

SYNOPSIS

Due to the increase in complexity and format of texts in this information age, rising numbers of adolescents face reading literacy problems. This exploratory study was conducted to see how these adolescents can be nurtured as apprentices to become strategic and independent readers. They were engaged in different dimensions of an apprenticeship framework and metacognitive conversation that draw on the learning theories implicit in Social Constructivism. The subjects were six selected cases among a group of pre-university language learners at a language center. They were at intermediate level of proficiency, from a variety of native language backgrounds. Using a mixed method design both quantitative and qualitative data were collected, in the forms of researcher field notes, learners' written reflections, peer observation notes, an in-depth interview at the end of the study with the cases, pre and post-test results and lesson plans. With more weight being given to the qualitative part, data were collected to find out the impact of the Reading Apprenticeship Framework on these adolescents' reading literacy in terms of engagement, strategy use and comprehension. Another objective was to investigate the teaching strategies that are useful in facilitating the delivery of the Reading Apprenticeship Framework.

The findings indicate that the Reading Apprenticeship Framework can improve learners' engagement with the texts if they are academically motivated. It can also improve strategy use and general comprehension of adolescent readers regardless of their proficiency level and thus lead to development in their reading literacy.

The study also highlights the role of the teacher as the facilitator who through modeling using think-aloud, scaffolding, proper utilization of peer interaction and metacognitive conversation plays a part in enhancing the adolescents' reading literacy. The significance of the study lies in its contribution to the knowledge base of adolescent literacy development.

Memperbaiki Literasi Membaca Remaja Melalui

Reading Apprenticeship Framework

SINOPSIS

Peningkatan dalam kesukaran dan format pada teks dalam era maklumat kini mengakibatkan peningkatan masalah kemahiran membaca dalam kalangan remaja masa kini. Kajian penyelidikan ini telah dijalankan untuk melihat bagaimana para remaja dapat dididik sebagai perantis yang boleh menjadi pembaca yang strategis dan berdikari. Mereka ini telah didedahkan kepada pelbagai dimensi kerangka ‘apprenticeship’ serta perbualan metakognitif yang bersandarkan teori-teori yang tersirat dalam Konstruktivisme Sosial. Para subjek adalah enam kes terpilih dari sekumpulan pelajar bahasa Inggeris pra-universiti di sebuah Pusat Pembelajaran Bahasa. Mereka mempunyai kemahiran bahasa pada tahap pertengahan dan latar belakang bahasa etnik yang pelbagai. Dengan menggunakan pelbagai pendekatan bercampur, data kualitatif dan kuantitatif telah dikumpul dalam bentuk nota penyelidikan, hasil tulisan refleksi para pelajar, nota pemerhatian rakan, satu sesi temu bual yang mendalam dengan para subjek di akhir kajian, keputusan pra-ujian dan pasca-ujian serta perancangan pembelajaran. Penekanan lebih ditumpukan kepada kajian kualitatif di mana data telah dikumpul untuk menyiasat impak *Reading Apprenticeship Framework* ke atas kemahiran membaca para remaja tersebut dari aspek ‘keasyikan’ (*engagement*), penggunaan strategi dan kefahaman. Objektif lain kajian ini adalah untuk menyiasat strategi-strategi pengajaran yang didapati berkesan dalam memudahkan pelaksanaan *Reading Apprenticeship Framework*.

Hasil kajian mendapati bahawa *Reading Apprenticeship Framework* mampu memperbaiki tahap interaksi dengan teks sekiranya para remaja ini mempunyai motivasi akademik. Kajian juga didapati dapat memperbaiki penggunaan strategi dan kefahaman asas para pembaca remaja tanpa mengira tahap kemahiran bahasa dan ini boleh meningkatkan perkembangan kemahiran membaca dalam kalangan mereka.

Kajian ini turut menonjolkan peranan guru sebagai fasilitator melalui ‘modeling’ penggunaan ‘think-aloud’ (melisankan fikiran), ‘scaffolding’ (bimbingan), interaksi rakan sebaya yang berkesan dan perbualan metakognitif, yang memainkan peranan dalam memperbaiki kemahiran membaca dalam kalangan para remaja tersebut. Kepentingan kajian ini adalah berdasarkan sumbangannya kepada basis pengetahuan (‘knowledge base’) berkenaan dengan perkembangan literasi dalam kalangan remaja.

Dedicated To

My Beloved Husband

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Declaration

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List of Abbreviations

ELL- English language Learners

IRA- International Reading Association

PISA- Program for International Student Assessment

NAEP- National Assessment of Educational progress

CORI- Concept-oriented Reading Instruction

NRP- National Reading Panel

EFL- English as a Foreign Language

ESL- English as a Second Language