes	<ul style="list-style-type: none"> <li>• Linguistic</li> <li>• Visual</li> <li>• Spatial</li> </ul>	<ul style="list-style-type: none"> <li>• Linguistic</li> <li>• Visual</li> <li>• Spatial</li> </ul>

(Malaysia, School A, School B, Observations, Interviews, Fieldnote, Brief Conversations, September, October, November 2018).

The next section presents Part 2 of this chapter.

## Part 2: England

There are 4 main sections:

- Section 4.8 : overview of schools and classrooms
- Section 4.9 : overview of focused teachers
- Section 4.10 : overview of resources and lesson plans
- Sections 4.11 to 4.14 : process of writing, text types, writing activities and modes, medium and resources and their meanings and support for writing.

The terms ‘England’ and ‘School A’ are used interchangeably throughout this part onto part 3. They are not representative of England but rather used to simplify meaning.

### 4.8 Overview of Schools, Classrooms and Teachers’ Professional Perspectives

Table 4.23

*School A England*

School A	
	May Leigh Hayes Helen
Session	Morning
English Language Education Policy	L1
Focus Teachers’ Roles	Class Teacher
Subjects Taught	English, Maths, Science, History and Physical Education
Number of Classes	Teach one class only
Number of Teaching Assistants	1-2 Teaching Assistants per Class
Duration per Subject	60 minutes
Number of Students per Class	12-15
Classroom Facilities	<ul style="list-style-type: none"> <li>• IWB</li> <li>• OHP Projector</li> <li>• Speakers</li> <li>• Internet</li> <li>• Heaters</li> <li>• Water Dispenser</li> <li>• Stationery</li> </ul>
Classroom Routine	Change seats Weekly
School Facilities	<ul style="list-style-type: none"> <li>• Printing etc. are done at the Administration Office</li> <li>• Child Psychologist</li> <li>• Specialist Teacher for Inclusive Children</li> </ul>

(England, School A, Observations, Interviews, Fieldnote, Brief Conversations, May, June, July 2018).

*Note:* Table 4.23 above shows an overall view of the schools, classrooms, and teachers' roles. There was only one school selected in England. Three teachers from each school agreed to participate. After-school clubs such as choir or drum lessons etc. are carried out after 3.30pm.

The English language classes in School A runs for an hour per lesson. The teachers were class teachers and they teach other subjects too. Every teacher had one or two teaching assistants. Some of the class teachers and teaching assistants were on rotation basis. The number of students in the School A classroom was between 12-15.

#### **4.8.1 School in England (see Appendix 38)**

School A is a community school located in Newtown, Exeter. There is only one session, beginning at 9.00 a.m. and finishing at 3.30 p.m. The focus children are from Key Stage 1, for children in the age brackets 5-6, 6-7, and 7-8; as well as one class in Key Stage 2, for ages 8-9. The school uses English as its first language but offers tuition in other languages such as French. (Field notes, May 2018).

### **4.9 Overview of the Teachers**

#### **4.9.1 English Teachers: May, Leigh, Hayes and Helen**

There were four teachers from England. Their names were also replaced by pseudonyms in the current study. From my interactions and observations, their practices were informed by the school and national curriculum as well as by the aim of achieving children's attainment. Their lesson plans and teaching materials were provided by Babcock Education<sup>4</sup> and were pre-selected by the school administrators.

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<sup>4</sup> Babcock Education is a service provider. It helps tailor solutions to needs for education improvement, and prepares specialist interventions for schools, academies and other institutions in the UK; including the needs of school A.

They also had the options to choose, adapt and adopt suggested activities from the teaching sequences provided by Babcock Education.

Each teacher makes sure each child attains the necessary targets, knowledge, and skills, as they progress to different stages. Writing for Key Stage 1 is expected to be slower at this particular stage, due to children's early development of letter-sounds knowledge, spelling, and handwriting skills; as well as learning the conventions of writing. Children's writing activities were performed both in the classroom and in writing projects. For example, in the Year 3 history lesson about a historical figure, they learned both the content and how to write about the content. In particular, Hayes recommended some books on historical figures for the children to read and provided them with guidance on what to include as content in their project. The teachers were also concerned at this stage about the upcoming Ofsted (Office for Standards in Education) report on the school, and they worked with the Educational Psychologist and the Special Educational Needs (SEN) teachers to assist children with learning difficulties. The classes are inclusive, which brings children of all abilities together.

*Table 4.24*

*Interviews and Brief Conversations about Teaching Writing*

<p>How do you teach writing? (Formal Interviews)</p>	<ul style="list-style-type: none"> <li>• ... in 'learning about the text' we create story map, write picture-sentence, add dialogues on speech bubbles, and the children love doodles too. They have to compose a new story... (Formal Interview 1, May, Year 1, School A, England)</li> <li>• ... the teaching sequences we use help the children to complete a piece of writing... (Formal Interview 1, Leigh, Year 2, School A, England)</li> <li>• ... I help them combine sentences by using different words in many ways and they have to make sense of their writings too... (Formal Interview 1, Hayes, Year 3, School B, England)</li> <li>• ... I refer to the objectives and criteria from the national curriculum to assess children's learning... (Formal Interview 1, Helen, Year 4, School A, England)</li> </ul>
<p>How do you teach writing today? (Brief Conversations)</p>	<ul style="list-style-type: none"> <li>• ... the children create texts by re-arranging pieces of paper containing words and pictures to make sentences, re-reading and re-talking about the book they had read...</li> </ul>

	<p><i>(Brief Conversations, May, Year 1, School A, England)</i></p> <ul style="list-style-type: none"> <li>... they focus on brainstorming ideas to use when writing about dragons. They talk and write about their ideas... <i>(Brief Conversations, Leigh, Year 2, School A, England)</i></li> <li>... the children write creatively and there is a checklist and more reading of texts and writing on graphic worksheets to help them write... <i>(Brief Conversations, Hayes, Year 3, School A, England)</i></li> <li>... they write grammatically correct dialogues on the comic strip handouts... <i>(Brief Conversations, Helen, Year 4, School A, England)</i></li> </ul>
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(England, School A, Interviews, Brief Conversations, May, June, July 2018).

## 4.10 Overview of Resources and Lesson Plans Preparation

### 4.10.1 Babcock's Education and Scheme of Work

The teachers received and accessed their teaching sequences from the Babcock Education website, to which the school subscribes; they were also able to print hard copies in the school office. The website offered teachers and children digital resources as shown in Table 4.25:

Table 4.25

#### Babcock's Digital Resources

Scheme of Work	3 Weeks
Texts that Teach	Year 1: Daisy Doodles
	Year 2: Tell Me a Dragon
	Year 3: Oliver and the Seawigs
	Year 4: Marvin and Milo
Unit of Work	Key Learning Outcome
	Elicitation Task
	Medium Term Plan: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Grammar</li> <li>Spoken Language</li> </ul>
	Age-Related Learning Outcomes: <ul style="list-style-type: none"> <li>Working at the expected standard</li> <li>Working at greater depth within the expected standard</li> </ul>
Teaching Units	Learning about the Text: <ul style="list-style-type: none"> <li>Reading</li> <li>Grammar</li> </ul>
	Practising Writing
	Shared Writing
	Independent Writing

(England, School A, Observations, Interviews, Fieldnote, Brief Conversations, May, June, July 2018).

*Note:* In reference to Table 4.25, teachers referred to Babcock's scheme of work for a three-week length. There are core texts which are called 'Texts that Teach'. The units of work are comprised of medium-term plans which provide an overview of learning objectives and age-related learning outcomes and explain how the unit relates to the national curriculum; and teaching sequences, which include lesson plans and resources. Each unit links to the curriculum strands for English, spoken language, reading and writing.

#### 4.10.2 Babcock's Writing Activities

Teachers could choose from the following units of work provided by Babcock. Each unit has two main outcomes, an elicitation task, and a group guided writing task. The elicitation task is assessed for writing as shown in Table 4.26 and the group guided writing task is explained in Table 4.27.

*Table 4.26*

##### *Elicitation Task*

Year 1	<ul style="list-style-type: none"> <li>• Saying out loud ideas to write</li> <li>• Composing sentences orally before writing</li> <li>• Sequencing sentences to form a short narrative</li> <li>• Making sense of individual and others' writing</li> </ul>
Year 1/2	<ul style="list-style-type: none"> <li>• Composing sentences orally before writing</li> <li>• Encapsulating ideas by sentence</li> <li>• Making sense of individual and others' writing</li> <li>• Making simple revisions of individual writing</li> </ul>
Year 3 Lower Key Stage 2	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Proof-read for spelling and errors</li> </ul>
Year 4 Lower Key Stage 2	<ul style="list-style-type: none"> <li>• Discuss structure, vocabulary, and grammar</li> <li>• Compose and rehearse sentences orally</li> <li>• Assessing effectiveness of individual writing and of others for improvements</li> </ul>

(England, School A, Observations, Interviews, Fieldnote, Brief Conversations, May, June, July 2018).

Children's learning is assessed against two measures of age-related outcomes, with students working at expected standard or in greater depth; and the group guided writing task is assessed for specific purposes as shown in Table 4.27:



Table 4.27

*Age-Related Outcomes and Group Guided Writing Task Assessment*

	Expected Standard	Greater Depth
Year 1	<ul style="list-style-type: none"> <li>• create a doodling story using a combination of photographs, drawn images and text</li> <li>• use adjectives and alliteration to show the playfulness of the story</li> <li>• write in sentences joining ideas with 'and' to keep ideas together</li> <li>• use capital letters and full stops to show the beginning and end of sentences</li> <li>• include speech bubbles to show how the characters are feeling</li> </ul>	<ul style="list-style-type: none"> <li>• use punctuation accurately</li> <li>• expand on parts of the story to incorporate own ideas</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Write a series of sentences to describe a dragon</li> <li>• Use sentence patterns from the text</li> <li>• Vary sentence types</li> <li>• Use appropriate vocabulary to show the differences between dragons</li> <li>• Expand nouns with adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Extend noun phrases by using 'with....'</li> <li>• Use adventurous and imaginative words choices</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Children to write the story from a different point of view using the perfect form where appropriate</li> <li>• Describing the seawigs using prepositions</li> <li>• Using punctuated speech to show character</li> <li>• Write in paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• All punctuation taught used mostly correctly (capital letters, full stops, exclamations, question marks and speech punctuation)</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• To write about an investigation in an engaging manner for the identified audience</li> <li>• Use cartoon form and explanatory writing to make the investigation clear for the reader</li> </ul>	<ul style="list-style-type: none"> <li>• To include sufficient detail at appropriate points of text</li> </ul>

(England, School A, Observations, Interviews, Fieldnote, Brief Conversations, May, June, July 2018).

The 'English teaching sequences' offer fiction, non-fiction, and poetry materials. The writing units are each based on a children's literature text which are referred to as 'texts that teach'. Each text is considered a core text, and each teaching sequence is based on one core text. The teaching of writing follows a three-part structure: learning about the text; practising writing; and independent writing. Within this structure, the writing activities are further elaborated as shown in the Table 4.28 below:

Table 4.28

## Teaching Sequences

Activities	Learning about the text	A hook into the text	
		Reading and responding to the text	
		Comprehension activities	
		Retelling the text	
		Talking about the text	
		Reading in role in the text/drama	
		Vocabulary work	
		Analysing the text	
		Grammar in context	
		Identifying the structure of the text	
Activities	Practising Writing	Examples of activities	Generating ideas to write about, and choosing one idea
			A shared activity to generate context for the chosen content
			Recording key ideas alongside the structure of the text
			Telling and talk to generate the text
			Story mapping the text where necessary
		Learning through Shared Writing	Modelling writing the text, usually in sections applying learning from the first phase
			Children writing their own version of the text using the class idea
			Editing writing
			Proof-reading writing
Activities	Independent Writing	Planning	
		Proof-reading	
		Editing	
		Comparing with Elicitation task	

(England, School A, Observations, Interviews, Fieldnote, Brief Conversations, May, June, July 2018).

Teachers referred to these teaching sequences to help the children to focus on something worth discussing, to explore rich language and structures (text and grammatical) that can be replicated to inspire pupils' original compositions (<https://www.babcockldp.co.uk/improving-schools-settings/english/teaching-sequences>). In every text, there are lists of resources that teachers can use for reading; spelling; grammar; literacy; assessment of writing; teaching sequences and individual teaching sequences. This is a set of resources that allows teachers to assign appropriate expectations, and to inform and support other teachers when the children under assessment move on into the following years.

### **4.10.3 School Curriculum**

School A England does not depend exclusively, however, on the services and resources provided by Babcock Education. The school designs its own curriculum – which derives from the UK National Curriculum 2014 (Year 1 - Year 6) – to cater for the interests and needs of the children, and the school's local context. This school curriculum can be downloaded from the school website, and follows the national requirements to teach English, Mathematics, and Science – as well as Religious Education – as compulsory core subjects. In terms of resources, School A provides worksheets, coloured story books, coloured exercise, and project books, A4 paper, stationery and writing board, which serves as a platform for children with disability to help them with writing. The story books are coded in red, yellow, and green. The exercise books are also coded by colour, in blue, yellow, purple, and green. Completed worksheets are pasted into exercise books, and the books are given to parents at the end of the school term.

The next section presents the process of writing.

### **4.11 Process of Writing (Refer to Appendices 39 – 42)**

#### **4.11.1 Year 1: May**

In School A, the writing process was one in which the same text was used throughout a three-week period. May encouraged children to create texts by re-arranging pieces of paper containing words and pictures to make sentences, re-reading and re-talking about the book they had read and composing a simple essay. The texts were from their books. May constantly asked the children to gather their vocabulary from 'reading' activity, and language functions from 'grammar' activities, before writing a simple essay. Throughout their writing activities, May exposed them to extracts from the core text, which were in both linear and non-linear forms.

All three observed lessons covered the same topic – ‘Daisy Doodles’. Children learned about Daisy’s adventure, and the mouse she drew which came alive. In the teaching sequence, from the lesson plan, and from my observations – in the writing activities especially – May asked the children to write speech bubbles (which required them to write short, simple sentences) then modelled the text they read, which required them to write longer sentences. These two activities were guided and done in pairs. In the second observation, May allowed them to choose a character they wanted to write about and were given pictures and prompts to assist them.

In the third observation, May asked them to write a new story using some prompts. There were a lot of talks between May and the children to discuss the text they read and looking at pictures of imaginary and real characters; as well as a song about this text, where they danced to the music and sang along. The children were actively engaged in talks by responding to May’s questions, pictures on the smartboard and to some more pictures and descriptions on a writing board. The process of writing was through stages of writing sentences, colouring and drawing by responding to pictures, prompts, and children’s imaginations, as well as through their constant reference to the Daisy Doodles story. Table 4.29 describes the overall process of writing for Year 1:

*Table 4.29*

*Within-Case Analysis Process of Writing Year 1 England*

Process of Writing			
1 <sup>st</sup> Stage	2 <sup>nd</sup> Stage	3 <sup>rd</sup> Stage	4 <sup>th</sup> Stage
Warm-up sessions where children sing and dance to songs	Read and talk about stories children read	Talk and write: <ul style="list-style-type: none"> <li>• simple ideas</li> <li>• simple sentences</li> <li>• simple descriptions</li> <li>• longer sentences</li> </ul>	Producing a descriptive essay from imaginary characters

(England, School A, Observations, Interviews, Fieldnote, Brief Conversations, May, June, July 2018).

#### **4.11.2 Year 2: Leigh**

Leigh focused on grammatical and technical aspects. In her first observation, there were only two activities; talk and write. The talk was done on a carpeted sitting area, allowing Leigh and the children to have an authentic communication, with a conversational tone. The writing activity was at the children's working stations. There were stationery, dictionaries, and small writing boards on their tables.

In the first and second observations, both lessons were focused on brainstorming ideas to use when writing about dragons. Leigh focused on interaction and discussion to get children to talk and write about their ideas. The children wrote a poem about a dragon and writing a series of sentences to describe a dragon, using appropriate vocabulary and adjectives in an adventurous and imaginative way. Leigh encouraged the children to use adventurous word choices, including superlatives. There was a lot of elicitation to describe a dragon's physique and characteristics, and stories the children knew about dragons; as well as references made to different types of dragons, based on the pictorial information on the smartboard. There was a lot of vocabulary exchange and discussion of the meaning of words.

The children wrote a minimum of five sentences, referring to notes on paper cut-outs. Leigh then asked them to explain what they meant by what they had said. In my third observation, the main activity was independent writing. The children developed their writing piece by adding adjectives and nouns. Leigh provided them with word puzzles; the children chose words from the puzzles to help them write sentences, but also added in their own words. Table 4.30 describes the overall process of writing for Year 2:

Table 4.30

*Within-Case Analysis Process of Writing Year 2 England*

Process of Writing			
1 <sup>st</sup> Stage	2 <sup>nd</sup> Stage	3 <sup>rd</sup> Stage	4 <sup>th</sup> Stage
Warm-up sessions where children watch videos, and talk about the elements in a story	Talk and chat about ideas to write	Talk and write: <ul style="list-style-type: none"> <li>• New ideas</li> <li>• Adventurous words</li> <li>• Simple sentences</li> <li>• Longer sentences</li> <li>• Making sense of their writing</li> </ul>	<ul style="list-style-type: none"> <li>• Producing a poem</li> <li>• Producing a simple but interesting story</li> </ul>

(England, School A, Observations, Interviews, Fieldnote, Brief Conversations, May, June, July 2018).

### 4.11.3 Year 3: Hayes

The Year 3 writing process was rather simple and straightforward focusing more on the grammatical and technical aspects. There were different genres employed, with the children working on and reading different texts. At this stage, Hayes required the children to write creatively. The children did guided writing; hence, there were writing checklists and more reading of texts and writing on graphic worksheets. The writing piece was a poem about dragons; the children wrote a series of sentences to describe a dragon, using appropriate vocabulary and adjectives, in an adventurous and imaginative way. The children worked actively in pairs to describe pictures of dragons. The hands-on writing activity started when the children wrote down their ideas by referring to words written on the smartboard. There was a lot of vocabulary exchange, discussion of the meanings of words, and some gestures mimicking the characteristics of dragons. The children were required to write at least five sentences to describe the dragons of their choice. Hayes provided sample cut-out sentences, pictures of dragons, and their previous writing works to help them write. Table 4.31 describes the overall process of writing for Year 3:

Table 4.31

*Within-Case Analysis Process of Writing Year 3 England*

Process of Writing		
1 <sup>st</sup> Stage	2 <sup>nd</sup> Stage	3 <sup>rd</sup> Stage
Read and talk about stories children read	Talk and write: <ul style="list-style-type: none"> <li>• guided writing</li> <li>• interesting ideas</li> <li>• adventurous words</li> <li>• interesting descriptions</li> <li>• making sense of their sentences</li> <li>• being creative in choosing words and putting in ideas</li> </ul>	Producing a descriptive essay about dragons

(England, School A, Observations, Interviews, Fieldnote, Brief Conversations, May, June, July 2018).

#### 4.11.4 Year 4: Helen

The Year 4 writing process was also quite straightforward which also focused more on the grammatical and technical aspects. Helen exposed the children to a variety of reading texts and worked on templates for writing. They were encouraged to write, expand, and present their creative ideas to their peers. The difference between Years 3 and 4 was in the ‘development’ of the story they wrote, including the types of words they used (perhaps better words or just more adventurous words in Year 4), and in the emphasis on types of grammatical items; as well as in making more sense of the sentences they wrote. The children talked more with their friends about their tasks of writing simple descriptions or stories, wrote pieces independently, and had the chance to perform these pieces.

They explored the words and style of a comic strip, with assigned story characters. They role-played imaginary characters as a way of understanding the story, and they produced visual-texts. The focus was on writing grammatically correct dialogues on the comic strip handouts. The children coloured and made speech bubbles, danced, and went around the classroom to look at their friends’ work. They also drew tables, figures of people, and some sketches. These activities were

independent writing activities. Children's performances, of characters from the story they had read, took place outside the classroom. These were characters from the Francis Drake story; there was a lot of fun and laughter during this role play activity.

Table 4.32 describes the overall process of writing for Year 4:

*Table 4.32*

*Within-Case Analysis Process of Writing Year 3 England*

Process of Writing		
1 <sup>st</sup> Stage	2 <sup>nd</sup> Stage	3 <sup>rd</sup> Stage
<ul style="list-style-type: none"> <li>• Read and talk about stories children read and written before</li> <li>• Talked generally about ideas, words, and story line for a new essay</li> </ul>	Talk and write creatively: <ul style="list-style-type: none"> <li>• interesting ideas</li> <li>• interesting words</li> <li>• interesting descriptions</li> <li>• making sense of their sentences</li> <li>• being creative in choosing words and putting in ideas</li> <li>• correct use of grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Producing speech bubbles</li> <li>• Draw tables, figures of people, and sketches</li> <li>• Role-playing characters from the speech bubbles</li> </ul>

(England, School A, Observations, Interviews, Fieldnote, Brief Conversations, May, June, July 2018).

#### **4.11.5 England Writing Processes Year 1 – 4: Cross-Case Analysis**

There were simply three stages in the process of writing as suggested by Babcock's namely learning about the text, practising writing, and shared/independent writing. The emphases for writing were on developing and expanding ideas, using better words, writing better sentences, and using one's creativity to create new characters and stories as well as writing in different genres.

Grammar is not taught explicitly but teachers reminded the children to focus on different rules each time there was a writing task. Structuring of ideas and making sense of their writing were highlighted by teachers; all the time the children were writing. The children were given autonomy to write whatever they wanted as long as the sentences made sense and grammatically correct. The key focus on writing was on children's ability to write using better words and sentences. Table 4.33 describes



the overall process of writing, which is rather straightforward but provides a useful model for ESL writing:

*Table 4.33*

*Cross-Case Analysis Process of Writing Years 1 - 4 England*

Process of Writing		
Learning about the Text	Practising Writing	Shared/Independent Writing
• Read and Talk	• Talk and Write	• Talk and Write and Perform

(England, School A, Observations, Interviews, Fieldnote, Brief Conversations, May, June, July 2018).

The next section presents a cross-case analysis of text types and writing activities.

## **4.12 Text Types and Writing Activities (Refer to Appendices 43 – 52)**

### **4.12.1: May**

For Year 1, May taught children who were 5-6 years old. The text she used was called 'Daisy Doodles'. This text provided writing activities such as speech bubbles, clauses with 'and', joining words, and alliteration with adjectives. Based on our interviews, she explained that the teaching sequence complied with the requirements of the curriculum, and her school chose which core texts and activities to use. Furthermore, the key learning outcome was what she and the children needed to achieve using this core text.

All literacy and writing activities started with an 'elicitation task'. The information she gathered from this elicitation task was used to look into her writing activities, beginning with planning, drafting, evaluating, and editing. She assessed children's works based on the age-related outcomes framework from the national curriculum. The writing activities started by learning the text by reading it to share ideas. The children gathered their vocabulary from the 'reading' activity, and their language functions from the 'grammar' activities, which were done before the writing activities.

Throughout the three weeks this core text was in use, the children were exposed to extracts from the text in both linear and non-linear forms. Table 4.34 below shows a within-case analysis of Year 1 text types and writing activities from School A England:

*Table 4.34*

*Within-Case Analysis Year 1 Text Types and Writing Activities*

Year 1				
Writing Emphasis	Activities	Texts	Expected 'Standard' Learning Outcomes	Stages of Writing
<ul style="list-style-type: none"> <li>• High frequency words</li> <li>• Children's ideas</li> <li>• Talks</li> <li>• Shared writing</li> <li>• Independent writing</li> </ul>	<ul style="list-style-type: none"> <li>• Talks</li> <li>• Vocabulary</li> <li>• Writing ideas</li> <li>• Expanding ideas</li> <li>• Describing elements in a story: characters, setting, emotions, etc.</li> <li>• Presenting descriptions about own imaginary characters</li> </ul>	<ul style="list-style-type: none"> <li>• Story Map</li> <li>• Picture-sentence</li> <li>• Speech-bubbles</li> <li>• Doodles</li> <li>• Composition</li> </ul>	<ul style="list-style-type: none"> <li>• Create a doodling story using a combination of photographs, drawn images and text</li> <li>• Use adjectives and alliteration to show the playfulness of the story</li> <li>• Write in sentences joining ideas with 'and' to keep ideas together</li> <li>• Include speech bubbles to show how the characters are feeling</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about the Text</li> <li>• Practising Writing</li> <li>• Independent Writing</li> </ul>
			Greater Depth within the Expected Standard	
			<ul style="list-style-type: none"> <li>• Use punctuation accurately</li> <li>• Expand on parts of the story to incorporate own ideas</li> </ul>	

(England, School A, Observations, Interviews, Fieldnote, Brief Conversations, May, June, July 2018).

#### 4.12.2. Leigh

Leigh taught Year 2 (children aged 6-7 years). She used a core text called 'Tell Me a Dragon'. This core text offered writing activities such as composing and combining sentences to describe a dragon, by using adjectives and different words in many ways as well as by making sense of children's own writings. This text provided teaching sequences, instructions, activities, and tools to help the children complete a piece of writing. The teaching sequences allowed them to explore different genres of writing; this was done particularly in the 'learning the text' activity. The activities were described in the teaching sequences, and the children were expected to 'write coherent sentences which are demarcated correctly, using capital letters and full stops

or question marks, as this is a Year 2 standard'. Table 4.35 below shows a within-case analysis of Year 2 text types and writing activities from School A England:

Table 4.35

*Within-Case Analysis Year 2 Text Types and Writing Activities*

Year 2				
Writing emphasis	Activities	Texts/Artefacts	Working at National Standard	Stages of Writing
<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Coherent sentences</li> <li>• Punctuation</li> <li>• Essay format</li> </ul>	<ul style="list-style-type: none"> <li>• Talks</li> <li>• Dancing</li> <li>• Drawing</li> <li>• Imaginary characters</li> <li>• Writing story</li> </ul>	<ul style="list-style-type: none"> <li>• Doll (Lizzy)</li> <li>• Bubble Map</li> <li>• IWB</li> <li>• Paper-cutting of characters</li> </ul>	<ul style="list-style-type: none"> <li>• Write a series of sentences to describe a dragon</li> <li>• Use sentence patterns from the text</li> <li>• Vary sentence types</li> <li>• Use appropriate vocabulary to show the differences between dragons</li> <li>• Expand nouns with adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about the Text</li> <li>• Practising Writing</li> <li>• Independent Writing</li> </ul>
			Working at Greater Depth within the National Standard	
			<ul style="list-style-type: none"> <li>• Extend noun phrases by using 'with....'</li> <li>• Use adventurous and imaginative word choices</li> </ul>	

(England, School A, Observations, Interviews, Fieldnote, Brief Conversations, May, June, July 2018).

### 4.12.3 Hayes

Hayes taught Year 3 (children aged 7-8 years). She used a core text called 'Oliver and the Seawigs'. The main writing activities offered in this core text were planning, drafting, and proof-reading for spelling and punctuation errors. The writing activities were broken down into stages for writing, that included: drawing a character from the story and describing that character using their own point of view; model writing; model reading writing; model proof-reading; and producing a story. The main focus was to help children produce a story, either by using the characters in another story that was presented to them, or a character that they created anew. The additional purpose of the activities was to help children write a story that would be engaging for a reader. The story 'Oliver and the Seawigs' tells of Oliver and his albatross in an adventure on a deserted island. The genre of texts varied according to the type of activity, but the focus was on writing and creating a story. The children referred to the checklist for

what to do to write a paragraph, or they wrote down their experiences after a role play; and so on. Therefore, while the genre was specific to creating and writing a story, the activities determined how they wrote sentences, paragraphs, and finally a piece of a story. The aim was to reach the outcome of a specific teaching sequence. The writing activities were focused on analysing the text, analysing the grammar in context, and identifying the structure of the text. Table 4.36 below shows a within-case analysis of Year 3 text types and writing activities from School A England:

Table 4.36

*Within-Case Analysis Year 3 Text Types and Writing Activities*

Year 3				
Writing emphasis	Activities	Texts/Artefacts	Working at Expected Standard	Stages of Writing
<ul style="list-style-type: none"> <li>• Sentence-writing guidance</li> <li>• Text analysis</li> <li>• Produce imitation text</li> <li>• Reading text</li> <li>• Editing</li> <li>• Talk and write</li> <li>• Imagination</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Watching video</li> <li>• Typing using a clicker app</li> <li>• Typing on a laptop</li> <li>• Describing and writing stimuli</li> <li>• Invent new Story</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Playground</li> <li>• IWB</li> <li>• Project Book</li> <li>• Talk</li> <li>• Laptop</li> <li>• Video</li> <li>• Map</li> </ul>	Working at Expected Standard	<ul style="list-style-type: none"> <li>• Learning about the text</li> <li>• Practising writing</li> <li>• Independent writing</li> </ul>
			Greater Depth within the Expected Standard	
			<ul style="list-style-type: none"> <li>• All punctuation taught used mostly correctly (capital letters, full stops, exclamations, question marks and speech punctuation)</li> </ul>	

(England, School A, Observations, Interviews, Fieldnote, Brief Conversations, May, June, July 2018).

#### 4.12.4. Helen

Helen taught Year 4 (children aged 8-9 years). She used a text called 'Marvin and Milo: Adventures in Science'. In her lesson plan the writing activities were cartoon form, puzzles, and text structure chart. The grammar focus was on time adverbials, causal conjunctions, and causal connectives. Other activities were text structure, vocabulary, and proof-reading for punctuation and spelling. Table 4.37 below shows a within-case analysis of Year 4 text types and writing activities from School A England:

Table 4.37

*Within-Case Analysis Year 4 Text Types and Writing Activities*

Year 4				
Writing emphasis	Activities	Texts/Artefacts	Working at Expected Standard	Stages of Writing
<ul style="list-style-type: none"> <li>• Language features</li> <li>• Grammar</li> <li>• Text analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Independent writing</li> <li>• Role play</li> <li>• Task sheet</li> </ul>	<ul style="list-style-type: none"> <li>• Comic strips</li> <li>• Dialogues</li> <li>• Speech bubbles</li> <li>• Cartoon</li> </ul>	<ul style="list-style-type: none"> <li>• To write about an investigation in an engaging manner for the identified audience</li> <li>• Use cartoon form and explanatory writing to make the investigation clear for the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about the text</li> <li>• Practising writing</li> <li>• Independent writing</li> </ul>
			Greater Depth within the Expected Standard	
			<ul style="list-style-type: none"> <li>• To include sufficient detail at appropriate points of text</li> </ul>	

(England, School A, Observations, Interviews, Fieldnote, Brief Conversations, May, June, July 2018).

## 4.13 Modes, Medium and Resources, their Meanings and Support for Writing

### 4.13.1 May, Leighs, Hayes and Helen

#### 4.13.1.1 Linguistic

May and the children mostly used talks to explore the story they read; they talked about pictures they looked at, and about imaginary characters. They used extracts from a story book to create speech bubbles, story maps, doodles, and a simple composition.

Leigh made much use of talks to elicit children's understanding of their writing tasks, to get more ideas from the children, and (most importantly) to enable them to make sense of their writings. Their talks were focused on building up content for writing.

Helen did not give many instructions, but instead used prompts to get children to write independently. During the first observation, there were fewer talks among the children. The children wrote the content using their own words and ideas, but followed a structure provided on a worksheet. In the second observation, the children talked a lot and wrote descriptions of, and dialogue for, their characters.

#### **4.13.1.2 Audio**

May used song where the children sang along with the music and lyrics and performed some actions. However, she and the children did not use the lyrics in their writing. The song was obviously used as a transition from one subject to another, where the children had the chance to refresh themselves, mentally and physically. Leigh, Hayes and Helen did not use audio.

#### **4.13.1.3 Spatial**

May allocated two areas in her classroom to this mode. The first was a carpeted sitting area, where the children sat closely together, and May was able to talk to them from a short distance. This allowed more of a shared personal space between May and the children, in which she could use her voice in a conversational tone. The children, too, were able to talk among themselves, and they replied to May's questions and responded to things they saw on the smartboard, on a writing board, in books she showed them, or to the doll she was holding. Physical activities such as dancing, jumping, and performing actions were done here. The second area was the children's working stations, where they completed their writing tasks. In this area, they walked around their working stations, to their friends' tables, to the book drawers, and so on. May allowed the children to walk around and chat to her, to their friends, and to the TA.

Spatial and gestural are the two modes which were always combined in Leigh's lessons. The carpeted sitting area allowed Leigh and the children to communicate naturally. The children's tables, where they were seated in groups, allowed them to chat among themselves, write their texts, and walk around. The walks were normally a shift from their table to other groups, or to their book drawers. There were many movements during the writing activities. During the discussions and writing sessions,

there were many instances where Leigh described dragons, using gestures. Also, the children used gestures when they gave feedback, or responded to Leigh's prompts and questions, or to what was shown on the whiteboard.

Helen had two spaces in her classroom; a carpeted sitting area, which she did not use during my observations, and the children's working stations. She also used the school compound as a space for writing. The children's comic strip writing activity was entirely performed at their working stations, whereas the role play activity happened outside the classroom. There was not much guidance or instruction given to the children as how they should use the spaces. They were free to move around the classroom and chose locations around the school compound for practice. Children also acted out the characters they wrote about and performed these enactments in front of their classmates.

#### **4.13.1.4 Visual**

May used pictures from the book they read, paper cut-outs of characters, extracts of pictures from the story book, and a doll. All these pictures were shown on the smartboard, from a book, on A3 size poster paper, or on paper cut-outs. There were also children's drawings in the forms of story maps, speech bubbles, and doodles. These visual resources were used in two ways. Visuals were used extensively to encourage the children to talk about the content, ideas, and structures of their compositions. They used these visuals as prompts to produce proper word-composition texts.

Leigh also used a lot of pictures. She displayed them on the smartboard, showed the book cover and pages from the book, and employed paper cut-outs. She used pictures as part of class discussions, mostly as prompts to get children to talk, as well as during writing activities. There were children's drawings too, but the drawing

activity took place after they had finished writing sentences, and so it appeared to be an extension to the writing activity; the class never discussed what the children drew. Leigh talked about general descriptions of the pictures, to build up vocabulary, and selectively wrote down words and phrases that would be useful to the children in their writing later.

Helen used one image which she displayed on the smartboard. She did not take too much time explaining the picture of a comic strip; rather, she told the children to refer to it for samples of text structure and grammar. However, the children used a lot of colours, drawings, and sketches when they produced their own comic strips. Helen also used the picture as a prompt to help children understand what they were supposed to put in their writing.

#### **4.13.1.5 An Ensemble of Modes**

This part on Hayes is rather interesting because Hayes used all the modes throughout her three observations, although audio was less used than the other modes. There were three main activities observed throughout her lessons; talk, perform, and write. She talked about the texts and used discussion and interaction, and she used pictures to facilitate talk about a topic. She not only showed and talked about pictures, but she also let the children write, type, highlight, perform, listen, and watch, which contributed to their overall meaning-making process, transforming spoken and visual communication into written language. Put simply (and whether she realised it or not) there was no one salient mode she employed to communicate the ideas and concepts of writing.

Hayes did not use linguistic mode extensively, but routinely and habitually practised with the children in her class the use of talk, in the forms of interactions, discussions, and explanations, and in writing down their ideas in words and sentences.



She took advantage of opportunities to talk to children in close proximity, which allowed natural communication. While she explained – and instructed the children in – writing tasks using technology, pictures, audio, action, and movement, she also constantly encouraged the children to imagine. During her talk and write activities, she showed them an essay structure only to help with arranging ideas. However, she did not expose the children specifically to what forms of writing – linear or non-linear, as well as linguistic or visual-texts – they were producing. The whole writing experience she created for the children was established through an arrangement of different semiotic resources. Therefore – while the text they produced at the end of a teaching sequence was of linguistic mode, and the texts they produced in the process of understanding their writing tasks were also linguistically inclined –this allowed, and led the children to, instant materialisation of ideas into words and sentences. In short, she followed the technical, linguistic-mode route of teaching through different genres, with grammar learning along the way as suggested in her teaching sequences; but she also deliberately selected, arranged, and brought together all available resources to enable the children to convert their thoughts and ideas into solid writing.

#### **4.13.2 Analysis of Modes, Medium, Resources, their Meanings and Support for Writing**

The analysis showed more linguistic mode being employed by all English teachers through classroom talks and types of texts they were producing. Other modes such as visuals were used as references to support children's understanding of the ideas to write and while writing, they were mobile (spatial).

Table 4.38 describes how modes, media and resources supported children's writing:

Table 4.38

*Cross-Case Analysis of Modes, Medium, Resources, their Meanings and Support for Writing*

Analysis of Modes, Medium, Resources, their Meanings and Support for Writing					
Children of:	Linguistic	Visual	Spatial	Aural	Gestural
May	<ul style="list-style-type: none"> <li>Used classroom talks and chats to expand vocabulary</li> <li>Used words from reading texts to write better descriptions and narratives</li> <li>Used reading texts and extracts to expand ideas</li> <li>Used writing templates to structure their ideas</li> <li>Used words from reading texts to write better descriptions and narratives</li> <li>Used teacher's prompts to check their sentences</li> </ul>	<ul style="list-style-type: none"> <li>Used pictures as references for classroom talks and chats</li> <li>Used different colours to mean different meaning of words</li> </ul>	Used spaces in the classroom, school compound and playground to: <ul style="list-style-type: none"> <li>talk and chat with teacher, TA and peers for development of ideas and completing writing tasks</li> <li>create characters, scenes, and dialogues in their writings</li> </ul>		
Leigh					<ul style="list-style-type: none"> <li>Used bodily actions to describe ideas and meaning of words</li> </ul>
Hayes				<ul style="list-style-type: none"> <li>Used teacher's conversations to ask for ideas, words and other helps</li> </ul>	
Helen					<ul style="list-style-type: none"> <li>Used their expressions and bodily actions to present their stories</li> </ul>

(England, School A, Observations, Interviews, Fieldnote, Brief Conversations, May, June, July 2018).

The main findings are explored in more detail in part 3 on Chapter 5 which clearly explained the focus on language learning rather than writing and the focus on word and sentence level writing rather than text level, in Malaysia. There will also be more explanations on the use of multiple modes to support writing, but the focus of learning being on the linguistic mode in both contexts.

#### 4.14 Summary of Part 1 and 2

The process of writing, the text types and writing activities to support children's writing development are significantly different but they can be justified from a cultural context.

Cultural context here refers to the educational system, national policies on language learning, school, and classroom practices, writing focus and children's writing experiences.

The English context is not entirely representative to England but refers to the School A context. The findings I gathered from my constant-comparative analysis enabled me to understand school and classroom contexts across national boundaries. Some of the significant differences include teachers' professional values and attitudes, different definition of writing skills, different literacy practices and different classroom routines. Table 4.39 describes an analysis of the main modes of communication, main resources, writing activities and process in both countries:

*Table 4.39*

*Main Mode of Communication, Resources, Activities and Process in Malaysia and School A England*

Countries	Main Mode of Communication	Writing Modules	Writing Activities	Writing process
Malaysia	Teacher's Instructions	<ul style="list-style-type: none"> <li>offered various types of texts and activities</li> <li>emphasised linguistic technicalities</li> <li>promoted the linguistic mode and the use of technology to attain learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>focused on copying words and duplicating text types</li> <li>incorporated other language skills as complementary skills pre-determined in the textbooks and workbooks</li> </ul>	<ul style="list-style-type: none"> <li>involved teachers' instructions and children's brief responses</li> <li>solely based on the completion of worksheets and writing simple paragraphs</li> </ul>
England	Classroom Talks	<ul style="list-style-type: none"> <li>offered various types of texts and activities</li> <li>one main learning outcome for each text, which all children were expected to achieve based on the attainment targets</li> </ul>	<ul style="list-style-type: none"> <li>started with reading, and then moved on to talking about ideas, inclusion of grammar, and making sensible sentences</li> <li>mostly focused on talks, vocabulary, expanding ideas, and performing</li> <li>were broken down into elicitation, talk, and producing texts</li> </ul>	<ul style="list-style-type: none"> <li>mainly involved children's spoken responses which they translated into writing</li> <li>was guided writing with emphasis on ideas, specific grammar items, writing sensible sentences, and performing some role plays</li> </ul>

(Malaysia, School A, School B, Observations, Interviews, Fieldnote, Brief Conversations, September, October, November 2018).

(England, School A, Observations, Interviews, Fieldnote, Brief Conversations, May, June, July 2018).

### 4.14.1 Writing Focus

In Malaysia, the teaching of writing focused on many language learning elements at once; teachers corrected children's pronunciation and spelling spontaneously, during normal classroom interactions. These emphases were not necessarily stated in teachers' lesson plans; some were not mentioned as part of their activities at all, except through observations. In School A England, talk was a pedagogical focus. That is, the learning focus was writing, but a keyway to develop writing as through talk. Talk helped the children use, in their writing, the words and ideas discussed. Table 4.40 describes an analysis into the writing focus in both countries:

Table 4.40

*Writing Focus in Malaysia and School A England*

Writing Focus	Year 1	Year 2	Year 3	Year 4
Countries				
Malaysia	<ul style="list-style-type: none"> <li>phonics</li> <li>penmanship</li> <li>copying of words</li> </ul>	<ul style="list-style-type: none"> <li>more words</li> <li>short phrases</li> <li>simple sentences</li> <li>expanding ideas</li> <li>creating short texts</li> <li>imitating text types</li> </ul>		
England	<ul style="list-style-type: none"> <li>exchanging ideas</li> <li>writing personal responses</li> <li>simple sentences</li> <li>descriptive sentences</li> <li>making sense of writings</li> </ul>	<ul style="list-style-type: none"> <li>more descriptions</li> <li>more adventurous words</li> <li>longer sentences</li> </ul>	<ul style="list-style-type: none"> <li>imaginative stories</li> <li>use of laptops to write</li> <li>use of clicker app to write</li> <li>role plays</li> </ul>	<ul style="list-style-type: none"> <li>independent writing</li> <li>writing sensible, meaningful sentences</li> </ul>

(Malaysia, School A, School B, Observations, Interviews, Fieldnote, Brief Conversations, September, October, November 2018).

(England, School A, Observations, Interviews, Fieldnote, Brief Conversations, May, June, July 2018).

#### **4.14.2 Curriculum Content**

Malaysian teachers referred to the curriculum content for teaching writing, specifically, using the content and learning standards from the curriculum. The emphases were mostly on sound system, and grammar in context: mostly as content knowledge in Years 1 and 2, and slowly moving towards a focus on grammar rules by Year 3.

In School A England, teachers used the lesson plans provided by Babcock Education, which incorporated the national curriculum content. The types of text, learning outcomes, attainment targets, writing strategies and activities, and grammatical items were also stated on a lesson plan for each text. The attainment targets covered a 3-week period for each text, and children were expected to achieve these targets by the end of each text.

In Year 1 Malaysia, the teachers taught writing by beginning with pre-writing skills; this addressed penmanship, and the formation of letters, words, and numbers, in clear print. In Year 2 in Malaysia, the children were introduced to the mechanics of writing, and then learned to write at word, phrase, and sentence levels (copying). In Year 3 in Malaysia, teachers emphasised children writing longer sentences, and adding in their own ideas; they were more exposed to different types of texts to imitate, and grammar features were highlighted and corrected.

In Year 1 in School A England, teachers did not mention penmanship, and the formation of letters, words, and numbers but worked on them while the children were writing. In Year 2, the children slowly began to use more advanced words, and expanded their ideas. In Year 3 they began to write longer descriptions with more sensible sentences. In Year 4 in England, children wrote more of their own ideas, and were encouraged to be creative; they also followed a checklist, and edited their writing,

performing as their fictional characters and talking about their ideas and sentences.

Table 4.41 describes an analysis into the curriculum content in both countries:

Table 4.41

*Curriculum Content in Malaysia and School A England*

KSSR 2015						Babcock's			
Modules						Scheme of Work			
Week 1	Week 2	Week 3	Week 4	Week 5		3 Weeks			
Module 1	Module 2	Module 3	Module 4	Module 5		Key Learning Outcome	Elicitation Task	Medium Term Plan	
Listening and Speaking	Reading	Writing	Grammar	Language Arts		According to:  Year 1 Year 2 Year 3 Year 4		<ul style="list-style-type: none"><li>• Reading</li><li>• Writing</li><li>• Grammar</li><li>• Spoken Language</li></ul>	
KSSR 2017									
Listening	Speaking	Reading	Writing	Language Arts					
Learning Foci (LF)						Teaching Units			
Strand 1					Strand 2	Each unit links to the curriculum strands for English, Spoken Language, Reading and Writing			
						Learning about the Text:	Practising Writing	Shared Writing	Independent Writing
LF1	LF2	LF3	LF4	LF5	LF6	<ul style="list-style-type: none"><li>• Reading</li><li>• Grammar</li></ul>	According to:  Texts that Teach		
Language Skills	Basic Literacy	Phonics	Penmanship	Grammar	Arts				
Standards (S)						Age-Related Learning Outcomes:			
S1		S2		S3		Working at the expected standard		Working at greater depth within the expected national standard	
Content		Learning		Performance					
						Attainment Targets			
						G1 G2 G3 G4 G5			

(Malaysia, School A, School B, Observations, Interviews, Fieldnote, Brief Conversations, September, October, November 2018).

(England, School A, Observations, Interviews, Fieldnote, Brief Conversations, May, June, July 2018).

*Note:* The above Table 4.41 compares the KSSR curriculum content and Babcock's resources which were linked to England's national curriculum. The scheme of work is comparable to KSSR modules. Each module is used per week for one language skill whereas in England a core text is used for three weeks. There is one learning outcome and different elicitation task for each year (1, 2, 3 and 4) according to the medium-term plan which consists of other strands: reading, writing, grammar and spoken Language. In Malaysia, the learning outcomes are different from each module and each year (1, 2 and 3). The Learning Foci in Malaysia which consist of Strands 1 and 2, describe language learning emphases for all the modules. These are called 'teaching units' in England where the units are placed according to the stages of using

the core text for writing. This is where the significant difference shows how writing in Malaysia is more similar to language learning and not focused on solely on writing. The standards are age-related outcomes in England; hence the difference is that there is only one set of national standards in Malaysia. The following chapter 5 presents Part 3 of the findings and is intended to answer my research questions.

## **CHAPTER 5: COMPARATIVE FINDINGS**

### **Part 3: Malaysia and England (Refer to Appendix 53)**

This section compares the two contexts described earlier. It aims to expose some discoveries into what the literature has revealed but from a comparative view. Comparisons 5.1 to 5.2 are somehow comparable whereas comparison 5.3 is value laden. Sections 5.5 to 5.7 offered some alternative views on how my research questions were better answered.

#### **5.1 Comparison 1: Teacher's Pedagogic Decision**

Overall, teachers were not aware of the term 'multimodality'; nor was the term explicitly mentioned in the KSSR or in the Babcock's or English curriculum for Years 1-3. The differences in teachers' pedagogic decisions are due to national policies on curriculum adaptation; purposes of writing which leads to specified genre in writing; technology and facilities in the classroom; teachers' attitude in promoting creative writing, expanding the scope of writing content, teachers' expectations, and teacher-children's negotiations during writing lessons.

##### **5.1.1 National Policies on Curriculum Adaptation**

To begin, the national policies on curriculum adaptation explains that there is only one national curriculum in Malaysia whereas in England, every school is allowed to adapt to the national curriculum and produce a school curriculum. This difference is an unexpected comparison for me as a researcher because throughout my experiences as a teacher in Malaysia, no school is allowed to have its adapted curriculum. This somehow restricts Malaysian teachers to choose education providers unlike School A in England.

English teachers in School A were able to use Babcock's scheme of work where children were given more autonomy to decide on the ideas and words to use, and their



discourse was translated into a writing piece. In addition, both the writing standards in Malaysia and the attainment targets in School A were aimed at children producing monomodal texts; more genre-specific in School A, and more focused on correct spelling and right answers in Malaysia.

### **5.1.2 Purposes of Writing**

The purposes of writing are mentioned in Babcock's teaching units which lead to children producing specified genre in their text. On the contrary, Malaysian teachers provided controlled-practice-writing activities in which the children only had to write sentences under each structure or feature given. Genre was only explained in Year 3, when more text types were introduced but the writing process remains at the word level. These writing activities were all fixed on their textbooks and workbooks.

In School A England, the selection of texts was not fixed because the national curriculum does not provide which texts to be used. Hence, English teachers' pedagogic choices were flexible, in terms of choosing the types of activities or in texts to be exposed to the children. In the text, the elements to focus on, for children to achieve the attainment targets, were highlighted; and the activities necessary to achieve these targets were outlined.

### **5.1.3 Technology and Facilities**

The use of technology is considerably basic in Malaysia as only mobile phones and a speaker were used. The writing facilities in Malaysia are basic concept of a classroom, with table and chairs, whiteboard, and so on. Hence, it could be that the lack of these facilities does not encourage teachers to use ICT in the classroom which indirectly affecting the children to not be able to express their ideas actively or interactively.

In England there are the use of on-screen writing, or display of images, Clicker app and iCloud storage to support writing. The classroom setting also provided a

contextual communicational landscape, which naturally facilitated their use of different resources to engage in varied writing experiences.

#### **5.1.4 Teachers' Attitude**

Teachers' attitudes are quite on the opposite too. In England, teachers seemed to create opportunities to incorporate children's cultural knowledge about English history or historical places, or about local stories that had the same features as stories the children had read, into the 'Texts that Teach' lesson plans.

