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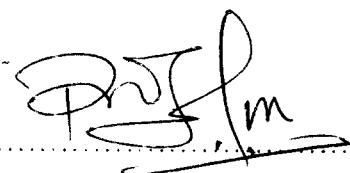
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Literacy Development in English Through the Reading-Writing Connection:

A Case Study of a Young Learner

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LITERACY DEVELOPMENT IN ENGLISH THROUGH THE READING-WRITING
CONNECTION: A CASE STUDY OF A YOUNG LEARNER

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ABSTRACT

Literacy Development in English Through the Reading-Writing Connection:

A Case Study of a Young Learner

Literacy development is seen as emerging from children's oral language development and their attempts at reading and writing. Literacy takes place in a social context, where texts feature and where people use and talk about these texts. When viewing literacy as a sociocultural phenomenon, it is important to look at everyday literacy practices of the child. The formal instructional environment as well as the home environment shape a child's literacy development. In addition to the overt teaching that takes place in classrooms, children also acquire language through talk with others as well as the exposure to multiple text forms in the media such as television, video compact disks (VCDs), movies, advertisements, computer games and a variety of print texts. These texts serve as springboards for the literacy development of young learners as they read and write in ways that are shaped by what they read.

This is a case study of a seven-year old child's literacy development and looks at how the child engages himself with the texts in his environment and constructs meaning based on his lifeworlds. The child's domains of English language use are his home, school and his social activities outside the home and school. This case study focuses on his connections between reading and writing and seeks to explore three research questions pertaining to his literacy practices in the domains of home and community as well as how significant persons in these domains influence his literacy practices.

To answer these research questions, a qualitative case study approach was used. The multiple techniques for data collection employed included participant observations, researcher's personal journal, interviews, an examination of the child's written work, the texts that he reads and other supporting documents. The data were analyzed and coded based on topics, themes, functions and events that were significant. These data were analyzed qualitatively and emerging themes were discussed in order to answer the research questions and to draw implications for ESL teaching.

This case study is significant because the insights gained will add to the knowledge of responsive pedagogy in relation to English language development of young learners. These insights should help teachers contextualize and design the teaching-learning process in the English language classroom.

ABSTRAK

Perkembangan Literasi Dalam Bahasa Inggeris Melalui Hubungan Pembacaan- Penulisan: Kajian Kes Keatas Seorang Kanak-Kanak

Perkembangan literasi dilihat sebagai terbit daripada perkembangan bahasa pertuturan kanak-kanak dan usaha mereka terhadap pembacaan dan penulisan. Literasi mengambil tempat didalam konteks sosial dimana teks diketengahkan dan dimana teks digunakan dan dijadikan bahan perbincangan. Apabila melihat literasi dari segi fenomena sosiobudaya, adalah penting bagi kita untuk melihat amalan literasi harian kanak-kanak. Persekitaran pembelajaran yang formal, juga persekitaran di rumah membentuk perkembangan literasi kanak-kanak. Disamping cara pengajaran formal yang disampaikan di bilik darjah, kanak-kanak juga mempelajari bahasa melalui pertuturan sesama mereka serta pendedahan terhadap pelbagai bentuk teks di media-media seperti televisyen, video cakera padat (VCD), wayang gambar, iklan, permainan komputer dan pelbagai jenis teks cetakan lain. Segala bentuk teks tersebut adalah merupakan batu loncatan kepada perkembangan literasi kanak-kanak semasa mereka mula membaca dan menulis didalam gaya yang telah dibentuk oleh pembacaan mereka.

Ini merupakan satu kajian kes yang dijalankan keatas seorang kanak-kanak berusia tujuh tahun bertujuan bagi mendapat gambaran tentang perkembangan literasinya serta bagaimana dia melibatkan dirinya dengan teks di persekitarannya dan mencapai pengertian berdasarkan kehidupan hariannya. Kanak-kanak ini menggunakan Bahasa Inggeris di rumah, sekolah dan didalam aktiviti-aktiviti sosial diluar rumah dan sekolah.

Kajian kes ini tertumpu kepada pertaliannya diantara pembacaan dan penulisan serta cuba menjawab tiga soalan kajian mengenai amalan literasinya di rumah dan didalam komuniti termasuklah meninjau bagaimana setiap individu penting di dalam kehidupannya dapat mempengaruhi amalan literasinya.

Untuk menjawab soalan-soalan kajian ini, pendekatan kajian kes secara kualitatif telah diambil. Pelbagai teknik pengumpulan data termasuk kaedah pemerhatian, jurnal peribadi penyelidik, temuramah, penilaian hasil penulisan kanak-kanak tersebut, teks-teks yang menjadi bahan bacaannya dan pelbagai dokumen sokongan lain telah digunakan. Data ini dianalisa dan diklasifikasikan berdasarkan tajuk, tema, fungsi dan acara yang penting. Data tersebut kemudiannya dianalisa secara kualitatif dan tema-tema yang terbit darinya dibincangkan bagi menjawab soalan-soalan kajian tersebut dan dapatan kajian kes ini akhirnya akan menunjukkan implikasinya terhadap pengajaran Bahasa Inggeris sebagai bahasa kedua.

Kajian kes ini adalah penting kerana pemahaman dan tanggapan yang terbina akan menambah pengetahuan sedia ada tentang pedagogi responsif berhubung dengan perkembangan Bahasa Inggeris kanak-kanak. Pemahaman dan tanggapan ini juga seharusnya membantu guru-guru membentuk kaedah pengajaran dan pembelajaran berdasarkan konteks didalam kelas Bahasa Inggeris.

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