

APPENDIX A

Some of the questions in this instrument were adapted and used in the questionnaire (cited in McCormick, 1995).

The DeFord Theoretical Orientation to Reading Profile (TORP)

Name _____

Directions: Read the following statements, and circle one of the responses that will indicate the relationship of the statement to your feelings about reading and reading instruction. SA 2 3 4 SD

Select one best answer that reflects the strength of the agreement or disagreement.

- | | | | | | |
|--|----|---|---|---|----|
| 1. A child needs to be able to verbalize the rules of phonics in order to assure proficiency in processing new words. | 1 | 2 | 3 | 4 | 5 |
| | SA | | | | SD |
| 2. An increase in reading errors is usually related to a decrease in comprehension. | 1 | 2 | 3 | 4 | 5 |
| | SA | | | | SD |
| 3. Dividing words into syllables according to rules is a helpful instructional practice for reading new words. | 1 | 2 | 3 | 4 | 5 |
| | SA | | | | SD |
| 4. Fluency and expression are necessary components of reading that indicate good comprehension. | 1 | 2 | 3 | 4 | 5 |
| | SA | | | | SD |
| 5. Materials for early reading should be written in natural language without concern for short, simple words and sentences. | 1 | 2 | 3 | 4 | 5 |
| | SA | | | | SD |
| 6. When children do not know a word, they should be instructed to sound out its parts. | 1 | 2 | 3 | 4 | 5 |
| | SA | | | | SD |
| 7. It is a good practice to allow children to edit what is written into their own dialect when learning to read. | 1 | 2 | 3 | 4 | 5 |
| | SA | | | | SD |
| 8. The use of a glossary or dictionary is necessary in determining the meaning and pronunciation of new words. | 1 | 2 | 3 | 4 | 5 |
| | SA | | | | SD |
| 9. Reversals (e.g., saying "saw" for "was") are significant problems in the teaching of reading. | 1 | 2 | 3 | 4 | 5 |
| | SA | | | | SD |
| 10. It is a good practice to correct a child as soon as an oral reading mistake is made. | 1 | 2 | 3 | 4 | 5 |
| | SA | | | | SD |
| 11. It is important for a word to be repeated a number of times after it has been introduced to ensure that it will become a part of sight vocabulary. | 1 | 2 | 3 | 4 | 5 |
| | SA | | | | SD |
| 12. Paying close attention to punctuation marks is necessary to understanding story content. | 1 | 2 | 3 | 4 | 5 |
| | SA | | | | SD |
| 13. It is a sign of an ineffective reader when words and phrases are repeated. | 1 | 2 | 3 | 4 | 5 |
| | SA | | | | SD |

14. Being able to label words according to grammatical function (nouns, etc.) is useful in proficient reading.	1	2	3	4	5
	SA				SD
15. When coming to a word that's unknown, the reader should be encouraged to guess meaning and go on.	1	2	3	4	5
	SA				SD
16. Young readers need to be introduced to the root form of words (run, long) before they are asked to read inflected forms (running, longest).	1	2	3	4	5
	SA				SD
17. It is not necessary for a child to know the letters of the alphabet in order to learn to read.	1	2	3	4	5
	SA				SD
18. Flashcard drills with sightwords is an unnecessary form of practice in reading instruction.	1	2	3	4	5
	SA				SD
19. Ability to use accent patterns in multisyllable words (pho' to graph, pno to 'graphy, and pho to gra' phic) should be developed as part of reading instruction.	1	2	3	4	5
	SA				SD
20. Controlling text through consistent spelling patterns (The fat cat ran back. The fat cat sat on a hat) is a means by which children can best learn to read.	1	2	3	4	5
	SA				SD
21. Formal instruction in reading is necessary to ensure the adequate development of all the skills used in reading.	1	2	3	4	5
	SA				SD
22. Phonic analysis is the most important form of analysis used when meeting new words.	1	2	3	4	5
	SA				SD
23. Children's initial encounters with print should focus on meaning, not upon exact graphic representation.	1	2	3	4	5
	SA				SD
24. Word shapes (word configuration) should be taught in reading to aid in word recognition.	1	2	3	4	5
	SA				SD
25. It is important to teach skills in relation to other skills.	1	2	3	4	5
	SA				SD
26. If a child says "house" for the written word "home," the response should be left uncorrected.	1	2	3	4	5
	SA				SD
27. It is not necessary to introduce new words before they appear in the reading text.	1	2	3	4	5
	SA				SD
28. Some problems in reading are caused by readers dropping the inflectional endings from words (e.g., jumps, jumped).	1	2	3	4	5
	SA				SD