In Malaysia, only a few of the children were given the opportunity to respond to questions regarding the socio-cultural connection between the texts they read and what they knew. Teachers' different attitudes informed me of four different approaches to teaching writing:

- creative writing
- scope of content
- teachers' expectations
- teacher-children's negotiations.

##### **5.1.4.1 Creative Writing**

In England, the teachers encouraged the children to be creative in their writing, by constantly reminding them to add in new ideas and better words, following the writing checklist for grammar and structure, and also to make sense of their writing. There was continuous negotiation between teachers and children, over children bringing in new ideas.

In Malaysia, the teachers did ask the children to write simple sentences by adding in their own words and ideas, but children showed no signs of being creative writers; they were after all writing in a second language, with little time available to write in any case, after finishing all three stages of their lesson. Furthermore, copying

seemed to be a cultural practice, and nothing more seemed to be expected of them if they indicated their understanding of the vocabulary and the content from the reading passage.

#### **5.1.4.2 Scope of Content**

In England, the scope for content, in a writing assignment, was not restricted to the topic at hand, or to the set of writing ideas already developed, but also included teachers allowing the children to create 'personal events' to be included in their text.

In Malaysia, the children discussed ideas about the content of the reading texts bilingually; but the teachers translated these ideas into proper English words and sentences, and the children copied these ideas into their worksheets or writing books.

#### **5.1.4.3 Teacher's Expectations**

In England, teachers' expectations of children meeting the conventional writing requirements were demonstrated by the teachers constantly checking and reminding the children to use punctuation, and selected grammar items, to ensure the children's sentences were comprehensibly written.

In Malaysia, it almost looked as if the class was teacher-focused, because the teacher dominated the classroom instructions, and provided clues and answers for the children to copy. Resources such as reading texts, pictures, and games were used throughout the lessons, to keep the children's attention.

#### **5.1.4.4 Teacher-Children's Negotiations**

In Malaysia, the teachers took more time to make the children understand the meanings of words from a passage they had read, knowing how to spell the words, and pronouncing them correctly. Teachers provided most of the descriptions; with two or three confident exceptions, who appeared to be the ones actively interacting with the other children. It almost felt as if children memorised words and meanings and

took time to understand the links between the texts they read and the words, meanings, and ideas.

In England, images were used extensively to encourage children to talk. The narratives were authentic expressions from the children, and they used these narratives to expand their ideas and write their texts. In short, the writing activities were not book-based.

## **5.2 Comparison 2: Writing Activities and Text Types**

There are three significant differences which are teaching writing at word level and text level writing process and talk and write approach.

### **5.2.1 Writing Process**

In Malaysia, the writing activities for Year 1 were mostly on word level writing with a bit of text level writing as they moved on to Year 2 and 3. Hence, teachers focused more on children's ability to learn vocabulary, copy sentences, parrot pronunciations and write simple sentences.

In School A England, teaching and learning writing had four distinctive aspects: longer reading texts; more adventurous words; imaginative storytelling; and use of technology. Teachers focused on developing children's maturity of ideas, writing/typing on-screen skills, and allowing children to use more of their own ideas in producing different genres of texts.

This difference occurs possibly because of the 'unusual' 'definition' of writing skills development in Malaysian and in School A England Curricula.

### **5.2.2 Talk and Write Strategy**

In England, 'talk and write' was culturally understood as one of the resources for writing. Hence, teachers will start 'learning about a text' by 'talking' with the children. This seemed quite impossible for Malaysian teachers to implement due to the different

levels of proficiency among the children and the fact that English is taught bilingually in Malaysia.

Not only this, but the number of children in a class contributed to successful classroom management, children's attitude for learning and proper classroom talks. Different spaces were used for talks and writings. There was also a lot of movement around the classroom; the classroom layout made it possible for the teachers, TAs and children to walk around, to chat and to retrieve the resources they needed.

This is not possible for teachers in Malaysia. In Malaysia, the teachers changed the positions of the tables for different activities, and children sat in groups of three to six which normally is time-consuming. There were, on average, 35-45 children in each class. Since there was a large number of children, only the most confident and selected ones responded to the teachers' questions. In addition, there were no TAs in Malaysia.

### **5.3 Comparison 3: Core Text or Many Short Texts**

This rather short section is open for further research because this is an uncertain area which could be used in an ESL context but was not something I had expected to find. There is only one text used by teachers in School A England and variety of texts used by teachers in Malaysia.

It was interesting to notice how teachers used a single core text which went a long way to really get the children engaged with its content. While the use of many texts by Malaysian teachers seem to expose children to many words and ideas, there seemed to be a tendency among ESL children to ask questions repetitively every time a new text is introduced; a cycle of pronunciation, meaning of words, spelling etc. instead of expanding the use of words and ideas and going through the process of creating new stories.

In School A England, it was quite obvious that writing skill was included as part of their literacy subject, which meant writing was emphasised across subjects. Hence, teachers were able to include other forms of knowledge, from the children's previous lessons in different subjects, or from other previous topics, to help the children write. In Malaysia, teachers provided reasonable teaching aids and designed language learning activities to help children write the answers; the focus was not entirely on writing sentences or composing essays.

From the comparisons above, sub-sections 5.4 and 5.5 presented two significant discoveries from my analysis which I think suggest impossible transfer of best practices. In particular, section 5.6 offered one significant discovery to suggest possible considerations of 'best practices'.

#### **5.4 How Can KSSR Follow Babcock's?**

There are three findings I gathered to answer the question above which I considered to be non-transferable due to cultural factors. Firstly, Malaysian teachers must provide more voices to ESL writers; secondly, they must focus more on writing skills and not general proficiency for ESL writers; and finally, they must allow ESL writers to talk in Malay and write in English.

##### **5.4.1 Teachers to Provide Voices to ESL Writers**

In Malaysia, the teachers did not provide more voices to the children (children's ideas) in what they included as content, and design; especially in the use of technology which was not a central part of their text production. English teachers encouraged children to combine manual writing and interactive technology mediated writing skills and the children can instantaneously write. This also informs us that the semiotic resources employed differed very much between the two countries. The different resources

hence justified two findings about children's writing development. In addition, the most dominant modes teachers used were linguistic and visual.

Firstly, there was a pattern of teachers using a narrower range of modes and resources as children moved onwards from Year 1. Secondly, there was absolutely no trace of the use of blogging, video creation, emailing, or any 3D forms, in either country. Hence, the children's writing development, especially in the inclusion of their opinions on what and how to write were significantly different between the two countries. And the differences were due because of the different literacy practices.

#### **5.4.2 Writing Focus**

There was no obvious focus, among Malaysian teachers, on allowing children to 'thinking to write'. The linguistic mode potentials were limited to the repetition of words, in both oral and written forms; and most content ideas came either from the book resources or from the teachers' explanations. I realised that the potentials of these modes were used differently in different socio-cultural contexts, and in time and space. Even though the key focus was solely on the linguistic mode, the activities were designed using a combination of other modes.

In comparison, English teachers used mostly the linguistic, visual, spatial, and gestural modes, within a 'talk time' session. Important potentials arising from these cases were knowing the opportunities English teachers created to enable their children to be creative and independent writers, and how children orchestrated different ways of talking about a topic as part of their pre-writing activities.

#### **5.4.3 Bilingualism and Proficiency**

A significant difference is in the use of spoken language to process texts, which is contextual; English was of course either the first or the second language. In Malaysia the teachers spoke bilingually and encouraged the children to repeat and copy words;

with only a few instances where particularly proficient children extended the phrases in use. In School A England, the children used their discourse to help them later in their writing tasks. This difference provided an understanding of the ways in which teachers from both countries helped children to develop their writing skills using their first languages, and to make meanings through their use of various media and semiotic resources.

This significant finding also offered some insights into how language forms were used differently; especially in ESL context where the children struggled to interact in L2, as well as into ways for teachers in both countries to consider ways to maximise the potentials of the linguistic and other modes as part of the children's meaning-making process, especially within the ESL context. These changes can only be done provided there is support from the MoE in terms of reducing the number of students, revising the writing module and to re-train teachers.

### **5.5 How Does the KSSR Support Malaysian Children's Writing Development?**

This part explains ways Malaysian teachers deliver the writing module to support children's writing development. Children's support for writing is best explained by firstly looking at the overall aims of language learning, in Malaysia and in School A England. There is one significant finding to answer the question above which highlights the different aims in the teaching and learning of writing in both countries.

#### **5.5.1 Overall Aims**

In Malaysia, the aim of language learning is for proficiency and mastery of the language skills. Writing is taught as an integrated skill. During writing lessons, writing skill is given more emphasis, and other language skills are intended to complement this. Writing was taught as part of developing children's linguistic skills in written forms.



Hence, the Malaysian teachers referred to KSSR as a document to support language learning activities and not entirely on writing skill, specifically.

In comparison, teachers in School A England adhered to a set of national requirements for writing attainments in a writing strand. Babcock's provided these attainments found in their scheme of work which focuses on the importance of talk and write; and the importance of allowing the children to go through a 'proper' writing process; learning about a text, shared writing, and independent writing.

### **5.5.2 Proficiency and Mastery versus Specific National Writing Attainments**

The writing objectives written by teachers did not support the children's writing development at a text level because the overall aim was for the purpose of developing language proficiency. The different aims can be used as an indicator that the writing module in Malaysia considers the different proficiency levels among children from urban, sub-urban and rural schools who came from various cultural and linguistic backgrounds, and spoke English as their second, third, or fourth language – which clearly defined a normal multicultural classroom in Malaysia.

In England, teachers worked on encouraging children to speak and write using ideas from the text, and their own ideas, while also emphasising the conventions of writing. The children did not need to be taught how to say the words, because English was their first language; and Talks were a routine, and teachers demonstrated that language was the most convenient, articulate, and easy way for them to interact and make meanings. Since the teachers did not move from one class to another, but stayed in the classroom to teach other subjects, they were able to assess children's learning and attainment levels across different subjects.

The comparisons of aims and policies discussed above are only changeable on the Malaysian ministerial level.

## **5.6 How Do Teachers Make Sense of Their Practice?**

This part considers a potential transfer of international best practices. Malaysian and English teachers demonstrated similar patterns of language use across cultural contexts. These are in the areas of their teaching strategies and how these strategies supported children's early writing development.

### **5.7.1 Teaching Strategies**

Teachers from both countries treated language learning and writing as the knowledge of letters. From a wider cultural perspective, writing activities from both countries came after the teaching and learning of phonics, spelling, and handwriting. These cross-cultural similarities provided an insight into how language learning had a significant impact on children's early ideas of writing linguistically. It was also obvious that teachers' understanding of the concepts of literacy was seemingly based on encouraging and promoting children's abilities to express and write their ideas linguistically.

The next chapter 6 reiterates my research problem and presents the major findings (in order of significance) of this study. It also relates the findings to other similar studies, with focus on the Malaysian setting for further improvement on the teaching and learning of writing. There are discussions on major discoveries which serve as possible explanations for the study results. Chapter 7 presents the implications for theory, research and practice, limitations of study, and suggestions for further research, contributions, and a summary of my thesis.

## **CHAPTER 6: DISCUSSION**

This chapter includes a discussion of the major findings of the current study which revealed six emergent themes in teachers' strategies:

- a) New Environment for Writing
- b) Semantic and Not Semiotic
- c) Linguistic and Visual Modes
- d) Read to Write Pattern
- e) Knowledge of Letters
- f) Language Proficiency

Themes (e) and (f) are combined under the sub-heading:

- Language Competencies.

### **6.1 Preamble**

#### **6.1.1 International Comparison, Writing Focus and an Insider's Knowledge**

It is worth mentioning that throughout the discussion of findings, issues arise relating to the nature of the international comparison, and particularly the problem of my own unbalanced 'insider' knowledge. Firstly, the concept of 'benchmarking' Malaysia against England was already underpinned by a political rationale, based on the assumption that Malaysia should learn from English practices. The focus of the current study was an answer to the Malaysian call for international benchmarks. Hence, when I explored the emerging themes and discussed comparisons, my interpretations were unavoidably affected by my views as an outsider in the English context, and an insider in the Malaysian context (Osborne, 2004; Broadfoot, 2001).

The themes I present might reflect my understanding of the teaching and learning of writing in both countries, as well as the difference between L1 and ESL

contexts. The selection of themes I discuss here highlight how comparing international contexts, and comparing L1 and L2 teaching, is value-laden and culturally contextual.

In addition, the focus on 'writing' in this study excludes other curriculum strands where children might be explicitly learning about other modes of communication. I did not explore other strands (e.g., spoken language) which might involve explicit teaching and learning of talk, gesture, and so on.

## **6.2 Interpretations of Findings**

The following section discusses each theme in detail, considering the implications of the findings for theory and practice.

### **6.2.1. New Environment for Writing versus Linguistic Assessment for Writing**

According to the literature, it is important for teachers to focus on creating a 'new environment' for writing, where children are allowed to experience writing using various combinations of modes (Kress, 2003, p.19; Walsh, 2009, pp.1-5). In my opinion, teacher's understanding of children's early steps in learning to think and write in L2 is a significant contribution. There are two issues I identified worthy of discussion relating to how teachers could help children move from monomodal to multimodal compositions. Firstly, teacher's adamant and consistent emphasis on the linguistic process the children needed to go through; secondly, the teacher's constant 'spoon-feeding' approach which affected children's knowledge about writing. In reference to the first issue particularly in Malaysia, the teachers treated writing as learning of a second language (English) rather than as the learning of particular skills for them, learning to write meant learning to use the English language. In reference to the second issue, the teachers needed to provide variety of language supports because children in Malaysia were of mixed proficiency levels as L2 learners. I argue that there needs to be a 'break' with the strong traditional dependence between language and

learning, specifically in ESL context. This is because there is a political view of language as a medium of instruction and a language as a focus of teaching, depending on the modules in the KSSR. This break reflects the mismatch between the fact that texts used and produced were often multimodal which also include spoken texts, but the focus of learning and assessment was always linguistic.

I believe that future research on teachers' knowledge of multimodal composition might provide them with explanations of the potentials of different modes, and of children's multimodal literacy practices, especially in textual representation, design, materiality, and artefacts. The broad implication of the current theme is that teachers' selection and use of various types of modes, media, and semiotic resources directly influenced children's mono/multimodal composition and that these selections and usages depend strongly on either the teachers' knowledge of or interpretation of the writing curriculum, children's proficiency levels, children's skills in using various resources, and facilities to support writing provided in the classroom. However, it is also worth saying here that teachers exposed children with visual texts, but these were not explicitly the focus of any discussion of writing - which I believed is a missed opportunity. Hence, my analysis could also suggest a mismatch between the writing environment and the focus of teaching and learning.

### **6.2.2 Semantic and Not Semiotic**

In the current study, the teaching and learning of writing was found to exist within a semantic system. From my observations, teachers continuously supported children to achieve specific language attainments and objectives – as stipulated in the curriculum. However, specific language attainments and objectives in the curriculum did not support the assessment of multimodal texts. Children's engagement with texts

involves combinations of modes, overlaid by a semantic orientation, with the aim of linguistic achievement.

#### **6.2.2.1 Semantic Negotiation**

One important mention from Siegel (2006) explains that the process of meaning-making, which involves combinations of modes, has semantic negotiation – a process of interaction including discussion in the classroom to reach an understanding of ways to completing a writing task, due to the curriculum emphasis on language. Hence, semantic negotiation between teachers and children occurs when children attempted to associate words and their meanings with other modes as part of their ‘integral’ and ‘intimate’ process of writing – with the help of teachers.

According to Siegel (2006), children’s literacy practices are an ‘intimate’ and ‘integral’ part of the writing process; hence, children talk, gesture, and dramatize as ways of engaging with and experiencing the texts they read or write. When writing is taught for ‘linguistic accomplishment’ (Flewitt, 2011), it is apparent that the curricular frameworks, teaching and assessment practices, and instructional materials are focused on children’s linear acquisition of traditional literacy skills and not on teachers’ occasional pedagogic choices.

One of the significant findings in this theme is that teachers valued the end-product of writing as a monomodal text, with the textual elements and design prioritising linguistic forms. Teachers provided children with meaning-making resources, but their text production was not assessed and valued within a semiotic frame. While the emphasis in Malaysia is generally on language learning for the purpose of proficiency, in England it is on the development of writing skill itself. This rather contradictory result may be due to teachers, from both countries, not having the

authority to teach writing within a semiotic frame; because the curriculum in each country stipulates that writing is taught within a linguistic frame.

### **6.2.3 Linguistic and Visual as Dominant Modes**

Multimodal assemblage was focused on only two main modes – linguistic and visual. From a theoretical perspective, a multimodal writing lesson encompasses a full ensemble of communicative modes. Interestingly, the findings in the current study especially from the lessons observed, did not at any point explore the relationship between different modes. I was able to analyse how the linguistic mode interacts with other modes throughout the writing lessons but teacher's lesson planning; especially on their assessments of writing did not show the significance of other non-linguistic modes being part of the writing tasks assessments.

#### **6.2.3.1 Non-linguistic Writing Activities are Supplementary**

Burn (2005), Jewitt (2008), and Archer and Breuer (2015), mention that teachers' pedagogic choices affect how modes are used, and what modes children can use in the classroom. Jewitt (2005, 2007, 2012) and Walsh (2008, 2009, 2010) also explain that linguistic mode is often the preferred mode of communication. Hence, the limitations revealed by the current study include the lack of teaching children to use a broader range of modes to compose texts.

Furthermore, the writing environment was multimodal and the focus of learning about writing was monomodal - and this is a clear mismatch between environment and focus. Where other non-linguistic modes are used, they are not the focus of teaching or learning. Rather, they are used to add variety and to increase engagement. Interestingly, the teachers use more linguistic and visual modes because they are typically the main sources provided in the writing modules and the 'Texts that Teach'

lesson plans. Non-linguistic activities looked more supplementary than complementary.

### **6.2.3.2 Curriculum Limits Multimodal Composition**

Findings from the literature suggest that the shaping of modes are bound to socio-political context, curriculum, and policy (Jewitt, 2008; Burn, 2005; Rowsell & Walsh, 2011; Bazalgette & Buckingham, 2013). Walsh (2008, 2009) added that textual features are changing but the curriculum remains. In the current study, teachers were not able to teach children to use a broader range of modes because the content of the curriculum limits children's opportunities to compose multimodal texts. This explains some of the reasons why children's multimodal assemblage in writing lessons is always within a linguistic frame because the various modes they are exposed to, and use are always constrained by the requirements of the curriculum.

In writing lessons, I observed in Malaysia, writing was conceptualised by teachers as a linguistic-mode activity. The materials used to teach writing at the word-level was almost like a multimodal approach to teaching writing but their values in the learning assessments were unclear. For instance, in the Malaysian classrooms, teachers used pictures, facial expressions and body gestures as well as colours to teach vocabulary and pronunciation.

In the English classrooms, teachers also used many teaching aids comprising of action songs, dolls, IWF, imaginary characters performance and many more ways to allow English children moved from one stage of writing to another. The findings suggest that specific textual environment is already established through mostly linguistic compositional resources, and that the texts that matter in literacy assessment are linguistic texts. It is possible that teachers do not see how image, sound, and movement influence how meaning is constructed. It could also be the case that



teachers are not aware of how language interacts with other modes because other modes are not part of a language skill assessment.

#### **6.2.4 Read to Write Pattern**

In both countries, teaching writing to children aged 5-9 is focused on reading first, writing later. In my study, writing lessons start with reading and writing activities which are designed towards achieving linguistic accomplishment, this concept of 'read to write' is essentially part of a semiotic system.

##### **6.2.4.1 Reading as Stimulus**

I observed how teachers in England and Malaysia use reading as a precursor to writing - but observed that they approach this in different ways. According to Kress and van Leeuwen (2002, 2008) and Walsh (2008, 2009, 2010, 2017), children respond to image, movement, sound and music, gesture, and so on but in an ESL setting, children depend so much on reading texts and images. In the current study, reading was a fundamental part of the teaching of writing in both contexts.

In Malaysia, teachers instructed children to read texts then copy some relevant words related to their assessment later. In England, teachers guided the children to read texts and then respond to them through talk, developing and sharing their interpretations through social interaction with peers. Teachers then helped them transformed some of the ideas from the texts in their own writing. However, the process of interaction was different in Malaysia and School A, England. In School A England, teachers were aware that children were able to talk about the text and created meaning from the words and pictures, as well as communicate those meaning in class. In Malaysia, teachers helped the children to read, learn new words, know meaning of words and copying of words. They did not communicate meaning.

Perhaps, a good explanation of ‘read to write’ strategies demonstrated by teachers can be found in the idea of a semantic negotiation between reading and writing. Firstly, the term means a combination of children’s knowledge of the target language and how they name things in their surroundings. According to the literature, ‘semantic negotiation’ is where children’s knowledge of the conventions of the language depends on how they associate the words to the things that they know of (Siegel, 2006, 2012). From my observations, teachers would normally either prompted or questioned the children on meaning of words, about ideas in the texts and relate them to their own general understanding about the reading texts. More words and idea were initially borrowed from the reading texts, but these were developed as the teachers helped the children draft their texts.

#### **6.2.4.2 Reading and Writing within a Semantic System**

I argue that, firstly, writing is not necessarily the first task in a writing lesson, because modes interplay between writing and reading (Kress, 2010); secondly, reading offers both words and images, and these are ‘cues’ that help children to read to write (Siegel, 2012).

In their interviews, teachers in England and Malaysia had no idea about multimodal composition which could support children’s writing development. This may be due to the disparity between what the literature claims about children nowadays – that they have become experts in reading a wide range of texts and visual sources (Dunn et al. 2014) – and teachers’ choice of conventional writing as preferred by education departments (Kuby et al. 2015). Teachers view writing as meeting the requirements and expectations of school literacies (Kress, 2003) and this way does not encourage children to be fully agentive in their writing.

The literature explains that reading helps children to make meaning from words and images. Within a semantic system, reading and writing do not help teachers to support children to create and make meaning (Kress, 2010). However, within a semiotic system, read-to-write strategies expand the scope of their personal experiences, skills, and expectations as natural writers, composers, performers, or even orchestrators of modes (Serafini, 2015).

### **6.2.5 Language Competencies**

The focus of teaching and assessment is on linguistic knowledge and the ability to transcribe writing correctly, rather than on any of the visual or images featured in the lessons. And this is true in both countries. Writing is 'knowledge of letters' as teachers focused on 'transcription' of letters and emphasis on grammar and children's understanding of writing was interpreted as their ability to use the language correctly, orally and in writing. The two themes on; e) and f) are combined here because writing is both conventional and complex; linguistic and non-linguistic.

#### **6.2.5.1 English Multimodal Writers Create Semiotic Linkages**

Bazalgette and Buckingham (2013) claim that for teachers, understanding children's writing practices is not as simple a task as understanding children's spoken language. This is because children are taught to express themselves orally at an early stage, making spoken language children's main mode of communication. This, however, cannot be implied in Malaysia simply because of L2 limitations and different levels of proficiency among children.

A major difference between Malaysia and England, in terms of writing being knowledge of language and its conventions, is how writing is treated as part of language proficiency in Malaysia, whereas in England teachers follow certain indicators of writing attainment. From my analysis, Siegel (2006) mentions the

difference between knowing the conventions of a language and knowing the language itself. The difference is teachers often create semiotic linkages between the language and its conventions, thus creating a concept of writing as knowing both. What this means is that in England, there are moments where teachers are aware that children are able to use multiple modes when expressing themselves, in both spoken and written language, through the use of smartboard, or laptop with a focus on their ability to use words to write and not so much on their digital skills. The teachers in England focus more on literacy development by allowing children to share their ideas and understandings, of texts and tasks towards achieving certain attainments, but in a more varied way through their personal and classroom interactions. This is called a semiotic linkage, where English teachers link 'talks' to encourage children to 'talk' about their ideas and express their views by associating the words and ideas they read to what content they wanted to put in, in their essays. They did not have the language barrier as in the difficulty to use more adventurous words or to think of what words to say as part of their interactions with their teachers. This semiotic linkage is absent in Malaysia. This is what Pantaleo (2017) argued about when she explains how children need understanding, appreciation, and perception of what an input text is to design their output texts.

So far, teachers' pedagogic decisions and the school literacies practices and requirements limit children's ability to use words and make meanings from words on different platforms. Perhaps, the discussions I presented here indicate the paucity of international research for KSSR, the relevance of comparing best practices which pose some ambiguity in defining international literacy and literacy practices for writing and that the multimodal framework has not been fully considering the ESL context.

Below I discussed whether my research questions have been answered:

## **6.3 My Research Questions**

### **6.3.1 What are the modes, media, and semiotic resources used by teachers, in Malaysia and England?**

While teachers in Malaysia and England used all the five modes, almost similar media and resources, they used them differently. For instance, the linguistic mode is used differently, with a focus on 'instructions' in Malaysia and 'talk' in England.

In both cases, the two most dominant modes were linguistic and visual. The media used in England and Malaysia were provided in the classroom, for example, IWB and normal whiteboard. However, IWF was seen to provide more digitally interactive experience during classroom discussions whereas whiteboard was used mostly for Malaysian teachers to provide answers or inputs for writing tasks. The resources in England were more varied too such as the use of small whiteboard for English children to write words and ideas and to share this with their peers which was absent in Malaysia.

#### **6.3.1.1 Why did I ask this question?**

The main reasons for choosing this question was to particularly look at teacher's pedagogic decisions and the ways teachers guide the children to use those creatively.

#### **6.3.1.2 What did I find out?**

The selection of modes, media and semiotic resources was entirely up to the teachers. The use of modes was always personal and social to teachers, as Kress has argued (2000) and there were no lists of modes mentioned explicitly in the KSSR modules and Babcock units. However, there were some media and suggested resources which teachers can choose. An area to further explore is how teachers make these decision, and what knowledge informs their decisions.

My knowledge of the modes, media and semiotic resources used by teachers in England has provided me contexts and pedagogical strategies as alternative ways to improve writing lessons in Malaysia. This new knowledge has allowed me to deeply understand the relations between teacher's knowledge of the use of various modes in the classroom and their efforts to promote creativity in teaching the children to develop their writing. The findings informed me of the importance for Malaysian teachers to encourage children to speak up, and for teachers to take time to talk with children, as part of their classroom interactions; not just by asking them to copy and write at all times.

#### **6.3.1.3 What did I conclude for this finding?**

It was clear from both curricula, the focus of teaching writing is restricted to the linguistic domain. However, we should note that there might be other strands in the curricula which allowed more focus on non-verbal modes that I have not explored.

#### **6.3.2 How do these modes, media, and semiotic resources support children's writing in Malaysia and England?**

I believe that a strong command of the English language within an ESL setting would allow more Malaysian teachers to enable children to improve their development of English literacy and writing ability. The reason for this is because I observed how English teachers guided and allowed children to create variations of the genre of texts from the original reading text, use more adventurous words and easily interact with their teachers to rework their texts by discussing more sensible sentences and alternative vocabulary to put in their texts. The teachers grant the children the autonomy to participate fully in their writing lessons, which was absent in Malaysian classroom, likely due to the high number of children per class and the absence of teaching and learning assistants to help teachers teach. The use of more sophisticated

technology was also evident in the English classrooms, with more on-screen facilities for the English teachers to explore and use with the children which seems appropriate in today's wider social environment where they are more exposed to digitally interactive features.

#### **6.3.2.1 Why did I ask this question?**

Although this study focuses on the support for writing, it also offers suggestions for the improvement of classroom facilities and supports for teachers as well. The teachers in both countries showed that they used different modes of expressions and resources.

The KSSR in Malaysia states that technologised communicative tools should be used, but these were absent in my observations: the Malaysian classrooms and schools generally are lacking of physical tools such as IWB, iCloud, clicker app and many more. Furthermore, writing process and the production of texts in the KSSR and Babcock's are already positioned within a semantic system thus limiting drama, music and so on as part of writing assessments.

#### **6.3.2.2 What did I find out?**

In my analysis, other non-linguistic domains too have potential semiotic forms, and these become sources for teachers help children create texts and that the process of creating a text includes drawing, singing, role playing and probably designing online texts.

In my analysis, teachers used performance as an end-product to the dialogues the children produced and the read first and write later pattern could also be changed into 'draw first, write later' or 'sing first, write later' and to many other possibilities. In all the lessons I observed, writing and non-linguistic activities were separated, and the teachers followed 'read first, then illustrate, then write then perform'.

### **6.3.2.3 What did I conclude for this?**

Other ways for teachers to teach writing may consider creative planning and children's proficiency levels. Another type of support for the children would be for teachers to allow them to choose the mode, media and semiotic resources to increase and to promote creativity, to help them engage with their own learning by motivating them to use variety of modes which I think will enhance their agentive attributes in becoming confident early writers.

### **6.3.3 How do teachers in Malaysia and England help children create mono/multimodal texts using these resources?**

### **6.3.4 How and why teachers in Malaysia and England use these modes, media and semiotic resources?**

These two questions are somehow inter-related because they require corresponding arguments.

#### **6.3.4.1 Why did I ask this question?**

As an ESL speaker, drawing from my language and literacy education experience, I have historically been trained to view writing as a process of producing written linguistic texts. Hence, I have hopes to witness teacher's variety of ways to represent texts.

Kress (2010) argues that language is fluid and dynamic, and that people create and recreate meanings using different media and resources to articulate these meanings. When talking about how meaning is conveyed in a text, Kress explains that a 'design' is how all semiotic resources are assembled to communicate meaning, not just language.



#### **6.3.4.2 What did I find out?**

In my findings, Malaysian teachers limited the children's capacity to 'design' texts. Writing activities were constrained by worksheets and templates provided for them to fill in. As in the case of English children, teachers constantly guided their compositions. They seemed to show no hesitation or difficulty in moving between and across modes as in reading a text, listening to music, talking about the text and later decide part of the content to put in their texts.

An important difference between the Malaysian and English teachers were the opportunities given to children to have a sense of agency and voice. The Malaysian teachers did not fully use these opportunities due to various factors, and I believe that children being agentic and vocal could help teachers guide them to create or transform monomodal texts to multimodal composition. Malaysian teachers needed to allow bilingual communication, always relate textbook content with real-life content and provide more chance to speak up and having more than an hour for writing lessons.

#### **6.3.4.3 What did I conclude on this?**

There were many instances where I was not able to really identify how any significant transformations from print to screen or to performances, because it seemed to me that this transformation was driven using resources available to them. I was not able to really scrutinise how gesture, movement, music, guessing, and sound effect affected teachers in helping children create mono/multimodal texts using available resources. In addition, there were no direct explanations from their lesson plans which I could use to identify reasons teachers in Malaysia and England use these modes, media, and semiotic resources as part of their assessment. These were more culturally understood as normal classroom routine. Teachers used non-linguistic resources for

fun engagement and there is a linear use of non-linguistic resources such as gesture for dancing, music for singing etc.

### **6.3.5 What are the differences and similarities among Malaysian teachers?**

The Malaysian teachers were aware of the ESL context and thus teaching proficiency surpasses teaching writing skills to the children. They offered similar materials; texts, worksheets and books printed by the MoE to the children and followed exactly how a writing lesson is suggested by the MoE.

#### **6.3.5.1 Why did I ask this question?**

It is worth realising that in Malaysia, writing lessons are conducted in both Malay and English or fully in English – a choice provided to schools. This also signals a big part of children's 'learning to write' which I have not observed fully – since in all my observations, teachers appeared to be carrying out writing lessons fully in English. I wanted to find out the different strategies Malaysian teachers used to teach writing to early writers.

#### **6.3.5.2 What did I find out?**

Arguably, the L1 writing lessons might be more like the writing lessons which I observed in England, focused more on developing children's ability to write according to the specified attainment targets where children were encouraged to use or combine a range of semiotic resources, while in the L2 lessons I observed might focus more on knowledge of the English language. This different approach to teaching writing is something else that I need to acknowledge.

#### **6.3.5.3 What did I conclude on this?**

What I could then conclude is to argue that the difference between the contexts of Malaysia and England mean that the imperative to base the Malaysian English curriculum on the curriculum in England is ill-conceived – because it does not consider

the contextual differences, most importantly the difference between learning to write in L1 and L2.

### **6.3.6 What are the differences and similarities among English teachers?**

The English teachers worked towards helping the children to achieve certain attainment targets which were absent in the Malaysian assessments.

#### **6.3.6.1 Why did I ask this question?**

In Malaysia, the learning objectives guide teachers on planning the teaching and learning activities, on preparing materials and checking on curriculum standards. Informal tests are carried out at any time, alongside formal examinations which are conducted twice a year to determine children's grades. On the contrary, English teachers had more time with the children, teaching different subjects in the same class and hence do have a wider knowledge of their children's writing progress, which is also different in Malaysia.

#### **6.3.6.2 What did I find out?**

I would argue, therefore, that my understandings about writing which I have gathered from both countries would benefit from specifying writing strategies from a word to text level. This is because, there is evidence in the English writing lessons of the move from drafting a simple writing piece onto adding imaginary characters, settings and so on and further to complex writing, which is again, absent in Malaysia. In Malaysia, there are 160 texts per year and every time the children move to another writing activity, there is a new text and the cycle of learning vocabulary, meaning of words, spelling, pronunciation and so on occurs. There was less evidence that children moved to text-level writing because learning the inputs from reading texts took more time than writing in and also due to other factors.

The English teachers also emphasised the importance of talk to elicit text and to further assist children to move from shared to independent writing tasks, which is also absent in Malaysia. Even though 'talk' is rather challenging to be used as a strategy in the ESL setting but Malaysian teachers could start with 'small talk' instead of mostly giving instructions to fill in blanks or to copy sentences.

This is a clear stage where children moved from word to text level writing and showed a clear strategy of drafting, evaluating, and producing texts. I would argue that there should be re-conceptualisation of the KSSR writing module to consider the importance of talk and children's 'voices' in writing lessons.

#### **6.3.6.3 What did I conclude from this?**

I considered the concept of language learning and writing which I found in KSSR modules against Babcock's unit of learning, must be within a multimodal theoretical framework. This is especially on the relationship between language learning approaches used by English teachers which might benefit ESL writing instruction; and the significance of English teachers' knowledge of a semester-level lesson plan provided by Babcock's but developed from the national curriculum, specifically on the attainment targets, and depth of children's learning, and their pedagogical strategies to be considered by the Malaysian teachers. In order for English and Malaysian teachers to work towards helping the children to achieve certain attainment targets, the teaching of writing must be within a semiotic domain and not semantic.

#### **6.3.7 What are the differences between, and similarities among, Malaysian and English teachers?**

The current study was designed to contribute towards exploring best practices, by filling the gap in understanding of the processes of writing, the writing activities, and the types of texts used in Malaysia and England. It also suggests that writing has to

be taught and learned within a semiotic system, in order to help children to be aware of the available environmental resources – print and others – and to be able to navigate and negotiate meanings from them. With regard to multimodal theory, there is a need to challenge the notion that writing is linguistic, and to focus more on writing within a semiotic system, especially in L2 setting.

#### **6.3.7.1 Why did I ask this question?**

In the first place, I wanted to know teachers' strategies and types of texts – because this is the core of my thesis. The literature refers to writing being related to literacy, and how literacy learning for children is focused on learning the basics of reading and writing. It also talks about current legislation and policies, which impact teachers' pedagogic choices.

I had the assumption that writing lessons in England and Malaysia are totally different in terms of using certain facilities in the treatment of texts; particularly, related technologies and teaching strategies. I wanted to know whether writing is still treated as monomodal even though there are pictures accompanying the texts, and even though there are different genres of texts used.

I also had the assumption that the classrooms in England provide better and more abundant writing tools to children. This came from my belief that a developed nation such as England has a bigger budget with which to prepare and provide these tools. Hence, I was also interested to know how these tools were used in the classroom; and what were the challenges, considering that the system is still focused on linguistic writing and that the use of these tools involves a massive budget.

#### **6.3.7.2 What did I find out?**

Perhaps, a significant finding was that Malaysian teacher's interpretation of the writing curriculum does not reflect what they were actually teaching. In the KSSR, there are

mentions of the process of writing which starts at word level to sentence level. However, the findings suggest that all the writing lessons were mostly on word level composition, with lots of copying and information transfer activities. The findings also suggest that there should be a clear lesson planning template and guide, different from the ones they are using currently, to assist in Malaysian children's writing development starting from year 1, 2 and 3, based on the comparison of lesson plans between KSSR and Babcock's.

From my interview with Malaysian teachers, they are bound by the idea of teaching for assessing children's proficiency knowledge and not exactly teaching writing skills. From my observations and from the responses I received during my interviews with Malaysian teachers, they valued creativity, and they were aware of the complex strategies of designing texts for ESL writers. However, they never explained how writing could be improved using different modes because they simply follow the content in the textbooks and smart books. My findings also suggest that Malaysian teachers did not encourage the children to be writers, nor the children were able to identify themselves as agents of writing as part of their identities when learning the target language. There was no evidence of teacher's efforts to develop children's sense of agency and voice.

Significantly, my findings reveal that there is an absence of a clear theoretical framework to improve children's writing in KSSR. Hence, taking into consideration how a multimodal theoretical framework might help with exploring and identifying the modes, media and resources in the English classrooms would further advocate the teaching of writing from a multimodal perspective. However, due to the idea that the teaching of writing in KSSR is prescriptive, guided, and fixed, does not allow me to sufficiently compare and reveal more useful comparisons with School A England. In

the light of a continuing change in KSSR, the internationalisation policy could draw on certain practices to improve the use of modes etc. to support ESL writing (this will be further discussed in the conclusion chapter 7).

The next chapter 7 presents the implications, recommendations, contributions, and my reflections of the current study.

## **CHAPTER 7: IMPLICATIONS, LIMITATIONS, CONTRIBUTIONS AND SUMMARY**

In this chapter, I discuss further how the findings are important to practice, theory and future research within the Malaysian context, as well as how the findings are important for ESL teaching and learning practices in Malaysia. I provide suggestions for alternative ways for teachers to develop children's writing within a multimodal theoretical framework in ESL context which calls for future research and how comparing Malaysia to England complicate the idea of 'best practices' due to different cultural settings.

Interestingly, throughout my study, I came to realise that the international policy which requires benchmarking of the curriculum, and teaching and learning practices in English language education is problematic, due to the assumption that practices can transfer simply between very different contexts. In the sub-sections, I reflect on aspects of the difference between Malaysian and English practice which might be significant for Malaysian English education development in general and in writing development, in particular.

However, before discussing the implications in sections 7.2 to 7.4 I would like to critically mention the causes for each implication in the next section 7.1 which I think are 'cultural considerations' worth mentioning, which may affect my interpretations of the implications I provide. Section 7.5 explains some limitations of the current study and the conclusion in section 7.6. Section 7.7 provides a brief reflection of my research journey, and section 7.8 indicates new knowledge I have contributed. Section 7.9 summarises my thesis.

### **7.1 Cultural Considerations**

Based on my findings, the Malaysian and English teachers' bias towards linguistic writing, may be undermining the ways in how writing is taught. Despite the prevailing



view that texts are changing, on-screen and off-screen, and that writing involves multiple compositional resources, it is not clear from observing teachers in both countries whether they are struggling with finding multiple resources to create multimodal events in the classroom, or if they are not yet familiar with how different modes and resources can help children reshape textual features. The curricula from both countries still define basics of literacy as focusing on children's ability to read and write, and these basics still constitute a lens through which the teachers' perspectives are formed. In regard to children's support for writing development, different children use different modes and resources, but for the same purpose – meaning-making. The issue is in the conceptualisation of reading and writing, rather than the focus on 'reading and writing'. It is not that literacy is focused on reading and writing, but that literacy is focused on a narrow conceptualisation of reading and writing.

## **7.2 Implications for Practice in Malaysia**

### **7.2.1 National Books**

There are two important questions on the purpose of using of teachers using many books in Malaysia. For instance, the many books consist of English textbooks, Supermind and Get Smart workbooks.

#### **7.2.1.1 First Implication of Using 'National' Books: Function of Books**

During my observations, I had some questions on the function of a textbook and workbooks as well as whether these books were teacher's handbook on how and what to teach?

I found no specific answers to these questions because Malaysian teachers used worksheets mostly taken from the workbooks and from the internet. There are websites created and provided by the MoE for teachers to get some materials printed too. These worksheets were photocopied and distributed to children even though the

children already had the loan workbook at hand and the websites to go into. Also, the schools did not provide a specific locker or section for children to keep all these loaned books and they carry the books every time whenever they have the English subjects.

My suggestions are firstly, teachers' use of national textbook or workbook is not mandatory and secondly, to allow Malaysian teachers to adapt to the national curriculum by also having a school curriculum but it is still based on the national desired outcomes.

The use of national books is not mandatory. The KSSR for English language is a full national curriculum which has all the standards (learning outcomes) for every language skill; content, learning and performance standards, and pedagogy which are aligned with CEFR. However, it is fixed whereby all teachers from all parts of Malaysia use the same reading texts to teach writing, with less relevance to a particular demographic interests, which means some topics may not be relevant to certain schools in other parts of Malaysia. This needs to change because national standards do not cover certain geographical, cultural, and social scopes. Even if teachers were to provide extra materials to allow connection between the content of the textbooks or workbooks with a particular community, teachers need to be officially informed that the use of national books is not mandatory.

Also, teachers must be allowed to adapt the national curriculum. However, the schools must first be allowed to adapt to national curriculum and design their own school curriculum. The KSSR provides learning and performance standards to help teachers guide the children to 'see' their proficiency progression in each language skill, as for instance, the topics they need to know, what they need to do according to the language module and what they will do throughout a year. The use of national books seems to reflect the culture of accepting 'score tests'; a structured 'national'

progression score sets, rather than allowing children to experience a series of attainment-targets learning experiences. In teachers' assessing writing, each topic and unit on the national books actually contributed to the national score, which is again, not entirely based on developing children's writing but focusing on proficiency scores. The Malaysian teachers were not assessing children's writing ability but their proficiency in general.

#### **7.2.1.2 Second Implication of Using National Books: Familiarity**

There were questions about whether the teachers realised the topics were familiar or unfamiliar to the children, whether the 40-minute and 60-minute writing lesson time teachers must help children engage in a topic is sufficient, given that the lesson structures and teaching stages were somewhat rigid, and how many texts served as inputs to writing are sufficient to ESL early writers.

In the national textbook, there are 160 main reading texts, and hundreds more reading extracts for teaching writing. In the Supermind workbook, there are hundreds of reading extracts for writing exercises and the same goes with the Get Smart Book. The MoE chooses the themes, which I believe have no direct relationship to a specific community interest, and teachers are explicitly urged to expose students to learn about various locales, cultures, and social circumstances within 60 minutes before moving on to another topic.

These implications inform us that teachers' use of textbooks and workbooks was to guide them to follow the national standard for teaching writing which includes teaching children to write specific genre at a time. On the other hand, teachers also realised that some children were of low proficiency standard, and they allowed these children to 'steal' ideas and words from the reading texts, transfer information onto their worksheets and copy paste words and sentences. It somehow showed that the

education system in Malaysia concentrates on scores and tests, which these two assessments are explicitly provided on the textbook and mentioned on teachers' learning objectives. There is no autonomy for Malaysian teachers to improve individual's proficiency level because they had to finish the syllabus and move on to other skills.

My suggestions are to allow teachers to be creative in sourcing from the MoE websites, but they still adhere to the content and learning standards and to suggest to the MoE the use of a core text which provides cross-curricular elements. My findings of Malaysian teachers' use of several texts and English teachers' use of a core text revealed that English children's writing developed linearly from the word to the sentence levels. I saw that Malaysian teachers' pedagogy was entirely instructional, with children going through the same cycle of learning new vocabulary, pronunciation, and spelling.

Malaysian teachers need to be encouraged to be creative in sourcing and creating materials and not just bounded to the materials provided on the textbooks and workbooks. The digital age now somehow makes teachers' full use of and dependence on textbooks obsolete because teachers could access reading texts, writing materials and many more from the MoE websites as well as from other educational websites, provided that the internet connection is stable, and teachers are given the autonomy to assess individual child's writing development. The teachers' role in providing quality teaching methods and materials must be acknowledged from the grassroots level to enable them to focus on being critical and creative in understanding the curriculum standards in the teaching and learning of writing as well as not being over-reliant on textbooks or workbooks.

Next, the texts on the textbooks and workbooks on KSSR are arranged by themes and units and are distinctively for English language subjects. My suggestion to the MoE is that the selection of these texts to include other subjects such as for science, history and maths will allow teachers to help children focus on a single text but by which it has elements beyond English language content. Through my observations in England, a single text helped children to engage more in the text and build up their prerequisites about a topic more deeply. This also allows teachers to properly assess children's understanding of a topic content related to the curriculum standards which in return will allow and encourage children to practice the knowledge in real-life situations. By allowing the use of a single text which possesses cross-curricular elements including extra-curricular content, further allow children to explore related topics beyond the curriculum.

### **7.2.2 Pedagogy**

#### **7.2.2.1 First Implication for Pedagogy: Copy and Write Emphasis on Correct Answers**

Teachers' pedagogy of writing in Malaysia consistently repeats a pattern of allowing children to 'copy and write' answers onto worksheets with an emphasis on writing the correct answers. It is obvious that the learning objectives focus more on children's ability to say, pronounce, speak, and write using the English language, correctly. I imagine that every time a new text is introduced, teachers must explain all the foci I mentioned above so that children will learn new content and words. I can say that there appears to be a confusion in teachers' practice, particularly about how they can relate teaching the conventions of writing to an emphasis on the production of correct answers by copying and repeating. These two aspects of practice do not seem to fit in with how teachers think about teaching the concept of writing. Also, teachers only

have 40-60 minutes per lesson, and then different teachers take over which means English teachers must ensure children achieve the learning objectives within each lesson. This raises few questions:

- how do teachers actually teach L2 writers to write at text level?
- how strategies can teachers use to promote 'talk'?
- how can teachers adjust to the revised KSSR writing curriculum content?
- how can teachers move from word level to text level writing; considering the cycle of learning new texts and children's L2 proficiency levels to teach proper writing skills?
- how can the textbooks and activity books offer more word and text level writing focus and not just information transfer from reading texts to writing only answers?

My first suggestion is for teachers to allow children to talk both in Malay and English about a reading text because my findings showed that the children were given less chances to say what they think, and most times only proficient children could express their ideas verbally. I noticed that teachers waited for correct answers in English language, and this did not encourage the children to be agentive in writing down their ideas. Secondly, the Malaysian fixed and rigid lesson structure needs to change to adapting the current process of writing in English writing lessons which should start at reading, talking about a text, drafting, and writing using variety of media. My findings showed how English teachers were able to show me the development of children's writing and composing by following the flow of their teaching units and with teachers having the autonomy to not just complete a task but to focus on children's responses. Finally, to encourage discussions among teachers who teach the same class through Professional Learning Community (PLC) to identify children's strength and

weaknesses in literacy learning. My interview with teachers informed me of a specific time during lunch hour where they gathered and discussed and collaborate with other teachers about ways to help children achieve the national targets. Malaysian teachers did not inform me of any PLC time.

The DLP policy allows teachers and children to speak their L1 and L2 in an English lesson. However, teachers spend more time to teach vocabulary, pronunciation and spelling every time a new text is read. The focus of this is to ensure the children know the correct meaning of words in context and their literal meanings, with correct spelling and pronunciations. I suggest that teachers help children to work their way through understanding a text using their L1 and the 'time' given to them to do this is not limited to only in a lesson. The emphasis on using the correct meaning, spelling and pronunciation should be done slowly after children have immersed in the content of reading text. Teachers also should need to encourage children to give their different views about the text read and to be allowed to expand the story according to their interests. Since 'talks' in an ESL context I assume will take a longer time because both L1 and L2 are used, I suggest teachers to spend a week or two talking about a text with the children to engage the children with the content of the text, to create a writing experience and then move onto writing basic writing outline.

Also, in an ESL setting, teachers need to signal that the 'talks' session has moved into drafting a text and producing a text. In this way, the writing exercises on the textbooks and workbooks need also change to indicate this process rather than making writing activities look more like an information-transfer activities. Since subject teachers teach one class, a Malaysian school should encourage PLC among them to identify ways of improving their learning; not just based on scores but their attainments.

#### **7.2.2.2 Second Implication for Pedagogy: The Use of Technology**

This is out of my reach as a researcher and teacher-trainer, and this education-gap has been one of the issues being regularly discussed at the parliamentary debate and included in the Malaysian economic talk.

My study discovered that ESL teachers did not encourage children to write with technology. I did not see teachers' efforts to show awareness among the children to be independent writers and I did not see teachers explicitly promoting their understanding that they are writers. In my observations, teachers provided no access for children to compose with technology (which often facilitates multimodal composition). This inaccessibility to technology proves that the KSSR in question have not fully explained children's literacy practices; particularly how teachers may best utilise the use of technology to help children use different platforms to write and access a plethora of digital materials.

Simply, there is no textual shift. And if there is, there must be a shift in teachers' pedagogic choices, to mirror the textual shift so that they can find ways to integrate all modes of communication, including technology. Teachers restricted children's text creation rather than text selection, despite their ability to do so. They were made non-agentive, and their identities as writer-performers, writer-gamers, etc., were not shaped. This also raises two important questions regarding the ESL setting of how financially prepared the MoE is to reduce the facility gap between urban and rural schools by providing IWB, laptops, iCloud storage, WIFI and Clicker app; and are teachers well trained to use these facilities?

My suggestions are to allow schools to outsource and not depend solely on government budget, provide tax rebate for teachers buying these facilities with proof of purchase and for educational use, provide monetary incentives to teachers to



supplement classroom facilities and to provide training for teachers to use technology in teaching. In my observations, School A in England was able to receive sufficient funding from the DoE by having IWB, laptops, Clicker app and subscribed to a third-party education provider. Schools A and B in Malaysia depended on the MoE funding which clearly showed lack of class and school facilities. In order for teachers to provide not just support to deliver the writing module, they also need to be provided with these facilities. Malaysian national-type schools are not allowed to receive money from any sources and teachers used their own mobile phones and speaker in the classroom. As a teacher-trainer in Malaysia, I understand that teachers spent their own money to buy these things and would suggest that tax relief is applied to them. Besides, there was no mention of support for teachers to use technology in their teaching whereas teachers in England showed how well they operated the IWB.

The Malaysian schools selected in this study depend solely on government budget to improve their facilities and to cater for the running of any school programmes. However, Chinese, Indian and Mission schools have their board of directors who oversees the needs of these schools. I suggest that national schools; not the national-type schools, are allowed to outsource to provide sufficient facilities to its institution. I also suggest that teachers are granted tax rebate for buying additional or basic gadgets and perhaps monetary incentives, because these technological tools are absent at all at schools I observed. There should also be cooperation between schools and stakeholders of education within the school areas to provide teachers with the knowledge of operating certain technology, when and if these tools are provided.

I strongly suggest Malaysian teachers to use of IWB, laptops and apps to help the children move from off-screen to on-screen writing experience. Also, to assess children's writing through the use of technology such as using laptops, I suggest that

teachers include levels of attainments in their lesson plans, with the inclusion of operating the features of technology in order for teachers to easily identify weaker students and to help them reach expected breadth. The teacher-training institute also needs to be informed of new ways to train teachers and trainee-teachers to include multimodal teaching approach, especially encouraging the use of technology in writing, to teaching and learning writing. And in doing all these, the teachers need to create opportunities for children to talk about ideas, words, and genre, as well as the grammar as they compose their texts.

### **7.2.2.3 Third Implication for Pedagogy: Classroom Layout**

This includes the arrangement of seats, the number of children, spacing, and classroom resources like stationery, dictionaries, drinking water, an area for hanging coats and bags, a children's books area for different subjects, and a section of wall display for different subjects and children's work. More questions arise for ESL setting such as on what sort of classroom layout works for learning; how to reduce the number of children per class; when can TAs be hired to help teachers; and how many subjects per day? The classroom layout in Malaysia is rigid with children's table facing the whiteboard and did not seem to allow mobility in the classroom because of the large number of children per class. The opportunities for children to express themselves in writing was not much because the classroom interactions were mostly on teachers getting the correct answers and not listening to children's ideas. There were no TAs and there were too many books for the children to bring as a result of having too many subjects per day.

Some of these matters are of course trivial but might be of equal importance since the socio-cultural practices are different. However, these differences explain how writing is supported, not just in the forms of teachers' strategies but in terms of

other convenient resources. Some of my suggestions are also out of reach because the changes need intervention from the ministry.

My suggestions are for the schools to arrange the classroom by having talk area and working area for children, for the MoE to reduce the number of children from 35-45 to only 12-15, hire TAs to help teachers, reduce the number of subjects per day but prolong the hour for each subject offered in a day - 5-6 subjects per day in Malaysia with a 20-minute recess time as compared to only 4 subjects in England and with a 60–80-minute recess time.

The Malaysian classroom layout does not seem to enable both teachers and children to move around. It almost looks regimentals hence the teaching and learning seemed more teacher-centred. I suggest having sections for keeping the books so that children do not have to carry all books every day, section for talks and sections for working. However, these changes could effectively happen only when and if the number of children is reduced. I also suggest hiring TAs to help teachers with focussing on certain children who need more help in any writing tasks, instead of relying on teachers to reach to individual child. There are currently 5-6 subjects per day, and I suggest reducing the subjects or use a core text which will allow teachers to do cross-subjects. This would allow more time for subject teachers to particularly help children attain or achieve the performance standards.

### **7.3 Implications for Theory**

The main idea presented in the multimodal theoretical framework is its view that communication and representation of meaning involves combinations of various modes of communication. In terms of the pedagogy of writing, it also considers how teachers could help children interact with technologies and the media that contribute to the children's learning experiences. In the current study, a conceptual framework,

derived from this theoretical framework, is used to describe the process of teaching which includes pedagogical activities and texts used which is discussed in the following sub-sections.

### **7.3.1 Implication for Theory: Agent of Writing**

Based on my analysis, the Malaysian teachers did not treat children in the writing classroom as writers. I choose the word 'treat' because teachers need to provide opportunities to children to be agentive in their writing. Instead, teachers provided inputs and answers hence causing the children to have less opportunities to draft, revise and edit a text.

It was interesting for me to discover how teachers had taught the children to associate meaning from images to words but not much is known of how teachers select certain modes; how they recognise the relevance in their choices of modes and resources and how they encouraged children to move from off-screen to on-screen texts? In Malaysia, there was no onscreen writing at all.

My suggestion is to have further research on researching writing as a process of design both in L1 and L2. Researchers (and teachers) need to think of learning to write as a process of design (Kress, 2010) which provides teachers a different focus on the role of a learner. The English children showcased their abilities to write onscreen and expand their role while transforming and presenting their writing pieces. On the other hand, Malaysian children mostly wrote at word-level. Malaysian teachers need to further suggest improvements in the KSSR content and learning standards especially on the emphasis from word to text level writing.

## **7.3.2 Terminologies and Definitions**

### **7.3.2.1 First Implication for Terminologies and Definitions: Writing or**

#### **Composing**

The multimodal theoretical framework, derived from the theory of multimodality defined by Kress (1997), has challenged the idea that the practice of teaching writing in schools has not adapted to new understandings and practices of literacy, remaining fixated on linguistic elements rather than acknowledging the wider range of ways in which we communicate through other modes. The linguistic mode remains important, but the theory also suggests that a holistic understanding of communication must take account of alternative modes, and that a semiotic perspective is valuable.

In chapter 2, I explained that the term multimodal composition is used to refer to the creation of texts using multiple modes which work to create meaning. Teachers help children construct meaning through their speech and writing mainly, and through drawing, performing, singing and so on. All these modes create potential meanings, and each mode is relevant within a cultural context. I argued that when writing is viewed within a semiotic system, it allows teachers to select relevant modes to help children create meaning not just from the linguistic mode but from all the modes.

In the current study, the results confirmed that there is an overlap between semantic and semiotic approaches to teaching and learning writing in the participating classrooms. The findings also suggest that there is (understandably) alignment between the curriculum requirements and teachers' pedagogic choices, and that the curriculum may be inhibiting teachers from thinking about the teaching of writing through a semiotic lens.

I suggest that future research on teachers' strategies needs to move beyond a focus on the linguistic mode in an ESL context. I also suggest that the KSSR

curriculum materials include a focus on multimodal composition and that multimodality must be explicitly stated on the national curriculum. I am arguing that the KSSR writing modules should be developed in a way that includes attention to a wider range of semiotic resources, and how these can be assembled in a way that communicates meaning. This will allow teachers to help children read texts from various sources and respond to these texts not just by writing words and sentences. Teachers need to be informed that the KSSR focus on the linguistic mode should not be the main focus for teaching, learning and assessment only but also must include a variety of semiotic resources. This will allow Malaysian teachers to understand the full range of ways in which the texts that they are reading, and writing communicate. This is a missed opportunity – as teachers only are exploring one part of the picture.

### **7.3.2.2 Second Implication on Terminologies and Definitions: Semiotic not Semantic**

The fact that there are emergent literacies, such as multimodal literacy (Kress, 2010) does not mean there is a need to re-envision literacy itself. It means that, there has historically been an emphasis on the linguistic mode in writing pedagogy, and the continuance of this emphasis in current syllabi might not be the right way forward; because teaching writing involves myriad ways for teachers to help children create, perform, express, experience, and respond to texts.

The findings of this study demonstrated the presence of multimodal composition in the writing classroom, but not the teaching of multimodal composition. This raises the question of how we might support teachers to develop a semiotic understanding of writing, developing their confidence in moving beyond a linguistic focus to develop approaches to the teaching of writing which acknowledge and explore a wider range of modes.

There is also a further question of how this might also be developed specifically for an ESL context. I feel that teachers' knowledge about knowing the potentials of modes does not explain the impact their selection of modes has on children's participation in learning; and this is particularly true in their teaching of writing because in writing, teacher's understanding of how these modes is used, represented, and materialised also must involve historical and social aspects.

I suggest that there is a need for Malaysian teachers to develop their own understanding of how modes communicate, and then also a further understanding of how to teach multimodal composition - subject knowledge and pedagogical knowledge which can be done through PLC and courses run by the ELTC and IPGs. Teacher's understanding of a semiotic view of writing will allow them to compare best practices using the multimodal theoretical framework, as in understanding how image features are as significant as print features. In addition, more research is needed into looking at how visual modes complement L2 writing development in Malaysia.

## **7.4 Implications for Future Research**

### **7.4.1 Global Ranking for English Language Education among ESL Countries**

I understand that English is a global language and there is a continuous need from the MoE to make sure English teachers improve children's proficiency in English, Maths, and Science through KSSR. However, 'best practices' is value laden and some international practices for English language education which could be considered for adaptation into L2 settings must also consider cultural context.

#### **7.4.1.1 First Implication for Internationalisation Policy: Elements for Comparison**

The official documents do not state how comparisons should be made. Malaysia's aspiration to become a developed nation has resulted in a few NKRA's for national

level transformations, including education; hence a benchmarking call for English language teaching and learning, with special reference to the UK and Singapore. There was no mentioning of what aspects to be benchmarked against.

In regard to improving the teaching of writing through KSSR, important questions to ask are what are the ongoing efforts from the curriculum developers in Malaysia to consider changing linguistic writing to multimodal composing and is Malaysian literacy development for English language education is partly determined by PISA results? The latter question is rather interesting because it was not mentioned explicitly in the GTP and NKRA documents that the internationalisation policy was directly linked to PISA achievement. However, it was becoming obvious that there was a need to raise the standards of English language education in Malaysia to help with Malaysia PISA results.

My suggestions are to include comparative elements such as the process of writing, text types and writing activities in the internationalisation policy for benchmarking of KSSR writing module and to mention 'cultural considerations' on the internationalisation policy for future comparative studies and for future researchers to use as mediators. These elements and considerations were not mentioned in the GTP and NKRA documents thus providing no official yardsticks for comparison.

MoE in Malaysia need to consider factors such as cultural practices and policy-related complexities, when considering how pedagogical practices in England might transfer to Malaysia. This will allow a more transparent comparison and provide guidance for future researchers to look at comparative elements. The term 'best practices' already poses a challenge in this research because it itself is a controversial term in the academia. PISA should not be the yardstick for MoE for international benchmarking because of the different education systems in the world and the obvious



cultural considerations but rather as an information for literacy improvement according to Malaysian aspirations. As texts continue to change, the MoE Malaysia needs to start asking difficult questions, such as where to start and how to start to improve the writing curriculum, writing materials and teachers' practices. Within this challenging vision, political and cultural values are important mediating elements for comparative research.

#### **7.4.1.2 Second Implication for Internationalisation Policy: Role of the Policy Makers**

The answer to knowing the role of policy makers is tricky because the people who come up with such policy were deemed the experts at the ministerial level. Where the curriculum, national books or any educational sources come from is a mystery because these documents are produced under the MoE labels. These documents are prescriptive and rigid and must be strictly followed by teachers.

I also noticed that in Malaysia, teachers are expected to follow directives, to finish the syllabus regardless of whether children have or have not mastered certain topics and they were unable to voice out their opinions and concerns over the operation of policies. This is somehow contradictory to me, where the KSSR framework requires teachers to create fun-learning environments and conducive teaching and learning situations without providing teachers their autonomy and due to the lack of classroom facilities. In England, teachers have set aside textbooks, giving them the autonomy. This gesture has somehow allowed them to become more expert in handling their classes; classes which are complete with current equipment and technology.

My suggestion is to involve policy makers, school administrators, teachers, and other relevant stakeholders of education in policymaking. Malaysia should start

allowing educational scholars and researchers at universities in Malaysia to work with teachers to get valuable inputs on teaching strategies, teaching, and learning materials and resources as well as reviewing educational practices in Malaysia through research and innovation. Hopefully, in the future, there is a collaborative longitudinal study looking at the effectiveness of the KSSR among local and international researchers and teachers.

## **7.5 Limitations**

### **7.5.1 Literacy is Messy**

Firstly, the current study could not entirely define multimodal teaching strategies without relating them to multimodal text. It was only through discussing about multimodal texts that I was able to notice the many definitions of literacy; and how texts are interrelated with reading and writing, which also happen to be defined as the basics of literacy.

Personally, I believe there are too many overlapping concepts and developing ideas when discussing 'writing'. There are also various terminologies within this multimodal theoretical framework that affect how writing is theoretically and practically described. Furthermore, there is the claim that conventional literacy is still in transition between monomodal literacy and multimodal literacy development. My intention to look only at multimodal teaching strategies also led me inevitably to talk about learning and not just writing. It was not possible for me to explore only what texts are, or how they should be treated, or how they support writing, without also mentioning socio-cultural and policy influences.

### **7.5.2 Demographics**

Secondly, several areas for future research could add to the findings in the current study. I envisage a study on targeted demographics in schools in England that extensively use technology in their teaching and learning; this study would compare the scenario in England with those in countries like Australia, which have already implemented multimodal texts in their curricula. The same interpretive study could be expanded to examine more schools and more countries, to understand more about how teachers use multimodal texts to support writing; there is after all only one school in England in the current study.

With regard to qualitative research, using head teachers, heads of English panels, and heads of language departments might provide an enhanced opportunity to describe school literacy practices, school curricula, and school projects connected to the teaching and learning of writing skills. Including school administrators, might give more insight into the language education system, and into school reports about writing performance and teachers' CPD. From a historical-demographic perspective, comparing Malaysia and Singapore may be an area for future research; Malay and English are both similar in terms of first and second language policies. From a language perspective, choosing a class with more proficient children (classes in Malaysia are streamed based on children's academic performance) may provide more explanations of teachers' strategies.

### **7.5.4 Research Design**

Another important limitation of the current study is my choice of a research design: multiple case studies. The findings in this study are not entirely systematically sampled; hence, the findings cannot be generalised. While the cases enabled me to understand class-to-class practices and demographic characteristics, with only three

schools in total – ten teachers – it is probably the case that the similarity in the pattern of teaching writing linguistically is due to curriculum requirements, and not related so much to finding the potentials of different modes.

Even though the literature (Merriam, 1992) mentions that the number of participants is not crucial, but their contributions are, having similar teaching patterns from quite several teachers limit exploration. Perhaps finding more schools, and more classes from different schools, may have provided me with different patterns of teaching.

While multiple case studies may help to provide significant findings for theory building and the development of a rich theoretical framework (Yin, 2009), theorising texts, and finding out how texts are practically defined and presented in the curriculum remains ‘theoretical’ and ‘idealistic’, because most scholars still claim that the curriculum approach to texts is based on linguistic qualities.

## **7.6 Conclusion for Implications of Practice, Theory and Future Research**

In conclusion, there is a need to support teachers in developing a semiotic understanding of writing, and appropriate pedagogies. Teachers could then support children in developing an early understanding that writing is multimodal and not just linguistic, so that they can learn about and learn to use the full range of semiotic resources available to them. Print literacy provides established practices, conventions, and rules of language; but offers limited literacy development. The next sections 7.7 to 7.8 present a brief reflection of my research journey and shows new knowledge I have contributed. In section 7.9, I summarise my thesis.

## **7.7 My Reflection**

As a Malaysian postgraduate student in England for the first time, trying to explore how the teaching and learning of writing is done – especially with the thought that I

had to go into schools and talk to teachers – it gave me a bizarre and slightly surreal feeling, being in, and preparing myself for, the unknown.

As a Malaysian, I learned English language at school for eleven years, and completed my bachelor's and master's degrees in Teaching of English as a Second Language (TESL) and scholastic sports at universities in Malaysia and in the US. I felt that this gave me more than enough experience using the language. I worked first as a teacher for ten years, and thereafter as a teacher trainer for three years; this also gave me some knowledge about how the teaching and learning of English language is delivered in Malaysia – especially for secondary schools.

My role as a teacher trainer for primary school teachers exposes me to new pedagogy for young children. The choice to study teaching of, and learning by, children aged 5-9 is therefore informed both by the KSSR implementation and by my interest in how writing is taught to early writers. My desire to explore writing practices in English-speaking countries, especially England, then leads me to the current study. I wanted to know the simple answers to my basic questions: how similar is the teaching and learning of writing in Malaysia to that in England; how does this teaching and learning differ between the two countries and what are some best practices from these two settings?

My experiences of getting into schools in England had been enlightening. I had the greatest opportunity talking to teachers, children, and the school administration team and working with them. As a whole, my research journey has taught me one thing: perseverance. Throughout the course of completing this thesis, I lost my daughter in 2017, had my rainbow baby in 2020 and lost my father in 2021. The ripple effects of these major events in my life made me realise one thing; no matter what

happened in life, when I live for a strong purpose, then hard work is not an option, it is a necessity.

## **7.8 My Contributions**

### **7.8.1 Facilitating ESL Writing through Talk, and through Shared and Independent Writing**

The findings of the current study suggest a need for Malaysian teachers to help ESL children move from word level to text level writing which also means that the pre, while and post writing stages in Malaysia need to adapt to the talk and write, shared writing and independent writing stages from England.

To my knowledge, my research is the first to explore and compare teachers' teaching strategies between Malaysia and England, since the introduction of KSSR in 2011 and its full implementation in 2017, using a multimodal theoretical framework. This study is also the first in Malaysia to explore these strategies by identifying ways on how language, pictures, sound, actions, and spatial resources work in the writing classrooms.

### **7.8.2 Multimodal Theoretical Framework for Teaching ESL Writing**

The current study indicates the need to develop a multimodal theoretical framework for ESL teachers teaching writing. This framework needs to be introduced to English teachers in Malaysia for them to move from linguistic forms of writing to semiotic writing within the multimodal theoretical framework. This introduction can be done through IPGs and ELTC. Through this framework, teachers would be able to empower children to express their ideas and voices when writing at sentence-level. Embracing multimodal composition in an ESL context may enable teachers to help children to communicate effectively as they write, compose, and create texts and artefacts such as video, blogging, etc. This provides many opportunities for ESL teachers and

children to understand and access semiotic content; these opportunities are not easily understood through linguistic mode alone.

## **7.9 Summary**

In conclusion, it is important to note that my emphasis on multimodal teaching strategies is not an attempt to rule out the importance of linguistic writing. Rather, it reinforces the importance of looking at the meaning-making process that takes place during writing. Often, this process is multimodal because it combines multiple modes.

Firstly, the current study explains the need to compare English language education between Malaysia and England where I chose to explore multimodal teaching strategies. This was intended to develop ESL writing skills by comparing Malaysian ESL settings to first language writing. Apart from responding to the call for best practices mentioned in the GTPs for KSSR English curriculum, in some previous studies, it is also to move away from linguistic writing. While linguistic features, especially language use and mechanics, are important aspects of writing, teachers also need to be aware and exposed to other, non-linguistic features because writing takes place within a semiotic domain.

Secondly, this thesis has also contributed to the field of Second Language Writing. With its coverage of all modes of communications, rather than focusing on a particular mode, the study yielded more evidence to add into the theory of multimodality in language education. Despite a few methodological limitations, the findings in this study have theoretical and pedagogical implications for ESL writing and are informative for future research.

Finally, conducting this research has been a very insightful experience for me. Positioning myself as a teacher-trainer and teacher-researcher gave me an opportunity to gain some understanding of how ESL teachers might benefit from a

multimodal perspective on writing process, writing activities, and the types of texts. It has also taught me that this multimodal theoretical framework is effective if it is integrated into the KSSR framework. Further, if it is added within an ESL context, especially embedded in the KSSR curriculum, teachers will have a source of reference for multimodal approaches to composition.



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## APPENDICES

### Appendix 1: CEFR Aligned KSSR

Baseline Study results		Roadmap (2015-2025) aspirational targets		Curriculum Targets	
Preschool 78% below A1		Preschool Working towards A1		Preschool Years 4+ and 5+ Working towards A1	
Year 6 On average at A1		Year 6 A2		Year 1 - Working towards A1 Year 2 - A1 low Year 3 - A1 mid Year 4 – A1 high Year 5 – A2 low Year 6 – A2 mid	
Form 3 On average at A1		Form 3 B1			
Form 5 On average at A2		Form 5 B1		Form 1 – Revised A2 Form 2 – A2 high Form 3 – B1 low Form 4 – B1 mid Form 5 – B1 high	
Common European Framework of Reference for Languages: The Global Scale					
A1	A2	B1	B2	C1	C2
Basic User (Basic)		Independent User (Intermediate)		Proficient User (Advanced)	

## Appendix 2: Glossary

Term	Definition
Artefacts	<i>Cultural artefacts such as films, digital books, websites, picture books, storyboards, posters and many more.</i>
Best Practices	<i>A concept which is value laden and not directly transferrable between different contexts.</i>
Children's Literacy	<i>Ability to speak, read and write.</i>
Classroom Practices	<p><i>The activities and strategies teachers and students use in class during the teaching and learning process.</i></p> <p><i>These activities differ depending on the social, political, and economic circumstances.</i></p>
Co-articulation	<i>Overlapping motions that occur during the pronunciation of any verbal sound sequence.</i>
Composition	<i>The arrangement of elements to produce an artefact of learning such as in painting or writing.</i>
Comparative Education	<i>A standard frame of pedagogic comparison is kept as a reference in order to have a better understanding of the cultural context and its influence on teaching practices.</i>
Contemporary Literacy	<p><i>Responding to student's interests, experiences, and learning needs in a Malaysian setting through the KSSR Modular approach.</i></p> <p>Also, integrating digital technology in the classrooms.</p>
Context	<p><i>Multimodal context.</i></p> <p><i>The context of the five modes of communication which has semiotic effects onto a text.</i></p>
Culture and Pedagogy	<p><i>It explains the impact of culture on pedagogy within a country. It describes the relationship between power as in government authority and policies on the character of a school and classroom life.</i></p> <p><i>It consists of institutional dynamics, local circumstances and interpersonal chemistries which are significant aspects that make the school or classroom unique.</i></p> <p><i>It claims that the classroom provides loads of information on an education system and a country.</i></p>
Curriculum Change	<p><i>Relates to a wide range of concepts or topics such as on invention, development, and adoption.</i></p> <p><i>It is both intentional and unexpected changes which occur at the classroom, school, or systemic levels.</i></p> <p><i>Changes in teaching may occur from time to time for teachers.</i></p>
Design	<p><i>In multimodal literacy, it refers to the design of a text which explains the relationships between modes, pedagogy, and context.</i></p> <p><i>The process of designing a text requires resources and materialities provided by teachers.</i></p>
Digital Literacy	<i>A learner's cognitive and technical abilities in creating, evaluating, and sharing information utilising information and communication technology.</i>
Digital Practices	<i>Learner's use of digital technologies in education.</i>
Digital Texts	<i>Audio, visual, or multimodal texts created with digital or electronic technologies that may be interactive and contain animations and/or hyperlinks.</i>

Embodied Interaction	<i>It describes the interaction between the brain and the body, as well as its impact on the creation, sharing, and manipulation of meaningful encounters with technology.</i>
Hyper-Textuality	<i>The networking function of new media which permits a huge amount of information to move freely among a network of interconnected nodes.</i>
Intersemiosis	<i>Interactions of semiotic system.</i>
Literacy Education	<i>Currently seen as a means of identifying, comprehending, interpreting, creating, and communicating in an increasingly digital, text-mediated, information-rich, and rapidly changing world.</i>
Literacy Learning	<i>Activities to help learners gain knowledge by developing their literacy skills.</i>
Literacy Learning Practices	<i>Formal and informal instructional practices.</i>  <i>Also, repeated learning activities.</i>
Literacy Practices	<i>Learners' interactions with texts and their meanings in which these practices are impacted by technological affordances and limits, as well as socio-historical/cultural aspects.</i>
Materialities	<i>A physical product which is meaningful to particular cultural shapings.</i>
Mode	<i>A means of communicating which involves the selection, representation, and knowledge of a particular mode.</i>  <i>Different researchers defined types of mode distinctively.</i>  <i>There are varieties in the representations of the types of a mode according to modal affordances and social settings.</i>  <i>Current mode types are represented by the digital literacy.</i>  <i>A term often used to bridge learning between two communicational landscapes that focused on students' experiences inside and outside schools.</i>
Monomodal Texts	<i>Traditional texts which require a single mode for interpretations.</i>  <i>Linguistic texts.</i>
Meaning-Making	<i>The processes where learners use semiotic resources to make meaning in social settings.</i>  <i>Meaning-making is significantly varied depending on the different social and cultural practices.</i>
Meaning Potential	<i>The use of materials, by social and cultural interpretations; intentionally or by practice.</i>  <i>These materials are developed into modes.</i>
Media Culture	<i>Relating to the impact of media on literacy and education.</i>  <i>Often associated with social media and the use of technologies as a medium to literacy learning.</i>
Modes of Communication	<i>Visual, linguistic, aural, spatial, and gestural communication which is now impacted by new media and technologies.</i>
Multiliteracies	<i>Linguistic diversity and multimodal forms of linguistic expression and representation.</i>
Multimodal Approaches	<i>Referring to approaches in teaching and learning where teachers and learners use combination of modes of communications to create and experience a variety of ways for learning.</i>

Multimodal Communicational Practices	<i>In writing context, it refers to textual communication or multimodal texts which include comics, posters, e-books, digital slide presentations and etc.</i>
Multimodal Ensemble	<i>The use of available modes in a social context with the incorporation of available technology and consideration of modal affordances through agency of teachers and students.</i>  <i>Also, Ensemble of Modes.</i>
Multimodal Events	<i>Events that include not just basic reading and writing but performing these basics using other modes of multimodal learning; singing, acting with technologies, media and other digital modes.</i>
Multimodality	<i>Communication and representation as more than just the linguistic mode.</i>  <i>An inter-disciplinary approach drawn from social semiotics.</i>  <i>Simultaneous reading, processing and/or producing and interacting with various modes of print, image, movement, graphics, animation, sound, music and gesture.</i>
Multimodal Approach	<i>Addressing changes in learning especially in the use of new media and technologies.</i>  <i>In addressing these changes, teaching strategies involve the use of different modes to offer and create a diverse learning style.</i>
Multimodal Classroom Practices	<i>Teacher's strategies and instructions as well as learners' learning practices which include combination of modes.</i>  <i>Also, the arrangement of modes and technologies into producing multimodal texts.</i>
Multimodal Communication Ensemble	<i>Material, cultural or historical representations of several modes coexisting to build meaning in specific contexts.</i>
Multimodal Composition	<i>The social and cultural interpretation and creation of artefacts.</i>
Multimodality in Education	<i>Related to the discussion of Literacy in the 21<sup>st</sup> century landscapes which explains multimodal nature of modern communication.</i>  <i>It proposes knowledge construction and diverse learner's engagement in a multifaceted learning process.</i>
Multimodality in Language Education	<i>A concept used to describe the coordination of inputs from various sources to communicate a unified meaning.</i>
Multimodality in Writing	<i>The use of different modes to communicate and persuade.</i>  <i>Allows students to compose across a range of modes and media.</i>
Multimodal Learning Environments	<i>Multimodal ensemble in the classrooms where the use of image, sound, and animated movement complement the use of words.</i>
Multimodal Literacy	<i>The study of language which combines two or more modes to create meaning.</i>  <i>Focuses on the design of multimodal texts through a combination of print and media.</i>
Multimodal Pedagogy	<i>An approach to the teaching of writing which utilises different modes of communication.</i>  <i>It also impacts the curriculum, instructions and assessment practices for the purpose of improving quality of teaching to match content delivery and best modes to be used in a social setting.</i>  <i>It redefines communication in the classroom which allows learners to use more than one sensory modalities.</i>
Multimodal Pedagogical Practices	<i>Teacher's decision on which modes of representation to use for specific content and construction of meaning.</i>



Multimodal Pedagogic Dimensions	<i>Focusing on the teaching of writing using visual, auditory, linguistic, spatial, and gestural modes in various forms of media, necessary to effectively express the information it offers.</i>
Multimodal Perspective	<i>A viewpoint which questions assumptions about language's supremacy as a meaning-making resource and focuses on how communication is conducted through a variety and combination of communication modes.</i>
Multimodal Possibilities	<i>Related to Multimodal Literacy and Multimodal Curriculum Design.</i> <i>Alternatives to Print Literacy.</i> <i>Potentials of multimedia in teaching and learning.</i>
Multimodal Resources	<i>Available modes which are transformed into medium to create artefacts.</i>
Multimodal Teaching Strategies	<i>The use of non-linguistic only texts in teaching.</i> <i>Interactive and creative ways to use sensory modes and technologies.</i>
Multimodal Theoretical Framework	<i>The representation, communication, and interaction of semiotic resources in society.</i>
Multimodal Theoretical Lens	<i>A theoretical perspective and a guide to investigate of how meaning is made across and within specific modes of a text.</i>
Multimodal Texts	<i>Texts that have more than one mode.</i> <i>Often a digital text but can be a book, such as picture book, information text or graphic text.</i> <i>Combine traditional literacy practices with the understanding, design and manipulation of different modes of image, graphics, sound and movement with text.</i> <i>Also, new texts.</i>
Multimodal Text Production	<i>Multiple ways of designing texts by using different sensory modalities that can offer engaging lessons and activities involving interaction and intergration of different semiotic resources.</i>
Multimodal Writers	<i>Writers who use combination of different modes to communicate.</i>
Networked-Texts	<i>Messages sent across the telecommunications network.</i>
New Environment	<i>Variety of ways for learners to engage with texts using their bodily senses.</i> <i>Media-facilitated reading and writing.</i>
Pedagogic Choices	<i>Teachers' actions which require review of current teaching practices to establish a pedagogy that would better promote student learning.</i>
Pedagogic Comparison	<i>It provides teachers with the contextual understanding of pedagogic practices.</i> <i>It addresses some cultural, social and organisational aspects.</i> <i>It explains that teaching is immensely influenced by the culture within and across pedagogical beliefs and strategies within a larger cultural context.</i>
Pedagogical Demand	<i>Improvement and adaptation of current resources on pedagogical practices and approach to accelerate learning gains for all learners.</i>
Representation	<i>The expression or use of more than one mode, either simultaneously or separately to mediate communication – often to break away from traditional written and spoken language.</i>

Semiotic Domain	<i>A set of practices which use one or more modalities to communicate distinctive types of meanings.</i>
Semiotic Modes	<i>It is a theoretical perspective which explains the use of organised resources learners use to make meaning.</i>
Semiotic Resources	<p><i>The elements in multimodality which include the designs of visual, space, colour, font and style.</i></p> <p><i>These elements are used in the classrooms as multimodal approach; multimodal pedagogy and multimodal text production.</i></p> <p><i>These elements are called semiotic resources.</i></p> <p><i>Semiotic resources can be identified, described, analysed and explained through the use of multimodal approach in the writing classrooms.</i></p>
Semiotic Toolkits	<i>Modes and other semiotic resources.</i>
Social Practice	<i>Arbitrary laws and standards controlling the myriad actions people engage in without necessarily giving them any thought.</i>
Social-Representational	<p><i>A set of principles which serve to create social order, orient participants, and promote communication between members of organisations and communities.</i></p> <p><i>Also, serve to develop values, ideas, metaphors, beliefs, and practises.</i></p>
Social Semiotics	<p><i>A combination of both perspective and form of enquiry.</i></p> <p><i>The focus of social semiotics is the way people use semiotic resources to produce communicative artefacts and events.</i></p> <p><i>In social semiotic, the term resource is preferred over the term signs that was common in the past.</i></p> <p><i>There are no rigid meanings to any kinds of semiotic modes.</i></p> <p><i>It describes modal affordances as the observable properties that bring different meanings to the observer depending on their individual perception.</i></p> <p><i>In linguistic, it refers to meaning potential offered by the modal affordances.</i></p>
Social Semiotic System	<p><i>A system which explains meanings in specific social or cultural circumstances.</i></p> <p><i>A system which explains meaning-making as a social practice.</i></p>
Technology-Supported Writing	<i>Using technologies to support writing development.</i>
Technology-Mediated Instructions	<i>Teaching strategies which use digital technology in its various forms to help students learn more effectively.</i>
Textuality	<p><i>Definition of a text as a text in a specific way.</i></p> <p><i>A text's textuality contributes to an understanding of a text.</i></p> <p><i>It generates knowledge about a text, but of a certain kind and in a certain form.</i></p>
Textual Design	<i>Intentional selection, shaping, and combining semiotic resources in the creation of texts.</i>
Textual Representation	<i>Linking texts with social factors which include textual design and principles of composition.</i>
Traditional Literacy or Conventional Literacy	<i>Print-based Literacy, Alphabetic, Linguistic Form and Traditional Texts.</i>
Traditional Print Literacy	<i>Conventional literacy skills involving decoding, oral reading fluency, reading comprehension, writing, and spelling.</i>

Transduction

*Remaking of meaning across modes.*

Theoretical View of Multimodal Literacy

*A text can be multimodal according to the social and historical view of signs and modes in a particular society and learning context.*

21<sup>st</sup> Century Landscapes

*Interchangeably used to refer to multimodal landscape.*

*A view which explains multiple ways of teaching and learning along with the development of new media and technologies.*

Writing

*A pedagogic approach where children draft, revise and present their writing by combining different modes which is beyond the linguistic mode.*

## Appendix 3: Scoping and Planning

### STEP 1 : SCOPING

#### **Formulate one or more research questions**

##### **a) What do you want to know and about what topics?**

- The Teaching of Writing
- Early Writers
- Comparative Education / International Education
- Multimodality
- Classroom Practices
- Teaching practices in Malaysia
- Teaching Practices in the UK
- Pedagogy of writing in the 21<sup>st</sup> Century

##### **b) Who will your audience be?**

- Supervisors
- Panel of Examiners

##### **c) Do you have a clear idea of the type of research finding that will be relevant to addressing your research question(s)?**

- Teachers around the world have similar and different Multimodal approaches to teach writing to early writers.
- Teachers' Multimodal practices around the world are contextual.
- Teachers' Multimodal practices are provided through teacher training, curriculum, policy and professional development.
- Comparative Education provides contextual comparison/standard framework to study teaching practices around the world.
- Teaching Pedagogy in the 21<sup>st</sup> Century might involve multimodal approach to teach writing

##### **d) Do you have clear, specific and answerable research question(s) are essential to a successful review.**

- What evidence of multimodality is there in writing classrooms in the UK and Malaysia?
- How do the teachers in the UK and Malaysia use the resources differently in their own teaching?
- How do the teachers in the UK and Malaysia value those resources in the classroom?
- What are the teachers' struggles in using those resources in the classrooms in the UK and Malaysia?
- How do these resources support children's writing in the UK and Malaysia?
- How do these two contexts make sense of their practices?

Note:

For instance,

1. Is there evidence that teachers' multimodal approach to teach writing is as a result of the changing landscape of the 21<sup>st</sup> century?
2. Is multimodality the next approach to teaching writing in the 21<sup>st</sup> century?
3. Is multimodality the new pedagogy of the 21<sup>st</sup> century?
4. Can international perspectives on teachers' use of multimodal approach be used to improve the teaching of writing?

Will be a more effective question and produce a more focused set of search results than

5. How do I help teachers in Malaysia improve their pedagogy of writing? or
6. How do I make teachers in Malaysia learn about multimodal approaches practiced by teachers in the UK?

You will probably need to do some 'scoping' of the literature to find out what has been done before and what might make a novel, important and interesting scientific contribution to the literature. Examining a narrow research question or research area will make your task much simpler, faster and easier.

What has been done before:

#### **1. Cremin, T & Baker, S. (2014)**

- a. The teaching of writing reflects teachers' identities as writers.
- b. Teachers identity positions change from demonstrations and instructions.
- c. Multimodal behaviour of teachers are evident at different interactions with students.

#### **2. K, Littleton., A, Twiner & J, Gillen (2010)**

- a. The teaching of writing is the teachers' use of external representations.
- b. The teaching of writing benefits from collaborative conversation between teacher-student and student-student.
- c. The production of texts is not a one-way process.
- d. Multimodal connection was in the use of interactive whiteboard.
- e. There is evidence of emergent trajectory of meaning making during students' writing activity.

#### **3. E, Groves (2012)**

- a. The teaching of writing includes interactive creative technologies.
- b. The teachers' selection of technological tools is based on students' mastery of the tools.
- c. There are shifts between teachers' instruction, students' interaction and lesson arrangement.
- d. The teachers' mastery of technology is part of their professional learning, text/writing and technology practices.

#### **4. A, Harlow, B, Cowie & M, Heazlewood (2010)**

- a. Teachers and students are changing roles in the technology-based classroom practices.
- b. Pupils' are more creative when they are in control of the technological tools.
- c. IWB supports participatory pedagogy.
- d. Technology allows pupils to use language, text and symbols simultaneously.
- e. The teaching of writing requires real world resources.
- f. Teachers' lessons focus on student interests and needs.
- g. Pupils need to be allowed to orchestrate the use of new technologies.

**5. B. Derewianka (2012)**

- a. Traditional grammar taught in traditional ways does not improve students' writing.
- b. Systemic Functional Linguistics (SFL); SFL-based pedagogy supported emergent English as an Additional Language (EAL) writers in analysing and producing more coherent texts.
- c. The selection of 'mode' depends entirely on relevant resources.
- d. The selection of 'mode' reflects certain design choices.

**6. D. Anderson, A. Atkins, C. Ball, K. H., Millar, C, Selfe and R, Selfe (2006)**

- a. Teachers' view of multimodal composition includes texts that combined words, still and moving images, sound, and animation, photographs, rather than video, animation, or sound.
- b. The definition and practices of multimodal composing among teachers are conditional upon accessibility of professional development opportunities, technology support, institutional incentives, instructional materials, and hardware.

**7. C. M., Dooley, A. S., Flint, T, Holbrook, L, May and P, Albers (2011)**

- a. Teachers to use digital tools with intention.
- b. Teachers to choose interactive tools, websites and programmes.
- c. Teachers to be creative and innovative to use the tools, websites and programmes.
- d. Teachers to tailor different tools etc to different child.
- e. Change of roles of leaders in class; teacher-students to student-students.

**8. L. Cohen and J, Uhry (2011)**

- a. Teachers' selection of multimodal tools and resources should consider both a sociocultural perspective and out of-school experiences on learning.
- b. Multimodality as an approach can include multimodality as performance to investigate children's learning with multimodal tools.
- c. Teachers to be aware of popular cultural influences when selecting other modes of communication.

**9. K.Y. Khoo and D, Churchill (2012)**

There are four different multimodal learners:

- a. Students as multimodal practitioners prefer learning through multi-modes format.
- b. Students as multimodal written text representing practitioners prefer learning with writing mode format.
- c. Students as digital savvy practitioners use digital knowledge daily.
- d. Students as viewing practitioners prefer to view information on screen, but not to represent their own ideas and messages.

**10. T.B., Lin, J.Y., Li, F. Deng and L. Lee (2013)**

- a. New Media Literacy has technical and socio-cultural characteristics that require new understanding of new media technology tools thus pose challenges to integrated them in education.
- b. Popular culture and New Media Literacy are two major cultures in the 20<sup>th</sup> and 21<sup>st</sup> century learning; adaptation of popular culture and acceptance of new media technology.
- c. Media literacy is the new term for emerging literacy skills.

**2. What might make a novel, important and interesting contribution to the literature?**

- Multimodality involves linguistics, visual, aural, gestural and spatial but since 2010 to 2015, studies on multimodality and the teaching of writing have been on the integration of the learning of language and the use of technology.
- The pedagogy of writing in the 21<sup>st</sup> century requires teachers to develop new models of writing, designing new curriculum supporting these models and models for teaching that curriculum (NCTE, 2009). All these have been developed in the UK and recently in Malaysia but how do teachers use these models in the classroom? Will my comparisons of their practices help them to improve their teaching in the future?
- A comparison of the popular cultural influences in Malaysia and in the UK as a basis for teachers from these two countries selection of their modes?
- Does the practice of multimodality amongst teachers is as a result of popular culture, new media technology or simply accommodating the emerging multimodal learners?

Thoroughly clarify whether the planned systematic review has already been done? To avoid wasting time and energy, establish whether a systematic review of your research question(s) has already been done, or is registered as an ongoing review. Search thoroughly! This search will begin to familiarise you with the literature, save you time if a review already exists and does not need updating, or help provide a rationale for why you are conducting an updated review.

## Have my research questions been answered?

1. What evidence of multimodality is there in writing classrooms in the UK and Malaysia?

IWB	Visual	Software Programmes	MISSING
Print	Audio	Hardware tools	Spatial
Non-Print	Internet	Stationery	Gestural
Technology	Web	Digital Text	Linguistics

2. How do the teachers in the UK and Malaysia use the resources differently in their own teaching?

Malaysia	UK
None related to KSSR	Teachers' Multimodal behaviours in a multimodal classroom
	Teachers' representations of modes in various forms
	Changing of roles between teachers and students in a multimodal classroom
	Teachers' creative and innovative use of technology and media tools
	Teachers' selection and design of modes is dependent on popular culture and new media technology
	Teachers' selection and design of modes depend on the type of multimodal learners
	Teachers' consideration of socio-cultural perspectives and out-of-school learning experiences
	Teachers' practice of participatory pedagogy

3. How do the teachers in the UK and Malaysia value those resources in the classroom?
  - Not Identified yet
4. What are the teachers' struggles in using those resources in the classrooms in the UK and Malaysia?

Malaysia	UK
None related to KSSR	Tendency for teachers to employ Performative teaching
	Central Education opposes classroom context
	Teachers' trying to develop pupils' reaction to learning
	Techno-literacy pedagogies limit linguistic communication between teachers and students
	Interactive tools allowed more time and space for students' interaction with technology but not with the teachers and among themselves
	Education and school system have different professional dialogues about learning and literacy
	Teachers' technology and new media literacy knowledge and mastery
	Teachers' professional development
	School and classroom resources
	The design of curriculum

5. How do these resources support children's writing in the UK and Malaysia?

Malaysia	UK
None related to KSSR	Un-limiting multimodal interaction
	Use of other forms of corporeal behaviour part of teachers' identity performances
	In multimodal interaction
	Use of IWB to display texts such as photographs and labels and then for teachers and students to interactively work with them.
	Teachers' orchestration in putting the resources into play
	Pupils transformed the resources and guided by the teacher
	Teachers' multiple representations of multimodal and interactions about them with the students
	Teachers harnessing the full range of modes of meaning making that are appropriate to the semiotic domain
	Teachers' use writing, images and sounds
	Teachers to transform the representational and communicational affordances of all the modes available to them in the classroom

6. How do these two contexts make sense of their practices?
  - Not yet Identified fully

Some example rationales for conducting an updated rather than an original systematic review might be:

7. it has been 10 years since the last systematic review on this topic and the literature has rapidly expanded since the last review, meaning new studies need to be accounted for;
8. the last review was methodologically flawed in various ways (e.g. it was not systematic), which you intend to address with your review;
9. the last review focused on X but you think it's worth focusing on Y for particular theoretical or empirical reasons. If a review has already been done and does not need repeating (i.e. the existing review addresses the same question(s), is of adequate quality, and is relatively recent), that review will form useful reading for your project.
10. How many years since the last systematic review on the teaching of writing using multimodal approach?
  - Not yet Identified fully
11. What are the latest studies about the teaching of writing using multimodal approach?
  - Not yet fully explored fully; examples:

Orchestration of meaning	Language Strands	Multimodality and Key competencies
Teacher identities as writers	Curriculum incorporating Multimodality	Creativity and Innovation in designing model and representing modes
New Media Literacy	Changing classroom practices	New Pedagogic model
Multimodal Learners	Changing Literacy	
IWB	Professional dialogues	

#### Identifying Subjects, Titles, Authors, Publications and Study Characteristics

##### Subject 1: 2010 – 2015

Multimodality	Titles & Publications
Interactive Whiteboard	14500 Titles
Blog Software	20500 Titles
Multimodal Transcription	9330 Titles
Multimodal Writing Process	24400 Titles
Communicative and Visual Arts	16500 Titles
Multimodal Texts	16500 Titles
Digital Texts	28200 Titles
Poetry	330 Titles
Multimodality: Orchestration and Participation	1 Title
Computers/Media/Internet/Apps in the Classroom	15000 Titles
Technology Integration	90900 Titles
Networking in the Classroom	47400 Titles
Instant and Text Messaging/Email	16600 Titles
Interactive Technologies	20900 Titles

##### b) Subject 2 :

Translanguaging	Titles and Publications
Code meshing	274 Titles
Conceptualizing and Contextualization	16600 Titles
Bilingualism and Multilingualism	16200 Titles
Linguistics Practices	16900 Titles
Multilingual Education	17300 Titles

##### c) Subject 3 :

Pedagogy	Titles and Publications
Critical Literacy	18800 Titles
New Literacies	16600 Titles
Multiliteracies	8180 Titles
Global Context	57100 Titles
Sociolinguistics	16800 Titles
Integrated Approach	37900 Titles
Pedagogy of Multimodal Classroom	16300 Titles
Multimodal Literacy Pedagogy	15200 Titles
Extended Digital Environment	16800 Titles
Spatial Pedagogy	16900 Titles
Multimodal Communication	16700 Titles

#### Assumptions:

The study of teacher's use of multimodality approach to teach writing to early writers is found mainly:

- Through technology integration, multilingual education and global context
- Through Networking in the classroom, linguistics practices and integrated approach
- Through Digital Texts, Conceptualizing and Contextualization and Critical Literacy

#### STEP 2 : PLANNING

##### **Break your research question(s) down into individual concepts to create search terms**

Search terms operationalize your research question(s) and help you find as many potentially relevant articles as possible to include. You are aiming to conduct a search that is exhaustive and therefore representative of all studies that have been conducted on the topic of interest. Reading the existing literature and talking to your supervisor will give you a good idea of how to translate your research question(s) into search terms. **What are my search terms?**

Key words and other terms that can be used to find out about teacher's use of multimodality approach in the teaching of writing in an English class for primary school students are: (Based on 5 Articles so far):

A	<p>Academic Domain</p> <p>Accountability Cultures</p> <p>Affordances</p> <p>Appropriate Model of Language</p> <p>Architecture of The Language Strand</p> <p>Articulating One Identity</p> <p>Attribution of Meaning</p>
C	<p>Challenge of Respondent Rhetoric (Writing: Early Writers)</p> <p>Changed Nature of Learning (Teaching &amp; Writing:</p> <p>Changing Landscape for Producing Texts in Classrooms.</p> <p>Changing Pedagogies</p> <p>Changing Practices: The Multimodal Writing Process</p> <p>Children's Participation and Contribution</p> <p>Cognitive Engagement in Collaborative Endeavour</p> <p>Cohesive Ties</p> <p>Collaborative Analytic Dialogues</p> <p>Collegial Collaborations and Dialogues Influences</p> <p>Collegial Inquiry and Reflection,</p> <p>Common-Sense Views</p> <p>Communicative Modes</p> <p>Compliance with State Standards and Guidelines</p> <p>Compositional Challenges</p> <p>Conception of Teachers as Accomplished Writers,</p> <p>Conceptualisation of Teachers' Emotional Engagement, Agency and Authenticity in Writing</p> <p>Confictual Nature of Elementary Teachers' Writer Identities.</p> <p>Constant Oscillation and Struggle</p> <p>Constitutive of Particular Genres of Role and Identity</p> <p>Construction and Enactment of the Inhabited Identities</p> <p>Contemporary Literacies</p> <p>Contemporary Literacy Practices.</p> <p>Contemporary Model of Language</p> <p>Contemporary Society and Education Systems</p> <p>Creative and Critical Thinking</p> <p>Cross-curricular Unit</p> <p>Cultural Context</p>
D	<p>De-Privatise Practice</p> <p>Dialogic Approach</p> <p>Dialogic Approach to Teaching and Learning</p> <p>Dialogic Teaching</p> <p>Digital Technologies</p> <p>Discourse, Identity</p> <p>Discursive Construction of Students' Literacy Practices and Identities</p> <p>Discursive Practice</p> <p>Discursive Processes</p> <p>Discursive, Journalistic and Anecdotal</p> <p>Discursively Mediated Identities of Literacy Teachers</p> <p>Dispositions of Effective Real-Life Lifelong Learning</p> <p>Distinctive Affordances</p> <p>District-Adopted Curricula</p> <p>Diverse Semiotic Resources,</p> <p>Diverse, Multimodal Resources</p> <p>Dynamic Multidimensional Texts</p>
E	<p>Embodied Discoursal Voice</p> <p>Emergent Trajectory of Meaning Making</p> <p>Emotional Engagement</p> <p>English as A Coherent Body of Disciplinary Knowledge</p> <p>Everyday Domain,</p> <p>Expanding Repertoires of Language Use</p> <p>Explicit Knowledge About Language</p> <p>External Pressure,</p>
F	<p>Fluid "Shared Communication Space"</p> <p>Fluid Identities</p> <p>Focused Collaborative and Analytic Dialogues</p> <p>Functional Approach to Language</p> <p>Futures-Oriented Identities</p>
G	<p>Genres Within Genres</p> <p>Greater Accountability</p>
H	<p>Habitus</p> <p>High-Stakes Assessment</p> <p>Hybrid Discourses of Writing,</p> <p>Hybrid Genres</p>
I	<p>Ideas Time</p> <p>Identity Cline</p> <p>Identity Continuum</p> <p>Identity Crisis for Practitioners</p>