APPENDIX B

Some of the questions in this instrument were adapted and used in the questionnaire (cited in McCormick, 1995).

The Estes Attitude Scale

A = Strongly agree
B = Agree

C = Undecided
D = Disagree

E = Strongly disagree

1. Reading is for learning but not for enjoyment.
2. Money spent on books is well-spent.
3. There is nothing to be gained from reading books.
4. Books are a bore.
5. Reading is a good way to spend spare time.
6. Sharing books in class is a waste of time.
7. Reading turns me on.
8. Reading is only for grade grubbers.
9. Books aren't usually good enough to finish.
10. Reading is rewarding to me.
11. Reading becomes boring after about an hour.
12. Most books are too long and dull.
13. Free reading doesn't teach anything.
14. There should be more time for free reading during the school day.
15. There are many books which I hope to read.
16. Books should not be read except for class requirements.
17. Reading is something I can do without.
18. A certain amount of summer vacation should be set aside for reading.
19. Books make good presents.
20. Reading is dull.

Response Values

Items	A	B	C	D	E
The negative items: Nos. 1, 3, 4, 6, 8, 9, 11, 12, 13, 16, 17, 20	1	2	3	4	5
The positive items: Nos. 2, 5, 7, 10, 14, 15, 18, 19	5	4	3	2	1

APPENDIX C

PILOT QUESTIONNAIRE

READING PROBLEMS AMONG STUDENTS IN URBAN SECONDARY SCHOOLS: A TEACHER'S PERSPECTIVE

SECTION A

Please answer the following questions about your teaching background.
You may tick the appropriate column once/more where necessary.

1. Teaching experience :
 - (i) English : _____ years
 - (ii) urban secondary school : _____ years

2. Professional qualification :
 - () Sijil Perguruan Asas
 - () Sijil Perguruan Khas
 - () Diploma in TESL
 - () Degree : subject major
 - (i) _____
 - (ii) _____
 - () Diploma in Education : option
 - (i) _____
 - (ii) _____
 - () Others : _____

3. What are the levels of English you have taught for the past three years?
 - () Remove
 - () One
 - () Two
 - () Three
 - () Four
 - () Five
 - () Six

4. Have you attended any in-service courses in remedial reading?
 - () Yes
 - () No

If your response is Yes, kindly state :

Place : _____
Duration : _____
Year : _____

5. How would you rate your level of knowledge in the area of remedial reading?

- () very high
- () high
- () moderate
- () low
- () very low

6. Was this area of remedial reading covered in your teacher training?

- () Yes
- () No

If your response is Yes, kindly state the level of your exposure :

- () very high
- () high
- () moderate
- () low
- () very low

7. What do you understand about remedial reading?

Remedial reading is

- () teaching students with reading problems
- () improving students in their language ability
- () giving personal instruction to students with reading problems
- () teaching students how to read
- () making the reading lessons appropriate for the student's level
- () others : _____

SECTION B

The following questions are to identify the various reading problems that your students may have. Kindly tick the appropriate column.

- A = Always
- F = Frequently
- S = Sometimes
- N = Never

8. They are unable to obtain the meaning or pronunciation of a word by seeing the entire word as a unit (e.g. sight words such as very, more, from).
9. They have difficulties in using sound-symbol relationship (phonetic analysis) to obtain meaning of an unknown word :
 - (i) consonant sounds (e.g. /k/, /p/)
 - (ii) vowel sounds - long (e.g. /u:/)
- short (e.g. /u/)
10. They have difficulties in structural analysis i.e. deriving the meaning and pronunciation of an unknown word through the study of its structure or parts using the sub-skills – prefixes, suffixes, root words etc.
11. They have difficulties in using context clues in obtaining the meaning and pronunciation of an unknown word.
12. They are unable to use the dictionary to aid understanding of a text.
13. They have poor spelling skills.
14. They have limited vocabulary knowledge.