	<p>Identity Enactments</p> <p>Identity Lens</p> <p>Importance of Writing and Faith in Their Students' Abilities</p> <p>Improvable Objects'</p> <p>Informed Appreciation of Literature</p> <p>Institutional, Intrapersonal and Interpersonal Influences.</p> <p>Intellectual Freedom</p> <p>Intended Authentic Modelling of a Writer's Compositional Engagement,</p> <p>Inter-Subjectivity</p> <p>Interactional Space</p> <p>Interactive Creative Technologies</p> <p>Interactive Whiteboard</p> <p>Interactive Whiteboard (IWB),</p> <p>Interactivity, Creativity and Technologies in Practice</p> <p>Interconnected Utility of Technology</p> <p>Interpersonal Interactions</p> <p>Interpersonal Interactivity</p> <p>Interplay Between Her Dual Roles as Teacher and Writer in The Classroom.</p> <p>Interrelationship Between Analytic Foci</p> <p>IWB Flipcharts</p>
K	Key Competencies
L	<p>Language as Functional</p> <p>Language at The Core of Classroom Practice,</p> <p>Language for Interaction</p> <p>Language in Context</p> <p>Language Strand</p> <p>Language Use</p> <p>Language Use and Her Corporeal Behaviour.</p> <p>Linguistic and Linearity</p> <p>Literacy as Social Practice,</p> <p>Literary Analyses and Transformations Of Texts</p> <p>Literate Identities and Pedagogic Practice, Frame, Shape</p>
M	<p>Managing Self.</p> <p>Manifold and Transient Nature of Identities</p> <p>Manipulation or Annotation by All Pupils</p> <p>Materiality and Dynamic Synergies of Modes in Educational Interactions,</p> <p>Meaning-Making Significance</p> <p>Mechanical Application of Various Hardware and Software</p> <p>Mentoring Conversations</p> <p>Merging Identities</p> <p>Meta-Description</p> <p>Micro Transitions in The Classroom</p> <p>Microscopic, Fluid and Conflictual Dimensions of Identity Positioning</p> <p>Mixture of Individual Agency</p> <p>Modes of Meaning-Making and Communication.</p> <p>Multidimensionality</p> <p>Multiliteracies</p> <p>Multiliteracies</p> <p>Multimodal Behaviours</p> <p>Multimodal Design</p> <p>Multimodal Designers of Text,</p> <p>Multimodal Interaction</p> <p>Multimodal Interaction</p> <p>Multimodal Interaction,</p> <p>Multimodal Interactive Discourses</p> <p>Multimodal Interactive Discursive Practices</p> <p>Multimodal Literacies</p> <p>Multimodal Literate Practices,</p> <p>Multimodal Orchestration of Resources</p> <p>Multimodal Repertoires of Linguistic and Embodied Behaviour</p> <p>Multimodal Resources</p> <p>Multimodal Resources</p> <p>Multimodal Transcript</p> <p>Multimodal Writing Process</p> <p>Multiple Discontinuities</p> <p>Multiple Repetitions Across Semiotic Domains,</p>
N	<p>Narrow Conceptualisation of Schooled Writing</p> <p>New Literacies,</p> <p>New Literacy Practices</p> <p>New Pedagogic Practices</p> <p>New Socialities</p> <p>New Technological Competencies.</p> <p>Notion of Interactivity</p>

O	On-Line Environments One Modality Opportunities Available for Professional Development Orthographic Knowledge Overarching Concept of 'Orchestration of Resources'
P	Paralinguistic and Behavioural Manifestations Participants' Childhood Experiences Participatory Culture Patterns of Communication Patterns of Interaction Pedagogic Aim Pedagogic Goals of Connection Building Pedagogic Model Pedagogic Practice Pedagogical Discourse nor Teachers' Writer Identities Pedagogical Practice and Professional Identities, Pedagogical Shift Physical and Gestural Elements and Other Multimodal Representations Plural, Relational and Positional View of Identities Common in Much Literacies and Discourse Research Polysemy Postural Behaviour Process of Instruction, Processes of Bridging Professional Development. Professional Dialogues Pupil Autonomy
R	Re-Describing and Reconceptualising Changing Literacy Practices Register of A Situation Relational Identity Positioning
S	Sawyer's Notion of Teaching as 'Disciplined Improvisational Performance'. Self-Reports, often from "Exemplary" Writing Teachers. Semiotic Activity, Semiotic Domains Shift" And "Conflict" Skill Mastery and Genre Knowledge, Social Purpose Spontaneous Compositions Produced in Class Spontaneous Responsiveness to Situations Student Outcomes, Terminology, And Pedagogy. Student-Centred Pedagogy Subversive Genres Synchronic Snapshot
T	Teacher at Desk Teacher Modelling Teacher-Writer or Writer-Teacher Personas Teacher-Writer, Writer-Teacher Identity Continuum Teacher's Adaptability Teacher's Intended Discourse Positions/Identities and The Recognition Teacher's Orchestration of the Classroom Environment Teachers as Writers, Teachers Shift Pedagogical Practices Teachers' Conceptions of Literacy, Teachers' Creative Mediation Teachers' Digital Identities Teachers' Instructional Practices Teachers' Literacy Practices Teachers' Own Experiences of Writing Teachers' Perceptions Teachers' Writing Identities Teaching as Improvisational Performance Teaching as Performance Teaching Roles Technical Complexity. Techno-literacy Pedagogies Technological Resources Technology Integration Technology Use Testing Practices Textually Mediated Poly-Semiotic Meaning-Making, The Field, The Tenor, And The Mode The Ideational Function of Language) The Interpersonal Function of Language The Mood System The Textual Function of Language Traditional Grammar

	Transferable Capabilities Transitions as Writers into School or Their Identities as Novice Teachers of Writing.
V	Value of Teachers Modelling the Writing Process
W	Writer-Teacher" Engagement. Writer's Stance, Writerly Behaviour Writing Identities of Practising Teachers Writing Practices in Contemporary Society

Alternative terms and concepts which address the same question as it is common for a range of terms to be used to describe the same phenomenon or research area:

Research Terms	Alternative Terms
Multimodality	Modes of Meaning-Making and Communication. Multidimensionality Multiliteracies Multiliteracies Multimodal Behaviours Multimodal Design Multimodal Designers of Text, Multimodal Interaction Multimodal Interaction Multimodal Interaction, Multimodal Interactive Discourses Multimodal Interactive Discursive Practices Multimodal Literacies Multimodal Literate Practices, Multimodal Orchestration of Resources Multimodal Repertoires of Linguistic and Embodied Behaviour Multimodal Resources Multimodal Transcript Multimodal Writing Process Textually Mediated Poly-Semiotic Meaning-Making, The Field, The Tenor, And The Mode Technological Resources Technology Integration Technology Use
Teaching	Teacher at Desk Teacher Modelling Teacher-Writer or Writer-Teacher Personas Teacher-Writer, Writer-Teacher Identity Continuum Teacher's Adaptability Teacher's Intended Discourse Positions/Identities and The Recognition Teacher's Orchestration of the Classroom Environment Teachers as Writers, Teachers Shift Pedagogical Practices Teachers' Conceptions of Literacy, Teachers' Creative Mediation Teachers' Digital Identities Teachers' Instructional Practices Teachers' Literacy Practices Teachers' Own Experiences of Writing Teachers' Perceptions Teachers' Writing Identities Teaching as Improvisational Performance Teaching as Performance Teaching Roles Technical Complexity. Techno-literacy Pedagogies Transferable Capabilities Transitions as Writers into School or Their Identities as Novice Teachers of Writing. Value of Teachers Modelling the Writing Process
Language	Language as Functional Language at The Core of Classroom Practice, Language for Interaction Language in Context Language Strand Language Use Language Use and Her Corporeal Behaviour. Semiotic Activity, Semiotic Domains Spontaneous Compositions Produced in Class Subversive Genres

	Synchronic Snapshot
Writing	Writer-Teacher" Engagement. Writer's Stance, 'Writerly' Behaviour Writing Identities of Practising Teachers Writing Practices in Contemporary Society

*Appendix 4: Letter from the EPRD*



UNIT PERANCANG EKONOMI  
ECONOMIC PLANNING UNIT  
Jabatan Perdana Menteri  
Prime Minister's Department  
Blok B5 & B6, Kompleks B  
Kompleks Jabatan Perdana Menteri  
Pusat Pentadbiran Kerajaan Persekutuan  
62502 Putrajaya  
MALAYSIA

Tel• 603-8000 8000  
Faks (Fax): 603-8888 3755  
Laman Web (Web) : [www.epu.gov.my](http://www.epu.gov.my)

Ruj. Tuan:

Your Ref..

Ruj. Kami.

UPE 40/200/19/3543

Our Ref.:

Tarikh:

Date:

4 July 2018

Mr. Henry Nicholas  
Lot 9, Taman Sri Jutta, Phase 1  
Jalan Kepayan Kobusak  
88300 Kota Kinabalu  
Sabah  
Email : [isaaczandy@hotmail.com](mailto:isaaczandy@hotmail.com)

**PROGRESS OF APPLICATION TO CONDUCT RESEARCH IN MALAYSIA**

I respectfully refer to the above matter. On behalf of the Economic Planning Unit (EPU), Ministry of Economic Affairs, I hereby acknowledge receipt of your application to undertake a research in Malaysia. The application is complete and will be reviewed by relevant agencies appointed by EPU. The process requires at least one month before approval may be given to carry out the research. The details of your application are as follows:

Researcher's Name : HENRY NICHOLAS

Passport No./I.C No. : 790825-12-5115

Title Of Research : A COMPARATIVE AND EXPLORATORY STUDY OF MULTIMODAL TEXTS  
DESIGN BETWEEN MALAYSIA AND ENGLAND PRIMARY SCHOOLS

2. A letter of approval will be issued once a decision has been made by the Research Promotion and Co-ordination Committee, EPIL. The letter may be collected at our office in Putrajaya, which will be informed at a later date.

Yours sincerely,

(NUHA HUDA BINTI HASSAN) Macroeconomics Section  
Economic Planning Unit  
Ministry of Economic Affairs  
62502 Putrajaya  
Email: [huda@epu.gov.my](mailto:huda@epu.gov.my) / [oridb@epu.gov.my](mailto:oridb@epu.gov.my)

"Merancang Ke Arah Kecemerlangan"

### **Schools' Briefing Information**

#### ***A Comparative and Exploratory study of Multimodal Text Designs between Malaysia and the UK Primary Schools***

##### **1. What is it?**

This research aims to explore how teachers teach writing. I am particularly focusing on teachers' different strategies in the use of pictures, words, sounds, colours and so on (this is often called 'multimodality'). I will be watching lessons and talking to teachers and some children in schools in Malaysia and England, in order to compare the different ways in which writing is taught. This will hopefully add to our understanding of effective ways of teaching writing to young children.

##### **2. Who is conducting this research?**

I am a PhD student at the University of Exeter and this research forms part of my PhD.

My supervisors are Dr Annabel Watson ([a.m.watson@exeter.ac.uk](mailto:a.m.watson@exeter.ac.uk)) and Dr Anthony Wilson ([a.c.wilson@exeter.ac.uk](mailto:a.c.wilson@exeter.ac.uk)) from the Graduate School of Education. This research is funded by the Scholarship Division of the Ministry of Education, Malaysia.

##### **3. What will the project do?**

This project will work with at least with 2 schools in Kota Kinabalu, Sabah, Malaysia and two schools in Exeter, England. In each school, three classes from level one (Malaysia) and key stage one (England) and their teachers will be involved. In each class, there will be a number of focus teachers involved for observation, brief conversation and interviews (only teachers). The lesson observations will be video recorded, with permission. The interviews with teachers will be audio recorded. Photographs of lesson plans and children's work will be taken. All videoed lessons will be converted using the 'cartoon me' application to completely change the physical features of all children in all classrooms and there will be no identifying information about the schools attached to this data when/if (with permission) it is shared with other teacher participants. No participants' personal information about their lives and experiences outside schools are taken.

##### **4. What does being part of this study mean for me?**

For teachers; it will involve allowing me to observe and video record 10 writing lessons, with brief conversations at some point soon after each one. There will also be three formal interviews: at the start, during the middle and at the end of the project. These will be organised at a time to suit the teacher. I anticipate that the brief conversations after lessons will last around 5-10 minutes, while the formal interviews will be likely to last between 30 minutes to one hour. Teachers can stop the interview at any time, and they do not have to answer any questions that they do not wish to answer. I will also ask teachers to allow me to take copies of lesson plans and photographs of (anonymised) children's work.

Sections of the transcript of your interview, lesson plans and video-lessons may be published for example in my thesis, journal articles, conferences, proceedings or elsewhere, following this research. These will be fully anonymised.

For children; for most children, I will be an adult observer in their lessons, who will be watching what they do and possibly taking anonymised copies of their work. For these children, I will pay particular attention to their activities during writing lessons.

All video-lessons and copies of children's work will be kept confidential and will only be accessible by my supervisors and me. There will be separate information sheets and consent forms for headteachers, teachers, and parents for all children.

#### **5. What's in it for me?**

Teachers and children will receive a certificate of appreciation/participation and the University of Exeter merchandise. I also would like to offer a workshop for the school at the end of this data collection, where I will report on my findings and any implications these may have for how we teach writing. I hope that teachers will also benefit from the opportunity to reflect on their teaching in conversation with an interested observer.

### Multimodal Texts Design School Commitment Overview

All dates will be negotiable based on your curriculum, timetable and teachers' preferences.

England	
Month	Newtown Primary School
April 2018	Headteachers sign Memorandum of Understanding and ethical consent forms
	Meeting with focus teachers

England	
Month	School A England
April/May 2018	4 Classroom observations + 4 Brief Conversations with Teachers
	First Formal Interview (convenient to teachers)
May/June 2018	4 Classroom observations + 4 Brief Conversations with Teachers
	Second Formal Interview (convenient to teachers)
June/July 2018	2 Classroom observations + 2 Brief Conversations with Teachers
	Third Formal Interview (convenient to teachers)

Malaysia		
Month	School A	School B
July/August 2018	Headteachers sign Memorandum of Understanding and ethical consent forms	
	Meeting with focus teachers	

Malaysia		
Month	School A	School B
July/August 2018	4 Classroom observations + 4 Brief Conversations with Teachers	
	First Formal Interview (convenient to teachers)	
August/September 2018	4 Classroom observations + 4 Brief Conversations with Teachers	
	Second Formal Interview (convenient to teachers)	
September/October 2018	2 Classroom observations + 2 Brief Conversations with Teachers	
	Third Formal Interview (convenient to teachers)	

### Key Information and To Do for Interested Schools

For further information about my research and copies of your transcripts, lesson plans, video-lessons and children's work, please contact:

Henry Nicholas  
University of Exeter  
Heavitree Rd, Exeter EX1 2LU  
United Kingdom  
01392 661000 (UK)/0198127919 (Malaysia)  
[Hn245@exeter.ac.uk](mailto:Hn245@exeter.ac.uk)

If you have concerns/questions about the research you would like to discuss with someone else at the University, please contact:

Dr Annabel Watson  
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St Luke's Campus  
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[a.c.wilson@exeter.ac.uk](mailto:a.c.wilson@exeter.ac.uk)



If you are interested in participating, please email Annabel Watson ([a.m.watson@exeter.ac.uk](mailto:a.m.watson@exeter.ac.uk)) as soon as possible to register your interest. You are very welcome to ask for further information by email or telephone too. If possible, please also provide the contact details of the two teachers who will be taking part.

I will contact you to confirm your participation and to ask you to sign and return the Memorandum of Understanding which outlines the responsibilities and commitments from the University and your school and the teacher and Headteacher ethical consent forms in April 2018 (England) and in July 2018 (Malaysia).

***Thank you!***

**A Comparative and Exploratory study of Multimodal Text Designs between Malaysia and the UK Primary Schools**

**MEMORANDUM OF UNDERSTANDING**

**About the Project**

As part of my PhD study, I plan to collect data by means of interviews, field notes, classroom observations, collection of teacher's lesson plans, and collection of children's writing/work as well as photographs of classrooms. This project will work with at least 2 schools in Kota Kinabalu, Sabah, Malaysia and 2 schools in Exeter, England to explore and compare how teachers teach writing in the classroom through a multimodal theoretical lens in order to understand how these designs support children's writing from two international settings.

I know from experience that to be successful, research partnerships like this require not only the enthusiasm of the participating teachers but the full support of the headteacher. Thus, we have written this Memorandum of Understanding to clarify and cement this partnership.

**My responsibilities in the research partnerships with schools in Malaysia and England**

I will:

- ☐ be subject to a Disclosure Barring Scotland (DBS) declaration (UK)
- ☐ ensure that the project is conducted in line with ethical guidelines of The Education Planning and Research Division (EPRD) Malaysia
- ☐ ensure that the project is conducted in line with the ethical guidelines of the University of Education and British Educational Research Association, including obtaining informed consent from participating teachers, focus children and their parents/carers.

**The School's responsibilities in the research partnership with the university**

The school will:

- ☐ sign the attached ethical consent form (over page)
- ☐ support the teacher's participation in the research
- ☐ support the children's participation in the research
- ☐ assure commitment to the project for the duration of the research partnerships – from April to October 2018

I understand the commitment involved in this research partnership and I am happy to support it.

Signed: ..... Date: .....

(Headteacher)

School: .....

**A Comparative and Exploratory study of Multimodal Text Designs between Malaysia and the UK Primary  
Schools  
HEADTEACHER ETHICAL CONSENT FORM**

I have been fully informed about the aims and purposes of the project (*please refer to the School Briefing information*).

I understand that:

- there is no compulsion for my school to participate in this research project and, if we do choose to participate, we may at any stage withdraw from the project
- participating teachers and children have the right to refuse permission for the publication of any information about themselves
- any information which participating teachers and children give will be used solely for the purposes of this research project, which may include publications
- If applicable, the information given by participating teachers and children may be shared between participating teachers in this project in an anonymised form
- all information given by participating teachers and children will be treated as confidential
- the researchers will make every effort to preserve the anonymity of all participants.

.....	.....	.....
(Signature of Headteacher)	(Printed name of Headteacher)	(Date)

One copy of this form will be kept by the Headteacher; a second copy will be kept by the researcher

If you have any concerns about the project that you would like to discuss, please contact:

Henry Nicholas	<a href="mailto:hn245@exeter.ac.uk">hn245@exeter.ac.uk</a>	07958781695 (UK) 0198127919	OR
Dr Annabel Watson,	<a href="mailto:a.m.watson@exeter.ac.uk">a.m.watson@exeter.ac.uk</a>	01392 722899	OR
Dr Anthony Wilson	<a href="mailto:a.c.wilson@exeter.ac.uk">a.c.wilson@exeter.ac.uk</a>	01392 724924	

Data Protection Act: The University of Exeter is a data collector and is registered with the Office of the Data Protection Commissioner as required to do under the Data Protection Act 1998. The information you provide will be used for research purposes and will be processed in accordance with the University's registration and current data protection legislation. Data will be confidential to the researcher(s) and will not be disclosed to any unauthorised third parties without further agreement by the participant. Reports based on the data will be in anonymised form.

***A Comparative and Exploratory study of Multimodal Text Designs between Malaysia and the UK Primary Schools***

**TEACHER INFORMATION**

**1. What is it?**

This research aims to explore how teachers teach writing in school. I am particularly focusing on how different ways of communicating combine - that is, use of pictures, words, sounds, colours and so on (this is often called 'multimodality'). I will be watching lessons and talking to teachers in schools in Malaysia and England, in order to compare the different ways in which writing is taught. This will hopefully add to our understanding of effective ways of teaching writing to young children.

**2. Who is conducting this research?**

I am a PhD student at the University of Exeter and this research forms part of my PhD.

My supervisors are Dr Annabel Watson ([a.m.watson@exeter.ac.uk](mailto:a.m.watson@exeter.ac.uk)) and Dr Anthony Wilson ([a.c.wilson@exeter.ac.uk](mailto:a.c.wilson@exeter.ac.uk)) from the Graduate School of Education. This research is funded by the Scholarship Division of the Ministry of Education, Malaysia.

**3. What will the project do?**

This project will work with at least with 2 schools in Kota Kinabalu, Sabah, Malaysia and two schools in Exeter, England. In each school, three classes from level one (Malaysia) and key stage one (England) and their teachers will be involved. In each class, there will be one focus teacher involved for observation, brief conversation, and interviews. The lesson observations will be video recorded, with permission. The interviews with teachers will be audio recorded. No personal information about teacher's lives and experiences outside schools are taken.

**4. What does being part of this study mean for me?**

It will involve allowing me to observe and video record 10 writing lessons, with brief conversations at some point soon after each one. There will also be three formal interviews: at the start, during the middle and at the end of the project. These will be organised at a time to suit the teacher. I anticipate that the brief conversations after lessons will last around 5-10 minutes, while the formal interviews will be likely to last between 30 minutes to one hour. Teachers can stop the interview at any time and they do not have to answer any questions that they do not wish to answer. I will also ask teachers to allow me to take copies of lesson plans and photographs of (anonymised) children's work.

Sections of the transcript of your interview, lesson plans and video-lessons may be published for example in my thesis, journal articles, conferences, proceedings or elsewhere, following this research. These will be fully anonymised. All interview transcripts, lesson plan copies and video-lessons will be kept confidential and will only be accessible by my supervisors and me.

**5. What's in it for me?**

Teachers will receive a certificate of appreciation/participation and the University of Exeter merchandise. I also would like to offer a workshop for the school at the end of this data collection, where I will report on my findings and any implications these may have for how we teach writing. I hope that teachers will also benefit from the opportunity to reflect on their teaching in conversation with an interested observer.

**A Comparative and Exploratory study of Multimodal Text Designs between Malaysia and the UK Primary Schools**

**TEACHER CONSENT FORM**

I have been fully informed about the aims and purposes of the project (please refer to the School Briefing information).

I understand that:

- there is no compulsion for me to participate in this research project and, if I do choose to participate, I may at any stage withdraw my participation
- I have the right to refuse permission for the publication of any information about me
- any information which I give will be used solely for the purposes of this research project, which may include publications
- If applicable, the information, which I give, may be shared between any of the other researchers participating in this project in an anonymised form
- all information I give will be treated as confidential
- the researchers will make every effort to preserve my anonymity.

.....

(Signature of participant)

.....

(Printed name of participant)

.....

(Date)

One copy of this form will be kept by the participant; a second copy will be kept by the researcher

If you have any concerns about the project that you would like to discuss, please contact:

Henry Nicholas	<a href="mailto:hn245@exeter.ac.uk">hn245@exeter.ac.uk</a>	07958781695 (UK) 0198127919	OR
Dr Annabel Watson,	<a href="mailto:a.m.watson@exeter.ac.uk">a.m.watson@exeter.ac.uk</a>	01392 722899	OR
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Data Protection Act: The University of Exeter is a data collector and is registered with the Office of the Data Protection Commissioner as required to do under the Data Protection Act 1998. The information you provide will be used for research purposes and will be processed in accordance with the University's registration and current data protection legislation. Data will be confidential to the researcher(s) and will not be disclosed to any unauthorised third parties without further agreement by the participant. Reports based on the data will be in anonymised form.

**A Comparative and Exploratory study of Multimodal Text Designs between Malaysia and the UK Primary Schools**

**CHILDREN PARENTAL INFORMATION AND OPT-IN FORM**

My name is Henry Nicholas and I'm a PhD student in the Graduate School of Education at the University of Exeter. My project aims to explore how teachers teach writing in school. I am particularly focusing on how different ways of communicating combine - that is, use of pictures, words, sounds, colours and so on (this is often called 'multimodality'). I will be watching lessons and talking to teachers in schools in Malaysia and England, in order to compare the different ways in which writing is taught. This will hopefully add to our understanding of effective ways of teaching writing to young children.

Your child is part of a class which is being observed. I intend to observe 10 writing lessons. Photocopies, print-outs or photos of your child's work will also be taken, but I will ensure that their names are removed from these.

The examples of their work, may be used in future publications (including reports, journal articles and books). However, the children will remain anonymous in these, and no one will be able to identify the children (or their school) from the articles or reports.

The videos of lessons will only be shared with my supervisors at the University, and the teachers who are participating in the study. I will be selecting clips from the video footage to show other teachers, so that they can talk about the similarities and differences in how they teach writing, justify their approaches and think about how they might teach differently. In order to make the videos anonymous, I will use an app called 'cartoon me' which changes the facial features of the children (see screenshot below). There will be no identifying information about schools, teachers or children attached to this data when/if it is shared. The information from the videos and samples of children's work may be used in future publications (including reports, journal articles and books). However, the children will remain anonymous in these, and no one will be able to identify the children (or their school) from the articles or reports.

If you have any concerns about the project or would like further information please contact me at Henry Nicholas at [hn245@exeter.ac.uk](mailto:hn245@exeter.ac.uk) or 07958781695 (UK) 0198127919 (Malaysia).

If you would like your child to be engaged in brief conversations as a focus child, please sign below and return this form to the school, addressed to their English teacher.

**I would like my child to be engaged as part of the “A Comparative and Exploratory study of Multimodal Text Designs between Malaysia and the UK Primary Schools” Project.**

.....  
Child's Name

.....  
Your Name

.....  
Your Signature

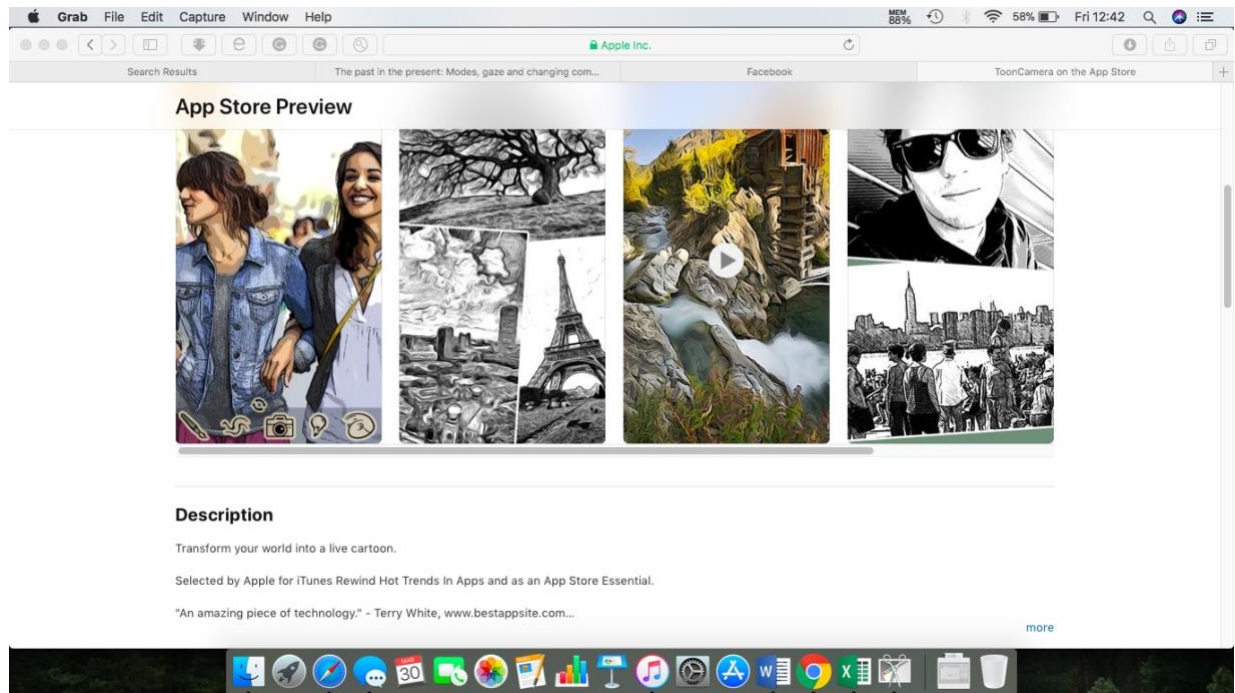
.....  
Date

Henry Nicholas – PhD Student

[hn245@exeter.ac.uk](mailto:hn245@exeter.ac.uk)

07958781695 (UK) 0198127919 (Malaysia)

Screenshot of 'cartoon me' application:



**A Comparative and Exploratory study of Multimodal Text Designs between Malaysia and the UK Primary Schools**

**CHILDREN PARENTAL INFORMATION AND OPT-OUT FORM**

My name is Henry Nicholas and I'm a PhD student in the Graduate School of Education at the University of Exeter. My project aims to explore how teachers teach writing in school. I am particularly focusing on how different ways of communicating combine - that is, use of pictures, words, sounds, colours and so on (this is often called 'multimodality'). I will be watching lessons and talking to teachers in schools in Malaysia and England, in order to compare the different ways in which writing is taught. This will hopefully add to our understanding of effective ways of teaching writing to young children.

Your child is part of a class which is being observed and video-recorded: I will be watching and recording 10 writing lessons. However, during this video recording, there will be no focusing on only one child. A video recorder will be placed at the back of the classroom to capture how the teacher teaches. I may also take copies or photographs of your child's work - but I will ensure that these are anonymous and that their name is covered or removed. I will be using the observations to explore how teachers use different resources - language, sound, images - as they teach writing.

The videos of lessons will only be shared with my supervisors at the University, and the teachers who are participating in the study. I will be selecting clips from the video footage to show other teachers, so that they can talk about the similarities and differences in how they teach writing, justify their approaches and think about how they might teach differently. In order to make the videos anonymous, I will use an app called 'cartoon me' which changes the facial features of the children (see screenshot below). There will be no identifying information about schools, teachers or children attached to this data when/if it is shared. The information from the videos and samples of children's work may be used in future publications (including reports, journal articles and books). However, the children will remain anonymous in these, and no one will be able to identify the children (or their school) from the articles or reports.

If you have any concerns about the project or would like further information please contact me at Henry Nicholas at [hn245@exeter.ac.uk](mailto:hn245@exeter.ac.uk) or 07958781695 (UK) 0198127919 (Malaysia).

If you would **NOT** like your child to be video-recorded, please sign below and return this form to the school, addressed to their English teacher.

**I would **NOT** like my child to be video-recorded as part of the “A Comparative and Exploratory study of Multimodal Text Designs between Malaysia and the UK Primary Schools” Project.**

.....  
Child's Name

.....  
Your Name

.....  
Your Signature

.....  
Date

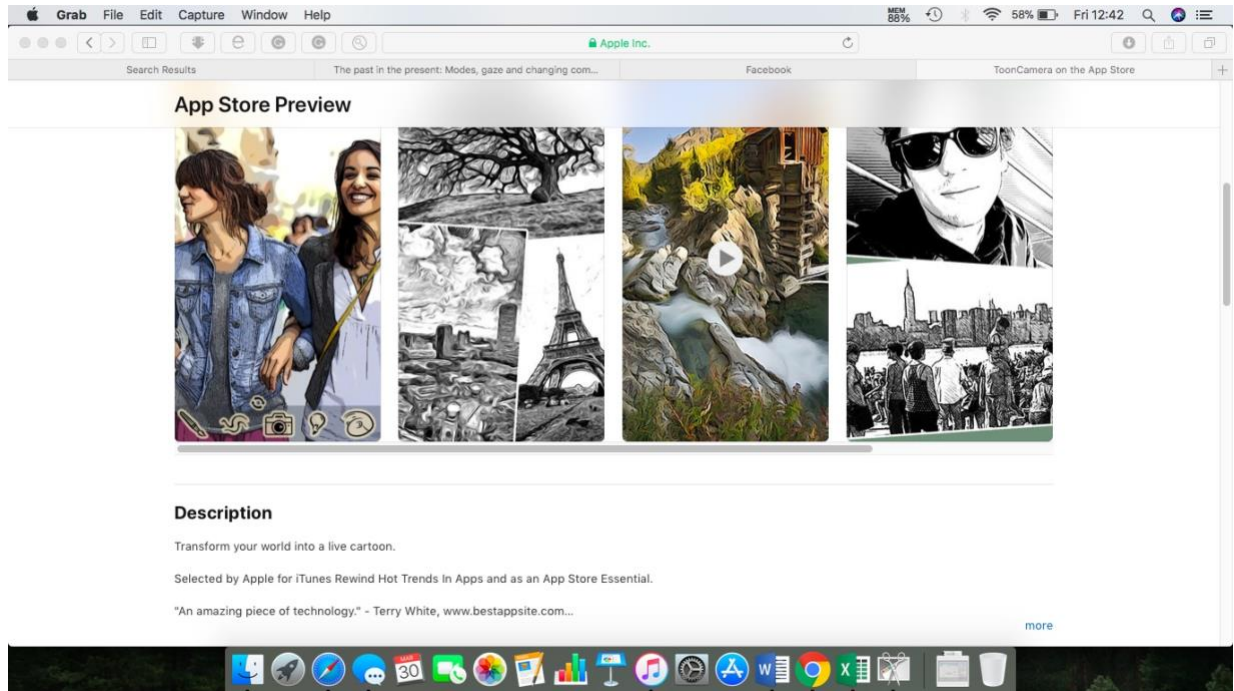
Henry Nicholas – PhD Student

[hn245@exeter.ac.uk](mailto:hn245@exeter.ac.uk)

07958781695 (UK) 0198127919 (Malaysia)



A sample screenshot of 'cartoon me' application:



**Kajian Komparatif dan Eksplorasi Reka Bentuk Teks “Multimodal” antara Sekolah-Sekolah Rendah di Malaysia dan UK**

**BORANG MAKLUMAT IBUBAPA UNTUK KANAK-KANAK**

Saya Henry Nicholas adalah seorang pelajar PhD di Sekolah Pengajian Siswazah di Universiti of Exeter. Projek saya adalah bertujuan untuk meneroka bagaimana guru-guru mengajar kanak-kanak belajar menulis terutamanya di peringkat sekolah rendah. Kajian saya memberi tumpuan kepada pelbagai cara komunikasi yang digunakan - iaitu cara guru-guru menggunakan gambar, perkataan, bunyi, warna dan sebagainya (ini sering dipanggil 'multimodality'). Saya berhasrat untuk membuat pemerhatian dalam kelas sambil bercakap dengan guru-guru. Pemerhatian kelas dan komunikasi dengan mereka akan dilakukan di sekolah-sekolah di Malaysia dan England. Penglibatan antara dua negara adalah bertujuan untuk meneroka dan membuat perbandingan bagaimana kemahiran menulis ini diajar. Penerokaan dan perbandingan ini diharapkan dapat memberi kefahaman yang lebih mendalam mengenai cara mengajar yang berkesan untuk kanak-kanak.

Anak anda terlibat secara langsung dalam kelas yang dipilih untuk sesi pemerhatian dalam kelas. Dalam pada itu, saya berharap bahawa mereka akan mendapat manfaat daripada perhatian tambahan yang saya berikan kepada mereka.

Secara keseluruhan, saya berhasrat untuk memerhati kelas anak anda dalam 10 sesi pengajaran dan pembelajaran dalam kelas. Salinan fotokopi, cetakan atau gambar karya anak anda juga akan digunakan, tetapi saya akan memastikan bahawa nama sebenar mereka tidak didedahkan atas dasar sulit.

Segala contoh kerja mereka dalam kelas akan digunakan dalam penerbitan laporan, jurnal atau artikel dan buku. Walau bagaimanapun, atas dasar sulit, anak anda akan kekal tanpa nama sebenar dalam setiap penerbitan dan tiada siapa akan dapat mengenalpasti identiti anak anda dalam setiap penerbitan ini.

Video rakaman menyeluruh dalam kelas (bukan tertumpu pada anak anda) hanya akan dikongsi bersama dengan penyelia saya di universiti dan guru-guru yang mengambil bahagian dalam kajian ini. Saya akan memilih beberapa klip dari rakaman video tersebut untuk dikongsikan dengan guru-guru yang terlibat sahaja dalam kajian ini untuk tujuan perbincangan akademik. Perbincangan secara profesional dan mendalam ini membolehkan saya dan guru-guru yang terlibat di dua negara yang berbeza membuat persamaan dan perbezaan tentang bagaimana mereka mengajar menulis. Video ini langsung tidak akan mendedahkan muka sebenar anak anda serta guru-guru yang terlibat. Satu aplikasi yang boleh menukar semua ciri-ciri sebenar fizikal seseorang yang dipanggil 'cartoon me' akan digunakan (sila lihat sisipan petikan skrin di bawah). Tidak akan ada maklumat mengenai sekolah, guru-guru atau kanak-kanak yang dilampirkan pada data ini apabila/jika ia dikongsi. Maklumat dari video dan sampel karya kanak-kanak akan digunakan dalam sebarang penerbitan di masa hadapan (termasuk laporan, artikel jurnal dan buku). Sekali lagi, dalam kes penerbitan ini, kanak-kanak akan kekal tanpa nama sebenar dan tiada siapa yang dapat mengenal pasti identiti anak anda (atau sekolah mereka) dari artikel atau laporan yang diterbitkan.

Sekiranya anda mempunyai sebarang kemusykilan mengenai projek ini atau ingin maklumat lanjut sila hubungi saya Henry Nicholas di [hn245@exeter.ac.uk](mailto:hn245@exeter.ac.uk) atau hubungi saya di talian 0198127919.

Jika anda **MEMBENARKAN** anak anda terlibat, sila berikan tandatangan anda di bawah ini dan kemukakan borang ini ke sekolah yang dialamatkan kepada guru bahasa Inggeris mereka.

Saya **MEMBENARKAN** anak saya terlibat sebagai sebahagian daripada projek “Kajian Komparatif dan Eksplorasi Reka Bentuk Teks “Multimodal” antara Sekolah-Sekolah Rendah di Malaysia dan UK”.

.....  
Nama Anak

.....  
Nama Ibubapa/Penjaga

.....  
Tandatangan Ibubapa/Penjaga

.....  
Tarikh

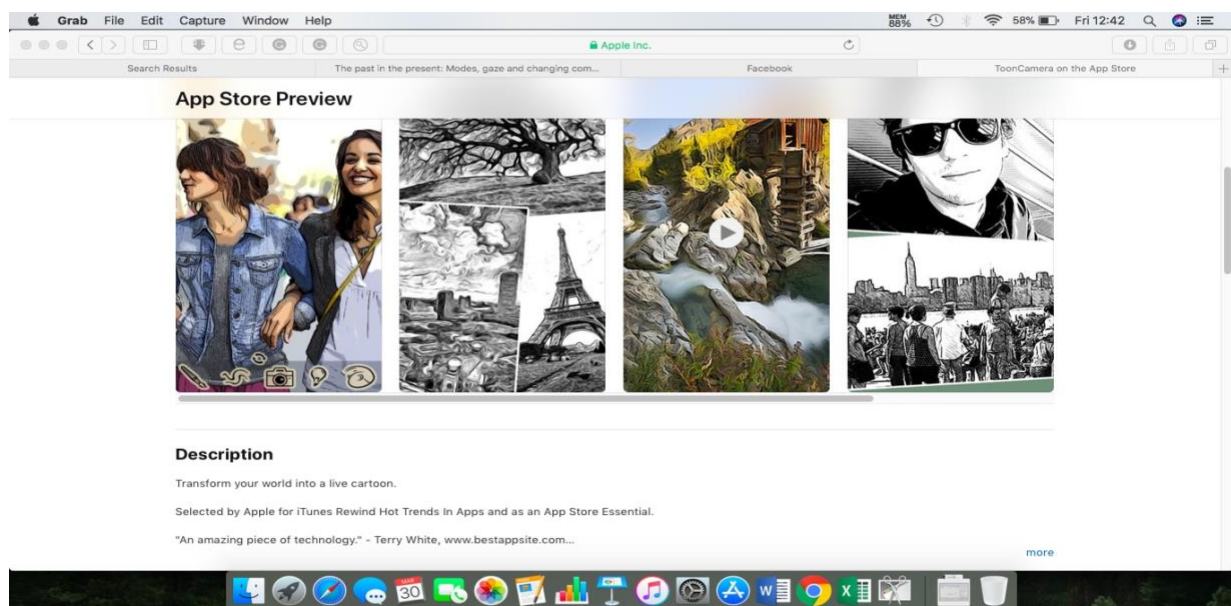
Henry Nicholas – Pelajar PhD

[hn245@exeter.ac.uk](mailto:hn245@exeter.ac.uk)

University of Exeter

0198127919

Contoh sisipan petikan skrin ‘cartoon me’:



Salinan terjemahan Bahasa Inggeris kepada Bahasa Melayu disahkan oleh: Henry Nicholas

## **Kajian Komparatif dan Eksplorasi Reka Bentuk Teks “Multimodal” antara Sekolah-Sekolah Rendah di Malaysia dan UK**

### **BORANG MAKLUMAT IBUBAPA DAN MAKLUMBALAS KEBENARAN ANAK UNTUK MENGIKUTI KAJIAN**

Saya Henry Nicholas adalah seorang pelajar PhD di Sekolah Pengajian Siswazah di Universiti of Exeter. Projek saya adalah bertujuan untuk meneroka bagaimana kanak-kanak belajar menulis terutamanya di peringkat sekolah rendah. Kajian saya memberi tumpuan kepada pelbagai cara komunikasi yang digunakan apabila kanak-kanak menulis - iaitu cara mereka menggunakan gambar, perkataan, bunyi, warna dan sebagainya (ini sering dipanggil 'multimodality'). Saya berhasrat untuk membuat pemerhatian dalam kelas sambil bercakap dengan guru-guru dan kanak-kanak. Pemerhatian kelas dan komunikasi dengan mereka akan dilakukan di sekolah-sekolah di Malaysia dan England. Penglibatan antara dua negara adalah bertujuan untuk meneroka dan membuat perbandingan bagaimana kemahiran menulis ini diajar. Penerokaan dan perbandingan ini diharapkan dapat memberi kefahaman yang lebih mendalam mengenai cara mengajar yang berkesan untuk kanak-kanak.

Anak anda akan berada dalam kelas yang dipilih untuk sesi pemerhatian dan rakaman video pengajaran dan pembelajaran dalam bilik darjah. Saya berhasrat untuk membuat 10 kali pemerhatian dan rakaman video tersebut. Walaubagaimanapun, semasa rakaman video ini berlangsung, tumpuan utama tidak akan diberikan kepada hanya seorang kanak-kanak. Perakam video akan diletakkan di belakang bilik darjah untuk mengambil keseluruhan keadaan bilik darjah semasa sesi pengajaran dan pembelajaran. Salinan fotokopi, cetakan atau gambar karya anak anda juga akan digunakan, tetapi saya akan memastikan bahawa nama sebenar mereka tidak didedahkan atas dasar sulit. Tinjauan akademik ini bertujuan untuk meneroka bagaimana guru dan keseluruhan kanak-kanak menggunakan sumber yang berbeza - bahasa, bunyi, imej – ketika mereka belajar menulis.

Video rakaman ini hanya akan dikongsi bersama dengan penyelia saya di universiti dan guru-guru yang mengambil bahagian dalam kajian ini. Saya akan memilih beberapa klip dari rakaman video tersebut untuk dikongsikan dengan guru-guru yang terlibat sahaja dalam kajian ini untuk tujuan perbincangan akademik. Perbincangan secara profesional dan mendalam ini membolehkan saya dan guru-guru yang terlibat di dua negara yang berbeza membuat persamaan dan perbezaan tentang bagaimana mereka mengajar menulis. Video ini langsung tidak akan mendedahkan muka sebenar anak anda. Satu aplikasi yang boleh menukar semua ciri-ciri sebenar fizikal seseorang yang dipanggil 'cartoon me' akan digunakan (sila lihat sisipan petikan skrin di bawah). Tidak akan ada maklumat mengenai sekolah, guru-guru atau kanak-kanak yang dilampirkan pada data ini apabila / jika ia dikongsi. Maklumat dari video dan sampel karya kanak-kanak akan digunakan dalam sebarang penerbitan di masa hadapan (termasuk laporan, artikel jurnal dan buku). Sekali lagi, dalam kes penerbitan ini, semua kanak-kanak akan kekal tanpa nama sebenar dan tiada siapa yang dapat mengenal pasti identiti mereka atau sekolah mereka dari artikel atau laporan yang diterbitkan.

Sekiranya anda mempunyai sebarang kemusykilan mengenai projek ini atau ingin maklumat lanjut sila hubungi saya Henry Nicholas di [hn245@exeter.ac.uk](mailto:hn245@exeter.ac.uk) atau hubungi saya di talian 0198127919.

Jika anda **TIDAK** berhasrat untuk membenarkan anak anda terlibat dalam rakaman video ini, sila berikan tandatangan anda di bawah dan kemukakan borang ini ke sekolah yang dialamatkan kepada guru bahasa Inggeris mereka.

Saya **TIDAK** membenarkan anak saya untuk dirakam secara video dalam projek “Kajian Komparatif dan Eksplorasi Reka Bentuk Teks “Multimodal” antara Sekolah-Sekolah Rendah di Malaysia dan UK”.

.....  
Nama Anak

.....  
Nama Ibubapa/Penjaga

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Tandatangan Ibubapa/Penjaga

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Tarikh

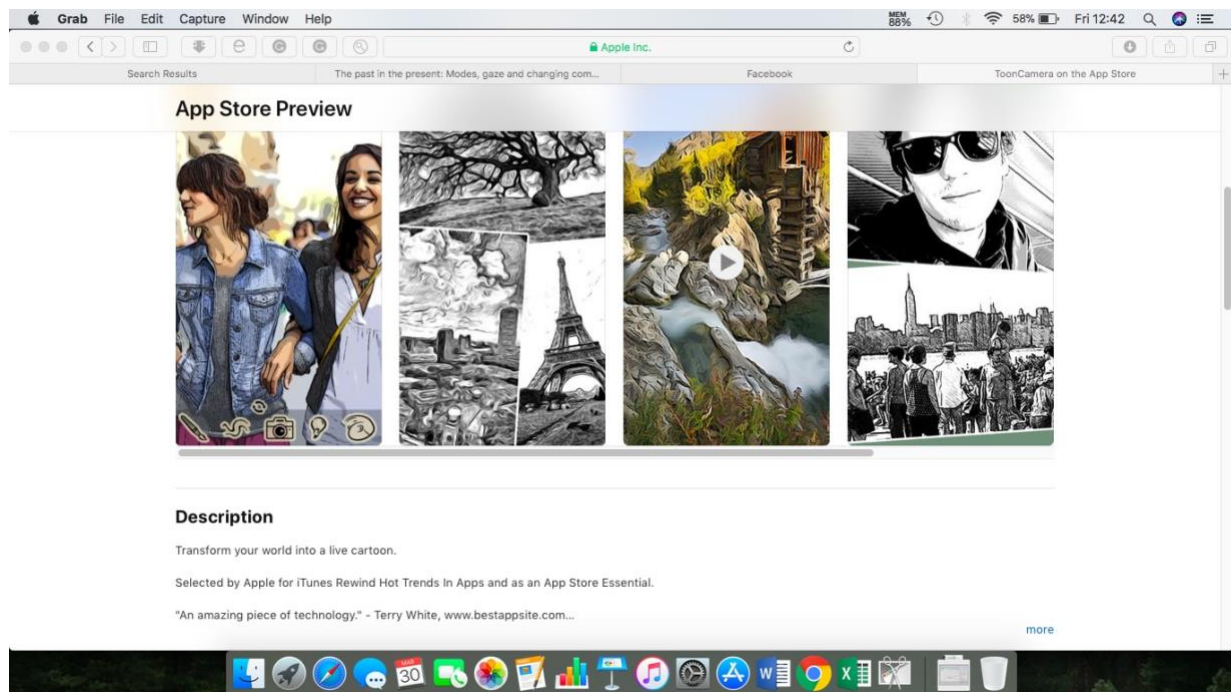
Henry Nicholas – Pelajar PhD

[hn245@exeter.ac.uk](mailto:hn245@exeter.ac.uk)

University of Exeter

0198127919

Contoh sisipan petikan skrin ‘cartoon me’:



Salinan terjemahan Bahasa Inggeris kepada Bahasa Melayu disahkan oleh: Henry Nicholas

## *Appendix 6: Interview Questions with Focus Teachers*

### **Formal Interview 1**

Hi. You may stop at any time and you are not obliged to answer any questions you do not feel to. This interview will be recorded.

- Henry** : How do you teach writing?
- Teachers:** : -----
- Henry** : Can you elaborate more on the strategies?
- Teachers** : -----
- Henry** : How well do you know about multimodal writing?
- Teachers:** : -----
- Henry** : Can you please describe how you use different ways, tools and  
etc. when you teach writing?
- Teachers** : -----
- Henry** : How do you measure children's strengths and weaknesses in  
writing lessons?
- Teachers** : -----
- Henry** : Can you elaborate more on the criteria of the objectives? How do  
you determine a successful production of writing? How do you  
conclude this?
- Teachers** : -----

### **Formal Interview 2**

Hi. You may stop at any time and you are not obliged to answer any questions you do not feel to. This interview will be recorded.