A	F	S	N

15. They have problems comprehending what they read at these levels :

- (i) literal/factual comprehension (e.g. what?)
- (ii) interpretive/inferential comprehension (e.g. why?)

16. They have comprehension difficulties when :

- (i) reading silently
- (ii) reading aloud
- (iii) read to

17. They make errors while reading that distort the meaning of the text.

A	F	S	N

For questions 18 to 22 you may tick more than once.

18. Which of these miscues (oral reading errors) do your students with reading problems exhibit?

- () substitution - say "there" instead of "they"
- () omissions - leave out a word
- () insertions - add a word
- () use of non-words - substitute a nonsense word
- () word reversals - pronounce "no" as "on"
- () repetitions - repeat the same word or phrase
- () hesitations - hesitate a long time before pronouncing a word
- () ignore a punctuation mark - appear not to have noticed the marks

19. Your students with reading problems can read but

- () cannot comprehend
- () cannot answer questions beyond literal comprehension
- () cannot answer open-ended questions
- () reluctantly
- () read very slowly
- () read only lower level texts

20. Your students with reading problems can be described as :
- disabled reader - reading significantly below his/her potential
 - retarded reader - reading below grade level
 - reluctant reader - can read but does not like to
 - underachiever - achievement is below expected level according to intelligence tests
 - slow learner - with an IQ between 76 and 89 (not retarded)
 - nonreader - unable to read despite everything else being normal
21. How would you rate your students with reading problems based on their level of deficiency?
- mild
 - moderate
 - severe
 - nonreader (cannot read at all)
22. Your students with reading problems possess these attitudes toward reading :
- learning to read is for academic purposes only
 - reading books is a waste of time
 - reading is a boring activity
 - most books are not interesting
 - reading is a good pastime
 - reading is useful for overall academic achievement
 - reading is not useful for his/her future

SECTION C

Please answer the following questions to indicate your opinion by ticking in the appropriate columns.

- SA = Strongly Agree
- A = Agree
- U = Uncertain
- D = Disagree
- SD = Strongly Disagree

31. Remedial reading sessions should be a core component/compulsory in the teacher training programme.

32. A compulsory diagnosis for reading problems should be carried out at the beginning of every academic year for all students.

33. Students with reading problems should be mainstreamed in the normal classroom i.e. these students are not separated into one class.

34. The parents of students with reading problems can be involved in the remedial reading activities through these measures :

- (i) end of every month the parents sign the students workbook after having gone through it.
- (ii) discuss with the teacher once a month.
- (iii) provide the time for exposing the students with reading material – e.g. going to the library.
- (iv) motivate the students when he/she reads at home e.g. provide adequate time, giving personal attention.
- (v) others :

SA	A	U	D	SD

(vi) any comments to the above responses : _____

37. In a class of 40-50 students, is it possible for you to attend to these students with reading problems?

38. Do you discuss about the reading problems with their parents?

39. Is this problem attended to during the language teachers' meetings?

40. Do you group the class according to their proficiency levels?

41. Do you provide remedial tasks as homework for students with reading problems?

42. What other remedial reading approaches do you use or do you think are useful?

A	F	S	N

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION !

APPENDIX D

Reading Problems Among Students In Urban Secondary Schools: A Teacher's Perspective

Dear respondents,

The attached questionnaire is to obtain your views on the reading problems faced by your students in your classrooms.

I will greatly appreciate it if you could kindly complete all the questions in the questionnaire and express your views as frankly as possible. Please be assured that all your responses will be kept **strictly confidential**.

Your suggestions and experience as an ESL teacher will contribute valuable information to understand the reading problems of students in urban secondary schools. I realise your time is valuable, but this questionnaire is important to show how we as teachers view this serious problem.