- Henry** : What literacy features do you emphasise during a writing lesson?  
Why? How?
- Teachers** : -----
- Henry** : Can you please elaborate more on the fun element?
- Teachers** : -----
- Henry** : In your opinion, what type of texts do children enjoy writing the  
most? Why? How?
- Teachers** : -----

**Henry** : Can you please elaborate more on how you specifically know  
that children are in the process of understanding the texts they are  
writing about?

**Teachers** : -----

**Henry** : In your opinion, how can children's writing be improved;  
specifically looking at the types of writing activities (print and non-  
print) they have, and the different texts they produce e.g., stories,  
on-screen writing etc.?

**Teachers** : -----

**Henry** : Can you elaborate on the types of writing supports to help children  
write? Are there any special cases worth mentioning?

**Teachers** : -----

**Henry** : Can you also elaborate on how grammar is related to the teaching  
of writing?

**Teachers** : -----

**Henry** : How do you know children have achieved previous writing  
objectives to enable them to write better?

**Teachers** : -----

**Henry** : Are there any comments or thoughts that you would like to add  
before we end our interview today? I would also like to follow up  
for further questions via email or phone call, if that is okay?

**Teachers** : -----

## COLLEGE OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES

When completing this form please remember that the purpose of the document is to clearly explain the ethical considerations of the research being undertaken. As a generic form it has been constructed to cover a wide-range of different projects so some sections may not seem relevant to you. Please include the information which addresses any ethical considerations for your particular project which will be needed by the SSIS Ethics Committee to approve your proposal. In completing this form please make full use of the guidance and resources available at <http://intranet.exeter.ac.uk/socialsciences/ethics/>

All staff and students within SSIS should use this form to apply for ethical approval and then send it to one of the following email addresses:

[ssis-ethics@exeter.ac.uk](mailto:ssis-ethics@exeter.ac.uk) This email should be used by staff and students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology.

[ssis-gseethics@exeter.ac.uk](mailto:ssis-gseethics@exeter.ac.uk) This email should be used by staff and students in the Graduate School of Education.

Applicant details	
Name	Henry Nicholas
Department	Graduate School of Education
UoE email address	Hn245@exeter.ac.uk

Duration for which permission is required		
You should request approval for the entire period of your research activity. <u>The start date should be at least one month from the date that you submit this form.</u> Students should use the anticipated date of completion of their course as the end date of their work. Please note that <u>retrospective ethical approval will never be given.</u>		
Start date:01/04/2018	End date:30/12/2018	Date submitted:08/03/2018

Students only	
All students must discuss their research intentions with their supervisor/tutor prior to submitting an application for ethical approval. The discussion may be face to face or via email.	
Prior to submitting your application in its final form to the SSIS Ethics Committee it should be approved by your first and second supervisor / dissertation supervisor/tutor. You should submit evidence of their approval with your application, e.g. a copy of their email approval.	
Student number	650054586
Programme of study	Doctor of Philosophy (PhD) If you selected 'other' from the list above please name your programme here
Name of Supervisor(s)/tutors or Dissertation Tutor	Dr Annabel Watson and Dr Anthony Wilson
Have you attended any ethics training that is available to students?	Yes, I have taken part in ethics training at the University of Exeter i) Ethics training received on Masters courses (MSc in Educational Research) If yes, please specify and give the date of the training: <b>Nature of Educational Enquiry Module</b> 01/03/2016

Certification for all submissions
I hereby certify that I will abide by the details given in this application and that I undertake in my research to respect the dignity and privacy of those participating in this research. I confirm that if my research plans change I will contact the Committee before research takes place and submit a request for amendment or, if necessary, complete a further ethics proposal form. I confirm that any that document translations have been done by a competent person with no significant changes to the original meaning.
<b>Henry Nicholas</b>
Double click this box to confirm certification <input checked="" type="checkbox"/>
<i>Submission of this ethics proposal form confirms your acceptance of the above.</i>



## TITLE OF YOUR PROJECT

**A Comparative and Exploratory study of Multimodal Text Designs between Malaysia and the UK Primary Schools**

## ETHICAL REVIEW BY AN EXTERNAL COMMITTEE

No, my research is not funded by, or doesn't use data from, either the NHS or Ministry of Defence.

If you selected yes from the list above you should apply for ethics approval from the appropriate organisation (the NHS Health Research Authority or the Ministry of Defence Research Ethics Committee). You do not need to complete this form, but you must inform the [Ethics Secretary](#) of your project and your submission to an external committee.

## MENTAL CAPACITY ACT 2005

No, my project does not involve participants aged 16 or over who are unable to give informed consent (e.g. people with learning disabilities)

If you selected yes from the list above you should apply for ethics approval from the NHS Health Research Authority. You do not need to complete this form, but you must inform the [Ethics Secretary](#) of your project and your submission to an external committee.

## SYNOPSIS OF THE RESEARCH PROJECT

*Maximum of 750 words.*

### Background of Research

In 2011 a new English curriculum was drafted in Malaysia, and it was fully implemented in 2017. The rationale behind the new curriculum as stated by the MOE was partly to bring the curriculum in line with those of England so that qualifications will be recognized internationally.

In order to do this, the KSSR targets three specific areas (the four main language skills, phonics and grammar). Therefore, this research intends to explore the teaching of one of the four main language skills; writing. This exploration uses a theoretical multimodal lens to compare how writing is taught and learnt at level one (Malaysia) and key stage one (England). This international comparison will hopefully develop understanding of how this language skill is taught and learnt. The comparative element allows teachers from both countries to consider their practices in the light of a different context.

### Scope and Significance of Research

This research is significant in two ways. Firstly, it will be the first comparative study of the new writing curriculum in Malaysia. And secondly, it will be the first study to use the lens of multimodality to explore the teaching of writing in level one in Malaysia.

The fact that one setting concerns native speakers while the other looks at English as a second language might cause some readers to question whether these are comparable. However, the fact that this study looks at all modes, not just language, makes this less problematic. In addition, any interpretation of the data and discussion of the findings will endeavour to take this difference into account. The focus is entirely on exploring and comparing how teachers teach writing and children design mono/multimodal texts in the classroom.

### Aims of Research

The focus of this research is to explore and compare how teachers teach writing and children design mono/multimodal texts in the classroom through a multimodal theoretical lens. This exploration and comparison allow me to specifically explore, identify, describe, analyse and explain (Walsh, 2009) teachers and children's interaction with multimodal texts during writing lessons. This will entail examining how teachers use various modes to teach writing, the process children go through in creating texts and the final product of their writing.

The goal is to support the development of teaching pedagogies both in Malaysia and in the UK, particularly in relation to the new Malaysia English curriculum and it is also about how multimodality can be incorporated in the early teaching of writing. In addition, it will offer an opportunity to develop the theory of multimodality by considering its pedagogical implication in two different contexts.

### Research Questions

Principal Question 1: What are the modes used by teachers and children when teaching and learning writing in Malaysia level one and England key stage one level?

1a: How do these modes support children's writing?

1b: How do teachers and children design multimodal texts using these modes?

1c: How do teachers and children use these modes differently and similarly?

1d: How do teachers in these two contexts make sense of their practices?

## INTERNATIONAL RESEARCH

This research will take place in Malaysia and in England. An initial communication in the forms of emails and forms to the relevant authorities in Malaysia will begin in January 2018. The procedure involves contacting and applying for research approval from the Educational Planning and Research Division Malaysia (EPRD), Ministry of Education Malaysia, the State Education Department, the District Education Office and finally the relevant schools.

There are 13 states and three federal territories in Malaysia. My research will be conducted in Sabah, East Malaysia. To gain access to primary schools, a formal request letter will be sent out to the District Education Office in Kota Kinabalu, Sabah. Upon receiving the approval letter from the District Education Office, it will be sent out to the relevant schools. I will then follow up with a formal procedure of contacting the respective schools, to set up meetings with the school administrators; headmaster, senior assistants or head of English panel. These meetings are necessary to brief them about my project and to inform them about the commitment required from the teachers and children selected.

All meetings with headteachers and focus teachers in Malaysia will be held in English language. However, since there will be no meetings between the focus children's parents and all parents, and I, the consent letters for them will be provided in Malay language. Copies of these will be included in the information sheets and consent forms used for Malaysian parents.

This project will follow the ethical considerations, implications, and mitigations in relation to the EPRD ethical requirements.

1. No exam classes are involved in this project.
2. No questioning of education policy.
3. No sensitive issues on race and ethnicity.
4. No sensitive issues about religions.
5. In no way intended to humiliate individual or groups.
6. Research instruments are in Bahasa Melayu (Malay) or English Language.

The following sections require an assessment of possible ethical consideration in your research project. If particular sections do not seem relevant to your project, please indicate this and clarify why.

## RESEARCH METHODS

### Entry into Research

Once approval is received from Education Planning and Research Division in Malaysia and from the University of Exeter, England, data collection procedure will begin in March 2018 until September 2018. The time allocated for each country is three months each starting with Exeter and thereafter, Kota Kinabalu.

### Recruitment of Participants

Recruitment procedure for schools in Malaysia is to get an approval letter from the State Education Office (JPN) Sabah, District Education Office (PPD) Kota Kinabalu and thereafter approaching the relevant schools. The selection of schools is by recommendation from the State Education Office. For the schools in England, I will initially approach a school with which I have links as a parent and a school volunteer.

Contact with the headteachers from schools in Malaysia and England will begin once all approval letters are in hands. I will ask headteachers for the guidance and policy as to whether the school is able to provide consent for me to observe and video lessons or whether I need to seek permission from the parents/guardians of individual children. Therefore, I will meet the Headteachers with a briefing form and memorandum of understanding, and if they consent, I will ask them for the contact details of the suggested participating teachers. I will meet and discuss with these teachers their willingness to participate.

During meetings with the teachers, I also will ask about their safeguarding policy and personal considerations of the potential children participants in their class. Should there be any issues concerning vulnerability that will hamper my project, I shall review my ethics form immediately. I will meet all children-participants in their respective classrooms and introduce myself by explaining that I am here to look at how they are learning to write. I will ask the teachers to nominate two children per class to be the focus children for closer study. Informed consent will be sought from parents and the children themselves for me to look closely at their work and talk to them about their learning. The informed consent letters for parents for focus children and parents for all children in Malaysia will be in Malay language. The consent letters for parents for focus children will have an opt-in option (to be interviewed and audio-recorded) whereas parents for all children will have an opt-out option (classroom observations and video recordings).

### Data Collection

The data collection period will start from April 2018 to December 2018. Data are gathered from interviews, field notes, classroom observations, collection of teacher's lesson plans, and collection of children's writing/work as well as photographs of classrooms. The interview data are in the form of audio data whereas the classroom observation data are video data. I would like to record my interview with the teachers and video record the lessons, both for the purposes of analysis and to allow me to share selected episodes with other participant teachers for their feedback in their final interview. However, this will be subject to negotiation with individual

schools. Parents for all children will be provided with an opt-out consent letter for classroom observations and video recording.

I also would like to have brief conversations with the children and audio-record this interview. For this, parents for focus children will be provided with an opt-in parental consent.

Additionally, other methods of communication such as telephone calls and emails will be employed to communicate with these teachers about matters regarding the study. Since this study will employ a multiple case study approach, the data collection procedures are replicated for each participant through Yin's (2006) replication logic. Similar approaches, techniques, and data collection tools and methods are applied to all teachers in this study. The data collection will take about 8 months; having 4 months each in the UK and Malaysia. Each data collection procedure is explained in detail below.

#### **Interview Sessions with Teachers**

Each teacher will be interviewed face-to-face for at least 10 times in the period of 3 months. This interview will be done at a time convenient to the teachers. Prior to these interviews, there will be informal interview/conversations after each lesson observed. The informal interview/conversations will be captured in field notes. A second formal semi-structured interview will take place roughly halfway through the data collection period, during which time I will ask them to reflect on whether their views have changed or developed. These interviews will be audio-recorded and transcribed.

However, there will also be email exchanges between the teachers and I for further clarification. The interview protocol is adapted from Seidman's (2006) interview protocol. Teachers will be required to answer a series of semi-structured questions based on the protocol.

In regards to the language used to conduct the interview with teachers in Malaysia; they will be interviewed fully in English. These teachers have adequate proficiency for the interview to be conducted in English because they are TESL-trained, certified, and recognised by the MOE, Malaysia.

#### **Interview Sessions with Children**

Focus children will be engaged in a brief conversation where I ask them to explain what they are doing - and that this will happen in each lesson that I observe. This conversation will be audio-recorded with a Dictaphone for transcription later.

In regards to Malaysia classrooms, focus children are selected by their teachers firstly based on the children's interests and willingness to participate and secondly that their proficiency is adequate for the brief conversations to be conducted in English. However, these children may alternatively code switch and therefore any Malay words will be translated back-to-back in English. I will personally translate any Malay words to English. Given the fact that Malaysian children speak English as their second language as well as 'Manglish' or Malaysian-English, these brief conversations will not pose any language-barrier.

#### **Final Interview Sessions with Teachers**

At the end of the classroom observations, there will be a third formal semi-structured interview.

In this interview, teachers from both countries are shown selected clips of their lessons, collection of lesson materials, photographs of children's work and classrooms. However, all these videos and materials are subject to the headteachers and relevant teacher-participants' authorisation.

The purpose of this interview is to get their own interpretation of what other teachers and children are doing from a different setting. All English lessons recorded in Malaysia will be conducted in English. Therefore, there will be no issue for teachers in England to not be able to understand the clips shown to them.

#### **Observation Sessions**

Each teacher and their class will be observed for at least 10 times in the period of 3 months. The data from the observations are captured in field notes and are video recorded. Close attention will be given to the process and product of writing.

The focus of this observation is to explore, identify, describe, analyse and explain teachers and children's interaction with various modes, media, designs, resources, pedagogy and texts.

#### **Field Notes**

Field notes will be used to record the teachers and children's interview responses and classroom observation sessions. These field notes will serve to complement, compare, and contrast the interview, observations, lesson materials and video-lesson data. These field notes are also used to record the challenges, opportunities, professional activities, and interactions these teachers and children have in the writing classroom. Following Corbin and Strauss' (2008) approach, the field notes in the form of memos will assist me to recall the contexts and content of the data collected.

### **Collection of Lesson Materials and Photographs of Children's writing/work and Classrooms**

I will be a non-participant observer over the period of 8 months in the UK and Malaysian schools. During this time, copies of all the lesson materials including lesson plans, digital and print teaching materials, textbooks as well as photographs of children's writing/work and classrooms will be collected. The collection of these lesson materials and photographs is to triangulate the primary data (interview and observation data) with secondary data (lesson materials and photographs).

All these materials and photographs, including of those from Malaysia will be in English language.

### **Data Analysis and Coding Process**

The primary data for this study will be generated from the interview sessions, classroom observations, and field notes. These data will also be supplemented with teacher's lesson materials and photographs. All these data will be triangulated using data triangulation process as proposed by Yin (2006). This triangulation process will provide multiple kinds of data to be used to build interpretations, provide answer for the research questions and the conclusion. I will then try to evaluate and modify the data through the triangulation process (Yin, 2006) to take on multiple perspectives on the same event from the various types of data collected (Johnstone, 2008).

The data corpus will be analysed by means of within-case analysis, cross-case analysis and constant comparative analysis. The data analysis will start off by identifying the categories from the data corpus. These categories are identified based on the emerging patterns of the responses and instances from the interviews, classroom observation, field notes, lesson plans, and photographs of children's work. The categories are coded into idea units. These idea units will be further coded into general level codes and the specific level codes. The general level codes reflect the purpose of the unit whereas the specific level codes will capture the gist of each idea unit (Posner, 1982). These codes are compiled in Microsoft Word and Excel files. The coded units are sorted, separated, and placed in categories to identify the themes.

These categories are then put into relevant themes from a multimodal theoretical framework. The first set of themes is 'modes' and semiotic resources'. The second set of themes is a breakdown of 'modes' and semiotic resources' into themes of 'representation', 'interpretation', 'transformation', 'transfiguration', and 'anchored object'. Finally, the themes from Malaysia and England are compared; to search for similarities and differences based on these themes; 'multimodal environment', 'multimodal ensemble', 'multimodal artefacts' and 'multimodal texts'.

The findings of each case (every teacher and child is a case) is analysed firstly by within-case analysis. The within-case analyses are for the purpose of exploration of categories and themes within a setting. The themes that emerge from the within-case analyses are further analysed by using cross-case analysis to further break down the themes; still within the domain of one setting. The purpose of these cross-case analyses is to combine similar and different themes from the within-case analyses, and still within a setting.

The constant comparative analysis will be employed parallel with the within-case and cross-case analyses. This is to make sure that the themes from within-case and cross-case analyses are constantly and iteratively checked by means of going back and forth between findings, research questions, research design and analytical procedures. In addition, I will consult my supervisors to discuss on the categories, sub-categories, idea units, codes, themes, and strategies for reporting the findings of the data collected.

### **Expected outputs**

The outputs are expected to be used in my:

- Conference presentations
- Journal articles (both academic and practitioner)
- Presentations to professionals (Ministry of Education, Malaysia)
- Discussion with my supervisors

## **PARTICIPANTS**

### **Research Participants**

The selection of teacher-participants for this study is done through my initial contact with the headteachers who will be asked to nominate a teacher who they feel would like to participate. The nomination process will be based on chain sampling approach (Creswell, 2005). On the other hand, the selection of children-participant is based on teacher's recommendation of who they think will enjoy talking about their work (seeking some balance of gender, as possible) as well as those having adequate command of the English language; particularly for children-participants in Malaysia.

The participants of this project are teachers of English teaching writing as well as children from level one (key stage one) in England and Malaysia. There will be a slight difference in age of the children where the children from England will be from age five to seven years old whereas the Malaysian children will be from six to nine years of age. Children in England at the age of 5 and 6 (year 1) who are early literacy learners will not be given a written consent to fill in. Instead, I will read the consent form to them and ask them to write their names down

(or sign them) on the consent form if they agree to participate. I also will do the same to the children in year 1 in Malaysia.

I will try to minimise the vulnerability factors of involving children by first talking to the headteachers then to the teachers and finally to their parents. Should there be any issues concerning vulnerability that will hamper my project, I shall review my ethics form immediately.

All teacher and children participants will receive a certificate of acknowledgement that bears the University of Exeter logo as well as tokens in forms of the University of Exeter merchandise. I will also offer a workshop/seminar to the school staff and parents to share findings and implications of my research if they would like me to do so.

### **THE VOLUNTARY NATURE OF PARTICIPATION**

Voluntary participation will first be sought from headteachers. They will nominate teacher-participants and I will meet them to carefully check that they voluntarily want to participate. The focus children in each class will also be asked whether they are happy for me to look closely at the work and talk to them about their learning. If they show any reluctance, I will ask the teachers to nominate alternative child.

This research does not interfere with the national curricula of both countries. I will only be having informal conversations with the teachers after each lesson, followed by a second formal interview at their convenience and a final interview after watching selected clips and photographs. The children are only asked brief questions about their work in the classroom. The written consent for children (and from their parents) will be to use samples of their writings and conversations data in my research.

There will be no administration of test or assessment.

There are no potential vulnerable adults involved in this study.

There is no dependent relationship or custodial relationship between the children-participants and I.

There are no potentially illegal activities involved in this research and my relationship with the adult teacher-participants is strictly within school boundaries.

All participants are anonymous, and names will be changed to pseudonyms in my thesis. However, the participants, school staff and parents of children in the classes observed will be aware of the fact that the research is undergoing on the respective schools.

All video-lessons will be converted to 'cartoon me' application to completely change the physical features of all children in all classrooms and there will be no identifying information about the schools attached to this data when/if (with permission) it is shared with other teacher participants.

All correspondence is done through my university email address to preserve confidentiality and to distinguish my professional and academic roles.

### **SPECIAL ARRANGEMENTS**

There are no special arrangements because there are no participants with special needs.

### **THE INFORMED NATURE OF PARTICIPATION**

These participants will be kindly requested to participate in this study. To comply with the ethical guidelines of the University; an adequate explanation of the purpose and direction of the study, as well as the scope of their participation, will be given. For this, a session will be held for teacher and focus children participants. Firstly, I will talk to the teachers and get them to sign the consent form. Secondly, I will talk to the nominated focus children and ask them if they would like to participate. Thirdly, I will send out letters home to their parents/guardians informing them of my research and asking for permissions to audio-record their children's conversations.

This ethical approach will ensure that both the participants and I will comply with the responsibilities of conducting and participating in research. A letter explaining my study will be sent to all parents. Parents for focus children will be given an opt-in parental consent to give permission for their children to be interviewed and the interview to be recorded by me. I will follow the headteachers' guidance as to whether I need to include an opt-out form for video data to be collected as it may be some schools have already a blanket parental consent for photos and videos.

### **ASSESSMENT OF POSSIBLE HARM**

Measures to avoid any potential harm are done through interviewing the teachers during school hours only and interviewing the children during class only. There will be no outside-of-schools face-to-face interviews.

The video-lessons and photographs of lesson plans and children's work will only be available to teacher-participants online on a password-protected platform through a closed group and by invites only.

My safety is not compromised as the settings of my project are at schools. I have prior knowledge of the schools in Malaysia and England as well as I having the knowledge that these two countries are safe. I have volunteered at a school in Exeter, England, not as my field work but as school volunteer. I am also a teacher trainer in Malaysia. My volunteering and training at these schools provide sufficient information about my safety. These schools that I intended to visit are safe.

I will complete the fieldwork risk assessment and the international travel form for my data collection phase outside of the UK; in Malaysia.

#### **DATA PROTECTION AND STORAGE**

The data are gathered through audio-recorded interviews, classroom observations, photographs of lesson plans and children's work, as well as video-lessons within the school settings. No participants' personal information about their lives and experiences outside schools are taken.

Each participant is assigned a pseudonym. All the data will be uploaded and put in my password protected laptop. After 8 months of collecting data, I will further transfer the data to my university PGR computer office at St. Luke's Campus for analysis. The information I receive from these data will be used for my academic research solely.

The consent forms from the participants will be converted into softcopies and the hardcopies will be shredded.

The digital interview recordings will be deleted once I have anonymised transcript of the interview.

The field notes book will be shredded once I have converted the data into softcopies.

All data will be kept for up to four years after the completion of my PhD study for the purpose of reference when preparing articles and conferences.

Anonymised data may be stored indefinitely.

Anonymised data may be uploaded to the UK Data Service in accordance with ESRC requirements.

I will transcribe the data myself.

#### **DECLARATION OF INTERESTS**

At the start of my data collection preferably during meetings, I will inform the school administrators, teachers and children that my PhD is sponsored by the Scholarship Division of the Ministry of Education, Malaysia. My information sheet will explain that the results from my research will be published as thesis from the University of Exeter, presented in conferences, published in journals, and being referred to by the relevant authorities in the MOE, Malaysia. Additionally, I will also explain in my information sheet and during meetings that I am a teacher trainer to give them the impression that I am an insider in education.

As a teacher trainer, I have some basic understanding of how not to burden teachers with extra time for my research as well as how to approach children in ways that do not scare or intimidate them. My position as a teacher trainer will assist with easing my way in the school and the classrooms. I will not give suggestions of how teachers should teach nor how children should write.

#### **USER ENGAGEMENT AND FEEDBACK**

There is no plan to include participants' feedback and reflection on their own interview transcript. However, they are permitted to have copies of the transcripts upon requests. They can request for a summary of key findings once the project is concluded. In addition, I will offer to run a workshop for teacher participants and their colleagues.

#### **INFORMATION SHEET**

I intend to provide headteachers, focus teachers, focus children and children's parents a school briefing information sheet, a MoU, an ethical consent form, consent form and opt-in/opt-out form separate from this ethics form.

Teachers and Parents' Information Sheet

**A Comparative and Exploratory study of Multimodal Text Designs between Malaysia and the UK  
Primary Schools**

1. What is this project?

This research aims to explore how children learn to write in school. I am particularly focusing on how different ways of communicating combine when young children write - that is, use of pictures, words, sounds, colours and so on (this is often called 'multimodality'). I will be watching lessons and talking to teachers and children in schools in Malaysia and England, in order to compare the different ways in which writing is taught. This will hopefully add to our understanding of effective ways of teaching writing to young children.

2. Who is conducting this research?

I am a PhD student at the University of Exeter and this research forms part of my PhD.

My supervisors are Dr Annabel Watson ([a.m.watson@exeter.ac.uk](mailto:a.m.watson@exeter.ac.uk)) and Dr Anthony Wilson ([a.c.wilson@exeter.ac.uk](mailto:a.c.wilson@exeter.ac.uk)) from the Graduate School of Education. This research is funded by the Scholarship Division of the Ministry of Education, Malaysia.

3. What does being part of this study mean for me?

For teachers; it will involve allowing me to observe and video record 10 writing lessons, with brief conversations at some point soon before and after each one. There will also be two formal observations: at the start, and at the end of the project. These will be organised at a time to suit the teacher. I anticipate that the brief conversations after lessons will last around 5-10 minutes, while the formal interviews will be likely to last between 30 minutes to one hour. Teachers can stop the interview at any time and they do not have to answer any questions that they do not wish to answer. I will also ask teachers to allow me to take copies of lesson plans and photographs of (anonymised) children's work.

Sections of the transcript of their interview, lesson plans and video-lessons may be published, for example in my thesis, journal articles, conferences, proceedings or elsewhere, following this research. These will be fully anonymised.

For children; for most children, I will be an adult observer in their lessons, who will be watching what they do and possibly taking anonymised copies of their work. I will ask the teachers to nominate two children in each class to be 'focus children'. The criteria for selection will simply be that these children should enjoy having an opportunity to talk about their learning as well as having an adequate English proficiency (Children in Malaysia). For these children, I will pay particular attention to their activities during writing lessons and will have a brief conversation with them at relevant points during the lessons. These conversations will not interrupt the lessons and will simply ask children to tell me about what they are learning/doing.

All interview transcripts, lesson plan copies, video-lessons and copies of children's work will be kept confidential and will only be accessible by my supervisors and me. There will be separate information sheets and consent forms for headteachers, teachers, parents for all children, parents for focus children and focus children. There will be translated copies of consent forms for focus children, parents for all children and parents for focus children in Malaysia.

4. Who can I contact for further information?

For further information about my research and copies of your transcripts, lesson plans, video-lessons, and children's work, please contact:

Henry Nicholas  
University of Exeter  
Heavitree Rd, Exeter EX1 2LU  
United Kingdom  
01392 661000 (UK)/0198127919 (Malaysia)  
[Hn245@exeter.ac.uk](mailto:Hn245@exeter.ac.uk)

If you have concerns/questions about the research you would like to discuss with someone else at the University, please contact:

Dr Annabel Watson  
North Cloisters  
University of Exeter  
St Luke's Campus  
Heavitree Road, Exeter EX1 2LU  
United Kingdom  
[a.m.watson@exeter.ac.uk](mailto:a.m.watson@exeter.ac.uk)  
+44 (0) 1392 722899 (2899)

Dr Anthony Wilson  
Baring Court  
University of Exeter  
St Luke's Campus

Heavitree Road, Exeter EX1 2LU  
United Kingdom  
[a.c.wilson@exeter.ac.uk](mailto:a.c.wilson@exeter.ac.uk)  
+44 (0) 1392 724924 (4924)

5. What will happen to my interview, lesson plans, video-lessons, and children's work data?  
All data will be held in accordance with the Data Protection Act. The information you provide will be used for research purposes and will be processed in accordance with current data protection legislation. All data will be treated in the strictest confidence and will not be disclosed to any unauthorised third parties. The results of the research will be published in anonymised form and anonymised data may be uploaded to the UK Data Service in accordance with ESRC requirements.

The digital recording of the interviews will be deleted as soon as there is an authoritative written transcript of the interviews.

Your contact details, interview, lesson plans, photographs and video data will be kept confidential and are used on an anonymous basis. Anonymised data may be stored indefinitely.

Third parties have no access to your data (except for my supervisors mentioned above) unless in the events where these data are required by law or there are concerns about possible harms to you or someone else.

You may request a copy of your interview transcript, but your feedback of the transcripts will not be used for analysis.

One copy of this form will be kept by the participant; a second copy will be kept by the researcher.

## CONSENT FORM

Please see enclosed documents for:

1. Memorandum Of Understanding for Headteachers
2. Headteacher Ethical Consent Form
3. Focus Teacher Consent Form
4. Focus Children Consent Form
5. Focus Children Parental Information and Opt-In Form for children's Interview and Audio-Recording
6. Children Parental Information and Opt-Out Form for Classroom Observations and Video-Recording
7. Copy of document no. 4 in Malay language
8. Copy of document no. 5 in Malay language
9. Copy of document no. 6 in Malay language

One copy of this form will be kept by the participant; a second copy will be kept by the researcher.

## SUBMISSION PROCEDURE

Staff and students should follow the procedure below.

**Post Graduate Taught Students (Graduate School of Education):** Please submit your completed application to your first supervisor. Please see the submission flowchart for further information on the process.

**All other students** should discuss their application with their supervisor(s) / dissertation tutor / tutor and gain their approval prior to submission. Students should submit evidence of approval with their application, e.g. a copy of the supervisors email approval.

**All staff** should submit their application to the appropriate email address below.

This application form and examples of your consent form, information sheet and translations of any documents which are not written in English should be submitted by email to the SSIS Ethics Secretary via one of the following email addresses:

[ssis-ethics@exeter.ac.uk](mailto:ssis-ethics@exeter.ac.uk) This email should be used by staff and students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology.

[ssis-gseethics@exeter.ac.uk](mailto:ssis-gseethics@exeter.ac.uk) This email should be used by staff and students in the Graduate School of Education.

Please note that applicants will be required to submit a new application if ethics approval has not been granted within 1 year of first submission.



*Appendix 8: Malaysia School A and B Classroom Layouts*

School A



School B



### **Introduction to Primary Year 1 Scheme of Work Document**

The purpose of the Primary Year 1 Scheme of Work document is to provide teachers with support and information for planning and delivering their lessons throughout the year. The Scheme of Work contains the following sections:

#### **1. Overview of Primary Year 1 Scheme of Work**

This section will explain to teachers how the Scheme of Work is organised and provides detail on the two types of lesson in the Scheme of Work: textbook-based lessons and non-textbook-based lessons.

#### **2. Glossary of terms in the Primary Year 1 curriculum framework**

In order to assist teachers in understanding the Content and Learning Standards which will appear in each lesson, a number of these Standards have been explained in more detail.

#### **3. Differentiation strategies for Primary Year 1**

This section provides teachers with a number of suggested differentiation strategies which teachers may wish to use within their classes. There are a total of seven strategies and each lesson will have a recommendation for teachers as to which strategies could be used within that particular lesson.

#### **4. Formative Assessment**

This section provides a short overview of formative assessment and suggests 5 possible ways teachers can assess their pupils.

#### **5. Suggested Pre-Lesson Tasks**

Teachers have been provided with a selection of tasks which can be used at the start of each of the non-textbook-based lessons. There are a total of 12 tasks and details in how each task can be used are provided.

#### **6. Suggested Post-Lesson Tasks**

As with the above Pre-Lesson tasks, teachers have also been provided with 12 tasks that can be used at the end of each non-textbook-based lesson.

#### **7. Scheme of Work (Lessons 1 – 160)**

This section provides teachers with detailed information for both the textbook-based lessons and the non-textbook-based lessons. This will include the Content and Learning Standards for each lesson, details of the lesson outline, the learning materials and suggested differentiation strategies. For the textbook-based lessons teachers will need to refer to the accompanying Teacher's Book. For the non-textbook-based lessons, detailed lesson outlines have been supplied which teachers can choose to follow or adapt as necessary.

The last few lessons (149 – 160) review language and skills practised over the whole of Primary Year 1. The final three Language Arts lessons suggest a class performance of some kind which reviews a chosen area of language learned during the year.

#### **4. Do teachers need to follow the Scheme of Work exactly?**

Teachers need to keep to the given Content and Learning Standards for lessons. This is because Content and Learning Standards are repeated a number of times over Primary Year 1 in order to increase pupils' chances of success in achieving them across all skills and within Language Arts, but teachers do not have to follow the learning outline and materials suggested. These can, of course, be adapted according to the teaching and learning context, as long as they work towards the Content and Learning Standards for that particular lesson.

## 2. Glossary of terms in the Primary Year 1 curriculum framework

Term in Primary Year 1 curriculum framework	Meaning
<p>Listening 1.1.1 Recognise and reproduce with support <b>a limited range of high frequency target language phonemes</b></p>	<p><b>a limited range of high frequency target language phonemes</b> These are the phonemes shown in the phonics table in the syllabus document.</p> <p>A range of target language phonemes in Year 1 means a suitable variety of phonemes from the phonics table, based on the teacher's judgment of how well the pupils they teach can read.</p>
<p>Listening 1.2 <b>Understand meaning in a variety of familiar contexts</b></p>	<p><b>a variety of familiar contexts</b> Familiar contexts are ones which pupils know. Examples include contexts linked to topics covered in the Superminds 1 textbook, such as <i>friends and family</i>, <i>school</i> and <i>food</i>.</p> <p>However, pupils in rural or remote areas and pupils who live in cities may be familiar with different contexts. Teachers should use their own judgment here.</p>
<p>Listening 1.2.1 Understand with support the main idea of <b>very simple phrases and sentences</b></p> <p>See also</p> <ul style="list-style-type: none"> <li>• Listening 1.2.2</li> <li>• Reading 3.2.1</li> <li>• Reading 3.2.2</li> </ul>	<p><b>very simple phrases and sentences</b> Very simple phrases and sentences are simple in structure. They are short and contain just one clause (e.g. <i>I'm seven</i>; <i>She can swim</i>, <i>He's got 2 sisters</i>). The ideas they contain are easy for pupils to understand (e.g. <i>They live in Kuching</i>, <i>I like bananas</i>)</p>
<p>Listening 1.2.3 Understand with a high degree of support <b>very short simple narratives</b></p>	<p><b>very short simple narratives</b> Very short narratives are stories which are usually not more than 6 lines long. The simple narratives contain language and ideas which pupils can understand.</p> <p>Teachers should use their own judgment on very short simple narratives, based on the level and interest of the pupils they teach.</p>

<p>Speaking 2.1 Communicate <b>simple information</b> intelligibly</p>	<p><b>simple information</b> Simple information is frequent, everyday information which is simple cognitively. Examples include pupils saying their name and age, talking about their home, or saying what they like. Superminds 1 provides frequent opportunities for pupils to communicate simple information.</p>
<p>Speaking 2.1.1 Give very basic personal information using <b>fixed phrases</b></p> <p>See also</p> <ul style="list-style-type: none"> <li>• Speaking 2.1.2</li> <li>• Speaking 2.1.4</li> <li>• Speaking 2.3.1</li> <li>• Writing 4.2.1</li> <li>• Writing 4.2.2</li> </ul>	<p><b>fixed phrases</b> Fixed phrases are useful phrases for communication which pupils can understand and use to communicate successfully. Often the language in the fixed phrases is above their general language level. Here are some examples: <i>It's my turn, Good idea! No problem!</i> There are many fixed phrases in Superminds 1.</p>
<p>Reading 3.1 Recognise words in <b>linear and non-linear texts</b> by using knowledge of sounds of letters</p> <p>See also</p> <ul style="list-style-type: none"> <li>• Reading 3.2</li> </ul>	<p><b>linear and non-linear texts</b> Linear texts contain only words. Pupils usually read their content in the sequence in which it appears on the page. Examples of linear texts include: dialogues, stories and descriptions.</p> <p>Non-linear texts combine words and pictures. They involve a different kind of reading from linear texts, as pupils may move between the words and the pictures as they read, not always in a sequence. Examples of non-linear texts include graphs, diagrams, and some computer games.</p>
<p>Reading 3.3.1 Read and enjoy simple print and <b>digital games</b> at word level</p>	<p><b>digital games</b> Digital games are language games children play on language learning DVD ROMs, CD ROMS, or websites.</p>
<p>Writing 4.2 Communicate <b>basic information</b> intelligibly for <b>a range of purposes</b> in print and digital media</p>	<p><b>basic information</b> Basic information means the same as simple information (see Speaking 2.1 above).</p> <p><b>a range of purposes</b> The range of purposes is described in the learning standards for Years 1 - 6. These purposes involve finding out about and giving personal details and opinions.</p>

<p>Writing 4.3.2</p> <p>Spell familiar <b>high frequency words</b> accurately</p>	<p><b>familiar high frequency words</b></p> <p>High frequency words are words which pupils use often in Year 1 writing, such as colours, numbers, and classroom objects. Teachers should use their own judgment on familiar high frequency words, according to words pupils write often in their lessons.</p>
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WEEK: _____	<b>LESSON:</b> 4 (Writing 1)
	<b>MAIN SKILL(S) FOCUS:</b> Writing
	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> Friends
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Alphabet, pupils' names

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS - CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHER'S NOTES / REMARKS
<b>MAIN SKILL</b>  Writing 4.1 Form letters and words in neat legible print using cursive writing	<b>MAIN SKILL</b>  Writing 4.1.2 i) Form upper and lower case letters of regular size and shape**  **preliterate pupils only  ii) write letters and words in a straight line from left to right with regular spaces between words and spaces*  *all pupils  iii) copy letters and familiar high frequency words and phrases correctly*  *all pupils	<b>Pre-lesson</b> Task 7 using a colour word  <b>Lesson delivery</b> 1. Play or sing the alphabet song as in previous lesson. 2. Ask pupils <i>What's your name?</i> 3. Have pupils ask each other what their names are. 4. Ask pupils how to spell their name: <i>What's your name? How do you spell that?</i> (this may be a new question for pupils, but they only need to understand it. Make the meaning clear by miming writing and eliciting the letter names) 5. Give each pupil a piece of card. Ask them to write their name on the card to complete the sentence. 6. When pupils have completed their task collect the name cards, mix them up and give them back to different pupils. 7. Pupils read the name on the cards and try to find the pupil whose card it is. At this point, they can say simply A: <i>Allia?</i> B: <i>Yes / No</i> 8. Make sure pupils all have their own name cards. Tell them to keep them in their books so that they can put them on their desks for English classes.  <b>Post lesson</b> Task 3 (perhaps using name cards, and give them back to the pupils afterwards)	Your choice, as appropriate to your lesson content  Card for name cards for each pupil. If possible, like a worksheet, with the sentence stem: <i>I'm _____</i> .	Language	Strategy 5 may be suitable.  Use other strategies if appropriate.	
<b>COMPLEMENTARY SKILL</b>  Reading 3.1 Recognise words in linear and non-linear texts by using knowledge of sounds of letters	<b>COMPLEMENTARY SKILL</b>  Reading 3.1.1 Identify and recognise the shapes of the letters in the alphabet					

WEEK: _____	<b>LESSON: 7 (Writing 2)</b>
	<b>MAIN SKILL(S) FOCUS:</b> Writing
	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> Friends
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Numbers 1 - 10 How old are you? I'm (age)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS - CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHER'S NOTES / REMARKS
<b>MAIN SKILL</b> Writing 4.1 Form letters and words in neat legible print using cursive writing	<b>MAIN SKILL</b> Writing 4.1.2 ii) write letters and words in a straight line from left to right with regular spaces between words and spaces	<b>Pre-Lesson</b> See Teacher's Book  <b>Lesson delivery</b> See Teacher's Book  <b>Post lesson</b> See Teacher's Book	Superminds 1 p.5	Language	Strategies 2 and 7 may be suitable. Use other strategies if appropriate. If appropriate, select suitable activities for your pupils from <i>LJNUS Module 1</i> to be added in to this lesson, to work towards Content Standard. Writing 4.1 Form letters and words in neat legible print using cursive writing	
<b>COMPLEMENTARY SKILL</b> Speaking 2.1 Communicate simple information intelligibly	<b>COMPLEMENTARY SKILL</b> Speaking 2.1.1 Give very basic personal information using fixed phrases					



### **Introduction to Primary Year 2 Scheme of Work Document**

The purpose of the Primary Year 2 Scheme of Work document is to provide teachers with support and information for planning, creating and delivering their lessons throughout the year. The Scheme of Work contains the following sections:

#### **1. Overview of Primary Year 2 Scheme of Work**

This section will explain to teachers how the Scheme of Work is organised and provides detail on the two types of lesson in the Scheme of Work: textbook-based lessons and non-textbook-based lessons.

#### **2. Glossary of terms in the Primary Year 2 curriculum framework**

In order to assist teachers in understanding the Content and Learning Standards which will appear in each lesson, a number of these Standards have been explained in more detail.

#### **3. Differentiation strategies for Primary Year 2**

This section provides teachers with a number of suggested differentiation strategies which teachers may wish to use within their classes. There are a total of seven strategies and each lesson will have a recommendation for teachers as to which strategies could be used within that particular lesson.

#### **4. Formative Assessment**

This section provides a short overview of formative assessment and suggests 5 possible ways teachers can assess their pupils.

#### **5. Suggested Pre-Lesson Tasks**

Teachers have been provided with a selection of tasks which can be used at the start of each of the non-textbook-based lessons. There are a total of 12 tasks and details in how each task can be used are provided.

#### **6. Suggested Post-Lesson Tasks**

As with the above Pre-Lesson tasks, teachers have also been provided with 12 tasks that can be used at the end of each non-textbook-based lesson.

#### **7. Scheme of Work (Lessons 1 – 160)**

This section provides teachers with information for both the textbook-based lessons and the non-textbook-based lessons. For the textbook-based lessons, teachers will need to refer to the accompanying Teacher's Book. For the non-textbook-based lessons, teachers will be required to develop their own lesson plans and materials. However, possible activities have been suggested for some of these non-textbook-based lessons which teachers may choose to develop.

## **1. Overview of the Primary Year 2 Scheme of Work**

### **1. What is the Primary Year 2 Scheme of Work, and how can it help teachers?**

The Primary Year 2 Scheme of Work gives teachers an overview of Content and Learning Standards, lesson content and materials for their lessons with Primary Year 2 pupils. They can use the Scheme of Work to help with their daily, weekly and longer-term lesson planning.

### **2. How is the Primary Year 2 Scheme of Work organised?**

The Scheme of Work provides outlines and suggestions for lessons which focus on listening, speaking, reading, writing or Language Arts over the whole school year.

It links the lessons to:

- themes and cross-curricular elements in the Primary Year 2 national curriculum
- the four – lesson cycle of skills lessons (listening, speaking, reading and writing) and a Language Arts lesson outlined in the Year 2 national curriculum
- achievement targets from the curriculum framework
- suggested materials.

In addition, it provides suggestions on pre-lesson, lesson development and post-lesson content. It also suggests ways of differentiating learning tasks to help pupils at different levels of language understanding and use.

### **3. How are content and skills organised in Primary Year 2?**

Primary Year 2 starts with a getting-to-know you lesson, which reviews learning from Year 1. From Lesson 2 onwards, Primary Year 2 is organised into textbook-based lessons (using the selected textbook - Superminds 1) and non-textbook-based lessons. In the textbook-based lessons there are four skills lessons and a Language Arts lesson. The sequence of the skills lessons in the textbook-based lessons is decided by the focus in the Superminds 1 textbook. In the non-textbook-based lessons, the skills lessons are mostly in the fixed order of listening, speaking, reading and writing, as suggested in *KSSR Bahasa Inggeris Tahun 2 (National schools)* and *KSSR Bahasa Inggeris SJK Tahun 2 (National-type schools)* of 2012.

Within each lesson, pupils do a range of activities and they often use and practise more than one skill, as is found in everyday language use. For example, a speaking lesson may also involve listening; or introductory and/or follow-up activities may practise target language through a different skill, for example, pupils may read words they have practised using in spoken language. Therefore, every lesson identifies a main and a complementary Content and Learning Standard, and these often focus on different skills. The first Standard stated in the Scheme of Work represents the main focus of the lesson, and the complementary Standards are secondary. Lesson objectives can be derived from both these main and complementary standards.

The purpose of the non-textbook-based lessons is to recycle and consolidate language and skills practised in the textbook-based lessons, which should be identified through formative classroom-based assessment of pupils' progress.

The last few lessons (156 – 160) review language and skills practised over the whole of Primary Year 2. The final three Language Arts lessons suggest a class performance of some kind which reviews a chosen area of language learned during the year.

#### **4. Do teachers need to follow the Scheme of Work exactly?**

Teachers need to keep to the given content and learning standards for lessons. This is because content and learning standards are repeated a number of times over Year 2 in order to increase pupils' chances of success in achieving them across all skills and within Language Arts, but teachers do not have to follow the learning outline and materials suggested. These can be adapted according to the teaching and learning context, as long as they work towards the Content and Learning Standards for that particular lesson.

## 2. Glossary of terms in Primary Year 2 curriculum framework

Term in Year 2 curriculum framework	Meaning
Listening 1.1.1 Recognise and reproduce with support <b>a range of high frequency target language phonemes</b>	<p><b>a range of high frequency target language phonemes</b> These are the phonemes shown in the phonics table in the syllabus document.</p> <p>A range of target language phonemes in Year 2 means a suitable variety of phonemes from the phonics table, based on your judgment of how well the pupils you teach can read. These are in addition to the phonemes already covered in Year 1.</p>
Listening 1.2 Understand meaning in a <b>variety of familiar contexts</b>	<p><b>a variety of familiar contexts</b> Familiar contexts are ones which pupils know. Examples include contexts linked to topics covered in the Superminds 1 textbook, such as <i>friends and family</i>, <i>school</i> and <i>food</i> (from Year 1), as well as <i>free time</i>, <i>the home</i> and <i>clothes</i> (from Year 2).</p> <p>However, pupils in rural or remote areas and pupils who live in cities may be familiar with different contexts. Please use your own judgment here.</p>
Listening 1.2.1 Understand with support the main idea of <b>simple sentences</b> See also: <ul style="list-style-type: none"> <li>• Listening 1.2.2</li> <li>• Reading 3.2.1</li> <li>• Reading 3.2.2</li> </ul>	<p><b>simple sentences</b> Simple sentences are short and contain just one clause (e.g. <i>I'm seven</i>; <i>She can swim</i>, <i>He's got 2 sisters</i>). The ideas they contain are easy for pupils to understand (e.g. <i>They live in Kuching</i>, <i>I like bananas</i>).</p>
Listening 1.2.3 Understand with support <b>very short simple narratives</b>	<p><b>very short simple narratives</b> Very short narratives are stories which are usually not more than 6 lines long. The simple narratives contain language and ideas which pupils can understand.</p> <p>Please use your own judgment on very short simple narratives, based on the level and interest of the pupils you teach.</p>
Speaking 2.1 Communicate <b>simple information</b> intelligibly	<p><b>simple information</b> Simple information is frequent, everyday information which is simple cognitively. Examples include pupils saying their name and age, or saying what they like. Superminds 1 provides frequent opportunities for pupils to communicate simple information.</p>

<p>Speaking 2.1.1 Give simple personal information using <b>basic phrases</b></p> <p>See also:</p> <ul style="list-style-type: none"> <li>• Speaking 2.1.2 <b>Basic questions</b></li> <li>• Writing 4.2.1 <b>Basic questions and statements</b></li> <li>•</li> </ul>	<p><b>basic phrases</b></p> <p>Basic phrases are short, simple phrases for communication which pupils can understand and adapt to communicate successfully. These include phrases such as <i>"How are you?" "I'm tired today"</i>. There are many basic phrases presented in Superminds 1.</p>
<p>Speaking 2.1.3 Give a short <b>sequence of basic instructions</b></p>	<p><b>short sequence of basic instructions</b></p> <p>Basic instructions are short, often two or three words long and use imperative verb forms, for example <i>"Stand up"</i> or <i>"Pass me the book, please"</i>. Two or three of these together make a short sequence of basic instructions.</p>
<p>Speaking 2.3.1 Introduce self and others to an audience using <b>fixed phrases</b></p>	<p><b>fixed phrases</b></p> <p>Fixed phrases are useful phrases for communication which pupils can understand and use to communicate successfully. Often the language in the fixed phrases is above their general language level. Here are some examples: <i>It's my turn, Good idea! No problem!</i> There are many fixed phrases in Superminds 1.</p>
<p>Reading 3.1 Recognise words in <b>linear and non-linear texts</b> by using knowledge of sounds of letters</p> <p>See also</p> <ul style="list-style-type: none"> <li>• Reading 3.2</li> </ul>	<p><b>linear and non-linear texts</b></p> <p>Linear texts contain only words. Pupils usually read their content in the sequence in which it appears on the page. Examples of linear texts include: dialogues, stories and descriptions.</p> <p>Non-linear texts combine words and pictures. They involve a different kind of reading from linear texts, as pupils may move between the words and the pictures as they read, not always in a sequence. Examples of non-linear texts include graphs, diagrams and some computer games.</p>
<p>Reading 3.3.1 Read and enjoy simple print and <b>digital games</b> at sentence level</p>	<p><b>digital games</b></p> <p>Digital games are language games which pupils play on language learning DVD ROMs, CD ROMS or websites.</p>
<p>Writing 4.2 Communicate <b>basic information</b> intelligibly for a <b>range of purposes</b> in print and digital media</p>	<p><b>basic information</b></p> <p>Basic information means the same as simple information (see Speaking 2.1 above).</p> <p><b>a range of purposes</b></p> <p>The range of purposes is described in the Learning Standards for Years 1 - 6. These purposes involve finding out about and giving personal details and opinions.</p>
<p>Writing 4.3.2 Spell a narrow range of familiar <b>high frequency words</b> accurately in guided writing</p>	<p><b>high frequency words</b></p> <p>High frequency words are words which pupils use often in Primary Year 2 writing, such as colours, numbers, days of the week, and classroom objects. Please use your own judgment on familiar high frequency words, according to words pupils write often in your lessons.</p>

**Primary Year 2 Scheme of Work (Lessons 1 – 160)**

<b>WEEK:</b>	<b>LESSON:</b> 1 (Writing 1)
	<b>MAIN SKILL(S) FOCUS:</b> Writing
	<b>THEME:</b> World of Self, Family & Friends
	<b>TOPIC:</b> Introduction
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Review of present simple to describe self

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHER'S NOTES / REMARKS
<b>MAIN SKILL</b> Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media  <b>COMPLEMENTARY SKILL</b> Speaking 2.3 Communicate appropriately to a small or large group	<b>MAIN SKILL</b> Writing 4.2.1 Ask for and give basic personal information using basic questions and statements  <b>COMPLEMENTARY SKILL</b> Speaking 2.3.1 Introduce self and others to an audience using fixed phrases	Plan a lesson to review learning from Year 1.  In this lesson, pupils work in pairs or small groups to ask and answer questions about themselves on topics such as their name, age, favourites.  Then they will write about their partner (My new friend) and draw a picture (for example, of them, their family, pet, a favourite something).  Have pupils introduce their partner to the class.  These pictures can be left on the classroom wall to help you and the pupils get to know each other.	Large paper, coloured pencils.	Values (Friendship)	Your choice, depending on the needs of individuals in your class.  You can offer more or less support for the speaking and writing, and encourage pupils to write more or less detail depending on the level of literacy of your pupils and what you would like to review.	

WEEK	<b>LESSON:</b> 9 (Writing 2)
	<b>MAIN SKILL(S) FOCUS:</b> Writing
	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> Free Time
	<b>LANGUAGE/GRAMMAR FOCUS:</b> My favourite day is X. I + verb + on + day+s.

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHER'S NOTES / REMARKS
<b>MAIN SKILL</b> Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media	<b>MAIN SKILL</b> Writing 4.3.3 Plan, draft and write simple sentences	<b>Pre-lesson</b> Task 1 (days of the week) <b>Lesson delivery</b> 1. Have pupils sit or stand in a circle. Give each pupil a word card. Ask pupils to find friends to make sentences. They should stand in a line to make a sentence with their words. If you have a very large class or would like to control this more, children can work in groups so that each group makes one sentence. Ask pupils to say their sentences. Put the sentences on the board. Elicit the need for full stops. 2. Play a game to elicit the spelling of <i>favourite</i> (e.g. see pre-lesson task 7), leave the word on the board. 3. Tell pupils that your favourite day is X. Tell them what you do on that day. Ask pupils to write their favourite day in their exercise books. They can also write what they do on that day, depending on the proficiency level of your class or pupils. Monitor and help pupils as necessary. 4. Ask pupils to check their partner's writing. 5. Hand out worksheet to pupils. They should write their favourite day at the top of the page. On the lines at the bottom, they write <i>My favourite day is X</i> . They can also write <i>I xxx on xxxs if they drafted this in stage 3</i> . They draw a picture in the box. 6. Display pupils' work in the classroom. Ask pupils to tell the class about their work. <b>Post lesson</b> Task 5	Word cards to make up sentences. One per student. e.g. I / go / swimming / on / Saturdays / I / play / football / on / Fridays Worksheet for each pupil (see below)	Language	Strategies 3 or 4 may be suitable (see learning outline). Use other strategies if appropriate. If appropriate, select suitable activities for your pupils from <i>LINUS Module 1</i> to be added in to this lesson to focus on phonemes from Lines a and b of the Year 1 Phonics Table (see syllabus).	
<b>COMPLEMENTARY SKILL</b> Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	<b>COMPLEMENTARY SKILL</b> Writing 4.2.1 Ask for and give basic personal information using basic questions and statements					

## Primary Year 3 Scheme of Work

### Content overview

The purpose of this document is to provide teachers with support and information on planning, creating and delivering their lessons throughout the year. Teachers will need to refer to this document when planning and delivering both their textbook-based lessons and non-textbook-based lessons.

In this Scheme of Work document, teachers will find the following information:

#### 1. Content and organisation of the Scheme of Work

This section provides teachers with an introduction to the Scheme of Work and an explanation of how the textbook-based and the non-textbook-based lessons are organised within the Scheme of Work.

#### 2. Supporting information

This section provides teachers with an explanation of the information contained within the Scheme of Work template. This section also gives teachers advice on completing the Scheme of Work template for their own non-textbook-based lessons.

#### 3. Pre-lesson and post-lesson tasks

In this section, teachers will find some suggestions for pre-lesson and post-lesson tasks. Pre-lesson tasks are short tasks that come at the beginning of the lesson to help pupils warm up and to introduce or review learning. Post-lesson tasks come at the end of the lesson to review, summarise, personalise or talk about learning in the lesson. Some lessons in the Scheme of Work guide teachers to choose pre- and post-lesson activities from this section.

#### 4. Differentiation strategies for Primary pupils

This section provides teachers with a number of suggested differentiation strategies that teachers may wish to use in their planning to help meet the needs of the pupils in their class.

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#### 5. Glossary of terms in Year 3

Teachers should refer to the Content and Learning Standards contained within the Scheme of Work when planning their lessons. These Content and Learning Standards come from the Standards-Based Curriculum and Assessment Document (DSKP) and the Curriculum Framework documents.

This section provides teachers with supporting explanations for some of these Content and Learning Standards. It also provides explanations of important terms used in some of the lessons. These terms are mainly found in the Learning Outline section (see the first table in the Glossary of Terms).

#### 6. Scheme of Work (Lessons 1–160)

This is the main section of the scheme of work. It provides teachers with details for the textbook-based and non-textbook-based lessons.

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### Typical lesson cycles

Each unit (units 1–10) of *Get Smart plus 3* provides teachers with enough materials for 16 lessons, including three cycles of the four skills (Listening, Speaking, Reading, Writing) plus Language Arts lessons, and one Language Awareness or Project-Based Learning lesson:

Lesson	Lesson Skill/Focus	Lesson	Lesson Skill/Focus
1	Listening	11	Listening
2	Speaking	12	Speaking
3	Reading	13	Reading
4	Writing	14	Writing
5	Language Arts	15	Language Arts
6	Listening	16	Language Awareness / Project-based Learning
7	Speaking		
8	Reading		
9	Writing		
10	Language Arts		

Teachers should note the following:

- Textbook-based lessons will utilise material from the textbook as well as other suggested activities or material to help prepare pupils for new learning, to consolidate or extend learning.
- Pupils are expected to have their own copy of the Student's Book and use it in every lesson, including in non-textbook-based lessons, which sometimes ask them to refer to their Student's Book.
- Teachers should be able to access the Teacher's Book for every lesson, including non-textbook-based lessons, which sometimes ask them to refer to the Student's Book. If teachers do not have regular access to the Teacher's Book they should prepare a few lessons in advance while they have the Teacher's Book. If access to the Teacher's Book is very limited, teachers are advised to be proactive and collaborative by planning together and consulting with the English Head or a senior English teacher at their school. The Teacher's Book provides a lot of guidance and ideas as well as the listening audio script. It would therefore be useful for all teachers to access it, even if only periodically.
- Teachers are expected to plan lessons based on the lesson outline. They may need to develop and produce worksheets, create flashcards (these picture cards that can be printed or drawn by the teacher) and prepare other material and resources for most lessons. Some lessons have suggested worksheets that teachers can use if they wish to.

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## 2. Scheme of Work Template: Supporting Information

### 1. Lesson

Each lesson within the Scheme of Work is given a number followed by the lesson type (for example, Lesson 1 Listening; Lesson 16 Language Awareness).

### 2. Main Skill Focus

Each lesson has one main skill focus. If the focus of the lesson is not on language skills (Listening, Speaking, Reading, Writing), then the main skill focus will reflect the focus area of the lesson (e.g. Language Awareness, Language Arts, Project-Based Learning lesson).

### 3. Theme

The three given themes are:

- World of Self, Family and Friends
- World of Knowledge
- World of Stories

### 4. Topic

Topics are taken from the textbook. The topics are suitable for the pupils' age and proficiency level.

### 5. Cross-Curricular Elements

Each cycle of lessons has been assigned a specific Cross-Curricular Element. Teachers will need to refer to the section on Cross-Curricular Elements in Standards-Based Curriculum and Assessment Document (DSKP) for further guidance. Teachers are encouraged to link to other Cross-Curricular Elements within a lesson cycle, in addition to the suggested one given, if they identify opportunities where relevant cross-curricular connections can be made.

### 6. Language/Grammar Focus

This is related to the grammatical structure/function (for example, Present Simple and Present Continuous) that is the focus of the lesson.

### 7. Content Standards and Learning Standards

The given Content and Learning Standards are taken from the Standards-Based Curriculum and Assessment Document (DSKP) and the Curriculum Framework document.

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### 6. Language/Grammar Focus

This is related to the grammatical structure/function (for example, Present Simple and Present Continuous) that is the focus of the lesson.

### 7. Content Standards and Learning Standards

The given Content and Learning Standards are taken from the Standards-Based Curriculum and Assessment Document (DSKP) and the Curriculum Framework document.

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### 8. Main Skill and Complementary Skill

Each lesson within the Scheme of Work focuses on one Main Skill and one Complementary Skill. To ensure that pupils receive sufficient exposure to and practice in every Learning Standard within the Curriculum Framework, each Learning Standard appears at least once in the Scheme of Work. Learning Standards are covered as a main skill or as a complementary skill. It is therefore critical that teachers ensure that **both** the Main Skill and the Complementary Skill are covered in each lesson. The Complementary Skill is **not an optional skill** that can be ignored or dropped from the lesson. Doing this may mean that pupils do not receive adequate practice in and exposure to all the given Learning Standards within the Curriculum Framework. When teachers are planning their lessons, they must therefore ensure that both the Main Skill and Complementary Skill are each assigned a suitable learning objective.

Teachers should also be aware that the Main Skill and Complementary Skill should not however be given equal time and attention within the lesson. Teachers will need to ensure that the Complementary Skill is covered, but the degree of attention this receives in comparison to the Main Skill will be up to the teacher's own professional judgement as they will know better the specific learning needs of their pupils.

### 9. Learning Outline

The Learning Outline provides guidance to teachers for the delivery of a lesson. Three main stages of every lesson are highlighted: Pre-lesson, Lesson delivery and Post-lesson. Teachers will also need to refer to the Teacher's Book, which provides detailed information about the delivery of the textbook activities for textbook-based-lessons.

Pre-lesson activities activate and review pupils' prior knowledge by, for example, reviewing relevant learning from a previous lesson or using a short activity as an opportunity for pupils to share what they already know about the lesson topic. Post-lesson activities take place at the end of lessons to review and consolidate the learning from a lesson.

### 10. Materials / References

The relevant page numbers of the Student's Book and Teacher's Book have been given for the textbook-based lessons.

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### 5. Glossary of terms in Year 3

Each lesson in the Scheme of Work includes a Learning Outline with guidance for delivering a lesson. Teachers may find useful the following explanations of important terms used in Learning Outlines.

Term in Year 3 Scheme of Work	Meaning
<i>brainstorm</i>	This is when pupils work with one or more other pupils to put all their ideas together. They should be able to give all their ideas without worrying about accuracy. It may be listing, categorising etc.
<i>circle game</i>	In this kind of whole-class activity, pupils sit (or stand, if space is limited) in one large circle, including the teacher. Everyone can see and interact with everyone else.
<i>drill</i>	Drilling is where the pupils hear a word, phrase or sentence and repeat it. Often the teacher says the words and pupils repeat it a few times, but the word may be recorded and pupils may repeat more/fewer times, individually/in pairs/groups. This gives practice in pronunciation and helps pupils remember. It can be done in different fun ways.
<i>elicit</i>	This technique is where the teacher gets the information, answer, language from pupils, rather than telling them. It will help the teacher see what pupils know and makes pupils more active in their learning and language use.
<i>fast finishers</i>	Pupils who are able to work at a faster pace on a specific task than the majority of pupils in a class. They are therefore ready to move on to the next task sooner than the majority of pupils because they finish earlier than the others.
<i>gapped text</i>	This is a text which has missing words or phrases. Pupils should read and decide which words or phrases to complete the text. This is also known as 'fill in the blanks' activity.
<i>monitor</i>	Teachers monitor when they walk around the classroom to see and watch pupils. This is to check that they know what to do, that they are doing what they should be doing, to answer any questions and, importantly, to check their work and give individual support and feedback.
<i>peer-assessment</i>	This is when pupils give feedback to other pupils on specific aspects of their learning, such as a specific aspect of the quality of their speaking. The feedback can take the form of two things that were good (stars) and one area for improvement (wish).
<i>post-lesson</i>	Activity at the end of a lesson to review and consolidate the learning.
<i>pre-lesson</i>	Activity at the beginning of a lesson to activate pupils' prior knowledge.
<i>prior knowledge</i>	Knowledge and skills which pupils already have. Pupils possibly acquired from previous lessons or previous years.
<i>scaffolding</i>	Teaching strategies that aim to support pupils' learning to help them to reach a higher level of understanding, thinking or language use. These may be asking questions, giving examples or using pictures.

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### SCHEME OF WORK: NON-TEXTBOOK BASED LESSON (Unit 1)

WEEK:	LESSON: 4 (Writing 1)	MAIN SKILL FOCUS: Writing	THEME: World of Self, Family and Friends
	TOPIC: Welcome!	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: <i>Have got</i> statements

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<b>Main Skill</b> Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media  <b>Complementary Skill</b> Writing 4.1 Form letters and words in neat legible print using cursive writing	<b>Main Skill</b> Writing 4.2.4 Describe people and objects using suitable words and phrases  <b>Complementary Skill</b> Writing 4.1.2 Begin to use cursive handwriting in a limited range of written work	<b>Pre-lesson</b> 1. Play a word game to review family words (e.g. <i>brother, sister, aunt, uncle, cousin</i> ). You could choose an appropriate pre-lesson activity from the list in the introduction that suits your pupils' needs and interests and that will review language and/or vocabulary and prepare the pupils for the lesson.  <b>Lesson delivery</b> 2. Build model sentences on the board about pupils' families/your own family: <i>My name's Hana. I've got three sisters and two brothers</i> . Try to elicit as much language from pupils as possible rather than giving them the language directly. 3. Pupils complete worksheet by drawing a picture of their family and writing about it under the picture. Tell pupils that the work will be displayed so they should take care with handwriting and neatness. Go around the classroom and check the pupils' writing. If some pupils are finding writing certain letters within a word challenging, either show on the whiteboard how to write it, or show them on a blank page how you would write it. If they are still finding it challenging, you could write that word in dotted line and ask the pupil to trace them. Display the pictures in the classroom. 4. Review questions <i>Has he/she got a brother? How many has he/she got?</i> by asking some pupils. You could also follow Teacher's Book p.20 <i>Grammar Box</i> here. 5. Pupils move to the classroom display. Play a guessing game using the worksheets displayed: P1: Has she got one brother? P2: No, she hasn't. P1: Has she got two brothers? P2: Yes, she has. P1: Is she Nur? P2: Yes, she is. / Yes, that's right.  <b>Post-lesson</b> 6. Ask pupils some general questions about the display of their work, for example to find a well-drawn picture or some neat handwriting. 7. Learning diaries:	<i>Get Smart plus 3</i> Teacher's Book p.20 Family flashcards Worksheet for drawing and writing (see suggestion below)	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:  Provide a gapped text ('fill in the blanks') on the worksheet for pupils to complete, or provide/hide model sentences on the board. For example, pupils need only write family description words and phrases to complete the sentences provided on the worksheet/board.  Some pupils could write more detail about themselves on the worksheet or ask more questions in the guessing game, e.g. about appearance.

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		<p>Tell pupils that they are going to create their own diaries to write their thoughts in. The diary can be a small section in their notebooks. Ask pupils to think back on their learning so far this week. In their learning diary, they can write:</p> <ul style="list-style-type: none"> <li>• New words I remember</li> <li>• Activities I enjoyed</li> <li>• A skill I did well in (L/S/R/W)</li> <li>• A skill I need to do better in (L/S/R/W)</li> <li>• Something I feel proud of (about my English)</li> </ul> <p>Pupils may begin the year reflecting in their first language and at a very basic level (simple words). Encourage pupils to begin to reflect more deeply and using more English as the year goes on. Some pupils will be more able to do this than others. Support pupils who may need some help and encourage everyone to complete their diaries. Ensure you allocate time for this activity in your lesson plan.</p>		
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**Suggested material for Lesson 4:**

Develop a worksheet that gives space for pupils to draw a picture of their family. Add lines under the picture so pupils can write sentences about their families. For example:

Name: _____ Class: _____ Date: _____  <div style="border: 1px solid black; width: 150px; height: 100px; margin: 10px auto; text-align: center;"> <b>A picture of my family</b> </div> <p><b>About my family:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--

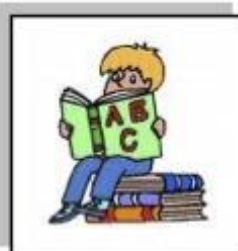
**DRAFT**

# ENGLISH LANGUAGE CURRICULUM

*for Malaysian Primary Schools*



YEAR ONE



*a teacher's guidebook*



**CURRICULUM DEVELOPMENT DIVISION  
MINISTRY OF EDUCATION, MALAYSIA**

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Some recommended tasks that may be used to assess reading comprehension are answering questions, comprehension activities such as using graphic, semantic organizers, story maps, question generation and summarization.

## **WRITING SKILL**

### **Content Standards**

By the end of the six year primary schooling, pupils will be able to:

- 3.1 form letters and words in neat legible print including cursive writing.
- 3.2 write using appropriate language, form and style for a range of purposes.
- 3.3 write and present ideas through a variety of media.

### **Overview**

It is expected by the end of Year 6, pupils will be able to express their ideas clearly on paper in legible handwriting or to communicate via the electronic media. The focus on writing is on developing pupils' writing ability beginning at the word and phrase levels and progress to the sentence and paragraph levels. For pupils who are capable, they must be encouraged to write simple compositions comprising several paragraphs. Attention is also paid to penmanship so that even from a young age, pupils are taught to write clearly and legibly including in cursive writing. In writing simple compositions, pupils are taught the various steps involved such as planning, drafting, revising, and editing. In the process the genre approach to writing is also applicable where they are taught to use appropriate vocabulary and correct grammar to get their meaning across clearly. Hence all pupils are encouraged to write for different purposes and for different audiences. Although much of the writing at this level is guided, the amount of control is relaxed for pupils who are able and proficient in the language. Spelling and dictation are also given emphasis.

### **Teaching and Learning Strategies**

#### **Years 1 and 2**

At the Pre-writing level, pupils' need to experience activities that develop visual skills, enhance gross and fine motor skills, develop hand-eye coordination, and strengthen the muscles of the hand. Pupils can do various types of craft activities to develop motor skills, including painting, drawing, cutting and sticking, using threading boards, hammering, following patterns with their fingers, creating patterns in sand, or shaping materials such as strips of modelling clay (plasticine).



At the letter-writing level, pupils learn that each letter has a shape and a name, and makes sounds. When knowledge of these three qualities is secure, it should have a positive effect on the skills of reading, writing, and spelling later. From this, they will be taught to identify the initial sounds in words such as their name, and learn how to replicate sounds by writing letters. The ability of the eyes to track and coordinate the movements of the body and hands, and to inform the body where and how to move, is a very important skill called the hand-eye coordination.

At the word level pupils need to practice the skills of writing and spelling words to consolidate an awareness of the structure and make-up of English words. Word games and activities such as pictograms will have the added benefit of increasing vocabulary. However pupils do not need a huge vocabulary to enjoy being creative with words. By the end of Year 2, pupils should be able to write simple sentences correctly by using a variety of media.

### **Years 3, 4, 5 and 6**

By this stage, pupils would have been writing individual words and short sentences, perhaps about themselves, or writing greeting cards. Some pupils may have progressed to writing several sentences, which put together, make paragraphs about topics which are familiar to them such as family, school, friends, or holidays.

However, pupils at this stage need a lot of support when creating an original piece of text. It is important to use a structured approach by working on the language needed, and providing them examples so that they will have a model of a finished product. Teachers need to teach at a level designed to extend pupils' learning by building upon what they already know, and providing appropriate challenging tasks to lead pupils' along a line of progression.

The classroom can provide many opportunities and reasons to write and pupils should be allowed to make real choices and to act on these choices. The more pupils' write, the more they focus on print and the ways in which print can be used to fulfil their needs. Independent writing opportunities should be provided in order to expose pupils to a range of contexts so that they may have many opportunities to write for their own purposes and audiences. The enthusiasm of the teacher is crucial to the success of any writing programme, as pupils need to see the teacher as a skilled writer who models the writing process by demonstrating a variety of writing skills.

Before writing independently, it is often useful for pupils to participate in the shared writing of a text in the new form. It is useful for the teacher to model to the pupils and if further practice is required pupils can be guided to jointly construct a text having seen an adult model the process.

ICT makes possible a number of beneficial approaches to the teaching of writing. Teachers should encourage their pupils to write drafts, which can then be revised, shared with other readers, discussed and edited before reaching





their final versions. The use of the word processor reinforces this drafting process. Hence desktop publishing should be encouraged to provide the output of children's work by mixing text and pictures.

Grammar is the 'nuts and bolts' of a language as it helps to give structure and to hold it together. However, rigorous learning of rules is counter-productive, as young pupils cannot grasp formal, abstract grammar. Pupils should be immersed in activities, which practise grammar in meaningful contexts

### **Assessment**

As writing is a productive skill, it can be assessed through tests, exams and class exercises. In assessing writing in primary schools, teachers may focus on the following issues:

- Organization (sentences/paragraphs order)
- Grammar (correct use of nouns, pronouns, verbs)
- Syntax (writing clear and coherent sentences)
- Punctuation
- Capitalization
- Spelling
- Vocabulary (using correct word given situation)

## **LANGUAGE ARTS**

### **Content Standards**

By the end of the six year primary schooling, pupils will be able to:

- 4.1 enjoy and appreciate rhymes, poems and songs through performance.
- 4.2 express personal response to literary texts.
- 4.3 plan, organize and produce creative works for enjoyment.

### **Overview**

The rationale behind Language Arts is to steer the continuous growth and development of pupils' thinking and language abilities. The standards for Language Arts cover a range of creative and literary works in English; including rhymes, songs, poems, stories and plays to activate pupils' imagination and interest. This component will allow pupils to benefit from hearing and using language from fictional as well as non-fictional sources. Through fun-filled and meaningful activities, pupils will gain a rich and invaluable experience using the English language. By the end of Year 6, pupils will be able to appreciate, demonstrate understanding and express personal responses to literary and creative works for enjoyment. Hence they



### THE WRITING SKILL

Pupils are often given writing tools to use before they are ready to write. In this module, it is hoped that pupils in Year 1 will develop good motor skills and other pre writing skills such as penmanship. Pupils also need to receive and coordinate accurate sensory information when developing their writing skills. The Writing Content and Learning Standards for Year 1 are as follows:



### WRITING



Content Standards	Learning Standards
3.1 By the end of the 6-year primary schooling, pupils will be able to form letters and words in neat legible print including cursive writing.	<p>3.1.1 Able to demonstrate fine motor control of hands and fingers by:</p> <ul style="list-style-type: none"> <li>a) handling objects and manipulating them.</li> <li>b) moving hands and fingers using writing apparatus</li> <li>c) using correct posture and pen hold grip</li> <li>d) scribbling in clockwise movement</li> <li>e) scribbling in anti-clockwise movement</li> <li>f) drawing simple strokes up and down</li> <li>g) drawing lines from left to right</li> <li>h) drawing patterns</li> </ul> <p>3.1.2 Able to copy and write in neat legible print:</p> <ul style="list-style-type: none"> <li>a) small (lowercase) letters</li> <li>b) capital (uppercase) letters</li> <li>c) numerals</li> <li>d) words</li> <li>e) phrases</li> <li>f) simple sentences</li> </ul>
3.2 By the end of the 6-year primary schooling, pupils will be able to write using appropriate language, form and style for a range of purposes	<p>3.2.1. Able to complete with guidance:</p> <ul style="list-style-type: none"> <li>a) forms with personal details</li> <li>b) lists</li> </ul> <p>3.2.2 Able to write 3-5 word sentences with guidance.</p> <p>3.2.3 Able to punctuate correctly:</p> <ul style="list-style-type: none"> <li>a) capital letters</li> <li>b) full stop</li> <li>c) question mark</li> </ul> <p>3.2.4 Able to spell common sight words and seen words.</p>
3.3 By the end of the 6-year primary schooling, pupils will be able to write and present ideas through a variety of media using appropriate language, form and style.	<p>3.1.3 Able to create simple non-linear texts using a variety of media with guidance:</p> <ul style="list-style-type: none"> <li>a) greeting cards</li> <li>b) lists</li> </ul>

In this module, pupils in Year 1 will be able to develop fine motor control of hands and fingers as stipulated in Learning Standard 3.11. Most of the learning standards are dealt with except Learning Standard 3.2.3. Although, this module does not provide suggested activities for this learning standard, it is hoped that teachers would be able to plan lessons and activities on their own and incorporate them into their lessons. The activities provided here are merely suggested ones. It is hoped that teachers of Year 1 English would be able to 'think out of the box' creatively and innovatively when devising the lessons.



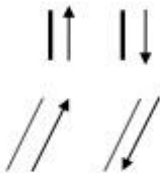
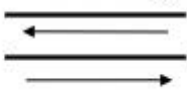

### Learning Standard:

3.1.4 Able to demonstrate fine motor control of hands and fingers by:

- a) handling objects and manipulating them.
- b) moving hands and fingers using writing apparatus
- c) using correct posture and pen hold grip
- d) scribbling in clockwise movement
- e) scribbling in anti-clockwise movement
- f) drawing simple strokes up and down
- g) drawing lines from left to right
- h) drawing patterns

Activities	Content	Teacher's Notes
<b>1. Teacher demonstrates and pupils follow:</b> <ul style="list-style-type: none"> <li>hold and grip rubber balls;</li> <li>roll, stretch, mould and press plasticine;</li> <li>squeeze bean bags.</li> </ul>	<ul style="list-style-type: none"> <li>handling objects and manipulating them</li> </ul>	Prepare plasticine, rubber balls and bean bags.
<b>2. Show the correct way to hold a pencil</b> <ul style="list-style-type: none"> <li>right-handed pupil</li> </ul>  <ul style="list-style-type: none"> <li>left-handed pupil</li> </ul> 	<ul style="list-style-type: none"> <li>moving hands and fingers using writing apparatus</li> <li>using correct posture and pen hold grip</li> </ul>	Refer to courseware: English Language (Interactive Fun Learning Programme) unit 1-1(A) SK Year 1 CD



<p>3. Draw squiggles in clockwise and anti-clockwise manner.</p> <p>4. Form squiggles in the air, on the friend's back or in the sand tray.</p>	<ul style="list-style-type: none"> <li>scribbling in clockwise movement</li> </ul> <p>Example :</p>  <ul style="list-style-type: none"> <li>scribbling in anti-clockwise movement</li> </ul> <p>Example:</p> 	<p>Prepare trays of sand.</p> <p><a href="#">* video show of the different scribbles :</a></p> <p>Refer to course ware – English Language (Interactive Fun Learning Programme) unit 1-1(A)</p>
<p>5. Draw straight lines in the air. Vertical – up, down, Horizontal – left and right.</p> <ul style="list-style-type: none"> <li>Draw a straight line:-</li> </ul> <p>up and down down and up left to right right to left</p>	<ul style="list-style-type: none"> <li>drawing simple strokes up and down</li> </ul>  <ul style="list-style-type: none"> <li>drawing lines from left to right</li> </ul> 	
<p>6. Trace and join dots to form a pattern or a picture</p> <p>7. Draw squiggles in a given picture</p>	<ul style="list-style-type: none"> <li>drawing patterns</li> </ul> <p>Example:</p> 	<p>Encourage pupils to use:</p> <p>crayons coloured pencils pencils coloured chalks</p> <p>Refer to WS1 and WS2</p>

**The job of an educator is to teach students to see the vitality in themselves.**  
**Joseph Campbell**

# SECTION ONE



CURRICULUM OVERVIEW



SYLLABUS OVERVIEW

The reading aloud strategy is also encouraged in the first two years of primary education:

- ✎ Teacher reads aloud a text to pupils. Implementing this strategy allows teachers to model reading.
- ✎ Here, articulation and pronunciation of words by the teacher have to be as precise as possible for pupils to efficiently imitate and reproduce correctly.
- ✎ This strategy effectively engage pupils in a text that may be too difficult for them to read on their own, hence, pupils sit back and enjoy the story.

Teachers should also carry out shared reading strategies in the classroom:

- ✎ During shared reading, the teacher and pupils read together, thus allowing pupils to actively participate and support one another in the process of reading.
- ✎ Teachers point to the text as they read slowly for word recognition and to "build a sense of story".

Ultimately, the objective of getting pupils to read a variety of texts enables pupils to see how grammar is used correctly so that they can emulate them in their productive skills; speaking and writing. Reading for enjoyment and pleasure in seeking information and knowledge should be inculcated in pupils. Pupils are also trained to give their own ideas and opinions in order to become efficient readers.

## **WRITING SKILL**

### **Overview**

It is expected that by the end of Year 6 :

- + pupils will be able to express their ideas clearly on paper in legible handwriting or to communicate via the electronic media.
- + the focus of writing is on developing pupils' writing ability beginning at the word and phrase levels before progressing to the sentence and paragraph levels.
- + pupils who are capable must be encouraged to write simple compositions comprising several paragraphs.
- + attention is also paid to penmanship so that even from a young age, pupils are taught to write clearly and legibly including cursive writing.
- + simple compositions and the various steps involved in writing, such as planning, drafting, revising, and editing are taught. In the process, pupils learn the genre approach to writing as they are taught to use appropriate vocabulary and correct grammar to get their meaning across clearly.



writing activities, before being taught to write with guidance linear and non-linear texts using appropriate language, form and style. The use of various media is also encouraged and pupils can create both linear and non-linear texts with guidance or independently.

## **LANGUAGE ARTS**

### **Overview**

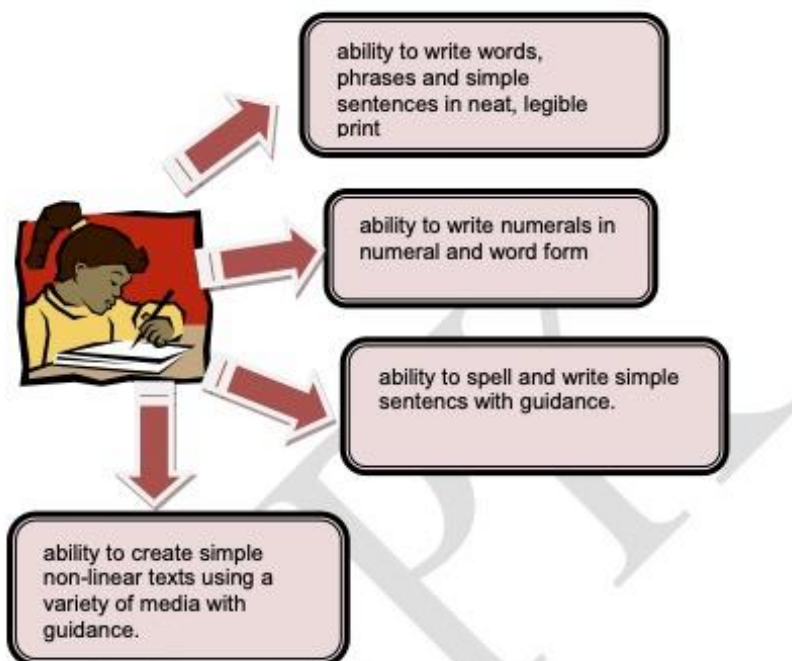
The rationale behind Language Arts is to steer the continuous growth and development of pupils' thinking and language abilities. The standards for Language Arts:

- ✦ cover a range of creative and literary works in English such as rhymes, songs, poems, stories and plays to activate pupils' imagination and interest.
- ✦ allow pupils to benefit from hearing and using language from fictional as well as non-fictional sources.
- ✦ allow pupils to gain rich and invaluable experiences using the English language through fun-filled and meaningful activities.
- ✦ train pupils to be able to appreciate, demonstrate understanding and express personal responses to literary and creative works for enjoyment. Hence they will also be able to use English for both functional as well as aesthetic purposes, confidently and competently by the end of Year 6.

In order to achieve the abovementioned, content and learning standards have been devised progressively. The teaching of language arts will help pupils develop their oral and analytical skills as well as hone their creativity. Language Arts creates ample opportunities for pupils to speak in English in a very relaxed atmosphere and this will help increase pupils' confidence in using the English language.

## THE WRITING SKILL

The writing module for Year 2 reflects the progression of skills ranging from writing words, phrases, to simple sentences in neat handwriting, to the ability to write simple sentences using a variety of media with guidance.



As pupils begin to read, they will be able to copy words, phrases and sentences correctly as well as complete other writing tasks by matching, rearranging words and completing lists and messages. When pupils are ready, more difficult writing tasks such as writing sentences with the correct spelling and punctuation can be incorporated. This activity can be conducted in the classroom by introducing parallel writing and then moving on to constructing simple sentences. Pupils are also taught to create simple non-linear texts using a variety of media.



## THE WRITING SKILL

Pupils learnt penmanship and started basic writing in Year 1. Therefore, by Year 2, it is hoped that they would have developed good motor skills and other pre writing skills such as penmanship. Year 2 pupils are now expected to write neatly and legibly words, phrases, simple sentences as well as punctuate correctly. With guidance from the teacher, pupils would be able to write and present their ideas through a variety of media.

The Writing Content and Learning Standards for Year 2 are as follows:


Content Standards	Learning Standards
3.1 By the end of the 6-year primary schooling, pupils will be able to form letters and words in neat legible print including cursive writing.	3.1.1 Able to write in neat legible print: a) words b) phrases c) simple sentences
	3.1.2 Able to write numerals in neat legible print: a) numeral form b) word form
3.2 By the end of the 6 year primary schooling, pupils will be able to write using appropriate language, form and style for a range of purposes.	3.2.1. Able to complete with guidance: a) simple messages b) posters
	3.2.2 Able to write simple sentences with guidance.
	3.2.3 Able to punctuate correctly: a) capital letters b) full stop c) question mark
	3.2.4 Able to spell common sight words.
3.3. By the end of the 6-year primary schooling, pupils will be able to write and present ideas through a variety of media using appropriate language, form and style.	3.3.1 Able to create simple non-linear texts using a variety of media with guidance : a) posters b) signs


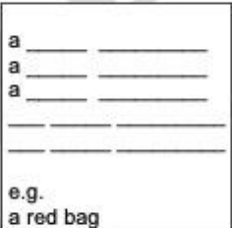
Although most of the learning standards have been dealt with in this module, teachers are encouraged to plan lessons and activities on their own and incorporate them into their lessons. The activities provided here are merely suggested ones. Teachers are encouraged to think 'outside the box', be creative and innovative when devising lessons.

**Learning Standard:**

3.1.1 Able to write in neat legible print:

- a) phrases
- b) simple sentences

ACTIVITY	CONTENT	TEACHER'S NOTES
<b>THINGS IN MY PENCIL CASE</b>  1. Prepare a treasure box with objects in it.  2. Divide pupils into groups.  3. Pupils from each group take turns to pick an object from the box and show it to the class.  4. The other group members write the name of the object shown on a piece of paper in their respective groups.  5. The group with the highest score is declared the winner.	Things in my pencil case: - a pencil - a sharpener - a ruler - an eraser - a pair of scissors - a bottle of glue  	<ul style="list-style-type: none"><li>• Prepare: related pictures / realia</li></ul>

ACTIVITY	CONTENT	TEACHER'S NOTES
<p><b>KIM'S GAME</b></p> <ol style="list-style-type: none"> <li>1. Put up a covered chart of colourful things on the board.</li> <li>2. Distribute a worksheet each.</li> <li>3. Take out the cover of the chart.</li> <li>4. Give pupils sufficient time to look at the chart.</li> <li>5. Once again cover the chart.</li> <li>6. Pupils complete the given worksheet.</li> </ol>	<p>Things in the classroom:</p>  <p>Sample worksheet</p> 	<p>Note: May use other suitable realia.</p>

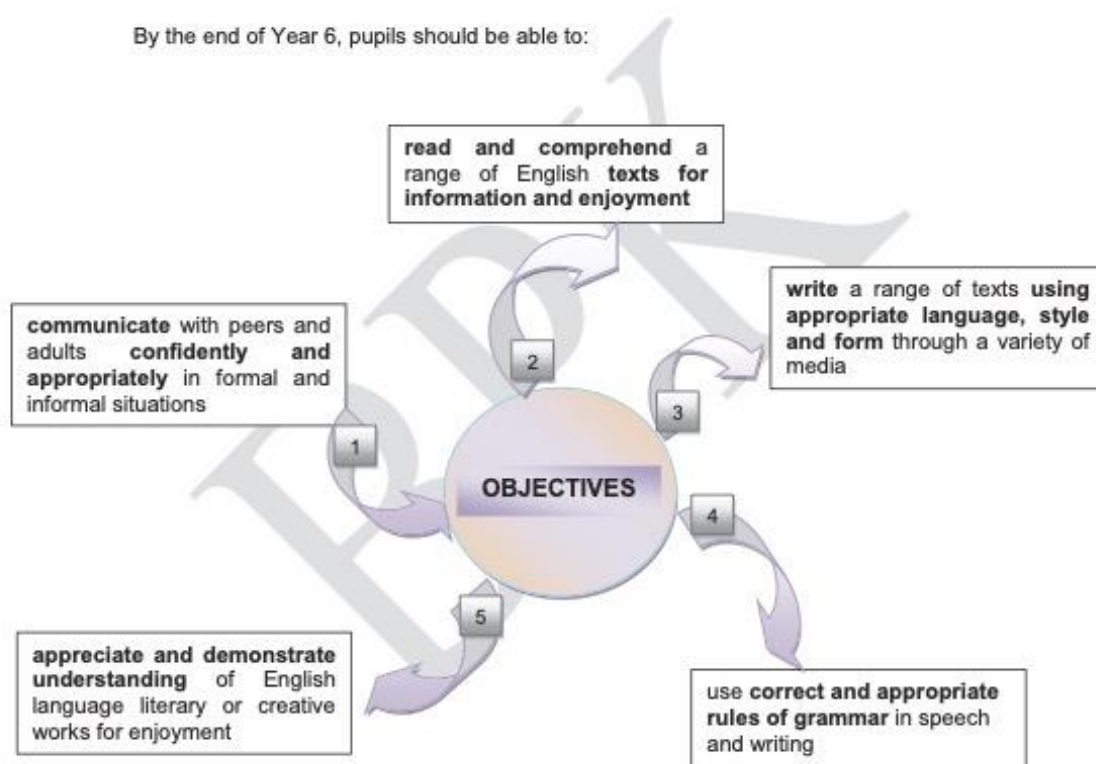
## THE ENGLISH LANGUAGE CURRICULUM

### AIM

The English Language Curriculum for Primary Schools aims to equip pupils with basic language skills to enable them to communicate effectively in a variety of contexts that's appropriate to the pupils' level of development.

### OBJECTIVES

By the end of Year 6, pupils should be able to:



The reading aloud strategy is also encouraged in the first two years of primary education:

- Teacher reads aloud a text to pupils. Implementing this strategy allows teachers to model reading.
- Here, articulation and pronunciation of words by the teacher have to be as precise as possible for pupils to efficiently imitate and reproduce correctly.
- This strategy effectively engage pupils in a text that may be too difficult for them to read on their own, hence, pupils sit back and enjoy the story.

Teachers should also carry out shared reading strategies in the classroom:

- During shared reading, the teacher and pupils read together, thus allowing pupils to actively participate and support one another in the process of reading.
- Teachers point to the text as they read slowly for word recognition and to "build a sense of story".

Ultimately, the objective of getting pupils to read a variety of texts enables pupils to see how grammar is used correctly so that they can emulate them in their productive skills; speaking and writing. Reading for enjoyment and pleasure in seeking information and knowledge should be inculcated in pupils. Pupils are also trained to give their own ideas and opinions in order to become efficient readers.

## **WRITING SKILL**

### **Overview**

It is expected that by the end of Year 6 :

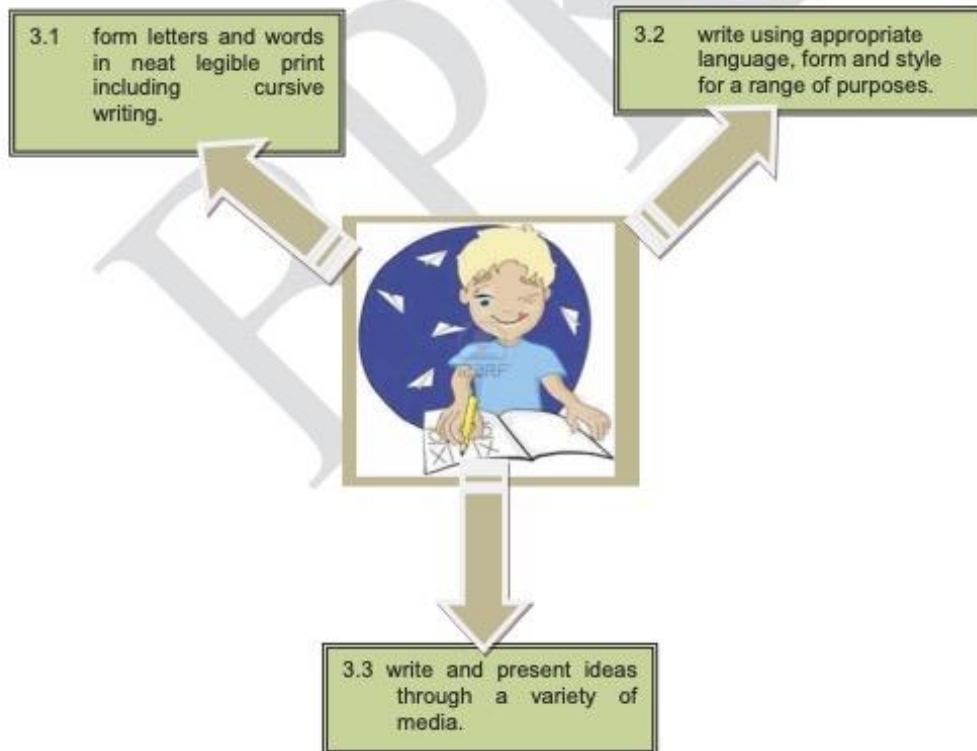
- pupils will be able to express their ideas clearly on paper in legible handwriting or to communicate via the electronic media.
- the focus of writing is on developing pupils' writing ability beginning at the word and phrase levels before progressing to the sentence and paragraph levels.
- pupils who are capable must be encouraged to write simple compositions comprising several paragraphs.
- attention is also paid to penmanship so that even from a young age, pupils are taught to write clearly and legibly including cursive writing.
- simple compositions and the various steps involved in writing, such as planning, drafting, revising, and editing are taught. In the process, pupils learn the genre approach to writing as they are taught to use appropriate vocabulary and correct grammar to get their meaning across clearly.

- all pupils will be encouraged to write for different purposes and for different audiences.
- although much of the writing at this level is guided, the amount of control is relaxed for pupils who are able and proficient in the language.
- spelling and dictation are also given emphasis.

To achieve the abovementioned, content and learning standards have been devised progressively. The teaching of writing in the early stages begins with pre-writing activities to develop pupils' visual skills as well as develop hand-eye coordination. This is later developed to writing letters of the alphabet and copying words, phrases and simple sentences. Pupils begin constructing simple sentences with the teacher's guidance and later develop to become independent writers by the end of primary schooling.

### Content Standards

By the end of the six year primary schooling, pupils will be able to:



Content standards are achieved through learning standards that have been devised carefully throughout primary schooling. Learning standards have been developed progressively, from acquiring fine motor control of hands and fingers to copying





## THE WRITING SKILL

Pupils acquired penmanship and started basic writing in Year 1. Therefore, by Year 3, it is hoped that they would have developed good motor skills and are able to write in neat, legible print words, phrases, simple sentences as well as punctuate correctly. Pupils are expected to write and present their ideas through a variety of media. Therefore, the teacher's role is crucial as she/he needs to teach pupils how to write well. In order to do so, the scaffolding to writing has to be provided so that pupils are guided to write a variety of texts correctly. Model and shared writing are ways in which teachers can guide pupils in their writing experience.

The Content and Learning Standards for writing are:

CONTENT STANDARDS	LEARNING STANDARDS
3.1 By the end of the 6-year primary schooling, pupils will be able to form letters and words in neat legible print including cursive writing.	<p>3.1.1 Able to write in neat legible print with correct spelling :</p> <p>(a) phrases</p> <p>(b) simple sentences</p> <p>3.1.2 Able to write numerals in neat legible print with correct spelling:</p> <p>(a) numeral form</p> <p>(b) word form</p>
3.2 By the end of the 6 year primary schooling, pupils will be able to write using appropriate language, form and style for a range of purposes.	<p>3.2.1 Able to complete :</p> <p>(a) linear texts</p> <p>(b) non-linear texts.</p> <p>3.2.2 Able to write with guidance</p> <p>(a) simple sentences</p> <p>(b) compound sentences</p> <p>(c) questions</p> <p>3.2.3 Able to punctuate correctly:</p> <p>(a) exclamation mark</p> <p>(b) comma</p> <p>3.2.4 Able to spell common sight words.</p>
3.3. By the end of the 6-year primary schooling, pupils will be able to write and present ideas through a variety of media using appropriate language, form and style.	<p>3.3.1 Able to create simple texts using a variety of media with guidance :</p> <p>(a) non-linear</p> <p>(b) linear</p>

**Learning Standard :**

**3.1.1 Able to write in neat legible print with correct spelling:**


- (a) words
- (b) phrases
- (c) simple sentences

ACTIVITY	CONTENT	TEACHER'S NOTES
<p><b>Learning to Write</b></p> <ol style="list-style-type: none"> <li>Show pictures of different parts of an elephant.</li> <li>Ask questions orally.</li> <li>Pupils spell the words.</li> <li>Pupils label a picture.</li> <li>Talk about the elephant.</li> <li>Ask questions about the elephant.</li> </ol> <p>e.g. How many ears does an elephant have? Two ears</p> <p>Are the ears big or small? Big</p> <ol style="list-style-type: none"> <li>Pupils read phrases written on cards.</li> </ol> <p>e.g. two big ears four strong legs <li>Show a substitution table.</li> <li>Pupils make sentences from the table.</li> <li>Pupils write sentences in neat legible print.</li> </p>	<p>Words:</p> <p>ear tail tusk trunk legs</p> <p>Phrases:</p> <p>two big ears four strong legs a long trunk a short tail two white tusks</p> <p>Sentences:</p> <ol style="list-style-type: none"> <li>An elephant has two big ears.</li> <li>It has four strong legs.</li> <li>It has a long trunk.</li> </ol>	<p>Figurines Word Cards Phrase Cards Substitution table</p> <p>Parts of an elephant (Appendix 1)</p> <p>Worksheet (Appendix 2)</p> <p>Substitution table (Appendix 3)</p>



**Learning Standard :**

- 3.1.2 Able to write numerals in neat legible print with correct spelling:**  
 (a) numeral form  
 (b) word form

ACTIVITY	CONTENT	TEACHER'S NOTES
<p><b>Spell It Right</b></p> <ol style="list-style-type: none"> <li>1. Provide pupils with triple lines and letter cards.</li> <li>2. Say out a number and pupils choose the correct letter cards and place them on the triple line.</li> <li>3. Repeat with other numbers.</li> <li>4. Pupils copy them in exercise books.</li> </ol>		<p>Letter Cards</p>

**Learning Standard :**

- 3.2.1 Able to complete with guidance:**  
 (b) non-linear texts

ACTIVITY	CONTENT	TEACHER'S NOTES
<p><b>Rebus</b></p> <ol style="list-style-type: none"> <li>1. Pupils are given a message with pictures.</li> <li>2. Pupils rewrite the message by replacing the pictures with words.</li> <li>3. This activity can be conducted in groups as a competition.</li> </ol>	<p>Words:</p> <p>school          rabbit          carrots          cut          refrigerator</p>	<p>Message (Appendix 4)</p> <p>This activity is also known as rebus writing.</p>

**Learning Standard :**

- 3.3.1 Able to create simple texts using a variety of media with guidance:**  
**(a) simple message**

ACTIVITY	CONTENT	TEACHER'S NOTES
<p><b>Complete Me!</b></p> <ol style="list-style-type: none"> <li>1. Pupils are divided into two groups.</li> <li>2. Group A is given envelopes containing details of a message.</li> <li>3. Group B is given envelopes containing the framework of the message.</li> <li>4. Pupils in group A find their partners from group B to complete their message.</li> </ol>	<p>Words:</p> <p>cat  feed  cat food  kitchen  late  library  complete  homework  5 o'clock</p>	<p>Message (Appendix 5)</p>

**Learning Standards :**

- 3.2.1 Able to complete with guidance:**  
**(a) linear texts**
- 3.3.1 Able to create simple texts using a variety of media with guidance:**  
**(b) linear**

ACTIVITY	CONTENT	TEACHER'S NOTES
<p><b>Where to Go!</b></p> <ol style="list-style-type: none"> <li>1. Teacher does an activity with pupils outside the classroom and gets pupils to revise directions such as go straight, turn left, and turn right.</li> <li>2. Pupils look at a map and complete the worksheet given.</li> <li>3. Next, pupils work in groups to write directions: <ol style="list-style-type: none"> <li>(a) from the bus station to the school</li> <li>(b) from the school to the playground</li> </ol> </li> </ol>	<p>Words:</p> <p>go straight  turn left  turn right  on your right  on your left</p>	<p>Worksheet (Appendix 6)</p>

**Learning Standards:**

**3.2.1 Able to complete with guidance:**  
(a) non-linear texts

**3.2.2 Able to write with guidance:**  
(a) simple sentences

ACTIVITY	CONTENT	TEACHER'S NOTES
<b>My Friend</b>  1. Pupils talk to a friend and complete a non-linear text pertaining to personal details: (a) complete the table given; or (b) draw a friend's picture and complete a graphic organiser. 2. Pupils write simple sentences about their friend from the completed table or graphic organiser. 3. Pupils arrange the sentences into a paragraph in neat legible print. 4. Pupils work can be compiled in a folio. (individual or groups)	Words:  name age address hobby ambition favourite food  1. My friend is _____. 2. He is _____. 3. He lives at _____. 4. His hobby is _____. 5. His favourite food is _____. 6. He wants to be _____ when he grows up.	Worksheet (Appendix 7)

**Learning Standards:**

**3.2.1 Able to complete with guidance:**  
(a) non-linear texts

**3.2.2 Able to create simple texts using a variety of media with guidance**  
(a) non-linear

ACTIVITY	CONTENT	TEACHER'S NOTES
<b>Class Party</b>  1. Take pupils to the school notice board. 2. Get pupils to read the notices. 3. Get back to the class and ask pupils to give details about the notices. 4. Show a sample of a notice. 5. Read the details in the notice. 6. Put up a notice/poster of a canteen day.	Sample questions:  What is the notice about? When is the event? Where will it be held?	Notice (Appendix 8)  Notice frame & phrase strips (Appendix 9)

Appendix 15: Malaysia Lesson Plan Year 1 (School A)

34	Wednesday	19/9/2018	1T	1.20 pm - 2.20 pm	English Language
				60 minutes	
		THEME	World of Knowledge		
		TOPIC	UNIT 4 - LUNCHTIME		
LANGUAGE / GRAMMAR FOCUS		Recycled food vocabulary from lesson 117 – 119 I've got Prepositions Help me, please		CONTENT STANDARD	LEARNING STANDARD
SKILLS		MAIN	Reading	3.2	3.2.2
		COMPLIMENTARY	Writing	4.1	4.1.2
LEARNING OBJECTIVE		By the end of the lesson all pupils will be able to: 1. Communicate simple information intelligibly 2. Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies			
HOTS		Application	CCE	Language	
TEACHING AIDS		Textbook, speaker, flashcards, worksheets			
LEARNING OUTLINE		Pre-lesson Brainstorm with pupils possible ways of adapting the song in Superminds p.48 (Lesson 119). Possibilities include: a different character name, different food, different prepositions. Do an example together with the whole class for the first 2 lines of verse 2 of the song. Help pupils with new vocabulary as appropriate. Lesson delivery 1. Divide pupils into pairs or small groups and ask them to create a new song. 2. Provide pupils with a language frame to help them structure the song. Put the first verse (which is also verse 3 and 5) on the board or a handout, with a blank in place of Tommy's, and for verses 2 and 4, write: I've got...my I've got...my I've got...my Help! Oh help me, please! 8. Pupils create their song. They can write the song down, but must also be able to sing it 9. Pupils sing their song to other groups. Post lesson Ask 1 or 2 groups of pupils to take turns to sing their song to the rest of the class. Write prompts for verses 2 and 4 on the board to help the class join in with the song.			
REFLECTION		ATTENDANCE	..... / .....		
		MAIN SKILL	<ul style="list-style-type: none"><li>..... / .....pupils are able to achieve the stipulated learning objective.</li><li>..... / .....pupils are not able to achieve the stipulated learning objectives and they are given Choose an item.</li></ul>		
		COMPLIMENTARY SKILL	<ul style="list-style-type: none"><li>..... / .....pupils are able to achieve the stipulated learning objective.</li><li>..... / .....pupils are not able to achieve the stipulated learning objectives and they are given Choose an item.</li></ul>		
Lesson is postponed due to :			Choose an item.		