I would like to thank you in advance for your valuable time and cooperation.

Fellow teacher,



Santhi Palaniappan

MESL Programme,
Faculty of Languages and Linguistics,
University of Malaya.

READING PROBLEMS AMONG STUDENTS IN URBAN SECONDARY SCHOOLS: A TEACHER'S PERSPECTIVE

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 - Diploma in TESL
 - Degree : subject major
 - _____
 - _____
 - Diploma in Education : option
 - _____
 - _____
 - Others : _____
- What are the levels of English you have taught for the past three years?
 - Remove
 - One
 - Two
 - Three
 - Four
 - Five
 - Six
- Have you attended any in-service courses in remedial reading?
 - Yes
 - No

If your response is Yes, kindly state :

Place : _____
Duration : _____
Year : _____

5. How would you rate your level of knowledge in the area of remedial reading?

() very high

() high

() moderate

() low

() very low

6. Was this area of remedial reading covered in your teacher training?

() Yes

() No

If your response is Yes, kindly state the level of your exposure :

() very high

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7. What do you understand about remedial reading?

Remedial reading is

() teaching students with reading problems

() improving students in their language ability

() giving personal instruction to students with reading problems

() teaching students how to read

() making the reading lessons appropriate for the student's level

() individualised programmes

() improving reading skills

() others : _____

15. They have problems comprehending what they read at these levels :

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SECTION C

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33. Students with reading problems should be mainstreamed in the normal classroom i.e. these students are not separated into one class. -----

34. The parents of students with reading problems can be involved in the remedial reading activities through these measures :

(i) end of every month the parents sign the students workbook after having gone through it. -----

(ii) discuss with the teacher once a month. -----

(iii) provide the time for exposing the students with reading material – e.g. going to the library. -----

(iv) motivate the students when he/she reads at home e.g. provide adequate time, giving personal attention. -----

(v) have a progress record for these students. -----

(vi) help teachers in teaching and handling of these students in extra or special classes. -----

(vii) others :

SA	A	U	D	SD

(viii) any comments to the above responses : _____

35. Are you able to conduct remedial reading programme for your students with reading problems?

() Yes () No

Kindly state if you have any of these constraints. You may tick more than one item.

- () time
- () class size
- () extra responsibilities other than teaching
- () disciplinary problems
- () lack of relevant materials
- () reluctance of students
- () uncooperative administration
- () parents/guardians are not supportive
- () lack information on remedial reading
- () students lack motivation to read in English
- () others : _____

If your response is Yes, kindly describe the programme :

What suggestions do you have to help teachers with remedial reading?

- () students should be divided according to ability
- () should have ample and suitable reading materials
- () the materials should be attractive
- () attend in-service courses in the area of remedial reading
- () conduct diagnostic teaching

Others : _____

SECTION D

For the following questions kindly indicate your response by ticking in the appropriate columns.

- A = Always
 F = Frequently
 S = Sometimes
 N = Never

36. Do you use the following remedial approaches in your lessons when faced with students who have reading problems?

	A	F	S	N
(i) work with students individually -----				
(ii) present the same information at a slower pace in a different sequence -----				
(iii) demonstrate difficult task -----				
(iv) modify test-taking procedures ----- (e.g. open-book test)				
(v) use easier texts than found in the textbooks -----				
(vi) give easier tasks than those given to other students -----				
(vii) provide additional drill or practice -----				
(viii) use cooperative learning i.e. working together in groups of mixed ability-----				
(ix) use supplementary instructional techniques :				
- audio visual aids -----				
- newspapers, magazines, comics -----				
- language games -----				
- music -----				
(e.g. songs, jazz chants)				
- children's story books -----				
- others : _____				

37. In a class of 40-50 students, is it possible for you to attend to these students with reading problems? -----

38. Do you discuss about the reading problems with their parents? -----

39. Is this problem attended to during the language teachers' meetings? -----

40. Do you group the class according to their proficiency levels? -----

41. Do you provide remedial tasks as homework for students with reading problems? -----

A	F	S	N

42. What other remedial reading approaches do you use or do you think are useful?

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION !

APPENDIX E

INTERVIEW SCHEDULE

1. What do you understand by the term “remedial reading”?
2. How would you describe your students with reading problems?
3. What are their main characteristics?
4. Do they appear to have any other learning problems other than reading?
5. Are any of the teachers in your school trained in handling students with reading problems?
6. Any suggestions to equip the teachers with the relevant knowledge?
7. Do you conduct any remedial reading activities with your students with reading problems? What are they?
8. Do the students progress through these activities?
9. What are the approaches adopted?
10. What are the teachers’ and students’ responses toward conducting a remedial reading programme?
11. What are the major setbacks in conducting a remedial reading programme with your students with reading problems?
12. Do you attend to a problem reader’s needs during your ESL lesson? What are the techniques adopted?
13. What kind of role do you expect from the parents of these students with reading problems in attending to their children’s reading problems?
14. Are there any problems from their social background that hinder parental involvement?
15. Do you meet the parents to discuss the student’s reading problems? If not, why?

16. Any suggestions to overcome the problem of keeping in touch with the parents?

17. What kind of role do you expect from the school administrators?

18. What kind of role do you expect from the education department?

APPENDIX F

Secondary School English Language Syllabus contents for reading skills.

2.0 Reading

At the end of the English language programme for secondary schools the students should be able to

- *2.1 Read using correct pronunciation, and with correct intonation, word stress, and sentence rhythm;
- *2.2 Use dictionaries;
- *2.3 Read and understand meanings of words, phrases, and sentences;
- 2.4 Read and locate main and supporting ideas, and details in stories, letters, articles, and reports;
- 2.5 Read and locate information in pictures, maps, charts, diagrams, manuals, timetables, guides, stories, letters, and forms;
- 2.6 Read and follow sequence of events and ideas in labelled pictures, stories, letters, articles, and reports;
- 2.7 Read and predict outcomes from given information;
- 2.8 Read and find proof to support statements in stories, letters, articles, and reports;
- 2.9 Read and locate cause and effect relationships in given information;
- 2.10 Read and draw conclusions from given information;
- 2.11 Read and understand instructions, directions, messages, information, stories, letters, articles, reports and opinions;
- 2.12 Read and understand descriptions of people, occupations, transport, places, and things;
- 2.13 Read and understand descriptions of scenes and events;
- 2.14 Read and understand descriptions of simple processes and procedures; and
- 2.15 Read and enjoy prose, poems, and plays.

APPENDIX G

This handout was shared by the Star-NIE trainer during a workshop held in February, 2000 at Kolej Damansara Utama.

AN INTRODUCTION TO NEWSPAPER IN EDUCATION (NIE)

The newspaper is the only holistic "textbook" which brings to the classroom today history, provides lessons in mathematics, politics, English, social studies, geography, etc. and gives students the chance to create, learn and debate.

What parts of the newspaper can be used?

Every part — news stories, editorials, photographs, advertisements, comics, headlines and even the physical layout of the newspaper.

Where in the curriculum can it be used?

Being a leading English language daily, *The Star* is well placed to assist teachers in the teaching of English. NIE lessons in reading, comprehension, word study, learning concepts, critical thinking, etc. can be designed through creative use of the newspaper.

When can it be used?

The newspaper is probably the only major text students will continue to read throughout their lives. Proper guidance in its use should be part of every class — from kindergarten to adult education.

Why should educators use the newspaper?

It is an updated daily text, containing the latest information on history, social studies, scientific discoveries and new technology. It deals in reality, bridging the gap between the classroom and the real world.

Newspapers contain practical vocabulary, words which students will use over and over again throughout their lives. News stories serve as models for clear, concise, simple writing.

The newspaper is identified as adult reading material, providing built-in motivation for students to develop reading, speaking and critical thinking skills.

Most important, the newspaper is interdisciplinary. It shows the relevance and importance of many subject areas to adult life. The newspaper ties it all together. It is a learning and growing experience for both educators and students.

The Star-NIE programme

The Star-NIE programme provides materials that closely follow the national English language syllabus. These materials cater for a range of proficiency levels.