Appendix 16: Malaysia Lesson Plan Year 1 (School A)

WEEK	DAY	DATE	CLASS	TIME		SUBJECT
36	Thursday	4/10/2018	1T	4.10 - 5.10 pm		English Language
				60 minutes		
		THEME	World of Knowledge			
		TOPIC	UNIT 4 - LUNCHTIME			
LANGUAGE / GRAMMAR FOCUS		Do you like X? Yes, I do. / No, I don't.  I've got X on/in/with my Y.			CONTENT STANDARD	LEARNING STANDARD
SKILLS		MAIN	Language Arts		5.2	5.2.1
		COMPLIMENTARY	Writing		4.3	4.3.2
LEARNING OBJECTIVE		By the end of the lesson all pupils will be able to: 1. Express personal responses to literary texts 2. Communicate with appropriate language form and style for a range of purposes in print and digital media				
HOTS		Application		CCE	Creativity and Innovation	
TEACHING AIDS		Textbook, speaker, flashcards, worksheets				
LEARNING OUTLINE		Pre-lesson Review food vocabulary with a fun activity, for example Task 1, 4, 6 or 9 Another option is to use step 1 from the lesson delivery stage below as a pre-task activity. Lesson delivery 1. Ask pupils if they like foods (review) – Do you like pizza/sandwich? And What's your favourite pizza/sandwich? Pupils could ask each other questions in pairs. 2. Review the song from p.48 of the textbook. Ask pupils to tell their partner if they like the food Tommy makes (e.g. Do you like an apple in your sandwich?) 3. Tell pupils they will make a Crazy Food Poster. They should work in pairs. First, pupils should decide on their crazy food. 4. Give each pair a poster paper. Pupils should write the sentence I've got xxx on/in/with my xxx. on the poster paper. 5. When pupils have finished writing, they can draw a picture of their crazy food. Then they can add a title: My Crazy Food. 6. Display pupils' work in the classroom. Ask pupils to tell each other which crazy food they like/don't like. Post lesson Task 3, 4 or 6				
REFLECTION		ATTENDANCE	..... / .....			
		MAIN SKILL	<ul style="list-style-type: none"><li>..... / .....pupils are able to achieve the stipulated learning objective.</li><li>..... / .....pupils are not able to achieve the stipulated learning objectives and they are given Choose an item.</li></ul>			
		COMPLIMENTARY SKILL	<ul style="list-style-type: none"><li>..... / .....pupils are able to achieve the stipulated learning objective.</li><li>..... / .....pupils are not able to achieve the stipulated learning objectives and they are given Choose an item.</li></ul>			
Lesson is postponed due to :			Choose an item.			

Appendix 17: Malaysia Lesson Plan Year 1 (School B)

SUBJECT	English Language	
DATE	14.11.2018	
YEAR	1 Melati	
DAY	Wednesday	
DURATION	60 minutes	
THEME	World of Knowledge	
TOPIC	Lunch Time	
FOCUS SKILL	Writing	
CONTENT STANDARD	Main Skill	4.2: Communicate basic information intelligibly for a range of purpose in print and digital media.
	Complementary Skill	4.1: Form letters and words in neat legible print using cursive writing.
LEARNING STANDARD	Main Skill	4.2.4: Describe people and objects using suitable words and phrases.
	Complementary Skill	4.1.2: Begin to use cursive handwriting in a limited range of written work.
LEARNING OBJECTIVE	Main	Pupils are able to write 3 sentences each for the food they like and dislike for breakfast
	Complementary	Write the three sentences in cursive with guidance.
CCE	Language	
ACTIVITIES	PRE LESSON	1. Pupils talk about pictures I show them 2. Pictures are put on the whiteboard 3. Pupils talk about the pictures and read basic info about pictures
DEVELOPMENT Stage 1	1. Pupils works in pairs or groups 2. Pupils are also provided with a list of words about food, fruits, vegetables 3. Pupils copy the words and descriptions and put up their work for display 4. Pupils move around the classroom for a gallery work and give comments on other groups' work.	
Stage 2	1. Pupils complete writing missing words to form sentences parts cursive form and write three complete sentences	
POST LESSON	1. Pupils talk about their favourite breakfast among themselves	

Appendix 18: Malaysia Lesson Plan Year 1 (School B)

SUBJECT	English Language	
DATE	16.10.2018	
YEAR	1 Melati	
DAY	Tuesday	
DURATION	60 minutes	
THEME	World of Knowledge	
TOPIC	Lunch Time	
FOCUS SKILL	Speaking	
CONTENT STANDARD	Main Skill	2.1 Communicate simple information intelligibly
	Complementary Skill	1.2 Understand meaning in a variety of familiar contexts
LEARNING STANDARD	Main Skill	2.1.1 Give very basic personal information using fixed phrases
	Complementary Skill	1.2.1 Understand with support the main idea of very simple phrases and sentences
LEARNING OBJECTIVE	Main	Talk about the food they have and their preferences using the guided phrases fluently
	Complementary	listen and understand to their friends' opinions in the context of food they see
CCE	Language	
ACTIVITIES	PRE LESSON	Sing a song
		1. Teacher plays a song about food 2. Pupils listen and enjoy the song 3. Teacher introduces vocabulary and sentence structures
DEVELOPMENT Stage 1	Interaction 1. Pupils work in pairs or groups of 4 2. Every pair or group will be distributed with a simple form to ask about their friends' favourite food. 3. Pupils will move around and find their friends to ask about their favourite food 4. Pupils tick the preference  5. Selected pupils talk about their reports to the whole class	
Stage 2		
POST LESSON	Using basic phrases 1. Pupils individually choose a phrase, say it aloud and fill in some personal information	

Appendix 19: Malaysia Lesson Plan Year 2 (School A)

DAILY LESSON PLAN			
DATE:	18/9/18	DAY:	TUESDAY
SUBJECT	ENGLISH LANGUAGE		
CLASS:	2 Cekal	NUM. OF PUPILS	36(A) & 4 (NA)
TIME:	1:20-2:20		
THEME	World of self, family and friends		
TOPIC	9. At The Beach		
FOCUS	Writing		
CONTENT STANDARD	2.1		
LEARNING STANDARD	2.1.5		
OBJECTIVE	-use capital letters and full stops appropriately in guided writing at sentence level. (A) -use capital letters and full stops appropriately in guided writing at sentence level. (NA)		
ACTIVITIES	Teacher introduce today topic.(SKPMg2(iii)) Pupils carry out today activities.(SKPMg2(ii)) Pupils complete the task.(SKPMg2(iv)) Pupils complete the task with guidance.(SKPMg2(iii))		
CCE	Values (friendship)		
TEACHING AIDS	CD 3, textbook		
REFLECTION	Attendance: _____/____33____ _____pupils were able to achieve the objectives. _____pupils need extra guidance. (SKPMg2(v))		



Appendix 20: Malaysia Lesson Plan Year 2 (School A)

DAILY LESSON PLAN			
DATE:	19/9/18	DAY:	WEDNESDAY
SUBJECT	ENGLISH LANGUAGE		
CLASS:	2CEKAL	NUM. OF PUPILS	37(A) & 3 (NA)
TIME:	1:50-2:50		
THEME	World of self, family and friends		
TOPIC	10. At The Beach		
FOCUS	Writing		
CONTENT STANDARD	3.3		
LEARNING STANDARD	3.3.1		
OBJECTIVE	By the end, pupils are able to:(SKPMg2(ii)) -read and enjoy simple print and digital games at sentence level. (A) - use capital letters and full stops appropriately in guided writing simple sentences. (NA)		
ACTIVITIES	Teacher introduce today topic.(SKPMg2(iii)) Pupils carry out today activities.(SKPMg2(ii)) Pupils complete the task.(SKPMg2(iv)) Pupils complete the task with guidance.(SKPMg2(iii))		
CCE	Values (friendship)		
TEACHING AIDS	CD3, Textbook		
REFLECTION	Attendance:_____/____33____ ____pupils were able to achieve the objectives. ____pupils need extra guidance. (SKPMg2(v))		

Appendix 21: Malaysia Lesson Plan Year 2 (School A)

DAILY LESSON PLAN			
DATE:	20/9/18	DAY:	THURSDAY
SUBJECT	ENGLISH LANGUAGE		
CLASS:	2CEKAL	NUM. OF PUPILS	39 (A) & 1 (NA)
TIME:	3:10-4:10		
THEME	World of self, family and friends		
TOPIC	11. At The Beach		
FOCUS	Writing		
CONTENT STANDARD	4.3		
LEARNING STANDARD	4.3.1		
OBJECTIVE	<p>By the end, pupils are able to:(SKPMg2(i))</p> <p>-use capital letters and full stops appropriately in guided writing at sentence level. (A)</p> <p>-write and answer simple questions. ( A )</p>		
ACTIVITIES	<p>Teacher introduce today topic.(SKPMg2(iii))</p> <p>Pupils carry out today activities.(SKPMg2(ii))</p> <p>Pupils complete the task.(SKPMg2(iv))</p> <p>Pupils complete the task with guidance.(SKPMg2(iii))</p>		
CCE	Values (friendship)		
TEACHING AIDS	CD3, textbook		
REFLECTION	<p>Attendance: ____/ __33__</p> <p>____pupils were able to achieve the objectives.</p> <p>____pupils need extra guidance. (SKPMg2(v))</p>		

*Appendix 22: Malaysia Lesson Plan Year 2 (School B)*

Subject	: English Language
Class	: 2 UKM
Day	: 10.10.2018
Date	: Wednesday
Time	: 9.30-10.30am
Theme	: World of Knowledge
Topic	: On the Farm
Focused Skill	: Listening and Speaking
Complementary Skill	: Writing
Content Standards	: 1.1 Recognise and reproduce target language sounds
	: 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media
Learning Standards	: 1.1.1 Able to listen and respond to stimulus given with guidance (a) Environmental sounds
	: 1.1.4 Able to talk about a stimulus with guidance
	: 4.2.1 Express simple opinions, give very basic personal information using fixed phrases
Teaching Aids	: Word Cards, Pictures of farm and wild animals, Pictures of a farm and the jungle and manila card
Learning Outcomes	: By the end of the lesson, pupils will be able to:

- Identify the animals on the farm, at least five out of six animals correctly, by matching pictures to sounds.
- Identify animals on the farm based on their characteristics, at least four out of five animals correctly, by listing out the characteristics into a bubble map.

Lesson development:

Stage 1:

1. Show pupils pictures of farm and wild animals
2. Talk about farm animals
3. Talk about wild animals

Stage 2:

1. Teacher puts up the pictures on the whiteboard
2. Pupils describe these animals
3. Pupils listen to the descriptions given by the teacher
4. Teacher provides list of words and phrases for pupils to use for further descriptions

Stage 3:

1. Pupils read aloud the words and phrases for each animal
2. Teacher provides more descriptions using manila card
3. Pupils match these descriptions to the pictures

Stage 4:

1. Pupils read aloud the descriptions
2. Pupils rewrite these descriptions on the whiteboard

Stage 5:

1. Pupils check spelling and pronunciation while their peers copy and read the sentences

*Appendix 23: Malaysia Lesson Plan Year 2 (School B)*

Subject	: English Language
Class	: 2 UKM
Day	: 17.10.2018
Date	: Wednesday
Time	: 9.30-10.30am
Theme	: World of Knowledge
Topic	: When I Grow Up
Focused Skill	: Listening and Speaking
Complementary Skill	: Writing
Content Standards	: 1.1 Pronounces the words and speaks confidently with the correct stress, rhythm and intonation : 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media
Learning Standards	: 1.1.4 Able to talk about a stimulus with guidance 4.2.1 Express simple opinions, give very basic personal information using fixed phrases
Teaching Aids	: Word cards, manila card, textbooks and workbooks
Learning Outcomes	: By the end of lesson, pupils will be able to:

- Name at least five occupations.
- Say aloud at least three occupations with correct pronunciation.
- Listen to and write down at least five of their friend's favourite occupation correctly in the exercise book

Lesson development:

Stage 1:

1. Ask pupils about occupations they know
2. Ask pupils to help their friends name and describe some occupations
3. Pupils talk about their ambitions

Stage 2:

1. Teacher jumbles up manila cards containing words and sentences about a job and their descriptions
2. Pupils rearrange the sentences/words
3. Pupils guess the correct descriptions for every job

Stage 3:

1. Pupils copy the words and sentences onto their exercise books
2. Teacher provides handouts about jobs
3. Pupils write their own descriptions using words and sentences provided

Stage 4:

1. Pupils read aloud the jobs and their descriptions
2. Teacher corrects pronunciation and grammar

Stage 5:

1. Pupils check their friends book for spelling error and grammar

*Appendix 24: Malaysia Lesson Plan Year 2 (School B)*

Subject	: English Language
Class	: 2 UKM
Day	: 18.10.2018
Date	: Thursday
Time	: 11.30-12.30
Theme	: World of Knowledge
Topic	: When I Grow Up
Focused Skill	: Writing
Complementary Skill	: Reading
Content Standards	: 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media 3.3 Read independently for information and enjoyment
Learning Standards	: 4.2.1 Express simple opinions, give very basic personal information using fixed phrases 3.3.1 Read and enjoy simple print and digital games at sentence level
Teaching Aids	: Manila card, handouts, textbooks and workbooks
Learning Outcomes	: By the end of lesson, pupils will be able to:

- Write at least 5 sentences describing their ambitions
- Read, understand and use words from the textbooks/workbooks to write their own sentences

Lesson development:

Stage 1:

1. Refresh pupils' knowledge about ambition
2. Pupils talk about their ambitions or whether they have changed ambitions

Stage 2 :

1. Teacher distributes worksheets
2. Teacher puts up 10 phrases on the whiteboard
3. Pupils copy the phrases and rearrange them into correct sentences on the worksheet
4. Pupils use textbooks and workbooks for more words and sentences

Stage 3:

1. Teacher goes around to check to check on spelling and Punctuation
2. Teacher goes around checking pupils' expansion of ideas

Stage 4:

1. Pupils share their works by reading them aloud
2. Teacher corrects pronunciation, grammar and adds some ideas

Stage 5:

1. Pupils continue sharing their work with their friends

*Appendix 25: Malaysia Lesson Plan Year 3 (School A)*

Date : 15/10/2018 (Monday)

English : YEAR 3

Class : 3 DLP 1 - (11.00 - 12.00p.m)

Time : 3 DLP 1 - 1 hour

Topic : Unit 4 – ( People Around Me )

Theme: World Of Knowledge

Focus : DAY 3 – Writing

Content standard:

3.2

The pupils will be able to write using appropriate language, form and style for a range of purposes.

Learning standard:

3.1.2

The pupils able to copy and write in neat legible print.

Objective:

At the end of the lesson, the pupils able to fill in the blanks with correct answers.

Teaching point:

1. Teacher asks the pupils to rearrange picture puzzle in groups. The pupils will focus on the picture and write out the name of each picture.
2. Teacher guides the pupils to read the passage once from the textbook. (Page 29)
3. The pupils will follow and read aloud together with teacher.
4. Teacher explains and discuss the content of the passage.
5. The pupils try to understand the content of the passage.
6. Teacher asks the pupils to complete the information in groups. The pupils will focus on the answers/information of each occupation.
7. Then, they have to write out the answers with correct spelling on a paper.
8. Teacher guides the pupils to check the answers together.

Independent activity : The pupils will do the exercise in a worksheet.

Summing up : Closure

*Appendix 26: Malaysia Lesson Plan Year 3 (School A)*

Date : 16/10/2018 (Tuesday)

English : YEAR 3

Class : 3 DLP 1 - (11.30a.m - 12.30p.m)

Time : 3 DLP 1 - 1 hour

Topic : Unit 7 – From The Sea

Theme: World Of Knowledge

Focus : DAY 3 – Writing

Content standard:

3.1

The pupils will be able to form letters and words in neat legible print including cursive writing.

Learning standard:

3.1.1

The pupils able to write in neat legible print with correct spelling:

(a) phrases , (b) simple sentences

Objective:

At the end of the lesson, the pupils able to describe the sea creatures they learned.

Teaching point:

1. Teacher asks the pupils to complete a word search in group.
  - Each group will get a picture of a fish.
  - The pupils will paste the picture on the white board.
2. Teacher shows a short passage about an Angelfish from the textbook. (Page 54)
  - The pupils will focus on part of the body and the picture of the sea creature.
  - The pupils will read aloud the passage together.
3. Teacher explains and discuss each body part of the fish.
  - The pupils try to understand the content of the passage.
4. Teacher distributes empty paper to the pupils.
  - The pupils have to write information about the other sea creature in group.
5. Teacher will choose a few volunteers to write out their answers on the white board.

Independent activity : The pupils will do the exercise in a worksheet.

Summing up : Closure

*Appendix 27: Malaysia Lesson Plan Year 3 (School A)*

Date: 19/10/2018 (Friday)

English : YEAR 3

Class : 3 DLP 2 - (8.10 - 8.40a.m)

Time : 3 DLP 2 - 1 hour

Topic : Unit 5 – ( Having Fun )

Theme : World Of Knowledge

Focus : DAY 3 – Writing

Content standard	: 3.2 The pupils will be able to write using appropriate language, form and style for a range of purposes.
Learning standard	: 3.1.2 The pupils able to copy and write in neat legible print.
Objective	: At the end of the lesson, the pupils able to simple sentences using the words – likes/does not like
Successful Criteria	: The pupils able to write at least 5 simple sentences about the games/sports they like/do not like

Teaching point :



1. Teacher shows a few pictures of sports and games.
  - Teacher asks the pupils to name the pictures.
  - The pupils will focus on the spelling of the names.
2. Teacher guides the pupils to play BINGO with the words they learn.
  - The pupils will follow teacher instructions and play BINGO in groups.
3. Teacher explains the rules of the games.
  - The pupils try to finish first to win the BINGO.
  - Teacher guides the pupils to identify the games / sports they like or do not like.
  - Then, they have to answer 4 questions with full simple sentences.
4. Teacher guides the pupils to complete the writing.

Independent activity : The pupils will do the exercise in their exercise book.



Summing up : Closure



Appendix 28: Malaysia Lesson Plan Year 3 (School B)

 <b>KEMENTERIAN PENDIDIKAN MALAYSIA</b>			
<b>RANCANGAN PENGAJARAN HARIAN</b>			
SUBJECT	DATE :	1.OCTOBER.2018	DAY : MONDAY
	<b>ENGLISH LANGUAGE</b>		
CLASS	3 CEKAL		
TIME	12.20 - 1.20PM		
FOCUS	Writing		
THEME	World Of Stories		
TOPIC	It's Story Time		
CONTENT	1.1		
STANDARD			
LEARNING	1.1.4 Talk about a stimulus with guidance.		
STANDARD			
LEARNING	By the end of the lesson, students should be able to :		
OBJECTIVES	1. talk about a stimulus with guidance correctly.		
ACTIVITIES	Let's look and say		
	1. Pupils talk about the picture.		
	2. Pupils listen to teacher's explanation and the connection with the topic.		
	3. Pupils answer the questions.		
	4. Pupils complete the exercises given by the teacher.		
	5. Pupils listen to teacher's conclusion about the topic.		
EDUCATIONAL	21st Century skill(s)		Communication
EMPHASES	HOTS		Thinker
	Teaching and Learning Strategies:		Multiple Intelligence
	EMK		Information and Communication
			Technology Skills ( ICT )
TEACHING	Textbook, activity book and exercise book		
AIDS			
ASSESSMENT	Questions (Oral or Written)		
REFLECTION	Attendance: ____ / ____		
	____ pupils were able to achieve the objectives.		
	____ pupils were able to answer the questions correctly.		
	____ pupils need extra guidance.		
	____ pupils were able to master today's lesson.		
	Teacher's action:		
	*Today's lesson will be carried forward due to _____.		

Appendix 29: Malaysia Lesson Plan Year 3 (School B)

 <b>KEMENTERIAN PENDIDIKAN MALAYSIA</b>			
<b>RANCANGAN PENGAJARAN HARIAN</b>			
<b>SUBJECT</b>	<b>DATE :</b>	<b>4.OCTOBER.2018</b>	<b>DAY : THURSDAY</b>
	<b>ENGLISH LANGUAGE</b>		
<b>CLASS</b>	<b>3 HARMONI</b>		
<b>TIME</b>	<b>12.20 - 1.20PM</b>		
<b>FOCUS</b>	<b>Writing</b>		
<b>THEME</b>	<b>World Of Stories</b>		
<b>TOPIC</b>	<b>It's Story Time</b>		
<b>CONTENT</b>	<b>2.2</b>		
<b>STANDARD</b>			
<b>LEARNING</b>	<b>2.2.2</b>	Able to read and understand phrases and sentences in linear and non-linear texts.	
<b>STANDARD</b>			
<b>LEARNING</b>	By the end of the lesson, students should be able to :		
<b>OBJECTIVES</b>	1. read and rewrite the sentences correctly		
<b>ACTIVITIES</b>	<b>Let's learn ( Worksheet )</b>		
	1. Pupils given worksheet.		
	2. Teacher discusses the pictures to the class and read the sentences.		
	3. Pupils arrange the sentences by numbering it.		
	4. Pupils write the sentences in one paragraphs.		
	5. Teacher calls few students to read their passage randomly.		
	6. Pupils send on their work to the teacher.		
<b>EDUCATIONAL</b>	<b>21st Century skill(s)</b>	Communication	
<b>EMPHASES</b>	<b>HOTS</b>	Application	
	<b>Teaching and Learning Strategies:</b>	Knowledge Acquisition	
	<b>EMK</b>	Values and Citizenship	
<b>TEACHING</b>	<b>Worksheet</b>		
<b>AIDS</b>			
<b>ASSESSMENT</b>	<b>Questions (Oral or Written)</b>		
<b>REFLECTION</b>	<b>Attendance: ___/___</b>		
	___ pupils were able to achieve the objectives.		
	___ pupils were able to answer the questions correctly.		
	___ pupils need extra guidance.		
	___ pupils were able to master today's lesson.		
	<b>Teacher's action:</b>		
	<b>*Today's lesson will be carried forward due to _____.</b>		

Name: Muhammad Akmal orif

Akmal in the kitchen,  
Come and take him out!

Akmal in the kitchen,  
Come and take him out!

I've got an orange in my chicken.  
I've got Peas on my juice.  
I've got milk on my cake.  
Help! Oh, help me, please!

Akmal in the kitchen,  
Come and take him out!

Akmal in the kitchen,  
Come and take him out!

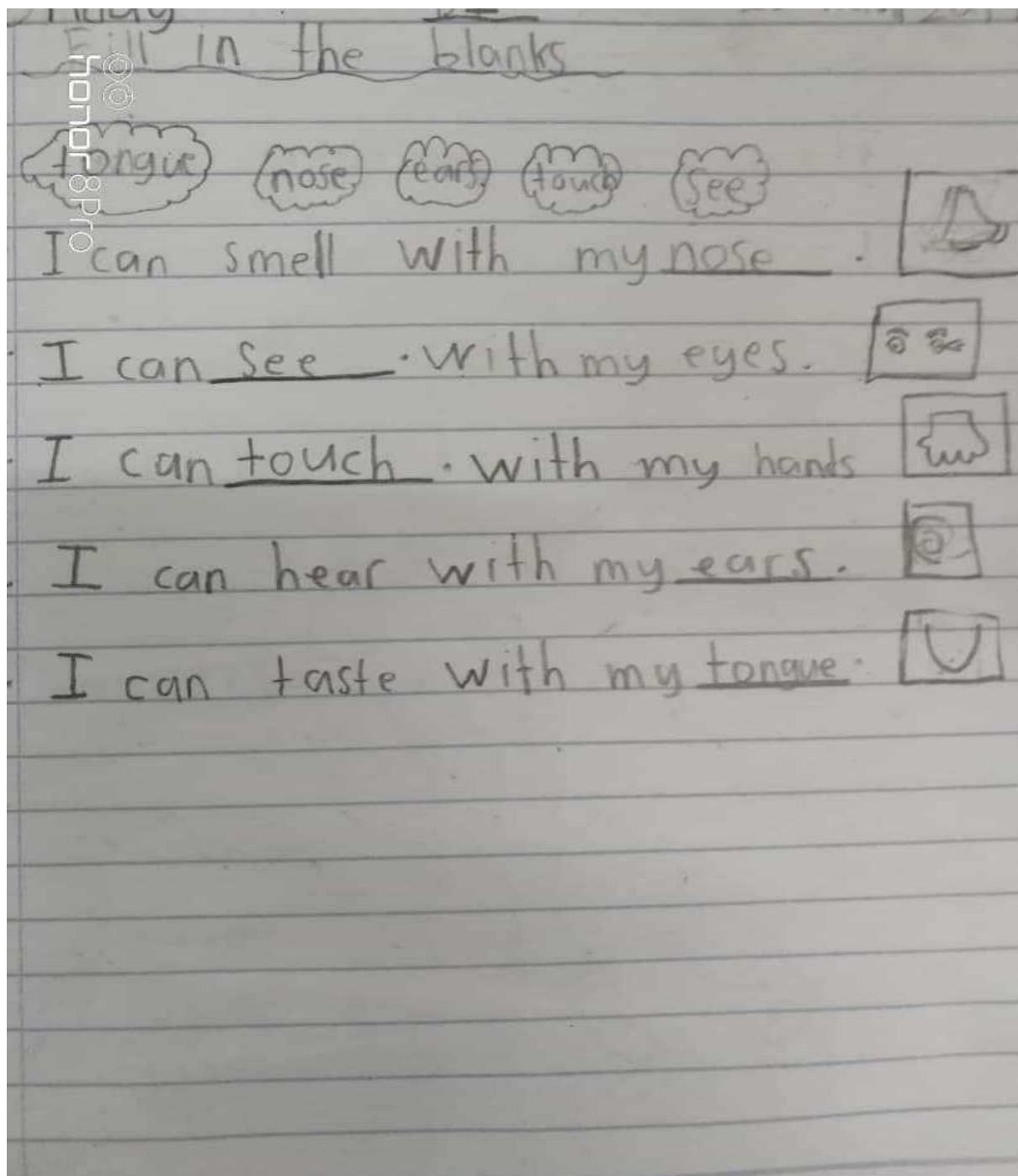
I've got sandwich on my apple.  
And a pizza on my juice.  
I've got carrots with my sau sage.  
Help! Oh, help me, please!

Akmal in the kitchen,  
Come and take him out!

Akmal in the kitchen,  
Come and take him out!

\*Superminds pages 48

2/9  
Checked



## Unit 12

## My Best Friend, Claire



F. Rewrite the song into a story.

4

My best friend is Claire. She is pretty and fair.

She has long black hair. She sit on  
the chaire. She likes the Fresh air.

She sit on the chaire like the fish  
fresh fair on the chaire.

She likes the Fresh air.



honor 8Pro

Wednesday

Two friends, Ali and Abu, were walking through a forest. Suddenly, a huge bear came towards them. Ali quickly climbed a nearby tree. Abu did not know how to climb so he lay down on the ground. He pretend to be dead. The bear went near Abu. It smelled Abu in the ear and went off. When the bear walked away, Ali climbed down the tree

3 They reached Penang on 16 June.

4 Their grandparents were happy to see them.

1 It was 15 June.

7 The children enjoyed their stay there.

5 They took Rudy and Rohana to many interesting places.

2 Rudy and Rohana were going to visit their grandparents. They took the 11.00 p.m. bus to Penang.

6 They left Penang on 22 June.

It was 15 June. Rudy and Rohana were going to visit their grandparents. They took the 11.00 p.m. bus to Penang. They reached Penang on 16 June. Their grandparents were happy to see them. They took Rudy and Rohana to many interesting places. They left Penang on 22 June. The children enjoyed their stay there.

4.1.1 Write sentences in clear, legible print (All Levels)  
4.2.1 Match phrases to pictures

49




Name: \_\_\_\_\_ Date: \_\_\_\_\_


### UNIT 8: IT'S STORY TIME


Learning Objectives (LO): Able to read and understand passages and sentences in Roman and non-Roman texts.


DAME	Candidate: Read and understand clearly passages and sentences in Roman and non-Roman texts.	Intermediate Level	
		Attempted	Not Yet Attempted
3			


Instructions: Look, arrange and number.














- ☐ 3 Ali quickly climbed a nearby tree.
- ☐ 6 When the bear walked away, Ali climbed down the tree.
- ☐ 2 Suddenly, a huge bear came towards them.
- ☐ 4 Abu did not know how to climb so he lay down on the ground. He pretended to be dead.
- ☐ 5 The bear went near Abu. It smelled Abu in the ear and went off.
- ☐ 1 Two friends, Ali and Abu, were walking through a forest.



Name: [REDACTED] Date: .....

### UNIT 8: IT'S STORY TIME

Learning Objectives 2.2: Able to read and understand phrases and sentences in linear and non-linear texts.			Intermediate Level	
BAND	Descriptor: Read and understand clearly phrases and sentences in linear and non-linear texts.		Achieved	Not Yet Achieved
3				

Instructions: Look, arrange and number.



- ☐ 3 Ali quickly climbed a nearby tree.
- ☐ 6 When the bear walked away, Ali climbed down the tree.
- ☐ 2 Suddenly, a huge bear came towards them.
- ☐ 4 Abu did not know how to climb so he lay down on the ground. He pretended to be dead.
- ☐ 5 The bear went near Abu. It smelled Abu in the ear and went off.
- ☐ 1 Two friends, Ali and Abu, were walking through a forest.

# Exercise 5

Read the sentences. Number the sentences in the correct order based on the pictures below. Then, write them down in the space provided.





Appendix 39: England Lesson Plan Year 1 (School A)

**Key Stage: KS1 Yr1**  
**Text: Daisy Doodles by Michelle Robinson et al**  
**Length of sequence: 3 weeks**

Key learning Outcome				
To write own story using real and imaginary characters				
<b>Elicitation Task:</b> Use a previous story written by the children as your elicitation task and consider whether there is a beginning, middle and end. <b>Use the outcomes from this to adapt the medium-term plan and working at and above national standards outcomes</b>				
Medium Term Plan				
<b>Reading</b> Develop pleasure in reading, motivation to read, vocabulary understanding by: <ul style="list-style-type: none"><li>discussing word meanings, linking new meanings to those already known</li><li>Listening to and discussing a wide range of stories at a level beyond that at which they can read independently</li><li>Being encouraged to link what they read or hear read to their own experiences</li></ul> Participate in discussion about what is read to them, taking turns and listening to what others say  Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"><li>Discussing the significance of title and events</li><li>Making inferences on the basis of what is being said and done</li></ul>	<b>Writing</b> Write sentences by: <ul style="list-style-type: none"><li>saying out loud what they are going to write about.</li><li>composing a sentence orally before writing it</li><li>sequencing sentences to form short narratives</li><li>re-reading what they have written to check that it makes sense</li></ul>	<b>Grammar</b> Develop their understanding of the concepts set out in Appendix 2 by: <ul style="list-style-type: none"><li>leaving spaces between words</li><li>joining words and joining clauses using 'and'</li><li>How words can combine to make sentences</li><li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li></ul> <b>Terminology</b> Y1: sentence, punctuation, full stop		
<b>Spoken Language</b> Pupils should be taught to: <ul style="list-style-type: none"><li>articulate and justify answers, arguments and opinions</li><li>participate in discussions, presentations, performances, role play/improvisations and debates</li></ul>				
Age-related Learning Outcomes				
Working at the expected standard		Working at greater depth within the expected standard		
<ul style="list-style-type: none"><li>create a doodling story using a combination of photographs, drawn images and text</li><li>use adjectives and alliteration to show the playfulness of the story</li><li>write in sentences joining ideas with 'and' to keep ideas together</li><li>use capital letters and full stops to show the beginning and end of sentences</li><li>include speech bubbles to show how the characters are feeling</li></ul>		<ul style="list-style-type: none"><li>use punctuation accurately</li><li>expand on parts of the story to incorporate own ideas</li></ul>		
Guided group writing targets				
Gp 1	Gp2	Gp3	Gp4	Gp5

## Teaching

### Familiarisation/ Immersion in text/Analysis

**Capture learning about the text to construct a writerly knowledge chart with the children.**

#### Learning about the Text

##### Reading

- Introduce the book to the children. Discuss things that interest them and what is real and what is imaginary? Read the book several times over the next few days with pupils joining in where they can.
- How does Daisy feel at the beginning of the story and at the end? Share pictures which show how she feels and model labelling them with reasons why she feels that way.
- Create a story map and learn the bare bones of the story. In the learnt text create whole sentences rather than some of the fragments that are in the book. Ensure that you join ideas with 'and'. Learn and remember the text for 5-10 mins each day over the next few days. It would be good to have 5 sections: Daisy sitting drawing her friend, sticking drawings all over the place, dragons page for alliteration, an adventure and coming home.
- Put 5 pieces of paper on the wall or floor and tell the children that these are the steps in the story. Can we divide the story into 5 parts. Place a strip of paper by each piece of paper and on it write a question:
  - How does the story start? (Draws a friend because she is bored)
  - What does she do? (draws lots of other things to stick around the room)
  - Where does she go? (into another world)
  - What do they do there?
  - What do they do when they come back?
- Draw a picture on each page and a sentence. Model doing this on the first two or three pages and discuss the last ones. Pupils draw their own pictures and write their own sentences. This forms the text structure for next two phases.
- Why is the book called Daisy Doodles? Pupils discuss in pairs and then share answers.

##### Grammar

##### Joining sentences and words with 'and'

- Provide pupils with pairs of sentences that originate from the book, e.g. 'Daisy drew a mouse.' 'Daisy gave him a name.' Ask the children how these sentences could be joined together. Provide a card with 'and' on and discuss how you do not need to repeat the word Daisy. Cut it off the cards and then write the sentence out with a capital letter and full stop. Pupils to write it on their whiteboards thinking about the spelling of the words. There are more pairs of sentences in the resources section.
- If children write with too many 'ands' in their sentences, this might be a suitable activity: write out the clauses from one of the pupil's sentences with ands on separate cards. Model for the pupils picking up the first clause in one hand, putting an 'and' on the table and then picking up the second clause in your other hand. There are no free hands now, so you need a full stop. Place a full stop on a card and put all the cards on the table. Now model how to start the next sentence and do the same holding a clause in each hand. Then ask the child to do the next one. Model writing all of these separate sentences down in a book with capital letters and full stops.

##### Adjectives and alliteration

- Write a list of objects that children like to draw when they are on their own. Write them so that there is a line and then the noun, e.g. \_c\_\_\_\_\_ castle. Show children pictures of castles and ask children to generate words that could describe them. Write these down but show that you are looking for a word that begins with the letter c. Record all the ideas that the children have, e.g. creepy castle, coloured castle. Do the same for dragons.
- Provide children with a list of nouns and ask them to create adjectives that would go with the nouns. You may need to use images to support some children.
- Record these noun phrases on the working wall.

##### Speech bubbles

- Show the picture where Daisy moves into the fantasy world. Place a large speech bubble by Daisy. Reread the book up to that page. Ask pupils in pairs to discuss what Daisy might share. Model writing down what she might say inside the speech bubble. Ask children to write down their own ideas inside a speech bubble. Choose another couple of pages from the book for children to add speech bubbles to.

##### Practising Writing

- Decide with the children where the story you are going to create will be set. This needs to be in familiar settings so for the purpose of this sequence, the classroom has been chosen. Take a picture of yourself in the classroom drawing on a piece of paper a bit like the one of Daisy on the second page. Put it in the middle of an A3 sheet, making sure your chosen animal you are drawing can be seen. Take a picture of the place in a mess with all the doodles everywhere and then one or two of things put away properly. Stick these on the last piece of paper.
- Use the 5 pieces of paper that show the steps in the story and place the photo under the first one. Take the children through each of the questions, generating ideas to use in the story.

- Children generate a couple of doodles each and cut them out. Discuss where in the school they might be stuck – draw the attention to the alliteration and places that might apply to. Stick the doodles in the places and take photos to add to the sheets of paper.
- On the third piece of paper write down some choices of noun phrases with alliteration from the working wall.
- For the fourth piece of paper use a large space. Generate verbs for ways of moving such as swirl, stomp and ask the children to move in that way. What other words can they suggest? Experience the movement for each word and then record it on the paper.
- Place a speech bubble on each piece of paper and generate something that the character might say.
- Draw a text map of the whole story and learn and remember it with the children, particularly the parts that you think the class or groups might have difficulty writing.
- **Shared writing**
  - Model writing the text, focusing on the elements taught in the previous phase. Write a series of sentences to go with each piece of paper. And do this over several days.
  - Model reading writing and improving related to a particular focus

Provide feedback about aspects children need to develop further when they write independently.

### Independent Writing

- Provide children with 5 pieces of paper with the questions at the top:
  - How does the story start?
  - What does she do?
  - Where does she go?
  - What do they do there?
  - What do they do when they come back?
- Take a picture of each child drawing an animal and in a mess with all the doodles. Stick these on the sheets of paper along with speech bubbles. Children draw and write what will happen in their story. Some children may want to set their story outside the classroom and should be encouraged to do so.
- Tell your story to a friend or an adult. Ensure that children can talk through their story before writing it..
- Support children writing the text through revising and editing to include the elements taught throughout the sequence.
- Proof-read for spelling and punctuation.
- Compare and comment on the progress made from the elicitation task and the independent writing.
- 

Daisy drew a mouse.	Daisy gave him a name.	
Let's put the craft things in tins.	Let's put the pencils in pots.	
Then the rain had gone.	Then the room had gone too.	
Soon they were sticking stars on the sofa.	Soon they were sticking fishes on the floor.	Soon they were sticking monkeys on the mantelpiece.

Appendix 40: England Lesson Plan Year 2 (School A)

**Key Stage: KS1 Y1/2**  
**Text: Tell Me a Dragon by Jackie Morris**  
**Length of sequence: 3 weeks**

Prior to starting this sequence, it is suggested that you have a dragon's egg (papier-mâché) appear in the classroom overnight and each morning make a slightly bigger crack in the egg. Discuss with the children how it should be looked after.

Key Learning Outcome				
Make individual 'Tell me a Dragon' books				
<b>Elicitation Task</b> Show children a dragon (images or puppet) and ask them to describe it so that others would know exactly what it looks like. Sequence two or three sentences and then write them. <b>Use the outcomes from this to adapt the medium-term plan and age-related learning outcomes.</b>				
Medium Term Plan				
<b>Reading</b> <ul style="list-style-type: none"><li>Learning to appreciate rhymes and poems and to recite some by hear (Yr1)</li><li>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear (Yr2)</li></ul>	<b>Writing</b> <ul style="list-style-type: none"><li>Write sentences by saying out loud what they are going to write about. Composing sentences orally before writing them (Yr1)</li><li>encapsulating what they want to say, sentence by sentence (Yr2)</li><li>Re-reading what they have written to check that it makes sense (Yr1)</li><li>Make simple revisions by re-reading their writing to check it makes sense (Yr2)</li></ul>		<b>Grammar</b> <ul style="list-style-type: none"><li>beginning to punctuate sentences using a capital letter and a full stop (Yr1)</li><li>learning how to use both familiar and new punctuation correctly (Yr2)</li><li>expand noun phrases for description (Yr2)</li></ul> <b>Terminology</b> Y1: letter, capital letter, sentence, punctuation, full stop  Y2: noun, noun phrase, statement, adjective, comma	
<b>Spoken Language</b> <ul style="list-style-type: none"><li>use relevant strategies to build vocabulary</li><li>give well-structured descriptions</li></ul>				
Age-related Learning Outcomes				
<b>Working at national standard</b>		<b>Working at greater depth within the national standard</b>		
<ul style="list-style-type: none"><li>Write a series of sentences to describe a dragon</li><li>Use sentence patterns from the text</li><li>Vary sentence types</li><li>Use appropriate vocabulary to show the differences between dragons</li><li>Expand nouns with adjectives</li></ul>		<ul style="list-style-type: none"><li>Extend noun phrases by using 'with....'</li><li>Use adventurous and imaginative words choices</li></ul>		
Guided group writing targets				
Gp 1	Gp2	Gp3	Gp4	Gp5
Teaching				
<b>Familiarisation/ Immersion in text/Analysis</b> <b>Capture learning about the text to construct a writerly knowledge chart with the children.</b> <b>Learning about the Text</b> <ul style="list-style-type: none"><li>Start with the egg page: what could it be? What might come out? Link to the egg in the classroom.</li><li>Model and write instructions for looking after a dragon's egg. Children write their own instructions and illustrate them.</li><li>Learn and remember about three pages from the text using a map and actions.</li></ul>				



- Which pages do children like best? Why? Clarify words and phrases that the children are not clear about through the use of the images, movement and what children already know. Look closely at the images and identify other aspects in them and how they might relate to the dragon.
- From learnt sentences, ask children to draw what the dragons look like or are doing. Share the book with the children joining in when they can.
- With the pages learnt and remembered, ask children to convert them into sentences that describe other items that the children choose or you suggest.
- **Grammar**
  - Yr2 focus: start sentences with adverbials 'curled around' but also try how and when starters too.
  - From a range of images about dragons, collect and display on the working wall words that would describe them. Play a word game: generate adjectives in three random columns to describe features of the dragons, then play around with combinations of these to create surprising and interesting phrases. Model where commas go when listing adjectives.
  - Children record noun phrases that they have created, using commas where needed.
  - Children repeat the sentences that they have learnt using actions for full-stops. Play a game where you as children to change one word at a time in one of the sentences, saying it each time and putting in the end punctuation. Once the sentence has been completely changed, write it down with all the correct punctuation.
- Identify the structure of three sentences learnt and remembered and record to support organisation of ideas for your own writing.

### **Practising Writing**

- From the images of dragons that have already been collected, choose three.
- Using cards, children collect and display adjectives that describe them. Try the words in different ways to find good combinations. Record the combinations around the text map.
- Plan the text with the new ideas.
- Adapt the map and learn and remember the new sentences. Ensure that punctuation is used in the retelling.
- **Shared Writing**
  - Model writing the sentences, focusing on the elements that have been identified in the writerly knowledge chart, as well as spelling.
  - Model reading writing to listen for sense and punctuation. Make changes needed.

Provide feedback about aspects children need to develop further when they write independently.

### **Independent Writing**

- Children to choose their own images of dragons to write about. This should include at least one dragon that they have created themselves.
- Generate vocabulary to describe them and then repeat the word game from the Practising Writing stage to create phrases that work.
- Plan out the sentences and then adapt the map to retell the new sentences.
- Support the children to write their sentences through editing and re-drafting.
- Model proof-reading for punctuation and spelling.
- Present work with the images for display.

Compare and comment on the progress made from the elicitation task and the independent writing



**Text Structure**

<b>Text Model</b>	<b>Practising Writing</b>	<b>Independent Writing</b>
<ul style="list-style-type: none"><li>• Made from the sun and stars</li><li>• Sparkled with stardust</li><li>• Follows the silver moon-path across the sky</li></ul>	<ul style="list-style-type: none"><li>• Made from car parts and oil</li><li>• Peppered with shards of metal</li><li>• Follows the exhaust of juggernauts across the country</li></ul>	
<ul style="list-style-type: none"><li>• Big as a village</li><li>• Jade-winged and amber-eyed</li><li>• Tail as long as a river</li></ul>	<ul style="list-style-type: none"><li>• Small as a mouse</li><li>• Fierce-toothed and red-eyed</li><li>• Wings as big as a bonfire on November the 5th</li></ul>	
<ul style="list-style-type: none"><li>• Curled around my ear</li><li>• Sings sweet songs</li><li>• Strange stories from far away and long ago</li></ul>	<ul style="list-style-type: none"><li>• Twisted around my wrist</li><li>• Sings lullabies</li><li>• Tells strange stories from near and far and long ago</li></ul>	

Appendix 41: England Lesson Plan Year 3 (School A)

**Key Stage: Lower KS2**  
**Text: Oliver and the Seawigs by Reeve and McIntyre**  
**Length of sequence: 3 weeks**

**You will need to read the book to the children prior to starting this sequence.**

Key Learning Outcome		
To write the story from a different point of view		
<b>Elicitation Task:</b> Use a previous story that children have written and assess what needs to be taught next. <b>Use the outcomes from this to adapt the medium term plan and age-related learning outcomes.</b>		
Medium Term Plan		
<b>Reading</b> Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"><li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books</li><li>• Using dictionaries to check the meaning of words they have read</li><li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li><li>• Identifying themes and conventions in a wide range of books</li><li>• Discussing words and phrases that capture the reader's interest and imagination</li></ul> Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"><li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li></ul>	<b>Writing</b> Plan their writing by: <ul style="list-style-type: none"><li>• discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li><li>• discussing and recording ideas</li></ul> Draft and write by: <ul style="list-style-type: none"><li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li><li>• Organising paragraphs around a theme</li><li>• In narratives, creating settings, characters and plot</li></ul> Proof-read for spelling and punctuation errors	<b>Grammar</b> Develop their understanding of the concepts set out in Appendix 2 by: <ul style="list-style-type: none"><li>• Using the present perfect form of verbs instead of the simple past tense (Y3)</li><li>• Using conjunctions, adverbs and prepositions to express time, place and cause (Y3)</li></ul> Indicate grammatical and other features by: <ul style="list-style-type: none"><li>• Using and punctuating direct speech (Y3/4)</li><li>• Introduction of paragraphs as a way to group related material (Y3)</li><li>• Use of paragraphs to organise ideas around a theme (Y4)</li></ul> <b>Terminology</b> Y3: adverb, preposition, , direct speech, , inverted commas (or 'speech marks' )  Y4: adverbial
<b>Spoken Language</b> Pupils should be taught to: <ul style="list-style-type: none"><li>• speak audibly and fluently with an increasing command of Standard English</li><li>• participate in discussions, presentations, performances, role play/improvisations and debates</li></ul>		
Age-related Learning Outcomes		
Working at the expected standard	Working at greater depth within the expected standard	
<ul style="list-style-type: none"><li>• Children to write the story from a different point of view using the perfect form where appropriate</li><li>• Describing the seawigs using prepositions</li><li>• Using punctuated speech to show character</li><li>• Write in paragraphs</li></ul>	<ul style="list-style-type: none"><li>• All punctuation taught used mostly correctly (capital letters, full stops, exclamations, question marks and speech punctuation)</li></ul>	

Guided group writing targets				
Gp 1	Gp2	Gp3	Gp4	Gp5
Teaching				
<p align="center"><b>Familiarisation/ Immersion in text/Analysis</b></p> <p align="center"><b>Capture learning about the text to construct a writerly knowledge chart with the children.</b></p> <p><b>Learning about the Text</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Use the map at the end of the book to revise what happens in the story. On a long roll of paper, map out the main events in the book with pictures, words and phrases. Try walking along the roll, telling the story as you go. (A way to identify the structure and plot events from the text and learning and remembering it.)</li> <li>• Hold a Seawig competition in your classroom. Reread p.39 to set the scene. Create simple paper hats and then decorate. Read descriptions from the book of the Seawigs. This could be set as home learning or could be created in art time. Then do the grammar activity on prepositions below if you have planned to include this.</li> <li>• Choose a page, e.g. p150+151 and draw a circle around the paragraphs on it. How do you know it is a new paragraph? Why did the author start a new paragraph? Create a sub-heading for each paragraph to summarise it. Model how to identify key words and then create a sub-heading. Children try this out on another page. Use the sub-headings to create own writing about their competition.</li> <li>• Draw around one child on a large piece of paper and label it 'Oliver'. Around the outside record what we know about Oliver and then on the inside his thoughts and feelings plus any speech which children think shows this. Can the children create a newspaper headline to summarise what they have learnt about the character?</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>○ Display the seawigs. Display a range of prepositions to start adverbials and ask children to create sentences about the seawigs starting with a preposition (among, around, on). You might want to read children the description on page 70 which starts off 'It was tall and rocky...'. Children to write their sentences on strips of paper and display around each wig. Try to write adverbials for at least 3 or 4 wigs other than own.</li> <li>○ Revise what children know about verbs, e.g. tense, what they tell us, where they appear in a sentence, etc. Provide each child with a page from the book and ask them to highlight the verbs that they can find. Collect a long list of them on the working wall and explore their meanings.</li> <li>○ Teach the children the perfect form of the verb, using the following sequence of activities: <ul style="list-style-type: none"> <li>▪ Look at 'to have' and talk about how you use that verb in the present tense for I, you,he/she/it, we, you and they, e.g. she has, they have. What would the words be if it was in the past tense? How would this look if it was in the negative, e.g. he hadn't?</li> <li>▪ Now show children how the perfect form is created from a form of have plus a verb ending in the past participle -ed, or irregular e.g. he has walked/he had walked. Read p15 and 16 again to the class and ask them what they notice. Someone will notice the use of the perfect form of the verb. Highlight all the examples and discuss why it is used (to refer to a time or events that happened before the story). Record findings on the working wall.</li> </ul> </li> <li>○ Provide children with other pages from the text to see if they can identify the perfect and say why it has been used. (pages 2, 3, 27, 28, 31 are some examples)</li> <li>○ Use the pattern on p15 and 16 to complete with own content. (He (or she) hadn't ----- when----- . He hadn't ----- when ----- . He had ----- when ----- . But -----) You could write about Oliver at the end of the story using this pattern.</li> <li>○ Hot seat Oliver to ask him questions about his adventure and how he felt about it. Use speech bubbles and record some of the things that he said that show what a brave character he is. Model turning these bubbles into direct speech in writing. Children choose a range of the speech bubbles to write their own small section that includes speech.</li> </ul> <p><b>Practising Writing</b></p> <p>Draw up a list of characters in the story and choose one that you want to write the story, showing their point of view. For the purpose of this sequence we have chosen Stacey de Lacey but the activities would work with any of the characters.</p> <ul style="list-style-type: none"> <li>• Create a role on the wall for Stacey de Lacey and discuss what sort of character he is. How would Stacey behave in the dining room, the playground and when he is at home in his bedroom?</li> </ul>				

- Use the roll of paper with the events on, and walk along it thinking about how Stacey would think, act and what he would say. Record a few ideas on the chart as reminders. When would it be appropriate to use the perfect form of the verb?
- Hot seat Stacey to discover more about him and how he felt during the story. Create an emotions graph for him above the events on the roll of paper.
- When Stacey is on Thurlestone, create a section using the perfect pattern from the Learning about the Text stage to talk about how he behaved when he sees Cliff.

#### **Shared Writing:**

- Model writing the text or part of the text, focusing on the elements that were identified in the writerly knowledge chart.
- Model reading writing and improving related to a particular focus.
- Model proof-reading for punctuation and spelling.

Provide feedback about aspects children need to develop further when they write independently.

#### **Independent Writing**

You have a choice at this point about whether you stick with Oliver and the Seawigs here. You could be another character from Oliver and the Seawigs or, if the children have had enough of the book, you could use a film clip such as Otherwise by Anders Artig on Vimeo or on the BFI Starting Stories DVD. You could use any of your favourite short animations and write the story from the point of view of one of the characters.

- Create a timeline of the story from the film with as much detail as the children want to include. (Not needed if using Seawigs)
- Create a role on the wall of the character whose point of view you want to tell the story from.
- Tell the story from their point of view, using the perfect form, speech and prepositions.
- Support children writing the text through revising and editing of the text to include the elements taught throughout the sequence.
- Compare and comment on the progress made from the elicitation task and the independent writing

Appendix 42: England Lesson Plan Year 4 (School A)

**Key Stage: Lower KS2**  
**Text: Marvin and Milo**  
**Length of sequence: 3 weeks**

Key learning Outcome				
To write up own experiment/investigation using cartoon and explanatory texts				
<b>Elicitation Task:</b> The children do not need to write an elicitation task here because you will have previous write ups of investigations that you can use to analyse to identify aspects to focus on. <b>Use the outcomes from this to adapt the medium term plan and working at and above national standards outcomes</b>				
Medium Term Plan				
<ul style="list-style-type: none"><li>Read texts that are structured in different ways and read for a range of purposes</li><li>Listen to and discuss a wide range of non-fiction and reference or text books</li><li>Participate in discussions about books that are read to them and those that they read, taking turns and listening to what others say</li></ul>	<ul style="list-style-type: none"><li>Discuss writing similar to that which they are writing to understand and learn from its structure, vocabulary and grammar</li><li>Compose and rehearse sentences orally</li><li>Assess the effectiveness of their own and others' writing and suggesting improvements</li></ul>	<p>Express place and cause using conjunctions, adverbs or prepositions (Yr3, revision for Yr4) Organise paragraphs around a theme (Yr4) <b>Grammar Terminology</b> Conjunction, clause, subordinate clause</p>		
<b>Spoken Language</b> Give well-structured explanations for different purposes				
Age-related Outcomes				
Working at the expected standard		Working at greater depth within the expected standard		
<ul style="list-style-type: none"><li>To write about an investigation in an engaging manner for the identified audience</li><li>Use cartoon form and explanatory writing to make the investigation clear for the reader</li></ul>		<ul style="list-style-type: none"><li>To include sufficient detail at appropriate points of text</li></ul>		
Guided group writing targets:				
Gp 1	Gp2	Gp3	Gp4	Gp5
Teaching				
<b>Familiarisation/ Immersion in text/Analysis</b> <b>Capture learning about the text to construct a writerly knowledge chart with the pupils.</b> <b>Learning about the text</b> <b>Read</b> <ul style="list-style-type: none"><li>Read through some experiments on Marvin and Milo website. Children follow up those that they are most interested in. Choose one to read in depth and all experience it.</li><li>Learn and remember the method and the explanation on the site using a map and actions</li><li>Book talk the website using likes/dislikes/pattern/puzzles and follow up areas of interest to the children.</li><li>What information do we get through the cartoon and what through the writing afterwards?</li><li>In pairs, children interview each other using the role of the expert as Professor Know-it-All. Use the information from the text to help the role play.</li></ul> <b>Grammar</b> <ul style="list-style-type: none"><li>Explore what is included in the cartoon elements and what isn't. Which information makes the set of instructions really clear (adverbials,)</li><li>Try out the experiment used for key text</li><li>Secure understanding of the use of imperative in sentences</li><li>Explore the key conjunctions that show a causal connection ('so that', 'because'). Use these to create a range of explanations in another familiar context, e.g. why the paints haven't been cleared away, why light bulbs work etc.</li></ul>				

- Reveal the structure of the text using the chart below. (use the one you have selected for the key text). Focus on sequence of steps and link to paragraphing.

#### **Practising writing**

- Children remind themselves of an experiment that they completed recently. How did they do it? What did they find out?
- Talk through the method and box it up. Using causal conjunctions and time adverbs explain what you learned in detail. Put this into the Text structure chart.
- List the subject specific vocabulary necessary for the experiment/investigation
- Using causal connectives, orally tell the text. Do this in pairs and improve upon what is said.

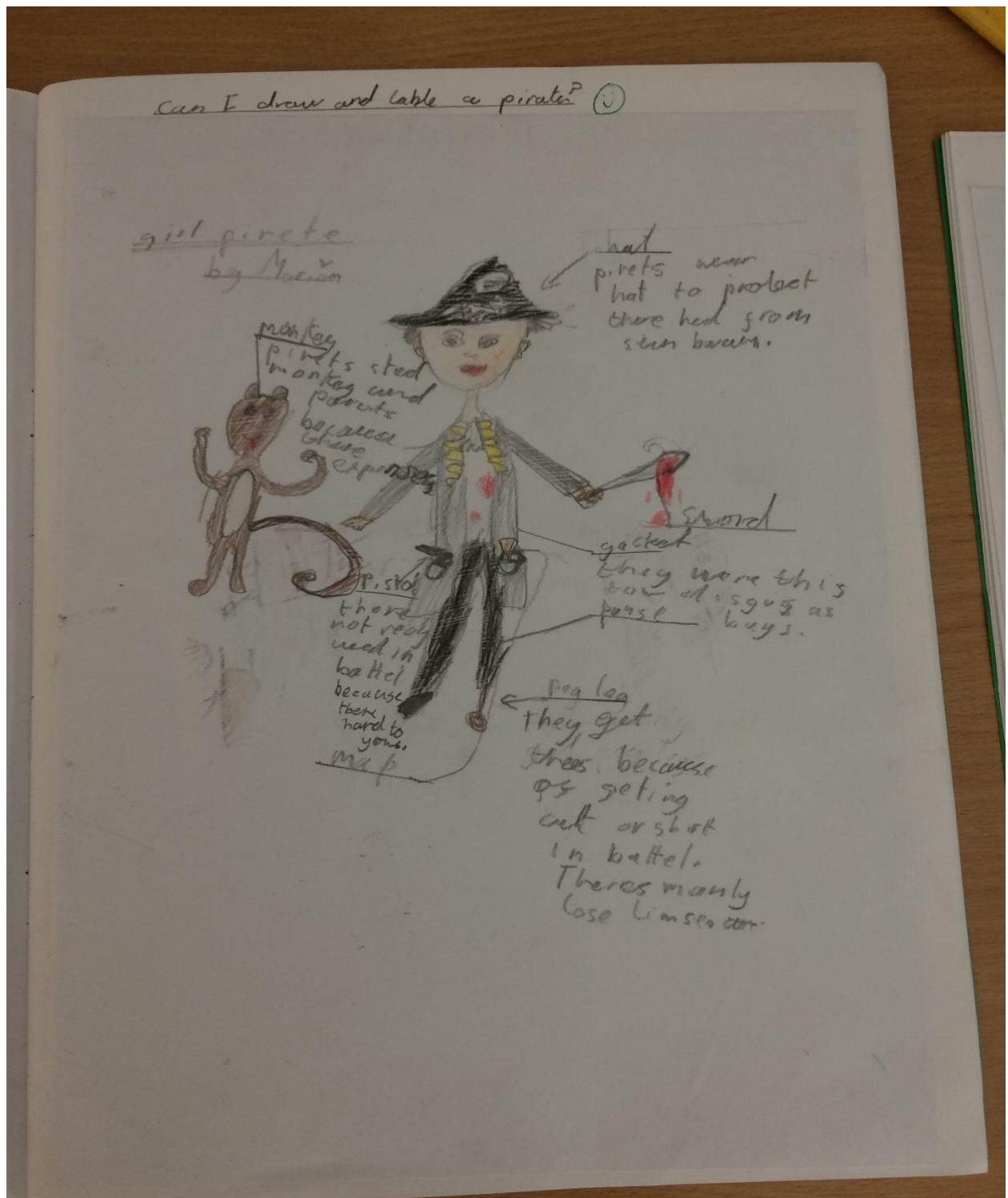
#### **Shared Writing:**

- Model writing the text, focusing on the elements identified in the writerly knowledge chart
- Model reading writing and improving related to a particular focus
- Model proof-reading for punctuation and spelling

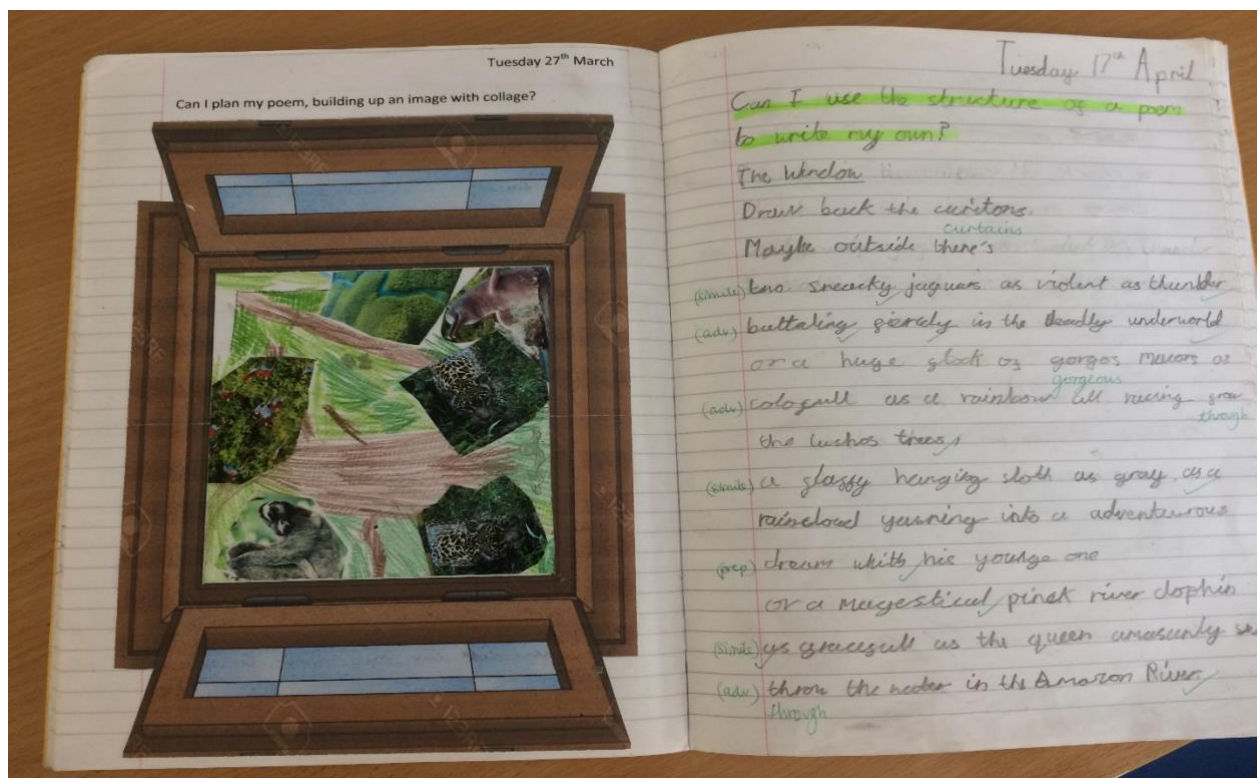
Provide feedback about aspects pupils need to develop further when they write independently.

#### **Independent writing**

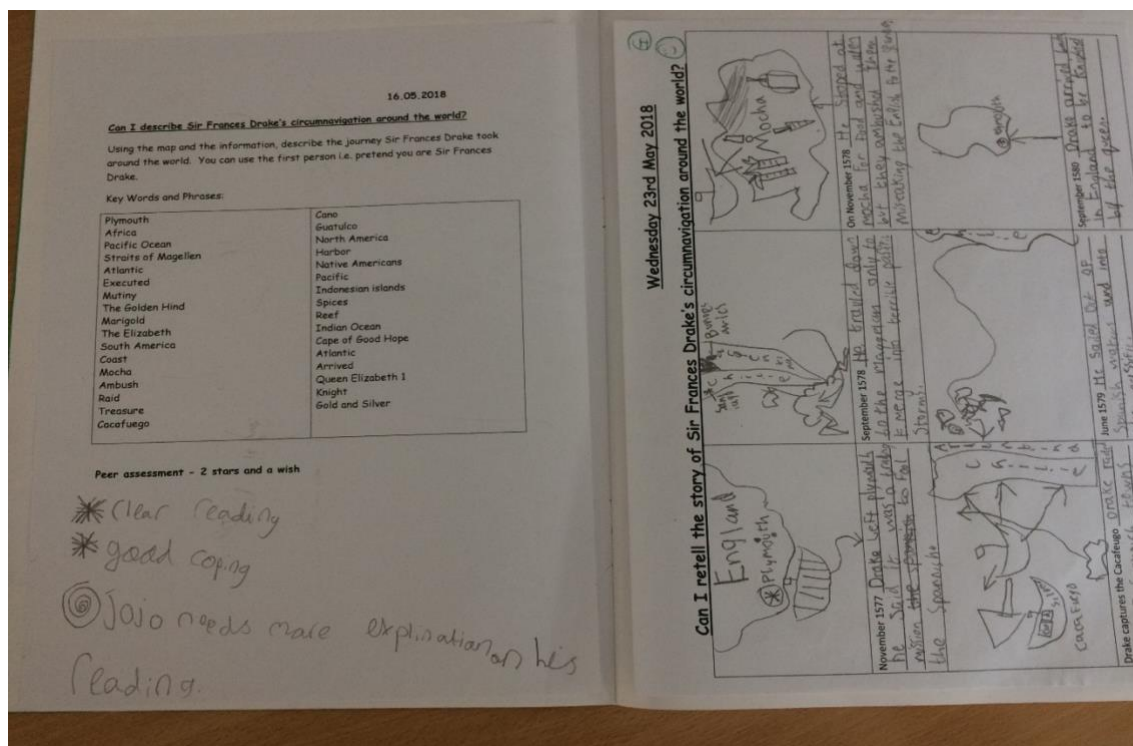
- Children choose a recent experiment that they have undertaken. Decide what should be part of the cartoon and what the explanation.
- Record their information into the Text structure chart.
- Tell the method to a partner, adding as much detail as possible – what might you draw.
- Support children writing the text through revising and editing of the text to include the elements taught throughout the sequence.
- Compare and comment on the progress made from the elicitation task and the invent writing



## Appendix 44: English Child's Work Year 2



## Appendix 45: English Child's Work Year 3





Name: Marion

Can I design and make a flag?

My Design

Name Marion

I am designing a pirate flag

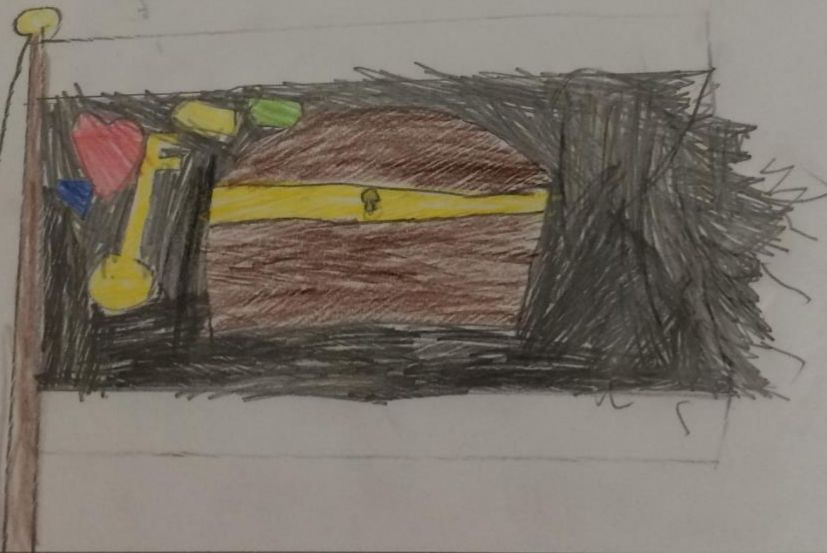
What materials I will use

sticks/poles thread  
string fabric

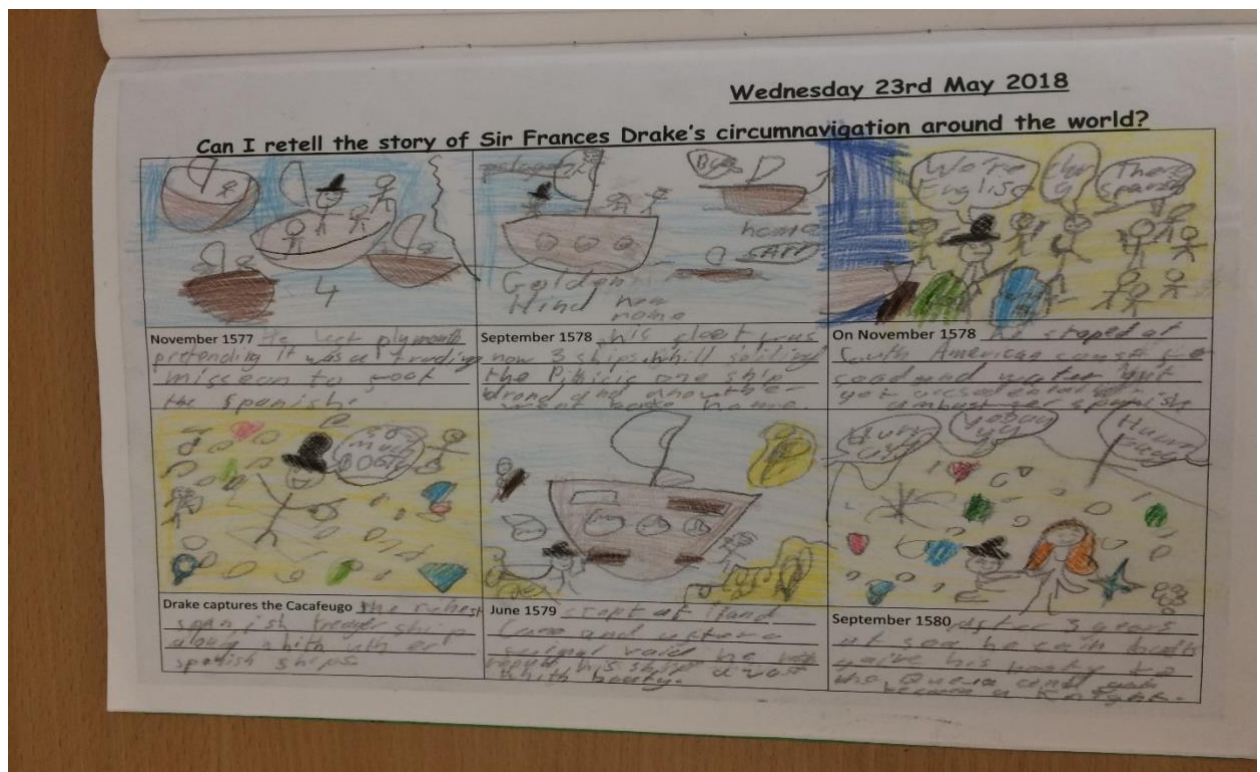
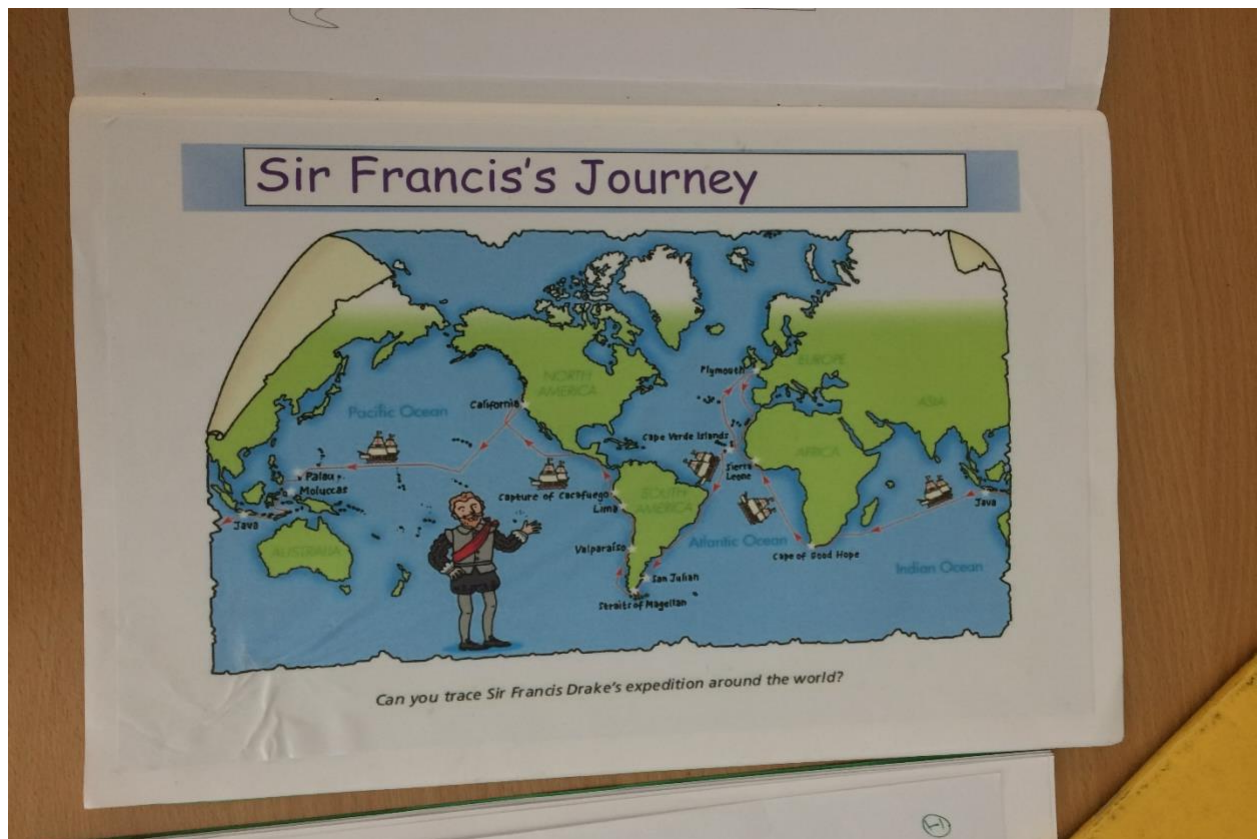
What equipment I will use

needle and fied  
scissors  
pens.

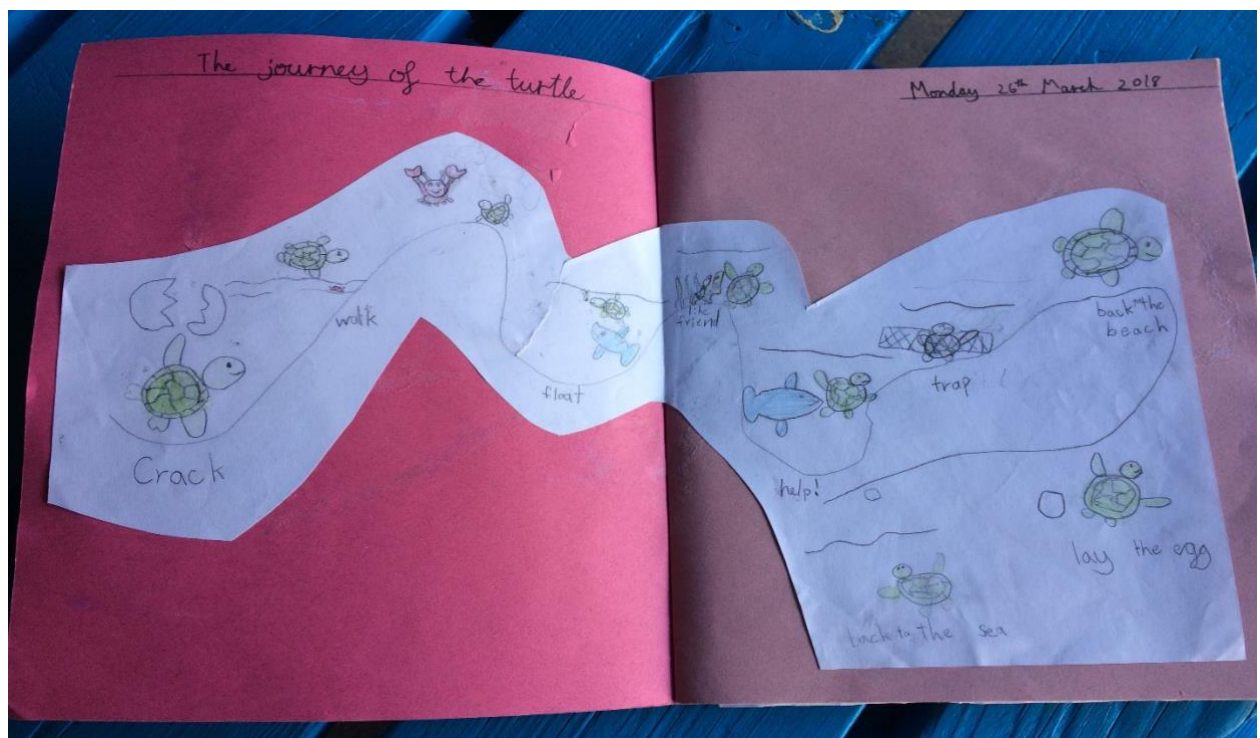
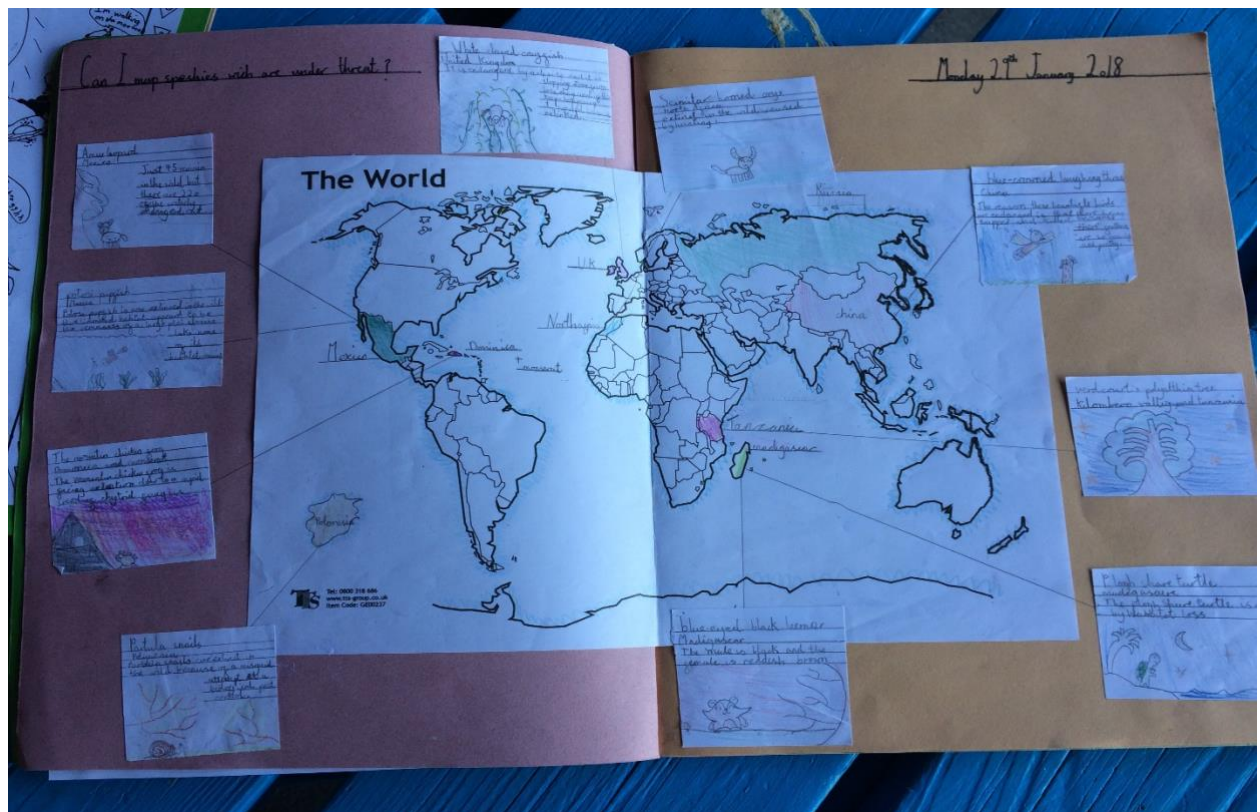
My design will look like this



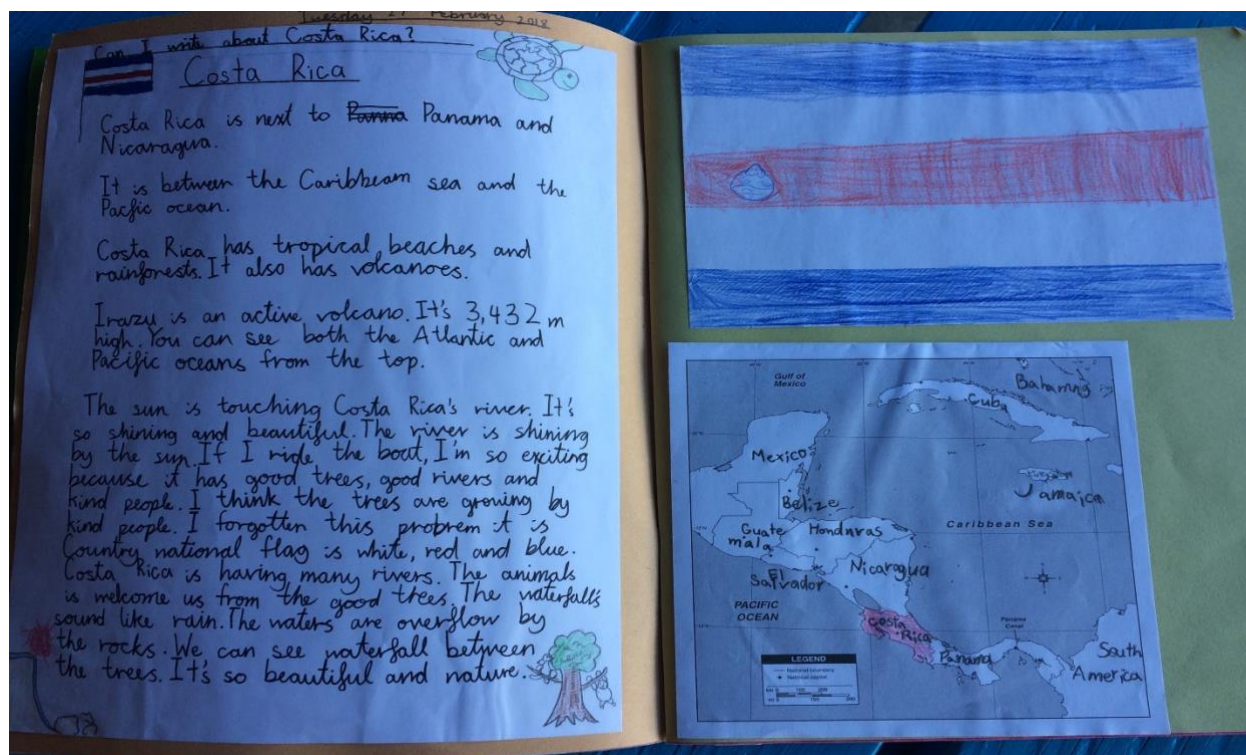
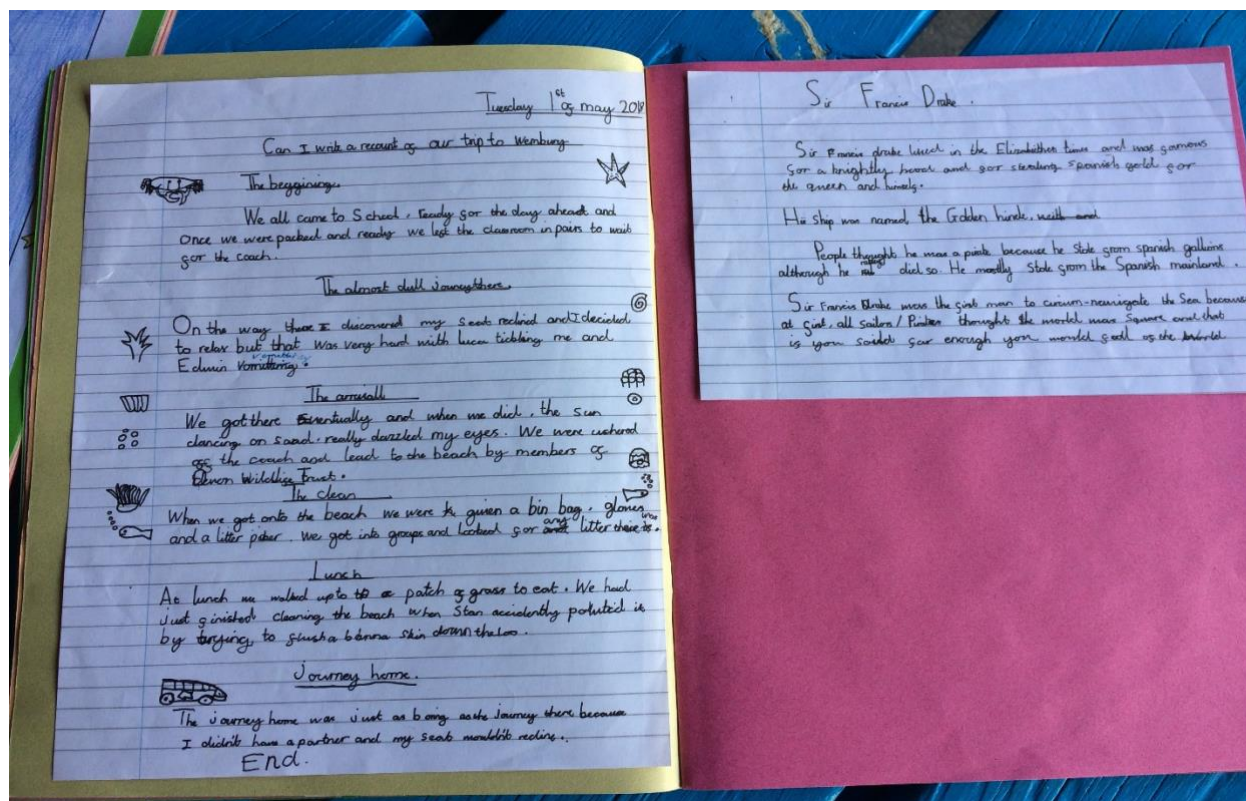
My evaluation











16.05.2018

Can I describe Sir Frances Drake's circumnavigation around the world?

Using the map and the information, describe the journey Sir Frances Drake took around the world. You can use the first person i.e. pretend you are Sir Frances Drake.

Key Words and Phrases:

Plymouth	Cano
Africa	Guatulco
Pacific Ocean	North America
Straits of Magellen	Harbor
Atlantic	Native Americans
Executed	Pacific
Mutiny	Indonesian islands
The Golden Hind	Spices
Marigold	Reef
The Elizabeth	Indian Ocean
South America	Cape of Good Hope
Coast	Atlantic
Mocha	Arrived
Ambush	Queen Elizabeth 1
Raid	Knight
Treasure	Gold and Silver
Cacafuego	

Peer assessment - 2 stars and a wish

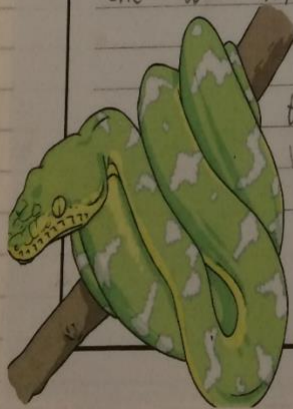
\* Ho great how you  
 \* I <sup>sed it</sup> could hear  
 @ Please use your Key words

Sir Francis's Journey



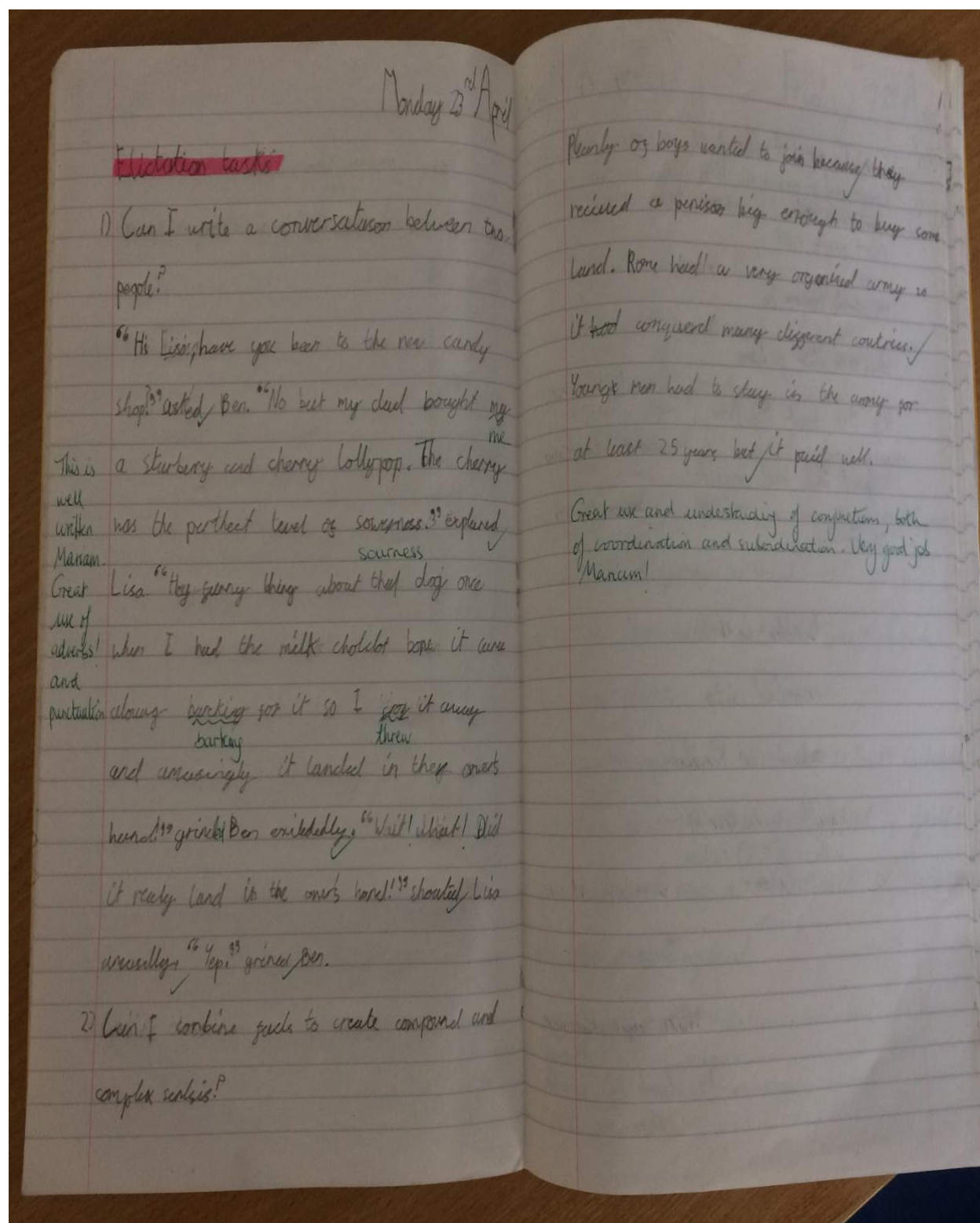
He started getting ready immediately. First he made a boat. At 3 o'clock every thing was ready. And even better, he found out that the river they were near was the Amazon river. He jumped into his boat and waved good bye to his parents and set sail.

But when JoJo was almost there, he realised he was surrounded by some vicious anacondas. One jumped at him but just missed. Sneakily, JoJo had bought some snake kill so he threw it out. It killed them out. In the distance he saw a kind amazonian child who gave him a lift. JoJo told her about the situation and she was willing to help. Suddenly they saw a tremendous hippopotamus charging towards them. They were both really scared. Luckily they



both found a tree and they both got up there. When a very strong bird took them to safety. They were calmly floating in the beautiful, gigantic and fast flowing river between the amazon rainforest. He could see the beautiful birds flying over so magnificently over him. He could hear a waterfall crashing loudly behind them. He could smell the boiling air coming to his nose. When he heard a loud shuffle coming from a small tunnel. The both immediately jumped into the tunnel. Suddenly they hit a golden surface. He picked it up. Amazingly, it was the golden sword they cheered and had a safe return.





*Appendix 53: General to Specific Coding*

The following are the general to specific codes from lesson plan, observations, interviews and brief conversations:

Inductive Analysis			
Lesson Plans	Observations	Interviews	Brief Conversations
<ul style="list-style-type: none"><li>• Format</li><li>• Stages</li><li>• Activities</li><li>• Attainment Targets</li><li>• Resources</li><li>• Links to Online Resources</li><li>• Guidebooks</li><li>• Textbooks</li><li>• Workbooks</li></ul>	<ul style="list-style-type: none"><li>• Instruction</li><li>• Talks</li><li>• Copy and Paste</li><li>• Pair Work</li><li>• Shared Writing</li><li>• Independant Writing</li><li>• Text that Teach</li><li>• Topics and Units</li><li>• 160 Texts</li><li>• IWB</li><li>• Laptop</li><li>• iCloud Storage</li><li>• Clicker Application</li><li>• Drawing</li><li>• Doodles</li><li>• Role Plays</li><li>• Puppets</li><li>• Teaching Assistants</li><li>• Comic Strips</li><li>• Adventurous Words</li></ul>	<ul style="list-style-type: none"><li>• Proficiency Level</li><li>• Class Teacher</li><li>• Subject Teacher</li><li>• Writing Project</li><li>• PLC</li><li>• Bilingual Education</li><li>• Number of Students</li><li>• Pronunciation</li><li>• Spelling</li><li>• Vocabulary</li><li>• Genre</li></ul>	<ul style="list-style-type: none"><li>• Grammar as Content Knowledge</li><li>• Mechanics of Writing</li><li>• Sensible Sentences</li><li>• Exam-oriented Teaching</li></ul>
Deductive Analysis			
Curriculum	Texts	Pedagogy	
<ul style="list-style-type: none"><li>• Content</li><li>• Learning Outcomes</li><li>• Learning Objectives</li></ul>	<ul style="list-style-type: none"><li>• Writing Activities</li><li>• Types of Texts</li><li>• Teaching Aids</li><li>• Design</li></ul>	<div>Teachers':</div> <ul style="list-style-type: none"><li>• Knowledge of the Curriculum</li><li>• Use of Modes and Resources</li><li>• Pedagogic Choices</li><li>• selection of Texts</li></ul>	
Thematic Analysis (Cultural Context and Value-laden)			
Process of Writing	Types of Activities	Types of Texts	
Modes Media Semiotic Resources			
Within-Case Cross-Case Constant-Comparative			
Malaysia			
<ul style="list-style-type: none"><li>• Daily - 3 and 5 Stages of Teaching</li></ul>	<ul style="list-style-type: none"><li>• Teaching Proficiency not Writing</li><li>• Teaching Writing at Word-Level</li></ul>	<ul style="list-style-type: none"><li>• Worksheets</li><li>• Books</li></ul>	
England			



<ul style="list-style-type: none"> <li>Weekly - 3 and 4 Stages of Teaching</li> </ul>	<ul style="list-style-type: none"> <li>Teaching Writing at Sentence-Level</li> <li>National Attainment Targets</li> <li>School Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Various Prints Genre</li> <li>Digital</li> </ul>
Final Coding (Comparison)		
Malaysia & England		
<ul style="list-style-type: none"> <li>Pedagogic Decision</li> <li>Writing Activities and Text Types</li> <li>Core Texts or Many Texts</li> </ul>		